NATIONAL TECHNICAL STANDARDS AND GUIDELINES
SOUTH SUDAN

PART 3
EXPLOSIVE ORDNANCE RISK EDUCATION (EORE)

Date: 27 July 2023

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19 SEP 2023

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Additional Standards and Guidelines:
Part 1 – Demining
Part 2 – Information Management and Reporting
Part 4 – QA Procedures

FOREWORD

Reference: International Mine Action Standards, http://www.mineactionstandards.org/

The National Technical Standard & Guidelines (NTSG) for humanitarian mine action operations[1] in South Sudan are essential to enable the National Mine Action Authority to plan and assess humanitarian mine action operations being conducted by mine actions organisations[2] within South Sudan Mine Action Program (South Sudan MAP). The mine action organisation may be involved in one or more of the following humanitarian mine action activated in South Sudan:

a. Explosive ordnance Risk Education (EORE)
b. Landmine Impact Survey (LIS)
c. Non-Technical Survey (NTS)
d. Technical Survey (TS)
e. Manual Mine Clearance (MMC
f. Road/Route Survey, Assessment and/or Clearance Operations
g. Mechanical Clearance Operations
h. Mine Detection Dog (MDD) Operations.
i. Explosive Detection Dog (EDD) Operations
j. Explosive Ordnance Disposal (EOD)
k. Battle Area Clearance (BAC)
l. Humanitarian Mine Action Operations involving two or more activities, i.e. NTS, MMC, BAC, MDD, Mechanical. This is referred to as 'Integrated Operations'.

These NTSG are split into four parts:

a. Part 1:- Demining
b. Part 2:- Information System (IMSMA)
c. Part 3:- Explosive Ordnance Risk Education (EORE)
d. Part 4:- Quality Management (QM)

The aim of these Technical Standards is to provide mine action organisations with references for the conduct and management of humanitarian demining activities. They have been produced using experiences gained locally and incorporating lessons and best practices learned in other worldwide theatres.

[1] The term ‘humanitarian mine action’ is used to describe/refer to the planning, implementation and conduct of all mine action projects and associated activities within South Sudan.

[2] The term 'mine action organisation' is used to refer to any organisation, government, NGO, military or commercial entity, prime or sub-contractor, consultant or agent involved in any humanitarian mine action activities in South Sudan.

This document is not intended to replace or replicate Standard Operation Procedures (SOPs) nor does it absolve mine action organisations from the responsibility to produce their own SOPs. Conversely these NTSGs are intended to be used as an aid in developing SOPs, by detailing the minimum standard and accepted practices/methods of conducting humanitarian mine action activities as part of the South Sudan MAP.
Variation in procedures and methods of operation are to be expected amongst the different mine action organisations. These provide an example of the accepted practices by the NMAA & UNMAS United Nations Mission in South Sudan (UNMAS-UNMISS) and provide a basis for comparison during the desk and operational accreditation process.

Organisations, which do not conform to the standards outlined in this document, shall not be accredited to work within the South Sudan Mine Action Program (MAP). Additionally, accredited mine action organisation's which do not continuously comply and adhere with the terms of their accreditation i.e. continue to apply the standards and details of accredited SOPs; may have their accreditation suspended or removed.

The following terms used throughout this document indicate specific levels of obligation:

'**Shall'** is used to indicate a requirement, methods or specifications that are to be applied in order to conform to the standard.
'**Should'** is used to indicate the preferred requirement, methods or Specifications.
'May' is used to indicate a possible method or course of action.

This document is designed to be a "living" document. The procedures and practices shall be continually reviewed in order to ensure they remain relevant to the current EO situation as well as advances in technology.

In parts these documents meet and exceed those minimum standards set out in the International Mine Action Standards (IMAS), which should be read in conjunction with this publication.

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ii. INTRODUCTION

In accordance to 'Security Resolution 1590; the United Nations Mine Action Service South Sudan (UNMAS-UNMISS), has been appointed by the National Mine Action Office (NMAA) South Sudan, who represent the Government of the Republic of South Sudan (RSS), to coordinate and facilitate all humanitarian mine action activities in South Sudan. This includes the establishment of the National Technical Standards and Guidelines (NTSGs) for humanitarian Mine Action activities, accreditation of mine action organisations and the quality assurance for tasks completed by such organisations.

The establishment of minimum standards for humanitarian mine action activities are to ensure the following:

i. To include the safety of people directly or indirectly involved in the work, the quality of the work (level of clearance), the medical evacuation procedures and common activities such as hazard area marking and reporting.

ii. The identification of acceptable procedures shall provide guidelines for the conduct of mine action operations. These shall provide the basis for SOP's to be developed by mine action organisations.

iii. The evaluation and approval of SOP's and training programs submitted by the mine action organisations will form the minimum standards which shall be fulfilled in order to receive accreditation to conduct mine action operations within South Sudan.

iv. The preparation of an evaluation ground for Mine Detection Dogs (MDD) and criteria for the evaluation of the MDD.

v. Quality Assurance (QA) of humanitarian mine action activities.

The standards in this document have been written in conjunction with the International Mine Action Standards (IMAS). Where necessary these minimum standards have been enhanced to provide the most appropriate level of safety required for humanitarian mine action operations in South Sudan.

NATIONAL TECHNICAL STANDARDS AND GUIDELINES (NTSG)

The NTSG shall be adhered to by all mine action organisations.

This NTSG provides limited explanations for conducting specific humanitarian mine action activities in order to provide the minimum requirements for conducting recommended and proven clearance methods safely and effectively. In circumstances where an organisation intends to conduct specific procedures which are not detailed in the NTSG or IMAS, prior authorization shall be sought and possibly granted by the NMAA/UNMAS-UNMISS. All mine action organisations shall be required to have their SOPs and Operational mine action activities accredited as detailed in Chapter 21.

Any amendments to the NTSG shall only be authorised by the Chairperson of NMAA/ CMAP for the UNMAS-UNMISS.

STANDARD OPERATING PROCEDURES (SOP)

All mine action organisations shall provide NMAA/UNMAS-UNMISS with a complete set of SOPs in English which covers all humanitarian mine activities which they wish to be accredited to conduct.

ACCREDITATION

To allow the NMAA/UNMAS-UNMISS to effectively monitor all humanitarian mine action activities conducted in South Sudan and to achieve an accepted standard of competence and operational best practices, all organisations shall be required to conform to the necessary accreditation requirements before and during humanitarian mine action activities in South Sudan.

TABLE OF CONTENTS

iii. GLOSSARY OF TERMS, DEFINITIONS & ABBREVIATIONS

This Glossary is taken directly from the current edition of IMAS and provides a summary of the mine action terms, definitions and abbreviations used in mine action. If two or more alternative definitions are in common use, then both are given in this glossary.

All of the terms listed within this glossary may not have been used in this NTSG. They are however included should the requirement to include them in the drafting of mine action organisations SOPs or other documentation arise.

When a term listed in this glossary has been used within the NTSG it is not generally accompanied by the definition. For purposes of clarity and conformity this glossary should be referred to at these times.

All mine action organisations are requested to apply these principles during the compilation of SOPs, referring to an activity, task or other or when the need to refer to the relevant term is required.

South Sudan

National Technical Standards Guidelines

PART 3 - EORE

Date: 27 July 2023

Chapter 01

1 Feasibility Study

1 FEASIBILITY STUDY

1.1 Introduction

A feasibility study can help to determine whether EORE programme is required, whether it can be integrated within overall mine action and if the particular agency, body or organisation is well placed to undertake the effort.

In particular, the study should seek to offer a preliminary overview of the extent of the threat, including the location and size of the areas affected, the severity of the impact on the population, the scope of existing mine action initiatives, and the need and urgency for additional programmatic responses.

Inquiries should also help to define the purpose and focus of field visits, including the formulation of research questions to guide information collection.

1.2 Sources of information

Sources of relevant information include:

a. Official records: population figures, accident data.
b. Information about previous mine action activities in area, including EORE activities,
c. General Mine Action Assessment (GMAA) Information or Non-Technical Surveys;
d. Landmine Impact Survey results;
e. Contact with key informants, such as military, religious and political leaders;
f. Contact with authorities and agencies, for example, government ministries, mine action agencies, UN agencies, non-governmental organisations, agencies involved in other humanitarian sectors, and community leaders
g. Media reports, books and documents produced on the mine situation and its impact.
h. Informal sources, such as village leaders or women's groups.

1.3 The need for a Explosive Ordnance Risk Education programme

Historically, EORE programmes have been set up in response either to the fact that there is a high numbers of explosive ordnance (EO) victims or to the perception that population movements may lead to casualties due to presence of mines or explosive remnants of war.

By looking more specifically at the causes of mine accidents, one can see more clearly the ways in which EO accidents can be prevented and defined the role EORE programme might play.

1.4 Capacity assessment

It is essential to assess if EORE implementing agencies, organisations, or networks are capable of undertaking EORE activities in a safe, efficient and effective manner. Each failure to comply with standard requirements may lead to contra-productive results or place implementing teams into unnecessary risks.

In particular, the following questions should be considered:

a. Does the agency or organisation have the resources and the depth of knowledge and experience to launch an EORE programme?
b. Do the field offices have sufficient staff to implement a programme?
c. Will the political situation and the physical access to the affected areas permit the agency or organisation to implement the programme effectively?
d. Are the resident authorities supportive and is the current political climate favourable for such an initiative?
e. How long is funding likely to be available?
f. Is the partner able and willing to commit to the programme over the required term and under the estimated circumstances?
g. Do any operational constraints hinder the effectiveness of the partner?
h. Are other potential partners more suitable?
i. Should more than one partner be approached?

1.5 The decision to proceed

Before any organisation or body takes the decision to initiate an EORE programme, it must consider operational realities. The scale of EO threat, socio-economic impact of threat as well as current security situation in targeted area may have influence on estimated time frame of MRE projects. Therefore, the need for EORE activities has to be placed in a context of the needs of the population and the general impact of EO in targeted areas.

Alternatively, existing circumstances (for instance, security, the intensity or nature of on-going conflicts, population displacement, staffing) may make a programme impossible or impracticable. If, however, it is decided that a programme is both warranted and feasible, a detailed needs assessment should certainly be undertaken.

South Sudan

National Technical Standards Guidelines

PART 3 - EORE

Date: 27 July 2023

Chapter 02

2 Needs Assessment

2 Needs Assessment

2.1 Introduction

Needs Assessment is the systematic collection and analyses of information which will help to identify more precisely the populations at risk, their risk behaviour, the extent of the risk and the appropriate EORE approach and methodology. The needs assessment should look at the different needs of women, men, boys and girls.

The cornerstone of the assessment is data gathering and analysis. The systematic data gathering, and analysis are essential to the successful development of all stages of EORE programme.

The information will be invaluable in defining EORE strategies. As far as possible, data should be gathered continuously throughout the programme implementation, starting with the collection of baseline data. The scope and the depth of the needs assessment depend on the financial and logistical resources available to the implementing organisation, as well as on the types of information required for the assessment.

2.2 Data collection

Coordination among all stakeholders provides a basis for needs assessment and helps avoid the unnecessary duplication of efforts and overlapping of activities.

Data collection and sharing can represent an opportunity for intensive training that sets the stage for all subsequent interventions. It requires focus, commitment, resources, and foresight so as to ensure that the methodology is reliable and representative of the population under study, and that it provides a baseline to build upon and for comparison with subsequent efforts.

2.3 The data to be collected

The needs assessment must study the impact of EO on communities and the context for the programmatic response. This could focus on mortality and morbidity rates, the infrastructure rendered useless or inaccessible, and the impact on health care systems.

Need assessment should address following programme design issues;

a. What is the magnitude and geographic focus of the problem?
b. Who is affected, and therefore who should be targeted?
c. How are women, men, boys and girls affected – physically, psychosocially, and economically?
d. What is likely to induce behavioural change, and who will be most likely to alter their behaviour?
e. What are the circumstances in which people are injured?
f. What leads to risk-taking behaviour (which would need to be addressed in the education campaign)?
g. What are the ways in which women, men, boys and girls communicate and learn?
h. What is the treatment or response provided and how appropriate is this?

2.4 Statistics about victims

Current statistics on EO-related injuries are often based on extrapolations from partial survey information. Data on mines-related injuries and disabilities are difficult to collect because the regions most affected by mines are generally among the poorest and most inaccessible areas, and are sometimes at war.

Understanding the magnitude of mines-related injuries is crucial for the development of appropriate interventions, impact evaluation, and optimal use of resources.

Demographic information - such as age, gender and occupation of mine victims and survivors – is needed to determine characteristics of those being killed and injured and which group to target for preventive action.

An individual's specific activity at the time of injury and the location where the injury took place are necessary to determine how and where these injuries are happening. To show the responses required to manage these injuries and to prevent disability, information is needed about the type of treatment provided, the duration of hospitalisation, the outcome of the accident, the type of rehabilitation, the type of prosthesis and the duration and outcome of rehabilitation.

EORE programmes should rarely seek to target an entire community through a single approach since the factors which affect the adoption of safe behaviour vary greatly from individual to individual, group to group, and community to community in terms of:

a. Age of victims.
b. Gender of victims.
c. Status of victims:
    - Civilian;
    - Combatant;
    - Refugee;
    - Internally displaced;
    - Settled rural community;
    - Urban population;
    - Specific rural population (nomads, seasonal migrants, etc).
d. Activity of victims at the time of the mine accident.
e. Location of accidents.
f. Date of accidents.
g. Types of areas EO contaminated.

Note: *Outcome refers to deaths and injuries (including permanent disability incurred during the accident) and should be added to the list of data to collect.*

Other information can help determine the level of the risk to populations. For instance, the number of refugee mine victims in countries of asylum where no mine victims have yet been recorded might serve as an indicator of the EO threat in the country from which the refugees have fled.

2.5 Reasons for EO accidents

The following are examples of the most persistent causes of mine accidents:

a. A lack of knowledge EO or the threat they pose. Economic necessity or survival imperatives
b. Previously cleared areas have been contaminated with EO.
c. Environmental changes, such as flooding, can cause mines to become freshly exposed or shift the position of mines.
d. The ignorance among individuals exposed to EO over long periods.
e. Inaccurate or misleading information about EO contaminated areas.

f. Religious and cultural convictions favouring fatalism, or a belief in magic. In some societies, people wear amulets in the expectation that they will protect them from injury in minefields.
g. Belief in one's own invincibility. For example, people who have survived a long and bitter armed conflict may think that mines cannot harm them.
h. Behaviour consistent with one's self-image. For instance, men may be reluctant to report the presence of ERW to mine-clearance teams, as this might be taken as a sign of their weakness or incapacity.
i. Curiosity can affect behaviour, particularly among children. Learning about the dangers of EO may even stimulate an individual's curiosity to find out more, such as: *What will happen if the mine is touched? Or hit with a stone? Will it really explode?*
j. An individual may come under direct or indirect pressure from relatives, peers, friends, or other community members not to adopt safe behaviour. For example, peer group pressure may lead a boy to attempt to prove his courage by entering a minefield.
k. Any combination of factors.

2.6 The context for EORE

Other factors for which data are needed in order to implement an effective programme include:

a. The types of mines and ERW (the most common types of mines, ERW in South Sudan).
b. The location of EO and the types of land affected.
c. The existing infrastructure.
d. Population statistics, including: size, demographic make-up, sub-groups.
e. The roles of men, women, children, various ethnic groups, community leaders, and influential community members/power structures.
f. The level of education, including literacy rates.
g. The political context.
h. The historical context, including the history of the conflict.
i. The national plan for mine action, as well as the nature of mine action initiatives.
j. The situation in the country in terms of the existence of a humanitarian emergency, a conflict, a post-conflict environment, the level of development,

k. The resources available locally, including in those areas in which the EO threat is present,
l. Awareness programme should take place, through agencies and organisations in terms of funding, training of personnel, and logistics support.
m. Communication channels, including:
    - Languages, dialects, oral traditions, traditional media;
    - Traditional systems of education;
    - Materials and communication methods familiar to the population.
n. The lessons learned through EORE initiatives in the country.
o. The lessons learned through EORE initiatives in other countries.
p. The lessons learned through other emergency or development programmes in the country, for example, education and public health initiatives.
q. The local coping strategies for dealing with the EO problem.

