



# **Cambodian Mine Action Standards (CMAS)**

## **Chapter 21**

**On the**

**Explosive Ordnance Risk Education (EORE)**

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## **Abbreviation**

APMBC	Anti-Personnel Mine Ban Convention
AMS	ASEAN member states
BLS	Baseline Survey
CBMRR	Community Based Mine Risk Reduction
CBURR	Community Based UXO Risk Reduction
CCW	Convention on Certain Conventional Weapons
CMAA	Cambodian Mine Action and Victim Assistance Authority
CMAS	Cambodian Mine Action Standards
CMRES	Cambodian Mine Risk Education Standards
CMVIS	Cambodia Mine Victims Information System
CRC	Cambodian Red Cross
CRPD	Convention on the Rights of Persons with Disabilities
DAC	Disability Action Council
EO	Explosive Ordnance
EOD	Explosive Ordnance Disposal
ERW	Explosive Remnants of War
IMAS	International Mine Action Standards
IMSMA	Information Management System for Mine Action
ISO	International Organization for Standardization

MACC	Mine Action Coordination Committee
MAPU	Mine Action Planning Unit
MoH	Ministry of Health
MRE	Mine Risk Education
NCDM	National Committee for Disaster Management
NMAS	National Mine Action Strategy
PMAC	Provincial Mine Action Committee
QA	Quality Assurance
QC	Quality Control
QM	Quality Management
RGC	Royal Government of Cambodia
SOP	Standard Operating Procedures
TRG	Technical Reference Group
TWG-MA	Technical Working Group – Mine Action
UN	United Nations
UNICEF	United Nations Children's Fund

**Introduction**

Mine Risk Education (MRE) started in 1993 as part of the humanitarian mine action to address the problems of landmines and explosive remnants of war (ERW) in Cambodia. In 2012, Cambodian Mine Action and Victim Assistance Authority (CMAA), in consultation with MRE operators, development partners and stakeholders, developed Cambodian Mine Risk Education Standards (CMRES) to guide all MRE activities in the country.

Thanks to the concerted efforts of mine action community, the number of landmine/ERW casualties was reduced from 4,320 in 1996 to 65 in 2020. Nonetheless, the continued high presence and threats of these landmines and ERW, call for further commitments from Cambodia and all stakeholders. As such, MRE remains an essential element in the National Mine Action Strategy (NMAS) 2018-2025.

Since the adoption of CMRES, MRE has adapted to the changes of circumstances inter alia – nature of contamination, cause of accidents, other natural causes, new innovation and technologies. This is, indeed, a global trend. Similar to many other countries, Cambodia aspires to augment the effectiveness of its MRE operations and the first requirement is to enhance the CMRES.

IMAS 12.10 on Explosive Ordnance Risk Education (EORE), Second Edition, amended in September 2020 is integral to the revision of this CMRES. The term “EO” includes mines and ERW. In this regard, the revised CMRES will be known as CMAS on EORE. This revised standard has been built on the experience and expertise gained from years of EORE implementation in Cambodia. It has tapped into the Country-led MRE Review Report in Cambodia 2013-2019 for UNICEF and CMAA, ARMAC’s Integrated Approaches to EORE in ASEAN Member States, and Oslo Action Plan 2020-2024. It also aligns with other CMAS.

This standard is subjected for formal review on a three-year basis. However, amendments of the standard could be made any time within these three-year periods if there are reasons of operational safety and efficiency or for editorial purposes.

# Explosive Ordnance Risk Education

## 1. Scope

This standard lays out key principles and guidance for the effective information management, assessment, planning, implementation, monitoring and evaluation of EORE. Primarily, EORE operators shall develop their Standard Operating Procedures (SOPs) and carry out their activities in line with this standard under the monitoring of CMAA. This document serves as a national framework for all EORE operations in Cambodia and aims to contribute to achieving the NMAS 2018-2025. It replaces and supersedes the previous CMRES.

## 2. Terms and definitions

Some key and frequent-used words in this document are outlined below:

**Shall:** is used to indicate requirements, methods or specifications that are to be applied in order to conform to the standard.

**Should:** is used to indicate the preferred requirements, methods or specifications.

**May:** is used to indicate a possible method or course of action.

**Explosive Ordnance (EO):** munitions contain explosives which include: mines, cluster munitions, unexploded ordnance, abandoned ordnance, booby traps, improvised explosive devices and other devices (as defined by CCW Amended Protocol II).

**Explosive Ordnance Risk Education (EORE):** is the activities which seek to reduce the risk of injury from EO by raising awareness of women, girls, boys and men in accordance with their different vulnerabilities, roles and needs of those who are at risk, and promoting behavioral change.

**EORE Operator:** is an organisation, including governmental, non-governmental and civil society and is responsible for implementing EORE projects or tasks. The EORE operator may be a prime contractor, subcontractor, consultant or agent.

**EORE Team:** refers to an element of an organisation, however named, that conducts one or more prescribed EORE activities such as an EORE needs assessment, public education project, a school-based education project or a community mine action liaison project evaluation.

**Indirect Victim:** refers to families and communities of those killed or injured as a direct consequence of EO. It also includes EO impacted communities.

**Project:** refers to an activity, or series of connected activities, with an agreed objective. A project will normally have a finite duration and a plan of work. The resources needed to successfully accomplish the objective will normally be defined and agreed before the start of the project.

**Programme:** implies the medium- to long-term activities of an organisation in the fulfilment of its vision and strategic objective. A mine action programme consists of a series of related mine action projects. Similarly, an EORE programme consists of a series of related EORE projects.

### 3. EORE general

#### 3.1. What is EORE

EORE is one of the humanitarian mine action pillars: clearance, MRE (now EORE), victim assistance, advocacy and stockpile destruction. Implementation of EORE shall be in line with the core humanitarian principles - humanity, neutrality, impartiality and independence. As defined in section 2 above, EORE is a process intended to reduce the risks of EO to people, property, and environment through the modification of behaviour of women, girls, boys, and men in the affected communities.

There is consensus in the mine action sector within ASEAN member states (AMS) and globally, that EORE activities should, where possible, be integrated with wider humanitarian, development, protection and education efforts, as well as with ongoing survey, clearance, EOD and victim assistance activities to reduce the risk to the affected population and decrease their need for risk-taking.

#### 3.2. EORE main components

EORE activities implemented in Cambodia are categorized in 3 main components:

- a) **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 EO by raising awareness of the risk to individuals and communities and serve primarily as a one-way form of communication transmitted through mass media, social media and mobile smart phone app which may provide relevant information and advice in a cost-effective and timely manner.
- b) **Education and training:** The term 'education and training' in EORE refers to all educational and training activities which are aimed to reduce the risk of injury from EO by raising awareness of the threat to individuals and communities, and promoting behavioral change and a two-way process involving the imparting and acquiring of knowledge, attitude and practice through teaching and learning. These activities may be conducted in formal and non-formal environments.
- c) **Community liaison and community-based approaches:** Community liaison and community-based approaches refer to systems and processes used to exchange information between CMAA, mine action operators and communities on the presence of EO and of their potential risk. Community liaison tends to involve external teams providing a liaison function. Community-based approaches train community members (at village, commune and/or district level) to carry out activities within their locality. These approaches enable communities to:
  - (1) be involved fully in the mine action activities including EORE;
  - (2) inform local authorities and mine action operators on the location, extent and impact of contaminated areas;
  - (3) create a vital reporting link to the Mine Action Planning Unit (MAPU), mine action operators, police posts and local authorities;
  - (4) enable the development of appropriate and localized risk reduction strategies;
  - (5) promote and empower local capacity and resources to address their own problems in the community; and

- (6) ensure that mine action activities address community needs and priorities.

#### **4. The role of EORE in mine action**

EORE naturally goes hand-in-hand with the other cycles of mine action, because it takes place in the same targeted geographical areas of high casualties/contamination. Mine action programmes often collect a vast amount of data, which should be shared to prioritize their human and technical resources for best results. Rather than operate in silos, vital information generated by one component can benefit the others. Wherever possible, stakeholders should ensure that EORE is integrated with other mine action activities.

##### **4.1. Communication of safety messages**

Safety messages refers to information and education activities that seek to minimize deaths and injuries from EO by raising awareness of the risk among individuals and communities and by promoting safe behaviour. EORE messages and materials development should be based on the collection and analysis of sex-and age-disaggregated data and nature of accidents. Messages may be transmitted through:

- a) interpersonal face-to-face communication, village meetings, school curriculum, small media (e.g., posters, T-shirts and leaflets), mass media (e.g., TV, Radio and Newspapers) and social media (e.g., Facebook, WhatsApp and Telegram); and
- b) in an emergency situation, consult with CMAA and relevant institutions to respond to EORE and demining actions.

##### **4.2. Data gathering about at-risk communities**

Data should be gathered from at-risk communities and other sources on the location of EO contaminated areas, the impact of EO on civilians, including casualty and accident data, and current and anticipated population movement.

Casualty data should be disaggregated by outcome (injury or death), sex, age, disability, geographic location, time, cause and place of accident, activity at the time of the accident, type of EO (if known), whether the community had prior knowledge of the hazard, whether the community had received any education in safe behaviour, any victim assistance support received, and socio-economic needs.

Data should be used to:

- a) understand better the extent of EO threat and its impact;
- b) identify target groups including scale of unsafe behaviour and reasons for risk-taking;
- c) inform the design, prioritisation, implementation and monitoring adequacy of EORE interventions; and
- d) support other mine action and non-mine action activities.

##### **4.3. Community liaison**

Community liaison refers to a two-way process for sharing information, ideas and knowledge using a range of communication tools and approaches to enable mine action actors – CMAA, mine action operators, MAPUs and communities to develop a better understanding of affected communities and their existing assets, needs and priorities. This approach serves other following purposes:

- a) allow affected communities, local authorities and development organisations to gain a better understanding of mine action services, and participate in their requirements for EORE, survey, marking, clearance, EOD and victim assistance;
- b) facilitate information exchange between mine action actors;
- c) enable the development of contextualised risk reduction strategies; and
- d) ensure that community members including women, girls, boys, and men and those from marginalised groups are aware of the existing threat and are involved in identifying their own risks, needs and priorities in mine action activities.

Community liaison may be conducted by a specific EORE team or by a mine action team. Staff undertaking community liaison should be properly trained, equipped and qualified. All teams conducting community liaison should be mixed gender.

#### **4.4. EORE support for survey, marking, clearance and EOD**

EORE should contribute to survey, marking, clearance and EOD activities, as well as to promote community support for them.

