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# Landmine Impact Survey - *Annotated Questionnaire*<sup>1</sup>

## Summary

This document, written at the suggestion of several country survey leaders, reproduces the SAC Landmine Impact Survey questionnaire, alternating page by page with annotations to the questions. The questionnaire is a template that the country surveys must adapt to local conditions through careful translation, teaching and testing.

An introduction is added to explain the nature of the template as a “*nearly-finalized source language (English) questionnaire*” and its formal structure. Later, in the questionnaire section, the fourth column is used to rate each question as essential or less important from the viewpoint of the Survey Action Center. Automated question numbering and autotext entries – two word processing features that make questionnaire changes more efficient - are detailed in a technical appendix.

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<sup>1</sup> With kind permission of the Survey Action Center and the Vietnam Veterans of America Foundation. This protocol was later resorbed into, and should be cited as:

Landmine Impact Survey Operational Protocol PO3 v.3 - Minimum Data Requirements and Questionnaire, Annex I Annotated Questionnaire by Aldo Benini, [http://www.sac-na.org/pdf\\_text/lisprotocols/P03\\_Minimum\\_Data\\_030415.pdf](http://www.sac-na.org/pdf_text/lisprotocols/P03_Minimum_Data_030415.pdf)

## Introduction

### ***The nature of the questionnaire template***

For the Landmine Impact Surveys, SAC provides the country survey leaders with a questionnaire template.

Technically, the template is a *nearly-finalized source language (English) questionnaire*<sup>2</sup>. It is nearly finalized in the sense that it provides, not topics and items, but questions, instructions, and response sets worded in detail. It is nearly finalized because country surveys are expected to add (a small number of) questions taking care of special country circumstances. Similarly, country surveys may delete questions that this protocol rates as optional. Country surveys then have the adapted version translated into their working language.

The template has two objectives: It contains the information requirements that the surveys need to fill in order to achieve certifiable products, notably the arguments of the impact score used to classify affected communities. It ensures congruence with the database also for other variables. Secondly, it provides an example of the conversational organization which interviews with community key informants are expected to follow, out of concern for the similarity of stimuli that the interviewers will create across these encounters.

In addition to meeting the impact scoring requirements (these are fairly obvious from the scoring sheet, see Protocol 9b Scoring Sheet), the survey collects information on

- The identity, location and basic demographic and institutional traits of affected communities
- Mined areas, their locations and basic physical traits
- Each of the recent victims of mine accidents and the total of the victims of less recent dates
- Recent mine action activities in the affected communities
- The identity and social status of the interviewed key informants.

The SAC questionnaire details those themes in a hierarchical order of modules and segments, including some that serve administrative purposes. The questions either correspond to particular fields in IMSMA, the database used to store the Landmine Impact Survey information, or they seek auxiliary information that helps interviewers to make tactical

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<sup>2</sup> Harkness and Shoua-Glusberg describe this and the opposite approach to questionnaire design: “A common point of departure for translation is what we call a *source language questionnaire* (SLQ) in finalised form. In a *finalised* questionnaire, every component has basically been decided and fixed. In European multi-national and in international projects, the SLQ is often in English and is finalised before translation begins. .. Occasionally, translation begins when the SLQ is still at the drafting stage. The aim here may be to use *advance translating* .. to refine the draft towards a final version. - In some studies, there may not *be* a questionnaire to translate. Instead, topics, dimensions, and perhaps numbers of items may be set out in one language; the questionnaire is then developed in another language on the basis of these. Although elements of ‘translation’ of concepts are involved in this situation .. , it is best thought of as *foreign language implementation of design specifications*. In this situation, a questionnaire in the language of the specifications may never appear, or only appear at a later stage to allow designers to discuss the implementation.” - Harkness, Janet A., Alicia Schoua-Glusberg, “Questionnaires in Translation”, in: Harkness, Janet (ed.), “Cross-Cultural Survey Equivalence”, ZUMA-Nachrichten Spezial No. 3. [Draft], ZUMA, Mannheim, Germany, 1998, p.3.

decisions during the interviews and helps Field Editors and data entry personnel and even analysts to better interpret answers to substantive questions.

The questions are worded in detail for several reasons. SAC wishes to communicate meanings in universal (some may say: foreign) terms where this seems appropriate, and to encourage expressions in local terms where it is helpful or needed. Take, for example, the couple of questions that address the nature of munitions polluting the community:

93	What kind of ordnance do you suspect is lying in this mined area?	<input type="checkbox"/> NONE [ASK AGAIN!] <input type="checkbox"/> DON'T KNOW <input type="checkbox"/> DESCRIPTION:
94	There are different ordnance types: <ul style="list-style-type: none"> <li>• anti-personnel mines</li> <li>• anti-tank mines</li> <li>• unexploded ordnance</li> </ul> Only if you know which type is hidden, mention one or several.	<input type="checkbox"/> DON'T KNOW  <input type="checkbox"/> ANTI-PERSONNEL MINES <input type="checkbox"/> ANTI-TANK MINES <input type="checkbox"/> UNEXPLODED ORDNANCE

Q93 lets the key informants express their knowledge in their own terms and degree of detail. Q94 reviews with them what they just shared; it uses three universal concepts. The success of this conversation will obviously depend on adequate translation, particularly of the universal terms.

In addition, the detailed wording of the template anticipates a need for explanation, transitions and motivational remarks at various junctures of the interview. Also, it determines which questions have to be asked in an open or a closed manner, and which in both. Control over the form of questions is important in a survey whose concepts have not been widely tested before. An added reason for sharing with country surveys a nearly finalized questionnaire is to stimulate discussion among those who translate, back translate, and review translations of, the questionnaire. The intent of a fully-worded question is easier to understand than the shorthand caption of a checkbox<sup>3</sup>, and adequate vocabulary for the interviewers will more likely be provided if the translators have to struggle with the intended full wording.

### **Formal organization**

The questionnaire has four modules:

- Community Level Module – Part 1
- Mined Area Module (one for each mined area)
- Individual Victim Module (one for each recent victim)
- Community Level Module - Part 2

<sup>3</sup> “A study by Scott and others (1988) showed that when tables to be filled out were used instead of writing out the exact questions for use by the interviewers, the incidence of errors increased by 7 to 20 times.” Scott, Christopher, Martin Vaessen et al., *Verbatim Questionnaires Versus Translation or Schedules: An Experimental Study*, *International Statistical Review*, 56/3, 1988, 259-278, quoted by: Glewwe, Paul, Ibrahim S. Yansaneh, *Mission Report on the Development of Future Household Surveys in Vietnam*. Based on a mission to Vietnam, August 6-19, 2000, World Bank and UN Statistics Division, 2000, p. 19.

These particular modules are determined by the hierarchical organization of the database, with its tables and identifiers for communities, mined areas and victims (this description greatly simplifies the database structure). Modules are subdivided into segments, which are entirely for interviewing convenience.

In addition, the questions and instructions are printed in a form that aids easy orientation. There are four columns. In the first column, the questions and instructions are numbered consecutively. The second column holds the questions that the interviewers are to ask textually. The third provides space to note the answers. It also gives, for some questions where all or part of the answers belong to expected types, pre-coded options with checkboxes. The fourth column is optional; it can hold numbers that refer to areas in the coding sheets to which the information will have to be transferred; these numbers need not concern the interviewers. Conceivably, it may be used to display key terms in local languages when the language of the questionnaire (probably the working language of the country survey) and the languages of some local communities differ, for interviews in which interviewers or local aides translate.

Here – *and only here in this annotated version!* – the fourth column holds a rating of the importance that a particular question has in the view of the Survey Action Center. These ratings are for questionnaire designers only; they are not meant for interviewers to treat some questions as more important than others. The following codes are used:

Ess	Essential, particularly for the impact scoring
Imp	Important, substantively
Subst	Important, but you may substitute a question that reflects a more appropriate country-specific indicator
Conv	Important as a conversational device
Opt	Optional
Adm	Administrative function

Country surveys, as already mentioned, may drop optional questions. Conversational devices do not elicit information that will be written down and later stored in the database; rather, they prepare the stage for the next question, series of questions, or entire modules. They serve also to maintain attention and motivation among the interviewees. Like optional questions, conversational devices may be adapted freely and in accordance with cultural and speech norms in the survey environment. However, SAC recommends that country surveys use some pre-printed conversational device in the places indicated by the questionnaire template, in order to ensure stimulus similarity across interviews. A similar degree of adaptation will be required with the questions marked “administrative”; for example, some country surveys may want Segments 1 – 3 to include boxes for digital image numbers and captions.

In this English language template, what the interviewers have to say is in lower case. Upper case is reserved for instructions and reply categories. Important instructions (upper case) or announcements that the interviewers make (lower case) are conspicuous by a thick frame around them. Often, the nature of a reply will determine with which question to continue. In such cases, the expression “SKIP TO [no. next question]” guides the interviewers. Some of those conventions may differ for other language areas. For example, the Arabic script does not have upper vs. lower case, and a different style may be needed to assign the functions of what is upper and lower case in the western scripts.

As mentioned earlier, one of the most important advantages of a detailed and graphically formalized questionnaire is the control that it affords over the forms of questions. One of the conventions that interviewer training must inculcate to become an automatic reflex concerns the difference between open and closed questions. If the question, as worded in column two, does not specify response options, it will be asked as an open question, no matter whether the answer space in column 3 offers pre-coded options or not. In the following example, Q89 is a closed question because the interviewers prompt the choices that the key informants are to make. Q90, although the answers are pre-coded in column 3, requires to be asked in an open manner, as worded in column 2.

89	Is the mined area marked, with <ul style="list-style-type: none"> <li>• a single sign,</li> <li>• local signs,</li> <li>• official signs, or</li> <li>• is it fenced?</li> </ul>	<input type="checkbox"/> NONE <input type="checkbox"/> LOCAL SIGN(S) <input type="checkbox"/> OFFICIAL SIGN(S) <input type="checkbox"/> FENCED <input type="checkbox"/> OTHER <input type="checkbox"/> DON'T KNOW
90	With what kind of vegetation is the mined area covered?	<input type="checkbox"/> NONE <input type="checkbox"/> SHORT GRASS <input type="checkbox"/> TALL GRASS <input type="checkbox"/> BUSHES <input type="checkbox"/> TREES <input type="checkbox"/> OTHER. DESCRIBE: <input type="checkbox"/> DON'T KNOW

### ***Local adaptations***

The questionnaire will in any case require considerable adaptation work in each country survey. It will be tested three times: in translation, during staff training (conceivably with formal comprehension tests), and in the normal pre-tests and sometimes even the pilot test. Not only will certain of the operationalized variables not work in the new country reality, but the cultural and specific conversational devices that the template offers may not be appropriate in the context. Nevertheless, a nearly finalized questionnaire template promises substantial time savings in the early stages of a country survey.

Several survey leaders anxious to know how they should adapt the questionnaire have suggested that SAC provide an annotated version. The existing Community Survey Protocol does explain the structure of the questionnaire, guiding the trainees through an imaginary interview. However, this protocol speaks more to the field staff, and less to those who face the task to oversee the translation, make adaptations to local conditions and ensure continued adequation with the database structure.