2.7 Information sources

Where EO survey activities have been undertaken, information will already have been recorded with the UNMAS-UNMISS/National Mine Action Authority (NMAA).

a. General Mine Action Assessment (Landmine Impact Survey) or Non-Technical Survey (NTS) will provide general data on the extent and impact of EO contamination in affected communities.

b. Technical Survey provides more detailed information on the extent of EO contamination and aims to delineate the perimeter of EO contaminated areas. It will also normally provide more specific information on the types of EO found in the area.

c. The EO clearance accurately records the area cleared. EORE programmes will need to refer regularly to the information available as a result of the survey activity and orient the programme accordingly. However, the more specific information needed for EORE planning will still need to be collected.

To ensure accuracy and consistency of reports information will be collected at a variety of levels; local authorities, (community, county, national), from hospitals, humanitarian agencies and organisations, government departments, current and/or retired military staff which is familiar with confrontation history in targeted areas.

2.8 Information Sources at the Community Level

The school system, the health care system, and local community leaders can all be used as sources for an on-going information flow and for monitoring. Village-level data gathering leads to a better understanding of the needs of a community as perceived by the community. Throughout, feedback must be provided to the community, as the community is unlikely to participate extensively if it does not receive an action plan.

2.9 Information Sources at the Boma, Payam or County Level

Trends in accident statistics, prosthetics treatment, and travel time for care after major trauma can be more clearly identified at the boma/payam/county level, where such information is also more likely to be accurate. When carried out through an institution, boma/payam/county data collection tends to flow with less interruption and is representative of a wider cross-section of the population.

2.10 Information Sources at the National Level

National data gathering occurs primarily in cooperation with ministries of health, social welfare and planning and the NMAA/UNMAS South Sudan. The data are often more technical and sophisticated as regards, for example, the number of artificial limbs fitted each year. The collection of data at this level may also boost EORE among national authorities. In contrast, there may be some unwillingness to release information that is considered sensitive.

2.11 Methodologies

The choice of methodologies must be based on the following:

a. Questions to be answered by programme designers.
b. A review of existing information and identification of corresponding information gaps.
c. The level of precision required for the answers to each question, for example, is a qualitative assessment adequate, are service-based data adequate, or are representative statistics required.
d. The scope of each question, i.e. does it refer to conditions nationally, sub-nationally, locally, and/or for a particular subgroup and therefore the coverage of data collection and sampling required.

e. Resources available for the assessments (human resources such as number and skill levels, financial resources, logistics support).
f. Accessibility and security.

The range of sources includes government offices, hospitals, humanitarian organisations, local authorities, and communities. The range of methods for gathering qualitative and quantitative data includes surveys, community meetings, interviews, reviews of existing records, and personal observation.

The proper design of qualitative and quantitative data collection and analysis of data require some technical expertise and knowledge of the use and limitations of the different methods.

2.12 Sampling

In order to put the information collected into context, one must obtain feedback from a sample group that is truly representative in terms of size and characteristics.

The appropriate size of the sample group varies depending on the total number of beneficiaries. In general, EORE campaigns target individuals living close to land contaminated by mines, people planning to travel into or through contaminated areas, and people, such as children, tending to display high risk behaviour around mines.

The number of such people is often relatively large. A rule of thumb for the size of the sample is that around 5 per cent of the target audience in a given area should be included. One should be careful to select those people that may be most representative of high-risk behaviour (this obviously depends on the overall number of beneficiaries and is suggested for smaller total audiences only).

An appropriate simple sampling method based on questionnaires involves the use of ‘stage clusters. From a list of all of the villages in the target area choose a number of clusters. This is the first stage of cluster sampling. It should cover approximately 5 percent of the total audience.

Randomly select from this cluster the first household from which information is to be gathered; thereafter, continue sampling the nearest households until the sample number is reached. The

result of such a survey should be adequate for decision-making purposes at the community level.

If possible, National Bureau of Statistic may be consulted in order to get clearer information about the sampling.

2.13 Designing questionnaires

A key method for monitoring and evaluating EORE programmes has been to rely on questionnaires. Questionnaires are generally used to obtain information in a guided fashion. They may be structured (employing 'closed' questions, e.g., "Have you received MRE instruction?") or semi-structured (open-ended questions, e.g., "What would you do if you found a mine?"). Questions should be phrased so as to measure skills, knowledge, attitudes, practices and behavioural change. A questionnaire should be easy to complete (preferably one page in length) and should therefore take only a few minutes to fill out properly. Completing it should not require a substantial amount of education or training, since the interviewer and the interviewee may have only marginal reading and writing skills.

A question should:

a. Be easy to understand.
b. Be culturally sensitive and specific.
c. Not prejudice the response.

2.14 Pre-testing

It is vital that the questionnaire and the interview methodology be pre-tested if programme planners are to ensure that the intended information is obtained and that the respondents truly understand the questions being asked. The interviewers must be trained to observe, ask questions, and record information according to a predetermined, standard pattern.

If the questionnaire is to be translated, care should be taken to translate the questions accurately. (Asking a third person to translate the questions back into the original language can check this.)

2.15 Carrying out interviews

It is important to seek the permission of the respondent before carrying out the interview. It is likewise important to declare the purpose, for which the interview information is being collected, to identify the agency responsible for authorising the interview process (for instance, is it sanctioned by the local military authorities?), and to explain that the identity of the interviewee will remain strictly confidential.

One should endeavour to start the interview process with the least contentious questions so as to build confidence between the interviewer and the interviewee (determining whether questions are controversial, depends to a certain extent on the culture).

One should also bear in mind the gender of the interviewee and of the interviewer and how that might have an effect on the success of the interview.

2.16 Information management

It is important to establish early on a proper database for the storage and analysis of the data generated. The UNMAS South Sudan/NMAA maintains a database (IMSMA), which records information on all aspects of the mine action programme.

EORE database is a component of the UNMAS South Sudan/NMAA IMSMA database and can crosscheck or exchange information with other components.

Database software that can handle the relatively meagre data needs of an EORE project is readily available. Individuals must be trained for the data entry effort so that they can avoid duplication and data entry errors, and so that the overall maintenance of the database is guaranteed.

These individuals should also be sufficiently familiar with the software to perform the analysis and reporting functions. Reporting routines should be carried out internally on a regular basis and externally as required by outside agencies and other mine action organisations.

It is recommended to contact the UNMAS South Sudan/NMAA for information on standardized formats and procedures to collect information on mine action in general and EORE in particular.

Examples of standardized formats and procedures to collect information on mine action are multi-disciplinary assessment missions and national surveys. Assessment missions and national surveys are key components of the overall information management process.

An important tool in this process is the Field Module of the Information Management System for Mine Action (IMSMA), which is employed within national and regional Mine Action Centres in South Sudan and contains standardised formats for information reporting.

2.17 Training and the commitment of resources

A specific commitment to the collection and analysis of data requires a corresponding commitment of resources in terms of personnel, equipment, and training.

a) If mine action initiatives are to become integrated, interactive, and mutually supportive, and if an isolationist and fragmented approach is to be avoided, then the managers and team leaders involved in the various activities need to be familiar with:
b) The importance of information to the programme.
c) The various methods for getting the information.
d) The way to use the collated and analysed information.
e) The activities of the components in a national mine action programme and the activities of the relief and development sectors.

2.18 Information Analysis

It is essential not only to collect data but also to analyse data. In the absence of expertise, personnel, and the time to collect, interpret, and analyse information data collection is of little value.

Analysis should include the identification of additional information needs for planning and monitoring.

Information analysis determines the quality of information, which includes precision, coverage/representation and potential bias, and therefore places limits on conclusions. In spite of this, conclusions must be drawn carefully and their implications assessed, identifying areas for further data collection.

An EORE programme can only intervene effectively if the reasons for high-risk behaviour have been clearly understood. It is possible to distil these reasons into five main categories:

a) People are not aware of EO. They may be unaware of the existence of EO or of the dangers of EO
b) People are not informed about existence of EO. They may be aware of the EO and dangers they cause, but they are not informed
c) People are aware of EO, but they did not receive correct information about EO and existence in their places of living
d) People are aware of EO and know how to minimize the risks of EO, but they persist in high-risk behaviours.
e) People are forced to encounter risky areas due to economic necessities. They have little or no option but to intentionally adopt unsafe behaviour.

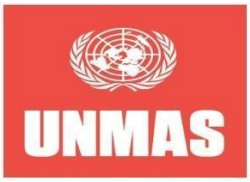
EORE strategies have largely focused on the prevention of accidents caused by a lack of awareness of mines or a lack of knowledge of safe behaviour.

Very few programmes have sought to prevent the injuries and deaths that can result from conscious high-risk behaviour, even though it is believed that this accounts for the bulk of mine accidents in many contexts.

2.19 The result of the needs assessment

The analysis of the information gathered during the needs assessment will be invaluable in determining the strategy to be adopted for the future EO awareness programme.

The combination of quantitative and qualitative information contained in the analysis will ensure that programme planners have a firm basis on which to work.



South Sudan

National Technical Standards Guidelines

PART 3 - EORE

Date: 27 July 2023

Chapter 03

3 Planning EORE Programme

3 Planning EORE Programme

3.1 Introduction

Agencies and organisations should use proper programme planning to identify the most effective ways to address the needs for EORE activities in EO-affected communities. The programme plan defines overall goals and specific objectives, outlines the minimum standards of achievement for the programme and the activities which are likely to meet these standards, determines appropriate impact and outcome indicators, and establishes methods and structures for monitoring and evaluation.

a. As far as possible, all stakeholders should be involved in the planning process. The programme goals, objectives and activities should reflect the input of all the individuals and institutions participating in the assessment and planning stages, particularly:
b. The philosophy of the implementing agency.
c. The terms of the donors.
d. The strategy of the government body.
e. The needs of the affected communities.
f. The strategy of mine action agencies.
g. The strategy of other relevant humanitarian agencies.

3.2 Key issues in planning EORE programmes

These NTSG do not attempt to cover the elements necessary for successful project management. It is assumed that appropriately qualified managers will be recruited to participate in the planning and implementation of EORE programmes. However, it may be useful to mention some general and specific features that one ought to take into account in planning and implementing an EORE programme.

The plans should:

a. Be integrated into the national mine action strategy and the overall national humanitarian and development strategies.
b. Reflect the priorities of the organisations and people involved (such as government, donors, communities, women, children, minorities, and disabled persons).

c. Take into account the assumptions behind the conviction that the activities can reach the objectives and that the objectives can achieve the overall goals.
d. Take into account the risk of negative side effects generated by the activities.
e. Be culturally appropriate.
f. Rely on appropriate means of communication.
g. Where possible, involve the intended beneficiaries in programme design, implementation, and monitoring.
h. Draw on the lessons learned through other EORE programmes.
i. Offset urban and gender biases and other biases.
j. Establish clear procedures and structures for reporting to donors.
k. Be sustainable, that is, cover capacity building and training.
l. Be flexible and adaptable.
m. Identify indicators to gauge the progress and the impact of the programme.
n. Identify appropriate monitoring and evaluation systems.
o. Be realistic and take into account programme inputs, such as local and external management capacities and the availability of staff, skills, and resources.
p. Assure adequate funding and logistical support.

3.3 Programme inputs: staff selection

Larger EORE projects typically require the recruitment of professional project management staff. They will require staff appropriate to plan, organize and implement public education campaigns such as educators, programme managers, trainers, curriculum development specialists, communication and social mobilisation experts, epidemiologists, and artists. However, Technical specialists may also play an essential role in EORE, especially during the community liaison. EORE staff with Demining and EOD background would be an advantage in terms of knowing the nature of the risk which would facilitate the collection of relevant data and provide assistance to technical teams in the process of integrated operations.

To ensure sustainability, one should hire local staff and encourage the participation of the community as far as possible. Staff selection is inevitably context-dependent, but an appropriate gender and ethnic balance should be sought. In addition, programme managers might view mine survivors as potential resources for a MRE programme. The staff should mirror the society the programme seeks to protect.

3.4 Programme inputs: reporting structures

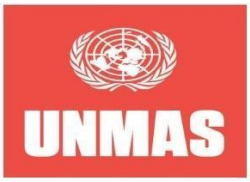
All programmes should develop their own internal reporting structures as a function of basic management. However, formal structures for reporting between EORE organisations and other mine action sectors, including UNMAS South Sudan and SSMAA, and mine action databases, are crucial. These linkages cannot be left to informal networks but must be established formally.

3.5 Communication Approaches

To maximise the opportunities for learning, the use of visual aids and participatory activities is advisable wherever possible. Participatory approaches are based on two-way information flows that encourage dialogue and the analysis of EO problem at the individual and community levels. Power relationships and ownership lie at the heart of the participatory approach.

The aim is to promote safe behaviour in EO -affected environments, and to find practical, non-technical solutions to the threat. Examples of participatory approaches are mapping, child-to-child techniques, group and community discussions, and focus groups. Participatory approaches are especially important for settled communities facing a long-term mine threat and exhibiting high-risk behaviours around EO

When conducted well, participatory approaches can mobilise the community, including children, through locally acceptable modes of communication. However, they require highly skilled and well-trained staff and significant human and financial investments by programme donors and supporters.



South Sudan

National Technical Standards Guidelines

PART 3 - EORE

Date: 27 July 2023

Chapter 04

4 Implementation of EORE Projects

4 Implementation of EORE Projects

4.1 Project implementation

The successful implementation of an EORE project depends on the proper application of MRE tools and methods, revised as necessary to reflect changing needs, and based on feedback from the monitoring and evaluation of EORE projects.

The implementation of EORE should be conducted in close cooperation with the implementation of other mine action activities, and mine action organisations should share information with nearby activities.

EORE activities, messages and methodologies should be piloted or pre-tested with a representative group among the target population prior to full scale project implementation.

4.2 Implementation of various EORE activities

The methods adopted to implement EORE will vary according to the targeted audience and their risk behaviour. Some specific requirements for the three main components of EORE are discussed below.

4.3 Public information dissemination

Public information dissemination as part of EORE refers primarily to public information activities, which seek to reduce the risk of injury from explosive ordnance by raising awareness of the risk amongst the individuals and communities, and by promoting behavioural change. It is primarily a one-way form of communication transmitted through mass media, which may provide relevant information and advice in a cost-effective and timely manner.

Public information dissemination projects may be “stand alone” EORE projects that are implemented independently, and often in advance of other mine action activities. 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 delivering safety information. Equally they may form part of a more comprehensive risk reduction strategy within a mine action programme, supporting community based EORE, demining or advocacy activities.

The needs assessment and planning phases should have identified access to mass media and patterns of radio listening, TV viewing and reading behaviour of the target groups. These may vary significantly between various groups and geographical areas, and the implementation of public information activities should recognise these differences. In addition to using the mass media, public information may also be disseminated via 'small media', such as posters and leaflets. Such media may be disseminated to areas with reduced access to mass media or as a support to mass media approaches. Posters and leaflets have limited value alone and should always be used in support of a wider EORE project.

4.4 Education and training

The term 'education and training' in EORE refers to all educational and training activities which seek to reduce the risk of injury caused by EO by raising awareness about this threat amongst the affected population, and promoting behavioural change. Education and training is a two-way process, which involves the imparting and acquiring of knowledge, attitude and practice through teaching and learning.

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[1] and the incorporation of landmine safety messages in regular occupational health and safety practices.

The implementation of education and training activities will differ according to the type of activity planned. Some organisations will conduct the training directly to affected communities, and others will work with implementing partners to conduct the education and training to the target groups. The implementation of a train-the-trainer (ToT) programme will require more time to be spent on working with partners, training, supporting and monitoring activities.