In terms of non-technical survey (NTS) and technical survey (TS), EORE operators should, based on data/information supplied by the community or other key informants:

- a) identify types of EO present;
- b) contribute to accurate identification of specific location of EO contamination;
- c) help ensure that the communities understand the considerations for cancelling/reclamation land (C1) through non-technical survey and reducing land (C2) through technical survey;
- d) understand how EO are affecting the lives and well-being of the community; and
- e) record information on community priorities for clearance.

In terms of marking, EORE operators should:

- a) gather and disseminate information about local warning signs;
- b) ensure community understanding and respect for minefield/EO threat marking and fencing; and
- c) record information on community priorities for marking (including suitable materials that will reduce the risk of removal, theft, or destruction).

In terms of clearance, EORE operators should:

- a) maintain close working relationships with local authorities and mine action operator;
- b) advise the community of the arrival of mine action teams;
- c) inform the community about safety procedures to be used during clearance operations;

- d) inform women, girls, boys and men about areas that have been cleared and those that remain hazardous, including markings of cleared and uncleared areas;
- e) contribute to handover of cancelled/reclaimed (C1), reduced (C2) and cleared (C3) land, including confidence-building measures to show the community that land is actually safe; and
- f) follow-up, by assessing whether the released land is used, and more generally by promoting the use of the released land by communities.

In terms of explosive ordnance disposal (EOD), EORE operators should:

- a) maintain close working relationships with local authorities and mine action operators;
- b) gather and report information on EOD spot tasks; and
- c) facilitate the work of EOD teams within communities to remove and destroy EO.

#### **4.5. EORE support for victim assistance**

Victim assistance (VA) refers to a set of activities aimed to address the needs and rights of EO victims and comprises data collection, emergency and ongoing medical care, rehabilitation, psychosocial support, socio-economic inclusion, and laws and policies.

EORE operators should:

- a) identify EO victims including survivors, indirect victims and other persons with disabilities, in need of assistance, and refer them to available relevant assistance;
- b) contribute to EO VA data collection and referral systems including data about national and local capacities for VA;
- c) liaise with physical rehabilitation centres, vocational training centres and other service providers to ensure assistance is provided;
- d) if necessary, facilitate transportation of survivor and family member to and from a hospital or medical centre for treatment; and
- e) consider employing survivors in their work, if possible where appropriate, as EORE facilitators.

#### **4.6. EORE support for advocacy**

EORE operators should play a role in building political will within Cambodia through the coordination mechanism of CMAA. This may be advocacy in favour of:

- a) Anti-Personnel Mine Ban Convention (APMBC), and the Convention on Certain Conventional Weapons (CCW); and
- b) the UN Convention on the Rights of Persons with Disabilities (CRPD) and the Cambodian Law on the Protection and Promotion of Rights of Persons with disabilities.

#### **4.7. EO injury surveillance**

Information on EO accident/incident is integral to effective planning, implementation and monitoring and evaluation of EORE and other mine action pillars. Cambodia Mine Victim Information System

(CMVIS), managed by CMAA is a credible system in collecting and disseminating EO incident related data in Cambodia. Further, a systematic, gender and age sensitive analysis and interpretation approach should be created to identify at-risk population, predict patterns, and recognize risk factors.

## **5. Practical EORE guiding principles**

All EORE operations shall conform to the following principles:

### **5.1. Theory of change (ToC)**

The ToC approach is still comparatively new in humanitarian mine action methodology, which still tends to conform to the older logical framework processes still required by many donors. It is suggested that these two approaches are complementary, rather than mutually exclusive.

The ToC for EORE can be summarized thus:

- IF people receive risk education, AND they understand what is communicated, THEN they will be more knowledgeable about risks.
- IF they use their improved knowledge to adopt safe behaviour, THEN there will be a reduction of casualties.

All organisations involved in any aspect of EORE should articulate their ToC to describe how their activities or interventions are intended to produce a series of results and impacts. EORE ToC needs to be realistic, comprehensive and integrated with other actions. The ToC should be developed through a participatory process rather than a top down directive. It can be developed for any level of activity or intervention, such as for, an event, a project, a programme, a policy, a strategy or an organisation.

### **5.2. Coordination and cooperation**

All stakeholders in the mine action sector should, wherever possible, pro-actively cooperate and coordinate to ensure complementarity between programmes, methods and messages, avoid duplication and optimize the use of resources, meet the needs of communities, meet the priorities of national and sub-national development, and contribute to other broader efforts.

The coordination and cooperation platforms, may include:

- a) international: APMBC, CCW, CRPD and other UN humanitarian mine action meetings;
- b) regional: ARMAC and other ASEAN mechanisms; and
- c) national: Technical Working Group in Mine Action (TWG-MA), Mine Action Coordination Committee (MACC), Technical Reference Group (TRG) and Provincial Mine Action Committee (PMAC) and MAPU.

### **5.3. Integration**

To ensure effectiveness and efficiency of EORE operations, EORE should be integrated with other activities and sectors. In terms of this integration, CMAA and EORE operators should:

- a) ensure that EORE work plan contribute to achieving EORE strategies of the NMAS 2018-2025 which in turn align with the national and sub-national development priorities;
- b) integrate EORE with other mine action activities;

- c) continue, support and expand the integration of EORE with alternative livelihood strategies;
- d) continue mainstreaming EORE in school curriculum; and
- e) where possible, integrate EORE with and leverage resources of other programmes, e.g. health, development, humanitarian and sports programmes, and private sector — this implies that the mine action sector needs to work more closely with other sectors to ensure that EORE is delivered through channels and by actors other than the usual mine action ones.

#### **5.4. Community participation and empowerment**

The primary stakeholders in EORE are the members of the affected communities and the concept of empowering communities through participation should inform and shape EORE projects and activities.

Where possible and applicable, EORE operators should ensure that community members including women, girls, boys, and men and those from marginalised groups are involved in the planning, implementation and monitoring and evaluation of EORE projects.

#### **5.5. Information management**

The effective management and implementation of EORE activities require accurate, appropriate and timely information. There are many sources of information at local, national and international level and the resulting collated information is needed by a wide range of individuals involved analyzing in the planning, implementation, monitoring and evaluation of EORE. The following actions should be considered:

- a) EORE operators shall provide regular report to CMAA for inclusion of EORE data onto the national database; and
- b) CMVIS data should be used by EORE operators to take corrective EORE actions according to the nature of accident by pooling resources for effective and timely responses to the affected community.

#### **5.6. Appropriate targeting**

EORE should be context-specific and respect the different needs, priorities, local cultural values and norms of the women, girls, boys and men in the affected communities. EORE operators should:

- a) ensure that data on the nature and extent of contamination and accidents, livelihood activities and socio-economic conditions is used to inform the targeting of EORE in terms of geographic location and type of approach and messages employed;
- b) target the most appropriate high-risk areas and groups; and
- c) where appropriate, explore alternative means to access 'hard-to-reach' potential beneficiaries, such as working men and out-of-school children.

#### **5.7. Safety of EORE personnel**

The safety requirement for EORE personnel shall conform to CMAS 09 "safety & occupational health general requirements". EORE operators shall ensure that EORE personnel:

- a) receive appropriate EO recognition and awareness training before deploying to work in EO affected areas;
- b) are familiar with all marking systems used in Cambodia including improvised marking systems;
- c) conduct EORE activities from known safe areas;
- d) follow the instructions of the clearance worksite supervisor while visiting a clearance worksite; and
- e) do not handle live EO.

## **5.8. Sustainability of EORE**

Sustainability of EORE means that women, girls, boys and men of the affected communities continue receiving EORE messages and adopting safe behaviour. To achieve this, EORE operators should ensure that:

- the government takes full ownership for the oversight of EORE activities;
- there is an effective coordination and cooperation as stipulated in section 5.2 and integration as stipulated in section 5.3 above;
- EOD call-out reporting and recording system is established to receive and respond to communities' requests;
- the Law on the Management of Weapons, Explosives and Ammunitions is effectively applied.
- community EORE networks (e.g., Community Based Mine Risk Reduction (CBMRR) and Community Based UXO Risk Reduction (CBURR)) are expanded and maintained where appropriate;
- at-risk communities (women, girls, boys, and men) and marginalised groups should be involved from the beginning and at all stages of the project to ensure greater impact and sustainability of EORE interventions; and
- EORE approaches should be adjusted as Cambodia is working towards known mine-free 2025 and aims to address residual threat after that.

## **6. Data collection and needs assessment**

The purpose of collecting data and conducting a needs assessment is to identify, analyze and prioritize the local EO risks, to assess the capacities and vulnerabilities of women, girls, boys and men in the communities including marginalized and other hard-to-reach at-risk groups. CMAA and EORE operators should base their EORE interventions on an EORE needs assessment that integrates gender and diversity considerations. The data collection and needs assessment for EORE provides the foundations upon which the plan can be developed and the programme can be implemented and monitored and evaluated effectively.

The data collection and needs assessment may be conducted at national level, coordinated by the CMAA, or by individual operators in specific target areas. Those staff charged with data collection and needs assessment shall be suitably trained for that purpose including on the ethics and the humanitarian principles in conducting these activities.

## 6.1. Needs assessment and its principles

A needs assessment will provide information necessary to make informed decisions on the objectives, scope and form of the resulting EORE project. Although a needs assessment ideally precedes the planning and implementation of EORE, it is not an one-off activity but rather an important component of EORE project cycle management. The effective needs assessment plan should specify:

- a) the purpose of the data gathering;
- b) what data needs to be collected;
- c) how the data is to be collected and from where (e.g., choice of data collection methods, coverage, selection of key informants);
- d) who should collect the data and what training they will require;
- e) the timeframe in which the data should be collected; and
- f) how the data is to be collated, verified, checked, stored etc.

