

Critical Issues

Landmine Awareness

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Landmine Awareness: Introduction



The most important part of this module is the content. Before attempting any training using the materials in this module, read through the Key Concepts Paper, handouts, overheads and Reading papers carefully. You need to understand the material fully in order to train others. If you have not recently trained or worked in the area covered by this module, please reread it before starting to plan your training.

KEY CONCEPTS

The following are the key concepts which are addressed in this module.

1. Children as a group are seriously endangered by mines and UXO.
2. UNHCR has a legal mandate to protect refugees - including children and adolescents - from danger, such as that from mines and UXO.
3. Analysis of an actual situation and of community needs determines if mine education is an appropriate response.
4. The best mine education for children is conceived, organized and implemented on a community basis with the participation of children themselves.
5. The aim of a mine education programme for children is to modify their behaviour so as to reduce their risk of being killed or injured.
6. There is a role for UNHCR and NGOs in developing policy and programmes of mine education.

STRUCTURE OF THE MODULE.

The material in this module is wide-ranging and designed so that those working with the module can select sections appropriate to their needs.

Topic 1 introduces the subject of mine education for children. It includes some basic facts and terms and discusses the difference between mine awareness, mine education and anti-mine campaigns; and it examines the legal basis behind any intervention to ensure children's rights by protecting them from landmines.

Topic 2 examines how to conduct a situation and community needs analysis in a specific area.

Topic 3 addresses the need for situational analysis to determine the nature of the problem and whether mine education is the most appropriate response.

Topic 4 explores how children can take part in both situation analysis and mine education programming, since programme designers and planners cannot take for granted what children in a given area know about mines.

Topic 5 deals with the components of a programme using a case study from Yemen to illustrate lessons learned from a community-based mine-awareness programme.

Topic 6 addresses the role of UNHCR and NGOs in developing policy and programmes for mine awareness.

Participatory exercises, case studies, overheads and handouts are provided. Facilitators are strongly recommended to develop regionally or country-specific materials such as case studies, in order to make the training more relevant.

Landmine Awareness: Guidance for Facilitators



If you are new to training we provide a number of ways to help you maximise your use of the material.

- 1** **ARC Facilitator's Toolkit.** For those new to training this guide is intended to provide the basic principles. Read it and think about the key points when planning your training session. You can also use it as a support when using particular training methods, as it provides guidelines and ideas about how to use all the methods included in this module.
- 2** **Training materials.** Each Topic includes a box with suggested training materials and is followed, in some cases, with further suggestions for training which could be developed by facilitators.
- 3** **Sample training programmes.** These are designed to be used as examples of training sessions that stand alone or can be combined to build up longer programmes covering a number of different modules.
- 4** **Exercises with learning points and clear instructions about use.** These can be used in your own training programmes or integrated into the standard format training programmes. They can be supplemented with handouts, overheads and other materials and are clearly linked to the Topics.

RESOURCES REQUIRED

Check that you have all the necessary resources and materials required to run a training programme. Some resources will be specific to the exercises, others are more general requirements.

Plenary room and small-group discussion areas; whiteboard / blackboard and pens / chalk; 3-4 flipchart stands, paper and marker pens; overhead projector, blank overhead transparencies and overhead transparency pens.

ARC Resources Pack (including copy of the CRC, 'Refugee Children: Guidelines on Protection and Care', and the ARC Facilitator's Toolkit.

One copy of each of relevant prepared overhead transparencies (for the facilitator only).

Copies of relevant Readings for each participant (if possible these should be handed out in time to allow participants to read them in advance of the training sessions).

Copies of relevant handouts for each participant.

Copies of relevant exercise Participant's Notes for each participant.

Copy of the ARC leaflet for each participant.

Adhesive tape (masking tape is best because it is easily removed) and / or Blu Tack for sticking cards and flipchart sheets onto walls. Blank index cards in different colours

Folder and basic stationery for each participant.

Landmine Awareness Topic 1: Children Are Seriously Endangered by Mines and UXO



KEY LEARNING POINTS

- *the scale of the problem of landmines and UXO affecting children;*
- *the different types of mines and UXO;*
- *the definitions of terms “anti-mine campaign”, “mine awareness” and “mine education”*

The following facts help to focus on the impact of landmines on children:

- Over 90% of all landmine victims are civilians, half of whom are children;
- Some 70 countries have anti-personnel (AP) mines scattered in ways that threaten children;
- There are over 100 million landmines uncleared; it has been calculated that there is one mine laid for every 16 children on earth;
- A child grows out of a prosthesis every six months;
- In 1997, the International Campaign to Ban Landmines received the Nobel Peace Prize;
- The 1997 Ottawa Treaty to ban landmines prohibits production, stockpiling and transfer of AP mines; it also covers their destruction. At the end of 1997 the number of states that had signed was 123 (and three had ratified the treaty).

The term “landmine” can denote various types of mines, including anti-personnel (AP) mines and anti-tank mines. The Ottawa Treaty (see Topic 2) is concerned exclusively with AP mines, which are usually intended to disable; though mostly dug into the ground, they may also be laid in water. Unexploded ordnance (UXO), e.g. bombs, shells, grenades, mortars and bullets, carry similar risks for children as mines.

The terms “anti-mine campaign”, “mine awareness” and “mine education” overlap. There are no universally agreed dividing lines between them. Nonetheless, it is possible to distinguish between them: a campaign is a device to engage public attention (not necessarily in a mined area); a programme to raise awareness can cover the same ground and use the same methodology as an education programme - though the latter term indicates a more thorough learning process.

Schools are usually at the centre of mine education programmes. Yet they don't have to be; school instruction can be only one component of it. A programme in Bosnia, for example, consists of a kit of materials for use in classrooms, a video (for broadcast, home and classroom use) and a “road-show” as well as a teacher training component.

Questions to raise with participants:

- How do landmines affect a civilian population, both in general and in relation to the geographical area most relevant to the participants?
- Has the presence of landmines and UXO in your area affected your personal behaviour? If so, how?
- Have you spoken to your own or other children about how to avoid AP mines and UXO? What have you told them? How did you learn what to say? What did they know about mines?

TRAINING MATERIALS FOR TOPIC 1

Exercise LA Ex1.1: The Impact of Landmines on Children	Uses children's testimonies to describe the effects of landmines and UXO on children's lives.
Overhead LA Ov1.1: Some Facts About Landmines and Children	List of revealing facts about the extent of the use of mines.
Overhead LA Ov1.2: Definitions	Definitions of commonly used terms.
Handout LA H1.1: Key Concepts Paper	Introduction to the module for participants.
Handout LA H1.2: Definitions	Definitions of commonly used terms.

FURTHER SUGGESTIONS FOR TRAINING

Participants could be shown drawings made by children who live in mined areas, as well as listen to or read testimonies from children developed from local experience (for example, by asking participants).

Landmine Awareness Topic 2: UNHCR Has a Legal Mandate to Protect Refugees from Mines and UXO



KEY LEARNING POINTS

- *international legal standards concerning the use of AP mines are established under International Human Rights Law and International Humanitarian Law*
- *specific legal instruments can be used to advocate on behalf of children against the use of landmines*

What legal standards are designed to protect children from mines? How can UNHCR and its implementing partners best help ensure that legal standards are met?

International Human Rights Law

The United Nations Convention on the Rights of the Child, to which 191 countries are party, states in Article 6 that every child has an “inherent right to life.” The same article obliges States Parties to “ensure to the maximum extent possible the survival and development of the child.”

Under Article 38 of the Convention, States Parties “undertake to respect and to ensure respect for rules of international law applicable to them in armed conflicts which are relevant to the child. It further requires them “in accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts” and to take “all feasible measures to ensure protection and care of children who are affected by an armed conflict”.

The International Covenant on Civil and Political Rights, to which 120 States are party, also grants the inherent right to life (Article 6).

International Humanitarian Law

Two international treaties specifically regulate anti-personnel (AP) mines:

Protocol II to the 1980 Convention on Conventional Weapons, to which 65 States are party and thus bound to take “all feasible precautions” to protect civilians from the effects of mines, including issuing warnings and erecting warning signs.

The 1997 Convention on the Prohibition on the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on their Destruction (usually known as the Ottawa Treaty to Ban Landmines), had been signed by 123 States by the end of 1997. Canada, Ireland, and Mauritius have already ratified the Convention, which will enter

into force six months after 40 states have both signed and ratified it. Article 6 of this treaty requires State Parties that are “in a position to do so” to “provide assistance for the care and rehabilitation, and social and economic reintegration, of mine victims and for mine awareness programs.”

TRAINING MATERIALS FOR TOPIC 2

Exercise LA Ex2.1: Using Legal Standards to Protect Children from Landmines	Raises awareness of international legal standards for the protection of children against mines which are/are not applied in the area. Identifies action which should be taken.
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FURTHER SUGGESTIONS FOR TRAINING

Relevant national law and local policy documentation could be introduced during this topic and included in **Exercise LA Ex2.1** if appropriate.

Landmine Awareness Topic 3: Situation- and Community Needs Analysis Determines if Mine Education is Appropriate



KEY LEARNING POINTS

- *the consequences for refugees of living in areas where landmines and UXO are present;*
- *the critical importance of accurate information for choosing suitable strategies for dealing with landmines;*
- *the information which is necessary to build an accurate situational analysis.*

This section will deal with what vital information is needed to determine if mine education is the appropriate response. Situation analysis is needed at national and regional level, also locally, e.g. covering the area around a refugee camp.

Participants can help identify the best ways to find out more information about:

1. Where AP mines and UXO are in a particular area (country, region, or locality);
2. How mines and UXO affect everyday life in that area (including relevant characteristics of local culture and community);
3. What is already being done about the danger from mines, and by whom.
4. What needs to be done in this situation.

The following include detailed questions relating to each of the above issues which may be used (i) for discussion, (ii) as a checklist, or (iii) to guide those charged with filling information gaps (e.g. to separate available information, generally accepted as correct, from missing information including that which is doubtful or contradictory).

Where AP mines and UXO are in a particular area (see Exercise LA Ex3.2/1)

1. Which areas are most heavily mined? Why?
2. How many mines are estimated to have been laid? What are some of the military purposes of AP mines? Why might civilians use them?
3. Which locations in an area are most likely to have been mined, i.e. along roads or rivers, around military camps or homes?
4. What is the difference between AP mines and others? Which types are most dangerous to children?