ToT programmes will vary according to their nature, the implementing partner and the target group. ToT programmes may include:

1. [1]Landmine Safety Project, UNMAS

a) Schools curriculum-based education;
b) Landmine safety training;
c) Child-to-child training;
d) Non-formal peer education; and
e) As part of other on-going education initiatives, such as:
- Public health,
- Safety in the home/injury prevention;
- Workplace safety & occupational health training.

Child-to-child training, as an example, may not be standard practice in many countries and EORE organisations implementing such a project should work closely with affected communities and implementing partners to develop culturally appropriate methodologies that are in accordance with recognised child-to-child training guidelines.

4.5 Community mine action liaison

Community mine action liaison refers to the system and processes used to exchange information between national authorities, communities and mine action organisations on the presence of EO, and of their potential risk. It enables communities to be informed when a demining activity is planned to take place, the nature and duration of the task, and the exact locations of areas that have been marked or cleared.

Furthermore, it enables communities to inform local authorities and mine action organizations on the location, extent and impact of contaminated areas. This information can greatly assist the planning of following mine action activities such as EOD/clearance or survey. Community liaison creates a vital reporting link to the programme planning staff, and enables the development of appropriate and localised risk reduction strategies. Community liaison will also assist in ensuring that mine action projects address community needs and priorities.

Community liaison should be carried out by all organisations conducting mine action operations. These may be EORE-specific organisations, or EORE individuals and/or 'sub-units' within a mine action organisation.

Community liaison within the EO affected populations may start far in advance of demining activities and may help the development of a capacity at the community level to assess the risk, manage the information and develop local risk reduction strategies. This may assist communities gather the necessary information to lobby the relevant stakeholders and advocate for mine action and other assistance intervention.

4.5.1. Child-to-child techniques

Child-to-child techniques are an approach to learning and teaching that is already being used in more than 80 countries. The techniques focus on children as a resource group, enlisting their help in the promotion of good health practices among the peer groups.

Successful child-to-child EORE programmes have relied on children in determining the extent of the EO threat faced by communities, in planning and implementing steps to respond to the threat, such as initiatives to promote safe behaviour among people at risk, and in evaluating the outcome of these efforts.

4.5.2. Mass media

Where applicable, radio, television, and newspapers are frequently used in EORE programmes because they can help reach large numbers of people readily and regularly.

Access to mass media may be limited in rural developing communities.

4.6 EORE Curriculum content

4.6.1. Guiding principles

EORE messages must be adapted to the local situation and to local target groups according to the results of the needs assessment of men, women, boys and girls, and they must be field tested and approved prior to dissemination. They cannot be drafted without reference to the specific situation and risk behaviour.

4.6.2. Message form and content

The most effective messages are those, which explain the reasons for recommended actions. Messages do not have to be brief and concise. For example, in communities where returnees are expected, a message might be:

“If you leave the EO signs in place, you will be protecting the lives of the members of your own family who are returning to the village because the signs will warn them that the area is dangerous.”

Messages should be positive as far as possible. Care should be taken to avoid giving the impression that it is impossible to live safely with EO.

Messages should use support from local culture and religion as far as possible, particularly when these may otherwise appear to encourage unsafe behaviour. South Sudanese possess a firm belief in the magic concepts. Therefore, they do not always follow safety procedures systematically.

EORE programmes have therefore broadcast advice from the most respected “local healers”, who remind everyone that they do have a choice and that it is wrong not to take care of the body.

One obvious legacy of EO is the large number of persons with disability. In employing images of EO victims to warn populations of the danger, one should be sensitive to the situation of the disabled in society. It is important to picture EO amputees as survivors who have skills that they can offer to the community rather than as victims.

Using EO survivors as instructors and as participants in mobile presentation teams can be a powerful message in itself, though care must be taken not to traumatise the survivors.

Faced with the daily threat of EO and with no quick solution in sight, people may feel that the situation is hopeless, and this can lead to complacency. By opening linkages between rural populations and the international/development community, one may be able to encourage people in the countryside to confront EO problems more coherently.

4.6.3 Adapting messages

Materials and evaluations from programmes elsewhere can be used as guides in the design of new programmes and materials. The adaptation of materials must be carried out with direct input from ordnance experts and medical personnel and through discussions and careful testing among target audiences. It is not enough simply to ‘cut and paste’ even in the case of neighbouring areas. Warning signs have to be tailored to specific circumstances.

4.6.4 Curriculum content

With the important provision that all messages must be adapted to the specific situation, the following points should be underlined in all EORE programmes.

Be aware of the threat:

a. Be able to identify EO and the fundamentals of how they work.
b. Recognise areas likely to be contaminated with EO
c. Be able to recognise EO warning signs.
d. Be able to recognise clues to the presence of EO
e. Learn about the nature of EO injuries.

Know how to protect yourself and others:

a. Keep out of known EO contaminated areas.
b. Stay on a safe path.
c. Do not touch EO or any unknown objects
d. Pass on information to others.

Be aware of what to do if you come across a mine/ERW:

a. Mark the mine/ERW area (if you can),
b. Report mine/ERW presence to local authorities.

EORE message: Be aware of the threat

4.6.4.1 Identifying EO and the fundamentals of how they work

General Observations

Do not spend much time on the identification of mines and ERW since dozens of different types of mines and ERW may be found in any one area.

4.6.4.2 Identifying mines and ERW

Main Curriculum Points

a. Mines and ERW come in many different shapes, sizes, and colours. They may be susceptible to rust or change appearance because of weathering.
b. Mines can be made of wood, metal, or plastic.
c. Mines and ERW are difficult to see as they are usually buried,
d. Hidden in tall grass, camouflaged among trees, floating on the water, or lying under water.

m. Sub-surface (Below ground) Mines

Mines can be categorised in a number of ways, for example, by type, location, appearance, effect, or method of operation. These Guidelines describe mines in the most basic way, that is, by the location where they are found, below ground or above ground, rather than as anti-tank or antipersonnel, or blast or fragmentation mines.

n. Sub-surface (Below ground) mines

Are usually placed only a few centimetres beneath the surface of the ground and are designed to detonate when someone or something exerts pressure on the top. ‘Anti-handling’ devices are incorporated into some mines; for instance, anti-personnel and anti-tank mines may have a tilt mechanism incorporated that will cause the mine to detonate if it is tilted 10 degrees or more.

If a sub-surface (Below-Ground) mine is laid properly, it cannot be detected by sight, although it may become partly exposed through the action of wind or rain or the drifting of sand.

When properly laid, belowground mines are impossible to see.

o. Surface (Above ground) Mines

Some types of surface mines have tripwires connected to the fuse that set the mines off when the tripwire is pulled or cut. A tripwire may be attached to an above-ground mine on one side of a path, then strung across the path and attached to a stake or tree on the other side.

These types of mines are commonly mounted on a wooden stake, which may rot, causing the mine to drop and making it more dangerous. Tripwires are typically very thin and are found in several colours and in non-reflective metal so that they easily blend in with sand or grass, and sometimes the above ground mines themselves are hidden behind trees, hung in trees, partly buried with just the fuses exposed, or hidden in tall grass.

Consequently, above ground mines may be almost as difficult to see as belowground mines.

Main Curriculum Points

- Aboveground mines are often hidden next to paths, in high grass or bushes, or behind trees.
- Pulling or cutting a tripwire sets off some aboveground mines.

p. Explosive Remnants of War (ERW)

Explosive Remnants of War are Unexploded Ordnance (UXO) and Abandoned Explosive Ordnance (AXO) – [The Convention on Prohibitions or Restrictions on the Use of Certain Conventional Weapons (CCW) protocol V]

q. Unexploded Ordnance (UXO)

Unexploded ordnance: explosive ordnance that has been primed, fused, 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 for any other reason.

However, for the purpose of NTSGs and this chapter, the term applied to all munitions other than landmines and which present a significant risk to human life.

Particular care must be taken regarding UXO, as it is often extremely difficult to determine whether the UXO is safe (e.g. not fired) or unsafe (fired). Therefore, UXO must not be approached or touched.

Usually UXO cause much more destruction than landmines. The lethal explosive range of a common mortar, for example, is approximately 100 meters, while the lethal explosion range of a large bomb may be 500 meters or more.

r. Abandoned Explosive Ordnance (AXO)

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, fused, armed or otherwise prepared for use. (CCW protocol V)

Main Curriculum Points

- ERW comes in various shapes, sizes, and colours.
- ERW is commonly more powerful than mines and can kill over a wider area.
- ERW is extremely unstable and can be detonated by the slightest touch.

s. Fuses

Fuses are fitted to ammunition such as rockets, mortars, and projectiles and are used to initiate them. A fuse may also become detached from the explosive device or munitions, or it may simply be left lying around. A fuse can be very small, but is nonetheless potentially dangerous and can even be deadly.

Main Curriculum Points

- Fuses are as dangerous as mines.
- Fuses can be large or small.

t. Booby traps

An explosive or non-explosive device, or other material, deliberately placed to cause casualties when an apparently harmless object is disturbed or a normally safe act is performed.

A booby trap can be a familiar object attached to explosives, mines or ERW and is normally initiated when the object is disturbed, although, sometimes it will function when movement is detected. Everyday objects, such as a packet of cigarettes, a watch, or a toy, may serve as booby traps.

Likewise, a weapon may be used as a booby trap by placing it on the edge of a path and attaching it to a tripwire connected to a concealed aboveground mine.

People should remember never to touch anything unless they are completely certain that it is safe.

Main Curriculum Points

- Almost anything can be made into a booby trap.
- Booby traps are lures to trick people into detonating an explosive.

4.6.4.3 The Nature of EO Injuries

Teaching people about EO injuries is one method of motivating them to adopt safe, non-high-risk practices in EO-affected areas.

Main Curriculum Points

- EO can kill or cause severe injuries, including the loss of limbs.
- EO injuries affect not only the injured individuals, but also their families and communities.

a. Economic effects
   - If the breadwinner in a family is injured or killed, the family will suffer through the loss of income and will have to find other means of generating income.
   - A family member who is injured by an EO will need assistance from the family and society.
   - An EO victim may have to spend many months in the hospital. This consumes valuable community resources, including lost wages and time.
   - EO can injure or kill farm animals, representing a loss in income.

b. Physical effects
   - An EO can kill.
   - It can blow off arms or legs, and it can blind.
   - An EO injury can cause a pregnant woman to lose her baby or injure a man so that he cannot father children.
   - An injury can affect the ability to walk, stand, jump, play, or engage in heavy work.

c. Psychological effects
   - The survivor of an EO accident experiences a daily struggle to earn an income, to be accepted by the family and the community, and to lead a normal life.

- The EO victim may lose family support.
- The victim may be unable to cope with the emotional and financial strains linked to the injuries, including feelings of guilt for the pain that the injuries bring to other family members.

EORE message: How to protect yourself and others

Keep out of EO areas - It is vital to be constantly on the lookout for EO warning signs and clues that might indicate that an area is contaminated with EO. Suspected EO areas should not be entered until they have been properly checked and cleared by trained persons.

Nonetheless, people may feel the need to enter known or suspected EO areas in order to collect wood or fetch water. Everyone should therefore be fully informed of EORE techniques. Everyone should also be encouraged to seek safer ways to find or pay for food.

Skills training, the increased availability of food supplements and food-for-work schemes are indirect means of accomplishing this.

Main Curriculum Points

- Look out for warning signs and clues, which may indicate that an area is EO contaminated.
- Do not enter known EO areas for any reason.

Do Not Touch EO

"Do not touch EO because...!" is an important message and must be relayed in different ways. One method of helping children understand that they are not to touch EO is by making sure that no teacher or EORE staff is ever seen touching or holding any EO, whether real or merely models.This should apply to photos and to individuals pictured in illustrations as well.

Main Curriculum Points

- Do not touch EO
- Do not enter dangerous areas
- Do not throw EO or throw anything at an EO
- Do not kick or otherwise strike EO
- Do not touch any object unless you are absolutely sure it is safe. It may be booby-trapped.

- Do not attempt to de-fuse a mine or to move EO from its positions,
- Warn others not to touch EO
- Prevent others from entering EO areas.
- Do not throw an EO into water.
- Do not burn an EO
- Do not go anywhere near a tripwire, as the surrounding area may also be contaminated with EO
- Do not attempt to collect EO for scrap metal.

4.6.4.3 Inquire about Safe Paths

A safe path is one which is travelled frequently and which is known to be free of EO . When travelling far from home, one should regularly inquire about the location of EO contaminated areas, as these locations may change. Nearby residents usually know which routes are safe and which are not, though it may be necessary to ask several people to be sure.

One should travel by day whenever possible because it is harder to see warning signs and clues at night. Moreover, mines are often laid at night. Although they are usually removed in the morning, soldiers may sometimes forget to do this.

Main Curriculum Points

- Ask the local people about the safest paths.
- Travel by day whenever possible.
- If you are unsure whether a road or path is safe, do not use it, but seek a safer route.

4.6.4.4 Stay on the Safe Path

When travelling in potentially EO contaminated areas, under no circumstances should one leave a safe path. Always look for clues of the presence of EO. Why, for example, is there still a lot of fruit on the nearby trees? Maybe this is because there are mines laid between the safe path and the fruit trees. Maybe this is because there are some ERW around.

People travelling together through potentially mined areas should walk in single file directly in the middle of the path and with at least a metre separating one person from the next, because mines are commonly laid on the side of the path.

Main Curriculum Points

- Stay well within the safe path.
- Do not walk along the edge or at the side of the path.

4.6.4.5 Avoid Areas Likely to Contain EO

Some areas are more likely to be contaminated with EO than others. Avoid areas where fighting has taken place, and avoid strategic military locations, including areas fenced off by the military and areas around abandoned military camps.

Main Curriculum Points

Be especially careful near these areas:

- Abandoned military outposts, checkpoints, and trenches or ditches.
- Areas containing significant physical infrastructure.
- Ruins or overgrown areas or places that show no signs of passers-by.
- Deserted villages.
- Military bases, high security locations, potential military targets.
- Warehouses.
- Bridges and surrounding areas.
- Naturally shady areas.
- Water sources, wells, boreholes, and riverbanks.

4.6.4.6 Recognise Warning Signs

Normally the person who lays a mine does not leave a clear sign to indicate the presence of EO but someone else may leave a temporary sign as a warning to others of the danger.

People should be aware of the most common types of warning signs used in the areas in which they live and work. It is important to note and to emphasise that the lack of clear warning signs does not mean that an area is safe.

People sometimes remove mine warning signs without considering the effect on others. A plastic sign may be useful in repairing a damaged roof; the wooden stakes of a mine/ERW warning sign may be ideal for starting a cooking fire; metal signs can be fashioned into buckets to carry water; and a skull and crossbones hanging before the front door may be believed to ward off evil spirits.

Children and adults need to be told not to remove EO warning signs, and they need to be told why this is so important.

Main Curriculum Points

- Be aware of the usual form of warning signs.
- If you see any warning signs, you must assume that the area is contaminated with EO. You must go back the way you came and find an alternative, safer route.
- Do not remove explosive ordnance warning signs from the area.
- If there is no warning sign, do not assume that the area is safe.

4.6.4.7 Recognise Warning Clues

Usually EO areas do not seem particularly different from areas, which are free of EO

Mines are difficult to see. They may be buried, or they may be concealed behind trees or in tall grass. However, there may be clues indicating that there are mines in an area.

The clues may be quite obvious, such as a mine exposed by the weather, or the presence of the skeletons of humans or animals. The clues may also be subtle, like a slight change in the vegetation growth pattern, a small mound, or a slight settling of the earth. If one sees anything that might be a warning clue, one should assume that the area is mined, go back and find an alternative, safer route.

The similar applies to the ERW, although in lots of cases they are more visible than mines.