To ensure proper data collection as well as needs assessment, the following principles shall be considered:

- a) EORE operators may gather data using their own forms;
- b) when data is collected from secondary sources, the original source should be fully referenced as the owner of the data;
- c) EORE operators shall not raise expectations that cannot be fulfilled, by, for example, inferring intentionally or unintentionally, that clearance in the area may be given a higher priority following an EORE needs assessment;
- d) different needs of women, girls, boys and men should be considered. Community members' perceptions and requirements may vary according to age, gender, disability, socio-economic status, ethnicity, religious and educational background, urban/rural areas, etc;
- e) a risk profile should be undertaken of at-risk target audiences, such as the typical five categories: the unaware, uninformed, misinformed, reckless and forced (or intentional) to help tailor appropriate EORE communication tools, content of messages, methods of delivery and integrated approaches likely to bring about behavioural change by the relevant audience to reduce casualties;
- f) EORE operators should develop a greater understanding of coping strategies by using focus group discussion (FGD) as ways of gaining feedback, this could include a more comprehensive study of behaviour of people living around contaminated areas;
- g) EORE operators should use participatory rural appraisal (PRA) techniques to help identify coping strategies used by communities and these could be shared in a peer-to-peer manner with other community members;
- h) EO survivors have the right to privacy and to be included in decisions and programmes affecting them. These rights should be respected at all times; and

- i) EORE operators conducting EORE needs assessments should submit all data collected to CMAA when requested and where possible, subject to requirements for confidentiality or other ethical considerations.

## **6.2. Data collection**

EORE operators should ensure that data collected is sensitive to gender, age, disability and takes the diverse needs, cultures and experiences of women, girls, boys and men and those from marginalised groups in affected communities into account. Those staff conducting a need assessment should be appropriately trained, equipped and teams should be mixed gender. The data collection should determine the following:

- a) target groups including the most at-risk groups, both social and geographical, who is taking risks, what types of risks, when and why (which may relate to gendered social roles), and who is affected by EO (attention should be paid, in particular, on population movements into and/or through areas of risk);
- b) baseline and comparative data on local knowledge of EO, attitudes, beliefs, norms, coping mechanisms, and sources of information regarding EO risks and personal safety;
- c) basic information on the EO threat (e.g., type of devices used, nature of suspected areas where such devices are found, any formal and informal marking used, etc.);
- d) most affected areas (by collecting data on where people are injured, activities undertaken at the time of accidents, where the risk is greatest, where risk-taking behavior is occurring, etc);
- e) EORE messages currently used according to target groups (by assessing how people are injured and how they take risks);
- f) approaches and methodologies that are likely to induce behavioural change;
- g) timely collection of behavior change data e.g., 6 to 12 months after the first visit by using the same questionnaires to the same person;
- h) channels of communication and the way the target groups communicate and learn;
- i) institutional arrangements and partnerships for facilitating EORE activities/safety messages and/or an emergency response where they exist;
- j) resources available including contact details of community leaders, key members and groups who might support EORE; and
- k) timeframe for the project (by collecting data on the nature and size of the EO problem, and estimated timeframe for removing the threat).

## **7. Planning**

The planning of EORE should take the form of strategic plan and operational plan and be conducted as part of the overall planning process for mine action. The planning phase should involve relevant partners and stakeholders.

In Cambodia's context, NMAS serves as the strategic plan. The multi-year work plan, developed by CMAA with comprehensive inputs from EORE operators and stakeholders, is a consolidated

operational plan. Further, EORE operators shall formulate their own work plan to contribute to the achievement of the multi-year work plan and subsequently NMAAS.

The planning process involves setting overall objectives for the programme or project and setting a series of activities to achieve them. Activities should clearly contribute to achieving a specific objective, and each activity planned should clearly state what input (resources) are required and what the expected outputs are. Measurable indicators and sources for verification should be established for assessing the achievement. To guide this process, ToC should be used to complement the logical framework, as stipulated under section 5.1 above.

Planning should not be a one-off activity but an on-going process reviewed on a regular basis. CMAA develops a list of priority villages for EORE activities using criteria including CMVIS data, EOD reports, BLS, ID poor and population data. EORE operators shall plan their annual EORE activities in line with the developed list.

If EORE operators have additional resources to expand EORE activities in other villages, they shall seek approval from CMAA.

## **8. EORE messages and messages delivery**

Safety messages are at the heart of any EORE initiative. Developing and disseminating these messages and assessing their impact should be the result of a carefully planned strategy and process.

All communication in EORE should be based on a carefully planned strategy that is targeted to specific at-risk groups and which is socially and culturally appropriate. A child-based approach should be adopted when it comes to transmitting EORE messages to children. It is suggested, based on experience with other EORE programmes, that for children between 5 years and 11 years, the use of storytelling, including EORE messages and the reinforcing of positive behaviour through school curriculum, may be helpful.

EORE operators should explore a greater use of digital media, including mobile phone alert and messages via popular social media apps.

EORE messages and delivery should build on established cultural roles of women in traditional Cambodian society to use female influence as “agent of change” on the safe behaviour of other family members. However, an EORE project or programme should not assume that women and girls are always the most at risk. In many situations, men and boys are the majority of EO victims.

As a minimum, the following elements should be included in any EORE communication strategy:

- a) risk-taking behaviours that are to be addressed;
- b) reasons for risk-taking behaviour;
- c) target groups and areas;
- d) type of EO contamination threatening communities;
- e) local culture including social norms;
- f) other complementary mine action activities taking place;
- g) key safety messages;

- h) communication channel; and
- i) means of dissemination.

### **8.1. EORE message development**

Messages to be communicated depend on target audiences, the behaviour to be promoted and the factors likely to influence target audiences to adopt the desired behaviour. Messages or symbols should be culturally, linguistically, and socially appropriate.

There should be positive messages, as people need to feel that they can take action and that by taking action they can improve their own and their families' lives. A message does not need to be short, but it should be clear.

In developing EORE messages, EORE operators should do the following:

- a) submit any new messages to CMAA who will seek suggestions from members of EORE TRG on the messages;
- b) systematically develop specific messages and activities targeted to the identified knowledge, behaviour and needs of women, girls, boys and men in the high-risk groups;
- c) follow the guiding principle of 'do no harm' – to design the most effective messages;
- d) convey narratives – the flow of personal stories which are both powerful and memorable – rather than facts and figures;
- e) acknowledge and empathise with the challenges faced by at-risk groups (e.g., livelihood pressures) – rather than unrealistic, impractical or theoretical instructions; and
- f) produce high visual quality risk education materials – rather than information which is less likely to attract attention and credibility.

### **8.2. EORE message testing**

All messages and means of delivery shall be tested before they are finalised. Testing should ideally be done with a representative sample of the target audience including vulnerable groups before they are considered for wider dissemination. If the target audience consists of young male farmers of a specific ethnic group, pre-testing should be undertaken among these people.

Testing that considers any differences in literacy and language skills, between social or cultural groups, and between women girls, boys, and men may be done at various levels of sophistication with different costs. It does not have to take long. The testing is aimed to ensure that messages or materials are understandable, socially acceptable, relevant, realistic, and persuasive.

### **8.3. Reviewing and revising EORE messages**

Messages and message delivery should be monitored by every EORE project or programme to ensure their effectiveness. A monitoring system should have been established at the planning stage. This means assessing whether messages are:

- a) relevant in case of context change;
- b) reaching their target audiences;
- c) being understood and accepted (knowledge and attitude changes); and

- d) being acted upon (behaviour change).

#### **8.4. Using media and materials**

In determining whether there is a need for media and materials to support EORE, the difficulties of getting the right message to the right person in the right language or symbol using printed materials should be a major consideration.

Those media and materials may include for example, radios, TVs, videos, social media, text messages, mobile applications, puppet shows, theatre, and printed materials. Adapting EORE materials from other contexts could potentially be inappropriate or misleading in certain circumstances. EORE operators should submit materials to CMAA who will seek input/agreement from members of EORE TRG on these materials.

EORE media and materials shall be tested in similar manner to that of EORE messages and delivery. As part of a project or programme-wide monitoring system, relevance of media and materials should be regularly checked.

### **9. Implementation**

The success of an EORE project or programme implementation depends on the proper application of the EORE tools and employing appropriate methods as planned, the ability to refine and adjust the tools and methods in response to changing needs, and the timely reporting of progress and lessons learned.

#### **9.1. EORE in an emergency situation**

EORE in an emergency refers to efforts to raise awareness of a significant newly-developed or evolving risk from EO. The aim is to promote safe behaviour among the largest number of women, girls, boys and men potentially at risk in the shortest possible time. The emergency situation may last for days, weeks, or months.

In case of an emergency situation, EORE operators shall discuss with CMAA and relevant institutions (e.g., National Committee for Disaster Management for natural disaster related issues, Ministry of Health for pandemic or other health crises) to design messages and appropriate methods to respond to victims of natural or human made disasters that involve EO.

#### **9.2. Implementing EORE in school**

In Cambodia EORE has been integrated into the national curriculum and a supplementary text book, named “Accident and Injury Prevention” and has been applied nationwide for both primary school and lower high school students since 2007. School teachers should consider the following:

- a) install appropriate posters on classroom walls and remind students regularly of EO dangers;
- b) collaborate with local police to provide simple and clear explanations on the Law on the Management of Weapons, Explosives and Ammunition;
- c) apply a child-to-child approach, club performance/peer to peer education to reach younger or female siblings who may not have the opportunity to attend school; and
- d) liaise with EORE operators to ensure complementarity of EORE activities.

## 10. Monitoring and evaluation

Monitoring is an on-going activity which should quality-assure EORE and the outputs, outcomes and impacts of the project or programme throughout its implementation are in accordance with the plan. Evaluations should focus on the achievement of objectives, the impact of EORE, accountability, and lessons learned.

### 10.1. Monitoring progress of EORE

EORE operators shall submit the EORE report on a regularly basis and progress report when requested, to CMAA using the standardized reporting forms developed by CMAA in consultation with EORE operators.

In common with all other mine action activities in Cambodia, EORE operations shall be subject to both internal and external Quality Assurance (QA) - monitoring. The latter is conducted by CMAA. Monitoring is carried out to measure the progress of an EORE project or programme against stated objectives. Where applicable, the monitoring should include the following issues:

- a) effectiveness and efficiency of EORE delivery;
- b) perception of EORE activities by at-risk communities;
- c) knowledge increase and retention, where demonstrable;
- d) resultant behaviour change, where demonstrable;
- e) geographical coverage;
- f) equity principles (extent to which the most vulnerable can and are being targeted and prioritised);
- g) reasons for risk-taking, new behaviours, adaptation to the hazard;
- h) EO incidents and casualties;
- i) changes in the EO threat, target risk groups, demographic and cultural changes affecting those most at risk, and the broader political and socio context that might influence people's ability to respond to EORE in an appropriate manner;
- j) safety to staff conducting EORE;
- k) qualification of staff conducting EORE – if they are properly trained (all trainings should be recorded); and
- l) compliance to EORE operator's SOPs and this standard.

