GUIDELINES ON EXPLOSIVE HAZARDS RISK EDUCATION (EHRE) FOR SAFER RETURN

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Executive Summary

An estimated 11.5 million people live in areas affected by Explosive Hazards (EH) in Syria highlighting the widespread contamination across the country. The Regional Operational Framework for Refugee Return to Syria, highlighted the current situation in Syria that “[d]estruction of property, infrastructure and disruption of service is enormous, and will remain an obstacle to large-scale sustainable return. Explosive hazards continue to affect a high number of communities, causing death and injuries, but also limiting delivery of aid, access to farmland, and the rehabilitation of services and infrastructure.” Various types of explosive hazards are present, including unexploded or abandoned conventional ordnance, landmines, cluster munitions or improvised explosive devices. These hazards affect all population groups in the contamination areas and expose men, women, boys and girls including persons with disabilities to risks in their day-to-day life, and upon their return and travels to their area of origin.

Syrian Refugees in Turkey, Lebanon, Jordan, Iraq and Egypt intending to return to Syria may face risks related to the presence of explosive hazards in the area they are returning to. Often, they have spent many years in displacement and are not aware of specific areas within their community that have been contaminated, nor the risks they might face during their journey. Context specific Risk Education (RE) is an essential tool for mitigating these risks but is currently not a standardized component of the return process for all Syrian refugees.

RE and other provisions of information pertaining to explosive hazard risks and their mitigation measures provided to in countries of asylum are important activities to contribute to the safety of refugees during their return. It is also an important component of the decision-making process for refugees to ensure that returns are informed and safe. It is for these reasons that the Regional Durable Solutions Working Group (RDSWG), under the overall auspices of the Regional Refugee Resilience Plan (3RP), identified the need to develop a regional, coordinated approach to the provision of Explosive Hazards Risk Education (EHRE) for Syrian refugees considering returning.

The RDSWG EHRE Workstream (WS) was established as a regional taskforce in March 2020 following the validation of its Terms of Reference (TOR) and a workplan in April 2020. Its objective was to “identify gaps and generate technical resources, including harmonizing explosive hazard risk education messaging, materials and approaches, from a return preparedness perspective”. This is in line with the Explosive Ordnance Risk Education Advisory Group (EORE AG) 2020 workplan goal of “ensuring the development of regional-level harmonized messages, materials and approaches on risk education for Syrian refugees as return preparedness measures, such as through a time-bound task force under the framework of the Regional Durable Solutions Working Group.”

The WS brought together technical RE experts from international, humanitarian Mine Action organizations operating in Syria and other key stakeholders relevant to the region (DCA, DDG, Halo Trust, HI, MAG, ICRC, UNICEF, UNHCR, UNDP, UNMAS) to develop a package of guidance documents and resources on EHRE related to return. The methodology used by the WS members was mainly based on group brainstorming sessions joint assessments and internal surveys on topics such as EHRE messages, information management and sharing.

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1 “Explosive Hazards” will be the terminology used throughout this document, in line with the terminology used in Syria HNO/HRP. Explosive Hazards are also referred to as “Explosive Ordnance” (mines, explosive remnants of war (including cluster munitions) and Improvised Explosive Devices) in the Mine Action Sector, and EORE (Explosive Ordnance Risk Education) will become the normative terminology in October 2020 following the review of IMAS 12.10.

2 According to the 2020 Humanitarian Needs Overview- Syrian Arab Republic (draft)


4 “Explosive Ordnance Risk Education” (EORE) will become the normative terminology in October 2020 following the review of IMAS 12.10.
experience and best practices sharing and discussions during bi-weekly meetings, leading to the construction and production of key outputs.

The EHRE WS produced the following key outputs, corresponding to each one of the 5 tasks outlined in its ToRs:

- **Task 1 and 2**: Producing a situation analysis and mapping of current implementation and gaps in Risk Education
  - Outputs 1 and 2:
    - The Explosive Hazard Risks Governorate Profile Dashboard has been produced gathering all available and pertinent analyzed data that can support EHRE evidence-based programming. This analysis tool will be updated on a bi-monthly basis by UNMAS. A brief user’s guide on EH Risks Governorate Profile Dashboard, containing advice on how to use the dashboard data and details on data limitations has been developed.
    - Based on the dashboard, the EHRE workstream generated an Explosive Hazards Risk Analysis that provides an overview of potential risks related to EH for the population, including for refugees intending to return. It contains useful information contributing to:
      - Profiling EH contamination patterns in each Syria governorate
      - Profiling EH victims in each Syria governorate
      - Profiling EHRE activities in each Syria governorate and relevant host countries
      - Profiling of potential risks related to EH for refugees intending to return.

- **Task 3**: Developing Basic EHRE Awareness Messages related to return to Syria
  - Output 3:
    - 6 message packages for EHRE tailored to adult male and female refugees and minors, planning to travel and/or return to Syria. The messages produced by the WS were based on the RE sector’s best practices and messages used in Syria and host countries and were reviewed by the EORE AG. They follow the different stages of return and are based on anticipated concerns, evidence-based vulnerabilities and needs of refugees during their voluntary return and/or travel:
      - Message Package 1 - Know how to recognize EH and dangerous areas. Learn the life-saving precautions to take
      - Message Package 2 - Before your travels: Prepare for safer return
      - Message Package 3 - During your return: Travel safer, Protect your life
      - Message Package 4 - Upon your return: Stay safe, Stay Alive
        - 4.1 - Immediately upon arrival
        - 4.2 - Once Arrived
      - Message Package 5 - Protect Others: Report EH
      - Message Package 6 - Protect your children by teaching them safe behaviors
    - All message packages contain a short set of key essential messages, translated in colloquial Arabic that could be used for RE sessions, and/or handed out to refugees. The 6 message packages are an integral part of the present Guidelines on EHRE for Safer Return.

- **Task 4 and 5**: Developing recommendations on EHRE tools, methodologies, and training requirements
  - Outputs 4 and 5:
    - Key recommendations on EHRE programming for refugees were produced as an integral part of the present Guidelines on EHRE for Safer Return, including:
These Guidelines on EHRE for Safer Return are one of the key outputs from the RDSWG EHRE workstream. It provides guidance, recommendations, and resources for humanitarian actors and RE providers planning to deliver EHRE for Syrian refugees prior to, during, and in the early stages of their return to Syria. These Guidelines were developed in line with RE best practice and standards and is informed by regional data on the Syrian refugee population, the contamination threat inside Syria, and known risk-taking behavior monitored in this setting.
GUIDELINES ON EHRE FOR SAFER RETURN

In the framework of the Regional Refugee and Resilience Plan (3RP) strategic model, this tool aims to provide recommendations on EHRE programming (I) and messaging (II) for humanitarian actors and RE providers related to the implementation of EHRE for refugees considering or intending to return. It also provides some useful resources and references for evidence based EHRE programming (III).

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Recommendations for EHRE programming

EHRE activities involve various stakeholders that should be consulted to conceptualize approaches, ensure consistency with national mine action policies and frameworks, and develop context relevant EHRE modalities. The following recommendations were developed in line with best practices and can support the design and development of RE interventions in host countries and in Syria.

1. Situation analysis

Key stakeholders related to EHRE in this return context should be mapped out for each host country:

- The RDSWG or DSWG at the country level provide a preparedness, coordination and information platform related to durable solutions for Syrian refugees for UN agencies, international and national INGOs. For operational preparedness around refugee return specifically, the work of the group is guided by the inter-agency Regional Operational Framework for Refugee Return to Syria.
- National Mine Action authorities/Mine Action Centers and ministries are key decision makers and often direct service providers of RE in host countries.
- UN Agencies, especially UNMAS, UNDP, UNICEF and UNHCR play a key role in coordinating and implementing programs to support refugees, including RE, at regional, host country and Syria level through the sub-cluster/sector system and/or stand-alone initiatives.
- Mine Action INGOs and ICRC and the National Societies of the Red Cross, are key RE providers operating in host countries and Syria.
- The education sector can play a key role as well, either through the Ministry of Education regional/local representations (education boards, offices, etc) or directly through teachers in grassroots initiatives.
- National NGOs, community-based organizations have access to refugees and experience in community outreach.
- Community leaders can also play a key role in mobilizing community members and providing refugees with basic awareness messages.

Other stakeholders from the global EHRE sector can provide expertise for the development of EHRE activities in the region:

- The Explosive Ordnance Risk Education Advisory Group (EORE AG)
- The Geneva International Centre for Humanitarian Demining (GICHD)
- The International Mine Risk Education Working Group (IMREWG)

Key stakeholders identified in each host countries should be included in the situation analysis and consulted to further discuss and identify pertinent EHRE modalities based on identified risks related to EH. The consultative process followed by UNDP Lebanon can be seen as an example should other EHRE initiatives be developed in the region.

In the month of July 2020, UNDP Lebanon, in close coordination with the Lebanese Mine Action Centre, regional and national representatives of UN Agencies and INGOs, and the EHRE Workstream organized a series of 3 webinars to discuss and reach consensus on a recommended EHRE approach for Syrian refugees hosted...
in Lebanon. This pilot project is a useful example of multi-stakeholder consultations aiming at supporting the conceptualization of an EHRE project.

The webinars that were organized had the following focus:

➢ **Webinar 1: Identification of target groups, threats and risk behaviors** - the first webinar aimed to establish an understanding of what is known about the Syrian refugee population in Lebanon and the region to provide an overview of the context and the potential RE needs. This included initial identification of key target groups (gender and age profiles) and the threats and risk behaviors to be addressed. The webinar included presentations and discussions around the following topics:
  - Analysis of the population and characteristics
  - Information regarding the return process and population movements of Syrian refugees
  - Analysis of available victim and accident data from inside Syria
  - Threat analysis including the type and extent of contamination
  - Discussion about the activities and behavior of returning refugees and what puts them at risk, drawing on available information from inside Syria and/or other refugee contexts

➢ **Webinar 2: Messaging** - the second webinar focused on messaging, with the aim to explore, define and agree on appropriate and relevant messaging given the different groups to be targeted, the specific threats they face and the risks they may take. Gender, age and the roles and responsibilities of the different target groups were taken into consideration. The webinar included:
  - Discussion on the key types of messages required for Syrian refugees
  - An overview of the existing messaging being used by organizations working in Syria and host countries, including an analysis of the opportunities and challenges as well as highlighting any innovative messaging used specific to refugee needs
  - A discussion on the opportunities and challenges related risk avoidance messaging and messaging for risk minimization
  - A discussion to explore the issues of Do No Harm and conflict sensitivity in relation to messaging

➢ **Webinar 3: Modes of delivery** - the third webinar aimed to explore different delivery methods for RE and to define and agree appropriate and relevant delivery channels for refugee groups, considering the particular country context, available delivery points, and the need for remote messaging. The webinar included presentations of different approaches and lessons learned as well as discussion on the appropriateness of different approaches for this context. The topics covered included:
  - RE mainstreaming within the humanitarian response
  - Community-based approaches for RE
  - Mass media and social media
  - Blended learning and digital applications

The webinar outputs have contributed to:

➢ The methodology used by the EHRE WS to develop RE messages and recommendations.
➢ The development of guidelines for an EHRE approach for Syrian refugees in Lebanon, which will be further discussed and developed with relevant stakeholders.

For more information related to the Lebanon EHRE project: Ariane Elmas with UNDP Lebanon (ariane.elmas@undp.org).

For guidance on RE interventions, refer to the [International Mine Action Standards (IMAS) 12.10 “Mine/ERW Risk Education”](#) and relevant National Mine Action Standards (NMAS).

Coordination and approval procedures relevant to the context of operations shall be followed by organizations wishing to implement this type of EHRE response and programming in Syria and host countries.
2. Identification of needs and baseline survey

The EH Risks Governorate Profile Dashboard and EH Risks Analysis produced by the EHRE WS can guide and inform further baseline survey efforts (Knowledge, Attitudes, Practices/KAP oriented) and help better target beneficiaries. To inform future projects, it is recommended to collect more information on the refugee population in the host country where the organization is planning to implement EHRE activities. For each host country and refugee target population for EHRE, a preliminary survey should be conducted, and focus on understanding:

- Refugee return mechanisms and factors influencing decisions to return;
- Refugees' level of knowledge about EH and ability to recognize them;
- Areas where refugees are planning to travel and relocate temporarily or permanently;
- Refugees’ level of information on their travel route and return areas, including information related to physical safety, accessibility of services, presence of actors who can share information and support the process;
- How refugees can best be reached in host countries and during different scenarios of return,
- Refugees preferred channels of communication and trusted sources to get information on EH in their communities of origin or destination;
- Essential activities and occupations refugees intend to resume or start upon their return (i.e. visit former or look for new house, send children to school, engage in income-generating activities, etc.).