Main Curriculum Points

The following are EO warning clues:

- Injured or dead animals.
- A partly exposed EO

- An intact or broken tripwire.
- A fuse sticking out of the ground or lying on the ground.
- A mine packing box or mine wrapping paper.
- Discarded detonator keys or mine safety pins.
- An unusual change in the vegetation, an unusual mound, or a small hollow caused by shifting sand or settling soil.
- Signs of fighting, such as bomb craters, shrapnel, or bullet casings.
- No sign of recent foot traffic.
- If you do not see any warning clues, do not assume that the area is safe.

4.6.4.8 What to do if you come across a landmine/ERW

Mark and Report

It should be explained both to children and to adults that if they come across a mine or ERW they should report the location to the government authorities, parents, teachers, village leaders, police, army personnel, or the nearest mine action team or organisation.

Some programmes advise people to mark a mine/ERW so as to warn others of the danger. It has been argued, however, that such a marking effort may be dangerous, since one must find and place a suitable marker and therefore remain in the area of the mine/ERW and perhaps of other mines or ERW. Moreover, it may not be clear to others where the mine/ERW is in relation to the marker. In the South Sudan programme mine/ERW area marking is not advised when the target audience is children; with adults it is generally marking of the area is recommended.

If the decision is taken to recommend marking, technical experts should be consulted, and people must be shown the proper procedures through practical exercises and not simply through the mass media or media presentations.

People must be instructed about the best ways to make temporary warning signs. They must be warned not to leave a safe path to collect grass or sticks to make the temporary warning sign.

Any makeshift sign should be recognisable as a mine/ERW warning even to children. It should also be large enough to be readily visible and sturdy enough to withstand the weather or disturbance by animals. The sign should not be placed on mined ground.

People must be taught not to mark individual mines, but to leave a clear indication within a safe area, which can be used later by mine clearance professionals and may warn others not to enter that area.

Main Curriculum Points

- Report the location of the EO contaminated area to the authorities.
- If the decision is taken to recommend marking, technical experts must be consulted, and proper marking procedures must be taught using practical exercises and not simply media techniques.
- Make the signs clear and recognisable to all, including children.
- Do not leave a safe path to collect materials to make the signs.
- Make the signs durable enough so that they can withstand the elements.

4.6.4.9 Getting Out of a Minefield

Stand Still and Wait

If an individual spot a warning clue (for example, an exposed mine or a hole where a mine has exploded), then the individual should assume he or she is in a minefield.

The best solution is to stand still, call out for help, and wait until help arrives. It has been said that “It is better to spend two days in a minefield than a lifetime as an amputee.”

Main Curriculum Points

Anyone finding him or her in a minefield must:

- Stop walking immediately.
- Warn others who may be at hand by shouting, “Stop walking! There are mines!”
- Call out for help.
- Wait for help.
- Take no unnecessary risks.

Retracing one’s footsteps is not a safe option; it is an extremely dangerous method and should not be undertaken.

Main Curriculum Points

- Stop walking.
- Warn others nearby of the danger.
- Wait for help.

4.6.4.10 Getting Out of an ERW contaminated area

Stand Still and Observe

If an individual spots a warning clue (for example, an ERW or a crater where an ERW has exploded), then the individual should assume he or she is in an ERW contaminated area.

The best solution is to stand still, observe around you and returns the way that he or she came.

Main Curriculum Points

Anyone finding him or her in an ERW contaminated area must:

- Stop walking immediately.
- Warn others who may be at hand by shouting, “Stop walking! There are ERW!”
- Observe area around you.
- Return back using the same way.
- Take no unnecessary risks.
- Report to others

4.6.4.11 Rescue Procedures - First Aid

There are differing opinions about the best form of emergency first aid for mine/ERW victims and about the people most suited to receive the relevant first aid instruction.

In some circumstances, a EORE programme may be an appropriate medium for instruction in first aid. Yet, “a little knowledge can be a dangerous thing”.

If the decision is taken to recommend instruction in first aid, technical experts must be consulted, and the proper procedures must be taught through practical exercises and not simply through media techniques.

4.7 EORE materials basic principles for the design of materials

Materials should be:

i. Simple;
ii. Clear;
iii. Readable;
iv. In appropriate local languages;
v. Relevant;
vi. Realistic;
vii. Attractive;
viii. Accurate;
ix. Culturally and religious sensitive;
x. Sustainable;

xi. Durable;

xii. Gender sensitive.

4.7.1 The use of local artists

The best available local artists should be employed. The production of materials outside the country may impede the sustainability of the programme and lead to unnecessary mistakes.

Materials should actively promote local culture and national identity, but also reflect awareness of wider issues through, for example, appropriate sensitivity to the portrayal of the role of women.

Merely because artists are local does not mean that they are culturally or socially adept. The materials should be checked and rechecked at all stages of the production process.

4.7.1.1 The development of materials

Materials should be developed according to rigorous procedures. Shortcuts can lead to mistakes, which can be costly.

a. General Guide for the Development of Materials
b. Needs assessment.
c. Data analysis.
d. Definition of programme objectives.
e. Determination of the communication approach.
f. Selection of messages.
g. Selection of media.
h. Production of the first draft.
i. Field Testing.
j. Review Results.
k. Revision and preparation of new drafts.
l. Further field testing.
m. Further amendments and field test (if necessary).
n. Full protection.
o. Distribution.
p. Monitoring and evaluation.

4.7.1.2 The field testing of materials and media

4.7.1.2.1 Basic Principles

All materials and media must be field tested and then amended, if necessary, based on the results of the field-testing. This is a crucial part of the development of materials and is overlooked or omitted because of time constraints. However, it has been shown that proper field-testing can save an enormous amount of resources and effort.

During the project proposal stage, sufficient time should be allowed for thorough field-testing.

The appropriate type of field-testing should be determined, through questionnaires, Observations, seminars, discussions, or some other techniques. It is important to remember that, if interviewees are unsure of the 'correct' answer to a question, they may give the answer they think one wishes to hear. Care must be taken to target the most relevant groups; for instance, school children rather than schoolteachers should be tested.

4.7.1.2.2 Key aspects to be tested

i. Are the messages correct?
ii. Is the material attractive?
iii. Are the style, layout, and type of material interesting?
iv. Are the images and illustrations clear and correctly understood?
v. Can people relate to the images and illustrations?
vi. Can people read and understand the written messages?
vii. Are the written messages accurate?
viii. Are they culturally sensitive?
ix. Are they gender sensitive
x. Can people understand the relationship between the images and the words?
xi. What is the relevance of the messages to the daily lives of the people?
xii. Do the people have any suggestions for changes?

Field Testing Guide

iv. Study all available relevant materials and information.
v. Prepare questionnaires, testing materials, evaluation forms, etc.
vi. Train staff.

vii. Present materials to the target group.
viii. Evaluate the responses.
ix. Analyse and discuss the findings.
x. Make corrections, additions, and other necessary changes.
xi. Field-test the altered material.
xii. Make any necessary changes.
xiii. Repeat the last two stages (if necessary).

4.7.3.4 Examples of materials and techniques

a) Posters

Posters are a versatile educational material, although they have a limited effective lifespan.

Posters can be employed together with participatory exercises, as prompts for discussion, or as starting points for stories. They can be used to stimulate question and answer sessions in classrooms.

However, the vandals, sunlight, rain, and poor maintenance can all reduce the effective lifespan of posters.

b) Leaflets and Brochures

Leaflets may be useful in special emergency situations. They also have a relatively short effective lifespan. Like posters, leaflets can become the starting points for lessons or discussions.

c) Cloth banners

Written or drawn on the cloth banners, EORE messages and images are viewed as durable teaching aids, which can be readily and cheaply produced in targeted communities.

Printing on cloth is practical since the cloth allows for cleaning. Moreover, the screens can be easily transported. Cleaned and repaired regularly, a cloth banner can last for several years. It is also easy to change a series of the banners as needed.

d) Audio Tapes and music CDs

Audiotapes and CDs can be employed for the communication of many EORE messages. Audiotapes or CDs can be used as part of a school kit, during public presentations, or as broadcast material on local and national radio. They can take advantage of music and song to transmit their messages.

The production of audiotapes and CDs requires actors and technicians, and it should be borne in mind that, because of the high cost of batteries, people may be very selective about the tapes they listen to.

e) Video

The programme budget and objectives should be weighed carefully in deciding whether to undertake the production of videos, which can be extremely expensive.

Consider the target groups before a script is prepared so that appropriate messages are included. Several versions of a video may be required for different languages and dialects or differing target group needs.

An EORE staff member should be closely involved in all stages of pre-production (writing, planning, hiring), production (shooting, directing) and post-production (editing, sound, distribution) to make sure there are no mistakes.

Once a video has been finished, it is very difficult, costly and time-consuming to correct production errors.

f) Photographs

Photographs are generally very popular and generate more interest than do illustrations. Photographs can make the plight of mine victims more meaningful to viewers and starkly reveal the horror associated with mine injuries. Some people understand photographs more readily than they do illustrations.

However, the production of high-quality teaching materials based on photographs can be complicated and expensive, and permission to use photographs should be obtained from the families concerned.

g) EO Models

Some people need to be able to see a three-dimensional model before they can begin really to comprehend the size, shape, and appearance of an object. It may therefore be necessary to create displays which allow people to get a closer look at the form of EO

This can be accomplished using stand-alone models or by constructing “EO gardens” which show EO threat in place.

Even though displayed in such a way and free from any explosive, mine/ERW models should not be touched at any time.

h) Drama and Role-playing

Dramatic presentations are particularly appropriate for children as they are participatory, require few props, and attract a great deal of attention. Care must be taken, however, not to lose the message in the medium.

The teacher should act as the ‘facilitator’ to correct and guide, while the children practise the brief scenes and then act them out in class. Role-playing actively involves children in the learning process because it relies on their own words and their own way of viewing the world.

The children feel a greater sense of ownership of the content of the messages because it has come from them directly. This allows the information to be internalised so that learning can take place.

Teachers may prefer to have a class perform an EORE drama for the rest of the school. In this case, to ensure that the proper messages are transmitted, the script should be checked by a EORE staff member and not left entirely to the teachers. Likewise, if the children do the research and story writing as part of the project, EORE staff should check the storyline. The script should be short, simple, and to the point.

The plot needs to be fully worked out so that there is no room for incorrect interpretations. Class discussions and projects such as storytelling and drawing based on the drama can be undertaken after the drama has been performed. Whether the performances are for adults or children or both, it is essential that discussion follow the play so that messages can be clarified and reinforced.

i) Games

Children can easily learn EORE messages, which are linked to games, but it is important to reinforce these messages in other ways as well. The games should be designed and organised to last around 10 to 15 minutes each. They should be culturally and gender sensitive.

Where it is possible, traditional concepts should be adapted to include EO safety messages. Messages should emphasise positive actions rather than negative ones.

For example, the games should teach children to warn their friends not to touch EO rather than having the children touching EO and play at being blown up.

4.7.6 EORE in Schools

Schools are ideal locations for participatory EORE activities, as the children tend to be a captive audience, and schools provide an appropriate and sustainable learning environment. EORE should be presented as a regular stand-alone subject.

In addition, basic EORE messages can be included during lessons on other subjects.

Mobile Displays and Public Performances

Mobile displays and public performances generally attract a good deal of attention and are therefore good opportunities to reinforce the EORE messages children have heard in school.

Mobile units can also visit schools, especially remote ones or those with few resources, in order to offer practical support for on-going EORE programmes.

They can be employed as an interactive medium to gauge the amount of knowledge acquired elsewhere. They are also a means of reaching children who may not be able to attend school.

Mobile teams can be used extensively when large numbers of people are forced to evacuate their homes and gather in safer areas during emergency situations. The teams can move in quickly to furnish life-saving information geared to the particular needs of people who are about to return to or pass through areas that may have been contaminated with EO

4.7.6.1 EORE in schools

Integrating EORE into the school system and curriculum is a strategy primarily developed in countries facing a widespread and protracted EO problem, which is likely to be faced by successive generations of people. It is a method to target a very large number of children, and is appropriate in countries where the national government has accepted that EORE are a long-term or residual problem, requiring multiple and sustainable solutions. The information and its means of provision should be appropriate to different age groups. EORE does not have to be a specific subject, but may be incorporated as an extra-curricular activity or into a curriculum on life skills or social environment curriculum.

4.7.7 integrating EORE into the curriculum

Integrating EORE into the school curriculum or as an extra curricula activity is distinct from projects where EORE teams visit schools and make presentations. In setting up a programme to integrate EORE into schools system it is necessary to determine if it will involve all schools in the country or only particular schools in heavily affected areas.

It should also be determined whether the national or local authorities and school systems have the capacity and willingness to undertake such a programme. Many regional and rural schools may be under-equipped and teaching staff may be poorly trained and under-paid. Acceptance by the ministry or department of education and the heads of the targeted schools is essential from the beginning of the programme. These institutions will be involved in developing the programme and will be ultimately responsible for implementing and monitoring it.

It may be that EORE is more appropriate to include as a supplementary activity in schools, rather than to integrate it in curricula, which may take several years to achieve. In addition, depending on the level of school enrolment in a country or area the development of special projects and methods to reach out-of-school children and/or those who attend informal or religious schools, may be required the need to reach these children is a serious challenge as they are often more at risk from EO accidents than those who attend school. Such children may be reached through the development of community liaison and broader EORE projects and programmes.

A child-to-child approach may be useful to reach younger or female siblings who may not have the opportunity to attend school.

4.7.8 Strengthening community capacities for EORE

Efforts to strengthen community capacities for EORE should be an integral part of any EORE programme. This may include the establishment of volunteer networks and strengthening of community risk management efforts. EORE may be integrated with development, clearance/survey, disability assistance, and other methods of community-based risk reduction.

Training of EORE focal points (ToT) in EO affected communities is just one of the way to strengthen the local MRE capacity. Training of EORE focal points shouldn’t be first and last stage in this process, and MRE organizations shall strive to provide support to those who are trained through their EORE programmes. Such support shall be provided;

a. As continuous monitoring and advising,

b. Providing basic material required for EORE activities

c. Collecting and sharing information about the results achieved by their EORE focal points

South Sudan

National Technical Standards Guidelines

PART 3 - EORE

Date: 27 July 2023

Chapter 05

5 EORE/Community Liaison Teams

5 EORE/Community Liaison Teams (EORE/CL)

5.1 Aim

The aim of this Chapter is to outline the responsibilities, reporting, coordination and quality assurance requirements of the Community Liaison Teams (CL) that will be either the part of clearance teams or will work indirectly in support of EOD and clearance operations. This was developed in response to the need for a more effective integration of EORE activities within the other mine action pillars.

5.2 Community Liaison Team (CL)

The role of the Community Liaison Officer (CLO) is multi-functional both as educator and facilitator. As educators a CLO must be multi-skilled and capable of adapting information to the appropriate target audience, and taking a holistic approach to the community support needs.

As facilitators CLO must understand the needs of both the community and the clearance agency – seeking to find a suitable solution to both. The CL team leader needs to know the details relating to the EO threat in the area – the perceived EO threat, clearance requirements and to understand on-going task progress. In addition, CL Team leader should be able to provide basic information about the planned task in order to inform local authorities and population about the coming operations and requirements that may be placed towards the community in order to ensure understanding and uninterrupted operations.

CL should be:

i. An integral part of the Mine/BAC Clearance and EOD Teams.
ii. Mobile so that it can effectively and efficiently cover targeted area before, during and after tasking requirements.
iii. Able to effectively communicate with the local population.
iv. Have a good understanding of EORE, mapping, and reporting requirements.
v. Capable of developing appropriate presentations to the various target groups as well as facilitating community and individual discussions.
vi. Represented in the operational planning process.
vii. Constantly monitored (internal and external). effectively complete survey process,

viii. Able to conduct initial non-technical survey and report suspected hazardous areas in efficient way that will allow technical teams to

5.3 Training and Accreditation

Agencies wishing to employ a CL must include accreditation of the CL in their accreditation process. CL accreditation will involve submissions of:

i. Lesson Plans for EORE training which will include community liaison components,
ii. CV of their CL facilitators and evidence of experience or knowledge in the field of EORE and community liaison.
iii. A monitoring and evaluation plan
iv. Field tests of any new EORE/CL product.
v. A demonstrated commitment to the reporting and coordination aspects of the Mine Action Programme.