In addition to the issues stated above, internal monitoring should:

- a) ensure that activities are adapted to reflect any changing EORE needs and/or local circumstances;
- b) document lessons learned;
- c) include:
  - observing staff and volunteer training activities;

- visiting EORE workplaces within communities;
- observing EORE activities in progress;
- observing the level of community involvement within activities and assessing its impact on behaviour changes; and
- if applicable, observing the field testing and evaluation of EORE materials;

whereas external monitoring should be conducted by CMAA through EORE operator's work plan and reports and/or field visit, to:

- a) check progress and corrective action if any, against previous monitoring report;
- b) compliance to operator's SOPs and CMAS;
- c) verify the EORE operator's Quality Assurance (QA) procedures;
- d) give feedback to the operators on how to improve activities; and
- e) assess the knowledge retention of correspondent to ensure the effectiveness of EORE delivery.

External monitoring should never replace the internal QA. Monitoring should lead to action and recommendations which can help to revise plans and activities, improve project performance and influence the impact in the long term.

## **10.2. Developing a monitoring system**

The monitoring system developed should, as a minimum, be able to:

- a) identify measurement indicators, including sex and age disaggregated data where relevant, that focus on relevance, efficiency, effectiveness, impact, and sustainability;
- b) establish systems to collect and record information concerning these indicators;
- c) ensure that the data collected is analysed and interpreted;
- d) ensure that the information is used to inform day-to-day project/programme management;
- e) ensure the compliance to operator's SOPs and CMAS; and
- f) ensure that EORE is adapted based on the information gathered by monitoring to support the achievement of objectives.

## **10.3. Corrective action**

Any problems identified by the monitoring should be addressed by the EORE operators.

If the problems are sufficiently serious, the EORE operators should be invited to present its corrective actions to CMAA, and demonstrate that it is in full compliance with the stated requirements.

## 10.4. Evaluation

Evaluation provides important recommendations which may be used to improve future EORE. An evaluation can be of a project, programme, EORE as part of the multi-year work plan or EORE as part of the NMAS. The purpose of an EORE evaluation is to assess:

- a) **efficiency:** the extent to which the project or programme has achieved its outputs efficiently in relation to the inputs;
- b) **relevance or appropriateness:** the extent to which the project or programme meets the particular needs, expectations and priorities of the target beneficiaries and where applicable, the donor;
- c) **effectiveness:** the extent to which the project or programme achieves its medium-term objectives and goals (outcomes);
- d) **impact:** the long-term benefits of the project or programme to the beneficiaries and other stakeholders, whether directly or indirectly, intended or unintended; and
- e) **sustainability:** the probability of the benefits achieved by the project or programme continuing after inputs such as external funding and personal assistance cease.

CMAA and EORE operators should include evaluation as part of their operational and implementation plans. Evaluation of the quality of EORE activities will ensure progress in achieving the objectives. In carrying out evaluations, CMAA and EORE operators should ensure that:

- a) relevant stakeholders are involved in the evaluation process, where appropriate;
- b) evaluators are properly briefed and supported and behave in a professional and impartial way;
- c) the results of evaluation should be shared with CMAA and members of EORE TRG, where appropriate; and
- d) the results of the evaluation are applied to future EORE activities.

An evaluation may take place at various stages of NMAS, multi-year work plan, project or programme. The following factors should be considered:

- a) whether NMAS, multi-year work plan, project or programme has short-or long-term objectives;
- b) what kind of monitoring methods are already being used;
- c) whether external evaluators are required;
- d) the availability of resources for the evaluation; and
- e) the impact the evaluation will have on people's time (relevant staff and target beneficiaries).

## 11. Capacity development

Capacity development is the backbone of every sector including mine action. Continual improvements in capacity have always been a priority and will be maintained. Research and

development, the use of appropriate methodologies, equipment and skills, lesson learned are important in EORE. It is emphasized by many humanitarian conventions including Action 31 of the Oslo Action Plan.

### **11.1. Developing a capacity development plan**

A capacity development plan should include the following elements:

- a) a shared stakeholder vision and understanding of the current gaps in management capacity;
- b) activities for dealing with each problem, keeping in mind the overall vision;
- c) specific benchmarks and outputs to be reached in meeting each stated objective;
- d) the process of how each objective will be reached;
- e) clear division of who will be responsible for supporting, implementing, and/or executing the plan; and
- f) innovation to enhance effectiveness and efficiency of EORE.

### **11.2. At-risk communities**

Efforts to strengthen community capacities for EORE should be an integral part of EORE. This may include the establishment of volunteer networks and strengthening of community risk management efforts. Capacity development may cover areas such as information management, risk management and EORE delivery. Risk management in this context refers to initiatives such as marking or fencing, seeking alternatives to risk-taking and using alternative approaches to access livelihoods and resources without clearance or entering hazardous areas.

### **11.3. CMAA**

CMAA should be capable of strategically charting the course of EORE to contribute to casualty reduction and effective mine action. CMAA's capacity to coordinate, regulate and guide EORE adeptly through information management, quality management, needs assessment, planning, monitoring and evaluation, is essential for successful EORE.

### **11.4. EORE operators**

EORE operators should have the capacity to assess, plan, train, implement, monitor and evaluate EORE. The facilitation of PRA methods and techniques, for example, is a complex management task. It requires skills and expertise to accomplish it. The same applies to the need to report the EORE performance to CMAA in standardized reporting forms and timely manner. Effective reporting will lead to effective information management which gives tremendous benefits as stated throughout this standard.

## **12. Organizational accreditation and operational license**

EORE operators shall seek organizational accreditation and operational license from CMAA in line with CMAS 02: organizational accreditation and operational license for mine action operators.

## **13. Roles and responsibilities**

### **13.1. CMAA**

CMAA should:

- a) ensure that EORE is integrated into mine action programme;
- b) develop and when necessary, revise the CMAS, standardized forms and guidelines on EORE;
- c) provide and renew the organizational accreditation and operational license to EORE operators;
- d) ensure that EORE activities are carried out in accordance with the NMAS, multi-year work plan and this standard;
- e) coordinate and monitor implementation of EORE operators;
- f) collaborate with other relevant institutions to carry out EORE;
- g) mobilise resources to implement EORE including liaison with donors and development partners;
- h) develop a sustainable national EORE capacity;
- i) coordinate the implementation of EORE needs assessments;
- j) develop a list of priority villages in consultation with EORE operators;
- k) manage the national database for EORE and make the data available, subject to requirements for confidentiality, to EORE operators and relevant stakeholders; and
- l) organise external evaluations of EORE as a whole.

### **13.2 EORE operators**

EORE operators shall:

- a) gain organizational accreditation and operational license from CMAA;
- b) seek approval from CMAA on EORE work plans;
- c) implement EORE activities in line with NMAS, multi-year work plan, and this standard;
- d) ensure that all staff conducting EORE activities are competent and suitably trained, equipped and qualified;
- e) maintain accurate records of all EORE activities and provide CMAA with regular reports in a standardized reporting forms and other necessary data and information related to EORE implementation; and
- f) establish an internal monitoring system.

## Amendment record

### Management of Cambodian Mine Action Standards on Explosive Ordnance Risk Education amendments

The CMRES series is subject to formal review on a three-yearly basis; however this does not preclude amendments being made within this three-year period for reasons of operational safety and efficiency, or for editorial purposes. As amendments are made to these national standards (NS) they will be given a number, and the date and general details of the amendment will be recorded in the table below.

As formal reviews of each NS are completed new editions may be issued. Amendments up to the date of the new edition will be incorporated into the new edition and the amendment record table cleared. Recording of amendments will then start again when a further review is carried out.

Number	Date	Amendment Details
1	....	<ol style="list-style-type: none"> <li>1. Title updated to “Explosive Ordnance Risk Education (EORE )</li> <li>2. Term “EORE” replaced “MRE” throughout the document</li> <li>3. Reference to gender updated to “women, girls, boys and men” throughout the document</li> <li>4. Minor typographical amendments throughout the document</li> <li>5. Para “1. Acknowledgement” removed to be consistent with other CMAS and renumber all Paragraphs</li> <li>6. Para “Introduction” updated.</li> <li>7. “2. The purpose of this document” replaced by “1. Scope”</li> <li>8. Para “3. Terms, definitions and abbreviations” updated to “2. Terms and definitions”</li> <li>9. Para 2: added following terms, “Explosive Ordnance (EO), Explosive Ordnance Risk Education (EORE), EORE Operator, EORE Team, Project and Programme” and updated these terms throughout the document.</li> <li>10. Para “4. Humanitarian principles” removed.</li> <li>11. Para “3. EORE general” added to reflect IMAS 12.10, Oslo Action Plan and humanitarian principles.</li> <li>12. Para “5. Components of mine risk education” updated as “3.2. EORE main components” and body updated.</li> <li>13. Para “6. General responsibilities of MRE organizations” title and body updated, and moved to Para “13. Roles and responsibilities”.</li> <li>14. Para “7. The role of MRE in mine action” updated as “4. The role of EORE in mine action” and body updated.</li> <li>15. Para “4.7. EO injury surveillance” updated to reflect IMAS 12.10.</li> <li>16. Para “8. Practical MRE guiding principles” updated as “5. Practical EORE guiding principles” and body updated to reflect the Country-led Review of MRE in Cambodia 2013-2019 for UNICEF and CMAA, 2020 by Dr.</li> </ol>

	<p>Robert Keeley, ARMAC’s Integrated Approaches to EORE in ASEAN Member States, 2020 by Hal Judge.</p> <p>17. Para “9. Approval of MRE project plans” updated and moved to “12. Approval of EORE project or programme plans” and body updated to include accreditation of EORE organisations.</p> <p>18. Para “10. Accreditation of MRE organisations” removed.</p> <p>19. Para “11. MRE project cycle” removed and most of sub paragraphs became main paragraphs.</p> <p>20. Para “11.1. Data collection and needs assessment” updated as “6. Data collection and needs assessment” and body updated.</p> <p>21. Para “11.2. Planning” updated as “7. Planning” and body updated.</p> <p>22. Para “11.3.1. MRE messages and messages delivery” updated as “8. EORE messages and messages delivery” and body updated.</p> <p>23. Para “11.3. Implementation” updated as “9. Implementation” and body updated.</p> <p>24. Para “11.4. Monitoring” updated as “10. Monitoring and evaluation”. ၁၄.</p> <p>25. Para “10.2. Developing a monitoring system” added.</p> <p>26. Para “12. Quality management for MRE operations” removed and key contents embedded in “10. Monitoring and evalua</p> <p>27. Para “12.3. Sustainability of MRE” updated and moved to “5.8. Sustainability of EORE”.</p> <p>28. Para “11. Capacity development” added to reflect IMAS 12.10</p>
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ការអប់រំគ្រោះថ្នាក់ដោយសារយុទ្ធភណ្ណគ្រឿងផ្ទុះ