The findings of the survey will support you in adapting RE messages and interventions and to better tailor your activities to the needs of the refugee population. An endline survey should be conducted to evaluate the impact of EHRE activities and to measure the increase in knowledge on EH risks and adoption of related safe behaviors of target refugee populations.

The following tool, produced by Humanity and Inclusion (HI), and customizable according to your organizations’ needs, can guide through the implementation of a baseline and endline “Knowledge-Attitudes-Practices (and Beliefs)” (KAP(B)) oriented survey: Pre and Post Assessment Package _HI

For further guidance on needs assessment, refer to IMAS 05.10 “Information Management for Mine Action” and IMAS 14. 10 “Guide for the evaluation of Mine Action intervention”, and relevant NMAS.

3. Identification and Training of RE facilitators

3.1 Identification of RE facilitators and training preparation

Prior to providing provisions of RE, it is necessary to identify individuals within your own organization, a local partner organization or within refugee communities (community focal point, community leaders, health workers...) who can conducted RE, in order to train them. Ideally, future RE facilitators should:

- Have experience in community outreach/community mobilization/community work;
- Have experience in social, pedagogical work, humanitarian work or related fields;
- Have access to and be trusted by the target refugee communities;
- Have age, gender and cultural characteristics that are appropriate for the target audience of RE sessions;
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- Have good communication and interpersonal skills and be trusted members of the community;
- Speak colloquial Arabic or Kurdish (depending on the refugee communities targeted in host countries);
- Know and adhere to humanitarian values and principles.

RE teams should be comprise Syrian staff where possible, as they are more likely to be trusted by the Syrian refugees, will be able to communicate effectively and build rapport.

RE, as a Mine Action activity, is normally highly regulated and national procedures and requirements must be adhered to, if applicable, under the authority of a NMAA or its equivalent in the country.

Prior to the training:

- Implementing organization, selected trainees and training curriculum should be authorized by local authorities or the national Mine Action authority/national Mine Action Centre or other relevant ministries when pertinent (ex: Ministry of Education in the case of a training of teachers for school-based EHRE);
- A suitable classroom environment should be created and equipped with dummy examples, visual and audio training aid.

Refer to IMAS 06.10 “Management of Training” and relevant NMAs.

### 3.2 Training curriculum for RE facilitators

Your training curriculum should be adapted to the context of the host country and the target population of refugees who will be participating in RE sessions. The trainees should be submitted to pre- and post-training tests so that you can measure the increase in knowledge and capacity to provide EHRE.

A minimum of 5 full training days, including participative exercises and simulations of RE sessions is the widely accepted standard. The following curriculum, which highlights minimum training requirements, is an example of a core RE facilitators training, that should be adapted to the context and to the organization providing it.
## DAY 1: UNDERSTANDING EHRE

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</table>
| **Opening of the training**                | Familiarize attendees with the objectives and the program  
Ask participants to introduce themselves and to share their expectations for the training  
Understand and be clear with RE facilitators about their roles and responsibilities | 2 Groups Ex: Ice breaking games  
Presentation of the EHRE program, objectives & background of this training                                                                                                                                  |
| **Pre training tests**                     | Assess knowledge of participants                                                                                                                                                                          | Evaluation: Individual test (scoring)                                                                                                                                                                          |
| **Introduction to key concepts, definitions** | Be familiar and able to use key concepts and definitions in Mine Action:  
-RE definition and interventions  
-Mine Action Pillars and linkages with RE  
-Mines, ERWs and IEDs definitions | Concepts and definitions  
Group Review  
Individual Exercise (memorization) => connect words & definitions                                                                                                                                 |
| **Introduction to Legal frameworks and standards for RE** | Know about main international and legal frameworks relevant to refugees and RE:  
-International Humanitarian Law  
-Sustainable Development Goals  
-Disarmament conventions and treaties (MBT, CCW, CCM, ATT)  
-Human Rights Treaties and Instruments (UDHR, CRC, CRPD, UN Convention relating to the status of Refugee Convention and protocols) | Brief Presentation of legal instruments  
2 Groups examples: web search for national / local legal instruments - Brainstorming: how to relate legal instruments to operations?                                                                                                           |
| **Introduction to context and target beneficiaries** | Know about the context in host countries and in Syria;  
Know about the regional framework for refugees:  
-Regional Operational Framework for Refugee Return To Syria  
-Comprehensive Protection and Solutions Strategy: Protection thresholds and parameters for Refugees Return to Syria | Presentation of available data and information on refugees, return processes and EH risks (EH risk profile and Victim profile in Syria)                                                                 |
| **Key actors related to RE**               | Be aware of the key actors and their respective roles  
Be able to liaise with such actors at field level                                                                                                                                                           | 2 Groups - Exercise (appropriation) => production of local stakeholders/ actors’ mapping showing relationships’ dynamics - identify roles & responsibilities and interactions |
| **Introduction to IMAS and NMAS**          | Know about international standards, IMAS 12.10 “Mine/ERW Risk Education” and NMAS                                                                                                                                 | Presentation of IMAS and NMAS                                                                                                                                                                           |
| **Recap**                                  | Checking information retention of participants and answering questions                                                                                                                                                                                                   | Quiz test on key lessons learned on Day 1                                                                                                                                                                |
## DAY 2: PARTICIPATORY APPROACH, AND PROFILING OF TARGET GROUPS

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<td><strong>Introduction</strong></td>
<td>Recap of Day 1&lt;br&gt;Introduction to main objectives and lessons from Day 2</td>
<td>Presentation of Day 2</td>
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<tr>
<td><strong>RE: objectives and activities type</strong></td>
<td>EHRE main activities presentation: Behavior change and participatory processes - key principles that underlie the technique and attitudes, and behaviors are fundamental to a participatory process.&lt;br&gt;Introduction to Behavior Change Communication</td>
<td>Presentation of activities Behavior change key principles&lt;br&gt;Group Exercise (active learning): analyzing which attitudes/behaviors encourage (Gr.1)/discourage (Gr.2) participation</td>
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<tr>
<td><strong>Profiling of at-risk groups, risk-takers and risk factors</strong></td>
<td>Know who are the at-risk groups and risk-taking behaviors and what are the risk factors. Learn how to tailor activities and safety messages according to each group and according to return process: &lt;br&gt;1) Prior Return&lt;br&gt;2) During Return&lt;br&gt;3) Immediately upon return&lt;br&gt;4) After return</td>
<td>Presentation of findings of KAP survey, similar assessments and EH Risks Governorate Profile Dashboard to support at-risk and risk taking groups profile&lt;br&gt;Group exercise: identify at-risk groups, risk takers and risk factors and tailor types of RE safety messages according to the profiling and to return process</td>
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<tr>
<td><strong>Profiling of target groups</strong></td>
<td>Be able to use the profile of risk takers to identify priority target groups to be considered in an intervention</td>
<td>2 Groups - Exercise (memo &amp; appropriation) =&gt; identification of priority target groups (at-risk &amp; risk takers) in the local context</td>
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<tr>
<td><strong>RE Key Messages</strong></td>
<td>Know the key RE messages related to:&lt;br&gt;- Mines&lt;br&gt;- ERW&lt;br&gt;- IED&lt;br&gt;Recognition, triggers and effects, safe behaviors to mitigate risk, reporting mechanisms in host countries and in Syria</td>
<td>Presentation of key RE messages</td>
</tr>
<tr>
<td><strong>Recap of the day</strong></td>
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<td>Introduction to main objectives and lessons of Day 3</td>
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<td><strong>Tailoring RE messages</strong></td>
<td>Know how to design appropriate safety messages and be able to tailor them to specific needs of target groups in the context of intervention and according to return process:</td>
<td>2 Groups Exercise (appropriation) =&gt; Link up safety messages to priority target groups identified on day 02 /Group discussion: tailoring safety messages in emergency in the context of intervention</td>
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<td>1) Prior Return</td>
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<td>2) During Return</td>
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<td>3) Immediately upon return</td>
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<td>4) After return</td>
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<tr>
<td><strong>RE materials</strong></td>
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<td>Group exercise – use the existing material and tools for different type of RE activities</td>
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<td>(presentation, how to use them)</td>
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<td><strong>RE teaching methods</strong></td>
<td>Learning pyramid about passive and participative teaching methods / Using feedbacks / How to structure a RE session</td>
<td>Group exercise =&gt; build up a RE session and/or child friendly activities using passive &amp; participatory teaching methods</td>
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<td><strong>Sessions planning</strong></td>
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<td>Presentation the different steps to plan and hold adult and children sessions etc.</td>
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<td><strong>Recap of the day</strong></td>
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**DAY 4: MONITORING, EVALUATION AND QUALITY MANAGEMENT**

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<td>What it is? What for? How? Understand data collection and information management requirements and processes</td>
<td>Group exercise: brainstorm and list what type of data to collect, how, what for, reporting =&gt; poster produced</td>
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<td><strong>Quality Management</strong></td>
<td>Quality Management, Quality Assurance and Quality Control: What it is? What for? How? Understand and know how to apply quality requirements</td>
<td>Brainstorming =&gt; poster produced</td>
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RECOMMENDATIONS ON PROGRAMMING, MESSAGING & EH RISKS ANALYSIS

Data Management
- Know the different steps in data management: why – when – how / Understand and the importance of data collection and data management to adapt interventions
- Monitoring impact
- Individual exercise: find out the major tasks related to Data Management
- Group discussion

Information Management System
- Presentation of data collection forms, database management and reporting system:
  - IMSMA RE forms
  - IMSMA Victim forms
  - Pre and post test forms
  - Quality Assurance forms
- Group Discussion / Group exercise: Data Management in practice (using data collection forms)
- Other data collection and IM exercises (optional):
  - Baseline and endline surveys
  - Focus group discussions

Recap of the day
- Checking information retention of participants and answering questions. Preparation of Day 5 Individual and Groups exercises
- Quiz test on key lessons learnt of Day 4

DAY 5: TRAINING AND PARTICIPANTS EVALUATION AND ACCREDITATION

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<td>Training closure</td>
<td>Certificate distribution and RE materials &amp; tools distribution</td>
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Upon completion, trainees will be accredited to conduct RE sessions among at-risk groups. This certification can be delivered by your organization, the National Mine Action Authority and/or UNMAS depending on the requirements in country.
4. Production and delivery channels of RE materials

4.1 Production of RE materials

The production of RE materials should be carefully planned and based on baseline survey (KAP oriented) findings. Review the below Recommendations on Messaging before developing any RE materials with messages. Remember these key steps:

1) **Define the objectives of the RE materials:**
   - Keep in mind the following questions: Why are RE materials needed? To do what? RE materials to say what to whom? What are the expected impact of RE materials?

2) **Define the target group(s) based on your baseline survey findings:**
   - Keep in mind the following questions: Who are you addressing and why? What details do you know about your target audience (location, literacy levels, occupation, specific cultural norms and customs, disability, etc.)? What are their age and gender? What is their existing knowledge of EH? What are the safe behaviours to highlight?

3) **Define your preferred delivery channels for RE materials based on your baseline survey findings:**
   - Keep in mind the following questions: How can you best reach refugees and target groups? What are the most commonly used channels to get information?

4) **Plan for field test:**
   - Your draft of materials should be field-tested with a sample group of refugees of the same characteristics as the intended target group(s) to gauge clarity and understanding of messages. The messages should be amended based on the results of field-testing. Remember misleading materials and inaccurate messages can:
     - Endanger or even kill people
     - Promote dangerous behaviors
     - Promote negative attitudes towards EH

To guide you through the production of Information, Education and Communication (IEC) RE materials, including on field testing, you can consult the IEC materials production package produced by Humanity and Inclusion (HI), and customizable according to your organizations’ needs.

4.2 Delivery Channels of RE materials

The channels used to convey the messages should be carefully chosen through an assessment of the targeted refugee population, with other approaches such as delivery through RE teams, mass media or social media and should combine community-based approaches, drawing on trusted community representatives. It is important that message sharing is done using a **two-way communication approach**, allowing people to ask questions and share information they may have on the specific context they intend to travel/return to. This will help to avoid misunderstanding of the messages and allow for messages to be updated and adjusted based on new information and the real experiences of the refugees. When sharing messages via mass media, social media, or leaflet distribution, messages need to be suitable for both children and adults. There is a chance that children seeing a more complex set of messages designed for adults could result in them engaging in risk taking behavior.
due to misunderstanding/misinterpretation information. To learn more about EHRE modalities and benefit from lessons learnt from other programs, especially on specific methodologies for returning refugees, see the Review of new technologies and methodologies for EORE, produced by GICHD and its Resource Library. The following delivery channels for EHRE draw on the EORE Guidelines developed for UNDP’s EORE project for refugees in Lebanon, which highlights specific delivery methods suitable for that context. For more information on these guidelines, contact UNDP’s Lebanon Project Manager: ariane.elmas@undp.org.