5.4 Reporting

The EORE in Weekly Activity Report is at Annex B to be completed by the CL team leader and is to be submitted on a weekly basis to the IMSMA section of the UNMAS South Sudan/NMAA. The CL leader should complete the CL WorkSheet for QA at the various stages of the process, i.e. before, during and after clearance operations.

As part of the QA process, the QA Inspection Officer is to verify that the required information has indeed been passed to the community and that they understand. This will primarily be conducted as part of the suspension or completion procedure of a clearance area.

Upon the completion of visit to targeted area, CLO must be able to submit Survey/HA Report. In case of reporting suspected hazardous areas, this report will be forwarded to supervisor of technical team or to nearest technical team which operate in the same area.

5.5 Coordination

Coordination of CL activities with clearance activities and the overall mine action programme is essential if the programme is to be effective. Coordination will be achieved at the following three levels:

i. Level One will be the internal coordination activity of the agency concerned and should take place on a regular basis.
ii. Level Two will be basic coordination of contingent mine awareness activities with other EORE agencies in the areas of operation and should occur at the regional weekly coordination mine action meetings.
iii. Level Three will occur within the UNMAS South Sudan/NMAA operational planning cell on a monthly basis, as part of the Mine Action Coordination meetings.

5.6 Activities conducted by Community Liaison Teams

a. The CL team must show abilities for independent preparation, planning and implementation
b. CL teams are the link between technical teams and the communities during the preparation, implementation and completion of mine action (clearance/EOD) tasks,
c. They should establish contacts with local authorities, introduce organization/company, and explain the planned activities in area,
d. Technical teams will also use CL to inform community/authorities about planned demolitions.
e. CL teams may also assist ICC teams in case that technical teams needs to establish traffic controls or post sentries on frequently used routes; CL will liaise with local authorities, SSNPS and SSPDF in order to explain the reasons and importance for establishing traffic control points and sentries, however, CL team members will not be used as sentries,
f. CL teams shall operate in area where technical teams conducting EOD/clearance operations, however, the radius of operations isn't standardized and will depend on needs for EORE/CL activities in general AOR of technical teams,
g. CL teams will provide EORE in tasked areas and through those activities will conduct data gathering in order to collect initial information about existing EO threat, however the HA reports from CL teams cannot be accepted as a final product and needs to be verified by NTS or EOD teams,
h. CL teams will also assist MTT, EOD and Survey teams by collecting information about threats, community priorities for clearance, recording hazardous areas (initial reports) and collecting other information such as data on accidents and victims.
i. CL teams will be in charge to conduct pre-clearance assessment and post-clearance impact.

5.7 EORE/CL in support to demining capacities

It is reasonable to assume the EORE/CL teams will be contributing to other de-mining activities, such as Non -Technical Survey (NTS) and Hazardous Area Marking.

EORE/CL in support of NTS is potentially the most dangerous activity in the mines intervention process. EORE/CL teams are moving into an unknown situation and often have to rely on questionable local knowledge and individuals. The process requires an objective, thorough approach by the Team Leader to ensure that information is gathered and recorded safely, accurately and completely.

5.7.1 Aim

While integrated within the EOD/Clearance teams EORE/CL teams will take over some of the activities, which are defined under the NTS. Data gathering, recording and reporting about the known and new hazardous areas is one of those activities, the aim of this document is to ensure that all activities should be; well prepared and executed, carried out safely, with economy of effort, reliable, and accurate information is collated.

Thereby ensuring that the benefit of the information gathered is maximized and disseminated by using the most efficient medium available such as survey report forms, marking and or community liaison.

5.8 Survey Procedure

Survey is an essential part of any EO clearance activity. The gathering of information of EO is necessary so that the problem can be identified, quantified and prioritized for action, be that marking, partial clearance or full clearance.

The information shall be recorded in a centralized database for future reference to identify high risk and high priority areas. The information shall therefore be gathered in a standardized format. Information shall also be passed on to local communities with the aid of EO marking and an element of community liaison. Explosive Ordnance Risk Education (EORE) teams are then to be tasked to the area in order to brief the local communities of the inherent dangers.

5.9 Information Gathering

Information gathering as a part of NTS is usually executed by a team, tasked upon the receipt of a report of suspected EO in an area. The process consists of a team investigation, on all sources of information to verify the existence of EO

The sources of information include:

i. UN Mine Action Service South Sudan
ii. South Sudan Mine Action Authority
iii. Military/Police units
iv. Government agencies
v. UN agencies
vi. NGOs
vii. Hospitals
viii. Local sources.

Local sources are the most common, and are normally the most detailed, sources of EO areas information. The teams' first task when using local sources is to assess the individual providing the information. As many sources as possible should be used to verify the consistency of information. The team should be prepared to spend time on formalities and pleasantries to build up a level of trust and form friendly relations, half an hour spent drinking tea and chatting can make a great difference on the quality of information gained.

5.10 Questioning Technique

The individual who is providing the information should be allowed to tell it in his own way. The interviewer (team member) can then take notes as appropriate for later inclusion in the assessment report. When the person has finished what he or she has to say then the interviewer can ask specific questions as required.

The interviewer should gather information on the following:

i. History and locations of EO accidents.
ii. Type of land that is affected by EO
iii. Previous, present and future use of EO affected land.
iv. Boundaries of the EO affected area.
v. Details of the EO area and EO types if known.
vi. Other risk areas.

vii. Close access route to the EO area.
viii. Water sources.

When ascertaining what EO types are present the interviewer should display examples of EO for the individual to identify rather than relying on the technical expertise of the informant.

After questioning the information source the interviewer shall also gather the following information:

i. Identify a benchmark.
ii. The type of terrain and vegetation.
iii. Soil type. (To ascertain limitations on further survey and clearance methods)
iv. Identify location of work site admin area.
v. Accessibility of the area.

5.11 Information recording

An Assessment report will normally consist of 1 document (Survey/Hazardous area report). EORE/CL team must be able to compile all recorded and relevant information in to Survey/HA report in order to ensure more effective detailed survey by technical teams.

5.12 Assessment Sketch

EORE/CL Team Leader must be able to draw a sketch map which will show estimated position of EO and estimated boundary contaminated area. The sketch shall be legible and clear and should be as large a scale as possible. It will normally be drawn on either A3 or A4 graph paper to aid accuracy.

5.14 EORE/CL team composition

The make-up of an EORE/CL team will depend on the resources available and the specific task that it is to be assigned.

The team shall come under the supervision and direction of the Team Leader and is self-contained with means of transportation, assessment tools and communications for field operations. Preferably, CL teams integrated within the clearance teams will have medical support from those teams.

The minimum team strength will be as follows:

i. Team Leader
ii. 02 x EORE/CLO Assistants
iii. Driver where applicable

Team member responsibilities

5.14.1 Team Leader

The EORE/CL Team Leader shall be responsible for planning, preparation, effective and the safe conduct of all EORE/CL activities carried out by his team as well as the accuracy of the information that he collects. In addition to:

i. Planning and preparation of EORE/CL activities.
ii. Controlling EORE/CL operations.
iii. Planning logistical support to EORE/CL operations in liaison with the supporting Officer.
iv. Ensuring that all site requirements are in place before MRE/CL begins at a site.
v. Equipment accounting and maintenance.
vi. Discipline of all EORE/CL team members.
vii. Completion of EORE progress and survey reports, ensuring that reports and sketch maps are as accurate and complete as possible.
viii. Ensuring that all activities undertaken comply with Standard Operating Procedures and NTSG.

5.14.2 EORE/CLO

The duties of the EORE/CLO personnel shall be:

i. Operational maintenance and full reporting of equipment.
ii. Carrying out all EORE/CL activities as detailed in the Standard Operating Procedures.
iii. Reporting results of EORE/CL to the Team Leader.
iv. Reporting any unusual/all occurrences to the Team Leader.

5.14.3 Driver

The duties of the Driver shall be:

i. To ensure that the vehicle and recovery/break down equipment is complete and serviceable.
ii. Main radio communications with the Operational HQ
iii. Remain alert and available during all EORE/CL activities.
iv. Ensure that all equipment is correctly stowed for transit.
v. Ensure that all passengers adhere to all vehicle safety precautions.
vi. Reporting any vehicle mechanical abnormalities to the Team Leader.

5.15 EORE/CL – Tasking and Preparation

The tasking and planning sequence is similar to that employed for a demining task, all EORE/CL activities will be tasked by the UNMAS South Sudan Operations Officer, who will specify the EORE/CL that shall be carried out.

If a EORE/CL has been carried out previously then a planning conference and a site meeting shall be organized with the report originator as part of the information gathering process.

5.16 Standard reporting

a) Reports:

Standards have been set for the recording of information, so that there are common formats for collation and dissemination. Records must be kept in written, graphic, and digital formats so both digital and paper based reports can transfer information to operators in the field and planners at the central level.

b) Maps:

Maps are the key element in providing geographical data on suspected EO contaminated areas. The most detailed and accurate maps will be used as the standard for recording EO contaminated areas. The map series, date of production and scale must be clearly identified. It is important to remember that a different map series may have been used and referred to in earlier NON-TECHNICAL SURVEY/mapping reports; there must be no confusion in cross-referencing.

c) Measurement:

All measurements used in the clearance operations will be metric measurements.

d) Measurement Equipment:

A variety of measurement equipment can be used to accurately record EO contaminated area data. These include compasses, protractors, GPS, DGPS, range finders, binoculars, cameras etc. In each case the equipment selected must provide the greatest degree of accuracy and reliability to the field operator who must ensure accuracy during the application. For example, GPS should not be used for plotting turning points in a minefield and/or ERW contaminated area because it can give constantly changing readings of up to 100 metres. GPS should only be used in plotting permanent landmarks and as a navigational aid. Personnel tasked to conduct EORE/CL must have a good working knowledge of map reading and be able to operate and calibrate their own equipment.

5.17 Safety

During the implementation of their activities in EO affected areas CL/EORE teams should follow safety aspects in order to minimize possibilities of accidents;

- Don’t expect or encourage EORE/CL teams to implement any activities where they might be exposed to any form of hazard or threat.
- Deployment of EORE/CL members should be previously assessed in order to avoid security risks due to cultural or tribal conflicts.

South Sudan

National Technical Standards Guidelines

PART 3 - EORE

Date: 27 July 2023

Chapter 06

6 Reporting

xiv. 6 REPORTING

6.1 Introduction

Accurate and timely reporting of all mine action activities are a key feature of an effective mine action programme. All EORE organisations are to submit regular reports, in the correct format to UNMAS South Sudan/NMAA HQ office.

Tasks will be assigned in the form of a Task Dossier and all subsequent reports, relating to that task, are to be submitted within that dossier or clearly marked as relating to the Dossier Number.

6.2 Reports

All reports are to be submitted in the format issued by UNMAS South Sudan/NMAA and these are shown at the following *Annexes*:

i. Annex A: IMSMA Survey/Hazardous Area Reports are to be submitted when organisations identify hazardous areas not previously shown on the IMSMA database. It is important to record new Hazardous Areas as soon as possible to allow any reallocation of priorities and subsequent clearance to take place. Organisations are to submit a written report using this form to the UNMAS South Sudan/NMAA within 72 hrs of identifying the area. A verbal report by radio or telephone should be made to the UNMAS South Sudan/NMAA within 24 hrs of identifying the area.

ii. EORE Activity Report: EORE Organizations shall submit daily EORE activity reports using UNMAS reporting formats (survey123) reporting tool/app on daily basis.

iii. Annex C: IMSMA Accident Report, IMSMA Casualty Report and Victim report are to be submitted in the event when an accident or incident occurs. They should ensure that the name of casualty, date of incident and exact location are provided. EO incident/accident report and victim report should be submitted within the four days from the time when accident occurs.

Annex D: EORE Monitoring and QA form to be used for monitoring and quality assurance of activities of EORE teams by UNMAS South Sudan/NMAA EORE staff and/or QA officers. Also, this form to be used for internal QA of EORE activities.

Annex	Report Type	Timeline

A	Hazardous Area Report (if required)	Within 72 hours
B	EORE Reports	Daily Using survey 123
C	Incident/Accident Report	Within 24 hours of event
D	EORE Monitoring and QA form	Regularly as per QA plans
E		

South Sudan

National Technical Standards Guidelines

PART 3 - EORE

Date: 27 July 2023

Chapter 07

7 Evaluation

EVALUATION

7.1 The purpose of evaluation

Evaluation is "…. a process that aims to determine as systematically and objectively the worth or significance of an intervention or policy. The appraisal of worth or significance is guided by reference to defined criteria such as relevance, efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of programme partners and donors. Note, the word 'objectively' is used to indicate the need to achieve a balanced analysis, recognising bias and reconciling perspectives of different stakeholders (all those interested in and affected by programmes, including beneficiaries as primary stakeholders) by using different sources and methods."[2]

The purpose of evaluation may include:

a) Improvement of the programme or project being evaluated;

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

c) Making project results transparent and accountable.

More specifically, in the case of EORE, evaluation should be measured against the objectives stated in the original EORE project 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 EORE activities;

c) Assessing the impact of using specific EORE methods and tools; and

2. UNICEF, Programme Policy and Procedures Manual, 2001

d) Identifying the extent to which the target communities' EORE needs and expectations have been addressed by the project.

Five specific evaluation criteria should be used:
(a) relevance, (b) effectiveness, (c) efficiency, (d) impact, and (e) sustainability.

a) Is the project **relevant** – the extent to which the EORE project is suited to the particular needs, expectations and priorities of the target group, national mine action authority, implementing organisation and, where applicable the donor;

b) Is the project **effective** – the extent to which the project achieves its objectives and goals;

c) Is the project **efficient** – the extent to which the project outputs (qualitative and quantitative) are achieved in relation to the inputs, in particular resources and costs;

d) What is the **impact** – the benefits and costs of the EORE project, whether directly or indirectly, intended or unintended. Political, socio-economic, environmental and cultural issues should be addressed;

e) Is the activity **sustainable** – the probability that the benefits achieved by the EORE project will continue after donor funding and/or specialist assistance (such as international technical advisors) has been withdrawn. Projects should be financially and technically sustainable.

7.2 Guiding principles

The IMAS 12.10 for EORE is based on a set of requirements or principles for EORE, which are considered at each phase of the project cycle and provide a framework for the layout of the standards. Each of these requirements are addressed below to provide guidance for the evaluation of EORE.

7.2.1 Key issues to evaluate

Evaluation of EORE should assess the impact of the project or programme, in particular in reducing the human, social or economic impact of EO. An evaluation may not necessarily be of a single project; it can also consider the organisational approach/policy/strategy on EORE.

7.2.2 When to evaluate

An evaluation may take place at various stages of the programme or project cycle, not only at the end. The Formative evaluations (also sometimes known as mid-term reviews) aim to assist the development of a project or programme during its implementation by highlighting achievements, identifying problems, and suggesting solutions. Summative (or ex-post evaluations) take place after the project or programme has ended (sometimes a number of years afterwards) and aim to derive lessons and to feed into long-term policy.

The decision when to evaluate will depend on each individual project or programme, and the different factors that affect it. Factors that should be considered are:

- Whether the project or programme has short- or long-term objectives;
- What kind of monitoring methods are already being used (i.e. what data are available);
- Whether external evaluators are required;
- The availability of resources for the evaluation; and
- The impact the evaluation will have on people‘s time (both project/programme staff and target beneficiaries).

7.2.3 Using an evaluation

There are four good reasons for undertaking an evaluation of an EORE project or programme:

- to improve performance;
- to enhance accountability;
- to improve communication among stakeholders;
- and to improve learning and empowerment.

Ultimately, the value of evaluation, as with monitoring, is realised only through the use of the results. So, the results of an evaluation should feed directly into future project and programme planning, organisational strategy and, to the extent possible, should be disseminated widely to all programme stakeholders.