This annotated version does not change the contents or wording of the questionnaire. Before each questionnaire page, it inserts a page reserved for comments. Most comments refer to a particular question, using the question number. The users may want to look at the comments either by printing out the whole document (double-sided if possible, with comment pages on the left to question pages), or through a split screen that allows them to scroll through comments and questions in parallel.

SAC is aware that not all country survey leaders are comfortable using a format as detailed as this template, and some have opted for questionnaire styles that are closer to checklists. SAC

leaves this in their discretion as long as the key information requirements are met, and sample field verification on returned surveys indicates acceptable reliability.

### ***Automated segment and question numbering***

This protocol, and the questionnaire template “P10 Questionnaire” on which it is based, use MS Word field codes to ensure that segment and question numbers update automatically when segments and questions are inserted, deleted or rearranged in sequence. Such field code sequences as well as two other formatting devices - cross-references in skipping instructions, and autotext for repeated table layouts – have proven to be great time-savers in questionnaire editing. However, SAC has found that the country survey managers and social scientists often are unaware of these resources and painstakingly and unnecessarily redo the numbering for each subsequent questionnaire version.

We therefore offer a somewhat detailed description of the relevant template provisions in an appendix. It will pay dividends to learn these specific MS Word resources, to use them consistently and to instruct assistants, consultants and translators in their use.

## **Conclusion**

*“The critical role of questionnaire design in achieving high-quality survey data has been well recognized from the early days”, writes Graham Kalton in “Developments in Survey Research in the Past 25 Years”<sup>4</sup> while pointing to the considerable expansion that international survey activity has seen in this period of time. However, the art of asking questions may still rest on the same foundations that were laid in the social survey research communities in the years after World War II – only the extent to which our craft can change results may be better understood. Andrews, in an analysis of over 2,000 survey questions, concluded that 66 percent of the variance in the responses was valid variance, which measured the desired trait. A good 28 percent was residual error related to imprecision in language and respondents’ varying interpretations of the boundaries between response categories. Once those types of errors were taken care of, “only about 3 percent of the variance was related to what the researcher actually controls, which is the format of the survey question”<sup>5</sup>.*

The consequence is obvious. Between SAC and the community interview “out there” stands the translation of the questionnaire, the quality of which decides the amount of residual error. The SAC template strives for conversational coherence and reduction of ambiguity. This cannot be achieved through testing in the source language since there is no impact survey with English as the interview medium. Testing is the privilege and duty of the country surveys. Once a survey-implementing organization addresses these concerns validly, it must have the discretion to fashion the stylistic elements of its questionnaire adaptation to the best of its own knowledge.

At the same time, the SAC template needs continuous improvement. Feedback depends on country surveys that use some or all of its features. The annotations in this document are meant to facilitate a critical assimilation of this free resource, which, in turn, will enhance feedback and learning.

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<sup>4</sup> Survey Methodology, 26/1, 2000, p. 5.

<sup>5</sup> Ornstein, Michael, “Trend Report: Survey Research”, Current Sociology, 46/4, 1998, p.17, where he summarizes Frank M. Andrews’s “Construct Validity and Error Components”, Public Opinion Quarterly, 48, 1984, 409-42.

## **Annotation and questionnaire pages**

[Annotations must be on even pages (left side of a double-side document). Insert page break here if necessary].

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The first four segments of the Community Level Module – Part 1 serve administrative purposes as well as the collection of background information.

1	The country survey needs to create a locator code system, usually closely leaning on the official gazetteer coding. Not all countries will have 5 tiers. The subdistrict code has to appear only when subdistricts are actively recorded. The country code will be identical.
5	The survey is about mine-affected communities. Since several small communities may be combined for the purpose of the key informant interview, or a large community may need to be split up, the term “locality” is used to designate the spatial aspect of the group being surveyed.
7	Additional information to allow later visitors to be sure to find this locality. Relevant particularly for traveling in insecure areas. To be recorded in a memo field.
8	May be penciled in by the person making the appointment with the community, together with the GPS readings in the following lines. Then overwritten with the information of the point used by the interviewers.
22	Noted for easier tracing of person in case verification is necessary. If analytical use is intended, the open text field in IMSMA will need to be replaced by a closed category set, and Field Editors would have to code accordingly.
23	The leader certifies only that a survey was carried out, not that the information collected is substantively correct.

## Community Level Module – Part 1

[NAME OF COUNTRY]

[NAME OF ORGANIZATION]

### Segment 1: Identification

1	FILL IN THE LOCATOR CODE	Country/Province/District/Subdistrict/Locality ____/____/____/____/____	
2	Province	NAME:	Ess
3	District	NAME:	Ess
4	Subdistrict	NAME:	s. annot. Q1
5	<b>Locality</b>	NAME:	Ess
6	Other names by which this locality is known:	ALTERNATIVE 1: ALTERNATIVE 2:	Opt

7	Which route did the survey team take to the locality?	DESCRIPTION OF ROUTE:	Opt
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8	The reference point in the center of the locality, as chosen by the persons interviewed (Copy also from #64):	DESCRIPTION:	Ess
9	Longitude	° ' " <input type="checkbox"/> E / <input type="checkbox"/> W	Ess
10	Latitude	° ' " <input type="checkbox"/> N / <input type="checkbox"/> S	Ess
11	Map name	MAP TITLE:	Opt
12	Map series	SERIES NAME:	Opt
13	Map edition	NUMBER:	Opt
14	Map sheet	NUMBER:	Opt
15	Map scale	1 : _____	Opt

### Segment 2: Certification

16	Interviewer 1	NAME:	Adm
17		SIGNATURE:	Adm
18	Interviewer 2	NAME:	Adm
19		SIGNATURE:	Adm
20		DATE:	Adm

21	Community leader	NAME:	Imp
22		POSITION:	Imp
23	"I confirm that these interviewers have carried out a survey in this community."	SIGNATURE:	Imp
24		DATE:	Adm

26	<p>This and completion dates are recorded basically for administrative purposes. However, survey management may want to monitor the distribution in time and space of surveys that could not be completed on the same day, indicating special problems such as tedious visual verifications. Also for reliability control purposes, certain community traits (e.g. number of mined areas) can be correlated with survey dates, to see whether survey teams become more or less discriminating over time.</p>
29	<p>Basically a reminder of the option “Other material” in the previous line. This will be relevant, for example, when the interviewers conduct more than one interview in the community, such as a separate interview with women, or when maps are drawn for each mined area as well.</p> <p>Such additional material has to be locator-coded. The locator code(s) must be noted also in material that travels separately, such as interview notes in an interviewer’s bound diary that he/she may transcribe later only.</p> <p>Codes for digital images of mined areas are notes in the Mined Area module pages. If images are taken of community-level features and events (e.g., the meeting with the key informants), the code may be noted here. If such images are taken regularly, an additional line to record their codes may be useful.</p>
30	<p>This question can be cut out in monolingual countries. If it is important, an additional line may be added to note the use or not of translators. Which language was used can be important in the context of reliability controls. In IMSMA, the interview language is stored in a text field and is entered at the survey level in the “Interview group” tab.</p>
38	<p>A Field Supervisor or Editor revisiting the locality for quality checks and taking the paperwork with him/her must make a record of the visit and its major findings in the observation sheet (Q180).</p>
39	<p>The Field Editor signs off on the questionnaire after he/she has transferred the information to the coding sheets. If the survey does not use coding sheets, and some other arrangement is in place (e.g., translation on the English-language questionnaire), then the wording should make this clear.</p>

**Segment 3: List of attachments and checking**

25 FILL OUT AFTER MEETING, BUT BEFORE HANDING OVER PAPERWORK TO EDITOR OR SUPERVISOR

- 26 | Survey start date: || DATE: | Adm
- 
- 27 | Survey completion date: || DATE: | Adm
- 
- 28 | List of documents attached: || | Adm

- Community Level Module – Part 1  
 Mined Area Level Modules:

Mined area #	Check if you did a visual verification	No. of Individual Victim Modules attached
	<input type="checkbox"/>	

- Community Level Module – Part 2  
 Attendance Sheets: \_\_\_  
 Community map  
 Other material:

- 29 | Is this the only material returned from this community? |  YES  
 NO. WE HAVE MORE PAPERWORK ON THIS COMMUNITY. DESCRIBE: | Adm
- 
- 30 | In which language was the group interview primarily conducted? |  [MAJOR NATIONAL LANG.]  
 OTHER LANGUAGE(S). SPECIFY: | Opt

Checked by:

- 31 | Field Editor || NAME: | Adm
- 32 | || SIGNATURE: | Adm
- 33 | || DATE: | Adm
- 34 | Field Supervisor || NAME: | Adm
- 35 | || SIGNATURE: | Adm
- 36 | || DATE: | Adm

- 37 | Was locality revisited by supervisor? |  NO  
 YES | Adm

38 IF REVISITED, ENTER NOTES ON OBSERVATION SHEET (180) Adm

Data entered:

- 39 | Field Editor: Coding sheets || NAME: | Adm
- 40 | || SIGNATURE: | Adm
- 41 | || DATE: | Adm
- 42 | Computer Operator: Database || NAME: | Adm
- 43 | || SIGNATURE: | Adm
- 44 | || DATE: | Adm

This is an observation schedule. Although many items will require verbal interaction with community members, the information should, as far as possible, be gathered outside the formal key informant interview. However, some of the key informants or the guide used for the visual verification of mined areas or, at the very last, the community leader certifying the survey, may help to provide the information, before or after the formal group interview.

The intent of the observations is to characterize the community in terms of its institutional complexity. This measurement is important for an understanding how communities adapt to the landmine pollution.

46	<p>The settlement type. A “compact village” is a nucleated settlement for the majority of the community population, with at most a minority of families living in outlying hamlets or isolated homesteads. “Dispersed rural” denotes a settlement pattern that is roughly the opposite of the previous, with a majority of the local population settled in hamlets and isolated homesteads. A “seasonal settlement” is inhabited for the duration of particular activities, such as fishing or swamp farming whereas “nomadic” refers to a way of life with frequent movements. The latter distinction may not always be clear. “Urban” and “suburban” are uninterpreted categories that need local definitions. They must not be identified with any of the administrative categories used in the next question. In some countries, population size, resp. contiguity with a city, may be the criteria, in others institutional diversity, resp. commuting to work, in yet others an ex-ante enumeration of a small number of communities that the survey leaders consider “urban”, resp. “suburban”.</p> <p>In IMSMA, this information is placed in the town level (tblCity) and is entered in the “General tab” of the Town level.</p>
47	<p>Communities that are headquarters of a higher tier unit are endowed with institutions not often found in ordinary towns or villages, such as schools and health care institutions with professional personnel who, in theory, can serve also in other functions. The intent is to see how this special status influences the community’s problem-solving capacity vis-à-vis landmine problems.</p> <p>Several answers can be checked. For “other” information, a memo field is available in the IMSMA Town surface.</p>
48	<p>The interviewers ask questions about the population during the interview. In certain cases, the key informants’ response may seem to be out of line with reality. This line encourages the interviewers to record their best personal estimate at the end of their visit, after forming an impression of the settled area.</p>
49	<p>Up to 56. Items for the institutional complexity scale. IMSMA offers dedicated fields for these particular items at the town as well as survey levels of its field module. Generally, the information should be stored only in one of the tables, and SAC and IMSMA propose the survey level.</p> <p>However, some of the items may not be appropriate in some countries, and may be replaced with country-specific items that promise to better differentiate between communities. For example, in a given country, almost none of the communities may have a secondary school, but an important portion of all communities may host important weekly markets for their areas. For such special items, user-defined fields will have to be activated in IMSMA.</p>
57	<p>This information can be entered in IMSMA either at the town or survey level. In both places, the interface presents a drop-down menu, i.e. only one category can be checked. However, when selecting “other”, a conditional text field is activated. At the town level, an additional memo field is offered. SAC recommends to place the data at the survey level, using “other” and describing the combination in the text field when more than one mainstay sector were selected.</p>