4.2.1 Mass Media and Small Media

Mass media (such as advertisements on radio or television) and small media (such as leaflets, posters, booklets...) is traditionally used in RE as a one-way delivery method that can provide key messages to a broad range of people. While not particularly innovative, it can be relatively cheap and ensure a broad reach and may be particularly useful to reach those more accustomed to traditional forms of communication. This might include giving out standard flyers with some basic information regarding possible risks during return and contact numbers. It could also include the development of billboards that can be placed near border crossings or areas where refugees are living. If there is more time and resources available, it could include the development of a radio program/podcast. Any materials that are made for wider distribution among the population must have messages that are suitable for children and a broader audience, as opposed to specific groups for example farmers, construction workers, caretakers, women, IDPs, etc.

4.2.2 Digital and mobile technologies

Digital communication is cost-effective, can easily be scaled up and adapted to changing circumstances. Digital approaches are increasingly used as a means of providing RE, and the impact of Covid-19 has accelerated this, with the need to provide messages remotely. Several mine action operators have made greater use of digital media for remote management purposes, particularly in hard-to-reach or inaccessible areas, including within Syria. In terms of providing RE to Syrian refugees in Lebanon, the use of digital technology can allow for messages to be disseminated widely, and for people to carry information with them when they return. However, studies have suggested that digital communication does need to be used in combination with other methods, and once trust has been developed with communities. Use of digital communication would also need to ensure principles of do no harm are addressed regarding privacy, security of data and what will be acceptable within the Syrian context. Before deciding on the use of mobile applications and digital communication, it will be important for the project to test the appropriateness of any digital applications for use in Syria.

While it appears that internet may be available broadly to people within Syria, it should also be considered that if new Apps are developed, they are designed to be accessible while offline. Internet and cellular coverage may be limited or unreliable in rural areas compared to urban areas.

The use of social media being widespread among within and outside Syria, these platforms can provide a good channel to reach different at-risk groups. Recent surveys for example have shown, that Facebook and YouTube can be considered an effective way to share information on explosive contamination and inherent risks with Syrians of different gender and ages. Despite this, the principle of a two-way communication should be kept
central and social media should ideally be used in combination with more direct modes of EHRE delivery. Therefore, when using mass or social media it is recommended to set up a feedback mechanism (hotline/WhatsApp number, internet forum, Facebook polls, Q&A on messenger) so that audience can question, comment or provide overall feedback can reach. This would support as well a sound activity monitoring system that should be put in place, to better assess the level of understanding of the messages, both to ensure that people are effectively reached with the right messages, but also to avoid erroneous or harmful use of the content.

4.2.3 Face to Face EHRE and session curriculum

It is recommended that media and digital/mobile technologies are used in combination with face-to-face EHRE, as interpersonal approaches can help to deliver messages, ensure that they are understood, and enable dialogue so that information can be clarified, and misconceptions corrected. Person-to-person communication also helps to build trust between the target groups and the message bearers, which then makes it easier to provide information by other means, through media or digital methods, and to have that information taken notice of and trusted.

The following is a recommended standard EHRE face to face session curriculum for adults. Session curriculum should always be adapted to context and tailored to the audience. It is advised that RE sessions for adults should not exceed 45 minutes and 25 minutes for children. Tailored sessions for children should include game-based learning activities and be adapted to the specific age and gender.

EHRE sessions for adults should aim at providing EHRE messages detailed below (see Recommendations on EHRE for Safer Return) based on refugees’ anticipated return process and return areas, their concerns and family situation. Use participative methodologies to engage the audience, facilitate information retention and information sharing between participants and RE facilitators. Face to face RE sessions with trained facilitators also ensure refugees can seek clarification about messages and use the information for their return planning.

Ideally, pre and post RE sessions tests should be conducted with a sample of beneficiaries to evaluate the increase in knowledge regarding EH risks and related safe behaviors and guide possible revisions of the methodology and information material.

STANDARD FACE TO FACE EHRE SESSION (45 MIN)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Detailed Topic</th>
<th>Key Message Package</th>
<th>Methodology</th>
</tr>
</thead>
</table>
| Introduction      | 5’   | Presentation of Organization and RE Facilitators  
Main objective of the session: Get to know how to keep you and your family safe, if/when you return to Syria.  
Limitations: topics that will not be covered (First Aid, actively marking dangerous areas, clearing areas...as this is the role of professionals and trained teams) | **Key Message Package 1**  
- #1  
- #2 | Verbal presentation  
Quick Q&A with participants (understanding group profile, return plans and expectations) |
## EHRE GUIDELINES FOR SAFER RETURN

**RDSWG EHRE WORKSTREAM APRIL-OCT 2020**

### Know how to recognize EH and possible contamination areas. Learn about life-saving precautions to take!

| 10’ | 1. EH recognition and triggers  
2. Situation Awareness: how to recognize EH and dangerous areas  
3. Safe behaviors in dangerous areas  
4. Reporting | **Key Message Package 1**  
- #3  
- #4  
- #5 | Pictures showing the diversity of EH, and potentially dangerous areas  
Discussion/Q&A |

### Before your travels: Preparations for a safer return

| 5’ | 1. Information to gather from areas of travel/Destination  
2. Travelling companions and making a travel plan  
3. Useful numbers and resources for travel preparation | **Key Message Package 2**  
- #1; #2  
- #3; #4  
- #5 to #7 | Discussion  
Checklist for information gathering  
Q&A |

### During your return: Safety during travel, protect self and others

| 5’ | 1. Limit travel to daylight hours, follow travel plan and inform relatives about movements  
2. Remaining alert to potentially dangerous areas and reporting to local authorities/informing others  
3. What to do in case of accident | **Key Message Package 3**  
- #1to #4  
- #5 to #9  
- #10 | Discussion  
Checklist for what to do in case of accident  
Q&A |

### Immediately upon your return: Stay alive, stay safe!

| 5’ | 1. Information gathering on contamination upon arrival  
2. Remaining alert and reporting potential contaminated areas and EH  
3. Precautions before entering a house/alternative housing solution | **Key Message Package 4**  
- #1  
- #2 to #4  
- #5 | Discussion  
Q&A  
Checklist before entering a house |

### Once arrived: stay safe, stay alive!

| 5’ | 1. Get RE and information on contamination  
2. Risky livelihood/activities and mitigation measures  
3. Precautions before engaging in risky activities/alternatives | **Key Message Package 4-2**  
- #1  
- #2 to #7  
- #3 to #7 | Discussion  
Q&A  
Checklist for information gathering |

### Protect your children by teaching them safe behaviors

| 5’ | 1. Safe behaviors for children  
2. Adapt messages and teaching methods depending on the children’s age | **Key Message Package 6**  
- #1 to 7  
- #8 | Discussion  
Q&A |

## STANDARD EHRE BRIEFING (10 MIN)

In the case of RE being mainstreamed/included in other humanitarian activities, or pre-departure counselling in the context of organized returns, a short RE briefing supported by the provision of RE materials (contact cards/leaflets with brief key messages) is recommended. Below are the main topics to cover during an EHRE briefing:
### EHRE Guidelines for Safer Return

**RDSWG EHRE Workstream April-Oct 2020**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Detailed Topic</th>
<th>Key Messages</th>
<th>Methodology</th>
</tr>
</thead>
</table>
| Know how to recognize EH and dangerous areas. Learn the life-saving precautions to take! | 5’   | 1. Recognize the different types of EH that are can be present in Syria – Do not touch/approach EH  
   2. Know how to recognize dangerous areas - Stay away  
   3. Know who to report to if finding an explosive ordnance | [Key Message Summary 1](#)  
   [Key Message Summary 5](#) | Pictures showing different types of EH, and potentially dangerous areas  
   Discussion/Q&A |
| Staying safe before, during and upon return                         | 5’   | 1. Gather information and stay alert during and upon return  
   2. Prepare your travels carefully  
   3. Know how to stay safe during travel  
   4. Know how to stay safe upon return  
   5. Teach and inform others, report EH | [Key Messages Summary:](#)  
   -1  
   -2  
   -3  
   -4  
   -6 | Discussion  
   Q&A  
   Hands out: RE materials / Key messages 1 to 6 |

After the short RE briefing participants be advised to look for other sources of information and to attend a full RE sessions, especially upon return and benefit from extensive and tailored information if available where and when they return (provide as much as possible information on RE providers in the area of return inside Syria).
II. Recommendations on EHRE messaging for safer return

1. Brief recommendations on messaging

Before formulating any key messages for refugees in view of their return, it is important to ensure that you have an in-depth understanding of refugees’ knowledge, attitudes, practices, and beliefs regarding EH. This can be addressed through a baseline survey (KAP oriented) and by desk reviews of existing information on refugees and their areas of return to Syria.

The decision to return is not taken lightly by refugees, who usually weighing different factors, including living conditions in host countries, and expected living conditions in Syria. Approaches selected to deliver EHRE to refugees shall be non-judgmental, sensitive to gender, age, and other diversity factors, as well as evidence-based. They should be aiming at empowering individuals and deliver positive messages based on Behavior Change Communication methodology where possible. Recognizing the high level of contamination that may be present in some areas where refugees return, and the inability of Humanitarian Mine Action (HMA) responders to meet the needs of all communities with contamination in Syria, messages shared with refugees must be clear and pragmatic. They must enable people to make good decisions to reduce risk for themselves, their families and their communities, while recognizing that it may not be possible to totally eliminate the threat from EH if professional clearance is not available in the short or medium term. While the EHRE WS has advised that teaching the placing of warning and marking signs should not be encouraged for refugees through RE in host countries due to the lack of information on the nature of contamination within Syria, refugees should be encouraged to seek information when they return home on:

- local warning and marking signs,
- community mechanisms to inform others of EH threats,
- where and to whom they should report EH if encountered/suspected,
- where to seek further assistance and advice,

as this may vary depending on the area of return in Syria.

Keep in mind the following when tailoring messages and materials:

<table>
<thead>
<tr>
<th>Favor RE messages and materials that...</th>
<th>Avoid RE messages and materials that...</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Are evidence-based, i.e. addressing the actual risks (current or anticipated)</td>
<td>➢ Include photographic images of real injuries, dead people or animals</td>
</tr>
<tr>
<td>➢ Are adapted to your audience, age, gender, language, literacy, communication abilities, socio-economic situation</td>
<td>➢ Show negative images of people with disabilities who were victims of accidents</td>
</tr>
<tr>
<td>➢ Use pictures of actual contamination and/or visual representations of it</td>
<td>➢ Show contamination not relevant to the areas people will return to</td>
</tr>
<tr>
<td>➢ Use local terms for mines/ERW</td>
<td>➢ Include technical names and information on mines/ERW</td>
</tr>
<tr>
<td>➢ Reinforce positive behavior</td>
<td>➢ Show people handling EH</td>
</tr>
<tr>
<td>➢ Promote a positive attitude towards people</td>
<td>➢ Generate fear but don’t provide solutions or...</td>
</tr>
</tbody>
</table>
Develop a monitoring plan and regularly get feedback from your audience - to analyze:

- Frequency of exposure to the materials
- Relevance and accuracy of messages
- Possible unintended consequences of RE messages and approaches
- Appropriateness of media and language being used
- Understanding of messages
- Transfer of messages between people
- Indicators that behavior is changing positively, and people are acting on the messages
- Monitor the number of casualties and incidents in the target areas and causes of accidents
- Adapt the messages and materials as needed

Any change in the context (incidence, causes of accident, contamination, population movement, clearance capacity, available reporting services, ...) must be monitored and included in the RE messages and materials if relevant to do so.

2. EHRE Key messages for safer return packages

The following key message packages are designed for men and women planning to travel and/or return to Syria. The messages should be adapted to specific adult target groups depending on their likely risk profile, age and gender. Messages should be translated into colloquial Arabic and Kurdish depending on the language used and main areas of origin of the targeted audiences.

The messages can be provided to refugees through interpersonal RE sessions, or Risk Awareness provided by trained facilitators and/or trained community focal points. The messages can also be part of individual information packages provided by host countries’ authorities and/or local community centers or community leaders depending on whether return is registered or self-organized. Those messages can also be part of information and communication campaigns (TV, radio, Social Media...) and other means of remote EHRE delivery, taking into account that if broadcast on mass media or shared on social media, the messages should also be suitable for children. Where possible, it is recommended, however, to complement media campaigns and similar initiatives with face-to-face RE for beneficiaries to avoid misinterpretation and address questions.
The use of testimonials and real-life stories (particularly ‘positive’ stories that lead to life saving behavior change) can support a “peer-learning” approach, whereby refugees learn from the experiences of others, which may improve the information retention of EHRE beneficiaries.