7.3 Other relevant guiding principles

The series of standards for EORE prior to the IMAS 12.10 are providing more requirements or principles for EORE and they are addressed in turn below to clarify the evaluation process of EORE in more details.

7.3.1 Stakeholder involvement

EO affected communities are the primary stakeholders in mine action. Other stakeholders are mine action organisations, governments and public institutions, aid agencies, and community groups. Stakeholder participation is necessary at each stage of the project cycle, to ensure that:

a) The needs of EO-affected communities and groups are addressed;
b) National and local economic and development priorities are taken into account; and
c) Mine action supports and enables humanitarian and development activities.

Evaluation should assess the degree to which the stakeholders were engaged at each stage of the EORE project cycle.

7.3.2 Coordination

d) EORE should be well coordinated, both between and within projects. Effective coordination will enable consistency of pedagogical content, optimise the use of resources, and minimise any duplication of effort. Evaluation should assess the degree to which the EORE project was coordinated.

e) The presentation and outreach of the findings and recommendations of the project evaluation should be well coordinated.

f)

7.3.3 Integration

EORE activities should be fully integrated with the other mine action, humanitarian and development activities to achieve a synergistic effect. Evaluation should assess the degree to which the EORE project was integrated with other activities.

7.3.4 Community participation and empowerment

The affected communities should be actively involved in the evaluation:

a) Evaluation should assess the level of involvement of affected communities in the EORE project;

b) Members of affected communities should normally be consulted in the evaluation process; and

c) Communities that have been involved in the evaluation process should be given feedback on the results of the evaluation. It may also be appropriate to use communities to present the evaluation findings and recommendations to relevant audiences (e.g. regional authorities and governing bodies, community leadership/authorities and general members).

7.3.5 Information management and exchange

Evaluation should assess the quality of the information gathered, the way it has been analysed and its use and appropriateness for project planning and impact measurement in different phases of the project.

Evaluation should assess whether the exchange of information between affected communities and mine action organisations has been efficient and effective in the community mine action liaison process. For example, the time taken to transfer information from communities to demining organisations, the quality of that information and how that information has been utilised.

7.3.6 Appropriate targeting

Evaluation should assess whether appropriate targeting has been achieved and maintained by the EORE project, and it should assess the impact of the project on the target groups. In particular:

a) Evaluation should include the views and recommendations of the target groups;

b) The different groups within any target community should be represented in the sample used for evaluation, regardless of the methodology used; and

c) Evaluation should assess the selection of target groups and the process of selection.

Equity amongst different groups should be examined as part of the evaluation, with any distinctions based on gender, ethnic, linguistic, political affiliations noted. Any bias practice (both in the project and/or in the evaluation itself) that may exist for deliberate reasons should be justified and explained.

7.3.7 Education

Where applicable, the evaluation should consider the quality of educational methodology and materials. This may include examining messages, training and curricula components. Particularly, there should be an evaluation of the accuracy, quality, appropriateness and consistency of safety messages.

7.3.8 Training

Evaluation staff that are likely to be exposed to EO hazards should undergo EO safety training.

The competency of EORE staff and the effectiveness of the staff training programme may be assessed as part of the evaluation. This will include an evaluation of the training objectives, defined at the planning stage.

7.4 Areas of responsibility

7.4.1 United Nations Mine Action Service South Sudan

The UNMAS South Sudan has a specific role to play in both facilitating and endorsing evaluations. By endorsing an evaluation, the UNMAS South Sudan places importance on the findings and recommendations of the evaluation.

The UNMAS South Sudan encourages periodic evaluation of different EORE projects and that organizations implementing EORE should make sufficient provisions for evaluating their projects. UNMAS South Sudan may assist in the evaluation of EORE projects as well as disseminate the results.

7.4.2 The South Sudan National Mine Action Authority

The South Sudan Mine Action Authority (NMAA) should:

a) Encourage the evaluation of EORE projects and ensure that EORE organisations have made provision for project evaluation;

b) Evaluate the national EORE programme and its own activities as part of the national mine action plan;

c) Facilitate the exchange of information, issuing evaluation reports and lessons learned between other EORE organisations and other relevant stakeholders, such as the national government and donors, ensuring no breach of confidentiality occurs. It may compile results and disseminate as “lessons learned”) and encourage that findings of evaluations are acted upon.

7.4.3 Explosive ordnance risk education organisation

The organisations undertaking mine risk education:

a) Should make an evaluation of their own progress in achieving project objectives and should evaluate the impact of their intervention. This implies a need to adequately plan for evaluation and make available the necessary resources required;

b) Should ensure that relevant stakeholders are involved in the evaluation process. In particular it should ensure community participation and encourage the use of the evaluation as an educational process for building the capacity of community members and the staff of EORE organisations;

c) Should ensure that evaluators (including external consultants) are properly briefed and supported and behave in a professional and impartial way, in accordance with IMAS and/or national standards for evaluation;

d) Shall ensure that results of the evaluation are disseminated: that reports should be transparent and made available (with the agreement of the stakeholders, where necessary) and that general lessons learned from the evaluation should be shared through the national mine action authority or other EORE coordination mechanisms; and

e) Should ensure that results of the evaluation are applied. Evaluation should be linked back to the needs assessment and project planning stages to ensure appropriate follow-up action is taken.

7.4.4 Donors

Donor organisations:

a) Should ensure that projects have an evaluation component and the necessary resources to undertake them; and

b) Should evaluate the projects they have funded and should take into account evaluation findings and recommendations for future funding of mine action programmes.

South Sudan

National Technical Standards Guidelines

PART 3 - EORE

Date: 27 July 2023

Chapter 08

8 Communications

xv.8 COMMUNICATIONS

8.1 General

An effective communications network is essential for the safety of all mine action operations therefore necessary to ensure an effective and safe EORE operation. To undertake any EORE, organisations/companies are to comply with the Communication Plan that is mentioned in Chapter 3 (program planning).

EORE activities must not be undertaken without suitable and effective communications between the personnel on site and the support elements.

There are several levels of communications necessary to ensure that EORE, management and support personnel are able to communicate as and when required. All levels are to be defined in the agency's SOP.

The communications means are to be staffed during all operational activities and should also cover the travel periods to, from, and in between the sites.

8.2 Communication structure

When operations are being conducted in remote areas of the province, few means of communication may be available. Three different levels of communications are required to co-ordinate and control operations.

i. South Sudan Network: This is the operational network between the UNMAS South Sudan, NMAA, Regional Offices and all EORE organisations. This structure is composed of the local telephone system, satellite telephones and HF radios.
ii. Regional Network: This network provides a Mine Action frequency that will enable all EORE organisations to communicate with each other; Telephones may also be used as part of the Regional Network.
iii. Site Network: This network provides a link on the team members with the Team Leader.

8.3 Frequencies

Organisations will be allocated frequencies by the UNMAS South Sudan/NMAA who will ensure that they are legitimate frequencies, thereby not causing conflict with national security channels.

8.4 Principles

The following principles are recommended to establish a reliable communications network:

a. Use of voice procedure, discipline, clarity and brevity by users during radio transmissions.
b. Use the call sign letters provided by the UNMAS South Sudan/NMAA. If no such call sign has been assigned, contact the UNMAS South Sudan/NMAA provision of a call sign.
c. Radio operators should be trained and prepared to adjust frequencies, radios and antennae to ensure effective radio communications at all times.
d. Radio communications from task sites to base-stations should be confirmed at least once every hour.
e. All agencies should know all other EORE agency frequencies, channels, and call signs.
f. All agencies will be required to conduct a monthly CASEVAC Radio Procedure Drill.
g. Site locations should have continuous effective communications with support elements and higher formations.

8.5 Communication plan

The communication plan is to be flexible enough to be changed when necessary and should be established according to the communication requirements of the country.

South Sudan

National Technical Standards Guidelines

PART 3 - EORE

Date: 27 July 2023

Chapter 09

9 Training and Qualifications

xvi. 09 TRAINING AND QUALIFICATIONS

9.1 Introduction

A high standard of training shall be essential to maintain good management, sound operational procedures and safe practices. The UNMAS-UNMISS/NMAA shall be available to provide basic EORE training.

All EORE organisations shall be responsible to ensure their teams achieve the minimum training standards as outlined in this chapter, prior to the UNMAS-UNMISS/NMAA Accreditation Board conducting the EORE Operational Accreditation Assessments. All EORE Teams shall be required to pass the EORE accreditation assessment prior to conducting EORE operations.

All agencies participating in EORE operations shall have a Standard Operating Procedure (SOP) approved by UNMAS-UNMISS/NMAA.

The SOP shall contain specific information relating to the types of training schedules, responsibilities and resources for training, and the methods of quality assurance designed to assess and evaluate the suitability and effectiveness of the training.

Frequent refresher training and updating shall be required in order to ensure that all information provided is accurate.

9.2 Qualifications and experience

All EORE organisations shall have trained senior staff members with the appropriate qualifications and significant experience in EORE operations. They shall be required to train new staff in their area of expertise. It is essential that these senior staff members/specialists are capable to conduct the training and support functions to the standards set by the UNMAS-UNMISS /NMAA.

All EORE Organisations shall submit proof of their staff member qualifications and experience to UNMAS-UNMISS/NMAA EORE department. This shall substantiate that they are qualified to fill their respective position.

All personnel completing the training shall be capable of performing all EORE activities at the level established by UNMAS-UNMISS/NMAA.

This is pertinent to all agencies conducting EORE and related activities such as, Community Liaison, Data Gathering in support to NTS, and mine marking. The training conducted in those fields should ensure that all activities are conducted in a safe and professional manner.

9.3 Training courses

The majority of courses necessary for EORE teams in their primary role, at the various practical and management levels are well known and the syllabus are generally similar for most agencies.

Depending on the approach to EORE of the particular agency, UNMAS-UNMISS/NMAA shall establish a matrix for the minimum requirements of all training courses. The course syllabus may be modified to include specialised training specific to that agency. All programs of instruction shall be included in the agency's SOP and shall be approved by UNMAS-UNMISS/NMAA.

All personnel shall be awarded their EORE Operational Accreditation Certificate at the successful completion of the EORE Operational Accreditation Assessment conducted by the UNMAS-UNMISS/NMAA Accreditation Board.

9.3.1 EORE Training

"Education and training" in EORE encompass all educational and training activities that reduce the risk of injury from mines, unexploded ordnance and/or abandoned munitions by raising awareness of the threat to individuals and communities and promoting behavioural change. Education and training is a two-way process, which involves the imparting and acquiring of knowledge, changing attitudes and practices through teaching and learning.

Education and training activities may be conducted in formal and non-formal environments: teacher-to-child education in schools, information shared at home from parents to children or from children to their parents, child-to-child education, peer-to-peer education in work and recreational environments, landmine safety training for humanitarian aid workers (Landmine

Safety Project – Chapter 13) and the incorporation of EO safety messages in occupational health and safety practices.

9.3.2 Training and the commitment of resources

A specific commitment to the collection and analysis of data requires a corresponding commitment of resources in terms of personnel, equipment, and training. If mine action initiatives are to become integrated, interactive, and mutually supportive, and if an isolationist and fragmented approach is to be avoided, then the managers and team leaders involved in the various activities shall need to be familiar with:

a. The importance of information to the programme.
b. The various methods for getting the information.
c. The way to use the collated and analysed information.
d. The activities of the components in a national mine action programme and the activities of the relief and development sectors.

9.3.3 Information analysis

It is essential not only to collect data but also to analyse data. In the absence of expertise, personnel, and the time to collect, interpret, and analyse information, data collection is of little value.

Analysis should include the identification of additional information needs for planning and monitoring. Information analysis determines the quality of information which includes precision, coverage/representative, and potential bias, and therefore places limits on conclusions. In spite of this, conclusions shall be drawn carefully and their implications assessed, identifying areas for further data collection. An EO awareness programme may only intervene effectively if the reasons for high risk behaviour have been clearly understood. It is possible to distil these reasons into five main categories:

a) People are not aware of mines. They may be unaware of the existence of mines or of the dangers of mines.
b) People are not informed about the existence of mines. They may be aware of the mines and dangers they cause, but they are not informed
c) People are aware of mines, but they did not receive correct information about mines and existence in their places of living
d) People are aware of mines and know how to minimize the risks of mines, but they persist in high-risk behaviours.

e) People are forced to encounter risky areas due to economic necessities. They have little or no option but to intentionally adopt unsafe behaviour.

9.3.4 EORE/CL in support to NTS (Data Gathering)

Data Gathering training in conjunction with other EORE/CL activities should include basic and advanced EORE, map reading, sketch drawing, land navigation and surveying techniques. The practical operation of surveying equipment shall be taught even if automatic/computerized-surveying equipment is used.

9.3.5 EO Marking Training

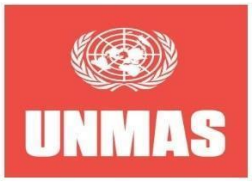
The Mine Marking training shall include basic and advanced EORE, minefield safety, map reading, sketch drawing and land navigation. Only team members who have passed this training or a qualified surveyor shall be permitted to conduct any mine marking.

9.3.6 Team Leader Training

In addition to the primary training, Team Leaders shall receive instruction in Basic Leadership, Instruction techniques, Supervisor roles and responsibilities.

This training shall include:

i. Radio communication / radio voice procedures
ii. Use of GPS
iii. First Aid (Basic Life Support)
iv. Map reading
v. Map making (sketch maps)
vi. EO identification



South Sudan

National Technical Standards Guidelines

PART 3 - EORE

Date: 27 July 2023

Chapter 10

10 Monitoring

xvii. 10 MONITORING

10.1 Introduction

Monitoring is defined as the 'periodic oversight of a process, or the implementation of an activity, which seeks to establish the extent to which input deliveries, work schedules, other required actions and targeted outputs are proceeding according to plan' so that timely action can be taken to correct the deficiencies detected. Monitoring is a process of tracking or measuring what is happening. Monitoring includes the following:

a) Internal monitoring of systems and operational procedures in relation to the implementation plan for the project.

b) External monitoring of organisations to ensure that they are consistent with the SOP and terms of accreditation; and

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

10.2 General principles

Monitoring is a "critical management tool"[3], at all levels, and an essential part of the EORE project cycle. Monitoring systems should be included in the project plan and built to be sustainable. Monitoring is essential for evaluation to take place. Monitoring should take into consideration both the progress made by EORE organisations against stated project objectives; and the change in nature of the environment and the threat from EORE. These are described in more detail below.

10.3 Monitoring progress

Monitoring the progress of EORE projects will ensure that accredited organisations maintain the necessary competency to implement an effective EORE project according to their approved plan and accreditation. Monitoring shall be conducted internally by the EORE organisation as part of its internal quality management processes and externally by the UNMAS South Sudan/NMAA.

3. Source*: UNICEF, Programme Policy and Procedures Manual, 2001*

Internal and External monitoring shall be done using the EORE QA Form (Form “O”). The form is in Annex D.

10.4 Monitoring change

Most mine action projects are conducted within a changing environment. Some of these changes may be due to external factors, such as an influx of returnee populations or the recurrence of mine-laying in certain areas. Others may be caused by mine action interventions. And some changes may be needed to initial planning assumptions following the collection and assessment of more data.

Within this dynamic environment there will be some significant changes in the knowledge, attitude, practice and behaviour (KAPB) of target groups. EORE projects should routinely monitor these changes, and compare them against baseline survey information, such as data obtained from the initial data collection and needs assessment.

Change should be monitored by the UNMAS South Sudan/NMAA at the national level and by the EORE implementing organisations in their areas of operation.

10.5 General requirements

a) Monitoring systems

The UNMAS South Sudan/NMAA and its sub-offices at the field level are responsible for the management and implementation of a national monitoring system. Equally EORE organisations should ensure the development of appropriate internal monitoring mechanisms and systems. Both the monitoring body and internal monitoring mechanisms are responsible to monitor EORE process and progress against the terms of accreditation and against project work-plans and objectives, as well as changes in the EORE environment.

b) Reporting

EORE implementing organisations shall fulfil the requirements of the reporting system that is put in place by the UNMAS South Sudan/NMAA and report on EORE activities accordingly.