**Segment 4: Background observations on this community**

<p>45 FILL IN THIS SECTION OUTSIDE THE MAIN GROUP DISCUSSION TAKE HELP FROM SOME OF THE PARTICIPANTS OR FROM OTHERS</p>		
46	<p>What type of settlement is this community?</p> <ul style="list-style-type: none"> <li>• Urban</li> <li>• Suburban</li> <li>• Compact village</li> <li>• Dispersed rural</li> <li>• Seasonal settlement</li> <li>• Nomadic</li> </ul>	<input type="checkbox"/> URBAN <input type="checkbox"/> SUBURBAN <input type="checkbox"/> COMPACT VILLAGE <input type="checkbox"/> DISPERSED RURAL <input type="checkbox"/> SEASONAL SETTLEMENT <input type="checkbox"/> NOMADIC <input type="checkbox"/> OTHER. DESCRIBE:
		Imp
47	<p>What is its administrative status?</p> <ul style="list-style-type: none"> <li>• Center of a province</li> <li>• Center of a district</li> <li>• Center of a subdistrict</li> <li>• Ordinary town or village</li> </ul>	<input type="checkbox"/> CENTER OF A PROVINCE <input type="checkbox"/> CENTER OF A DISTRICT <input type="checkbox"/> CENTER OF A SUBDISTRICT <input type="checkbox"/> ORDINARY TOWN OR VILLAGE <input type="checkbox"/> OTHER. DESCRIBE:
		Imp
48	<p>HOW LARGE DO YOU – THE INTERVIEWERS – PERSONALLY ESTIMATE ITS POPULATION?</p>	<p>APPROX. <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> PEOPLE                  OR APPROX. <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> HOUSES  <input type="checkbox"/> NOT POSSIBLE TO KNOW</p>
		Opt
49	<p>Is there a piped water supply for all or at least for some households?</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO
		Subst. See annot. Q49
50	<p>Is there an electricity supply for all or at least for some buildings?</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO
		Subst
51	<p>Is fuel for cars available?</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO
		Subst
52	<p>Is there any telephone connection?</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO
		Subst
53	<p>Is there any medical facility?</p>	<input type="checkbox"/> BASIC HEALTH UNIT <input type="checkbox"/> HOSPITAL <input type="checkbox"/> OTHER. DESCRIBE: <input type="checkbox"/> NONE
		Subst
54	<p>How many primary schools does this community have?</p>	<p>NUMBER: <input type="checkbox"/><input type="checkbox"/>  <input type="checkbox"/> SOME. DON'T KNOW H. MANY  <input type="checkbox"/> NONE</p>
		Subst
55	<p>How many secondary schools?</p>	<p>NUMBER: <input type="checkbox"/><input type="checkbox"/>  <input type="checkbox"/> SOME. DON'T KNOW HOW M'NY  <input type="checkbox"/> NONE</p>
		Subst
56	<p>Any higher educational institutions?</p>	<input type="checkbox"/> YES. DESCRIBE:  <input type="checkbox"/> NO
		Subst
57	<p>What is the economic mainstay?</p> <ul style="list-style-type: none"> <li>• Agriculture / husbandry</li> <li>• Industry</li> <li>• Tourism</li> <li>• Government</li> <li>• Other</li> </ul>	<p>NOTE ONE OR SEVERAL</p> <input type="checkbox"/> AGRICULTURE / HUSBANDRY <input type="checkbox"/> INDUSTRY <input type="checkbox"/> TOURISM <input type="checkbox"/> GOVERNMENT <input type="checkbox"/> OTHER. DESCRIBE:
		Opt
<p>58 NOTE MAIN SOURCES FOR THIS BACKGROUND INFORMATION:</p>		
		Opt

61	<p>This is an example of a short checklist of the major points that the interviewers will have been trained to address in the introduction. County surveys will develop their own culturally sensitive and, as far as possible, uniform oral statement, and the checklist here gives a minimum of reminders only and may be modified as appropriate. Even though the interviewers do not read a statement from a sheet, the greatest possible uniformity of introductions is important in order to create similar stimuli at the outset of the interviews in the different communities.</p>
62	<p>Examples of specific responses worth recording include: specific requests for help, expressions of survey fatigue, references to other surveys and their consequences, hints that this group of key informants is not truly representative of the community.</p>
65	<p>This establishes the list of mined areas to which the interviewers will revert when opening new Mined Area modules until all areas have been covered. The three questions asked about each of the areas here also help to verbalize to the full audience what one of the interviewers and perhaps a few of the key informants are doing while they are completing the map. They help to maintain the attention of everyone in the meeting room and to provide a cross-check on the implicit information of those who are drawing the map.</p> <p>Asking about the walk time will give a first idea of what may be feasible in terms of visual verifications later in the day.</p>

**Segment 5: Introduction**

59	RECORD THE TIME AT START	HOUR: MINUTES:	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Opt
----	--------------------------	-------------------	--	-----

60	WHILE WAITING FOR OTHERS TO ARRIVE, FILL OUT, CIRCULATE, OR ASK A LOCAL PERSON TO FILL OUT, THE ATTENDANCE SHEET
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61	WHEN THE MEETINGS STARTS FORMALLY, GREET THE AUDIENCE AND, COVER THESE POINTS:	1. WHO WE ARE 2. WHY WE ARE HERE 3. WHAT WE WANT TO DO TODAY 4. EXPECTED RESULT OF STUDY	Conv
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62	IF THE GROUP GAVE A SPECIFIC RESPONSE TO INTRODUCTION	NOTE KEY ELEMENTS:	Imp
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**Segment 6: Community mapping and mined areas summary**

63	INTRODUCE AND CONDUCT THE MAPPING EXERCISE
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64	On the map that you are drawing for us, which is the center from which we take direction and distance to mined areas?	DESCRIBE CENTER:  TAKE GPS READING LATER; ENTER ON COVER PAGE	Imp
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65	For each of the areas that you marked, let us ask some details:  1. Is the area called by a specific local name? 2. Which is the direction from the center? 3. How long does it take to walk there?	FILL IN THE TABLE BELOW  “DIRECTION” MEANS THE BEARING FROM THE CENTER.  CALCULATE THE APPROXIMATE DISTANCE IN METERS FROM THE WALK TIME LATER	Imp
----	---	--	-----

Mined area #	Local Name	Direction	Distance	
			Distance	Walk Time
1				
2				
3				
4				
5				
6				

68	This and the previous question establish the period during which mines were laid. However, Q68 is the more relevant one in the sense that it implies the time (number of years) that the community has had to adapt to the landmine pollution after mines were laid last. The length of this period should go hand in hand with the ability to avoid fresh mine accidents and should thus be negatively correlated with the number of recent victims.
72	Seeks confirmation, or reconsideration, of the information implied in the answers to the two previous questions. Often, memories of the pre-war situation will be vague, but the intent is to single out communities who have lost significant population. If such a group of communities exists, correlations with mine impacts become relevant.
73	Captures communities that came into being after the outbreak of conflict, particularly settlements of displaced persons and resettlements. May need to be supplemented with one or two questions adapted to this specific local context.

**Segment 7: Historical context**

66 In order for us to understand how mines are affecting your community, we need to ask some questions on the former conflict in this area.		
67	In which year did the mines first affect your community?	YEAR: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> IF ADDITIONAL INFORMATION WAS OFFERED:  <input type="checkbox"/> DON'T KNOW
68	When were the last mines planted in the area?	YEAR: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> IF ADDITIONAL INFORMATION WAS OFFERED:  <input type="checkbox"/> DON'T KNOW
69	At the time, how much military activity occurred in this area? <ul style="list-style-type: none"> <li>• A great deal</li> <li>• A moderate amount</li> <li>• A little</li> <li>• None</li> </ul>	<input type="checkbox"/> A GREAT DEAL <input type="checkbox"/> A MODERATE AMOUNT <input type="checkbox"/> A LITTLE <input type="checkbox"/> NONE  <input type="checkbox"/> DON'T KNOW
70	How many people are currently living here approximately?	NUMBER OF PEOPLE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [IF EXPRESSED AS NUMBER OF FAMILIES OR HOUSEHOLDS:] <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> DON'T KNOW
71	If you compare that with the time before the conflict: How many people used to live here approximately?	NUMBER OF PEOPLE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> IF EXPRESSED AS NUMBER OF FAMILIES OR HOUSEHOLDS:] <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> DON'T KNOW
72	In other words, compared to the time before the war, has the population: <ul style="list-style-type: none"> <li>• Greatly decreased</li> <li>• Remained more or less the same</li> <li>• Greatly increased?</li> </ul>	<input type="checkbox"/> DECREASED <input type="checkbox"/> SAME <input type="checkbox"/> INCREASED  <input type="checkbox"/> DON'T KNOW
73	When was this settlement established?	EXACT YEAR: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> APPROXIMATE ANSWER. DESCRIBE:  <input type="checkbox"/> DON'T KNOW

This segment has been designed to capture most of the essential information needed for the impact scoring in case the interview cannot be completed (Questions on the nature of munitions, however, are not yet asked here). Also it serves as a learning stage for the key informants; several of the questions will be asked again later (questions on the number of victims of less recent date). This allows the interviewees to gradually understand the expectations of the survey and to correct earlier responses in the light of an updated understanding of the survey.

74	In this segment as well as in the Mined Area Module, the interplay between the visual (community map) and the verbal stimuli (questions) are particularly important so that all key informants understand to what the questions refer: to all mined areas, or to a particular area.
75	<p>Asks the community informants to list the impacts that are most important in <u>their</u> system of classifying impacts. The question has to be asked in an absolutely open manner, without giving examples or suggestions. The word “troubles” has been chosen in lieu of “impacts” because of its apparent greater familiarity; however, its adequacy has to be reviewed in translation and pre-test.</p> <p>The response to this open question is of particular importance to Field Editors, who must assess how well the categories of the closed questions asked later in the interview fit to what is important to the community. If the pre-test interviews (and with large frequency also the pilot test interviews) reveal that certain types of impacts that recur at this stage are missed in the closed-question segments of the Mined Area module, the impact lists have to be adapted, and a space has to be found in the IMSMA impact area, possibly under “Other infrastructure”. Example: Blocked access to stone quarries in Yemeni communities.</p>
76	This double question may be separated into two if culturally and linguistically advantageous. The intent is to generate qualitative judgments on some of the dynamics that the community living with landmines has undergone and to form, across communities, a rough typology of forces that work in one or the other direction of change in this country. Also, communities that report change in one particular direction may be compared to other communities for relevant differences on other traits.
77	This and the following questions create a summary of recent and less recent victims.