Prior to being used on materials or in direct RE sessions, messages shall be field-tested with a sample group of refugees of the same characteristics as the intended target group(s) to gauge relevance, acceptability, clarity and understanding of messages. The messages shall be amended based on the results of field-testing.

➢ Remember to develop, test, and review your material and messages
➢ Remember misleading materials and inaccurate messages can:
  o Endanger or even kill people
  o Promote negative/dangerous behaviors
  o Promote negative attitudes towards EH

While engaging with children\(^5\) on the risks of EH, you should adapt your messages to the cognitive development, age, and gender of the child (see key message package 6). You also should ensure the messages have been tested with a representative sample of the at-risk population prior to dissemination. Young children below the age of 10 may be unaware of the risks associated with EH whereas others may be informed about the risks but do not know about safe behaviors. Older children, especially adolescent boys, may be aware of the risks but be forced to engage in unsafe behaviors such as playing with EH and other unsafe behaviors regardless, e.g. while supporting their families with income generating activities such as farming, grazing or collecting scrap and metal in hazardous areas.

The following key message packages have been reviewed by the EORE AG in October 2020.

### 2.1 Key Message Package 1: Know how to recognize EH and dangerous areas, Learn the life-saving precautions to take!

#1. The crisis in Syria has resulted in \textbf{extensive contamination of roads, residential areas, agriculture lands, etc. by EH including landmines, abandoned and unexploded ordnance (Explosive Remnants of War-ERWs) and IEDs.} They can be concealed in unexpected locations, be made of different materials, have different shapes, sizes and colors and are often difficult to spot. \textit{Explosive hazards can cause death and serious, permanent injuries and are widespread in a lot of areas where fighting and bombing is taking/took place.}

\underline{FACTS:} \textit{Of the 12,345 explosive hazards victims currently recorded in Syria since 2013, 35% died immediately or later from their injuries. An explosive hazard blast is extremely violent and often causes major blood loss, loss of limbs, eyesight, or hearing. 2 out of 3 survivors sustain life-long impairment hindering their access to livelihood, education, and basic needs.}

\(^5\) A child is every human being below the age of eighteen years. An adolescent is everyone between the ages of 10 and 19.
#2. EH accidents are not the result of fate or bad luck. They can be prevented by following basic life-saving safety precautions to protect yourself and your family from death and injuries.

FACTS: Of the 12,345 people killed or injured by explosive hazards currently recorded in Syria, 67% were men, 24% were children. Authorities and organizations providing RE operating in Syria and the region have developed basic safety messages to help you mitigate the risks of explosive hazards accidents should you decide to return. Hear/read them out and try to remember them before, during and after your return.

#3. Learn how to recognize EH:

#3.1 There are many different types of EH, some manufactured (mines, ERW), some home-made (IEDs). All are dangerous, can explode and cause injury, even if they have been there for a long time, are old and/or rusty.

#3.2 EH can be found in different places, but there are certain places where they are more likely to be found than others. It is important to be aware of these (see Message #4 below).

#3.3 They are often hidden, buried, disguised and not easy to see, so attention needs to be paid, especially in areas that are likely to be contaminated.

#3.4 They can be triggered by these different actions:
- Stepping on it
- Driving (vehicle, bicycle) on it
- Pulling a wire connecting to it
- Throwing an object at it
- Touching it
- Moving it
- Burning it
- Applying pressure
- Releasing pressure
- Pushing or kicking it
- Using a cellphone nearby
- Creating air/ground vibrations near it
- Others: lightning, heat, disturbing the ground, passage of time, etc.

#4. Learn how to recognize dangerous areas

#4.1 EH can be found almost anywhere, but some areas are more likely to be contaminated by mines, ERW and IEDs because of the strategies used by the different sides in a conflict. The types of areas where EH might be found include:

1) Current or previously conflict affected areas
- Any area close by or where fighting has previously taken place; former or current frontlines
- Around current or former military buildings, stores and installations
Former checkpoint areas and former trench lines
Abandoned or discarded military vehicles or equipment
Roadsides and along routes travelled by combatants
Marked areas (both official signs and unofficial signs)

2) Roads and access to strategic places
- Entrances to storage areas
- Bridges and surrounding areas
- Around power lines and electrical pylons
- Marked areas (both official signs and unofficial signs)

3) Rural/urban residential areas
- Abandoned and destroyed buildings and houses
- Houses and residential building formerly occupied by combatants
- Building rubble
- Houses and residential buildings close to frontlines
- Marked areas (both official signs and unofficial signs)

4) Rural areas
- Shaded areas or areas planted with fruit trees
- Abandoned agricultural land
- Water sources

#4.2 Pay attention to other warning signs, especially in the areas mentioned above:

1) Conflict/former conflict areas
- Ammunition packages, abandoned arms cache/storage
- Roads and access to strategic places
- Holes or craters on the road, signs of burnt material
- Unusual object on the road
- No sign of recent passage – unused road or path

2) Rural areas
- Injured or dead animals or their skeletons
- Unusual changes in vegetation, bump in the ground, or hollows due to earth or sand being removed
- No sign of recent passage – e.g. long grass
- Ripe fruit left on trees at harvest-time - Unused/abandoned agricultural land

3) All areas, including rural/urban residential areas
- Partially or completely visible mines/ERW
- Intact or broken wire a few centimeters above ground
- Unusual object (booby trap)
- Usual object but in the wrong place (Remember: “if you didn’t drop it, don’t pick it up!”)
- Bright object
- Attractive object: toy, tin can (possible booby trap)
- Objects moved or in unexpected locations
- Metal or plastic object or fragments
- Barbed wire
- Holes or craters in the ground
- Wreckage of a blown-up car, a wheel, etc.
#4.3 Be aware of official and unofficial marking and warning signs, that could indicate dangerous areas and the presence of EH. Respect marking signs and stay away from the areas that have been marked: it can save yours and other people’s lives.

1) The most common local or “unofficial” way of marking an area considered to be dangerous are:
   ➢ Sticks or stones laid in an X pattern
   ➢ String or tape across an area
   ➢ A hand-written sign or note on a gate or fence post
   ➢ Sticks placed in the ground
   ➢ Grass tied in a know

When you return to your destination, ask local people what warning signs are used to indicate dangerous areas and EH:

2) The most common ‘formal’ way of marking a mine or area considered to be dangerous:
   ➢ Signs or other markings with skull and crossbones.
   ➢ The word “MINE” or “Danger” written in English or local language
   ➢ Tape — either yellow, red or blue
   ➢ A red triangle, sometimes with a black dot in the center
   ➢ Red and white painted stones

Official markings are usually done by professional mine clearance organizations. If there are none working in the area where you return to, make sure you are familiar with the local warning signs.

#5. Learn what to do if you find yourself in a dangerous area:

1) Stop, stand still, stay calm
2) Carefully observe your surroundings
3) Go back to the area where you were safe, walking in the opposite direction of the danger, try to use using the same path, if possible, tracing your footsteps or vehicle tracks.
4) When you reach the safe area, note down the location as precisely as possible: Gather info on location (ex. through a pin on google map), note down indications on location (ex. km from the closest city/village, road name, point of reference on the road, rock, landscape, road sign, etc), or use a localization application (Get Geo Coordinates), but only if you are not in close proximity with EH/dangerous area.
5) Inform people in the area, including schoolteachers, family, relatives and other people you think might be at risk about the danger and on the above safety procedure.
6) Inform the nearest local authorities of any alleged or suspected presence of explosive hazards and/or call 108. The authorities responsible to handle these situations may vary from one location to the other, make sure you ask around to know who to report it to who can take action.
**1.1.1 Key messages 1: Summary**

*Know how to recognize EH and dangerous areas, know the life-saving precautions to take!*

- EH have different shapes, sizes, and colors, and are made of different materials but can all cause death or permanent injuries
- EH are widespread in Syria, especially in areas where fighting and bombing has taken place
- EH accidents can be prevented by following life-saving precautions
- Should you decide to return, make sure you get information on EH risks and safe behaviors before you travel to Syria
- Learn how to recognize and avoid EH and dangerous areas before travelling to Syria
- Learn how to behave if you find yourself in a dangerous area

**2.2 Key Message Package 2: Before your travels: Prepare for safer return**

#1. Before travelling, get safety information on areas you want to you are planning to travel, return or re-settle to from family members, friends, neighbors living or, if possible, from local authorities or the Syrian Arab Red Crescent (SARC). Take the time to gather the necessary information so that you can better plan your return and understand the situation back home. **Ask them these questions, and carefully note down their answers:**

1) **Information about conflict background of your community:**
   - Did any fighting take place in your neighborhood/community/village?
   - Has your house and its vicinity been damaged by bombing/shelling or recent fighting in the area?
   - Has your house been occupied by combatants while you were away?

2) **Information about EH likely presence and impact on your community:**
   - Do you know of access roads or main roads where EH have been seen/reported?
   - Has your house and its vicinity been marked by local authorities or community members with warning signs/marking signs indicating the presence of explosive hazards?
   - Have there been any explosive hazards accidents in the area, killing/maiming people or damaging property/land/roads?

3) **Information about availability of EHRE and clearance services in your community:**
   - Have community members received EHRE in the past years in the area?
   - Are there some areas people know to avoid in the community due to the presence of explosive hazards?
   - Is there any entity clearing EH or someone to report EH to in the community?
   - Did an organization provide RE in the community?

If one of the answers you get is “yes”, the areas you will travel and return to may be contaminated. Get as much information as you can about what is known about the contamination. You might also want to check your trusted sources of local and national media, follow information on recent fighting and accidents on social media to increase your level of information on explosive hazards that might hinder safe return.

**#2. Study your itinerary, and plan your route** well based on the information you gathered in the first step. Avoid roads that are likely to be contaminated. Choose well-travelled roads and avoid smaller paths,
roadsides or shortcuts. Avoid dirt roads where possible and be aware of and avoid obstacles in the road or on the path.

#3. Always travel with someone
You might be planning to travel alone, to check on your belongings and property before your family joins you. You might be planning to travel with your family. In all cases, you should make the necessary arrangements to travel in the company of another responsible adult who is also aware of explosive hazards related risks and safety precautions. Travelling with a companion means there is someone to help if there is an accident or injury on route. This might save your life or the lives of the people travelling with you.

#4. If you have no other option but to travel alone, tell a friend or family member in Syria where you are going and when you expect to arrive or come back. Make sure you can communicate them along the way.

#5. Talk to your community leaders and humanitarian organizations supporting you and your family to inquire about the availability of RE activities in the area you intend to travel to.

If available in your host country, ensure that you and your relatives have received a safety briefing or a RE session. Make sure all people planning to travel with you understand how to act safely in contaminated areas.

#6. Get information about available medical assistance in the areas you are planning to travel/return to. Register in advance contact numbers in your phone to use in case of an accident.

#7. Save the hotline number for reporting of EH in your phone (108), in case you come across and need to report on EH. Save the number for the SARC ambulance services (133) in your phone in case you witness an explosive hazard accident so you can receive assistance.

**Key messages 2: Summary**

**Before your travels: Prepare for safer return!**

- Prepare your travel carefully based on information you collect on your destination and travel routes
- Find someone to travel with, and make sure you are both aware of EH and safety precautions
- Tell a friend or family member in Syria where you are going and when you expect to arrive or come back
- Pre-register useful contact numbers in your phone including the numbers to report EH (108) and to receive medical assistance in case of an accident in Syria (133)

**2.3. Key Message Package 3: During your return: travel safer, protect your life.**
FACTS: Of the 12,345 explosive hazards victims recorded in Syria since 2013, 26% were killed or injured while travelling. 48% of these were Internally Displaced Persons. Travelling/moving through an unknown area or areas with suspected contamination can be risky result in EH related accidents.

#1. Follow your travel plan, while keeping yourself updated regularly on the situation. Consult the media and consult people along the way. Find alternative well-travelled roads in case you learn an area might be dangerous. Drive/walk carefully in main and well-travelled roads only.

#2. Avoid travelling at night as it is more difficult to see possible dangerous areas and easier to lose your way.

#3. Always travel with your travel companion or with other adults.

#4. Keep your relatives in Syria informed of your travel plans and progress. Do regular checks with them along the way. Always carry with you a charged phone with credit.

#5. Be aware of your environment, especially of unusual obstacles or objects on the road and in places you visit. Cables, wires, unusual containers, or set-ups (tires, barrels), attractive objects in an unusual place, signs of previous explosions (craters, burnt materials, cracks) on soil, roads and buildings can indicate the presence of explosive hazards.