Explosive Ordnance Risk Education

កិច្ចតែងការបង្រៀន

Lesson Plan

កាលបរិច្ឆេទត្រួតពិនិត្យ/Date:
លេខក្រុម/Team ID:
ការិយាល័យ/Office:
ប្រតិបត្តិករ/Operator:
ម្ចាស់ជំនួយ/Donor:

- អាសយដ្ឋានផ្តល់សារអប់រំ/ Address of EORE session.....
- ស្ថាប័នផ្តល់សារអប់រំ/Name of organization.....
- រយៈពេល/ Duration..... (មិនលើសពី២ម៉ោង/ not to exceed two hours)
- គោលបំណង: អ្នកចូលរួមទទួលបាននូវចំណេះដឹងអំពីផលវិបាកនៃគ្រោះថ្នាក់ដោយសារយុទ្ធភណ្ណគ្រឿងផ្ទុះ និងឈប់ ឬចៀសវាងប្រព្រឹត្តនូវទង្វើដែលឈានទៅរកគ្រោះថ្នាក់ កត់សម្គាល់គ្រាប់មីន របៀបរាយការណ៍ ស្គាល់ស្លាកសញ្ញាគ្រោះថ្នាក់នៃយុទ្ធភណ្ណគ្រឿងផ្ទុះ(ផ្លូវការ ក្រៅផ្លូវការ)  
Objective: Participants are aware of the dangers of EO ... stop or avoid risky activity... recognize EO... report... recognize EO markings ( formal and informal )
- សម្ភារឧបទ្វេសអាចមាន: ផ្ទាំងរូបភាព យុទ្ធភណ្ណគ្រឿងផ្ទុះសិប្បនិម្មិត ផែនទី ឯកសារច្បាប់ ស្លាកសញ្ញាមីន គ្រាប់.....  
Teaching materials may consist: posters, fake mine/ ERW prop, maps, laws, EO markings
- វិធីសាស្ត្រ /Method.....

មាតិកា/ ខ្លឹមសារ Content	សកម្មភាពអ្នកផ្តល់សារអប់រំ Instructor's activities	សកម្មភាពអ្នកទទួលសារអប់រំ Participants' activities
<p>១. សេចក្តីផ្តើម ( ៥នាទី )</p> <p>1. Introduction ( 5mn )</p> <ul style="list-style-type: none"> <li>ការណែនាំក្រុម ឈ្មោះ និងតួនាទីស្ថាប័ន គោលបំណង</li> <li>Self-introduction, team, title, organization, purpose.....</li> </ul>	<ul style="list-style-type: none"> <li>ណែនាំផ្ទាល់មាត់</li> <li>Verbal presentation</li> </ul>	<ul style="list-style-type: none"> <li>-ស្តាប់</li> <li>-Listen</li> </ul>
<p>២. សេចក្តីបរិយាយស្ថានភាពយុទ្ធភណ្ឌគ្រឿងផ្ទុះ ( រយៈពេល )</p> <p>2. Description of EO situation ( Duration... )</p> <ul style="list-style-type: none"> <li>ប្រវត្តិសង្គ្រាម/ការដាក់យុទ្ធភណ្ឌគ្រឿងផ្ទុះ History of armed conflicts and EO contamination.</li> <li>ស្ថានភាពភូមិសាស្ត្រ</li> <li>Geographic situation.</li> </ul>	<ul style="list-style-type: none"> <li>បង្ហាញរូបភាព ផែនទី បញ្ចាំងរូបភាពភូមិសាស្ត្រទូទៅ នៅក្នុងសហគមន៍ផ្ទាល់ តំបន់គ្រោះថ្នាក់ .....</li> <li>Showing pictures, maps, in general in the community, the EO contaminated area.....</li> <li>សួរអំពីតំបន់សង្ស័យ/តំបន់គ្រោះថ្នាក់ក្នុងសហគមន៍ផ្ទាល់</li> <li>Eliciting answers about suspected areas / dangerous areas in the community.</li> </ul>	<ul style="list-style-type: none"> <li>ស្តាប់ ពិភាក្សា និង ផ្តល់ចម្លើយអំពីតំបន់សុវត្ថិភាព និងតំបន់គ្រោះថ្នាក់ ក្នុងសហគមន៍</li> <li>Listening, discussing and providing answers about safe and dangerous areas in the community.</li> </ul>
<p>៣. បញ្ហា និងផលវិបាកនៃគ្រោះថ្នាក់ដោយសារយុទ្ធភណ្ឌគ្រឿងផ្ទុះ ( រយៈពេល..... )</p> <p>3. Negative impacts of EO Accident ( Duration: .... )</p> <ul style="list-style-type: none"> <li>ផលវិបាកផ្លូវកាយ ផលវិបាកផ្លូវចិត្ត ផលវិបាកផ្នែកសេដ្ឋកិច្ចសង្គម</li> <li>Physical consequence, psychological consequence, socio-economic consequence.</li> <li>បង្កគ្រោះថ្នាក់ដល់ មនុស្ស សត្វទ្រព្យសម្បត្តិ បរិស្ថាន</li> </ul>	<ul style="list-style-type: none"> <li>ពន្យល់ផ្ទាល់មាត់ អមដោយការបង្ហាញរូបភាព វីដេអូ.....</li> <li>Oral explanation followed by pictures, video .....</li> <li>លើកយកស្ថានភាពពិតមកពន្យល់ ( បើមានជនពិការចូលរួម )</li> <li>Raising real situation of mine victims ( if there are people with disability attending the session )</li> </ul>	<ul style="list-style-type: none"> <li>ស្តាប់ការពន្យល់</li> <li>ចូលរួមផ្តល់ចម្លើយ អំពីបទពិសោធន៍គ្រោះថ្នាក់ ( ធ្លាប់ជួបប្រទះ ឃើញ... )</li> <li>Listening to the instructor.</li> <li>Providing answers about risky behaviour ( have seen ... )</li> </ul>

<ul style="list-style-type: none"> <li>Harm to people, animals, property, environment.</li> </ul>		
<p><b>៤. អត្តសញ្ញាណនៃយុទ្ធភណ្ឌគ្រឿងផ្ទុះ ( រយៈពេល..... )</b>  <b>4. EO identification ( Duration: ..... )</b></p> <ul style="list-style-type: none"> <li>ទីតាំង ( ក្រោមដី លើដី ក្នុងព្រៃ គម្លាត ក្រោមទឹក... ) ទំហំ ប្រភេទ ពណ៌ ឥទ្ធិពល</li> <li>Location ( underground, on the ground, in the bush, underwater ... ) size, type, colour, impact</li> </ul>	<ul style="list-style-type: none"> <li>ពន្យល់អំពីប្រភេទ និងឥទ្ធិពលនៃយុទ្ធភណ្ឌគ្រឿងផ្ទុះ អមដោយការបង្ហាញផ្ទាំងរូបភាពរូបសិប្បនិមិត្ត ឬវីដេអូ</li> <li>Explaining the types and impacts of EO followed by posters, fake EO prop or videos .....</li> </ul>	<ul style="list-style-type: none"> <li>ស្តាប់ការពន្យល់</li> <li>Listening to the instructor</li> </ul>
<p><b>៥. ស្លាកសញ្ញាសម្គាល់យុទ្ធភណ្ឌគ្រឿងផ្ទុះ( រយៈពេល..... )</b>  <b>5. EO markings ( Duration: ..... )</b></p> <ul style="list-style-type: none"> <li>ស្លាកសញ្ញាផ្លូវការ</li> <li>Formal EO markings</li> <li>ស្លាកសញ្ញាក្រៅផ្លូវការ ( ឈើខ្លែង គួចស្មៅ... )</li> <li>Informal EO markings ( cross wood, whirl grass ... )</li> </ul>	<ul style="list-style-type: none"> <li>ពន្យល់អមដោយមានការបង្ហាញរូបភាព ( ស្លាកសញ្ញាផ្លូវការ និងក្រៅផ្លូវការ )</li> <li>Oral explanation followed by picture of EO markings ( formal and informal markings )</li> </ul>	<ul style="list-style-type: none"> <li>ស្តាប់ការពន្យល់</li> <li>Listening to the instructor</li> </ul>
<p><b>៦. ឥរិយាបថគ្រោះថ្នាក់( រយៈពេល..... )</b>  <b>6. Unsafe/dangerous Behavior ( Duration: ..... )</b></p> <ul style="list-style-type: none"> <li>ការទន្ទ្រានប្រើប្រាស់ដីតំបន់សង្ស័យ Invasion of suspected hazardous areas</li> <li>ប៉ះពាល់ លេង កែច្នៃ ដំ យុទ្ធភណ្ឌគ្រឿងផ្ទុះ</li> </ul>	<ul style="list-style-type: none"> <li>ពន្យល់អមដោយការបង្ហាញរូបភាព វីដេអូ ឧទាហរណ៍.....</li> <li>Oral explaining followed by pictures, video or example .....</li> <li>ស្ថានភាពគ្រោះថ្នាក់ និងសកម្មភាពប្រឈមគ្រោះថ្នាក់ ដែលប្រជាពលរដ្ឋអនុវត្ត ក្នុងសហគមន៍នេះផ្ទាល់ ( ចូលព្រៃរកអនុផលព្រៃឈើ ក្លរដី ថ្លៃគ្រាប់..... )</li> <li>Dangerous situation and risky activities of people in this</li> </ul>	<ul style="list-style-type: none"> <li>ស្តាប់ការពន្យល់</li> <li>ចូលរួមផ្តល់ចម្លើយអំពីសកម្មភាពប្រឈមគ្រោះថ្នាក់របស់ប្រជាពលរដ្ឋនៅក្នុងតំបន់</li> <li>Listening to instructor</li> <li>providing answers about the risky activities of local people.</li> </ul>