5. What kinds of AP mines have been used and where? (Detailed answers are needed, preferably with pictures and detailed descriptions.)
6. In addition to AP mines, what other explosive devices can cause harm to children in the area, e.g. UXO: bombs, grenades, mortars, shells, bullets?
7. What evidence may alert you to the presence of AP mines or UXO?
8. Did the combatants map the area when they laid mines? Are such maps available? What are consequences of having/not having minefield maps?
9. Where are mines and other explosives stored? How are they stored?

The government, usually the Ministry of Defence, may have a national centre for collecting mine data, relevant parts of which can be made available to refugees.

Workshops or meetings at local level need to identify ways of communicating information from official mine maps to ordinary people, taking account of their ways of describing the area or part of it. Programme planners must also establish ways in which local people, including children, can report located mines to those in charge of data-collection and de-mining.

An anti-mine school campaign in Yemen discovered tips about minefields which army investigators found to be true. These newly discovered minefields are now shown on the maps of the mine disposal team.

Understanding maps and being able to accurately describe an area or route are essential skills that pupils may practice in school and that community workers and volunteers may need to learn and teach others. Can minefields be marked on maps that refugees are already familiar with? A simple large-scale sketch-map which children can learn in school to make themselves may indicate such things as waterways, paths, buildings and meeting points (such as wells) and may be the most useful for everyday use.

How do mines and UXO affect everyday life in this area? (see Exercise LA Ex3.2/2)

1. Rank the five groups of people most affected by mines. How have they been affected?
2. Has the presence of AP mines and UXO affected your personal behaviour? How might it affect that of children?
3. What are common attitudes towards people disabled by mines? (e.g. answers to questions such as: "Would you want to marry someone who has lost an eye or a leg? If not, why not?")
4. What might be some of the social consequences of mine accidents on children and their families? Some emotional and psychological consequences?
5. What are estimated medical costs, and long-term economic consequences, for the family of a child mine victim?
6. What are 5-6 daily activities of children that could expose them to mines? And what strategy (or strategies) can help to protect them?

A typical situation in a rural area is that children work in cultivating the land and tending animals. The presence of mines and loss of life and injury due to them cause havoc to families and the community. Children both in towns and the countryside also face danger by hunting for scrap metal - and simply by trying to satisfy their natural curiosity about unfamiliar objects.

What is already being done about the danger from mines, and by whom? (see Exercise LA Ex3.2/3)

1. Is there a de-mining programme in your area? If so, what does it do?
2. Is there a mine awareness or mine education programme there? If so, what does it consist of? Are there any such programmes geared specifically to children?
3. Who in the community might help teach children how to avoid danger from mines?
4. What opportunities exist for children themselves to participate in developing a mine education programme? What organizations or groupings of young people already exist?
5. How can people find out if an area is mined? Are there standardized warning signs? If so, are they known and respected? Are they taught in schools?
6. What steps should be taken if someone suspects that an area is mined?

Several community-based programmes may already exist, e.g. in education and health services; these need to be identified and the appropriateness of linking them to a mine education programme for children explored in each case. Any child-to-child programme, as well as other activities that involve children and youth, needs to be identified.

What needs to be done in this situation? (see Exercise LA Ex3.2/4)

1. What are the particular characteristics of the situation?
2. What would be the most effective way(s) of preventing mine injuries?
3. Each situation will need its own formula of awareness training, mine clearance and other protective measures - what is the appropriate mix in this case?
4. What resources can be made available and what is the most cost effective way of using them?
5. Do children in this situation need special protective measures? If so, what are they?

Mine awareness is just one component of protecting people against mines and UXO. In most cases, it is best carried out in combination with other measures, notably mine clearance. However, at times it makes sense to concentrate on mine clearance alone, especially when this could effectively eliminate any problem with mines and resources for it can be found.

People in a community need to reflect on how best to protect themselves against mines and UXO - everything from digging a well (to save dangerous forays over mine-

infested terrain to fetch water) to providing children with a safe playground. Save the Children (US) helped to build several such playgrounds in Kabul, Afghanistan.

A community in Cambodia, assisted by the UK-based Mines Advisory Group, decided that the best way of protecting people against mines that swept down the hillside onto the village every time it rained was to build a wall. The villagers built the wall and made their village safe.

TRAINING MATERIALS FOR TOPIC 3

Exercise LA Ex3.1: The Consequences for Refugees of Living in Areas Where Landmines and UXO Are Present	Builds on Handout LA 3.1 and encourages participants to consider the effect of landmines on refugee communities.
Exercise LA Ex3.2: Assessing the Risk to Children from Mines in an Area	Encourages participants to build up a situational analysis of the risks to children from mines using three questionnaires.

FURTHER SUGGESTIONS FOR TRAINING

Participants with particular expertise about the subjects covered in this Topic could be asked to give a brief presentation on their agency's area of work.

Participants could be asked to develop a display using any materials they have brought with them. If there is a lot of material each could be asked to set up a 'stall' in a 'market place' which could be held over lunch or during an evening.

Landmine Awareness Topic 4: The Best Mine Education is Conceived, Organised and Implemented on a Community Basis with the Participation of Children



KEY LEARNING POINTS

- *the characteristics of effective mine education programmes for children;*
- *ways in which children can be involved in the design and implementation of mine education programmes.*

There is still quite a lot of discussion, and some controversy, about the subject matter and methods of a mine education programme for children. You don't need to be a child psychologist to know that a list of "Don'ts" may turn children off, or encourage them to disobey. In some areas, mines are associated with daring and magic, both of which fascinate young people.

Most important of all, children and their families often need to take risks for reasons of survival - and this must be taken into account.

So, any instruction about mines must be firmly grounded in the culture and reality of the children being addressed. Children who are interested need opportunities to learn more and to actively help in developing a programme.

There is general agreement that real mines (defused and harmless) should not be used in mine education and the use of replicas is still controversial. Clay models can be made by children and used, for example, to teach illiterate children what mines look like. Clay models also have the advantage of being fragile and are thus treated with care. If a wooden model is used in instruction and ends up being thrown or kicked around, it risks imparting the message that it's fun to play with mines.

Only the most vital information should be taught. An information overload may cause children to forget what can save their lives. Also it is considered counter-productive to satisfy youngsters' curiosity about what a mine looks like inside and how it is put together and triggered.

Rather than dealing with many types of mines and UXO, instruction should be limited to those known to pose a danger in your area. What does need to be explored in detail is the way mines may look when partly covered (e.g. by earth and grass or rubble).

Children usually like the difficult game of retracing steps and it is good training to learn how to turn around and walk back the way you have come exactly in your own footsteps. But, if you see something suspicious, or suspect you might have entered a

minefield, it might be safer to stand still and call for help - especially on dry ground where footsteps are hard to distinguish.

Good training is to learn how to describe, clearly and accurately, where you have been and what you have seen. A complementary skill to train is the making of maps and charts. Children also have to learn how minefields are marked.

How to involve children themselves in mine education that is designed to benefit them? The answer is closely linked to adoption of a community-based approach. This is not synonymous with obtaining a stamp of approval from leaders of a refugee camp where an education programme will be centred, then leaving them to organize the work. It's a more complex method. It entails, among other things, identifying who in the community is suitable for which task (from information gathering and assessment, through planning and running a programme, to monitoring and evaluation); adopting systems that ensure everyone knows, or can easily find out, what goes on and that all individuals are accountable to the whole community.

If children are to be reached, women as well as children will have to be involved. To reach all children in a village or camp, separate approaches may have to be made to various groups (as well as to boys and to girls, if the sexes are segregated).

There will be various key actors in any community: people such as schoolteachers, social workers, religious leaders and less easily classifiable "children's friends"--men and women whom children trust and can communicate with.

The problems of encouraging children to come forth with ideas and suggestions are, of course, greater in a hierarchical society, but a clever teacher or "children's friend" can be counted on to find ways. A schoolteacher is also well placed to help identify those children with the potential to become activists in a mine education programme.

As one mine educator with experience in African and Asian countries puts it: "Children of all ages are tremendously fast and eager learners - especially if the information is presented in a way that is easily understood by them - an interesting and participative way - and is verified and repeated by someone they trust".

Other suggestions (especially relevant in teacher-student situations) made by this educator include the following:

- Stagger the information. There is too much of it, especially for small children, to absorb in one go. (A good rule of thumb is not more than three key messages for any one session.)
- Clarity is a must. Use simple, clear language. Keep the message short and distinct. Having pupils repeat information just after it is offered lets the teacher know if he or she has managed to be easily understood.
- Link key messages to children's environment and behaviour. Youngsters need to see the relevance of what they learn. Use examples and activities that will seem familiar.
- Learning by doing is more effective than "Do what I say". Skill-building activities - such as making maps and charts, identifying landmarks, checking routes, retracing

footsteps - can often be combined with collecting firewood, fetching water or running errands.

- Material such as teaching aids should be as touchable and interesting as possible, and preferably brightly coloured and durable. However, models of landmines should not be touched by children. They can be displayed, for example, inside an enclosed, transparent case. Ideally, such aids will reinforce a key message and help to increase a feeling of learning something worthwhile. Having the messages learnt in class repeated by parents, community leaders, radio and posters helps them to be retained. Children may enjoy making posters.
- Child-to-child is an excellent way to disseminate key messages widely - but care must be taken to see that each disseminator gets the message right!
- Advice to all facilitators: Be a good role model: practise what you preach!

TRAINING MATERIALS FOR TOPIC 4

Handout LA H4.1: Ensuring Landmine Education Takes Into Account Local Culture and Customs	A list of questions which should be considered when designing a landmine education programme.
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FURTHER SUGGESTIONS FOR TRAINING

Participants can be encouraged to display and talk about any landmine awareness material they have brought with them. If it is possible to set up an internet link at the training venue, participants can access web sites such as:

Ginie Database at Pittsburgh University <http://www.pitt.edu/~ginie/lm/>
The UN Site <http://www.un.org/Pubs/CyberSchoolBus/banmines/units.htm>

both of which carry extensive libraries of actual landmine education material.