#6. If you see an explosive hazard or an area that could be dangerous, stay at a safe distance, and ensure your travel companion or the people travelling with you stay away as well. Gather info on location (pin on google map, note down or take a mental note on location - km from the closest city/village, road name, point of reference on the road (rock, landscape, road sign, etc.) or use a localization application like: Get Geo Coordinates, only if you are not in close proximity with EH/dangerous area. Report if you can, using the hotline number 108 and/or report if you can to local authorities/community leaders of the nearest city. If you suspect an explosive hazard to lie on the road you were planning to take. Assess the situation and choose a safe alternative. Save your life and the life of the people travelling with you. Turn back and choose an alternative road.

#7. During your travels, you might come across official or local marking signs that indicate the presence of explosive hazards. Marking signs can be paintings on walls or on the ground, formal danger signs (“mines” “hazard” “danger mines”), wooden sticks, piles of stone. Respect those marking signs and stay away from the areas that have been marked. Warn others travelling with you that the area is not safe.

#8. If you stop on the way in a city or village, stay on main roads, avoid places with warning signs or indications of destruction (i.e. destroyed buildings, rubble), ask around for information about safe routes, known dangerous areas and possible EH contamination. You can also ask local residents how hazardous areas are marked in the area you travel to and be aware of those signs.

#9. If you travel with children, have them with you at all times. Ensure your children are vigilant about any unknown item they may find, especially if they look familiar/attractive but are in an unusual place. Tell them to inform you if they see something unusual/out of place. If it is not theirs, don’t let them approach it. Don’t let them play around in unknown areas, on roadsides, closed to marked areas, damaged buildings or areas where fighting took place. In case your children play under the observance
of other adults, talk to them about risks in unknown areas, and inform them what children should be allowed and not allowed to do.

**#10.** In case of an accident: if one or more persons are present in the safe area, it is vital that one of them take charge of the situation and give clear instructions. You can discuss before with your travel companions who would take the lead in such a situation, if you are in a group. Knowing who has knowledge of first aid procedures can help make this decision. Have someone keep a look out so that children and adults stay away.

1) **Do not rush to the victim** as other explosive hazards could be lying around the area of the accident. It is safer to avoid approaching the victim, by doing so, you could activate another EH and suffer an accident. Prevent others from approaching too. Speak to the victim from a safe distance.

2) Quickly assess the situation, use previous knowledge on contamination of the area and look out for possible signs or clues of the presence EH around.

3) **Maintain constant visual and/or verbal contact with the victim.** Speak to the victim from a safe distance: “Don’t move and keep calm! We’re going to help you”. The injured person should be advised to stay still to avoid increasing shock and stop blood loss using their own clothing and the person in charge should immediately call for medical assistance (see point 4 and 5)).

4) **Call for medical assistance,** or SARC Ambulance services 133 and provide all indications on the place and circumstance of accident, and the state of the victim (consciousness/type of injury/blood loss/time of accident). Seek guidance from medical professionals on how to best help the victim waiting for emergency medical services to arrive.

5) **Wait for medical assistance while keeping constant communication with the victim.** If you have to leave the area to get medical assistance, take mental or written note of the location, noting reference points that will help you and the medical team locate the exact location when coming back. When possible, send someone to get medical assistance, or ensure someone stays on the site while medical assistance is coming.

In case you cannot get medical assistance or support (isolated area with no network coverage or difficulty of access), and decide to help the victim anyway:

1) **If the accident happens in a minefield:** never enter the area, as you risk your own life by trying to help. Prevent others from entering the area. Maintain constant visual and/or verbal contact with the victim. Speak to the victim from a safe distance: “Don’t move and keep calm! The injured person should be advised to stay still to avoid increasing shock and stop blood loss using their own clothing.

2) **If the area of the accident shows signs or clues of possible presence of IEDs:** you risk your own life by trying to help. Do not go to help the victim and prevent others from doing so. Speak to the victim from a safe distance: “Don’t move and keep calm! The injured person should be advised to stay still to avoid increasing shock and stop blood loss using their own clothing.

3) **If the area of the accident shows no sign or clue of other EH, is known to be safe and if the accident seems to have been caused by one isolated EH,** ensure only one person goes to help the victim, while the others are staying at a safe distance.

4) **While you are with the victim, keep constant communication with him/her,** check if and how the person is breathing, observe where the person is injured and evaluate blood loss.
Key messages 3: Summary

During your return, travel safer, protect your life!

- Follow your travel plan. Change itinerary in case you learn an area might be dangerous, sticking to well-travelled roads.
- Travel carefully only during daytime and always with your travel companion.
- Always carry with you a charged phone with credit. Keep your relatives in Syria informed about your travel plans and progress.
- If you see an explosive hazard or an area that could be dangerous, stay at safe distance and prevent those travelling with you from approaching. Report if possible (108 or local authorities).
- Respect marking and warning signs, stay away from marked areas and inform others travelling with you about possible EH presence.
- In case of accident, do not rush to the person injured as other EH might be lying around, call emergency medical services or SARC ambulance service: 133. Wait for medical assistance while keeping constant communication with the victim if possible.

2.4 Key Message Package 4: Upon your Return: Stay safe. Stay alive.

2.4.1 Immediately upon arrival

FACTS: 39% of recorded EH accidents happened in housing yards or buildings, 34% in agricultural areas, 10% on roads and roadsides, and 6% in common community facilities (market, educational and medical facility, commercial building, community...).

#1. Arriving safely is a relief. However, you will need to stay alert, especially if your home is in an area where previous bombing or fighting took place, or if it shows signs of prior occupation by combatants. Do not rush to your home. Take the time to talk to local authorities, neighbors and people living in the surroundings about possible EH contamination.

Tip: you can use the same questions that you asked prior to the return to confirm and update historical and safety information.

#2. If your house/building shows external signs of destruction, it is probable that it has been targeted by air-launched or ground-launched weapons. Some of them might be unexploded and represent a direct threat to your life and the life of your loved ones. Your house might be unstable and liable to collapse. Refrain from entering your house and prevent your family members from doing so. Call the hotline number 108 to report the situation, and/or call local authorities. Ask your relatives to host you in a safe place until you are sure your house is safe.
#3. If your house has been occupied, shows signs of forced entry (damaged doors and windows), presence of unusual objects that are not your property, wires or cables around doors and windows, it may be contaminated by IEDs.

#3.1 Remember IEDs are bombs fabricated in an improvised manner, designed to lure, kill and maim people who come across them. They can look attractive or intriguing, or they can be hidden, disguised as everyday objects. IEDs can trigger in different ways, depending on its fabrication: tripwire, pressure or pressure release, push, pull or tilt.

#3.2 Do not use mobile phones near suspected IEDs as this may cause detonation.

#3.3 Refrain from entering your house and prevent your family members from doing so. Call the hotline number 108 to report the situation, and/or call local authorities and/or inform community members you trust. Ask your relatives to host you in a safe place until you are sure your house is safe.

#4. If you return to your home, have it inspected before by professional clearance teams, or by the military. Avoid paying people who are not professional to clear your house of potential EH. They may not have the expertise to clear it thoroughly and may be injured or killed. Seek advice from local authorities on where you can stay until your house has been checked.

#5. In the absence of other options (to inspect and/or clear your house of explosive hazards by professional clearance teams or by the military; to accommodate you in a safe place while your house is being assessed), and if you collected information indicating that your house might not be contaminated by explosive hazards, stay alert and take precautionary measures before entering your house:

1) Do not involve all the family in checking the house: don’t send more than one adult at a time to check houses, and make sure your family members, neighbors or bystanders are away from the house while it is being checked. Protect them from any accident that might happen.

2) Inform others for them to be able to respond and ask for help if anything happens.

3) Check the house/building during daytime, for better visibility, but also because medical services are available and functioning and the police or military with clearance capacity can support if required.

4) Observe very well each space before you move to the next room. Check one room at a time.

5) Be vigilant of any suspicious/unknown explosive hazards (IEDs, UXOs)

6) If you find any suspicious object, avoid approaching and touching it until you find an expert that can help you to deal with it.

7) If you have any doubt, don’t enter a room that shows signs of EH contamination.
#2. If you intend to engage in those activities, make sure that you gather information first on possible EH contamination in the area. Example of questions you can ask to local authorities, leaders, people who have resided in the area for a long time, and people engaged in those activities are:

1) **Information about conflict background of your community:**
   - Has the area been affected by bombing/shelling or fighting?
   - Has the area been hosting combatants?

2) **Information about EH likely presence and impact on your community:**
   - Has this activity been performed without incidents regularly in the recent months?
   - Do you know if EH have been seen/reported in this area and surrounding roads?
   - Has the area been marked by local authorities or community members with warning signs indicating the presence of explosive hazards?
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➢ Have there been any explosive hazards accidents in the area, killing/maiming community members or damaging property/land/roads/killing animals?
➢ Are there some areas to avoid in the community due to the presence of explosive hazards?
➢ How are potentially dangerous areas and EH marked in the community?
➢ Are there areas where people don’t go, or are scared to go? Why?
➢ In case you find an EH, who are the authorities responsible to handle these situations? Who can take action? How can you report it?

3) Information about availability of EHRE and Clearance services in your community:
➢ Have community members received EHRE in the past years in the area?
➢ Has the area been surveyed or cleared by professional clearance teams?

#3. If the area where you plan to conduct those activities (or any other activity) is not safe, or if the safety level is not known, look for alternatives. What organizations are providing the services and resources you need in your area? There may be community centers, humanitarian organizations or local associations who can help you get this information. It is better to gather information on existing safe options for work and livelihoods before returning and evaluate the risk in case options are limited.

FACTS: 22% of recorded EH accidents happened during household, construction/rehabilitation, or rubble removal work.

#4. Household work can be among the first activities you will undertake in your house or the place where you will stay after returning. If your house has been damaged, it might be contaminated by EH that are unexploded and dangerous. IEDs are also a threat, especially if your house has been occupied by others in your absence. Be careful to see if anything in the house/building has been moved, is out of place, or looks like it has been tampered with. Do not let children touch things until the house/apartment has been checked. If you find anything suspicious or likely to be an EH, stay away, inform others, and report to local authorities or hotline number 108.

#5. Rubble removal or rehabilitation work can be among the first activities you will undertake in your house or the place where you will stay after returning. Keep the previous recommendations in mind when considering those activities. Do not try to remove/move an explosive hazard, and do not let other people do so. If you find anything suspicious or likely to be an EH, stay away, inform others, and report to local authorities or hotline number 108.

#6. In case you want, or are asked to, engage in construction or rubble removal activities for a local organization, association of simply to support a friend or a relative, make sure that the above steps have been taken before engaging. Always be alert and notice any object out of place, unusual objects in your surroundings. Remember that some IEDs can look like harmless objects you are familiar with. Ensure you and your co-workers receive a safety briefing before engaging in these activities, and gather as much information as possible on areas likely to be contaminated by EH.

#7. Make sure children and youth are away and protected from any area where rubble removal construction and rehabilitation work take place. Make sure they are not engaged in those risky activities to protect their lives.
Key messages 4-2: Summary

Once Arrived: Stay safe. Stay Alive!

✓ Ensure you and your family members receive information and Risk Education on EH risks in your area of residence
✓ Before engaging in livelihood activities in your community or other areas, assess your likely exposure to EH. If your livelihood activity puts you at risk of EH accident, look for alternatives. No money is worth your life or the life of your loved ones.
✓ Make sure children stay in safe location and establish boundaries with them not to be crossed. Teach them about the risks of EH, how to recognize them, and how to stay away from EH.

2.5 Key Message Package 5: Protect Others, report EH

#1. Make a mental or written note of the location, signs and suspected item to communicate information as clearly as possible to the people living in the area and to the local authorities. Do not take photos with your mobile phone as the phone signals can cause detonation.

#2. Remember the key information you need to pass on for reporting:
1) Detail location as precisely as possible. (Pin on google map, note down or take a mental note on location - km from the closest city/village, road name, point of reference on the road (rock, landscape, road sign, etc.)) If you are not in direct proximity of an EH/potentially dangerous areas, you can use a localization application like: Get Geo Coordinates.
2) Mention safe access roads/points to the dangerous area or EH.
3) Mention if the dangerous area/EH poses a direct threat to the population (populated neighborhood/public place and building, road to school, cultivated land, frequently use road, water source...).
4) If there is any marking or sign, describe it.
5) Describe what you have seen (without approaching) and any information to complement/explain why you believe it is dangerous.

#3. Inform people in the area, including school teachers, family, relatives and other people you think might be at risk about the danger and on the above safety procedure.

#4. Inform the nearest local authorities of any alleged or suspected presence of explosive hazards and/or call hotline 108. The authorities responsible to handle these situations may vary from one location to the other, make sure you ask around to know who to report it to, someone who can take action.

