



NMAS 12.10

Mine/ERW Risk Education

March 2020

Edition 2.1

Lebanon Mine Action Center-LMAC

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Foreword

The National Mine Action Standards (NMAS) of Lebanon were first developed in the form of Technical Standards and Guidelines (TSG). After the Lebanon Mine Action Policy was released in 2007, these TSG were edited into the first edition of the NMAS in 2010 and were written to concurrently comply with the first edition of the International Mine Action Standards (IMAS). Since then, the scope of the IMAS has been expanded to include more components of mine action and amended to mirror the most recent changes to standards as required in today's operations. These changes, as well as changes in the local context of Lebanon, have necessitated a review and update of the NMAS.

As detailed in the National Mine Action Policy of 2007, the Lebanon Mine Action Center (LMAC) has the responsibility to execute and coordinate the Lebanon Mine Action Program (LMAP) on behalf of the Lebanon Mine Action Authority (LMAA), including the development and amendment of standards. Such standards shall be developed in a participatory approach that shall involve international, governmental, and nongovernmental organizations.

The NMAS shall be reviewed as needed to reflect amendments in the IMAS as well as incorporate changes to international obligations and local requirements. Such revisions shall be regularly made available on the LMAC's website www.lebmac.org or can be obtained through contacting the LMAC via the email info@lebmac.org.

Acronyms

CLO	Community Liaison Officer
ERW	Explosive Remnants of War
IAs	Implementing Agencies
IMAS	International Mine Action Standards
IMSMA	Information Management System for Mine Action
KABP	Knowledge, Attitudes, Behaviors, and Practices
KAP	Knowledge, Attitudes, and Practices
LMAA	Lebanon Mine Action Authority
LMAC	Lebanon Mine Action Center
LMAP	Lebanon Mine Action Program
MoEHE	Ministry of Education and Higher Education
MoSA	Ministry of Social Affairs
MRE	Mine Risk Education
MVA	Mine Victim Assistance
NMAS	National Mine Action Standards
QA	Quality Assurance
QC	Quality Control
QM	Quality Management
RSHDL	Regional School for Humanitarian Demining in Lebanon
SMS	Short Messages Service
SOP	Standard Operating Procedure
ToR	Terms of Reference
ToT	Training of Trainers
TSG	Technical Standards and Guidelines

Introduction

Lebanon faces a severe problem of mine and explosive ordnance contamination, affecting various regions in the country. The population density means that the level of contamination is grave. The impact of mines, sub-munitions, improvised explosive devices, and other explosive remnants of war (ERW) hinders development, affects livelihoods, and continues to impede the ability of impacted communities to fully recover even after the cessation of hostilities. Out of need, breadwinners, especially farmers and shepherds, often enter into known contaminated land and risk their own safety and, if they are injured or killed, the wellbeing of their dependents and families. Others, especially children, enter areas without realizing the danger and are especially vulnerable to explosive hazards that do not spare anyone.

To help decrease the likelihood of explosive incidents and the number of victims, the LMAC engages in awareness raising activities and conducts Mine Risk Education (MRE) in line with the standards provided herein. The LMAC, in coordination with and through the MRE Steering Committee, is also responsible for managing, coordinating, prioritizing, monitoring, evaluating, and following-up all activities that are implemented nationally within the framework of MRE. MRE is, of course, not only concerned with the threat presented by landmines. Its remit covers all explosive hazards left over from previous conflicts that may threaten the people of Lebanon.

To avoid people falling victim to explosive hazards without fully realizing the risks they are taking, Mine Risk Education is conducted as a critical part of Humanitarian Mine Action (HMA). Alongside broader national MRE initiatives, priority is given to targeting high risk areas identified using a national Needs Assessment process. Two distinct but complementary kinds of MRE projects are delivered in Lebanon. These are a general public education MRE program that is delivered country-wide and smaller targeted MRE activities conducted in high priority areas.

Mine/ ERW Risk Education

1. Scope

This NMAS outlines the framework for implementing Mine Risk Education (MRE) in Lebanon. MRE is a preventive measure to avoid, minimize and, when possible, eliminate the risk posed by mines and all other Explosive Remnants of War (ERW) to people's survival and wellbeing. MRE may be referred to as Explosive Hazards Risk Education (EHRE).

Implementing Agencies (IAs) and members of the MRE Steering Committee intending to engage in MRE activities and interventions shall abide by the standards provided in this NMAS.

This NMAS introduces a set of standards that describe a cycle of activity progressing from a needs assessment to prioritization, response planning, response execution, response monitoring, and finally an objective evaluation of the results that is designed to lead to continuous improvement.

The cycle starts with a needs assessment but this activity should actually be an ongoing process of assessing the community's vulnerability and the people's awareness and knowledge of the risks and consequences they face. As this information is gathered, it is used to intervene in ways that address and change people's tendency to engage in behavior that presents a risk to their personal safety and so to secure their livelihoods. A needs assessment conducted at the end of a successful intervention should have a very different result to one conducted at the start.

2. References

A list of normative and informative references is provided in Annex A.

Normative references provide cross-referencing to other standards referred to in this standard and which form an integral part of the provisions of this standard.

Informative references provide a list of documents that may be consulted for a clearer understanding of this standard.