**Segment 8: Total victim numbers**

74	POINT TO ALL THE MINED AREAS ON THE MAP		Conv
We would like to spend a moment talking on <u>all</u> the mined areas and their victims:			
75	What are the major troubles that the mines are causing this community?	NOTE KEY ELEMENTS:  <input type="checkbox"/> NONE. SKIP TO 77 <input type="checkbox"/> DON'T KNOW. SKIP TO 77	Ess
76	Are those problems nowadays less or more severe than some years back? Please explain why and since when!	<input type="checkbox"/> LESS SEVERE <input type="checkbox"/> ABOUT THE SAME <input type="checkbox"/> MORE SEVERE NOTE KEY ELEMENTS:  <input type="checkbox"/> DON'T KNOW	Opt
77	In this community, how many persons were <i>killed</i> by mines in the last 24 months?	NUMBER: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> SOME. DON'T KNOW NUMBER <input type="checkbox"/> NONE  <input type="checkbox"/> DON'T KNOW	Ess
78	How many were <i>injured</i> and survived during that time?	NUMBER: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> SOME. DON'T KNOW NUMBER <input type="checkbox"/> NONE  <input type="checkbox"/> DON'T KNOW	Ess
79	Can you indicate the number of persons who were <i>killed</i> by mines earlier, i.e. from the time the mines were laid until a year ago?	NUMBER: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> SOME. DON'T KNOW NUMBER <input type="checkbox"/> NONE  <input type="checkbox"/> DON'T KNOW	Imp
80	Can you indicate the number of persons who were <i>injured</i> in that period and have survived?	NUMBER: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> SOME. DON'T KNOW NUMBER <input type="checkbox"/> NONE  <input type="checkbox"/> DON'T KNOW	Imp
81	We will now ask those questions for each of the mined areas. They concern the types of difficulties that the mines are causing you, as well as what exactly happened to the victims.  TAKE A MINED AREA MODULE		

87	Serves the identification during visual verification and during later visits. The information is stored under “Special features” in the “Terrain” tab of the Mined Area sheet (front end), resp. in the memo field “cInSpecialFeature” of the table “tblSurvey1MinedArea” in the backend, of IMSMA.
88	The surface estimate will in many cases prove difficult for the key informants, both for the basic dimensions such as length and width and, depending on the shape, the calculation itself. The interviewers may help, but should not get into a lengthy debate on the best possible estimate. This estimate may be replaced with one made during the visual verification if this is possible (Q136).

**Mined Area Module**

FILL IN THE LOCATOR CODE	Country/Province/District/Subdistrict/Locality / Mined area ___/___/___/___/____/___
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**Segment 9: Reference point, description and size of this particular mined area**

82	LOOK UP THE INFORMATION IN THE MINED AREAS SUMMARY (65). POINT OUT THE AREA ON THE MAP	<b>Conv</b>
This is the area we are talking about. Please repeat what you earlier said about it:		
83	Do you call it by a specific name?	<input type="checkbox"/> YES. NAME: <input type="checkbox"/> NO
84	Which direction is the mined area from the center of the locality?	<b>Imp</b> IN WORDS: [IN BEARING DEGREES: <input type="text"/> <input type="text"/> <input type="text"/> ]
85	How long does it take to walk from the center of the locality to the edge of the mined area?	<b>Imp</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> MINUTES [APPROX. <input type="text"/> <input type="text"><input type="text"/><input type="text"/><input type="text"/> METERS]  <input type="checkbox"/> DON'T KNOW             </input>
86	Can you describe the shape of the mined area?	<input type="checkbox"/> NO <input type="checkbox"/> YES. DESCRIPTION:  
87	Is there a conspicuous point or feature about this mined area?	<input type="checkbox"/> NO, OR DON'T KNOW <input type="checkbox"/> YES. DESCRIBE:  
88	Estimating the size of the mined area is difficult. Can you nevertheless suggest, using your own ideas of size, how big this area is?	<input type="checkbox"/> DON'T KNOW. <input type="checkbox"/> ESTIMATE: SQUARE METERS: <input type="text"/> <input type="text"/> COMMENTS ON THE ESTIMATE:  

89	<p>Apart from the interest that the question has for any planner looking up conditions in particular communities, the pattern of responses across communities offers a rough indicator of mine awareness as well as of administrative outreach (“official signs”) to affected communities.</p> <p>IMSMA can hold only one category (drop-down menu); thus, multiple responses are not storable other than through a note in the memo field “Description of mined area”.</p>
90	<p>This question and the next on terrain have to be asked in an open manner. The responses, however, are pre-coded. Multiple responses are permitted.</p> <p>A mined area can be under different types of vegetation and cover different types of terrain over its full extent. It is expected that key informants will mention types that occur in some measure that is significant in the local circumstances, but the interview is not meant to discuss percentages or respective surfaces. Also, key informants may describe vegetation and terrain in categories altogether different from the ones pre-coded in the response column. Field Editors have to see whether they can be meaningfully approximated to preset categories or need to be coded as “Other”, with explanations stored in the IMSMA memo field.</p>
93	<p>Key informants are first asked about the nature of the suspected munitions in an open form. This will help the survey (notably the Field Editors) understand how local people have formed a typology, and to what degree they have knowledge of specific munitions. Only the next question requests the interviewees to respond to an imported typology. A contrasting pattern of vague response to Q93 and of definite answers, by the same interviewees, to the next question would indicate that these answers are not very reliable.</p>

**Segment 10: Marking, terrain, suspected ordnance**

89	Is the mined area marked, with <ul style="list-style-type: none"> <li>• a single sign,</li> <li>• local signs,</li> <li>• official signs, or</li> <li>• is it fenced?</li> </ul>	<input type="checkbox"/> NONE <input type="checkbox"/> LOCAL SIGN(S) <input type="checkbox"/> OFFICIAL SIGN(S) <input type="checkbox"/> FENCED <input type="checkbox"/> OTHER <input type="checkbox"/> DON'T KNOW	Imp
90	With what kind of vegetation is the mined area covered?	<input type="checkbox"/> NONE <input type="checkbox"/> SHORT GRASS <input type="checkbox"/> TALL GRASS <input type="checkbox"/> BUSHES <input type="checkbox"/> TREES <input type="checkbox"/> OTHER. DESCRIBE: <input type="checkbox"/> DON'T KNOW	Imp
91	What kind of land is the mined area in?	<input type="checkbox"/> FLAT LAND <input type="checkbox"/> HILLSIDE <input type="checkbox"/> RIDGE <input type="checkbox"/> GULLY <input type="checkbox"/> OTHER. DESCRIBE: <input type="checkbox"/> DON'T KNOW	Imp
92	Are there any special features that you would like to mention about this mined area?	<input type="checkbox"/> NO <input type="checkbox"/> YES. SUMMARIZE:  MARK ON MAP IF APPROPRIATE	Opt
93	What kind of ordnance do you suspect is lying in this mined area?	<input type="checkbox"/> NONE [ASK AGAIN!] <input type="checkbox"/> DON'T KNOW <input type="checkbox"/> DESCRIPTION:	Conv
94	There are different ordnance types: <ul style="list-style-type: none"> <li>• anti-personnel mines</li> <li>• anti-tank mines</li> <li>• unexploded ordnance</li> </ul> Only if you know which type is hidden, mention one or several.	<input type="checkbox"/> DON'T KNOW <input type="checkbox"/> ANTI-PERSONNEL MINES <input type="checkbox"/> ANTI-TANK MINES <input type="checkbox"/> UNEXPLODED ORDNANCE	Ess

95	<p>This is a repeat, this time for the particular mined area, of the open question probing for impacts.</p> <p>The intent is to have key informants formulate impacts in their own categories. Against these claims the interviewers, and later the Field Editor, will evaluate the responses to the subsequent closed-form questions. Also, if a mined areas has no significant impacts on the community, the informants are expected to say so here, and this will confirm that the absence of impacts checked further down in the module is real and is not due to interviewer error.</p> <p>Interviewers have to be careful about the wording. If there is only one mined area in the community, the informants may feel that the interview style is repetitive. To mitigate that impression, interviewers should say why they are asking this question (e.g. “In order to be sure I have correctly understood”), but should in no way offer any specific answer cues.</p>
96	<p>This is an announcement about the kinds of questions that the interviewers are going to ask. It has to be tested in every new survey country whether this kind of conversational tactic works. For example, the expression “list of things” may not be understood or may be highly unusual in the circumstances of a group interview. The survey will then have to find other means to navigate through the following specific impact questions.</p> <p>Whatever the language, the interviewers will need to address the whole group of informants, rather than starting to work with a few, perhaps more literate, ones who come to take a look at the questionnaire.</p> <p>Similarly, the term “economic effects” may be difficult to render adequately, and special care has to be taken to announce that the survey, at this juncture, has two important concerns: those effects and the victims.</p>
97	<p>This and Q98 define the substantive impact areas about which the interviewers will presently request more specific information or at least confirmation. This list may not be appropriate for all countries. It can be modified to the extent that a mapping to the IMSMA field structure is ensured. For example, the term “non-agricultural land” may not be commonly understood and may have to be broken down here and for subsequent specific questions. For crop and pasture land-related questions, in order to trigger an impact score contribution, IMSMA requires two levels of information (Example: crop land – irrigated crop land). A third level of information can be recorded (types of crops, animals), but the score remains unaffected by entries at this level.</p> <p>The response categories are followed by a boldfaced capital letter, e.g. <b>C</b> for “Crop land”. These letters are used to flag to the interviewers which of the following questions belong to a particular broad impact category. This allows them to quickly see the questions that they have to ask in response to categories that were checked. Depending on the cultural context (the script), a different orientation aid may be needed.</p>
100	<p>The impact scoring formula treats blockages to irrigated and to rainfed farms as separate arguments. This information is required. A mined area can have both.</p>
101	<p>This information is not required for the scoring to work. The crop typology may be altered to reflect local circumstances. For example, in the north of Chad, dates are the essential crop, and the survey uses a response option for dates. When such additions are made, however, user-defined fields need to be activated in IMSMA. – Similarly, for animals grazed on pasture.</p>