<ul style="list-style-type: none"> <li>• Touch, play, tamper, hit a EO</li> <li>• ជួញដូរយុទ្ធភ័ណ្ណគ្រឿងផ្ទុះ (លក់/ទិញ ដែកអេតចាយ)</li> <li>• EO trading selling / buying scrap metal)</li> <li>• ការដោះមីនដោយខ្លួនឯង</li> <li>• Informal demining</li> <li>• ការផ្លាស់ទីនៃយុទ្ធភ័ណ្ណគ្រឿងផ្ទុះពីកន្លែងមួយ ទៅកន្លែងមួយ</li> <li>• Movement of EO from one place to another</li> <li>• មិនគោរពស្លាកសញ្ញា យកវាចេញ ឬបង្វិលវា</li> <li>• Disrespect the mine marking, remove or rotate it.</li> </ul>	<p>community ( go into the forest for foraging, land plowing, tampering EO ..... )</p>	
<p>៧. ឥរិយាបថសុវត្ថិភាព ( រយៈពេល ..... )</p> <p>7. Safe behavior (duration.....)</p> <ul style="list-style-type: none"> <li>• សារ &lt; ឈប់ គិត ជ្រើសរើស ធ្វើសកម្មភាព &gt; នៅតែមានប្រសិទ្ធិភាព</li> <li>• Key messages &lt;Stop, Think, Choose and Act&gt; Remains Effective</li> <li>• សាកសួរព័ត៌មានអំពីតំបន់សុវត្ថិភាព/តំបន់គ្រោះថ្នាក់</li> <li>• Inquire about safe / dangerous zones</li> <li>• ប្រើប្រាស់ផ្លូវដែលគេប្រើជាប្រចាំ និង ចៀសវាងដើរផ្លូវកាត់</li> <li>• Use daily used roads and avoid shortcuts</li> </ul>	<ul style="list-style-type: none"> <li>• ពន្យល់អមដោយការបង្ហាញរូបភាព រឺដេអូ ពន្យល់សកម្មភាព ឬទង្វើចៀសវាងគ្រោះថ្នាក់ ឧទាហរណ៍.....</li> <li>• Oral explanation followed by pictures of safe behaviour.</li> <li>• ស្ថានភាពគ្រោះថ្នាក់ និងសកម្មភាពប្រឈមគ្រោះថ្នាក់ ស្ថានភាពជាក់ស្តែងដែលប្រជាពលរដ្ឋអនុវត្ត ក្នុងសហគមន៍នេះផ្ទាល់ ( ចូលព្រៃរកអនុផលព្រៃឈើ ក្នុងដី ច្នៃគ្រប់..... )</li> <li>• Dangerous situation and current risky activities of people in this community ( enter the forest, pick vegetables, plowing ..... )</li> <li>• សួរអ្នកចូលរួម ថាតើពួកគាត់បានជួបប្រទះយុទ្ធភ័ណ្ណគ្រឿងផ្ទុះឬទេ ?</li> <li>• Asking participants if they have found a EO.</li> </ul>	<ul style="list-style-type: none"> <li>• ស្តាប់ការពន្យល់ ពិភាក្សា និងចូលរួមផ្តល់ចម្លើយអំពីសកម្មភាពសុវត្ថិភាព។</li> <li>• Report to the team in case a EO found.</li> <li>• រាយការណ៍ជូនក្រុមការងារក្នុងករណីបានជួបប្រទះយុទ្ធភ័ណ្ណគ្រឿងផ្ទុះ។</li> <li>• Listening to the instructor, discussing and providing answers about safety activities.</li> </ul>

<ul style="list-style-type: none"> <li>• កុំស៊ីយូលក្នុងត្រាក់ទ័រឲ្យគេបើគ្មានព័ត៌មានច្បាស់លាស់</li> <li>• Do not use plowing machine in EO suspected areas.</li> <li>• កុំប៉ះពាល់ ឬកែច្នៃយុទ្ធភ័ណ្ណគ្រឿងផ្ទុះ</li> <li>• Do not touch or handle EO.</li> <li>• នៅឲ្យឆ្ងាយពីអ្នកកែច្នៃយុទ្ធភ័ណ្ណគ្រឿងផ្ទុះ</li> <li>• Stay away from EO handler</li> </ul>		
<p><b>៨. បញ្ចប់វគ្គ (រយៈពេល.....)</b>  <b>8. Conclusion (Duration...)</b></p> <ul style="list-style-type: none"> <li>• ត្រួតពិនិត្យចំណេះដឹងអ្នកចូលរួម</li> <li>• Assess participants' understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• សំណួរត្រួតពិនិត្យចំណេះដឹង លើកទឹកចិត្ត ( រង្វាន់លើកទឹកចិត្ត..... )</li> <li>• Asking questions to assess understanding ( Rewards .... )</li> <li>• ផ្តល់ទម្រង់សំណួរចំណេះដឹងស្តង់ដារចំណេះដឹងក្រោយបញ្ចប់វគ្គផ្តាំផ្ញើ..... អរគុណ.....។</li> <li>• Post-test to measure knowledge after the course.</li> </ul>	<ul style="list-style-type: none"> <li>• ចូលរួមឆ្លើយសំណួរ</li> <li>• Providing answers</li> <li>• ចូលរួមបំពេញទម្រង់វាស់ស្ទង់ចំណេះដឹង</li> <li>• Participating in post-test.</li> </ul>

Annex: B

**ទម្រង់ត្រួតពិនិត្យគុណភាពការអប់រំគ្រោះថ្នាក់ដោយសារយុទ្ធសាស្ត្រគ្រឿងផ្ទុះ**  
**Explosive Ordnance Risk Education Quality Assurance Form**



លេខកូដត្រួតពិនិត្យ/ QA Code: EORE/QA/CMAA/
កាលបរិច្ឆេទត្រួតពិនិត្យ/Date of QA:
លេខក្រុម/Team ID:
ការិយាល័យ/Office:
ប្រតិបត្តិករ/Operator:
ម្ចាស់ជំនួយ/Donor:

ទីតាំងធ្វើការត្រួតពិនិត្យ			
លេខកូដភូមិ/Village code:			
ភូមិ/Village:	<input type="checkbox"/> ថ្មី/New	ស្រុក/District:	<input type="checkbox"/> ថ្មី/New
ឃុំ/Commune:	<input type="checkbox"/> ថ្មី/New	ខេត្ត/Province:	<input type="checkbox"/> ថ្មី/New
ចំណុចនិយាមការ/GR: អាប័ស៊ីស/X:		អរដោណេរ/Y:	

<b>1. សកម្មភាពអប់រំ/EORE ACTIVITY</b>			
1.1. តើបានធ្វើការសម្របសម្រួលជាមួយមូលដ្ឋានដែរឬទេ ?	<input type="checkbox"/> មាន/Yes	<input type="checkbox"/> មិនមាន/No	Did you liaise with the local authority ?
1.2. តើមានការអប់រំចំពោះជនគោលដៅដែរឬទេ ?	<input type="checkbox"/> មាន/Yes	<input type="checkbox"/> មិនមាន/No	Did you provide EORE to the target people ?
1.3. តើមានការអប់រំតាមខ្នងផ្ទះដែរឬទេ ?	<input type="checkbox"/> មាន/Yes	<input type="checkbox"/> មិនមាន/No	Did you provide EORE by house to house ?
1.4. តើមានការអប់រំលក្ខណៈប្រមូលផ្តុំដែរឬទេ ?	<input type="checkbox"/> មាន/Yes	<input type="checkbox"/> មិនមាន/No	Did you provide EORE to the gathered group of people ?
1.5. តើមានការអប់រំតាមសាលារៀនដែរឬទេ ?	<input type="checkbox"/> មាន/Yes	<input type="checkbox"/> មិនមាន/No	Did you provide EORE at school ?
1.6. តើមានការបញ្ចូលសារអប់រំមិនតាមរយៈវេទិកាសាធារណៈដែរឬទេ ?	<input type="checkbox"/> មាន/Yes	<input type="checkbox"/> មិនមាន/No	Did you provide mainstreamed EORE messages through public forums ?
1.7. តើមានការឆ្លើយតបបន្ទាន់អំឡុងពេលអប់រំដែរឬទេ ?	<input type="checkbox"/> មាន/Yes	<input type="checkbox"/> មិនមាន/No	Did you provide any emergency response during EORE session ?

មតិយោបល់/Remarks:

.....  
.....  
.....

**2. អ្នកចូលរួម និងរយៈពេលធ្វើសកម្មភាព/PARTICIPANT AND DURATION OF ACTIVITY**

2.1. ចំនួនអ្នកចូលរួមសរុប/Total of participant: \_\_\_\_\_

2.1.1 បុរស/Men: \_\_\_\_\_; 2.1.2. ស្ត្រី/Women: \_\_\_\_\_

2.1.3. កុមារអាយុក្រោម ១៨ឆ្នាំ/Boy age<18: \_\_\_\_\_

2.1.4. កុមារីអាយុក្រោម ១៨ឆ្នាំ/Girl age<18: \_\_\_\_\_

2.1.5. ជនពិការ/Person with disability: បុរស/Man: \_\_\_\_\_, ស្ត្រី/Woman: \_\_\_\_\_, ក្មេង/Children: \_\_\_\_\_

**2.2. រយៈពេលធ្វើសកម្មភាព/Duration of activity**

2.2.1. ម៉ោងចាប់ផ្តើម/Time started: \_\_\_\_\_; 2.2.2. ម៉ោងបញ្ចប់/Time finished: \_\_\_\_\_

មតិយោបល់/Remarks:

.....  
.....  
.....