#5. Tell your children to report any alleged or suspected presence of EH to you or a trusted adult.
2.6 Key Message Package 6: Protect your children by teaching them safe behaviors

FACTS: Children are at particular risk of EH and represent 24% of civilians killed or injured by EH in Syria. Children are at risk of EH in various situations; while playing, walking to school, or supporting their families’ income generating activities.

FACTS: 61% of EH accidents involving children happened while they were playing in a house yard, building or residential vicinity.

#1. As a parent, caregiver or adult, make sure children are aware and stay away from areas affected and damaged by the conflict. Make children aware of the risks of EH and their consequences. Teach them the basics on how to recognize EH, and the places to avoid in their community. Tell them never to approach or touch unknown items as they may be dangerous and could harm them and their friends. Teach children to inform adults if they see something unusual or out of place. It is important to involve your children in these conversations on EH. It is equally important for children to let them share their knowledge on the explosive threat with you and other adults and children. If children feel that they participate in the learning and dissemination of EHRE knowledge it will be easier for them to remember and learn from the conversation and become themselves agents of change which ultimately promote and sustain behavior change. If EHRE is available in your community, make sure that your children attend an EHRE session in or out of school.

FACTS: 29% of recorded EH accidents happened while playing deliberately with EH or trying to move/dispose of EHs.
#2. Children are often curious and like to explore and discover, especially in new environments. As a parent, caregiver or adult it is important to keep them informed and aware of the danger of playing or tampering with unknown objects and that they refrain from touching, kicking, getting close to any unknown, suspicious, unusual objects when playing and spending time outside. Some children, especially boys, might be tempted to get close to EH to impress their friends. Teach them that real heroes are those who protect others and themselves from EH, staying away from EH and reporting EH to adults.

#3. Where possible, make sure children stay in a safe location (free from explosive ordnance), and establish boundaries with them not to be crossed. You can discuss with them in advance what to do if they encounter an unusual item, by giving them key steps to remember: 1) stay calm and away from the item, 2) take note of the surroundings and where EH is located, without approaching it, 3) inform your friends and everyone around you of the danger and tell them to stay away, and 4) inform an adult as soon as possible.

#4. Lead by example and adopt safe behaviors at all times, avoid touching, tampering with or moving an EH in front of children. If you have unsafe behaviors, children seeing you might think they can adopt this behavior and put their lives at risk. Adopting safe behaviors will protect you and your children.

#5. Never involve children including adolescents in marking dangerous areas or suspected items. Only adults who feel confident to do so can place marking to indicate dangerous areas from a safe distance/location. Teach your children to recognize and stay away from marking.

#6. If local authorities or demining squads are clearing explosive ordnance in your area, ensure all children stay away from the area.

#7. While speaking to children, focus on encouraging them to actively engage in protecting themselves and their friends. Try to avoid relying on the word “no” or “must” which, especially among adolescents, may have the opposite effect. You will find a couple of examples of messages to use while talking to children about EH.

#8. Adapt the messages you provide to your children depending on their age and capacity of understanding simple to more complex messages. Below are examples of age adapted messages:

**#8.1 Preschool (ages 3-6):**

- Stay in safe places - ask an adult where you can play.
- If you think you are in a place you don’t know or where children can’t go alone, ask for help.
- Remember not to touch or play with objects that you don’t know. These may be dangerous and could do a lot of harm at the lightest touch.
- If you have an accident with an explosion, you will be hurt and it will be difficult to run and play. Better to stay in known safe places.
- EH (or ‘bombs’) can take many shapes and forms. This is why you should always pay attention to unknown objects to protect yourself, your family and friends. If it’s not yours, don’t approach it, don’t touch it!
- If you see somebody playing or touching unknown objects you should walk away from the person and look for an adult to tell him or her of what you have seen.
#8.2 Primary school (ages 6-12):

- Stay in safe places - ask an adult which place is safe.
- If you see something dangerous or hear about a dangerous area tell your parents, an adult or your teacher.
- Remember to stay away from objects you don’t know.
- Always stay away from military objects.
- EH can take many shapes and forms. This is why you should always pay attention to objects you don’t know and haven’t seen before to protect yourself, your family and friends.
- If you are in a dangerous area, (1) remember to stay calm and stay away from dangerous items, (2) look around you and see if you can see where the danger is, 3) inform your friends of the danger and tell them to stay away, (4) go back to a safe place, and (5) inform an adult as soon as possible.
- If you are in a dangerous area and you cannot move, remember to stay calm and wait for help.
- Be brave and be a hero: help your friends, family and other adults to avoid going into unsafe areas, or to touch unknown objects.
- If you see somebody playing or touching unknown objects you should walk away from the person, tell your friends to do the same and inform an adult about what you have seen.

#8.3 Secondary school (ages 12-17):

- Stay in safe areas - ask an adult which area is safe.
- If you are in a dangerous area, (1) remember to stay calm and stay away from dangerous items, (2) take note of the surroundings and where the dangerous object is located, 3) inform your friends of the danger and tell them to stay away, (4) come back to a safe location and (5) inform an adult as soon as possible.
- If you are in a dangerous area and you cannot move, remember to stay calm and wait for help.
- If you see something dangerous or hear about a dangerous area report to the authorities.
- Remember that you learned not to touch unknown objects.
- Always stay away from military objects.
- EH can take many shapes and forms. This is why you should always pay attention to unknown objects to protect yourself, your family and friends.
- The best thing you can do to support your family is to keep yourself safe and stay alive.
- Be brave and be a hero: help your friends to avoid going into unsafe areas, or to touch unknown objects.
- Find out from your teachers and adults how you can support your family and neighbors to stay safe (awareness raising).
- If you see somebody tampering with unknown objects you should walk away and encourage your friends to do the same and inform an adult or the authorities about the situation.
Key messages 6: Summary
Protect your children by teaching them safe behaviors

➢ Make your children aware of the risks of EH and their consequences. Adapt your messages to their age and ability to understand simple or more complex guidance
➢ Teach them how to recognize EH, and the places to avoid in their community.
➢ Tell them never to touch unknown items and to inform you or another adult if they see something unusual or out of place.
➢ Give them simple and key steps to remember:
   1) Stop immediately, stay away from the danger
   2) Inform your friends of the danger and tell them to stay away.
   3) Inform an adult as soon as possible
III. Resources for EHRE programming

1. Examples of EHRE materials

Below are examples of RE materials used in Syria and adapted to age and gender groups. They can inspire you to create the materials needed with the set of messages indicated above. RE materials for adults shall always be adapted to the context and be oriented towards practical advices contributing to enhance situation awareness and capacity to assess a potentially dangerous situation, therefore supporting decision-making towards safe behaviors. RE materials for children shall contain RE messages adapted to children’s age groups and specific needs can be used in various types of RE materials. Using bright colors, characters, and symbols they can easily identify with, without relying on their reading skills for the youngest children, is recommended.

1.1 Posters for adults

The collage below is made of various posters currently used by different RE providers in Syria and the region. They were designed to support mainly:

- EH recognition and situation awareness
- Marking signs recognition
- Unsafe behavior identification
- Safe behavior adoption

[Collage of posters with various safety messages]
1.2 Leaflets for adults

The collage below is made of various leaflets currently used by different RE providers in Syria and the region. Like the posters above, they raise awareness on EH risks and promote safe behaviors. Some of them target the general public, other address specific audiences such as:

- Farmers/herders
- Rubble removal workers
- IDPs
- Caretakers
1.3 RE materials for Children

The collage below is made of various RE materials currently used by different RE providers in Syria and the region. Like the leaflets for adults above, they raise awareness on EH risks and promote safe behaviors, but they are using simpler messages and bright colors to ease children learning process. Children RE materials may be:

- School notebooks and coloring books
- Board Games
- Videos
- Simple leaflets, posters stickers

Zoom in to see more details...
2. List of online EHRE Resources for programming

The following is a list of selected key resources for EHRE Resources. This list is not exhaustive and should be completed with relevant documents and publications on host countries’ contexts.

**International standards on RE**

- IMAS 12.10 *International Mine Action Standard on Risk Education*: This standard is expected to be updated in 2020
- Technical Note for Mine Action: *Risk Education for Improvised Explosive Devices*

**Global Guidelines on EORE**

- The 12 IMAS Mine Risk Education Best Practices Guidebooks (UNICEF/GICHD):
  - 1: An Introduction to Mine Risk Education
  - 2: Data Collection and Needs Assessment
  - 3: Planning
  - 4: Public Information Dissemination
  - 5: Education and Training
  - 6: Community Mine Action Liaison
  - 7: Monitoring
  - 8: Evaluation
  - 9: Emergency Mine Risk Education
  - 10: Coordination
  - 11: The Collected IMAS on Mine Risk Education
  - 12: Glossary of Terms and Resources
- Leaving no one behind: mine action and the sustainable development goals (GICHD/UNDP)
- Mine Action and Effective Coordination: The United Nations Inter-Agency Policy
- The United Nations Mine Action Strategy 2019-2023

**Relevant global resources on EORE:**

- EORE sectors mapping and needs analysis (GICHD)
- Review of New Technologies and Methodologies for EORE in Challenging Contexts
- Mine and ERW Risk Education: A Project Management Guide (GICHD)
- Practical Guide “Implementing Armed Violence Prevention Activities in Emergency and Open Conflict Contexts” (Humanity and Inclusion)
- EORE and Covid-19 Library (UNICEF)
- EORE Library – New technologies and Methodologies for EORE (GICHD)
- Increasing Resilience to Weapon Contamination Through Behavior Change, Red Cross and Red Crescent Guidelines
- Digital Communication in Weapons Contamination (WeC) Programs
- UNMAS Safety Handbook:
  - English version
  - Arabic version
- Integrated approaches to EORE (ARMAC)
Resources on EORE relevant to the regional/refugee return context

➢ Addressing the Explosive Hazards threat in Northern Syria: Risk Education on Landmines, UXOs, Booby Traps, and IEDs (JCW)
➢ UNMAS in Afghanistan Behavior Change Communication for EORE (UNMAS)
➢ EORE for returnees in Afghanistan (DRC/DDG)
➢ EORE Strategic Media campaign in Iraq
➢ Explosive Hazards Risks Governorate Profile (RDSWG-EHRE WS)

Regional Resources on Syria and Host Countries

➢ Regional Durable Solutions Working Group
➢ Regional operational framework for refugee return in Syria
➢ Regional Intentions and Perceptions Survey, 2019 (UNHCR)
➢ Vulnerability Assessment of Syrian Refugees (VASyR) in Lebanon, 2019 (UNHCR)
➢ Humanitarian Needs Overview Syrian Arab Republic, 2019 (OCHA)
➢ Humanitarian Response Plan Syrian Arab Republic, 2019 (OCHA)
➢ Mine Action Syria Response (in humanitarianresponse.info - OCHA)

3. Other EHRE Workstream outputs to support EHRE evidence-based programming

3.1 Brief User’s Guide on EH Risk Profile Dashboard produced by the EHRE WS

3.1.1 What is the EH Risks Governorate Profile Dashboard?

The EH Risks Governorate Profile Dashboard is a digital platform that presents available data on:

- EH contamination patterns in each Syria governorate: page 1
- EH victims in each Syria governorate: page 2
- EHRE activities in each Syria governorate: page 3
- Syrian Refugees and return: page 4

This dashboard has been developed to support the preparedness efforts of the RDSWG by the EHRE WS. It is based on information collected and verified by partners based in Syria and host countries. The information is to be used only for planning and preparedness purposes and does not imply verification and endorsement by RDSWG or its members. The EH Risks Governorate profile is therefore an analytical tool for UN agencies and HMA actors that should be complemented and triangulated with other sources of information and survey data if available.
3.1.2 **How to use the dashboard?**

The dashboard allows the selection of specific governorates to narrow the geographic scope. It is also possible to select and analyze data across several governorates by using the drop-down list under the “Governorate” heading. For some sets of data, the geographic scope can be brought to the district or sub-district level.

The dashboard is part of a broader information package produced by the EHRE Workstream, composed of:

- Explosive Hazards Risk Profile Analysis
  - Analysis summary of EH Risks Governorate Profile Dashboard
  - Analysis summary of main target groups to be considered for EHRE activities based on EH victim analysis
- EHRE Messages and Recommendations
  - EHRE technical recommendations and guidance for EHRE practitioners
  - EHRE messages for Refugees’ safer return

3.1.3 **What are the data sources of the dashboard?**

Several data sources are used in order to inform the EH Risks Governorate Profile Dashboard and cover different time periods:

- IMSMA database - managed by UNMAS Syria Response Programme (SRP) since 2013;
- UN Monitoring and Reporting Mechanism for Syria (MRM4Syria), since March 2011;
- Open source conflict data since 2015 used for data analysis for humanitarian priorities;
- Community level assessment from 2017 up to 2019;
- Other existing information at EH RE practitioners’ level (RE 4Ws for Syria) since 2016.
- UNHCR public data on refugees in host countries and returns since 2016.