Landmine Awareness Topic 5: The Aim of a Mine Education Programme for Children



KEY LEARNING POINTS

- *the critical focus on behaviour modification in mine education for children;*
- *the importance of accurate information in designing and implementing effective mine education programmes for children;*
- *the main elements of an effective mine education programme for children.*

A good mine education programme for children is based on the most accurate information available, includes procedures for reporting discovery (or suspicion) of mines and UXO and is linked to systems for verifying reports and de-mining. Effective programmes usually have:

- approval and some input from national level: this may include formal support from the Ministry of Education to start work in primary schools; collaboration with the Ministry of Defence to obtain the most up-to-date mine maps; and perhaps expert presentations at workshops by staff from a national de-mining office;
- collaboration with officials in authorities responsible for a particular geographical area and with local and international NGOs active there;
- some input from international experts from neighbouring countries or international organizations specializing in landmine awareness;
- involvement of children and those in a community in daily contact with them, not only as receivers of a message, but as creative disseminators.

One purpose of collaboration between various actors and at different levels is to ensure that the messages relayed to children through mine education programmes are the same. This will prevent them from hearing one message on the radio and a different one from their teacher.

Bear in mind the core concept: the aim of a mine education programme for children is to modify their behaviour so as to reduce their risk of being killed or injured

Specifically, such a programme seeks to ensure that children:

- know where they might encounter mines in areas where they live;
- avoid entering hazardous terrain;
- recognise clues that indicate the possible presence of mines;
- know what to do if a mine is spotted and who to inform about it;
- know how to behave if they suspect they have entered a minefield;
- know what to do if someone is injured by a mine;

- can distinguish between different types of mines likely to be found;
- never ever touch a mine or UXO - or throw things at it;
- know ways of sharing mine information with others.

This list shows the need for a multi-faceted approach and for networking between the various actors involved. Mine knowledge is not finite. A good programme needs to establish channels for information so that up-dates and changes can be communicated.

Some of the suggestions in this module may conflict with a family's survival needs (e.g. children collecting firewood or scrap metal, opening up new land for cultivation or herding of animals). Those who plan a mine education programme must be aware of these needs and ensure, through a community-based approach, that they are taken into account.

A non-hierarchical way of sharing information is best: all those involved must know where to find what they need to know and with whom to share that part of it they control. How can this be achieved?

How best can a mine education programme be linked to existing community-based programmes? Is it appropriate to involve existing schools? Do they already have any outreach activities?

Monitoring and evaluation

For various reasons it is difficult to measure the results of a mine education programme for children: usually, there are so many factors (not in a direct cause-and-effect relationship) that are liable to affect the programme. And, as Save the Children (US) in Kabul and Rädä Barnen in Yemen have discovered, complete and verifiable data on children killed or injured by mines is very hard to collect.

Yet, for the credibility of the programme and so as to be able to improve it, monitoring and regular evaluations of effectiveness are needed. It will be of help if, from the start, the programme has clear goals and target groups of children, and states what modifications in their behaviour are expected.

An element of self-examination is necessary for the type of participatory programme envisaged. Therefore, all those involved in it, including young activists, regularly need the time and opportunity to reflect on what they have planned and done, as well as to identify the programme's strengths and weaknesses and how it could be improved.

Information collected during the situation assessment is most valuable for any before-and-after comparison. The number of mine accidents involving children, their location, the activities of the child at the time of the accident, attitudes of different groups of children towards mines, and so on, can be helpful to know.

Asking children what they know about key messages to be covered in a lesson, drama, song or simulation game, then asking afterwards what they know now will help to show what they have learnt. Asking them which activities they like best is another useful device.

In a participatory programme, everyone with a stake in the programme must be involved in decisions to make changes to it.

TRAINING MATERIALS FOR TOPIC 5

Exercise LA Ex5.1: Community Based Landmine Awareness Programme Case Study	Requires participants to assess a landmine education programme using the criteria from the module.
Exercise LA Ex5.2: Design a Landmine Education Programme for Children	A lengthy exercise aimed at field staff which draws together many of the issues discussed throughout the module.
Overhead LA Ov5.1: The Purpose of Mine Education	Establishes a clear purpose for mine education.
Overhead LA Ov5.2: The Objectives of a Mine Education Programme for Children	Describes the specific objectives of a mine education programme aimed at children.

FURTHER SUGGESTIONS FOR TRAINING

Landmine Awareness Topic 6: There is a Role for UNHCR and NGOs in Developing Policy and Programmes for Mine Education



KEY LEARNING POINTS

- *effective landmine education programmes require cooperation between agencies;*
- *there are a number of organisations with expertise in the field of landmine education for children.*

In the following situations, UNHCR has to consider becoming involved:

- When identifying areas for habitation and agriculture (refugee camps or repatriation);
- When refugees live in mine-infested areas;
- When refugees are likely to return to areas that (might) contain mines.

Decisions needed by UNHCR:

Before deciding whether to support a mine education programme for children, the organization must determine the most cost-effective response to a particular situation. The ultimate aim is to prevent children being harmed by mines. But it can't be taken for granted that investing in mine education is always the best way of achieving this.

For example, in Western Sahara an organization appears to have raised US\$1 million - half of it from UNHCR - for mine awareness. Yet the number of mines in the area is relatively small; the money raised would have paid for clearing the mines; and this would have effectively protected local children.

Does this mean that mine clearance, if feasible, is a better option than mine education? No. The second can often usefully complement the first, either preceding or running parallel with clearance. Also, an education programme alone can be useful to save lives and prevent injury if clearance isn't feasible in the short run.

In any case, to plan an education programme to follow clearance doesn't make sense. The following example helps to show why:

Army mine disposal squads moved into a rural area where mines had been sown. They put up metal warning signs and wooden stakes to indicate the boundaries of a minefield. As soon as they moved out, signs and stakes disappeared - to be "recycled" by local people, who had not been consulted. The mine disposal squad might just as well never have come.

Questions:

- What refugee situations concern your office / organisation?
- What do you know about the present risks from mines and UXO? About future risks (e.g. those associated with repatriation)?
- What is UNHCR's present involvement? Does it include activities geared to children - if so, which?
- What is the current involvement of NGOs and other agencies? Do these include activities geared to children - if so, which?

Some lessons from the past that may help to stimulate discussion:

- Afghan refugees were repatriated from Pakistan into heavily mined areas without UNHCR knowing this was the case, and without the refugees receiving any instruction about the risks;
- Later, Afghan refugee children about to be repatriated were trained in Pakistan to recognise many different models of mines - without being told which were the two types they were likely to encounter in their home areas.

Actors and Organisational Partners

Who are potential organizational partners?

The following government ministries are relevant:

- Agriculture
- Defence
- Education
- Foreign Affairs
- Health
- Information
- Social Affairs

Perhaps there is a national mine action or data collection centre. It may also be useful to divide government ministries into their national, regional and district offices.

Members of the United Nations family already involved:

- UNICEF has organized an international meeting about mine awareness and works on guidelines for mine awareness programmes;
- UNESCO/PEER (Programme for Education in Emergencies and Reconstruction) has prepared courses for teachers particularly in war-affected areas in the East Africa region;
- UNDHA is involved in mine-clearance. Internet: <http://www.un.org/Depts/Landmine>
- UNHCR

International NGOs with a stake in mine education include:

- Vietnam War Veterans, which started the international campaign to ban landmines;
- The International Save the Children Alliance: Rädga Barnen (Swedish Save the Children) was on the steering committee of the campaign; and several members have experience in mine education for children and in rehabilitation;
- Child-to-Child Trust has developed materials for teaching mine awareness using the child-to-child method and can provide trainers;
- Handicap International, involved in campaigning, awareness programmes and rehabilitation;
- Norwegian People's Aid is doing both clearance and mine awareness;
- Mines Advisory Group (MAG) based in the UK with broad experience of mine awareness programmes.

Some other actors of special interest:

- Canadian Government, instrumental in bringing together governments for a ban
- ICRC, a key actor in promoting a ban on landmines
- Ginie database at Pittsburgh University makes information about landmine education available on the Internet at <http://www.pitt.edu/~ginie/lm>

Questions

Which of the actors listed do participants consider important to those refugees they are concerned with? How can actors be assessed to determine their present role and performance as well as their capacity and potential? UNHCR and any mine education programme it promotes would have to determine how to relate to such actors.

The quality, timeliness and usefulness of different approaches to obtaining the desired information is also an important issue. It raises questions such as: Shall we deploy a staff member to find out, ask an implementing partner to do it, employ a consultant, or do something else? In Kabul, Afghanistan, boys on bicycles go out to rural areas to take back to the city detailed information from local people for mine disposal teams, which is also vital for a mine education programme.

What actions need to be taken by whom for a UNHCR-funded mine education programme to take place? Usually, in UNHCR the main responsibility for planning and monitoring such a programme would lie with a Community Services Officer (CSO). Has the CSO the necessary time and authority? What support/collaboration is needed from other staff?

What is the cost of a mine education programme - initial start-up costs and annually over the long term? What funds are available within the regular budget? HQ?

Bearing in mind that each situation demands a different response, what are the relative merits (in the situation under discussion) of the model adopted by Rädga Barnen in Yemen, which relies largely on voluntary labour and people adding new tasks to full-time jobs, and that adopted in Kabul, Afghanistan, where the problem is on a much wider scale. The programme - of Save the Children (US) - in Kabul employs both local and international staff, and is hence more costly. It also includes rehabilitation and tries

to add to currently very sparse data to assess effectiveness of landmine education for children. (UNHCR is one of several funders of the Afghan programme and participated in the first workshop in Yemen.)

Can participants identify problems or dilemmas for UNHCR's involvement in mine education?

TRAINING MATERIALS FOR TOPIC 6

Exercise LA Ex6.1: Who Is Currently Involved in Landmine Education?	Identifies organisations currently involved in landmine education in an area.
Exercise LA Ex6.2: Developing Policy and Programmes for Landmine Education	Identifies the potential for partnership working in landmine education.

FURTHER SUGGESTIONS FOR TRAINING

Landmine Awareness: Participant Groups



Different participants are likely to have different learning needs and priorities. We have divided participants into three broad groups: senior managers, programme officers and field staff.

Senior managers are those people who have key responsibility for an NGO's operations in a country or region or a UNHCR Section. They will have overall responsibility for strategy and resource allocation within the organisation's policy framework. Senior managers' needs are likely to be best served through briefings.

Programme staff comprise those members of NGOs who have responsibility for a particular aspect of their agency's work in a country or region or who, as UNHCR programme officers, have a responsibility for a particular function such as education or protection. Programme officers are those responsible for translating policy into practice and ensuring that programme budgets reflect the necessary resources to support good practice. Programme staff are likely to require a deeper understanding of specific issues and will need to consider programming and budgeting implications.

Field staff are those people working in the field who are responsible for implementing the programme activities. They often have considerable front-line experience. Field staff may value the opportunity to develop and practise new skills as well as develop their knowledge and understanding.