They will compile the reports and should ensure that the information collected is shared with relevant stakeholders.

c) Site visits to EORE organisations

Site visits should be well prepared. Prior to any visits the monitoring body should have read

a. all relevant documentation including the contract and accreditation agreements;

b. documented management practices and standard operational procedures (SOP);

c. EORE activity reports from previous visit reports by the monitoring body;

d. Task Dossier issued for the visited team

e. any other information which may be relevant and assist the monitoring body develop a plan and programme for its site visit.

f. Prior to the visit, the monitoring body should inform the EORE organisation of the objectives and programme, and any preparation required (such as ensuring the availability of certain documents or key staff). The actual date and timings of site visits may be given in advance or visits may be unannounced. Both have advantages and disadvantages. Unannounced visits tend to observe EORE organisations in their normal working mode, but such visits may be disruptive and key members of staff may be absent. Announced visits tend to be more productive and less disruptive, but some problems may be hidden from the monitoring body. A combination of both may be appropriate.

10.6 External Monitoring

10.6.1 General

The UNMAS South Sudan/NMAA shall monitor the EORE organisation and/or EORE sub-units to confirm that the management systems and operational procedures are consistent with the terms of the accreditation. Such monitoring should be random, non-intrusive and should not interfere with the conduct of planned EORE activities. The frequency of monitoring should be dependent on the task and the previous performance of the EORE organisation; it should be agreed between the national mine action authority and the EORE organisation during the accreditation process.

On-site monitoring should include:

g. visits to management, logistic and administrative offices;
h. observing staff and volunteer training;
i. visits to EORE workplaces within communities, such as schools, churches, theatres, and residential areas affected by local demining activities;
j. observing EORE activities in progress;
k. observing the level of community involvement within the community liaison function, and assessing its impact on demining activities in progress;
l. recording evidence of behaviour changes;
m. and if appropriate, observing the field testing and evaluation of EORE materials.

10.6.2 Training of EORE staff

Staff and volunteer training should be monitored to ensure that participants are developing an accurate and thorough understanding of the material covered. If needed, appropriate changes should be made to the training

10.6.3 Workplace safety

Reporting Monitoring activities should not expose data collection teams or the community to unnecessary risk. This includes the risks associated with EO and the risk associated with investigating/ sharing information on sensitive issues. In particular, EORE personnel who are conducting community liaison activities around a demining worksite, shall not enter the worksite area or direct other people to do so.

All monitoring staff shall have Landmine safety training before conducting monitoring.

The importance of gathering and using information deriving from the local community knowledge about the level of danger in an area should be recognised.

EORE organisations shall consider safety aspects in their internal monitoring of activities.

An individual monitor shall have the responsibility to stop operations at the workplace if individual safety or the safety of the EORE team or other individuals has been placed at risk. The monitor shall record the reasons for doing so, compile any evidence and immediately inform the monitoring body and the EORE organisation headquarters. Operations should only then recommence once all the safety faults have been rectified.

10.6.4 EORE materials

The monitoring body should continually assess the suitability and effectiveness of EORE materials in accordance with national standards. When materials are used by EORE organisations they should be monitored to ensure they are the same as those which were accredited.

10.6.5 EORE activities

When monitoring EORE organisations, the monitoring body should observe EORE activities to ensure that they are consistent with the EORE organisations SOPs and/or project plan, which were submitted as part of the accreditation process. Where specialist methods are being used, such as the use of child-to-child teaching techniques, the monitoring body shall include staff with the necessary specialist knowledge.

The monitoring body shall provide reports to UNMAS South Sudan/NMAA in accordance with the national reporting system and make recommendation as necessary. Wherever possible, the head of the monitoring body should debrief the head of the organisation or sub-unit being monitored, on site, prior to departure, drawing attention to any major concerns, particularly those involving safety. A monitoring report should be completed at the site, and the EORE organisation should be invited to comment and propose corrective actions.

10.7 Corrective action

If non-compliance can be found during an external visit, the monitoring body should prepare and submit a written report in accordance with national standards. Ideally, this should be within five working days. Reports should be copied to the monitored EORE organisation. Reports should normally be 'in-confidence' at this stage, especially if they criticise the EORE organisation's management and/or operational activities.

Any problems identified by the monitoring body should be addressed by the EORE organisation. If the problems are sufficiently serious, the EORE organisation should be invited to present its corrected management or operational procedures to the national mine action authority, and demonstrate that it is in full compliance with the stated requirements.

10.8 Process

Internal and external monitoring and the monitoring of change should be an on-going process. Internal monitoring should be conducted at least once every six weeks per team, and the QA form should be sent to UNMAS South Sudan/NMAA for the archive.

The development of monitoring systems should be guided by the following principles:

a) Monitoring systems should be kept simple to be sustainable;

b) Data collection should be focused on those activities and aspects of the project that may have an impact on achieving the desired end state;

c) In order to be useful, data collection and analysis should feed into decision-making events, such as management meetings, periodic reviews, programme and funding cycles, and national events outside the context of the project.

To ensure that monitoring continues throughout the EORE project cycle, adequate resources should be given for monitoring at the inception of all EORE projects. The monitoring plan should be developed during the planning phase.

Data gathered during the monitoring process should be compared with baseline survey data and EORE project's objectives. This should be achieved by:

a) Monitoring all elements of the process (i.e. inputs, outputs and impact) at regular intervals;

b) Ensuring indicators are easily measurable and do not incur unnecessary costs.

Monitoring functions should not be limited to measuring the achievement of set objectives, but should trigger evaluation and revision processes when it becomes necessary to reassess such objectives.

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 project in the longer term.

10.9 Guiding principles

The series of standards for EORE are based on a set of requirements or principles for EORE, which are considered at each phase of the project cycle and provide a framework for the layout of the standards. Each of these requirements is addressed in turn below to provide guidance for the monitoring of EORE.

10.10 Stakeholder involvement

A broad range of stakeholders, including communities, civil protection, Red Cross and Red Crescent societies, non-governmental organisations, government agencies, institutions and donors, may be involved directly and indirectly in the monitoring process.

10.11 Coordination

Monitoring should take advantage of existing data collection systems as much as possible.

Data collection systems should be integrated to include mine action specific systems as well as those from other sectors, such as health education, social services, and law enforcement;

The creation of parallel monitoring systems that duplicate information collection and analysis activities should be avoided. Ad-hoc external parallel information systems may undermine sub-national or national co-ordination. This is particularly relevant in the emergency phase.

10.12 Integration

An on-going integrated monitoring system shall be established at the national level. Such a system:

a) Should ensure that the national mine action programme continues to be responsive to the needs and priorities of the affected population, taking into account changes in mine action activities as well as external changes;

b) May promote the integration of monitoring activities across different sectors (e.g. health, education, public works);

c) Shall include a quality management process run by the South Sudan Mine Action Authority that not only focuses on the quality of the projects being implemented, but also ensures the integration of other mine action and humanitarian activities with mine risk education to ensure that risks are reduced to communities through the provision of adequate assistance in terms of clearance, marking or EORE. (Monitoring, for example, that community liaison is taking place before, during and after demining and putting in place an information exchange system at the national level to ensure that information generated through monitoring is captured and shared.)

d) Should ensure that information on mine incidents/victims deriving from monitoring is linked to mine action and other development activities, either to confirm the presence of dangerous areas or to add to the known database of dangerous areas.

10.13 Community participation and empowerment

The affected communities should be actively involved in monitoring, wherever possible, to provide feedback on the effectiveness of the EORE activity. In order to ensure such involvement:

a) Monitoring tools should be designed in a way that takes into account the community's concerns and experiences;

b) Tools should be put in place for gathering information on EORE initiatives established by the community itself;

c) Monitoring activities may use community-based reporting systems, as a tool to further empower affected communities and grant them ownership of the EORE project. The development of measurement indicators and collection of data by members of affected communities should enable the objectives and appropriateness of the EORE project to be reviewed at the community level. A supporting system should be established by the monitoring organisation to ensure that community based reporting systems are adequate, reliable and sustainable.

10.14 Information management and exchange

Methods and tools chosen for monitoring should be transparent and should ensure the validity, reliability and objectivity of the results. In this regard:

a) Data collection and other monitoring activities should be limited to those that are directly relevant to project needs, for example in terms of coverage and level of detail;

b) Monitoring should be objective, and the analysis and gathering of data should not be influenced by special interest groups;

c) On-going quality control of information delivery (by animators, EORE committees, etc.) should be practised and should examine the appropriateness, relevance, effectiveness, and coverage of such activities.

Data analysis should be kept as simple as possible. Analysis for monitoring should generally be descriptive and straightforward. Clear procedures and methods should be established to ensure that all relevant parties could understand data from different sources.

Information that is relevant for the national mine action plan should be shared with the coordinating bodies and through established systems, such as national information management systems.

The following points should be considered with regard to information management as it pertains to monitoring at the national level:

a) UNMAS South Sudan/NMAA has established and manages integrated information management systems for mine action (IMSMA) that facilitate monitoring processes;

b) Implementing agencies should regularly share information from their monitoring systems;

c) Results from different projects' monitoring efforts should be integrated to provide a national indication of total results;

d) Geographical Information Systems (GIS) systems may be employed to facilitate integration and use of data if the capacity exists;

e) Agencies should have access to the information contained in national databases. Issues of confidentiality and security should be taken into account when disclosing data.

10.15 Appropriate targeting

Monitoring (both at the project and national level) should assess if appropriate targeting is being achieved and maintained. The following should be considered:

a) The target groups identified during the assessment and planning phases should be reviewed (and changed, if necessary) as part of the monitoring process;

b) Careful consideration should be given to which target groups need to be examined during the monitoring process (e.g., during data collection, analysis, and reporting);

c) Data should be disaggregated by gender, age, occupation, geographic region and any other relevant categories;

d) Monitoring should help ensuring that coverage is appropriate, both geographically and in terms of the affected population;

e) Monitoring systems should assess the level of comprehension of EORE messages by the various target groups to ensure it is appropriate;

f) Demining activities within communities should be monitored at the community level and at the national level by the UNMAS South Sudan/NMAA to identify trends and needs of the community;

g) Monitoring activities should take into consideration the needs and experiences of EO survivors;

h) Monitoring should take into account information about victims and EO accidents. It may be necessary to directly interview survivors, families and communities in order to obtain this data. However, when possible, the monitoring process should draw from existing information in order to avoid subjecting survivors to unnecessary interviews and stress;

i) Where appropriate, monitors should make findings on victims available to agencies and institutions tracking and providing victim assistance;

j) Monitoring may make recommendations on reviewing and improving messages related to victims in co-ordination with service providers.

10.16 Education

EORE methodologies, tools, materials and messages should be continuously revised according to the results of monitoring activities to ensure that they remain appropriate and relevant.

10.17 Areas of Responsibility

10.17.1 United Nations Mine Action Service South Sudan

The UNMAS South Sudan is supporting the NMAA in developing standards for monitoring and, as applicable; makes available information needed for national monitoring systems.

UNMAS SS is responsible for conducting external quality assurance (QA) of EORE/CL activities. UNMAS will also conduct monitoring of EORE/CL activities for those projects, which are directly funded by UNMAS or by other UN funds in collaboration with UNMAS.

External monitoring and QA of EORE/CL activities will strive towards preserving and improving the quality of provided services, as well as to ensure transparent and adequate implementation of EORE/CL projects.

Monitoring and QA shall be conducted in the field and desk based through analysing progress reports and other relevant documentation.

External QA shall be conducted regularly for each accredited EORE/CL team. In average one team should be visited at least once in two months.

Failure to comply with NTSG and SOP requirements will result in cancelling team's accreditation and team will be requested to conduct refresher training or to replace unsuitable team members.

Although it is not a clearance operation, but conducting EORE/CL activities can lead to inappropriate and incorrect actions which may result in immediate harm/damage of team members and/or community representatives which are targeted through the EORE/CL activities. Failure to comply with requirements and standards may also cause delayed harm or damage if incorrect EORE/CL activities are conducted (e.g. wrong messages and safety advises provided to local population).
Therefore within EORE/CL activities there are critical non-conformities that may be identified and as such result in failing the team and requesting refresher training.

Critical non-conformities that may be identified during the EORE/CL activities are as follows;

- EORE/CL Team member (TM) provided incorrect or inappropriate message that may encourage local population to conduct risky behaviour, which will lead to immediate or delayed injury/death,
- EORE/CL TM conducting unsafe action (e.g. leaving safe area, entering known hazardous area, dealing with EO
- Encouraging or ignoring risk behaviour conducted by local population at the time of EORE activities are conducted (e.g. community representatives entering the hazardous area in order to show suspected item)
- Failure to submit EORE weekly progress reports is not a critical non-conformity, but it will be considered as noncompliance, which will lead to cancelation of team's accreditation.

If one of above stated critical non-conformities is observed during the QA visit, team shall be stopped and organization requested to prepare and conduct refresher training for that team.

Non-critical non-conformities shall be any other noncompliance observed during the QA visit, which indicates that EORE/CL team didn't follow the basic standards and guidelines.

10.17.2 South Sudan National Mine Action Authority (NMAA)

The NMAA shall monitor the national programme and its own activities and in doing so:

a) Shall ensure that the national plan is respected and carried out by all institutional and implementing partners;

b) Should ensure that the information deriving from monitoring is acted upon when necessary (e.g. by triggering revision mechanisms / evaluation);

c) Shall monitor the changes in the national mine action context and facilitate the exchange of resulting information;

d) Shall establish national information systems (IMSMA database) that can be updated with information from monitoring reports from organisations;

e) Shall monitor changes in the general operating environment by collecting, analysing and disseminating information deriving from EORE surveillance systems and from other relevant sectors (e.g. victim assistance);

f) Should put in place mechanisms, including the appointment of a 'monitoring body', to monitor the activities of implementing organisations;

Note: Information to be gathered from such mechanisms may include: where and when the organisations are implementing activities, what kind of projects they are implementing, and what is the level of integration with other mine action activities. This monitoring should include quality assurance assessments of the messages and methodology of organisations;

g) Should ensure that all EORE implementing organisations have appropriate monitoring systems in place;

h) Shall monitor the integration of mine action activities, to establish, for example, if EORE takes place before, during and after demining within the community liaison function;

i) Shall ensure the correct handling of reports and respect both principles of transparency and of confidentiality, and provide feedback on information from monitoring systems;

j) Shall release monitoring information in accordance with ethical guidelines.

▪ 10.17.3 Explosive Ordnance risk education organisations

The organisation undertaking Explosive ordnance risk education:

a) Shall develop at the outset of every project, and implement throughout the course of the project, a detailed plan for monitoring (both internal monitoring and monitoring change in the area of its responsibility), which should be in accordance with recognised standards;

b) Should allocate sufficient time, human and financial resources when planning and budgeting for an EORE project to ensure that the monitoring plan can be implemented as planned;

c) Shall ensure that it undertakes rigorous internal quality management of its own activities, and quality control of its outputs throughout the monitoring process;

d) Should facilitate external monitoring of its operations;

e) Shall ensure that the results of monitoring are disseminated as appropriate;

f) Should ensure appropriate follow-up action is taken on the monitoring findings;

g) Should share information of general interest, which arises from the monitoring, through information systems, and databases;

h) Should ensure that relevant stakeholders are involved in the monitoring process;

i) Should provide adequate support and training when employing staff for monitoring, to ensure professional results.