**Segment 11: Impact**

95	<p>We already talked about some of the effects that the mines in general have had on this community.</p> <p>[IF EFFECTS WERE ALREADY DESCRIBED, SAY: To be sure I understood you correctly, let me ask again:]</p> <p>Regarding this particular mined area, has it affected your lives, and how so?</p>	<p>SUMMARIZE MAJOR EFFECTS:</p> <p><input type="checkbox"/> IT HAS NOT AFFECTED US. REPEAT QUESTION. IF STILL NO EFFECT, SKIP TO 122</p> <p><input type="checkbox"/> IT HAS NOT AFFECTED US AS MUCH AS OTHER COMMUNITIES. EXPLAIN WHO AND HOW:</p> <p><input type="checkbox"/> DON'T KNOW. SKIP TO 122</p>	Conv
<p>96 We request precise information about two things: the victims and the economic effects of each mined area. Conv</p> <p>First, the economic effects of this mined area. I will read out two lists of things that mines may be affecting. Please point out only those which this particular mined area is blocking. I will later ask specific questions about each item that you elect.</p>			
97	<ul style="list-style-type: none"> <li>• Crop land</li> <li>• Pasture</li> <li>• Water</li> <li>• Non-agricultural land</li> </ul>	<p><input type="checkbox"/> CROP LAND C</p> <p><input type="checkbox"/> PASTURE P</p> <p><input type="checkbox"/> WATER W</p> <p><input type="checkbox"/> NON-AGRICULTURAL LAND N</p>	Conv
98	<ul style="list-style-type: none"> <li>• Housing</li> <li>• Roads</li> <li>• Buildings and facilities</li> </ul>	<p><input type="checkbox"/> HOUSING H</p> <p><input type="checkbox"/> ROADS R</p> <p><input type="checkbox"/> BUILDINGS AND FACILITIES B</p>	Conv
<p>99 IF NONE OF THE ITEMS IN THE TWO LISTS WERE CHECKED, SKIP TO 122</p>			
100 C	<p>Is this irrigated or rainfed land or both?</p>	<p><input type="checkbox"/> IRRIGATED</p> <p><input type="checkbox"/> RAINFED</p> <p><input type="checkbox"/> DON'T KNOW</p>	Ess
101 C	<p>What did you mainly produce in that land?</p> <ul style="list-style-type: none"> <li>• Grain</li> <li>• Fruit</li> <li>• Vegetables</li> <li>• Other types of crops</li> </ul>	<p><input type="checkbox"/> GRAIN</p> <p><input type="checkbox"/> FRUIT</p> <p><input type="checkbox"/> VEGETABLES</p> <p><input type="checkbox"/> OTHER CROPS. DESCRIBE:</p> <p><input type="checkbox"/> DON'T KNOW</p>	Opt
102 P	<p>Let me ask again about the pasture, the animals. Are any blocked by mines?</p>	<p><input type="checkbox"/> NO. SKIP TO 105</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> DON'T KNOW. SKIP TO 105</p>	Ess

105	Multiple responses to this and the next question are permitted. Each of the items in the list corresponds to a binary (checkbox) field in IMSMA. Blocked access to drinking water is one argument in the scoring; blocked access to water for any other use is the second water-related argument (blocked access to irrigated crop land is a related problem also used in the scoring).
108	The intent is to find an indicator, together with alternatives to blocked roads (Q115), for the adaptation capacity of the community. However, while IMSMA offers two fields to store information on alternative roads, alternative water sources require user-defined field.
109	As mentioned above, the term “non-agricultural land” may be hard to understand. It may have to be broken down. In some context, the only relevant kind of such land is forest (although this may also come in distinct local sub-categories). The four pre-coded uses of non-agricultural land may not be the appropriate ones in all contexts, but they are directly reflected in IMSMA. Other categories, if indispensable, would have to be stored in user-defined fields, and additional scoring conventions would have to be defined (e.g., agreeing to check one of the unused categories directly linked to the scoring algorithm each time this new category is used), a practice generally not recommended.
112	Depending on the language, “roads” may include small trails and footpaths. The survey cannot determine whether these have an impact substantially different from, and adding to the one created already by, the blockage of the land through which the path used to lead (e.g. through a forest, but also connecting to a neighboring village). Some test is needed for the importance of a blocked road that would justify its own score contribution. Two tests are used here: Informants must so describe the blocked road that interviewers can visualize it on the community map. Also, a road blockage contributes to the score only if the road leads to an administrative center (Q113).

103 P	What animals did you use to graze on that land?	<input type="checkbox"/> CATTLE <input type="checkbox"/> GOATS, SHEEP, PIGS [OR OTHER PREDOMINANT SMALL STOCK] <input type="checkbox"/> OTHER. DESCRIBE <input type="checkbox"/> DON'T KNOW	Opt
104 P	Did the mines there kill any animals during the last 24 months?	<input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> DON'T KNOW	Opt
105 W	You said that the mines were blocking access to water. Does this affect <ul style="list-style-type: none"> <li>• Watering animals</li> <li>• irrigation</li> <li>• fishing</li> </ul> PAUSE, THEN READ OUT 106	<input type="checkbox"/> WATERING ANIMALS <input type="checkbox"/> IRRIGATION <input type="checkbox"/> FISHING	Ess
106 W	<ul style="list-style-type: none"> <li>• drinking water</li> <li>• bathing</li> <li>• laundry?</li> </ul>	<input type="checkbox"/> DRINKING WATER <input type="checkbox"/> BATHING <input type="checkbox"/> LAUNDRY <input type="checkbox"/> OTHER. DESCRIBE: <input type="checkbox"/> DON'T KNOW	Ess
107 W	IF DRINKING WAS CHECKED  Where did you draw your drinking water from? What kinds of drinking water supply are blocked?	<input type="checkbox"/> LAKE OR STREAM <input type="checkbox"/> WELL OR SPRING <input type="checkbox"/> OTHER. DESCRIBE: <input type="checkbox"/> DON'T KNOW	Opt
108 W	FOR ANY BLOCKED WATER SUPPLY, REGARDLESS OF USE  Have you found other water supplies for those which the mines are blocking?	<input type="checkbox"/> NO <input type="checkbox"/> YES. DESCRIBE ALTERNATIVE / INCONVENIENCE: <input type="checkbox"/> DON'T KNOW	Imp
109 N	You said you could not go to some non-agricultural land because of the mines. How is this affecting your lives?	IMPAIRS ACCESS TO <input type="checkbox"/> FUEL <input type="checkbox"/> FOOD <input type="checkbox"/> BUILDING MATERIALS <input type="checkbox"/> MEDICINAL <input type="checkbox"/> OTHER. DESCRIBE: <input type="checkbox"/> DON'T KNOW	Ess
110 H	You said that mines were blocking access to some housing area. Is this correct?	<input type="checkbox"/> YES <input type="checkbox"/> NO, OR DON'T KNOW. SKIP TO 112	Ess
111 H	POINT TO LOCALITY MAP  Please describe the houses that can no longer be used because of the mines.	MARK ON MAP IF OTHER INFORMATION: <input type="checkbox"/> DON'T KNOW	Opt
112 R	You mentioned that some roads were blocked. Please show them on the map.	MARK ON MAP <input type="checkbox"/> CANNOT SHOW. SKIP TO 116	Conv

114	<p>Blown-up vehicles do not contribute to the score because the victims in these accidents and (some of) the road blockages already do, and many remote rural communities may see little vehicle traffic anyway. It serves basically as a confirmatory question on the importance of blocked roads and as a second indicator in addition to the number of communities which simply report some roads to administrative centers to be blocked by mines.</p> <p>The following question, on alternatives, like the one about alternatives to blocked water sources, is a (admittedly weak) indicator of the community's ability to mitigate mine impacts.</p>
116	<p>The conversational suitability of lists has to be tested, as already urged above. Similarly, the translation of "buildings and facilities" needs particular attention. The response categories may have to be adapted to local conditions (e.g., not all countries have oil fields or railroads), and if new ones are added, they will either need to be entered in IMSMA as "Other infrastructure", or in some user-defined field PLUS an entry as "Other infrastructure", in order to trigger a score contribution.</p>
119	<p>Corresponds to "Other infrastructure" in IMSMA</p>
120	<p>This instruction and the following question, first, oblige the interviewers to quickly run through the Mined Area module and check if they have asked questions to all the substantive areas for which their key informants initially claimed blockages. Secondly, the question encourages the audience to update their list of impacts in case something additional has come to their minds in response to the conversation so far. If they do report an additional impact area, the interviewers will go back in the questionnaire in order to ask the specific questions that relate to it.</p>

113 <b>R</b>	What does it stop you from going to?	<input type="checkbox"/> DISTRICT CENTER <input type="checkbox"/> PROVINCIAL CAPITAL <input type="checkbox"/> NATIONAL CAPITAL  <input type="checkbox"/> OTHER POINTS AND PLACES. MARK ON MAP OR DESCRIBE:  <input type="checkbox"/> DON'T KNOW	<b>Ess</b>
114 <b>R</b>	In the past 24 months, were there any vehicles blown up on roads in or near this mined area?	<input type="checkbox"/> NO <input type="checkbox"/> YES  <input type="checkbox"/> DON'T KNOW	<b>Opt</b>
115 <b>R</b>	Can you take a way around the blocked roads?	<input type="checkbox"/> NO. WE HAVE NO ACCESS <input type="checkbox"/> YES. THERE IS A WAY AROUND  <input type="checkbox"/> DON'T KNOW	<b>Opt</b>
116 <b>B</b>	<p>You said that this mined area was blocking access to some buildings or facilities. Let me read out three lists, and if any item is correct, please tell it and also show it on the map.</p> <ul style="list-style-type: none"> <li>• Bridges</li> <li>• Dams or canals</li> <li>• Railroads</li> <li>• Airstrips</li> </ul>	<input type="checkbox"/> BRIDGES <input type="checkbox"/> DAMS OR CANALS <input type="checkbox"/> RAILROADS <input type="checkbox"/> AIRSTRIPS	<b>Ess</b>
117 <b>B</b>	<ul style="list-style-type: none"> <li>• Power lines</li> <li>• Power stations</li> <li>• Factories</li> <li>• Oil fields</li> </ul>	<input type="checkbox"/> POWER LINES <input type="checkbox"/> POWER STATIONS <input type="checkbox"/> FACTORIES <input type="checkbox"/> OIL FIELDS	<b>Ess</b>
118 <b>B</b>	<ul style="list-style-type: none"> <li>• Medical facilities</li> <li>• Educational facilities</li> <li>• Markets</li> <li>• Cultural sites</li> </ul>	<input type="checkbox"/> MEDICAL FACILITIES <input type="checkbox"/> EDUCATIONAL FACILITIES <input type="checkbox"/> MARKETS <input type="checkbox"/> CULTURAL SITES	<b>Ess</b>
119 <b>B</b>	Did we leave out any other vital facilities that this mined area is blocking?	<input type="checkbox"/> NO <input type="checkbox"/> YES. DESCRIBE:  <input type="checkbox"/> DON'T KNOW	<b>Ess</b>
120 TAKE A MOMENT TO REVIEW THE NOTES ON ECONOMIC EFFECTS OF THIS PARTICULAR MINED AREA , GOING BACK TO 95.			
121	We finished discussing the economic effects of this mined area. Is there anything you wish to add in that regard?	<input type="checkbox"/> NO <input type="checkbox"/> YES. KEY ELEMENTS:	<b>Opt</b>

122	<p>This and the following questions repeat, for this particular mined area and for recent victims, questions asked earlier for the ensemble of mine areas in the community. Here and elsewhere, 24 months, backwards from the date of the interview, is the period of time defining “recent”.</p> <p>In certain cultures, the expression “in the past 24 months” is unusual and may need linguistic approximation.</p>
127	<p>The question is only apparently rhetorical. As the interview goes on, and perhaps more informed persons have joined the audience, the focus on the mined areas not yet covered needs to be recreated, and it is possible that new mined areas will be volunteered at this point.</p>

122	Now I would like to speak about the victims of this mined area.  Have any persons come to harm here in the past 24 months?	<input type="checkbox"/> NO. SKIP TO 126 <input type="checkbox"/> YES  <input type="checkbox"/> DON'T KNOW. SKIP TO 126	Ess
123	How many?	NUMBER: <input type="checkbox"/> <input type="checkbox"/> SKIP TO 125 <input type="checkbox"/> DON'T KNOW	Ess
124	You said that you don't know exactly how many were injured or killed there in the last 24 months. Do you know anything specific about any of those incidents, such as the name of a victim?	<input type="checkbox"/> NO. SKIP TO 126 <input type="checkbox"/> YES	Conv
125	<b>THERE IS AT LEAST ONE RECENT VICTIM RELATED TO THIS AREA  TAKE A RECENT VICTIM MODULE</b>  We would like to hear more about this person (these persons) who came to harm in this mined area during this period of time.		Conv
126	<b>THERE ARE NO RECENT VICTIMS RELATED TO THIS AREA.  LOOK AT THE MINED AREAS SUMMARY (65) AND POINT TO THE MAP</b>		
127	Looking at our map, is there any other mined area that we have not yet talked about in detail?	<input type="checkbox"/> YES. TAKE ANOTHER MINED AREA MODULE NOW <input type="checkbox"/> NO. CHECK WITH SUMMARY. IF CORRECT, SKIP TO COMMUNITY-LEVEL MODULE, PART 2	Conv

This segment is filled in outside the key informant group interview, as the instruction says. It is part of the Mined Area module for convenience. If the visual verification form is used separately, care has to be taken to copy the mined area locator code immediately; otherwise there may be mismatches.