Training programmes should be designed with the responsibilities and learning needs of these different groups in mind. If possible, participants from different groups should be trained separately but if this is not possible, exercises and input should be selected which will meet the needs of all groups. It may be possible to use different small group exercises to address the needs of each type of participant.

The following table provides ideas for how to use the materials in this module with the three main participant groups.

Participants	Key Learning Points	Suggested Exercises	Participatory
Senior Managers	<ul style="list-style-type: none"> • the international legal framework concerning the use of landmines; • the effect of landmines on local refugee populations; • the importance of having accurate, up-to-date information about landmines; • the importance of landmine awareness and education; • the importance of partnership in landmine education programmes. 	<p>LA Ex2.1</p> <p>LA Ex 3.1</p> <p>LA Ex3.2</p> <p>LA Ex6.2</p>	
Programme Staff	<ul style="list-style-type: none"> • how children are seriously endangered by mines and UXO • the international legal framework concerning the use of landmines; • the effect of landmines on refugee populations; • the importance of having accurate, up-to-date information about landmines; • the characteristics of effective landmine education • the importance of partnership in landmine education programmes. 	<p>LA Ex1.1</p> <p>LA Ex2.1</p> <p>LA Ex 3.1</p> <p>LA Ex3.2</p> <p>LA Ex5.1</p> <p>LA Ex6.1</p>	

Field Staff	• how children are seriously endangered by mines and UXO	LA Ex1.1
	• the importance of accurate information about landmines and UXO	LA Ex 3.2
	• the importance of landmine awareness to refugee children	
	• the characteristics of effective landmine education	LA Ex 5.1
	• how to design a landmine education programme based on these characteristics	LA Ex5.2

Landmine Awareness: Sample Programmes



The following three sample programmes have been devised to provide examples of how the particular learning needs and requirements of the three broad participant groups can be addressed using materials drawn from the module.

The programmes are intended as guidance examples only. It is very important that the trainer should think carefully about the group of participants with whom he or she will be working and devise a programme that takes into account:

- the role and responsibilities of the participants;
- the learning needs of the participants;
- their existing level of knowledge;
- their interest in the subject;
- their willingness to share experience and admit to gaps in their knowledge / skills;
- current / local issues and priorities for the participants;
- the amount of time they have available;
- their position in their organisation;

Any training programme should be devised, if possible, in consultation with the intended participants. If it is not possible to consult with all participants (for example, by sending out an application form including questions about their expectations for the training), the trainer should try to speak to a sample of participants before making final decisions about the programme.

The trainer should also consider:

- the range of Topics to be covered;
- the order in which Topics should be addressed;
- how to encourage the sharing of experience and information between participants;
- who will carry out the training;
- what methods will be most appropriate for the participants

More detail on the process of training can be found in the **ARC Facilitator's Toolkit**

Remember to build in a workshop evaluation - you will find ideas for this in the **ARC Facilitator's Toolkit**

PROGRAMME 1: AWARENESS SESSION FOR SENIOR MANAGERS (3 HOURS)

This programme is aimed primarily at senior managers and officials of UN Agencies, NGOs and Government. It assumes that the officials and managers are dealing with a current problem of landmines and UXO.

Learning Objectives

- develop an awareness of the international legal framework concerning the use of landmines;
- assess the effect of landmines on local refugee populations;
- recognise the importance of having accurate, up-to-date information about landmines;
- acknowledge the importance of landmine awareness and education;
- develop proposals for ensuring partnership in landmine education programmes.

Preparation

The trainer should prepare a comprehensive information pack for the senior managers that includes:

1. Copies of the relevant **Handouts** including the **Key Concepts**.
2. A copy of the **Reading List** and **Readings**.
3. Copies of relevant materials from the region / country / locality (e.g. research papers, monitoring reports)*.

If possible, this pack should be sent out in advance.

- * The trainer should gather any locally relevant information on the Topics to be addressed in the training and identify individuals with specific expertise who could act as resource persons. All participants can be asked to bring along relevant material to display / share with others.

Trainer's Notes

Introduction

5 mins	Introduce the relevant Key Concepts and the purpose of the briefing session.
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International Law Concerning Landmines

10 mins	Outline what International Law provides as standards using the 'Briefing for Facilitators', emphasising the children's rights perspective of the CRC. Trainer summarises current position in local area.
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The Effects of Landmines on Refugee Communities

5 min	Brief presentation using participants' handout from Exercise LA Ex3.1: Participant's Notes and some local case examples.	Exercise LA Ex3.1: Participant's Notes
20 mins	Small groups share their understanding of the main effects of landmines on local refugee populations, particularly children.	
20 mins	Each group reports back. Discussion on the implications. Summarize on flipchart.	

The Importance of Accurate Information

5 mins	Introduce Exercise LA Ex3.2, and explain that participants will be working together to assess the degree to which important information about landmines is currently shared.	Exercise LA Ex3.2
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20 mins	Divide participants into three groups, each working on one of the checklists. Ask the participants NOT to answer the questions in detail but to decide whether the information necessary is freely available and from whom.
15 mins	Presentation to plenary by the groups with emphasis on current gaps in information.
10 mins	Summarise key points emerging from discussion and identify possible action points, focusing on: What should be done? Who should be involved?

The Importance of Landmine Awareness and Education

5 mins	Using Overheads LA Ov5.1 and O5.2, introduce the purpose and objectives of mine education.	Overheads LA Ov5.1 and O5.2
10 mins	Ask a participant from the small group which was looking at what is currently being done, to summarise what landmine awareness and education programmes are running locally. If there are none, use the participants' handout from Exercise LA Ex5.1 to demonstrate what has been accomplished elsewhere.	Exercise LA Ex5.1
5 mins	Brief presentation on the characteristics of effective programmes using Key Concepts Paper.	

Working Together for Landmine Education

25 mins	Introduce Exercise LA Ex6.2. Participants work in small groups.	Exercise LA Ex6.2
15 mins	Report back from small groups in plenary. Trainer logs key action points on flipchart..	
10 mins	Trainer summarises main points emerging from the day and ensures that action points are allocated to individuals for follow-up.	

SAMPLE PROGRAMME 2: PROGRAMME ISSUES (HALF DAY)

This programme is aimed at programme staff from UN agencies and NGOs and those in government with responsibility for translating policy into practice and ensuring that programme budgets reflect the necessary resources to support good practice. This programme assumes that programme officers are dealing with the problem of landmines and UXO.

Learning Objectives

- understand how children are seriously endangered by mines and UXO
- develop an awareness of the international legal framework concerning the use of landmines;
- assess the effect of landmines on refugee populations;
- recognise the importance of having accurate, up-to-date information about landmines;
- recognise the characteristics of effective landmine education
- develop proposals for ensuring partnership in landmine education programmes.

Preparation

The trainer should prepare a comprehensive information pack for the programme staff that includes:

1. Copies of the relevant **Handouts** including the **Key Concepts**.
2. A copy of the **Reading List** and any relevant **Readings**.
3. Copies of relevant materials from the region / country / locality (e.g. research papers, monitoring reports)*.

If possible, this pack should be sent out in advance.

- * The trainer should gather any locally relevant information on the Topics to be addressed in the training and identify individuals with specific expertise who could act as resource persons. All participants can be asked to bring along relevant material to display / share with others.

Trainer's Notes

Introduction

5 mins	Using the Key Concepts Overhead and Handout, introduce the relevant Key Concepts.	Key Concepts Overhead & Handout
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Facts about Landmines and Children

10 mins	Using Overhead LA Ov1.1 , present the facts about the scale of the landmine problem. Introduce the definitions using Overhead LA Ov1.2	Overheads LA Ov1.1 & O1.2
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The Impact of Landmines on Children

25 mins	Introduce Exercise LA Ex1.1	Exercise LA Ex1.1
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International Law Concerning Landmines

30 mins	Introduce Exercise LA Ex2.1 . Summarise current position in local area.	Exercise LA Ex2.1
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Sharing Local Information about Landmines

50 mins	Introduce Exercise LA Ex3.2 . In plenary, ask groups to share their answers. Discuss the issues arising and identify gaps. Identify action points to fill the information gaps.	Exercise LA Ex3.2
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The Importance of Landmine Awareness and Education

10 mins	Ask a participant from the small group which was looking at what is currently being done, to summarise what landmine awareness and education programmes are running locally.		
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The Characteristics of Effective Landmine Education

10 mins	Introduce purpose and characteristics of effective landmine education using Overheads LA Ov5.1 and O5.2.	Overhead Ov5.1 and O5.2	LA
45 mins	Introduce Exercise LA Ex5.1.	Exercise Ex5.1	LA

Working Together for Landmine Education

20 mins	Introduce Exercise LA Ex6.1. Participants work in small groups.	Exercise Ex6.1.	LA
30 mins	Introduce Exercise LA Ex6.2. Participants work in small groups.	Exercise 6.2	LA
10 mins	Summarise main points emerging from the day and ensure that action points are allocated to individuals for follow-up.		
15 mins	Conduct brief workshop evaluation and closing comments.	Evaluation Form	

SAMPLE PROGRAMME 3: PRACTICE ISSUES (ONE DAY)

This programme is aimed at field staff from UN agencies, NGOs and Government working directly with refugees in and out of camps.

Learning Objectives

- understand how children are seriously endangered by mines and UXO
- recognise the importance of accurate information about landmines and UXO
- acknowledge the importance of landmine awareness to refugee children
- recognise the characteristics of effective landmine education
- design a landmine education programme based on these characteristics

Preparation

The trainer should be familiar with the scale and nature of the problem of landmines and UXO in the area covered by the participants attending the training. If possible, documentary evidence about the problem should be gathered. The trainer should also identify individuals with specific expertise who could act as resource persons.

The trainer should prepare a comprehensive information pack for the field staff which includes:

1. Copies of the relevant **Handouts** including the **Key Concepts Handout**.
2. A copy of the **Reading List** and relevant **Readings**.
3. Copies of relevant materials from the region / country / locality (e.g. research papers, monitoring reports)*.

If possible, this pack should be sent out in advance.

- * The trainer should gather any locally relevant information on the Topics to be addressed in the training and identify individuals with specific expertise who could act as resource persons. All participants can be asked to bring along relevant material to display / share with others.

Wherever possible, the trainer should develop and use locally relevant examples and case material.