10.17.4 Donor(s)

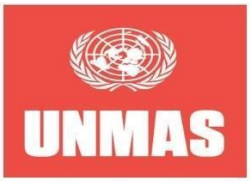
When funding EORE projects, donors:

a) Should ensure that project proposals include sound and detailed monitoring plans;

b) Should provide the necessary resources to enable the implementing organisation to conduct comprehensive and effective monitoring;

c) Should recognise that monitoring may recommend changes to their funded activities, and should enable such changes to be readily made;

d) Shall monitor projects and programmes funded directly by them



South Sudan

National Technical Standards Guidelines

PART 3 - EORE

Date: 27 July 2023

Chapter 11

11 EO Safety Project

xviii. 11 LANDMINE/ERW SAFETY PROJECT

11.1 Introduction

The purpose of mine action is to recreate a safe environment conducive to normal life and development. Accordingly, mine action refers to all those activities geared towards addressing the problems faced by populations as a result of explosive ordnance contamination. It encompasses five complementary core components:

(a) Explosive ordnance risk education/EO Safety Project
(b) Explosive ordnance clearance, including survey, mapping, and marking;
(c) Victim assistance;
(d) Destruction of stockpiled anti-personnel landmines; and
(e) Advocacy to stigmatize the use of mines and support a total ban on anti- personnel mines.

11.2 Background

Decades of civil war have left a legacy of EO contamination all over the South Sudan. Although to date there has been no comprehensive survey and it is impossible to quantify the exact amount of EO in all sides in the conflict are known to have used EO. Urban areas and key transport and supply routes thought to be particularly affected.

11.3 Problem Statement

With the onset of peace and independence, displaced people both in neighbouring countries and within the South Sudan are beginning to return to their homes. Further, relief and development agencies are increasing their presence in the South Sudan, moving into areas and along routes, which have previously been insecure. In such a context, EO pose a threat not only for affected communities, but also for international and national humanitarian and development staff and peacekeepers, who may not previously have been exposed to the threat and may not know of the appropriate preventative action.

EO cause death and injury in all affected regions of the South Sudan. EO accidents also cause the disruption of aid and development work and service provision to displaced people who are expected to return to South Sudan in large numbers.

11.4 EO Safety Project

The EO safety project (EOSP) aims to reduce the risk of EO accidents of government, humanitarian and development aid staff and peace keepers, working in high-risk areas. EOSP is part of occupational health and safety: employers have a “Duty of Care” towards its staff who has to work in or travel through an EO-contaminated environment.

11.5 Project Description

The standardized EO safety briefing designed for the generic EOSP lasts two hours. The minimum requirement for briefing shall be forty-five minutes, and should incorporate the provisions given bellow in this document.

The training of trainers is a 3-day course after which the participants are expected to use the acquired knowledge and material provided to incorporate EO safety briefings into their different contingents organizations so that all their staff are given an EO safety briefing.

The EOSP aims to complement briefings that are already held by UNDSS and UNMISS security and to improving the existing briefings.

11.6 Target Group

Unlike the Explosive Ordnance Risk Education, whose beneficiaries are the communities and people within communities, EO Safety Project shall target staff of the following categories

a. UN Military Observers UNMO (peacekeepers)
b. UN Police UNPOL
c. Troop Contributing Countries (TCC)
d. UN Agencies’ staff
e. International Non-Governmental Organization staff
f. Non-Governmental Organization staff
g. Governmental staff

h. Commercial workers

11.7 Aim

The aim of this document is to provide EOSP focal points with a reference for the conduct of EOSP operations in the field. It has been produced using experiences gained locally, and incorporates lessons and best practices learned in other theatres worldwide.

11.8 Freedom of Action

Variations in procedures and methods of presentations are to be expected amongst the different focal points. Therefore, these guidelines provide an example of practices accepted by the UNMAS South Sudan, and provide a basis for comparison during the monitoring and evaluation process.

11.9 Role of UNMAS South Sudan

The role of the UNMAS South Sudan is to ensure that EOSP SOPs are adequate and conform to EORE NTSG. A key aspect of external QA is to ensure that each focal point works in accordance with their approved SOP. This SOP must be adhered to by all relevant focal points. They provide the basis for a high standard and uniform levels of safety for people involved and ensure that the quality of work is acceptable.

Hence, UNMAS South Sudan is responsible for:

a. The establishment of a set of minimum standards for EOSP activities. These will cover the minimum requirement for EO Safety training curriculum to confirm the quality.
b. The identification of acceptable procedures that will provide guidelines for the conduct of LSP activities. These will provide the basis for Standard Operating Procedures (SOP) to be developed by relevant partners
c. Monitoring, Evaluation and approval of SOP and trainings delivered by the EOSP trainers by the UNMAS South Sudan
d. Quality Assurance (QA) of EOSP activities in the field.

11.10 EOSP Activities and Materials

The EO Safety Project shall be the focal point for the landmine safety Training of Trainers and briefings. The project will benefit from generic training materials already developed by the global EOSP, i.e. LSP Handbook, a training manual for briefer, a specific EOSP-video, a PowerPoint-presentation, a South Sudan specific leaflet, which needs to be updated every six months.

EO safety promotion posters shall be produced, as well as other materials that enhance safety massages.

Such materials produced should be used in conjunction to the Explosive Ordnance Risk Education National Technical Standards and Guidelines, and based on a common EO Safety curriculum.

11.11 Curriculum content

With the important provision that all messages shall be adapted to the specific situation, the following points should be underscored in any EOSP programme.

For more details regarding the content, refer to Chapter 3, clause 3.10 (EORE: Curriculum content) of the NTSG for EORE, Part 2, Edition 1.

In addition to the reference, one of the EOSP messages is what to do if caught in a Minefield

S: Stops immediately – stand still and try to remain calm.

I: Inform and warn people around you. Tell them not to move either. If you can, contact your base for help, indicating where you are located.

N: Note the area – examine the ground to ensure you are safe where you are, look for tripwires or mines/fuses. Look for the nearest safe ground such as a hard surfaced road, concrete or steel structure, and large boulders.

E: Evaluate the situation – be prepared to take control.

D: Don’t move from your location – wait for assistance to come and extract you from the minefield.

11.12 Minimum Requirement for EO Safety Presentation

The briefing MUST go through the following sections:

a) The threat

Provide explanation of the different types of threat. What they are, differences between them, characteristics, photos, effects of the following:

- AP mines
- AT mines
- ERW (UXO and AXO)
- Booby traps (and Improvised Explosive Devices if possible)

b) Be aware – Recognizing dangerous areas

- Warning signs – Local and International (official and unofficial)
- Warning clues – overgrown areas, local behaviour, scattered bones, injured or dead animals, signs of fighting, partially visible munitions, etc.
- Dangerous areas – Former military positions, abandoned buildings, abandoned military equipment, strategic areas, overgrown areas, verges, confrontation lines, etc.

c) Basic Safety advice

- Risk taking behaviour
- Safety advice for individuals and organizations – set up procedures
- Be prepared – information gathering and from where, route cards, protection to a vehicle, bring communication equipment etc.

d) Emergency procedures

- On foot – M I N E D, Movements stops, inform others around you – Call for help, Note the area, evaluate the situation, do not move – Wait for assistance to arrive.
- In a vehicle – Remain in it, if leaving it is required than exit through rear
- Stay away, Record, Report

e) Assisting a victim

- Don't rush to the victim, report and call for CASEVAC team, prepare for first aid from safe place, wait for assistance.

All of the above sections follow a set curriculum or standard as can be seen in the EOSP package. READ the handbook before making the presentation.

In order to make the presentation better it is recommended that icebreakers like discussing the myths, discussing different photos and exchanging experience be used. However if it is impossible to squeeze them in they can be cut from the presentation to save time, the quality and accuracy of the contents in the 5 sections mentioned above must however never be compromised

11.13 Reporting

As the EO Safety Project fall under EORE, as patently expressed in the EORE NTSG Part 2, Edition 1, Chapter 6, a weekly and monthly activity report shall be sent to the UNMAS South Sudan/SSMAA together with EORE reports. Focal points as well shall forward their reports to the EOSP in their respective regions.

11.14 Evaluation

Evaluation forms important part of the five stages of a project cycle. In the case of EOSP, evaluation should be measured on the same way like the EORE itself (Refer to EORE NTSG, Chapter 8)

11.15 Training and Qualification

A high standard of training is needed to obtain good management, sound operation procedures and safety. Organizations must have trained senior staff members who will be the EOSP focal point to further train their respective staff members in EO safety procedures. It is essential that these trainees are able to conduct the trainings as set forth by UNMAS South Sudan/EOSP, and within the provision of the mandate. These trained trainers should be explained the difference between EORE and EOSP, in order to distinguish target groups.

Frequent refresher training is recommended, to ensure that all information provided is up-to-date and accurate. The course syllabus may be modified to include specific training to an agency; EOSP presentation MUST at least include the entire established matrix for the EOSP minimum requirement.

All Training of Trainer participants shall be given a certificate of attendance and qualification or achievement on successfully completing the course to train others. This certificate will be valid for period of two years from the date of issuance.

UNMAS South Sudan shall preserve the right to stop any specific trainer, should there be unsafe practice otherwise to the safety procedures expressed in the EOSP curriculum.

11.16 Monitoring

Monitoring of EOSP activities shall be done by UNMAS South Sudan/SSMAA office in Juba. Monitoring shall include, field visits and reports.

South Sudan

National Technical Standards Guidelines

PART 3 - EORE

Date: 27 July 2023

Chapter 12

12 Emergency EORE Responses

12 EMERGENCY EORE RESPONSES

xix. This section identifies particular issues in the implementation of EORE projects and programmes, in particular EORE in an emergency and how to promote sustainable EORE.

12.1 EORE in an emergency situation

An emergency may result from an armed conflict or a natural disaster. Emergency EORE response refers to efforts to raise awareness of a significant new risk from EO. The aim is to promote safe behaviour among the largest number of civilians potentially at risk, particularly children, in the shortest possible time. It may be nationwide or extremely localised, and the emergency situation may last for days, weeks, or months.

12.2 Key challenges for EORE in an emergency situation

Ideally, EORE should be an exchange of information with specific groups within at-risk communities to support sustained behavioural change. In an emergency, for reasons of time, most of the communication will normally be one-way. The aim is to reach the greatest number of at-risk people in a few days or weeks with information about the EO hazards and basic safety messages to encourage safe behaviour[4] and information exchange. Population displacement or even movement are particular risk factors, especially in an emergency. At the end of an emergency phase, evaluation or re-assessment may be required to establish a new/different post-emergency EORE approach.

xx. EORE messages in an emergency situation

In an emergency situations, messages should tend to be general in nature. Determining the key messages in such cases depends on a variety of factors, such as the target audience and the types of risk-taking behaviour. It is still necessary to know which types of explosive hazard people are at risk from. If mines are the greatest risk, it may be that people are injured

[4] UNICEF has developed an Emergency EORE Toolkit for use in planning a risk education campaign in an emergency situation. The Toolkit is designed to take an EORE project manager or project team step-by-step through the first six weeks of an emergency EORE campaign.

through stepping on them or triggering unseen tripwires rather than touching mines. Therefore, efforts should focus on raising awareness of the danger and stressing safe behaviour, such as recognition of potentially dangerous areas, which may include the following set of connected messages:

a. Stay on a well-used path.
b. Ask local people where it is safe and where it is dangerous.
c. Avoid overgrown areas, military bases and equipment.
d. Report explosive ordnance to a responsible person or authority.

If unexploded sub munitions/cluster bombs (or other forms of ERW) pose the greatest risk, “do not touch” messages are far more appropriate. Such messages may include:

a. Unexploded sub munitions are lying in the fields around your homes.
b. Unexploded sub munitions are small but extremely powerful and can kill many people.
c. Unexploded sub munitions are highly unstable – you never know when they are going to explode.
d. Never touch unexploded bombs, pick them up, or kick them.

South Sudan

National Technical Standards Guidelines

PART 3 - EORE

Date: 27 July 2023

Chapter 13

13 EORE Integration with other Mine Action

xxi. 13 EORE integrate with other mine actions

13.1 Introduction

The UN Policy on Mine Action stresses the importance of an integrated response to the issue of EO contamination, and the need to bring real and lasting support to those who are at risk.

It identifies the following five complementary components within mine action:

i. Explosive Ordnance Risk Education (EORE).
ii. Minefield survey, mapping, marking, and clearance.
iii. Victim assistance, including rehabilitation and reintegration.
iv. Advocacy to stigmatise the use of mines and support a total ban on anti-personnel mines.
v. Stockpile destruction.

These components should normally work together to provide a dynamic, iterative process in which joint planning and assessment of needs, sharing of information and results, present a holistic response to affected communities.

13.2 The benefits of integration

One of the goals of EORE programmes is to contribute and assist other mine action activities in finding solutions to the mine threats faced by communities. These solutions may be both technical and non-technical and may be suited or unsuited to the capacities of the EORE agency.

Integrated planning and problem solving enhance the ability of agencies and organisations to develop viable solutions, by ensuring that a comprehensive response to the EO threat is adopted.

In addition, linkages with other mine action operations and with central authorities assist in ensuring that information is shared, thereby leading to the effective utilising of assets .

13.3 Community contact and information

EORE staff normally builds up close contacts with communities in the course of their work. Dialogue with the communities yields valuable information on a wide range of issues, including

on suspected EO contaminated areas, EO-related injuries and deaths, the features of socio-economic life in the communities, traditional practices, and the willingness of the communities to participate in mine action initiatives.

Much of the information gained by the EORE workers is valuable to the general mine action assessment (GMAA), marking and clearance technicians in terms of field operations and more essentially in determining the priorities among relevant steps.

The establishment of an integrated approach facilitates information sharing in the field.

13.4 Community participation and ownership

Through an integrated approach, closer contact with communities can lead to greater community participation in and ownership of the mine action initiatives. Community participation in determining priorities also helps de-miners to increase their effectiveness. Through greater community participation, more readily understandable mine warning signs can be created and the theft of minefield marking can be reduced.

13.5 Appropriate responses and maximising resources

The detailed understanding promoted by an integrated approach allows project managers to develop more effective and efficient responses. For example, rather than using large teams, managers may rely on smaller groups in more tightly defined areas.

Repeated visits to communities by operationally distinct mine action operators (that is, separate visits by, for instance, the survey team, the EORE staff, the information gatherers, the minefield marking team, and the de-miners) represent poor assets allocation. This could be improved through integrated activities where EORE will take a part in assisting EOD/clearance capacities by community liaison, data gathering and EORE.

13.6 Linking with development

Analysis of the socio-economic characteristics of affected communities reveals that mine problems can represent a major obstacle to community rehabilitation and development.

An integrated approach through which the skills and interests of the EORE staff are joined with the technical expertise of the deminers helps the clearance managers and personnel reach a better understanding of the role of demining within the development context and also assist the clearance groups in constructing closer links with development projects.

13.7 Stand-alone MRE programmes

Stand-alone EORE programmes are sometimes implemented independently of other mine action initiatives. Such programmes are necessary only in certain situations.

As far as possible, however, EORE programmes should be integrated with other mine actions and with relief and development programmes. This need is particularly acute where the majority of EO casualties are not caused by lack of awareness of the threat posed by EO or the appropriate behaviour to be adopted.

If, for example, survival imperatives dictate risk-taking behaviour, other programmatic interventions than stand-alone EO awareness will be needed to effectively protect the at-risk populations.

13.8 Information transfer and the wider context

In most post-conflict environments in which mine action programmes are implemented, the lack of information affects all sectors and all agencies. In some cases, agencies are operating in areas where EORE programmes have not yet been initiated.

In others, mine action programmes are the first to achieve close community contact and participation. All the information collected within the context of an EORE programme may be useful to those involved in other mine action initiatives or in relief or development programmes operating in the same area. Information specifically relevant to other mine action activities, for example, surveys of the requirements of mine survivors, can of course be collected through EORE activities as community liaison.

The National Mine Action Authority and UNMAS South Sudan constantly strive towards collecting data and looking at the opportunities to improve information sharing at the international level. The understanding developed through a mine action programme of the local

situation, the manner in which this understanding has been acquired, and the subsequent initiatives that have been implemented can all be of great benefit to programmes elsewhere.

Mechanisms shall be established within organisations and agencies in order to achieve and maintain information sharing.