The sources of data are indicated for in each section of the dashboard. The Dashboard is updated by the UNMAS SRP on a bi-monthly basis.

In case of any questions about the data sources and/or the reporting period, or any specific requests or queries regarding the data, please contact UNMAS SRP via email: unmassyria@unops.org (Mention “EH Risks Profile Dashboard” in the subject of your email).

3.1.4 **What are the limitations in the use of EH Risks Profile dashboard?**

When consulting the dashboard, please keep in mind that Victim data extracted from the IMSMA Database and presented in the Governorate Profile dashboard represents only a partial overview of the EH contamination and of the total number of EH accidents (and direct EH victims) in Syria.

Regarding Victim data, based on the number of Victim reports completed and collected (more than 12,000 since 2013) and the methodology used to collect the data (individual face-to-face interviews), UNMAS SRP considers that the ratios presented are reliable and correspond to the real profile of victims. As “do not know” and “other” responses can ultimately impact the quality of an analysis based on the presented data, where possible, the percentage of “do not know” and “other” answers is indicated in the
graphs. When using information extracted from the dashboard, this variable has to be taken into consideration. Despite limitations (see below) and missing or incomplete information in a certain number of reports, the number of Victim reports and the methodology used to collect information on direct victims guarantees a high level of confidence in the victim data presented in the Governorate Profile Dashboard.

Thus, data and ratio presented in the dashboard can be considered as the reflection of a real situation and should be used as such to illustrate the reality of EH accidents in Syria.

The dashboard users have to consider the following limitations:

1) Limitations linked to methodology used to collect data (IMSMA Data)

Due to the limited access to reliable data in Syria, the EH Risks Governorate Profile can only be considered as a partial overview of the EH contamination and related accidents. Limitations exist and are related to the methodology used to collect the data:

a. On EH contamination

The understanding and knowledge about the type of explosive hazard causing an accident might be different depending on the person filling in the report and the person interviewed. Furthermore, categorizations of items could differ from a report to another. Accuracy and reliability of data regarding the type of explosive hazard at the origin of the accident are limited in Victim reports, and therefore the governorate profiles do not address the link between victims and type of hazard. Open source data, community-level assessments collected by other actors in Syria, and Community Impact Survey (CIS) data collected by HMA stakeholders in Syria provide some indication of the type and extent of contamination in governorates based on the prevalence of explosive incidents and on community perceptions and reports of contamination (page 1 of EH Governorate profile Dashboard).

However, in order to systematically identify the nature of explosive hazards and to evaluate the true extent of the contamination in a given area, dedicated actions need to be undertaken by specialist HMA actors (through Non-Technical Survey/NTS and Technical Survey/TS).

b. On Direct EH Victims and the circumstances of accidents

Other limitations in the data presented in EH Risks Governorate Profile are due to missing information in some Victim reports: details on circumstances, activities at the moment of accident, exact location, knowledge of the victim about the hazardous areas, type of explosive hazard at the origin of the accident, etc. are missing in a number of reports. In addition, some of the data presented in the governorate profiles compare victim data over different periods of time, which could ultimately lead to statistical biases. These comparisons are done to show major variations between periods but the margin of error on these variations needs to be considered. For example, children only represent 24% of the victims in Syria according to IMSMA data compared to global figures where children represent 54% of EH civilian casualties. To balance this potential bias the IMSMA data in the EH Risks Profile are complemented with UN-verified data from the Monitoring and Reporting Mechanism (MRM) – see section four below.

2) Limitations due to unequal geographical coverage and access (IMSMA Data)

As mentioned above, filling an IMSMA Victim report requires a face-to-face interview, and the coverage is limited to areas where HMA reporting actors have direct access to the victims and their relatives. Due to access limitations faced by HMA reporting actors, it remains a challenge to have an accurate geographical analysis of EH accidents prevalence. Other data sources allow us to have an overview of
accidents per governorate, which provides a better identification of areas with the highest concentration of explosive ordinances. UNMAS considers that circumstances leading to accidents can be analyzed from a governorate-level perspective, even if the nature of explosive devices varies depending on the contamination context, and thus the consequences of these accidents may be different. Further analysis and triangulation of datasets should be conducted in order to compare contamination location with accident mapping.

3) Limitations linked to QA system on data collection

Ensuring quality assurance and systematic monitoring of data collection implies dedicated resources and consistent access to areas of intervention. In Syria, these possibilities remain limited despite numerous efforts in the past months to enhance the quality of data collection by HMA actors. However, UNMAS SRP is closely monitoring the quantity and the quality of data collected by HMA actors with respective Information Management teams, and feedback is provided to concerned HMA actors to enhance the data collection mechanism.

4) Limitations linked to methodology used to collect data (MRM4Syria Data)

The MRM4Syria documents and verifies grave violations committed against children in armed conflict in Syria. It has documented and verified incidents of grave violations since the beginning of the conflict in Syria. One of the violations is killing and maiming of children which includes children killed or injured by explosive hazards. The MRM data is not indicative of the overall scale or scope of children killed or injured by explosive hazards in Syria, but rather of the number of such incidents it was possible for the United Nations to capture and verify through primary sources. For an incident to be considered verified according to the Monitoring and Reporting Mechanism methodology, UN staff or partners need to interview the child victim or survivor of the grave violation, or a primary witness, e.g. the parents, first responder or health personnel, and vet that information by corroborating it with secondary sources. After this rigid vetting process, the incident is categorized either as verified or as an allegation. All cases presented in the EH Risks Profile dashboard are verified cases.

3.1.5 Recommendations on data collection

Monitoring and Evaluation efforts need to be continued and recommendations are as follow:

- UNMAS to continue the development of Victim Data Collection (VDC) by HMA actors using IMSMA Victim reports.
- UNMAS to keep close oversight of HMA actors using the Victim reports, to avoid reporting overlap and duplication, and to guarantee data quality and reliability.
- UNMAS and HMA actors to ensure regular training sessions with HMA actors using Victim reports and proceed with Quality Assurance actions.
- UNMAS to regularly update IMSMA Victim report content in close collaboration with HMA actors using the template in the field and based on relevant feedback from data users.
- Users should triangulate Victim Data analysis with other data sources (such as data from Ministry of Health, MRM4Syria, etc).
- Users to deliver regular in-depth analyses of data by cross-checking multiple categories of information.
- HMA actors should enhance CIS and NTS efforts to provide enhanced information on the type and extent of EH contamination in most conflict-affected areas.
3.2 Explosive Hazards Risk Analysis produced by the EHRE Workstream

Profiling of potential risks related to EH for refugees intending to return

The conflict in Syria has resulted in extensive contamination EH including landmines, abandoned and unexploded ordnance (ERWs) and IEDs. Each type of EH poses different risks to the safety and security of civilians living in Syria, including those returning, and requires different mitigation strategies. EH pose a long-term threat to people living and working in contaminated areas and particularly to returning IDPs and refugees, who are less likely to be aware of possible contaminated areas due to prolonged absence. EH can be concealed in unexpected locations, have different shapes, sizes, and colors, and are often difficult to spot. Some are difficult to identify as EH. According to the 2020 HNO (draft), an estimated 11.5 million people live in areas affected by EH in Syria, highlighting the extent of the risk that much of the population is exposed to. This document has been developed by the EHRE Workstream, under the umbrella of the Regional Durable Solutions Working Group. It provides an overview of potential risks related to EH for the population, including for refugees intending to return. It is based on existing data, including from UNHCR, HNAP, the EHRE practitioners in Syria and host countries, the Information Management System for Mine Action (IMSMA), the UN Monitoring and Reporting Mechanism for Syria (MRM4Syria) and the Syria 4Ws RE response data (OCHA/UNMAS). To see a full overview of the analyzed data, see the EH Risks Governorate Profile Dashboard and EH Risks Governorate profile Dashboard Brief User Guide.

### Syrian registered Refugees per Country of Asylum

<table>
<thead>
<tr>
<th>Country</th>
<th>%</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turkey</td>
<td>64.7%</td>
<td>3,591,892</td>
</tr>
<tr>
<td>Lebanon</td>
<td>16.1%</td>
<td>892,310</td>
</tr>
<tr>
<td>Jordan</td>
<td>11.8%</td>
<td>657,287</td>
</tr>
<tr>
<td>Iraq</td>
<td>4.5%</td>
<td>247,247</td>
</tr>
<tr>
<td>Egypt</td>
<td>2.3%</td>
<td>130,047</td>
</tr>
<tr>
<td>Other (North Africa)</td>
<td>0.6%</td>
<td>31,657</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td><strong>5,550,440</strong></td>
</tr>
</tbody>
</table>

### Returnees

**Returns by Sex and Age [Jan-July 2020]**

Between January and July 2020 alone, over 21,548 refugees have returned to Syria from Egypt, Iraq, Jordan, Lebanon and Turkey, particularly to Aleppo, Al Hassakeh, Dar’a, Homs, Idleb, Ar-Raqqa and Rural Damascus governorates. In total since 2016 up to July
2020 250,332 refugees have returned from the five countries with numbers increasing every year. According to the HNAP Population Assessment, since the beginning of 2020, returned refugees, account for 2% (293,384) of the current Syrian Arab Republic population (more than 20 million), and are mostly present in Idleb, Aleppo, Deir-ez-Zor, Al Hasakeh, Homs and Rural Damascus Governorates.

| Intention and perceptions related to return | In early 2019, 5.9% of Syrian refugees interviewed as part of a regional survey conducted by UNHCR in Iraq, Jordan, Lebanon, Egypt, expressed their intent to return to Syria within the next 12 months. 93% of them indicated they will return to their place of origin. 75% of the Syrian refugees in the four countries (86% in Lebanon) are hoping to return to Syria one day. Around half of the respondents from this group stated that it will be important for them to visit Syria prior to making a final decision on return. The main governorates of intended return include Dar’a, Damascus, Homs and Aleppo. The key factors identified by refugees as influencing their decision to return were 1) safety and security; 2) livelihoods opportunities; 3) access to shelter; and 4) access to basic services, weighed with a variety of other factors, including their individual socio-economic situation in host countries. Approximately 85% of those planning to return in the next 12 months intend to do so with family members (both immediate and extended). Those who plan to return alone often have family already in Syria (36%) or want to check on the situation before bringing their family (26%). Around half of refugees surveyed indicated they have sufficient information to make an informed decision on their return. At the same time, the majority of refugees expressed a strong need to receive more regular information from trusted sources, especially related to the security situation and the availability of basic services and shelter in their place of origin. Their main sources of information currently are family members, friends and community members, including those who already returned to Syria, as well as state media and social media. |

| EH contamination profile | Since 2015, more than 314,000 incidents were recorded through open source channels, equivalent to an average of more than 218 incidents per day. Approximately 220,000 of them were caused by air-launched and ground-launched weapons. When applying the normal average 15% failure rate for modern weapons, it is clear that a considerable amount of residual contamination in the form of ERWs exists on Syria’s agricultural lands, residential areas, public areas and roads where armed conflict has taken place. Since 2015, |

For more information, see the Regional Intentions and Perceptions Survey, 2019 (UNHCR)
more than 9,700 incidents were caused by IEDs (77%), landmines (15%) and ERWs (8%). According to open source data, since 2015, the governorates most affected by explosive incidents, and therefore by potential residual contamination, are Idleb, Rural Damascus, Hama, Aleppo, Da’ra, Lattakia, Homs. When cross-checking with Victim data (see below EH victim profile), other governorates highly impacted by EH include Ar-Raqqa and Deir-ez-zor.

Through community level assessments (MSNA) conducted since 2011, 47% of the community members surveyed in the country reported having witnessed explosive incidents in their community.

The main types of land reported by communities as contaminated by EH are agricultural land, access roads, private property, public buildings, and schools. This data is consistent with IMSMA data collected on Explosive Hazards accidents (see below EH victim profile).

For more information, see the EH Risks Governorate Profile Dashboard developed by the EHRE Workstream.

Explosive hazards might therefore pose an immediate and long-term threat to refugees during and upon return, and contamination can affect their ability to access basic services and livelihood opportunities which are essential to re-establishing lives and livelihoods.