Facilitator's Notes

Introduction

5 mins	Using the Key Concepts Overhead , introduce the relevant Key Concepts.	Key Concepts Overhead
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Facts about Landmines and Children

10 mins	Using Overhead LA Ov1.1 , present the facts about the scale of the landmine problem. Introduce the definitions using Overhead LA Ov1.2	Overheads LA Ov1.1 & O1.2
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The Impact of Landmines on Children

25 mins	Introduce Exercise LA Ex1.1	Exercise LA Ex1.1
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Sharing Local Information about Landmines

50 mins	Introduce Exercise LA Ex3.2 . In plenary, ask groups to share their answers. Discuss the issues arising and identify gaps. Identify action points to fill the information gaps.	Exercise LA Ex3.2
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The Characteristics of Effective Landmine Education

60 mins	Introduce Exercise LA Ex5.1.	Exercise LA Ex5.1
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Design a Landmine Education Programme

10 mins	Using Overheads LA Ov5.1 and O5.2 , introduce the purpose and objectives of a landmine education programme for children..	Overheads LA Ov5.1 and O5.2
75 mins	Introduce Exercise LA Ex5.2 .	Exercise LA Ex5.2
15 mins	Open a discussion on the importance of monitoring and evaluating mine education programmes. What would be the benefits and costs? What indicators could be used?	

Action Planning

30 mins	Summarise key points emerging from discussion and identify possible action points, focusing on: What should be done? Who should be involved? What resources are required? When things should be done? Who and how will progress be monitored?	
15 mins	Identify follow-up action required. Conduct brief workshop evaluation and closing comments.	Evaluation Form

Landmine Awareness Handouts



Handout LA H1.1	Key Concepts
Handout LA H1.2	Definitions
Handout LA H4.1	Ensuring Landmine Education Takes Into Account Local Culture and Customs

Landmine Awareness

Handout LA H1.1: Key Concepts



The following are the key concepts which are addressed in this module.

1. Children as a group are seriously endangered by mines and UXO.
2. UNHCR has a legal mandate to protect refugees - including children and adolescents - from danger, such as that from mines and UXO.
3. Analysis of an actual situation and of community needs determines if mine education is an appropriate response.
4. The best mine education for children is conceived, organized and implemented on a community basis with the participation of children themselves.
5. The aim of a mine education programme for children is to modify their behaviour so as to reduce their risk of being killed or injured.
6. There is a role for UNHCR and NGOs in developing policy and programmes of mine education.

Landmine Awareness

Handout LA H1.1: Definitions



Landmine

Includes various types of mines, including anti-personnel (AP) mines and anti-tank mines. The Ottawa Treaty is concerned exclusively with AP mines, which are usually intended to disable; though mostly dug into the ground, they may also be laid in water.

Unexploded Ordnance (UXO)

Bombs, shells, grenades, mortars and bullets.

Anti-mine Campaign

A method of engaging public attention (not necessarily in a mined area);

Mine Awareness

a programme to raise awareness about mines, usually in a mined area

Mine education

Can cover the same ground and use the same methodology as a mine awareness programme - with a more thorough learning process.

Landmine Awareness

Handout LA H4.1: Ensuring Landmine Education Takes Into Account Local Culture and Customs

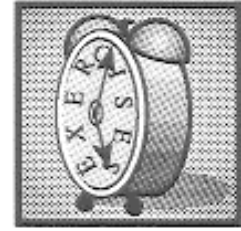


In every community there are people with special empathy for and knowledge of children, who are concerned about them, know which groups need special attention, can identify natural leaders - and will be aware of special problems among them. (They are referred to later as “children’s friends”. They are key providers and disseminators of information and will often know which parts of a programme for children are not working - and why. They are not always adults; adolescents can also act effectively as communicators and programme supporters.)

These “children’s friends” can be invaluable in ensuring that, from the start, a mine education programme for children takes account of local culture and customs - and helping to answer questions like the following:

1. Which languages do which groups of children understand completely?
2. Which methodology is compatible with predominant learning styles in the community (e.g. storytelling, written information, images, puppetry, and so on)?
3. When should mine education sessions be planned to take account of the children’s work schedule (if any), school lessons, religious activities and other concerns and interests?
4. How to avoid violating any local taboos? Can boys and girls be taught together?
5. Have formal or informal leaders of various groups in the community been consulted about the programme and invited to share in its planning and implementation?
6. Are local games, stories and favourite children’s activities being incorporated into the programme?
7. Where are the natural meeting places for various groups of children?
8. How can the programme reach the most high-risk children (viz. those involved in activities such as herding that put them at risk or who live in areas known to be mined)?

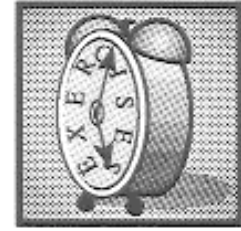
Landmine Awareness Exercises



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- Exercise LA Ex1.1 The Impact of Landmines on Children
- Exercise LA Ex2.1 Using Legal Standards to Protect Children from Landmines
- Exercise LA Ex3.1 The Effects of Landmines on Refugee Communities
- Exercise LA Ex3.2 Assessing the Risk to Children from Mines in an Area
- Ex3.2/1 Where AP Mines and UXO Are in a Particular Area
 - Ex3.2/2 How Do Mines and UXO Affect Everyday Life in That Area?
 - Ex3.2/3 What Is Already Being Done About the Danger from Mines and by Whom?
 - Ex3.2/4 What Needs to be Done in This Situation?
- Exercise LA Ex5.1 Community Based Landmine Awareness Programmes for Children Case Study
- Exercise LA Ex5.2 Design a Landmine Education Programme for Children
- Exercise LA Ex6.1 Who Is Currently Involved in Landmine Education?
- Exercise LA Ex6.2 Developing Policy and Programmes for Landmine Education

Landmine Awareness

Exercise LA Ex1.1: The Impact of Landmines on Children - Children's Testimonies (Facilitator's Notes)



TARGET AUDIENCE

Programme Staff; Field Staff.

OBJECTIVES

1. To demonstrate the effects of landmines on children's lives.
2. To reinforce the importance of landmine awareness and education.

TIMEFRAME

25 mins

METHOD

Using copies of the material from the accompanying **LA E1.1: Children's Testimonies (Participant's Notes)**, or your own quotes, write these up on four flipchart sheets and tape one in each corner of the training room. Participants should go round reading all the quotes and then stand by the quote they find most emotionally affecting. Ask them to share their feelings with another person. One or two individuals from each corner can then be asked to report back to the whole group.

Open up a discussion on "Why is it particularly important for *children* to be aware of landmines?". Log up the main points on flipchart.

RESOURCES

Flipchart copies of **LA Ex1.1: The Impact of Landmines on Children - Children's Testimonies (Participant's Notes)**

Flipchart paper and marker pens.

Blu Tack or tape.

Landmine Awareness

Exercise LA Ex1.1:

The Impact of Landmines on Children

- Children's Testimonies

(Participant's Notes)



OBJECTIVES

1. To demonstrate the effects of landmines on children's lives.
2. To reinforce the importance of landmine awareness and education.

TIMEFRAME

25 mins

METHOD

Participants should read each of the four children's testimonies written on flipchart and displayed in the room and then stand by the testimony they find most emotionally affecting. Share your feelings with another person standing by the same testimony.

TESTIMONIES

1. Lina Abdulla, a pupil in Aden

"During the war I found a strange iron object that simply looked like a pen lying near my neighbour's door. I called my younger sister and we discussed what it could be, but none of us knew. We picked it up and then threw it on the ground to find out what was inside. Suddenly the strange object exploded: it was an AP mine. It took away both of my arms and injured my knee and my sister's toes". Lina managed to continue her schooling. Her teacher pointed out that Lina's handwriting was still beautiful and Lina demonstrated by holding a pen in what still remained of her arms and drawing the shape of the AP mine that injured her. Lina is a strong girl who has neither lost her hope nor surrendered to her handicap.

(From a Radda Barnen review of the mine awareness programme in Yemeni governorates Aden, Lahej & Abyan.)

2. Noy, a 13-year-old boy in Cambodia

The oldest of six children, Noy was helping his father to weed a section of the family plot. There was an explosion from an AP mine. After months in hospital, Noy came home without his right arm and blind in his left eye. Scars on his left leg show that it

was a miracle he did not lose that, too. Noy now says that there is "no point" in going back to school because he won't be able to write with his left hand. He has stopped going to the village to meet his friends. He cannot bear to be seen by his friends as he is now. He feels his life is over.

(Based on material from the Child-to-Child Trust's activity sheet 8.5)

3. Usman, a computer programmer from Afghanistan

At the age of 11, Usman had already lost his mother and cousin to landmines. He explains: "One afternoon, I noticed some small pieces of iron behind the wall of our house. They never looked like mines to me. As my mother had always wanted our yard kept clean, I went to remove the junk. The moment I picked up one of the pieces, there was a big bang and absolute darkness. I was unconscious. In fact, it was a mine I had picked up. It exploded in my hands, costing me both my hands and my left eye. Even the vision of my right eye was affected. My grandmother, who saw all this happen, ran to me. She hugged me with my burning clothes. I was bleeding all over. To her I was dead. She called to arrange the funeral. But the gracious and merciful almighty kept me alive."

(Based on a personal account from the UN web site www.un.org/plweb-cgi/doc.pl?1000)

4. Du-li, a 7-year old boy from Laos

In a ... four poster bed room at Xieng Khuang Provincial Hospital ... I find seven year old Du-li, the most recent casualty of inquisitiveness. "His friend found a 'ball'," says the boy's father Seng-li. "He tried to bounce it and it blew up. Deng was killed instantly because he was right in front of the bombie. Du-li was lucky. He was only two metres away but Deng's body sheltered him from most of the shrapnel."

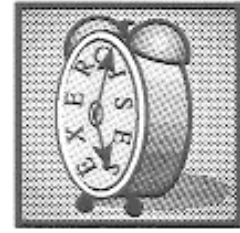
Du-li is still wide-eyed with shock and just stares. "The doctors said he was going to die when we brought him to hospital. Look at this." Seng-li pulls away a sheet to reveal a peppering of shrapnel wounds and a crude cholostomy bag taped to Du-li's abdomen. Fragments of the bomb passed through his kidneys. His patella is broken and part of his pelvis shattered. "The doctors think he might not be able to walk again. If he can, he'll limp for the rest of his life."

From an article in 'The Guardian' Newspaper (London) by Padraic Convery, 18 August 1998.