Instructions are, as usual, in uppercase. The questions, in lowercase, are not posed to the key informants in the group; the interviewers may ask themselves or the guide who accompany them to the viewing points.

136	The operating assumption is that the visual verification will improve on the surface estimate offered in the group interview. In some cases, this may not be possible, such as when the key informants have a plausible accurate shape and size idea but the viewing point does not allow to see the whole contours of the suspected area. The interviewers will note the reasons for their inability to make an estimate, and the one from the group interview will be stored.
-----	---

**Segment 12: Verification from a safe point**

128 USE THIS SEGMENT ONLY IF AND WHEN YOU GO TO A VIEWING POINT FOR THIS PARTICULAR MINED AREA, NOT IN THE INTERVIEW!

STRICTLY FOLLOW THE INSTRUCTIONS FOR VERIFICATION.  
FILL OUT WHILE AT THE VIEWING POINT, NOT DURING INTERVIEW

129	What route was taken to this viewing point?	DESCRIBE IN KEY WORDS, OR USE SKETCH MAP NEXT PAGE:	Adm
-----	---	---	-----

130	How can the viewing point be described unmistakably?	DESCRIPTION:	Adm
-----	--	--------------	-----

131 FROM YOUR VIEWING POINT, AIM YOUR GPS EQUIPMENT AT THE NEAREST EDGE POINT OF THE MINED AREA.

132	Edge point longitude:	° ' " <input type="checkbox"/> E / <input type="checkbox"/> W	Imp
-----	-----------------------	---	-----

133	Edge point latitude:	° ' " <input type="checkbox"/> N / <input type="checkbox"/> S	Imp
-----	----------------------	---	-----

134 DRAW A SKETCH MAP OF THE MINED AREA AND OF THE ROUTE TAKEN (USE THE SPACE ON THE NEXT SHEET).

IDENTIFY THE VIEWING POINT AND THE EDGE POINT. DRAW THE OUTLINE OF THE MINED AREA. NOTE THE RANGE AND BEARING FROM THE VIEWING POINT TO THE EDGE POINT.

135	Were any photos taken?	<input type="checkbox"/> NO <input type="checkbox"/> YES. FILM / DISK / PICTURE ID:	Adm
-----	------------------------	--	-----

136	ESTIMATE THE SIZE IN SQUARE METERS.	SQUARE METERS: <input type="checkbox"/> <input type="checkbox"/> APPROX.  <input type="checkbox"/> ESTIMATE NOT POSSIBLE AT THIS STAGE BECAUSE	Imp
-----	-------------------------------------	---	-----

[No annotations on this page]

137	ON THE BASIS OF THIS VISUAL IMPRESSION, EVALUATE THE CLAIM THAT THIS IS INDEED A MINED AREA	COMMENT AND CONCLUSION:	Imp
-----	---	-------------------------	-----

138	In particular, is the terrain and vegetation information, as supplied in the interview, correct?	<input type="checkbox"/> YES <input type="checkbox"/> NO. DESCRIBE VISUAL IMPRESSION:  <input type="checkbox"/> UNABLE TO SEE FROM VIEWING POINT	Opt
-----	--	---	-----

139	WHEN FINISHED, TAKE CARE TO PUT THE MODULE AWAY IN THE RIGHT PLACE IN YOUR PAPERWORK
-----	--

140	<p>The operating assumption is that the key informants know the recent victims by name. If they cannot produce the name of a claimed recent victim, the claim should be politely rejected. In a very large community, ignorance of victim names may indicate that surveys in smaller neighborhoods are needed.</p> <p>However, in some situations, the requirement to know the names of recent victims may be too stringent. This may be the case, for example, where many of the victims belong to a different ethnic group (Khmer laborers in Thai villages). The question should then come with a “Don’t know option” in the response categories, and a fictitious identity (“XX”) may be created in the database.</p>
144	<p>In some languages, this question will not be necessary, and the pre-coded categories can be moved to the question about the name.</p>
145	<p>The age categories are the ones used in IMSMA.</p>
146	<p>“At the time” means “at the time of the accident”. The occupation is different from the activity during which the accident occurred (See Q147 and following).</p> <p>The intent is to check if there are one or more distinct occupational groups among the victims. The classification is biased to the realities of rural and small town communities.</p>

**Individual Victim Module**

FILL IN THE LOCATOR CODE	Country/Province/District/Subdistrict/Locality/Mined area/Victim ___/___/___/___/___/___/___
--------------------------	---

**Segment 13: Victim descriptors**

140	What is the name of the person?	FIRST:  SECOND:  FAMILY:	Imp
141	When did the accident happen?	DATE: <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> (year – month – day) IF MORE THAN TWO YEARS AGO, SKIP TO 143. IF TWO YEARS OR LESS, SKIP TO 144  <input type="checkbox"/> DON'T KNOW AT LEAST BY MONTH	Imp
142	If the exact date is not known, can you say whether it happened during the last 24 months, or was it earlier?	<input type="checkbox"/> LAST 24 MONTHS. SKIP TO 144 <input type="checkbox"/> EARLIER <input type="checkbox"/> DON'T KNOW	Conv
143	We will talk later about accidents that took place more than two years ago. Right now let us be concerned with the more recent victims.  PUT THIS MODULE AWAY AND ASK IF THERE ARE ANY OTHER RECENT VICTIMS. IF THERE ARE, TAKE A FRESH INDIVIDUAL VICTIM MODULE FOR EACH.		Conv
144	Was this a male or female person?	<input type="checkbox"/> MALE <input type="checkbox"/> FEMALE  <input type="checkbox"/> DON'T KNOW	Imp
145	What was the approximate age?	<input type="checkbox"/> 0 – 4 YEARS <input type="checkbox"/> 5 – 14 <input type="checkbox"/> 15 – 29 <input type="checkbox"/> 30 - 44 <input type="checkbox"/> 45 - 59 <input type="checkbox"/> 60 AND OLDER <input type="checkbox"/> DON'T KNOW	Imp
146	What occupation did he/she hold at the time?	<input type="checkbox"/> HOUSEHOLD WORK  <input type="checkbox"/> FARMING <input type="checkbox"/> HERDING <input type="checkbox"/> TRADING <input type="checkbox"/> ARTISAN <input type="checkbox"/> OFFICE WORK <input type="checkbox"/> MILITARY  <input type="checkbox"/> WAS NOT EARNING <input type="checkbox"/> OTHER. DESCRIBE:  <input type="checkbox"/> DON'T KNOW	Imp

148	“Collecting something outside the house” may most often include firewood, fodder and water collection and may need to be specific in the local context.
150	<p>The intent of the question is twofold: 1. Identification of survivors and estimate of the survivor rate. 2. Identification, and estimate of the number, of survivors with limb amputations and with visual impairment. Greater detail is not wanted at this stage. For example, the survey does not ask about arm vs. leg amputation. This is not the place for a medical interview.</p> <p>The IMSMA category set matches the pre-coded answers and should not be changed.</p>
151	<p>The question is to be asked in an open way. Interviewers then check pre-coded options. Multiple responses permitted.</p> <p>The response pattern will indicate the penetration that victim assistance programs have in the survivor population.</p>
152	<p>The intent is to see to which degree mine accident survivors manage to exercise some productive occupation.</p> <p>In IMSMA field module versions up to fall 2000, a user-defined field was required.</p>

**Segment 14: Accident and consequences**

147	When the accident occurred, was the person <ul style="list-style-type: none"> <li>• On military duty</li> <li>• Busy with a civilian activity?</li> </ul>	<input type="checkbox"/> MILITARY. SKIP TO 150 <input type="checkbox"/> CIVILIAN  <input type="checkbox"/> DON'T KNOW. SKIP TO 150	Imp
148	Here is a list of activities. Choose the one which the victim was performing: <ul style="list-style-type: none"> <li>• Farming</li> <li>• Herding</li> <li>• Collecting something outside the house</li> <li>• Working inside the house</li> </ul> PAUSE, THEN READ OUT 149	<input type="checkbox"/> FARMING <input type="checkbox"/> HERDING <input type="checkbox"/> COLLECTING SOMETHING <input type="checkbox"/> WORKING IN THE HOUSE	Imp
149	<ul style="list-style-type: none"> <li>• Travel</li> <li>• Playing</li> <li>• Tampering with a mine</li> <li>• Other</li> </ul>	<input type="checkbox"/> TRAVEL <input type="checkbox"/> PLAYING <input type="checkbox"/> TAMPERING WITH A MINE  <input type="checkbox"/> OTHER. DESCRIBE:  <input type="checkbox"/> DON'T KNOW	Imp
150	What wounds did he/she receive?	<input type="checkbox"/> FATAL  <input type="checkbox"/> AMPUTATION <input type="checkbox"/> LOSS OF SIGHT <input type="checkbox"/> OTHER KINDS OF WOUNDS  <input type="checkbox"/> DON'T KNOW	Imp
151	What kind of care did he/she receive?	<input type="checkbox"/> EMERGENCY MEDICAL <input type="checkbox"/> PHYSICAL REHABILITATION <input type="checkbox"/> VOCATIONAL TRAINING <input type="checkbox"/> OTHER. DESCRIBE:  <input type="checkbox"/> NONE <input type="checkbox"/> IMMEDIATELY FATAL <input type="checkbox"/> DON'T KNOW	Imp
152	IF ACCIDENT WAS NOT FATAL  What occupation is he/she holding now?	<input type="checkbox"/> HOUSEHOLD WORK  <input type="checkbox"/> FARMING <input type="checkbox"/> HERDING <input type="checkbox"/> TRADING <input type="checkbox"/> ARTISAN <input type="checkbox"/> OFFICE WORK <input type="checkbox"/> MILITARY  <input type="checkbox"/> OTHER. DESCRIBE:  <input type="checkbox"/> NOT EARNING <input type="checkbox"/> DISABLED <input type="checkbox"/> DON'T KNOW	Imp

[No annotations on this page]

- 153 | We have discussed this particular person's accident. Is there any other left to discuss from this mined area? |  YES. TAKE ANOTHER RECENT VICTIM / SURVIVOR MODULE |  NO | **Conv**
- 

154 | WHEN ALL THE RECENT VICTIMS PERTAINING TO THIS MINED AREA HAVE BEEN COVERED, ATTACH ALL THEIR MODULES TO THE MINED AREA MODULE.