### EH victims profile

Between November 2013 and February 2020 more than 12,300 IMSMA Victim Reports have been collected in Syria. Based on the IMSMA database the EH incidents recorded involved a total of 12,345 civilians (2013-2020), of which 4,389 had been killed and 7,596 had been injured. EH Victims are mainly reported in the following governorates:

Aleppo, Idleb, Hama, Dara’a, Raqqa, Deir Ez Zor and Rural Damascus. According to the victim and accident data available, men and boys represent 86% of all recorded victims affected by EH accidents (67% men and 19% boys). Of the total number of direct victims, 24% are children. According to the victim and accident data available, men and boys represent 86% of all recorded victims affected by EH accidents (67% men and 19% boys). Of the total number of direct victims, 24% are children.
The IMSMA data shows that the locations where the majority of accidents took place were in *house yards and buildings* (39%); on *agricultural lands* (34%); while 10% of the accidents took place on *paved or unpaved roads and roadsides*. Through the cross-analysis of different criteria, it becomes possible to identify some recent trends. Since 2019, 83% of direct victims of EH accidents happening on paved roads are men; 20% of direct victims of EH accidents happening in house yards/buildings are women and girls; 36% of direct victims of EH accidents happening in rangeland are boys.

The data also shows that the most common types of activities conducted at the time of the EH accidents are: *travelling or moving* from one place to another (26%, although disproportionately affecting IDPs, 48% of the total), *herding and tending livestock* (22%), and *household work* (14%). A high proportion of victims (14%) were reportedly *playing deliberately with the EH* or *trying to dispose of or move it* (5%). This raises concern about intentional or forced risk-taking behaviors. Additional analysis of the data indicates that *children* are most often the victims of accidents when engaging in activities such as *playing deliberately with EH* and *farming/herding livestock*. *Women and children* most often become victims of EH accidents while engaging in household work, and *men* *while travelling or moving*.

Finally, it has been observed that in more than 70% of the incidents the victim went to the same contaminated area several times before their accident and that almost 25% of the victims did know that the area was dangerous and contaminated (32% for IDPs). Lastly the vast majority of victims did not, or did not know, if they received any RE information prior to their accident, which highlights the urgent need for RE interventions.

For more information, see the [EH Risks Governorate Profile Dashboard](#) developed by the EHRE Workstream.

As the above data shows, travel and movement on roads or engaging in certain livelihood and daily-life activities in residential and agricultural areas expose people in Syria to EH risks.

Syrians returning to their areas of origin are more likely to:

- be socially and economically vulnerable, making it more likely for them to engage in negative coping mechanisms such as adopting risky behaviors to access livelihood opportunities.
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• travel/move to known/partially known/unknown areas.
• lack appropriate RE;
• lack information on EH contamination in travel areas and areas of return inside Syria.

Men and boys are disproportionately the most common victims of EH and are more likely to adopt risky behavior patterns. They should be a primary target group to take into consideration when developing EHRE programming for refugees intending to return.

**EHRE in Host Countries and inside Syria**

**EHRE in host countries:**

Few ongoing EHRE activities which include or target Syrian refugees, were identified in Lebanon, Iraq and Turkey and these gaps are even more severe in Jordan and Egypt. Ongoing RE in host countries mainly focuses on in-country contamination. The RE messages focus on situation awareness (identification of EH and potentially contaminated environment), risk avoidance and EH reporting. **Only one project implemented by an INGO in Turkey was identified as particularly targeting Syrian refugees in view of their planned return to Syria. UNDP Lebanon**, in collaboration with the Lebanese Mine Action Centre, UN Agencies (UNICEF, UNHCR, UNMAS) and Humanitarian Mine Action INGOs is developing a pilot project on EHRE for Refugees in Lebanon. For more information related to the project, contact UNDP Lebanon: ariane.elmas@undp.org. Discussions were held during a series of 3 webinars, organized in July 2020 by UNDP Lebanon, with the participation of the EHRE Workstream members. These discussions have contributed to shaping the methodology used by the EHRE Workstream to develop **EHRE Messages and Recommendations for safer return**.

**EHRE inside Syria:**

According to the Syria 4Ws RE Response data (OCHA/UNMAS), **RE activities are taking place in all 14 governorates in Syria and are being implemented by 42 RE practitioners. The highest concentration of actors providing RE is in northern Syria, including the governorates Aleppo, Al-Hasakeh, Ar-Raqqa, Deir ez-Zor and Idlib. The main beneficiaries of RE are minors (male and female in the same proportion).**

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**TOTAL # OF BENEFICIARIES REACHED BY YEAR SEGREGATED BY AGE & GENDER BASED ON 4W SINCE 2016**

- Total reached
- Female [0-11]
- Male [0-11]
- Female [12-17]
- Male [12-17]
- Female [18+]
- Male [18+]

Since 2016, IMSMA data records that more than 1,5 million women, girls, boys and men in Syria have received direct RE. The RE messages used are tailored to each population group and cover mines, ERWs, IEDs and cluster munitions. **The messages focus on situation awareness, risk avoidance, risk mitigation and risk reporting. Some RE messages used also include risk-minimization measures (for example, marking, protecting**
family members when entering a house/area that might be contaminated). The most common form of RE is in the form of sessions by humanitarian actors or public service providers and the most common methods used are leaflets, posters, billboards and mainstream media (TV, radio) but also social media (Facebook and Youtube). For children, specific RE materials have been developed, including interactive tools like painting booklets and games.

For more information, see the EH Risks Governorate Profile Dashboard developed by the EHRE Workstream.

Given the limited number of initiatives in host countries on EHRE for refugees related to safer return, initiatives such as the ones mentioned in Turkey and in Lebanon should be further expanded in the region. Tailored messages for at-risk groups such as adult males, and boys, but also female headed households that might be travelling with part of their family members should be developed and rolled out. Tailored RE messages should include information related to risk mitigation during travel and when engaging in everyday and livelihood activities including agricultural work, rubble removal, scrap metal collection, household work, etc. Combining remote, media and community based EHRE, that is coordinated between EHRE practitioners in host countries and inside Syria, is recommended. This would ensure the best possible support for refugees during and upon return to their area of return in Syria. Basic EH awareness for refugees could be provided through authorities in the host countries and/or UNHCR counsellors could also be considered for refugees that intend to return. Further survey efforts to better profile the refugee population, their knowledge of EH risks and related safe behaviors in host countries and in Syria should be conducted to ensure EHRE is qualitative, targeted, and relevant to the context. Efforts to provide the refugee population with accurate information on risks and safe options in terms of access to services and livelihoods as part of EHRE activities should be made to mitigate the risk of people adopting unsafe behaviors due to a lack of alternative.

For EHRE Messages and Recommendations see the EHRE Messages and Recommendations document developed by the EHRE Workstream.
3.3 Key essential short set of messages and recommended Arabic translations

3.3.1 Key messages 1: Summary

**Key messages 1**

*Know how to recognize EH and dangerous areas, know the life-saving precautions to take!*

- EH have different shapes, sizes, and colors, and are made of different materials but can all cause death or permanent injuries
- EH are widespread in Syria, especially in areas where fighting and bombing has taken place
- EH accidents can be prevented by following life-saving precautions
- Should you decide to return, make sure you get information on EH risks and safe behaviors before you travel to Syria
- Learn how to recognize and avoid EH and dangerous areas before travelling to Syria
- Learn how to behave if you find yourself in a dangerous area

3.3.2 Key messages 2: Summary

**Key messages 2: Summary**

*Before your travels: Prepare for safer return!*

- Prepare your travel carefully based on information you collect on your destination and travel routes
- Find someone to travel with, and make sure you are both aware of EH and safety precautions
- Tell a friend or family member in Syria where you are going and when you expect to arrive or come back
- Pre-register useful contact numbers in your phone including the numbers to report EH (108) and to receive medical assistance in case of an accident in Syria (133)
3.3.3 Key messages 3: Summary

**During your return, travel safer, protect your life!**

- Follow your travel plan. Change itinerary in case you learn an area might be dangerous, sticking to well-travelled roads.
- Travel carefully only during daytime and always with your travel companion.
- Always carry with you a charged phone with credit. Keep your relatives in Syria informed about your travel plans and progress.
- If you see an explosive hazard or an area that could be dangerous, stay at safe distance and prevent those travelling with you from approaching. Report if possible (108 or local authorities).
- Respect marking and warning signs, stay away from marked areas and inform others travelling with you about possible EH presence.
- In case of accident, do not rush to the person injured as other EH might be lying around, call emergency medical services or SARC ambulance service: 133. Wait for medical assistance while keeping constant communication with the victim if possible.
3.3.4 Key messages 4: Summary

Key messages 4-1: Summary

Immediately upon your return: Stay safe. Stay Alive!

✓ Even if it is hard, do not rush to your home. It might be contaminated by ERWs or IEDs. Gather as much information as possible from people living nearby your house and local authorities on possible EH contamination.
✓ If you suspect EH presence in your house perimeter, refrain from entering your house and prevent your family members from doing so.
✓ Call local authorities or hotline 108 to report suspected EH. Find alternative safe place to stay until the danger is cleared.
✓ If you have no other option but to enter your house, do not send more than one person at a time. Make sure your family members and your neighbours are away when the house is checked for the first time.

Key messages 4-2: Summary

Once Arrived: Stay safe. Stay Alive!

✓ Ensure you and your family members receive information and Risk Education on EH risks in your area of residence.
✓ Before engaging in livelihood activities in your community or other areas, assess your likely exposure to EH. If your livelihood activity puts you at risk of EH accident, look for alternatives. No money is worth your life or the life of your loved ones.
✓ Make sure children stay in safe location and establish boundaries with them not to be crossed. Teach them about the risks of EH, how to recognize them, and how to stay away from EH.

Key messages 4: Summary

الرسالة الرئيسية 4-1

مالدة العودة إلى منطقتك: حافظ على سلامتك و لا تعرض حياتك للخطر

لا تتسرب إلى الذهاب إلى منزلك حتى لو كان ذلك صعباً عليك، قد يحتوي المنزل على مخلفات الحرب غير المنفجرة أو العبوات الناسفة.
أجمع أكبر ممكن من المعلومات من السكان المجاورين لمنزلك و من السلطات المحلية عن وجود مخلفات الحرب غير المنفجرة في محيط منزلك لا تدخل إلى المنزل و امنع أفراد عائلتك الآخرين من الدخول.
اتصل بالسلطات المحلية أو الخط الساخن 108 للإبلاغ عن مخالفات الحرب غير المنفجرة المشتبه بها. إنها عبادة من أساليب الأمن و أي التخلص من الخطر الموجود.
إذا لم يكن لديك أي خيار سوى الدخول إلى منزلك، لا تسأل أكثر من شخص واحد في نفس الوقت. تأكد من بقاء أفراد عائلتك بعيدين عند المنزل لحظة تفحص المنزل للمرة الأولى.

الرسالة الرئيسية 4-2

بمجرد العودة إلى منطقتك: حافظ على سلامتك و لا تعرض حياة هناك للخطر.

تأكد من حصولك و أفراد عائلتك على المعلومات الكافية عن مخاطر مخلفات الحرب غير المنفجرة الموجودة في منطقة سكنك.
قبل الدخول بأي عمل لكسب لبمة العيش في منطقتك أو المناطق الأخرى، ياهم إعلان مخاطر مخلفات الحرب غير المنفجرة في حال قيامك بهذا العمل. إذا كان عملك سبب ضعف إلى خطر مخالفات الحرب غير المنفجرة أو حوادثها فعليك البحث عن بدائل لهذا العمل. لا قيمة للمال مقابل حياة أو حياة من يحب.
تأكد من بقاء الأطفال في مكان آمن و ضع لهم حدوات كي لا يتجاهلوها. قد يتعلمون عن مخاطر مخالفات الحرب غير المنفجرة و كيفية التعرف عليها مع البقاء بعيدين عنها دائماً.
3.3.5  Key messages 5: Summary

Protect others. Report EH

- Make a mental note of the location, signs, and suspected item to communicate information as clearly as possible to the people living in the area and to the local authorities.
- Inform people in the area, including schoolteachers, children, family, relatives, and other people you think might be at risk about the danger and on the above safety procedure.
- Inform the nearest local authorities of any alleged or suspected presence of explosive hazards and/or call hotline 108.

3.3.6  Key messages 6: Summary

Protect your children by teaching them safe behaviors

- Make your children aware of the risks of EH and their consequences. Adapt your messages to their age and ability to understand simple or more complex guidance.
- Teach them how to recognize EH, and the places to avoid in their community.
- Tell them never to touch unknown items and to inform you or another adult if they see something unusual or out of place.
- Give them simple and key steps to remember:
  1. Stop immediately, stay away from the danger
  2. Inform your friends of the danger and tell them to stay away.
  3. Inform an adult as soon as possible.

Efforts at reducing risk and promoting resilience in the community.

- Encourage children to become involved in community activities and initiatives.
- Support children’s emotional well-being through counseling and peer support programs.
- Foster a sense of community and belonging among children.

Recommendations on Programming, Messaging & EH Risks Analysis

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