3. Key Terms and Definitions

The following terms and definitions are used in this standard:

- *Knowledge, Attitudes, and Practices (KAP) Survey*: a structured behavioral survey that integrates quantitative and qualitative data collection and analysis. KAP surveys aim at identifying misconceptions and/or misunderstandings that may hinder precautionary actions and increase the likelihood of risk taking, and accordingly mine incidents and accidents.

- *Knowledge, Attitudes, Behavior, and Practices (KABP) Survey*: similar to a KAP survey, a KABP survey is a structured behavioral survey. However, it further tests participants on their behavior.
- *Mine Risk Education*: activities and interventions aimed at increasing people's knowledge about the risk posed by mines/ERW, also increasing their awareness of precautionary measures that can decrease the risk of harm and injury to people, property, and the environment.
- *Mine Risk Education (MRE) Steering Committee*: a committee managed and coordinated by the LMAC, chaired by the LMAC Mine Risk Education Section Head, and comprised of the representative of the Ministry of Education and Higher Education (MoEHE), the representative of the Ministry of Social Affairs (MoSA), as well as national, international, and non-governmental organizations working in Lebanon and having an interest in mine risk education.
- *MRE Needs Assessment*: systematic process undertaken to analyze data and assess the need for MRE interventions. It aims to assess tendencies to engage in risky behavior as well as identify the target communities to whom MRE should be directed.

In addition to the above terms, NMAS 04.10 provides a glossary of terms and definitions used across all standards.

As in the IMAS, the terms 'shall', 'should' and 'may' are used across all standards to indicate the required degree of compliance. For any organization working in Lebanon, the use of 'shall' indicates a compulsory requirement. The term 'should' indicates the national preference which may be varied with LMAC approval. The term 'may' indicates a suggestion that is not obligatory.

4. MRE Overview

Mine Risk Education (MRE) interventions in Lebanon are coordinated and overseen by the LMAC through the MRE Steering Committee. They aim to reduce the risk of harm and injury to people, property, and the environment through educating communities, raising awareness, and encouraging safe behavior. As a critical part of the HMA activities in Lebanon, MRE measures should help to restore a context in which social and economic development can flourish.

MRE interventions shall aim at:

- reducing, and if possible eliminating, the number of casualties resulting from mines and ERW;
- disseminating knowledge among citizens on the risks posed by mines/ERW and providing them with sufficient information to recognize and report all suspicious items to the LMAC, so increasing community awareness and ownership of MRE;

- promoting safe behavior in the community; and
- reducing the social and economic impact of mines/ERW through direct interventions and through providing support to the Lebanon Mine Action Program (LMAP) and all mine action activities.

Most MRE works towards risk avoidance with the golden rule ‘recognize a hazard, don’t approach it, don’t touch it, report it immediately’. Other approaches may be necessary when it is not practicable for people to avoid the risk.

In Lebanon, MRE falls into one of two categories:

- country-wide MRE activities that are implemented across the country to increase people’s general knowledge and impact their behavior; and
- specific small-scale MRE activities that are implemented to target communities identified to be at high risk.

5. The MRE Cycle

MRE interventions are often triggered by alerts from the media, alerts from local authorities or local communities, the occurrence of an incident, or as a result of an assessment of indicators obtained from data entered into the Information Management System for Mine Action (IMSMA).

MRE interventions should be preceded by a needs assessment or a Knowledge, Attitudes, and Practices (KAP)/ Knowledge, Attitudes, Behaviors, and Practices (KABP) survey to identify shortcomings and areas of where interventions can have most benefit. Based on the shortcomings identified, MRE activities are planned, implemented, monitored, and evaluated. The results of the MRE feed into the upcoming needs assessment, so depicting a full circle that includes the continuous review and improvement elements of Quality Management (QM).



Figure 1: MRE Cycle

5.1 Assessing MRE Needs

The MRE cycle starts with an assessment of the MRE needs. Needs assessment is conducted in a systematic process that identifies the communities to whom MRE should be primarily directed.

To this end, alerts from the media, alerts from local authorities or local communities, and secondary data should be used, including data gathered from accident reports, incident reports, and victims' data retrieved from IMSMA. The data is used to:

- (a) determine the extent of hazard and its potential impact;
- (b) identify target groups to whom MRE shall be implemented; and
- (c) support other mine action activities, such as NTS, TS, area Clearance, and Victim Assistance.

Priority shall be given to implementing MRE activities in communities where accidents are occurring and communities where contamination levels are high.

To provide additional data, KAP/ KABP surveys should be implemented by members of the MRE steering committee and by IAs, in coordination with the LMAC, using the appropriate forms (an example is given in Annex B). The first form should be completed by the organization implementing the MRE intervention, while the second should be filled by the participants in the MRE session. The same survey should be conducted twice: once before the MRE intervention and again following the MRE intervention. Pre-MRE surveys aim to ensure that MRE messages are tailored to overcome misconceptions, correct misinformation, and set the direction for sound and safe practices. Post-MRE surveys aim to assess the success of the MRE intervention implemented. For an MRE session to be considered successful, the post-MRE survey should show that at least 75% of the participants have become aware of appropriate safe behavior. When possible, ways of assessing actual behavioral change should be agreed with the LMAC and implemented.

Although MRE Needs Assessment represents a stage in the MRE cycle, it is implemented on an ongoing basis using a participatory approach by enlisting the aid of the MRE Steering Committee, other IAs, local authorities such as the MoEHE, MoSA, municipalities, and members of the local community, as appropriate.