**3. ការត្រួតពិនិត្យនិងវាយតម្លៃសកម្មភាពការអប់រំ/MONITORING AND EVALUATION OF EDUCATIONAL ACTIVITIES**

**3.1. ខ្លឹមសារសំខាន់ៗនៃមេរៀន/Main content of lessons**

- 3.1.1. តើឆ្លើយតបនឹងជនគោលដៅបានល្អឬទេ? ល្អ មធ្យម ខ្សោយ មិនបាន  
How well did it respond to the target audience? Good Medium Weak No
- 3.1.2. តើឆ្លើយតបនឹងស្ថានភាពគ្រោះថ្នាក់បានល្អឬទេ? ល្អ មធ្យម ខ្សោយ មិនបាន  
How well did it respond to dangerous situations? Good Medium Weak No
- 3.1.3. តើបង្ហាញពីលក្ខណៈសម្គាល់យុទ្ធភណ្ឌគ្រឿងផ្ទុះ បានល្អឬទេ? ល្អ មធ្យម ខ្សោយ មិនបាន  
How well did it tell the characteristic of EO? Good Medium Weak No
- 3.1.4. តើបង្ហាញពីផលវិបាកនៃគ្រោះថ្នាក់យុទ្ធភណ្ឌគ្រឿងផ្ទុះបានល្អឬទេ? ល្អ មធ្យម ខ្សោយ មិនបាន  
How well did it tell the impacts of EO accidents? Good Medium Weak No
- 3.1.5. តើបង្ហាញពីស្លាកសញ្ញាយុទ្ធភណ្ឌគ្រឿងផ្ទុះ (ផ្លូវការនិងក្រៅផ្លូវការ)ឬទេ? ផ្លូវការ ក្រៅផ្លូវការ មិនបាន  
Did it tell the indicated EO markings? Formal Informal No
- 3.1.6. តើបង្ហាញពីការដាក់ស្លាកសញ្ញាសម្គាល់យុទ្ធភណ្ឌគ្រឿងផ្ទុះបានល្អឬទេ? ល្អ មធ្យម ខ្សោយ មិនបាន  
How well did it tell how to place EO markings? Good Medium Weak No

- 3.1.7. តើបង្ហាញពីតំបន់ចម្ការយុទ្ធភ័ណ្ណគ្រឿងផ្ទុះ បានល្អឬទេ ? ល្អ មធ្យម ខ្សោយ មិនបាន  
How well did it tell the areas of EO fields? Good Medium Weak No
- 3.1.8. តើបង្ហាញពីវិធានសុវត្ថិភាពបានល្អឬទេ ? ល្អ មធ្យម ខ្សោយ មិនបាន  
How well did it explain safe behaviours? Good Medium Weak No
- 3.1.9. តើមានបង្ហាញពីវិធានមិនសុវត្ថិភាព/គ្រោះថ្នាក់បានល្អឬទេ ? ល្អ មធ្យម ខ្សោយ មិនបាន  
How well did it explain unsafe/dangerous behaviour? Good Medium Weak No
- 3.1.10. តើបង្ហាញពីវិធីរាយការណ៍ពេលឃើញយុទ្ធភ័ណ្ណគ្រឿងផ្ទុះ បានល្អឬទេ ? ល្អ មធ្យម ខ្សោយ មិនបាន  
How well did it explain how to report when seeing EO? Good Medium Weak No
- 3.1.11. តើបញ្ជាក់ខ្លឹមសារច្បាប់ស្តីពីការគ្រប់គ្រងអាវុធ គ្រឿងផ្ទុះ និងគ្រាប់រំសេវបានល្អឬទេ ? ល្អ មធ្យម ខ្សោយ មិនបាន  
How well did it explain the law on the management of weapons, explosives and ammunition? Good Medium Weak No

មតិយោបល់/Remarks:

.....

.....

.....

**3.2. វិធីសាស្ត្រនៃការធ្វើបទបង្ហាញ/Methodology of presentation**

- 3.2.1. ពន្យល់ដោយអធិប្បាយ ល្អ មធ្យម ខ្សោយ មិនមាន  
Narrative explanation Good Medium Weak No
- 3.2.2. គ្រប់គ្រងវគ្គ ល្អ មធ្យម ខ្សោយ មិនមាន  
Course management Good Medium Weak No
- 3.2.3. បង្ហាញរូបភាព ល្អ មធ្យម ខ្សោយ មិនមាន  
Using picture Good Medium Weak No
- 3.2.4. ភាសា និងកាយវិការទំនាក់ទំនង ល្អ មធ្យម ខ្សោយ មិនមាន  
Language and gesture Good Medium Weak No
- 3.2.5. និទានរឿងទាក់ទងគ្រោះថ្នាក់យុទ្ធភ័ណ្ណគ្រឿងផ្ទុះ ល្អ មធ្យម ខ្សោយ មិនមាន  
Storytelling on EO accidents Good Medium Weak No
- 3.2.6. ពិភាក្សាជាក្រុមតូចៗ ល្អ មធ្យម ខ្សោយ មិនមាន  
Group discussion Good Medium Weak No
- 3.2.7. សម្តែងឈុតឆាកខ្លីៗ ល្អ មធ្យម ខ្សោយ មិនមាន

Roleplaying short scenes	Good	Medium	Weak	No
3.2.8. បង្កើត សំណួរ និងចម្លើយ	<input type="checkbox"/> ល្អ	<input type="checkbox"/> មធ្យម	<input type="checkbox"/> ខ្សោយ	<input type="checkbox"/> មិនមាន
Questions and answers	Good	Medium	Weak	No
3.2.9. វាស់វែងចំណេះដឹងអ្នកចូលរួមមុននិងក្រោយវគ្គ	<input type="checkbox"/> ល្អ	<input type="checkbox"/> មធ្យម	<input type="checkbox"/> ខ្សោយ	<input type="checkbox"/> មិនមាន
Pre test and post test	Good	Medium	Weak	No
3.2.10. សង្ខេបមេរៀន	<input type="checkbox"/> ល្អ	<input type="checkbox"/> មធ្យម	<input type="checkbox"/> ខ្សោយ	<input type="checkbox"/> មិនមាន
Lesson summary	Good	Medium	Weak	No
3.2.11. លេងកីឡាឬល្បែងផ្សេងៗ	<input type="checkbox"/> ល្អ	<input type="checkbox"/> មធ្យម	<input type="checkbox"/> ខ្សោយ	<input type="checkbox"/> មិនមាន
Game and sport	Good	Medium	Weak	No
3.2.12. ទីតាំងរៀបចំវគ្គ	<input type="checkbox"/> ល្អ	<input type="checkbox"/> មធ្យម	<input type="checkbox"/> ខ្សោយ	<input type="checkbox"/> មិនមាន
Course location	Good	Medium	Weak	No
<b>មតិយោបល់/Remarks:</b>				
.....				
.....				
.....				

<b>3.3. សម្ភារឧបទ្វេស/Study materials</b>				
3.3.1. ចំនួនសម្ភារប្រើក្នុងពេលអប់រំ	<input type="checkbox"/> ល្អ	<input type="checkbox"/> មធ្យម	<input type="checkbox"/> ខ្សោយ	<input type="checkbox"/> មិនមាន
Quantity of materials used in EORE session	Good	Medium	Weak	No
3.3.2. គុណភាពសម្ភារឧបទ្វេស	<input type="checkbox"/> ល្អ	<input type="checkbox"/> មធ្យម	<input type="checkbox"/> ខ្សោយ	<input type="checkbox"/> មិនមាន
Quality of study materials	Good	Medium	Weak	No
3.3.3. ផ្ទាំងបដា និង គំនូររូបភាពយុទ្ធភណ្ឌគ្រឿងផ្ទុះ	<input type="checkbox"/> ល្អ	<input type="checkbox"/> មធ្យម	<input type="checkbox"/> ខ្សោយ	<input type="checkbox"/> មិនមាន
Banners and EO pictures	Good	Medium	Weak	No
3.3.4. ខិតប័ណ្ណ / ប័ណ្ណរូបភាពមិន/គ្រាប់	<input type="checkbox"/> ល្អ	<input type="checkbox"/> មធ្យម	<input type="checkbox"/> ខ្សោយ	<input type="checkbox"/> មិនមាន
Leaflets / posters	Good	Medium	Weak	No
3.3.5. ឧបករណ៍ចាក់សម្លេង ឬ វីដេអូ ឬ ស្លាយ	<input type="checkbox"/> ល្អ	<input type="checkbox"/> មធ្យម	<input type="checkbox"/> ខ្សោយ	<input type="checkbox"/> មិនមាន
Audio or video player or slide	Good	Medium	Weak	No
3.3.6. ចែកចាយសម្ភារ	<input type="checkbox"/> ល្អ	<input type="checkbox"/> មធ្យម	<input type="checkbox"/> ខ្សោយ	<input type="checkbox"/> មិនមាន
Distribution of materials/supplies	Good	Medium	Weak	No
<b>មតិយោបល់/Remarks:</b>				
.....				
.....				
.....				

**3.4. ការរាយការណ៍និងការឆ្លើយតប/ Report and respond**

3.4.1. តើបានបំពេញទម្រង់របាយការណ៍អប់រំដែរឬទេ?  មាន/Yes  មិនមាន/No  
 Did you fill EORE report form?

3.4.2. តើបានសួរ ឬ ទទួលព័ត៌មានយុទ្ធភណ្ឌគ្រឿងផ្ទុះ ថ្មីក្នុងតំបន់ដែរឬទេ?  មាន/Yes  មិនមាន/No  
 Did you ask or were you informed about new presence of EO?

3.4.3. តើបានសួរព័ត៌មានពីគ្រោះថ្នាក់យុទ្ធភណ្ឌគ្រឿងផ្ទុះដែរឬទេ?  មាន/Yes  មិនមាន/No  
 Did you ask about EO accident?

3.4.4. តើបានឆ្លើយតបនឹងសំណើកម្ទេចយុទ្ធភណ្ឌគ្រឿងផ្ទុះដែរឬទេ?  មាន/Yes  មិនមាន/No  
 Did you respond to EOD request?

3.4.5. តើមានតម្រូវការដោះយុទ្ធភណ្ឌគ្រឿងផ្ទុះក្នុងតំបន់ដែរឬទេ?  មាន/Yes  មិនមាន/No  
 Was there need for demining/EOD in the area?

**មតិយោបល់/Remarks:**

.....  
 .....  
 .....