WHEN ALL MINED AREA MODULES AND ALL THEIR RECENT VICTIM MODULES ARE DONE:

CONTINUE WITH COMMUNITY-LEVEL MODULE, PART 2

155	This and the following questions again concern victims of less recent date. The repetition allows the key informants to update their count or estimate in the light of a better understanding of the survey concerns.
158	The following questions elicit information on mine action. The intent is estimate the number of communities exposed to the various forms of mine action in a well defined, comparable period of time, the past two years, and to find out which organizations were involved. Also, local mine awareness and clearance activities are probed for as indications of how urgent the communities themselves feel the mine problem to be.
161	<p>The intent of this and the following questions on organizations involved in mine action in this community is twofold: to allow survey users to reference the organizations whose involvement was claimed; to see the approximate distribution of the various players over the affected communities. For the latter purpose, however, it will often be more efficient to consult the involved organizations directly.</p> <p>IMSMA offers one text field, under the tab “Mine action” of the survey level, to store the information on all the organizations that key informants link to the various branches of mine action. In countries with diversified and deep mine action penetration, this may not be an efficient way to handle the information, and relational queries with outside databases from major players may promise better insights.</p>

## Community Level Module – Part 2

FILL IN THE LOCATOR CODE	Country/Province/District/Subdistrict/Locality ___ / ___ / ___ / ___ / _____ /
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## Segment 15: Victims of less recent date

155	We talked about the mine victims of recent times. Let me ask you again about persons who came to harm more than 24 months ago. Do you know of any such?	<input type="checkbox"/> NO. SKIP TO 158 <input type="checkbox"/> YES	Conv
156	Can you tell us again the number of persons who were <i>killed</i> by mines earlier, i.e. from the time the mines were laid until 24 months ago?	NUMBER: <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> SOME. DON'T KNOW NUMBER <input type="checkbox"/> NONE <input type="checkbox"/> DON'T KNOW	Imp
157	Can you tell us again the number of persons who were <i>injured</i> in that period and have survived?	NUMBER: <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> SOME. DON'T KNOW NUMBER <input type="checkbox"/> NONE <input type="checkbox"/> DON'T KNOW	Imp

## Segment 16: Mine action

158	Now we would like to find out what has been done in this community in order to prevent mine accidents  IF THERE WERE ANY VICTIMS  And in order to help the victims.	Conv	
159	Has there been any education program about mines in the last 24 months?	<input type="checkbox"/> NO. SKIP TO 162 <input type="checkbox"/> YES <input type="checkbox"/> DON'T KNOW. SKIP TO 162	Imp
160	Here is a list of methods. Which did the mine education programs use?  <ul style="list-style-type: none"> <li>• School presentation</li> <li>• Posters</li> <li>• Radio</li> <li>• Performing group</li> <li>• Community center</li> <li>• Religious organization</li> <li>• Some other method</li> </ul>	<input type="checkbox"/> SCHOOL PRESENTATION <input type="checkbox"/> POSTERS <input type="checkbox"/> RADIO <input type="checkbox"/> PERFORMING GROUP <input type="checkbox"/> COMMUNITY CENTER <input type="checkbox"/> RELIGIOUS ORGANIZATION <input type="checkbox"/> OTHER. DESCRIBE:  <input type="checkbox"/> DON'T KNOW	Opt
161	Which organizations were involved?	NAMES:  <input type="checkbox"/> DON'T KNOW	Imp
162	Has any marking or any survey of mined areas taken place in the last 24 months?	<input type="checkbox"/> NO. SKIP TO 164 <input type="checkbox"/> YES <input type="checkbox"/> DON'T KNOW. SKIP TO 164	Imp

166	<p>“With what effect?” refers to consequences, not to the means used. In IMSMA, the information is stored in a text field under the “Locality” tab of the Survey level.</p> <p>Responses should also be seen in correlation with the question whether the situation has improved or not in recent years.</p> <p>Note: If the survey can form a deeper understanding of local clearance efforts during the first pre-test, it may be attractive to form a 3 – 4 item scale with the help of some more specific questions. Besides the number of recent victims, such a construct would supply one of the few truly behavioral variables on affected communities and would be helpful in validating the score construction. Items would need user-defined fields in IMSMA.</p>
167	<p>In IMSMA, this information is stored in a text field, accessed through a drop-down menu, of the “Victim totals” tab of the Survey level.</p>
168	<p>There is no dedicated field in IMSMA to hold this information. A user-defined field may be activated and placed near the field for the previous question. Alternatively, the memo field in the “Cmt./Fieldadj.” tab may be used.</p>

163	Which organizations were involved?	NAMES: <input type="checkbox"/> DON'T KNOW	Imp
164	Did any organization clear mines in the last 24 months?	<input type="checkbox"/> NO. SKIP TO 166 <input type="checkbox"/> YES <input type="checkbox"/> DON'T KNOW. SKIP TO 166	Imp
165	Which organizations were involved?	NAMES: <input type="checkbox"/> DON'T KNOW	Imp
166	Have people from this community tried to clear any mines? With what effect?	<input type="checkbox"/> NO <input type="checkbox"/> YES. DESCRIBE: <input type="checkbox"/> DON'T KNOW	Imp
167	IF THERE HADN'T BEEN ANY VICTIMS: SKIP TO 170  IF THERE WERE VICTIMS: Has any victim assistance program been active here in the last 24 months?	<input type="checkbox"/> NO. SKIP TO 170 <input type="checkbox"/> YES <input type="checkbox"/> DON'T KNOW. SKIP TO 170	Imp
168	What kind of assistance was given?	DESCRIBE: <input type="checkbox"/> DON'T KNOW	Imp
169	Which organizations were involved?	NAMES: <input type="checkbox"/> DON'T KNOW	Imp

170	<p>Invites the key informants to rank impacts. The intent is to find priorities in mine action, particularly for clearance, that communities themselves formulate, rather than using only weights that a group of outside experts sets.</p> <p>Conceptually, the task is not easy to administer in the group interview situation. Two versions are possible: The interviewers have the informants confirm the major impact realms that were reported earlier, in terms of the socio-economic blockages that figure as arguments in the scoring sheet. For this purpose, they peruse the filled-in mined area modules and write the blockages in big letters on a poster-size paper. The informants then rank types of impact. This questionnaire exemplifies this version.</p> <p>A second version, simpler but less discriminating in type of impact, is to ask the informants which of the mined areas should be cleared first, second, etc. This works only for communities that have more than one mined area.</p> <p>The ranking exercise is optional. See the remarks in P09a Community Survey Protocol.</p>
176	<p>This complements the expert opinion collection. The information should be shared with the Field Supervisor at appropriate intervals – if possible and useful, by the end of the day, latest in weekly coordination meetings – in order to compare with the current list of communities to visit and to update task assignments while teams are in the district.</p>

**Segment 17: End of the meeting**

170	<p>We are almost at the end of the meeting. We would like to review with you all the mine impacts that you mentioned during our interview. We would like to hear from you which are the most severe of them. I will quickly go through my paperwork and copy them to a sheet of paper so that all of you can see.</p> <p>TAKE A BIG SHEET OF PAPER OR THE REVERSE SIDE OF THE COMMUNITY MAP. TAKE ALL THE MINED AREA MODULES. IN EACH MODULE, SEE THE RESPONSES TO Q 97 AND 98. ONE BY ONE, READ OUT LOUD THE CHECKED BLOCKAGES AND WRITE THEM DOWN IN BIG LETTERS.</p>		<p>Conv. Adjust acc. to which of the follow- ing questions are retained.</p>
171	<p>You mentioned the following realms in which the mines are causing you problems.</p> <p>READ OUT LOUD ALL THE KEY WORDS ON THE BIG SHEET</p> <p>Is this correct?</p>	<p><input type="checkbox"/> YES <input type="checkbox"/> NO. CHANGE ON BIG SHEET</p> <p>IF ONLY ONE IMPACT AREA, SKIP TO 173</p> <p><input type="checkbox"/> CANNOT AGREE. SKIP TO 173</p>	<p>Opt</p>
172	<p>IF THEY CHANGED THE LIST, READ OUT AGAIN ALL IMPACT AREAS FROM THE BIG SHEET</p> <p>Can you rank those, starting with the most severe, and ending with the one that is creating the least problems?</p>	<p>1. 2. 3. 4. 5. 6.</p> <p><input type="checkbox"/> CANNOT AGREE <input type="checkbox"/> ALL EQUALLY IMPORTANT, OR OTHER REASON FOR NOT RANKING PROBLEMS</p>	<p>Opt</p>
173	<p>We have asked so many questions. Have we forgotten anything important? Would you like to give any other information relevant for this survey?</p>	<p>YES:</p> <p><input type="checkbox"/> NO</p>	<p>Imp</p>
174	<p>Let us together have a last look at the map. Do you want to change anything on the map?</p> <p>HOLD UP MAP</p>	<p><input type="checkbox"/> YES. MARK ON MAP <input type="checkbox"/> NO</p>	<p>Opt</p>
175	<p>Who else should we meet during this visit?</p>	<p>NAMES:</p> <p><input type="checkbox"/> NOBODY, NOT NECESSARY <input type="checkbox"/> DON'T KNOW</p>	<p>Opt</p>
176	<p>Do you want to point out any neighboring communities particularly affected by mines?</p>	<p>NAMES:</p> <p><input type="checkbox"/> THERE ARE NONE <input type="checkbox"/> NO, OR DON'T KNOW</p>	<p>Imp</p>

[No annotations on this page]



[No annotations on this page]

**Segment 18: Observations after the visit**

180 USE THIS PAGE TO RECORD ANY OTHER OBSERVATIONS THAT ARE IMPORTANT FOR THE SURVEY. USE BLANK SHEETS IF MORE SPACE NEEDED. Imp

Example: Questions that are difficult to understand

MUST BE USED BY SUPERVISOR REVISITING LOCALITY.  
INCLUDE DATE AND INTERLOCUTORS

Enumerators' observations:

Field Editor's observations:

Field Supervisor's observations:

## [Meeting Attendance Sheet]

Name	The structure “family name”, then “first name”, then “second name” may have to be replaced.
Occupation	Open and self-assessed. Field Editors or data entry personnel will later code into categories that the country surveys will each have formed and enter the information under “Vocation” in the “Interviewee sheet” tab of the Survey level. IMSMA provides five default categories simply named “Category 1”, “Category 2”, etc.
Sex	Survey users like to see the percentage of women key informants. In some settings, interviewers conduct separate meetings with women. If so, it is important to circulate attendance sheets in both meetings.
Age	Open and self-assessed. Field Editors or data entry personnel will later code into the age categories that IMSMA provides, and which are the same as for victims.

Meeting Attendance Sheet

**Community:**

**Date:**

Country/Province/District/Subdistrict/Locality

\_\_\_/\_\_\_/\_\_\_/\_\_\_/\_\_\_\_/\_\_\_

#	NAME			OCCUPATION	SEX		AGE	MINE VICTIM
	FAMILY	FIRST	SECOND		M	F		
1					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
2					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
3					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
4					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
5					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
6					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
7					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
8					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
9					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
10					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
11					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
12					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
13					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
14					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
15					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
16					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
17					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
18					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
19					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
20					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

## Technical appendix: Automated segment and question numbering

### Field codes in MS Word

For the following, we rely on MS Word 2000. Other recent versions of MS Word may at most differ in some syntax detail.