Members of the MRE team involved in needs assessment should be appropriately trained and qualified to do so. They should understand the reasons behind the needs assessment and be properly acquainted with the NMAS series 10 related to Safety and Occupational Health.

5.2 Planning and Implementing MRE Interventions

After needs have been assessed, MRE activities should be planned in close coordination with the MRE Steering Committee. Whether the MRE activity is to be implemented by a member of the Steering Committee or any other IA, a plan/proposal should be submitted to the LMAC and approval obtained before the work is conducted.

The MRE Activity plan should outline the following:

- a clear methodology for the MRE activity to be implemented;
- the techniques and tools that will be used to implement the MRE;
- the group and community targeted by the activity, with a description of its demographics;
- any pre and post intervention tests to be conducted;
- the monitoring technique that will be adopted to measure the effect and impact of the MRE activity; and
- the qualifications of the implementing individual and organization.

The appropriate LMAC form should be used to this end (an example is given in Annex C). IAs should ensure that they request the latest version of the form from the LMAC.

Based on the above, and depending on the assessed needs, MRE activities are planned country-wide through national events organized across the country to increase people's general knowledge and on a small-scale through activities tailored to target communities identified to be at high risk.

In general, MRE targets the 'unaware', the 'unknowledgeable', the 'misinformed', the 'reckless', and the 'compelled'. MRE should be tailored to suit the different categories as well as the varying demographic factors, such as the gender and age compositions of the target group(s). Depending on the demographics of the target group, different MRE tools should be used to communicate MRE messages. Available tools include:

- lectures and presentations targeting communities assessed to be at risk, conducted for schools in cooperation with the MoEHE, and for the wider public in cooperation with the MoSA and the local municipalities;
- short message service (SMS) circulating safety messages via the local mobile network providers;
- social media messages circulated via social media platforms such as facebook, instagram and twitter;
- flyers and posters circulated on streets and exhibited on billboards;
- short articles and stories posted in newspapers and magazines;

- mass media messages, such as radio spots and short videos broadcasted during special events and through the general broadcasting network; and
- messages transmitted through non-traditional venues such as sports activities, puppet plays, art competitions, and marathons.

Irrespective of the tool or channel, any message transmitted should be pre-tested for clarity, likely impact, and suitability to ensure the avoidance of misleading or confusing messages. IAs and members of the MRE Steering Committee who wish to transmit MRE messages shall ensure that the messages have prior approval from the LMAC.

The use of some MRE tools may be restricted during emergency situations, at which time the use of mass media should prevail.

5.3 Monitoring MRE Interventions

The LMAC is responsible for continuously monitoring MRE interventions by conducting field visits to the activities and through requiring digital copies of the MRE Field Report to be submitted within a maximum of one week of any implemented activity. Where appropriate, the LMAC shall intervene and request modifications to the activities being implemented.

5.4 Evaluating MRE Interventions

The LMAC has an obligation to evaluate all MRE interventions. The main purpose of this evaluation is to evaluate the impact of the MRE activities implemented on the targeted communities, the effectiveness of tools utilized, and the activity's efficiency. Evaluation should also focus on tracking accountability and documenting lessons learnt.

6. Accrediting MRE IAs

LMAC accreditation of MRE IAs is a process designed to formally recognize the IA as proficient and able to engage in the MRE cycle through all stages efficiently and effectively. The accreditation process results in granting the IA an accreditation certificate for the duration of the project agreed upon. No entity shall be allowed to engage in MRE without prior accreditation issued by the LMAC. To be eligible for receiving accreditation, the following conditions apply:

- the IA shall be legally eligible to work in Lebanon;
- the IA shall have submitted clearly outlined Standard Operating Procedures (SOPs) related to MRE to the LMAC and received the LMAC's approval of them;
- the IA should have the financial and administrative means to work in MRE; and
- the IA should have the means to field one or more qualified MRE teams.

6.1 Accrediting Organizations

To be eligible for an accreditation, an organization shall prove that it is operating in compliance with this NMAS.

6.1.1 Desk Assessment

Upon receiving a request for accreditation, the LMAC shall conduct a desk assessment of the applicant organization, taking into consideration:

- a. the IA's structure, qualifications, experience, and any accreditation(s) held, including previous accreditations obtained from the LMAC;
- b. the IA's financial capacity;
- c. any pending or ongoing legal disputes;
- d. the IA's MRE Standard Operating Procedures (SOPs); and
- e. the IA's safety measures, including insurance requirements.

The LMAC may request additional information from the IA at its discretion.

6.1.2 On-Site Assessment

For an IA wishing to start work in Lebanon, an on-site assessment will occur after a provisional accreditation has been granted. The IA shall train and prepare its staff appropriately and start an MRA activity as agreed with the LMAC. Within one week of starting the activity, the LMAC should conduct an on-site assessment to determine whether the SOPs proposed by the IA are being appropriately applied. If they are, the LMAC should issue the IA a letter of accreditation, including a validity period. If they are not, the LMAC may require the IA to suspend its MRA activity. The IA may negotiate with the LMAC to agree a period of retraining or preparation before work is re-started and a second on-site assessment is made. If an IA fails two consecutive on-site assessments it should not be permitted to conduct MRA activities in Lebanon.