**4. ការវាយតម្លៃរបស់អាជ្ញាធរមិន/CMAA EVALUATION**

ទទួលយកបាន/Accept  មិនអាចទទួលយកបាន/Not accept

<p>បានពន្យល់សង្ខេបពីការរកឃើញដល់ក្រុមអប់រំ  <i>Briefly explained the findings to the EORE team</i></p>	<p>ត្រូវបានពន្យល់ពីអាជ្ញាធរមិន  <i>Was explained by CMAA team</i></p>
<p>មតិយោបល់ពីអាជ្ញាធរមិន/CMAA comments:</p>	<p>មតិយោបល់ពីប្រតិបត្តិករ/Operator comments:  <input type="checkbox"/> យល់ព្រម/accept <input type="checkbox"/> មិនយល់ព្រម/not accept</p>
<p>ក្រុមត្រួតពិនិត្យ និងវាយតម្លៃ:              Monitor and Evaluation Team:</p>	<p>ក្រុមអប់រំ:              EORE Team:</p>
<p>ឈ្មោះអ្នកត្រួតពិនិត្យ:              Name:              ភេទ/Sex:</p>	<p>ឈ្មោះប្រធានក្រុមអប់រំ:              Name:              ភេទ/Sex:</p>
<p>ហត្ថលេខា:              Signature:</p>	<p>ហត្ថលេខា:              Signature:</p>

Annex: C

**ទម្រង់តារាងវែងចំណេះដឹងអ្នកទទួលសារអប់រំយុទ្ធភ័យគ្រឿងផ្ទុះ**

EORE Knowledge Retention Assessment Form



**មជ្ឈមណ្ឌលប្រយុទ្ធនឹងអាវុធភ័យគ្រឿងផ្ទុះ**  
**C.M.A.A**

លេខកូដត្រួតពិនិត្យ/ KRA Code: EORE/KRA/CMAA/
កាលបរិច្ឆេទត្រួតពិនិត្យ/Date:
លេខក្រុម EORE/Team ID:
ការិយាល័យ/Office:
ប្រតិបត្តិករ/Operator:

**1. ទីតាំងធ្វើការត្រួតពិនិត្យ/Monitoring Location**

លេខកូដភូមិ/Village Code:	
ភូមិ/Village: <input type="checkbox"/> ថ្មី/New	ស្រុក/Distr <input type="checkbox"/> ថ្មី/New
ឃុំ/Commune: <input type="checkbox"/> ថ្មី/New	ខេត្ត/Province: <input type="checkbox"/> ថ្មី/New
ចំណុចនិយាមការ/GR: អាប័ស៊ីស/X:	អរដោណេរ/Y:

**2. អ្នកផ្តល់ព័ត៌មាន/Informant:**

2.1. ឈ្មោះ/Name:..... 2.2. ភេទ/Sex:  ស្រី  ប្រុស 2.3. អាយុ/Age:.....ឆ្នាំ

2.4.  ពិការ/Person with disability

2.5. លេខទូរស័ព្ទ/Phone number:.....

2.6. មុខរបរ/Occupation:.....

2.7. អាសយដ្ឋាន/Address:.....

2.8. ស្ថានភាពគ្រួសារ/Family status:

2.8.1. នៅលីវ/single  2.8.2. រៀបការ/married  2.8.3. ម៉ែម៉ាយ/ពោះម៉ាយ/widowed/divorced

2.8.4. ចំនួនកូន/child:.....ស្រី/female:.....ប្រុស/male:.....

2.9. កម្រិតវប្បធម៌/Education:

បឋមសិក្សា/primary education  មធ្យមសិក្សា/secondary education

ខ្ពស់សិក្សា/higher education

មិនបានចូលរៀន។ មូលហេតុ/out of school, reason .....

2.10. តើអ្នកបានរស់នៅក្នុងភូមិនេះរយៈពេលប៉ុន្មានហើយ? / how long have you lived in this village ?

ខែ/month:..... ឆ្នាំ/year: .....

3. ការយល់ដឹងពីគ្រោះថ្នាក់យុទ្ធភ័យគ្រឿងផ្ទុះ/EO awareness

3.1. តើអ្នកធ្លាប់បានចូលរួមវគ្គអប់រំកាត់បន្ថយពីគ្រោះថ្នាក់យុទ្ធភ័យគ្រឿងផ្ទុះឬទេ ?

Have you ever attended EORE session ?  បាន/Yes  មិនបាន/No

- ប្រសិនបើបាន តើនៅឆ្នាំណា ?/if yes, when ?.....

- ផ្តល់ដោយអ្នកណា ? /who provided EORE session ?.....

- ប្រសិនបើមិនបាន។ មូលហេតុ/if not, reason.....

3.2. តើអ្នកស្គាល់យុទ្ធភ័យគ្រឿងផ្ទុះដែរឬទេ ?/Do you know EO?  ស្គាល់/Yes  មិនស្គាល់/No

3.3. តើអ្នកស្គាល់ស្លាកសញ្ញាគ្រោះថ្នាក់យុទ្ធភ័យគ្រឿងផ្ទុះដែរឬទេ ?/Do you know EO marking ?

ស្គាល់/Yes

មិនស្គាល់/No

- ប្រសិនបើស្គាល់ សូមបញ្ជាក់ ( ផ្លូវការឬក្រៅផ្លូវការ )/if yes, please specify ( formal or informal )

.....

3.4. តើអ្នកស្គាល់តំបន់សង្ស័យយុទ្ធភ័យគ្រឿងផ្ទុះ នៅក្បែរភូមិរបស់អ្នកដែរឬទេ ?/Do you know if there suspected hazardous area in your village ?  ស្គាល់/Yes

មិនស្គាល់/No

3.5. ប្រសិនបើអ្នកឃើញយុទ្ធភ័យគ្រឿងផ្ទុះនៅកន្លែងណាមួយតើអ្នកធ្វើអ្វីខ្លះ ?/ what will you do if you see EO ?

3.5.1. មិនប៉ះពាល់វា/don't touch them

3.5.2. ដាក់ស្លាកសញ្ញាសម្គាល់កន្លែងគ្រោះថ្នាក់/place warning sign

3.5.3. រាយការណ៍ទៅអាជ្ញាធរមូលដ្ឋាន ឬប្រតិបត្តិករសកម្មភាពមីន/report to local authority or operators

3.5.4. ធ្វើមិនដឹង/take no action

3.5.5. ផ្សេងៗ។ បញ្ជាក់/others, please

specify:.....

3.6. តើអ្នកធ្វើអ្វី? ប្រសិនបើអ្នកឃើញនរណាម្នាក់កំពុងប៉ះពាល់ ឬលេងយុទ្ធភ័យគ្រឿងផ្ទុះ/what will you do if you see

someone touching/playing with EO ?

3.6.1. ណែនាំពួកគេកុំឲ្យលេង/ tell them not to touch/play

3.6.2. គ្រូរត់ចេញពីទីនោះ និងប្រាប់ទៅអាជ្ញាធរមូលដ្ឋាន/ run away, and report to local authority

3.6.3. ផ្សេងៗ។ បញ្ជាក់/others, please specify: .....

3.7. តើអ្នកធ្វើដូចម្តេច? ប្រសិនបើអ្នកដឹងថាអ្នកកំពុងស្ថិតនៅក្នុងចម្ការយុទ្ធភ័យគ្រឿងផ្ទុះ/what will you do if you know you are in the minefield ?

3.7.1. ដើរត្រឡប់ក្រោយតាមជាន់ជើងចាស់/ walk back along previous footsteps.

- 3.7.2. ស្រែកហៅអោយគេជួយ/shout out for help
- 3.7.3 ផ្សេងៗៗ បញ្ជាក់/others, please specify:

.....

3.8. តើការប៉ះពាល់ ឬផ្លាស់ទីយុទ្ធភណ្ឌគ្រឿងផ្ទុះអាចបង្កគ្រោះថ្នាក់ដែរឬទេ ?

Is it dangerous to touch or move EO?  អាច/yes  មិនអាច/no

3.9. តើការយកយុទ្ធភណ្ឌគ្រឿងផ្ទុះមកកែច្នៃ ឬដំលែងមានគ្រោះថ្នាក់ដែរឬទេ ?

Is it dangerous to tamper or hit EO?  មាន/Yes  មិនមាន/No

3.10. តើយុទ្ធភណ្ឌគ្រឿងផ្ទុះដែលមានសភាពចាស់ អាចបង្កគ្រោះថ្នាក់ដែរឬទេ ?

Is old EO dangerous?  អាច/Yes  មិនអាច/No

3.11. តើអាចប្រើប្រាស់គ្រឿងចក្រធំៗនៅតំបន់ដែលមានការសង្ស័យបានដែរឬទេ ?

Can you use heavy machinery in suspected hazardous areas?  អាច/Yes  មិនអាច/No

3.12. តើអ្នកធ្វើដូចម្តេចនៅពេលឃើញថាមានគ្រោះថ្នាក់ក្នុងចម្ការមីន ?

What will you do when you see someone got accident in the minefield ?

- 3.12.1. ចូលទៅជួយជនរងគ្រោះថ្នាក់ភ្លាមៗ/ go to help the victims immediately
- 3.12.2. រាយការណ៍ទៅអាជ្ញាធរមូលដ្ឋាន ឬភ្នាក់ងារសកម្មភាពមីន/ភ្នាក់ងារជួយជនរងគ្រោះ:/report to local authority, mine action operators or victim assistance agency
- 3.12.3. ផ្សេងៗ បញ្ជាក់/others, please

specify:.....

3.13. មតិយោបល់/Remarks:

.....

.....

.....

**4. ច្បាប់ស្តីពីការគ្រប់គ្រងអាវុធគ្រឿងផ្ទុះ និងគ្រាប់រំសេវ/ Law on the Management of Weapons, Explosives and Ammunition**

4.1. តើអ្នកបានដឹងអំពីច្បាប់អាវុធជាតិផ្ទុះដែរឬទេ ?

Do you know about law on the management of weapons, explosives and ammunition ?

- បានដឹង/Yes
- មិនបានដឹង/No

4.1.1. ប្រសិនបើបានដឹង តើស្ថាប័នណាផ្តល់ការផ្សព្វផ្សាយច្បាប់នេះ ?/if yes, which institution told you about this law ?.....

4.2. តើការលក់ឬទិញយុទ្ធភណ្ណគ្រឿងផ្ទុះ ជាទង្វើស្របច្បាប់ដែរឬទេ ?/ Is it legal to sell or buy EO ?

- ស្របច្បាប់/Yes
- មិនស្របច្បាប់/No

4.3. តើការកែច្នៃឬផ្លាស់ប្តូរមីន/គ្រាប់ជាទង្វើស្របច្បាប់ដែរឬទេ ?/ Is it a legal to tamper mine/ERW ?

- ស្របច្បាប់/legal
- មិនស្របច្បាប់/not legal

**5. ការវាយតម្លៃទូទៅ/General Evaluation**

5.1. ការវាយតម្លៃរបស់អ្នកធ្វើសម្ភាស អំពីចំណេះដឹងប្រជាពលរដ្ឋក្រោយពីបានទទួលសារអប់រំគ្រោះថ្នាក់យុទ្ធភណ្ណគ្រឿងផ្ទុះ

Interviewer's assessment of population interviewee's knowledge retention after receiving EORE message

- ខ្ពស់/high
- មធ្យម/medium
- ខ្សោយ/weak

5.2. មតិយោបល់/Remarks:

.....

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.....

.....

.....

.....

លេខសំគាល់អ្នកត្រួតពិនិត្យ/ ID:	ក្រុមអប់រំ/EORE Team:
ឈ្មោះអ្នកត្រួតពិនិត្យ/Name:	ឈ្មោះប្រធានក្រុមអប់រំ/Name of EORE Team Leader:
ភេទ/Sex:	ភេទ/Sex:
ហត្ថលេខា/Signature:	ហត្ថលេខា/Signature:



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