Fields are a very versatile tool in MS Word. The Help file offers this general description:

*Fields are used as placeholders for data that might change in a document and for creating form letters and labels in mail-merge documents. Some of the most common fields are the PAGE field, which is inserted when you add page numbers, and the DATE field, which is inserted when you click Date and Time on the Insert menu and then select the Update automatically check box.*

*Fields are inserted automatically when you create an index or table of contents by using the Index and Tables command on the Insert menu. You can also use fields to automatically insert document information (such as the author or file name), to perform calculations, to create links and references to other documents or items, and to perform other special tasks.*

*.. . Fields are somewhat like formulas in Microsoft Excel — the field code is like the formula, and the field result is like the value that the formula produces.*

P10 and 10a use fields chiefly for numbering and, in skipping and some other instructions, for cross-referencing to questions or segments. Technically, the protocols use the Seq (Sequence) field with a distinct identifier for segment and question numberings and the Ref field for cross-references. Let us explain this by way of example: The first segment in the questionnaire opens with the heading

#### Segment 1: Identification

If we highlight “1” and press Shift+F9, the following should appear:

Segment { SEQ Segment \\* ARABIC }: Identification

Using Shift+F9 again will restore the initial appearance. In fact this piece of code { SEQ Segment \\* ARABIC } is used in all segment headers:

Segment { SEQ Segment \\* ARABIC }: Identification  
Segment { SEQ Segment \\* ARABIC }: Certification  
Segment { SEQ Segment \\* ARABIC }: List of attachments and checking  
Etc.,

as one may satisfy himself by highlighting segment numbers and repeatedly using Shift+F9. The code { SEQ Segment \\* ARABIC } ensures that the segment numbers are consecutive throughout the document and update when necessary.

Examples of question numbering and cross-references follow further below.

### Changing the order of segments

As long as segment headers are used with the SEQ field { SEQ Segment \\* ARABIC }, changes in the number or order of segments will be reflected automatically when prompting for an update. Updates are caused by selecting (highlighting) headers and pressing F9.

In this fictitious example, a country survey decides to replace the sequence

Segment 1: Identification  
Segment 2: Certification  
Segment 3: List of attachments and checking  
Etc.

with

Segment 1: Identification  
Segment 2: Certification  
Segment 3: Image numbers and captions  
Segment 4: List of attachments and checking  
Etc.

If instead of static manual numbering, SEQ fields are to be used, as in “Segment { SEQ Segment \\* ARABIC }: Identification”, the editor may simply copy some segment header, paste it to the desired location, leave the number for the time being as it is and change the title as appropriate, i.e. “Image number and captions”, select the entire document by Ctrl+A and update fields with F9.

You may practice this by moving up and down some the following four segment headers, which include SEQ fields:

Segment 1: Identification  
Segment 2: Certification  
Segment 3: Image numbers and captions  
Segment 4: List of attachments and checking

For example, creating, then selecting and pressing F9, will yield a correct numbering for:

Segment 1: Identification  
Segment 2: List of attachments and checking  
Segment 3: Image numbers and captions  
Segment 4: Certification

The reader may want to practice both visualizing of fields (Shift+F9) and updating a changed sequence (F9) with the above four lines of text. The bottomline is that segment headers are easy to automate – just copy and paste, highlight and update. The automated numbering of questions relies on the same principle, but uses a tool called autotext for quick insertion of question boxes.

### Creating a new sequence

A questionnaire editor may want to create an automated numbering for a sequence other than segments or questions. The generic procedure is to go to the menu commands Insert →Field,

then choose the category “Numbering” and the field name “Seq”. Seq calls for an identifier, a name for the particular sequence.

In a fictitious example, an editor may want to simplify the appearance of Segment 4, Community background observations. She may argue that the SAC template suggests that the items are verbatim questions whereas they are meant as observation records. Accordingly, she creates a table for all the dichotomous (yes/no) questions about facilities and services:

48	HOW LARGE DO YOU – THE ENUMERATORS – PERSONALLY ESTIMATE ITS POPULATION?	APPROX. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> PEOPLE OR APPROX. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> HOUSES <input type="checkbox"/> NOT POSSIBLE TO KNOW
----	--	--

49 NOTE PRESENCE OF THE FOLLOWING FACITLITES AND SERVICES:

		Yes	No	Don't know
1	Piped water supply			
2	Electricity			
3	Fuel for cars			
4	[etc.]			

In anticipation of numerous changes that may be requested during the translation and testing phase, she numbers them, creating their own sequence in the shape of {SEQ Facility }.

**Numbering questions, announcements and instructions**

The most common occasions for changing numberings present themselves with regards to the questions. In successive questionnaire versions, significant if not large numbers of questions may be deleted, inserted or placed differently. Also, remember that the SAC template treats questions, announcements and instructions with one consecutive numbering. The formatting of questions vs. major instructions and announcements is different, however.

Questions come in the well-known format:

#	Question wording	RESPONSE SPACE	[4 <sup>th</sup> column for special purposes]
---	------------------	----------------	---

whereas major instructions and announcements are graphically marked by thick frames and distinguished by upper and lower case:

#	INSTRUCTION
	Announcement

The most efficient way of dealing with these formal entities in MS Word is to use its autotext feature. It allow editors to use question and instruction/announcement frames that come with

number fields already inserted. Additional frames can be inserted very conveniently. The emphasis for this part, therefore, is less on fields and more on the autotext feature.

### Useful autotext elements

Again we turn to the MS Word help file:

*AutoText offers a way to store and quickly insert text, graphics, fields, tables, bookmarks, and other items that you use frequently. Microsoft Word comes with a number of built-in AutoText entries that are divided into different categories. For example, if you're working on a letter, Word can offer letter-specific AutoText entries, such as salutations and closings.*

*In addition, you can create your own AutoText entries. This is useful if you often use the same large or complex item and don't want to have to reinsert or retype it, or if you want to store text that contains a particular style or format.*

Practically, to create an AutoText entry to store and reuse text and graphics:

1. *Select the text or graphic you want to store as an AutoText entry. To store paragraph formatting with the entry, include the paragraph mark( in the selection.*
2. *On the AutoText toolbar, click New.*
3. *When Microsoft Word proposes a name for the AutoText entry, accept the name or type a new one. If you plan to insert the entry by using AutoComplete, make sure the name contains at least four characters because Word inserts an entry only after four characters have been typed.*

Word stores the AutoText entry for later use. However, the entry is not stored in the document, but in the template normal.dot. Therefore, when you close Word, save the changed template. If you continue working on another computer, you need to create the AutoText entries in its normal.dot in order to use them there.

Two entries are of practical concern for our purposes. The first is a question frame:

---

181		<input type="checkbox"/>	
-----	--	--------------------------	--

---

It holds a SEQ question field in the first column and, for convenience only, a checkbox in the response space.

182
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This frame, too holds a SEQ question field in the first column. Do not worry about the numbers that you see in the current samples of these two frames; they are nothing but the latest field results in this entire document.

To turn them into autotext entries in your normal.dot, do the following:

1. With this document P10a active, press F5, select bookmark, scroll down to AA\_QuestionFrame, and select GoTo and Close. The entire question frame is now selected, including a thin row each above and below the lines.

2. With the frame selected, press Alt+F3. You will be prompted to give the entry a name, e.g. qf for QuestionFrame.
3. Do the same over again, this time scrolling down to AA\_InstructionFrame. Use any entry name, e.g. if, for InstructionFrame.
4. Do not forget to save the changed normal.dot when closing Word.

To use the autotext entries in some other questionnaire version that you are editing, insert the cursor exactly where you need the question or instruction frame, type the entry name (e.g., qf), and press F3.

By way of illustration let us assume that you wish to insert a question between:

114	In the past 24 months, were there any vehicles blown up on roads in or near this mined area?	<input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> DON'T KNOW	
115	Can you take a way around the blocked roads?	<input type="checkbox"/> NO. WE HAVE NO ACCESS <input type="checkbox"/> YES. THERE IS A WAY AROUND <input type="checkbox"/> DON'T KNOW	

To do so, you will place the cursor in the leftmost column just below the lower border of 114, type your name for the question frame autotext entry, and press F3. The result, after updating all fields, is:

114	In the past 24 months, were there any vehicles blown up on roads in or near this mined area?	<input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> DON'T KNOW	
115		<input type="checkbox"/>	
116	Can you take a way around the blocked roads?	<input type="checkbox"/> NO. WE HAVE NO ACCESS <input type="checkbox"/> YES. THERE IS A WAY AROUND <input type="checkbox"/> DON'T KNOW	

### Cross-references for skipping and other instructions

The advantage of having readily updateable segment, question and instruction/announcement numbers plus pre-formatted frames should be evident by now. It is equally convenient to insert updateable references to segments, instructions and questions that occur elsewhere in the questionnaire. This is particularly useful for skipping instructions, but occasionally comes in handy for other types of referrals as well.

The MS Word features to use for this purpose are bookmarks and cross-references. For readers not familiar with them, the above example may serve as an introduction. Suppose that in Q115, you wish to find out how many vehicles were blown up during that period of time. This question makes sense only if the response to Q114 had been “yes”. Else, the interviewer is to skip to Q116:

114	In the past 24 months, were there any vehicles blown up on roads in or near this mined area?	<input type="checkbox"/> NO. SKIP TO 116 <input type="checkbox"/> YES  <input type="checkbox"/> DON'T KNOW. SKIP TO 116
115	How many vehicles?	NUMBER: <input type="checkbox"/> DON'T KNOW
116	Can you take a way around the blocked roads?	<input type="checkbox"/> NO. WE HAVE NO ACCESS <input type="checkbox"/> YES. THERE IS A WAY AROUND  <input type="checkbox"/> DON'T KNOW

First, create a bookmark for the number of the question to which the interviewer is to skip. To do this, select the number (here: 116), go the Insert menu, select bookmark, give it an name and press Add. In documents with long lists of bookmarks such as Q10 and 10a, you may use some name like “A\_way\_around”, which saves you from scrolling down far when looking up this bookmark and is identified by the meaning of the question rather than its number (which may change).

Then, in Q114, in the SKIP TO lines, set the cross-reference. Again, pull down Insert, select Cross-reference, and, as reference type, Bookmark. If under “Insert reference to” “Bookmark text” is not yet selected, do so now. Scroll down to the bookmark that you have created in Q116. Press Insert and Close.

Should Q116 subsequently be re-numbered, all references to its bookmark will be updated when fields are updated.

### Summary

Questionnaire revisions can be done more efficiently when a small number of MS Word features are used. These include:

- Numbering (SEQ) fields
- Autotext entries for question and instruction frames
- Bookmarks
- Cross-references

Fields may be updated automatically when printing a document. To update them on screen, select the fields in point (or the entire document) and press F9.

Autotext entries are stored in the template normal.dot. Therefore they reside in the computer that was used to create them. When working with other machines, important entries can be created for them using this protocol and the instructions in this section.

When questionnaire revisions and translations are assigned to other persons, training in these techniques will be helpful for any future work based on theirs.