For an IA already operating in Lebanon, following the desk review, and within the period of one week, the LMAC should conduct an on-site assessment to confirm that the SOPs proposed by the IAs are being applied. If the results of the on-site assessment are found to be satisfactory, the LMAC shall issue the IA a letter of accreditation, including a validity period.

At any stage, if the IA is deemed to have failed to satisfy the requirements and is unable to take corrective action within a period required by the LMAC, the accreditation should be suspended or terminated and the IA informed.

6.2 Accrediting Individuals

In addition to accrediting IAs, accreditation is required for every individual who will engage in MRE interventions. Individual accreditation can be obtained by:

- attending the MRE training provided by the LMAC: this training should comply with the standards of NMAS 04.10 Management of Training and will lead to an examination;
- passing the LMAC's MRE accreditation examination (with or without attending the training); or
- successfully passing the assessment conducted during Quality Assurance (QA) visits that are conducted by the LMAC periodically over a defined period: this LMAC assessment is currently guided by the form presented in Annex D. IAs should request the latest version from the LMAC.

7. Community Liaison and Support to Other Mine Action Pillars

7.1 Community Liaison

The community liaison function helps all HMA stakeholders to acquire access to information that support a more complete understanding of local problems and needs. Community Liaison Officers (CLOs) facilitate interaction with the members of the local communities as well as with local municipalities. They act as a bridge between the Lebanon Mine Action Programme (LMAP) and the surrounding community, enabling a better understanding of MRE needs, Victim Assistance needs, and demining priorities.

CLOs shall support the assessment of MRE needs and relay well structured and documented information to the LMAC. They shall be provided with appropriate training to provide them with the skills needed to interact effectively with the community over all aspects of MRE.

7.2 Support to Demining Operations

MRE may contribute to demining operations by promoting community awareness and enlisting community support for those IAs conducting NTS, TS, area Clearance and EOD activities. Relevant community support includes the provision of reliable information, access to local facilities and an assessment of the community's adherence to safe behavior.

MRE teams may provide support by locating previously unrecorded hazardous areas, identifying types of explosive hazard present, and communicating how the hazards are impacting the community in order to support the prioritization of Land Release activities.

MRE teams active in a demining area should inform the community about the warning signs used and ensure that the community understands and abides by the marking and fencing of

contaminated areas. They should also encourage cooperation by notifying the community about the arrival and work of demining teams.

7.3 Support to Mine Victim Assistance

MRE activities may contribute to Mine Victim Assistance (MVA) by providing for a better understanding of the victims' needs as individuals and as impacted communities. MRE may also identify survivors who are in need of assistance during awareness raising sessions. In coordination with MVA, MRE staff may provide survivors with information about the availability of support services and how to obtain them. MRE staff may also enlist the aid of survivors in raising the community's awareness.

7.4 Support for Awareness Raising

Through raising the general community's awareness, MRE may encourage public support for the issuance and/or implementation of new/improved laws and policies that would decrease the risk of injuries and deaths.

8. Ethical Conduct of the MRE Team

All MRE team members implementing MRE interventions shall:

- respect the community's expectation of privacy;
- avoid raising unrealistic expectations that cannot be fulfilled;
- listen attentively and build empathy with the local community;
- ensure that they abide by the safety/security measures circulated by the LMAC, especially in times of emergency; And
- abide by the IA's MRE SOPS that are approved by the LMAC, or by the LMAC approved MRE Training Manual.

9. Roles and Responsibilities

9.1 Role of the LMAC

The LMAC is authorized to deliver MRE Training of Trainers (ToT) in Lebanon. No IA shall engage in MRE ToT activities without the prior approval of the LMAC.

In addition to delivering MRE training, the LMAC shall:

- oversee the National MRE Program;
- seek to provide administrative and logistics support to facilitate the work of MRE IAs in support of the National Mine Action Strategy;
- assess applications for accreditation from MRE IAs and, when appropriate, accredit the applicants to conduct defined activities over a pre-agreed period of time;

- sign a Memorandum of Understanding (MoU) with accredited MRE IAs;
- support the development and update of bylaws for the MRE Steering Committee;
- call for periodic meetings of the MRE Steering Committee to coordinate activities;
- conduct QA/QC monitoring of MRE interventions;
- liaise with donors to secure support for MRE and support activities designed to promote safe behavior;
- support the implementation of KABP surveys when appropriate and share results with members of the MRE Steering Committee, subject to confidentiality constraints;
- monitor MRE interventions and assess plans/proposals to ensure that all MRE activities support the national strategy and are implemented in accordance with this NMAS; and
- maintain a database of all MRE events, in cooperation with the MRE Steering Committee.

9.2 Role of the MRE Steering Committee

The MRE Steering Committee shall:


- determine the national MRE strategy and review it periodically;
- adopt, revise and augment the MRE Steering Committee bylaws as appropriate;
- provide QM oversight of LMAC's management of MRE interventions;
- through the LMAC, share information collected as appropriate;
- ensure that relevant MRE messages are circulated as appropriate; and
- make representations to support for the integration of MRE messages in the Lebanese School Curriculum.