Landmine Awareness

Exercise LA Ex2.1: Using Legal Standards to Protect Children from Landmines

(Facilitator's Notes)



TARGET AUDIENCE

Senior Managers; Programme Staff.

OBJECTIVES

1. To inform participants of international legislation for protecting children against landmines.
2. To assess which parts of the legislation are most relevant to their situation.
3. To assess the extent to which legal standards are met.
4. To identify action necessary to ensure that legal standards are met.

TIMEFRAME

30 mins

METHOD

Participants divide into small groups (it may be appropriate to select group by country if a number of countries are represented at the workshop). Provide each participant with a copy of **Exercise LA E2.1: Legal Standards for Protecting Children Against Landmines (Participant's Notes)**.

Participants should discuss and agree:

1. Which parts of the legislation are most relevant to their situation?
2. Which of the international legislation has been signed / ratified in their country?
3. What national legislation exists in their country?
4. Whether the legal standards are met in their area?
5. What action should be taken to ensure that legal standards are met?

Answers to these questions should be written on flipchart paper.

Groups then get back together to present and discuss their answers.

RESOURCES

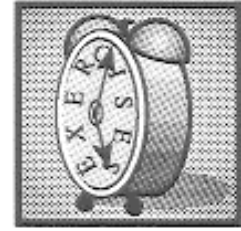
Copies of **Exercise LA Ex2.1: Legal Standards for Protecting Children From Landmines (Participant's Notes)** for each participant.

Flipchart paper and marker pens for each small group. Blu Tack or Tape

Landmine Awareness

Exercise LA Ex2.1: Legal Standards for Protecting Children From Landmines

(Participant's Notes)



OBJECTIVES

1. To inform participants of international legislation for protecting children against landmines.
2. To assess which parts of the legislation are most relevant to their situation.
3. To assess the extent to which legal standards are met.
4. To identify action necessary to ensure that legal standards are met.

TIMEFRAME

30 mins

METHOD

Participants divide into small groups of three or four. Decide which participants will report back the group's answers to the plenary group. Read the following text then discuss and agree answers to the following questions:

1. Which parts of the legislation are most relevant to your situation?
2. Which of the international legislation has been signed / ratified in your country?
3. What national legislation exists in your country?
4. Whether the legal standards are met in your area?
5. What action should be taken to ensure that legal standards are met?

The group's answers to these questions should be written on flipchart paper.

International Human Rights Law

The United Nations Convention on the Rights of the Child, to which 191 countries are party, states in Article 6 that every child has an "inherent right to life." The same article obliges States Parties to "ensure to the maximum extent possible the survival and development of the child."

Under Article 38 of the Convention, States Parties “undertake to respect and to ensure respect for rules of international law applicable to them in armed conflicts which are relevant to the child. It further requires them “in accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts” and to take “all feasible measures to ensure protection and care of children who are affected by an armed conflict”.

The International Covenant on Civil and Political Rights, to which 120 States are party, also grants the inherent right to life (Article 6).

International Humanitarian Law

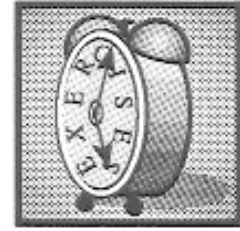
Two international treaties specifically regulate anti-personnel (AP) mines:

Protocol II to the 1980 Convention on Conventional Weapons, to which 65 States are party and thus bound to take “all feasible precautions” to protect civilians from the effects of mines, including issuing warnings and erecting warning signs.

The 1997 Convention on the Prohibition on the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on their Destruction (usually known as the Ottawa Treaty to Ban Landmines), had been signed by 123 States by the end of 1997. Canada, Ireland, and Mauritius have already ratified the Convention, which will enter into force six months after 40 states have both signed and ratified it. Article 6 of this treaty requires State Parties that are “in a position to do so” to “provide assistance for the care and rehabilitation, and social and economic reintegration, of mine victims and for mine awareness programs.”

Landmine Awareness

Exercise LA Ex3.1: The Effects of Landmines on Refugee Communities (Facilitator's Notes)



TARGET AUDIENCE

Senior Managers; Programme Staff; Field Staff.

OBJECTIVE

To identify the main consequences for refugees of living in areas where landmines and UXO are present.

TIMEFRAME

20 mins: small groups

15 mins: plenary

METHOD

In groups of three, participants use **Exercise LA Ex3.1: The Effects of Landmines on Communities (Participant's Notes)** to consider the consequences of landmines on communities in general and refugee communities in particular.

The group members then draw up a list (on flipchart) of further / special consequences for refugee communities in their area.

Groups share their answers in plenary.

RESOURCES

Copies of **Exercise LA Ex3.1: The Effects of Landmines on Communities (Participant's Notes)** for each participant

Landmine Awareness

Exercise LA Ex3.1: The Effects of Landmines on Refugee Communities (Participant's Notes)



OBJECTIVE

To identify the main consequences for refugees of living in areas where landmines and UXO are present.

TIMEFRAME

20 mins

METHOD

Participants form into groups of three. Read the following text and discuss the consequences of landmines on communities in general and refugee communities in particular.

List (on flipchart) the further / special consequences for the refugee communities in your area of living where landmines and UXO are present.

SOCIAL CONSEQUENCES OF LANDMINES

Land mines exact an enormous toll on people. A land mine that brings an arms vendor \$3 in revenue costs the international community between \$300 and \$1,000 to clear. At a minimum, the estimated 110 million land mines currently buried world-wide will cost approximately \$33 billion for clearance alone. In 1994, roughly 100,000 land mines were cleared. However, in that same period 2 million more land mines were laid, leaving the international community with an annual "de-mining deficit" of some 1.9 million mines, adding another \$1.4 billion to the cost of clearing the world's land mines.

These costs do not take into account costs associated with programmes to treat victims of mine accidents. It is estimated that each mine victim who survives will incur lifetime costs associated with surgery and prosthetic care of up to \$3,000. Currently, it is estimated that there are 250,000 amputee mine victims requiring prosthetics care with an expected increase of about 2,000 persons every month. This further

compounds the cost to the international community with surgery and support programmes for victims by adding another \$750 million.

MEDICAL CRISIS

Mine casualties themselves place a significant burden upon war-ravaged societies. Generally, those societies with the most severe land mine problems are those least able to deal with the consequences of land mine infestation. The medical infrastructure in such countries is often rudimentary and trained medical personnel and facilities are scarce. The wounds caused by land mines usually require prosthetic devices and intense physical therapy to allow mine victims to return to some semblance of a normal life. Such care is generally beyond the capabilities of many mine-infested countries which lack trained personnel, facilities, equipment and drugs. Large numbers of mine victims drain these fragile medical infrastructures of scarce resources, often causing what is essentially a complete collapse in heavily mined regions. As a consequence many mine victims, who would survive were proper medical help available, die in the field and go unreported.

In addition to the social costs, land mines impose an enormous personal cost on those who survive a mine blast. In almost all cases, victims of land mines suffer the loss of one or more limbs. In Cambodia, one out of every 236 people is an amputee, a rate more than one hundred times higher than in Europe or the United States. In Angola alone there are 20,000 amputees due to land mines. In most agrarian societies, the loss of a limb makes it impossible for a person to carry out normal economic activities. They cannot help in the fields, or carry heavy loads or work in other ways to support their families. Psychologically, these victims come to think of themselves as burdens upon their families and communities. They often turn to begging to survive. In order to rehabilitate these land mine victims and help them to become productive members of their societies once again, appropriate prosthetic devices and extensive physical therapy is needed.

CONSTRAINTS ON HUMAN ACTIVITY

Most minefields are unmarked and become indistinguishable from the surrounding countryside. Generally, the first evidence the local population has of the existence of a minefield is the death or injury of one of their family or friends. From such evidence it is difficult to determine either the extent of the minefield or the number of mines laid. Given the severity of the risk, local civilians are forced to avoid any area in which they know a mine has exploded. This means that the explosion of only one mine in a field or rice paddy is often enough to render that land unusable. In food deficit areas where population pressures force local inhabitants to work or to seek food in mined areas, the borders of minefields are located and marked by deaths and injuries.

In countries where mines have been laid in farmers' fields, arable land becomes unusable. As more agricultural land is taken out of production, regions that were once self-sufficient are forced to depend upon outside shipments of food for sustenance. In Angola, it is estimated that land mines have reduced food production in the areas around Melanje, and other besieged cities, by more than 25 per cent. In Mozambique, the effects of drought have been multiplied by the mining of arable land and the road

system; in Sofala and Zambezia provinces, the delivery of food relief shipments to populations unable to farm their mined fields has been impeded and sometimes prevented by the mining of the road system. In other countries, the mining of irrigation systems and water-delivery plants makes it almost impossible to farm even those fields which are not mine-infested.

Sadly, it is common in many conflicts for key elements of the national infrastructure to be mined by both sides to the conflict. Roads, power lines, electric plants, irrigation systems, water plants, dams and industrial plants are often mined during civil conflicts. In the aftermath of those conflicts, it is often impossible to approach such facilities to repair them or to conduct needed maintenance. As a consequence, the delivery of electricity, water and other services becomes sporadic and often ceases in heavily mined areas. Irrigation systems become unusable, with consequent effects on agricultural production. When transportation of goods and services is halted on mined roads local businesses are unable to obtain supplies or ship products and hence cease operations. Subsequently, unemployment in those areas increases and the prices for scarce goods tend to enter an inflationary spiral, increasing the cycle of misery.

Source: UN Web Site on Landmines (www.un.org/Depts/Landmine/)

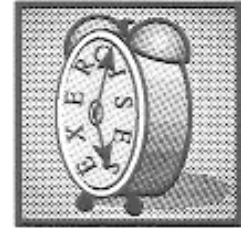
Landmine Awareness

Exercise LA Ex3.2:

Assessing the Risk to Children

from Mines in an Area

(Facilitator's Notes)



TARGET AUDIENCE

Senior Managers; Programme Staff; Field Staff.

OBJECTIVES

1. To identify high-risk activities which may expose children to landmines.
2. To agree strategies for helping to protect children exposed to mines.
3. To identify current information gaps concerning local landmine use.
4. To assess what is already being done and by whom concerning landmine education.