9.3 Role of the IAs

IAs wishing to engage in MRE activities shall:

- obtain accreditation from the LMAC for their organization to act as MRE IA (when the IA is based in another country, they should have a national partner organization);
- submit detailed MRE SOPs to the LMAC for assessment and, when appropriate, approval before conducting any MRE activities in Lebanon;
- when accredited and with SOP approval, sign a MoU with the LMAC which may include their membership of the MRE Steering Committee;
- obtain written approval from the LMAC before submitting any request for the funding of projects in which MRE activities are planned;
- implement internal QA/QC of their MRE interventions and ensure that they abide by this NMAS;

- share information collected, submit the MRE Field Report digitally within a period of one week of any implemented activity, submit quarterly progress reports, and submit an MRE Annual Plan (an example format is provided in Annex C); and
- provide the LMAC with all project/program donor reports before they are submitted to donors.


	LEBANON NATIONAL MINE ACTION STANDARDS		Edition 2.1	NMAS 12.10
	ANNEX A: Normative and Informative References			
				March 2020

The documents listed below constitute normative references and form an integral part of the provisions of this standard:

- Current LMAC and IMSMA reporting formats (request copies from the LMAC);
- NMAS 03.10 Information Management;
- NMAS 04.10 Management of Training;
- NMAS 08.10 Clearance Requirements;
- NMAS series 10 Safety and Occupational Health;
- NMAS 12.10 Mine Victim Assistance; and
- NMAS 14.10 Glossary of Mine Action Terms, Definitions, & Abbreviations used in the Second Edition of the NMAS.

In addition to the normative references listed above, the following informative reference may be consulted:

- IMAS 12.10 Mine/ ERW Risk Education, second edition.

	LEBANON NATIONAL MINE ACTION STANDARDS	Edition 2.1	NMAS 12.10
	ANNEX B: Knowledge, Attitudes, and Practices (KAP) Forms		
March 2020			

The forms below should be used by IAs engaged in MRE activities. Always check with the LMAC that you have the latest forms.

GENERAL INFORMATION	
Name of IA :	
Name of MRE trainer :	
Type of KAP :	<input type="checkbox"/> Pre-MRE Intervention <input type="checkbox"/> Post-MRE Intervention
Date :	
Location :	
Targeted community :	Age: Gender: Nationality: Total Number: Number of participants who have taken MRE before:

ASSESSMENT QUESTIONS		Number
<i>Please indicate how many participants answer the following questions correctly.</i>		
1.	How many participants were able to identify the picture of a landmine?	
2.	How many participants were able to identify the picture of other EO?	
3.	How many participants were able to identify the picture of a cluster munitions?	
4.	How many participants know that mines, cluster munitions, and EO kill?	
5.	How many participants know that mines, cluster munitions, and EO injure?	
6.	How many participants know that not all mines are underground?	
7.	How many participants could identify what a mine sign means?	
8.	How many participants were able to correctly identify that a well-trodden path indicates a safe area?	
9.	How many participants were able to correctly identify that a local markings indicate an unsafe area?	
10.	How many participants were able to successfully point to the unsafe areas in their community?	
11.	How many participants were able to indicate the safe behavior to adopt when they spot a mine or EO near the path?	
12.	How many participants were able to indicate the safe behavior to adopt when they find themselves accidentally in a suspected minefield?	
13.	How many participants were able to indicate the proper behavior to adopt if they spot someone playing with a mine or other EO?	
14.	How many participants feel worried that they don't know enough about mines and EO to protect themselves and their loved ones?	

Continued:

ADDITIONAL QUESTIONS

Please indicate how many participants choose each of the below options.

15. Who would you inform if you found an EO hazard or felt that an area might be mined?

Don't know _____ *Local Municipality* _____ *Family* _____
Army _____ *Mine Action Organization* _____ *Other* _____
UN _____ *Local Organization* _____

16. Who would you expect to give you information about the dangers of mines and EO?

Don't know _____ *Local Municipality* _____ *Family* _____
Army _____ *Mine Action Organization* _____ *School* _____
UN _____ *Local Organization* _____ *Other* _____

17. Have you been provided with MRE before today?

Yes _____ *No* _____ *I don't remember* _____

18. Have you ever seen someone touch an item of EO in the community?

Yes _____ *No* _____ *I don't remember* _____
If yes, why? *Tempering* _____ *To take as a souvenir* _____
 Children playing _____ *To move for safety reason* _____
 Curiosity _____ *Other* _____
If yes, when? *Before MRE sessions* _____ *After MRE sessions* _____

19. Do you think you will do anything differently as a result of the MRE session?

Yes _____ *No* _____ *I don't know* _____
If yes, what? *Not touch EO/ Mines* _____ *Ask about unsafe areas* _____
 Recognize EO/ Mines _____ *Warn others about dangers* _____
 Avoid unsafe areas _____ *Other* _____

GENERAL COMMENTS

SIGNATURE

Date:

Signature:

Continued.

The KAP form below should be used to gather knowledge about MRE needs and for QM purposes. Always check with the LMAC that you have the latest forms.

GENERAL INFORMATION	
Name of IA :	
Name of MRE Trainer :	
Type of KAP :	<input type="checkbox"/> Pre-MRE Intervention <input type="checkbox"/> Post-MRE Intervention
Date :	
Location :	

DEMOGRAPHICS	
Age :	
Gender :	<input type="checkbox"/> Male <input type="checkbox"/> Female
Nationality :	<input type="checkbox"/> Lebanese <input type="checkbox"/> Other
Educational Level :	<input type="checkbox"/> None <input type="checkbox"/> Elementary student <input type="checkbox"/> Intermediate <input type="checkbox"/> Secondary <input type="checkbox"/> Technical/ Vocational <input type="checkbox"/> University

ASSESSMENT QUESTIONS	
1. Has anyone ever talked to you about the dangers of mines and EO?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I am not sure
2. When were you told about the dangers of mines and EO?	<input type="checkbox"/> Never <input type="checkbox"/> Less than a month ago <input type="checkbox"/> 1 to 3 months ago <input type="checkbox"/> 4 to 6 months ago <input type="checkbox"/> 7 to 12 months ago <input type="checkbox"/> More than a year ago
3. Have you ever seen a mine, a cluster munitions, or other EO?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I am not sure
4. Which picture do you think shows a landmine?	<input type="checkbox"/> Blue <input type="checkbox"/> Red <input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Brown <input type="checkbox"/> I am not sure
5. Which picture do you think shows a cluster munition?	<input type="checkbox"/> Blue <input type="checkbox"/> Red <input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Brown <input type="checkbox"/> I am not sure
6. Which picture do you think shows other EO?	<input type="checkbox"/> Blue <input type="checkbox"/> Red <input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Brown <input type="checkbox"/> I am not sure
7. All EO look the same.	<input type="checkbox"/> True <input type="checkbox"/> False <input type="checkbox"/> I am not sure
8. All landmines are buried under the ground.	<input type="checkbox"/> True <input type="checkbox"/> False <input type="checkbox"/> I am not sure

Continued:

<p>9. If you see one mine in the area, it usually means there are more.</p> <p><input type="checkbox"/> True <input type="checkbox"/> False <input type="checkbox"/> I am not sure</p>
<p>10. Cluster munitions and mines are found in areas that have faced military actions.</p> <p><input type="checkbox"/> True <input type="checkbox"/> False <input type="checkbox"/> I am not sure</p>
<p>11. The threat that mines, EO, and cluster munitions may explode remains for many years.</p> <p><input type="checkbox"/> True <input type="checkbox"/> False <input type="checkbox"/> I am not sure</p>
<p>12. Burning mines, EO, and cluster munitions detonates them and prevents them from exploding.</p> <p><input type="checkbox"/> True <input type="checkbox"/> False <input type="checkbox"/> I am not sure</p>
<p>13. Driving a vehicle with high speed over mines, EO, and cluster munitions prevents the risk of injury and explosion.</p> <p><input type="checkbox"/> True <input type="checkbox"/> False <input type="checkbox"/> I am not sure</p>
<p>14. A mine will not explode if I step on it and then remove my feet and put a stone or weight on it instead.</p> <p><input type="checkbox"/> True <input type="checkbox"/> False <input type="checkbox"/> I am not sure</p>
<p>15. In your opinion, when may mines, cluster munitions, and EO explode?</p> <p><input type="checkbox"/> When stepped on <input type="checkbox"/> When thrown with a stone <input type="checkbox"/> When burnt <input type="checkbox"/> When moved <input type="checkbox"/> When played with <input type="checkbox"/> Any of the above <input type="checkbox"/> None of the above <input type="checkbox"/> I am not sure</p>
<p>16. In your opinion, the explosion of mines, cluster munitions, and EO causes:</p> <p><input type="checkbox"/> Serious injury <input type="checkbox"/> Physical disability <input type="checkbox"/> Death <input type="checkbox"/> Any of the above <input type="checkbox"/> None of the above <input type="checkbox"/> I am not sure</p>
<p>17. In your opinion, all mines are confined to known and identified minefields.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I am not sure</p>
<p>18. In your opinion, all cluster munitions are confined to known and identified fields.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I am not sure</p>
<p>19. Sometimes you might see signs to warn people about danger. Which sign do you think warns about the danger of mines in a specific area?</p> <p><input type="checkbox"/> Blue <input type="checkbox"/> Red <input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Brown <input type="checkbox"/> I am not sure</p>
<p>20. In your opinion, who performs demining operations?</p> <p><input type="checkbox"/> Any person who knows where mines are present <input type="checkbox"/> Specialized army personnel and demining teams <input type="checkbox"/> I am not sure</p>

Continued:

21. How are demining operations performed?

- By cattle passing through the field
- With the aid of mechanical and manual aids
- With the aid of mine detection dogs
- Through burning or throwing stones on targets
- I am not sure

22. What safe behavior will you adopt if you see a friend or relative of yours lying on the ground bleeding inside a mine field?

- I rush in to help him/ her
- I back out and run away
- I don't approach and I call the nearest army center or ambulance
- I rush in to help him/ her and call the nearest army center or ambulance
- I am not sure

23. I am worried that I don't know enough about how to keep myself and my loved ones safe from

the dangers of landmines and EO.

Yes

No

I am not sure

24. If you were walking and you accidentally found yourself in a suspected minefield, what would you do?

Run out immediately

Stand still and shout for help

Warn others

Jump onto a rock

Go out the same way I came in


I am not sure

25. The Golden Rule in dealing with mines and EO is:

Approach immediately to help and report


Don't approach, don't touch, report immediately

I am not sure

	LEBANON NATIONAL MINE ACTION STANDARDS		Edition 2.1	NMAS 12.10
	ANNEX C: Format for MRE Plan			
March 2020				

The following template should be used by IAs to present an MRE plan for approval. Always check with the LMAC that you have the latest format.