TIMEFRAME

90 mins

METHOD

Step 1 (10 mins)

Ask participants to brainstorm children's activities which might expose them to danger (optional for Senior Managers). Ask:

- Are there any specific activities dependent on gender? (Mark these points with a colour)
- Are there any specific activities that would make the risk greater for adolescents? (Mark these points with another colour)

Step 2 (25 mins)

Divide participants into three groups (if numbers are large, divide the participants into a number of groups divisible by three). Provide each group with one of the following lists of questions:

- Landmine Awareness Exercise LA Ex3.2/1: Where AP Mines and UXO Are in a Particular Area
- Landmine Awareness Exercise LA Ex3.2/2: How Do Mines And UXO Affect Everyday Life In That Area?

- Landmine Awareness Exercise LA Ex3.2/3: What is Already Being Done About the Danger from Mines and by Whom?

Step 3 (30 mins)

Note each group is expected to answer only one of the lists of questions and then present their answers in plenary

Step 4 (15 mins)

Participants then return to their original small groups. Each group should discuss and agree answers to

- Landmine Awareness Exercise LA Ex3.2/4: What Needs to be Done in This Situation?

Step 5 (10 mins)

The group's answers should be written on flipchart paper. Each group should present their answers in plenary.

RESOURCES

Copies of:

Exercise LA Ex3.2/1: Where AP Mines and UXO Are in a Particular Area

Exercise LA Ex3.2/2: How Do Mines And UXO Affect Everyday Life In That Area?

Exercise LA Ex3.2/3: What is Already Being Done About the Danger from Mines and by Whom?

Exercise LA Ex3.2/4: What Needs to be Done in This Situation?

for each participant.

Flipchart paper and marker pens.

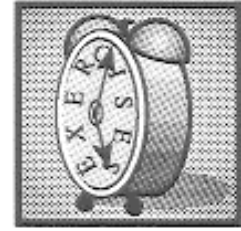
Blu Tack or tape.

Landmine Awareness

Exercise LA Ex3.2/1:

Where AP Mines and UXO Are in a Particular Area

(Participant's Notes)



OBJECTIVE

To identify current information gaps concerning local landmine use.

TIMEFRAME

30 mins

METHOD

In your group discuss and note down your answers to the following questions:

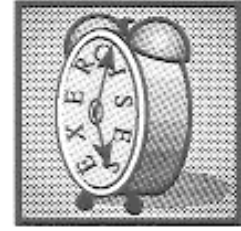
1. Which areas are most heavily mined? Why?
2. How many mines are estimated to have been laid? What are some of the military purposes of AP mines? Why might civilians use them?
3. Which locations in an area are most likely to have been mined, i.e. along roads or rivers, around military camps or homes?
4. What is the difference between AP mines and others? Which types endanger children?
5. What kinds of AP mines have been used and where? (Detailed answers are needed, preferably with pictures and detailed descriptions.)
6. In addition to AP mines, what other explosive devices can cause harm to children in the area, e.g. UXO: bombs, grenades, mortars, shells, bullets?
7. What evidence may alert you to the presence of AP mines or UXO?
8. Did the combatants map the area when they laid mines? Are such maps available? What are consequences of having/not having minefield maps?
9. Where are mines and other explosives stored? How are they stored?

Landmine Awareness

Exercise LA Ex3.2/2:

How Do Mines And UXO Affect Everyday Life In That Area?

(Participant's Notes)



OBJECTIVE

To identify current information gaps concerning local landmine use.

TIMEFRAME

30 mins

METHOD

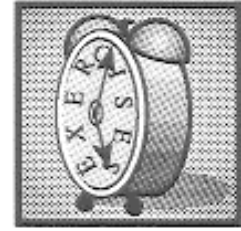
In your group discuss and note down your answers to the following questions:

1. Rank the five groups of people most affected by mines. How have they been affected?
2. Has the presence of AP mines and UXO affected your personal behaviour? How might it affect that of children?
3. What are common attitudes towards people disabled by mines? (e.g. answers to questions such as: "Would you want to marry someone who has lost an eye or a leg? If not, why not?")
4. What might be some of the social consequences of mine accidents on children and their families? Some emotional and psychological consequences?
5. What are estimated medical costs, and long-term economic consequences, for the family of a child mine victim?
6. What are 5-6 daily activities of children that could expose them to mines? And what strategy (or strategies) can help to protect them?

Landmine Awareness

Exercise LA Ex3.2/3:

What is Already Being Done About the Danger from Mines and by Whom? (*Participant's Notes*)



OBJECTIVE

1. To assess what is already being done and by whom concerning landmine education.
2. To agree strategies for helping to protect children exposed to mines.

TIMEFRAME

30 mins

METHOD

In your group discuss and note down your answers to the following questions:

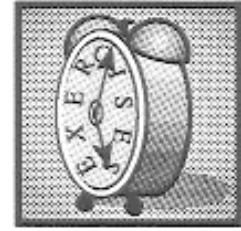
1. Is there a de-mining programme in your area? If so, what does it do?
2. Is there a mine awareness or mine education programme there? If so, what does it consist of? Are there any such programmes geared specifically to children?
3. Who in the community might help teach children how to avoid danger from mines?
4. What opportunities exist for children themselves to participate in developing a mine education programme? What organizations or groupings of young people already exist?
5. How can people find out if an area is mined? Are there standardized warning signs? If so, are they known and respected? Are they taught in schools?
6. What steps should be taken if someone suspects that an area is mined?

Landmine Awareness

Exercise LA Ex3.2/4:

What Needs to be Done in This Situation?

(Participant's Notes)



OBJECTIVE

To agree strategies for helping to protect children exposed to mines.

TIMEFRAME

20 mins

METHOD

In your group discuss and note down your answers to the following questions:

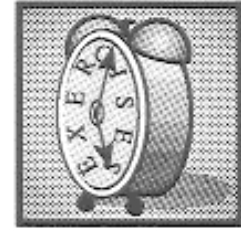
1. What are the particular characteristics of the situation in which you are working?
2. What would be the most effective way(s) of preventing mine injuries?

Each situation will need its own formula of awareness training, mine clearance and other protective measures - what is the appropriate mix in this case?

3. What resources can be made available and what is the most cost effective way of using them?
4. Do children in this situation need special protective measures? If so, what are they?

Landmine Awareness

Exercise LA Ex5.1: Community Based Landmine Awareness Programme for Children Case Study (*Facilitator's Notes*)



TARGET AUDIENCE

Programme Officers; Field Staff.

OBJECTIVE

To assess a landmine education programme using the criteria for good practice established throughout the module.

TIMEFRAME

45 mins

METHOD

In groups of four or five, participants read and discuss a case study. The facilitator can develop their own case study and questions or **LA Ex5.1 A Community Based Landmine Awareness Programme in Yemen** can be used. Participants are asked to address the following questions:

1. Did the programme address the core concept: the aim of a mine education programme for children is to modify their behaviour so as to reduce their risk of being killed or injured?
2. How well did their programme seek to ensure that children:
 - know where they might encounter mines in areas where they live;
 - avoid entering hazardous terrain;
 - recognise clues that indicate the possible presence of mines;
 - know what to do if a mine is spotted and who to inform about it;
 - know how to behave if they suspect they have entered a minefield;
 - know what to do if someone is injured by a mine;
 - can distinguish between different types of mines likely to be found;
 - never ever touch a mine or UXO - or throw things at it;
 - know ways of sharing mine information with others?

3. How well did the programme take into account local culture and customs (see Handout LA H4.1)
4. Did the programme consider the needs of girls and boys and of adolescents as well as younger children?
5. How were the community involved?
6. How could the programme have been improved?

Groups share their assessments in plenary.

RESOURCES

Case study developed by facilitator or **LA Ex5.1 A Community Based Landmine Awareness Programme in Yemen (Participant's Notes)** for each participant.

Handout LA H 4.1: Ensuring Landmine Education Takes Into Account Local Culture and Customs

More information about the mine education programme in Yemen can be found in Nelke, C., A Review of the Mines Awareness Programme in the Three Yemeni Governates Aden, Lahej and Abyan, Rädda Barnen, Yemen, February 1997; and in the forthcoming Rädda Barnen discussion paper: Mine Awareness for Children - a discussion of good practice)

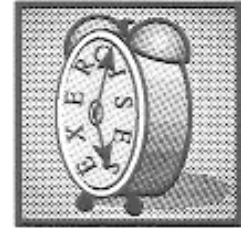
Other relevant case studies, on Somalia, Rwanda and Bosnia by Pamela Baxter and Kerstin Hoffman: in Education As A Humanitarian Response (edited by Gonzalo Retamal & Ruth Aedo-Richmond), Cassell: UK & UNESCO/IBE, 1998.

Flipchart paper and marker pens for each group.

Blu Tack or tape.

Landmine Awareness

Exercise LA Ex5.1: A Community-Based Landmine Awareness Programme for Children - Yemen (*Participant's Notes*)



OBJECTIVE

To assess a landmine education programme using the criteria for good practice established throughout the module.

TIMEFRAME

45 mins

METHOD

In groups of four or five, participants read and discuss a case study. Discuss and answer the following questions:

1. Did the programme address the core concept: the aim of a mine education programme for children is to modify their behaviour so as to reduce their risk of being killed or injured?
2. How well did their programme seek to ensure that children:
 - know where they might encounter mines in areas where they live;
 - avoid entering hazardous terrain;
 - recognise clues that indicate the possible presence of mines;
 - know what to do if a mine is spotted and who to inform about it;
 - know how to behave if they suspect they have entered a minefield;
 - know what to do if someone is injured by a mine;
 - can distinguish between different types of mines likely to be found;
 - never ever touch a mine or UXO - or throw things at it;
 - know ways of sharing mine information with others?
3. How well did the programme take into account local culture and customs (see **Handout LA H4.1**)
4. Did the programme consider the needs of girls and boys and of adolescents as well as younger children?

5. How were the community involved?
6. How could the programme have been improved?

A Community-Based Landmine Awareness Programme for Children - Yemen

Rädda Barnen initiated the process with a workshop for key actors (from the government and international organizations) as well as indigenous NGOs working with children affected by war; local headmen and religious officials came in later. A mine awareness committee was formed, charged with planning and starting up a mine education programme for children.

The first phase focused on primary schoolchildren, who were easy to reach in large numbers with few mine awareness staff. Starting up was eased by good collaboration with the Ministry of Education as well as local education authorities in the most mine-infested regions. Members of the mine awareness committee, after instruction, became the trainers of schoolteachers.

Already in this first phase interested children were encouraged, in cooperation with child-to-child groups, to pass on information to siblings, playmates, parents and neighbours. In the second phase, trained and motivated pupils have become activists and help to find ways of reaching children who don't attend school.