GENERAL INFORMATION		
Name of IA	:	
Subject	: MRE Plan	
Date Submitted	:	
Activity Type	:	
	<input type="checkbox"/> Lecture or Seminar <input type="checkbox"/> Sports event <input type="checkbox"/> Art Competition <input type="checkbox"/> Other, please specify:	<input type="checkbox"/> Puppet performance <input type="checkbox"/> Lecture or Seminar <input type="checkbox"/> Marathon
Activity Duration	From:	To:
Location	:	
1. TARGETED COMMUNITY		
<i>Please describe the demographic factors as well as the community's literacy level.</i>		
2. METHODOLOGY TO BE ADOPTED		
<i>Please describe the methodology that will be adopted in implementing the MRE intervention.</i>		
3. TOOLS AND TECHNIQUES		
<i>Describe briefly the tools and techniques that will be used, including any information material and messages that will be distributed.</i>		
4. TESTING AND MONITORING		
<i>Describe any pre and post tests that will be administered. Summarize the monitoring method that will be adopted to assess the effect and impact of the implemented activity.</i>		
5. RELEVANT QUALIFICATIONS OF INDIVIDUAL, TEAM, OR ORGANIZATION		
<i>Describe the qualifications of the individual, team, or organization who will be assigned the responsibility of implementing the MRE activity.</i>		

	LEBANON NATIONAL MINE ACTION STANDARDS	Edition 2.1	NMAS 12.10
	ANNEX D: Example MRE QA/QC Report		
March 2020			

A form like this completed by the LMAC QA/QC Officer. After it has been completed, a copy should be given to the IA. The QA/QC officer will use the latest version of the form.


GENERAL INFORMATION	
Name of Monitor	:
Name of IA	:
Name of Trainer	:
Activity Date	:
Activity Type	: <input type="checkbox"/> MRE Lecture or Seminar <input type="checkbox"/> School Presentation <input type="checkbox"/> Public Information Session <input type="checkbox"/> Safety Briefing <input type="checkbox"/> Focus Group <input type="checkbox"/> Stories/ Case Studies <input type="checkbox"/> Games <input type="checkbox"/> Role play <input type="checkbox"/> Other, please specify:
Monitoring Type	: <input type="checkbox"/> Regular Monitoring <input type="checkbox"/> Accreditation; First QA <input type="checkbox"/> Accreditation; Second QA <input type="checkbox"/> Accreditation; Third QA <input type="checkbox"/> Accreditation; Fourth QA <input type="checkbox"/> Other
Activity Duration	: From: _____ To: _____
Location	:

1. TARGETED COMMUNITY	
<i>Number of Boys:</i> ____	<i>Number of Girls:</i> ____
<i>Number of Men:</i> ____	<i>Number of Women:</i> ____
<i>Total:</i> ____	<i>Estimated Age Groups:</i> ____
2. METHODOLOGY ADOPTED	
<i>Please describe the methodology adopted by the trainer</i>	
3. TOOLS AND TECHNIQUES	
<i>Describe briefly the tools and techniques used, including any information material and messages that were distributed</i>	
4. GENERAL INFORMATION	
Is the MRE relevant to the needs of the target audience?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Does the MRE team have training manual/ lesson plan with them?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are the MRE tools used adequate to the age groups present?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Do you think the audience understands what the MRE trainer says?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

Continued.

5. MRE SESSION CONTENT			
Recognition of Mines/ EO/ sub-munitions/IED?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
Markings, signs, and clues?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
Risks and impact?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
Safe behavior?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
Risky behavior?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
What to do in emergency situations?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
Area/ audience specific examples?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

6. REPORTING		
Did the trainer fill out the MRE Activity Report form?	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
Did the trainer complete a pre-MRE survey form?	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
Did the trainer complete a post-MRE survey form?	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
Have previous non-compliance been corrected?	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
7. COMMENTS AND OBSERVATIONS		
Did the audience members show an increase in knowledge?		
Is there any non-compliance identified in this QA visit?		
How would you rate the performance of the trainer?		
What general comments and recommendations can you provide?		
SIGNATIURES		

	LEBANON NATIONAL MINE ACTION STANDARDS		Edition 2.1	NMAS 12.10
	ANNEX E: Example MRE Trainer Recruitment Form			
March 2020				

The following template may be circulated when an MRE trainer is to be recruited. Check with the LMAC to see whether there is a revised version.

1. GENERAL INFORMATION
Project Name : _____
Subject : _____
Duration : From: _____ To: _____
Location : _____
2. SCOPE
3. OBJECTIVES
4. BACKGROUND INFORMATION
5. ACTIVITIES TO BE IMPLEMENTED
6. TOOLS AND METHODS
7. SCHEDULE OF IMPLEMENTATION
8. REQUIRED DELIVERABLES AND LANGUAGE
9. TRAINERS' QUALIFICATIONS



ANNEX F: MRE Activity Report

March 2020

An example IMSMA MRE Activity report is shown below. The IA should ensure that they use the latest forms.

¹ Mine Risk Education Activity:			
^{1.1} ID: _____	^{1.10} Confirmed: <input type="checkbox"/> Yes <input type="checkbox"/> No		
^{1.2} Owner LMAC: _____	^{1.11} Reliability: Information: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6		
^{1.3} Status: _____	^{1.12} Source: <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F		
^{1.4} Activity class / ^{1.5} Method:			
Community liaison: <input type="checkbox"/> Community mapping <input type="checkbox"/> Marking maintenance <input type="checkbox"/> Minefield handover <input type="checkbox"/> Support to demining <input type="checkbox"/> Other			
Info. Management: <input type="checkbox"/> Data gathering <input type="checkbox"/> Evaluation <input type="checkbox"/> Monitoring <input type="checkbox"/> Other			
Media: <input type="checkbox"/> Material distribution <input type="checkbox"/> Printed press <input type="checkbox"/> Radio <input type="checkbox"/> TV <input type="checkbox"/> Video <input type="checkbox"/> Other			
Presentation: <input type="checkbox"/> Community <input type="checkbox"/> Safety briefing <input type="checkbox"/> School <input type="checkbox"/> Other			
Public performance: <input type="checkbox"/> Festival <input type="checkbox"/> Music <input type="checkbox"/> Poetry <input type="checkbox"/> Theater <input type="checkbox"/> Traveling road show <input type="checkbox"/> Other			
Training: <input type="checkbox"/> Child-to-child <input type="checkbox"/> Peer-to-peer <input type="checkbox"/> Lecture/Classroom <input type="checkbox"/> Community mobilization <input type="checkbox"/> Other			
^{1.6} What other method: _____			
^{1.7} Campaign level (only for Media, 1.4): <input type="checkbox"/> Country <input type="checkbox"/> Province <input type="checkbox"/> District <input type="checkbox"/> Sub-district <input type="checkbox"/> Town			
^{1.8} Project: _____	^{1.9} Quantity ¹ : _____		
² General:			
^{2.1} Planned start date: _____	^{2.2} Planned finish date: _____		
^{2.3} Effective start date: _____	^{2.4} Effective finish date: _____		
^{2.5} Province: _____	^{2.6} Sub district: _____		
^{2.7} District: _____	^{2.8} Nearest town: _____		
^{2.9} Municipality: _____	_____		
^{2.10} Location ID: _____	^{2.11} Location name: _____		
^{2.12} Location kind: <input type="checkbox"/> Airport/Airstrip <input type="checkbox"/> Community center <input type="checkbox"/> Cultural site <input type="checkbox"/> Fire station <input type="checkbox"/> Harbor <input type="checkbox"/> Health care center <input type="checkbox"/> Hospital <input type="checkbox"/> Local administration <input type="checkbox"/> Market <input type="checkbox"/> Medical evacuation <input type="checkbox"/> Military base <input type="checkbox"/> Police station <input type="checkbox"/> Railway station <input type="checkbox"/> Refugee/IDP camp <input type="checkbox"/> Religious site <input type="checkbox"/> School <input type="checkbox"/> Team site <input type="checkbox"/> UN site <input type="checkbox"/> Victim rehab. service <input type="checkbox"/> Unknown <input type="checkbox"/> Other:			
Implementor: ^{2.13} Organisation name: _____		^{2.14} Organization ID: _____	
³ Audience: Use values from the lists provided in the Appendix!			
^{3.1-3.4} Audience type	^{3.5-3.6} Age	^{3.7} Gender	Number of people
¹ How often was the activity done in the specified time period (under ^{2.1} & ^{2.2})			

Continued:

4 Integration in other processes

4.1 Support to: Mine action Refugee return / IDP / resettlement Relief activities
rehabilitation Health care activities Development activities Infrastructure
 4.2 Other:

4.3 Reason
 Demining accident Mine accident Begin of work End of work
 Suspension Reactivation Standard operation Unknown
 4.4 Other:

Only to be entered if Mine action is chosen in (4.1):

4.5 Period: Before During After Unknown

4.6 Mine action process:
 Clearance Impact Survey Technical Survey Completion Survey
 4.6 Other: _____
Process ID: _____ MF Name: _____ DA Name: _____

4.7 Handover briefing undertaken including (only if *Completion Survey* is chosen in (4.6)):
Limits of cleared land: Yes No Unknown
Identification of remaining threats (e.g. other ordnance): Yes No Unknown
Perimeter and cleared land walked: Yes No Unknown

5 Comments:

6 Status History

Status	Valid from	Status user	Reason	Comment

7 Data collector information:

7.1 Data entry by:		7.2 Date & signature:	
Total number of pages:	4		

For Key individuals, use Contact data entry sheets.

8 Attachments: Add a picture or sketch of the MRE location (General MRE & Contact data collection sheet)

NMAS 12.10, Edition 2.1: Amendment Record

The NMAS are subject to a comprehensive or partial review by the Review Board periodically. Changes in the context as well as safety requirements and efficiency considerations may necessitate amendments to individual NMAS standards more frequently. If this occurs, such amendments shall be given a number, dated, and detailed in the table below. The amendment should also be indicated on the header under the NMAS edition number.

Whenever the formal review of the NMAS is completed, a new edition shall be issued. Amendments that have taken place before the review date shall be incorporated in the new edition and the amendment record table cleared. Consequently, the recording of amendments shall start again until the next review.

The most recent revisions of the NMAS shall be posted on the Lebanon Mine Action Center (LMAC) website on www.lebmac.org.

Number	Date	Amendment Details
1	March 2020	Minor revisions throughout.