One of the challenges was the segregation of boys and girls, most of whom are allowed out only to work, e.g. fetch firewood or draw water. They are approached at the well or the communal water tap by girl activists in the programme. Schoolgirls make visits to women's quarters, where men are not allowed, and boys go to football grounds and other boys' meeting points. Child-to-child associations as well as Scouts and Guides are involved in these activities.

Another challenge for the schoolchildren was to come up with different ways of observing the golden rule: repeat messages again and again - but in different ways.

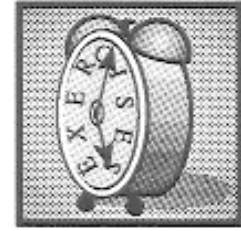
One of the key factors of the programme is the availability and sharing of information: between child activists and other children, between teachers and their pupils, between the public, members of the police, security and de-mining forces and officials at local, regional and national level. One result was that children reported their suspicions about the existence of mines and UXO and helped to locate minefields that now figure on the maps of the de-mining teams.

Landmine Awareness

Exercise LA Ex5.2:

Design a Landmine Education Programme for Children

(Facilitator's Notes)



TARGET AUDIENCE

Programme Staff; Field Staff.

OBJECTIVES

1. To develop a mine awareness programme for children that takes into account the objectives and principles of good practice in work with children.
2. To identify ways in which children could be involved in the design of the programme.

TIMEFRAME

75 mins

METHOD

Groups of participants work together to design the framework for a mine awareness programme for refugee children in an area they know well. The programme must address the core concept: the aim of a mine education programme for children is to modify their behaviour so as to reduce their risk of being killed or injured

Specifically, their programme should seek to ensure that children:

- know where they might encounter mines in areas where they live;
- avoid entering hazardous terrain;
- recognise clues that indicate the possible presence of mines;
- know what to do if a mine is spotted and who to inform about it;
- know how to behave if they suspect they have entered a minefield;
- know what to do if someone is injured by a mine;
- can distinguish between different types of mines likely to be found;
- never ever touch a mine or UXO - or throw things at it;
- know ways of sharing mine information with others.

This list shows the need for a multi-faceted approach and for networking between the various actors involved. Mine knowledge is not finite. A good programme needs to establish channels for information so that up-dates and changes can be communicated.

The participants should also take into account

- answers to the questions in **Handout LA H4.1**.
- the needs of girls and boys and of adolescents as well as younger children.
- how they would involve children in the design and development of the programme in reality.
- how the programme would be evaluated.

Ask participants to structure their answers on flipcharts using the 5W-H framework (Why, What, Where, When, Who and How).

Groups get together in plenary to present their ideas.

RESOURCES

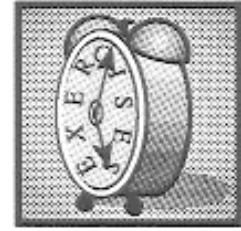
Copies of **Handout LA H4.1** for each participant.

Flipchart and marker pens for each group.

Blu Tack or tape.

Landmine Awareness

Exercise LA Ex6.1: Who Is Currently Involved in Landmine Education? *(Facilitator's Notes)*



TARGET AUDIENCE

Programme staff; Field staff.

OBJECTIVE

To identify who is currently working in the area on landmine education.

TIMEFRAME

20 mins

METHOD

Form participants into pairs. In pairs, participants use **Exercise LA Ex6.1: Who Is Currently Involved in Landmine Education? (Participant's Notes)** to identify who is currently working locally on Landmine Education.

Groups share their knowledge in plenary. facilitator writes up a comprehensive list on flipchart during plenary.

RESOURCES

Copies of **Exercise LA Ex6.1: Who Is Currently Involved in Landmine Education? (Participant's Notes)** for each group of three participants.

Flipchart and marker pens for each group.

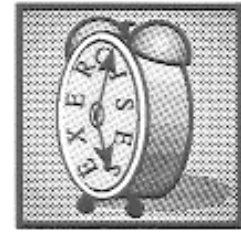
Blu Tack or tape.

Landmine Awareness

Exercise LA Ex6.1:

Who Is Currently Involved in Landmine Education?

(Participant's Notes)



OBJECTIVE

To identify who is currently working in the area on landmine education.

TIMEFRAME

20 mins

METHOD

In pairs, participants complete the following checklist.

Government ministries

- Agriculture
- Defence
- Education
- Foreign Affairs
- Health
- Information
- Social Affairs

Members of the United Nations family

- UNICEF has organized an international meeting about mine awareness and works on guidelines for mine awareness programmes;
- UNESCO/PEER (Programme for Education in Emergencies and Reconstruction) has prepared courses for teachers particularly in war-affected areas in the East Africa region;
- UNDHA is involved in mine-clearance. Internet:
<http://www.un.org/Depts/Landmine>

International NGOs with a stake in mine education

- The International Save the Children Alliance: Rädda Barnen (Swedish Save the Children) was on the steering committee of the campaign; and several members have experience in mine education for children and in rehabilitation;
- Vietnam War Veterans, which started the international campaign to ban landmines;
- Child-to-Child Trust has developed materials for teaching mine awareness using the child-to-child method and can provide trainers;
- Handicap International, involved in campaigning, awareness programmes and rehabilitation;
- Norwegian People's Aid is doing both clearance and mine awareness;
- Mines Advisory Group (MAG) based in the UK with broad experience of mine awareness programmes.

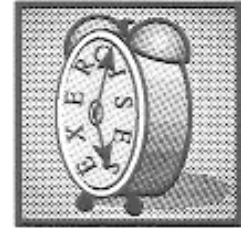
Some other actors with special expertise

- Canadian Government, instrumental in bringing together governments for a ban
- ICRC, a key actor in promoting a ban on landmines
- Ginie database at Pittsburgh University makes information about landmine education available on the Internet:<http://www.pitt.edu/~ginie/lm>

Any others? (Note them below)

Landmine Awareness

Exercise LA Ex6.2: Developing Policy and Programmes for Landmine Education (*Facilitator's Notes*)



TARGET AUDIENCE

Programme Staff

OBJECTIVES

1. To identify the potential for agencies working in partnership on landmine education.
2. To assess how information about current landmine use is gathered and consider ways of improving this.
3. To identify the budgeting, resourcing and other support requirements for a landmine education programme.
4. To agree the most suitable approach to landmine education for the area.

TIMEFRAME

30 mins: small group work
20 mins: plenary discussion

METHOD

Participants work in small groups of four or five to discuss the questions below. A plenary discussion is used to determine the current position and identify proposals for future action.

1. Working Together for Mine Education

Which of the actors listed in **Exercise LA Ex6.1** do participants consider important to those refugees they are concerned with? How can actors be assessed to determine their present role and performance as well as their capacity and potential? UNHCR and any mine education programme it promotes would have to determine how to relate to such actors.

2. Gathering Information

The quality, timeliness and usefulness of different approaches to obtaining the desired information is also an important issue. It raises questions such as: “Shall we deploy a staff member to find out, ask an implementing partner to do it, employ a consultant, or do something else?” In Kabul, Afghanistan, boys on bicycles go out to rural areas to take back to the city detailed information from local people for mine disposal teams, which is also vital for a mine education programme.

3. UNHCR’s Role

What actions need to be taken by whom for a UNHCR-funded mine education programme to take place? Usually, in UNHCR the main responsibility for planning and monitoring such a programme would lie with a Community Services Officer (CSO). Has the CSO the necessary time and authority? What support / collaboration is needed from other staff?

4. Budgets

What is the cost of a mine education programme - initial start-up costs and annually over the long term? What funds are available within the regular budget? HQ?

5. Approaches to Mine Education

Bearing in mind that each situation demands a different response, what are the relative merits (in the situation under discussion) of the model adopted by Rädä Barnen in Yemen, which relies largely on voluntary labour and people adding new tasks to full-time jobs, and that adopted in Kabul, Afghanistan, where the problem is on a much wider scale. The programme - of Save the Children (US) - in Kabul employs both local and international staff, and is hence more costly. It also includes rehabilitation and tries to add to currently very sparse data to assess effectiveness of landmine education for children. (UNHCR is one of several funders of the Afghan programme and participated in the first workshop in Yemen.)

6. Problems

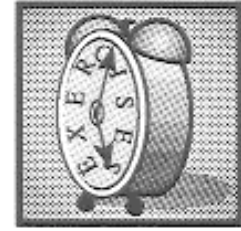
Can participants identify problems or dilemmas for UNHCR / NGO / Government involvement in mine education? How can these problems be overcome?

RESOURCES

Copies of **Exercise LA Ex6.2: Developing Policy and Programmes for Landmine Education (Participant’s Notes)** for each participant.

Landmine Awareness

Exercise LA Ex6.2: Developing Policy and Programmes for Landmine Education (*Participant's Notes*)



OBJECTIVES

1. To identify the potential for agencies working in partnership on landmine education.
2. To assess how information about current landmine use is gathered and consider ways of improving this.
3. To identify the budgeting, resourcing and other support requirements for a landmine education programme.
4. To agree the most suitable approach to landmine education for the area.

TIMEFRAME

30 mins

METHOD

Participants work in small groups of four or five to discuss the questions below.

1. Working Together for Mine Education

Which of the actors listed in **Exercise LA Ex6.1** do participants consider important to those refugees they are concerned with? How can actors be assessed to determine their present role and performance as well as their capacity and potential? UNHCR and any mine education programme it promotes would have to determine how to relate to such actors.

2. Gathering Information

The quality, timeliness and usefulness of different approaches to obtaining the desired information is also an important issue. It raises questions such as: "Shall we deploy a staff member to find out, ask an implementing partner to do it, employ a consultant, or do something else?" In Kabul, Afghanistan, boys on bicycles go out to rural areas to take back to the city detailed information from local people for mine disposal teams, which is also vital for a mine education programme.

3. UNHCR's Role

What actions need to be taken by whom for a UNHCR-funded mine education programme to take place? Usually, in UNHCR the main responsibility for planning and monitoring such a programme would lie with a Community Services Officer (CSO). Has the CSO the necessary time and authority? What support / collaboration is needed from other staff?

4. Budgets

What is the cost of a mine education programme - initial start-up costs and annually over the long term? What funds are available within the regular budget? HQ?

5. Approaches to Mine Education

Bearing in mind that each situation demands a different response, what are the relative merits (in the situation under discussion) of the model adopted by Rádda Barnen in Yemen, which relies largely on voluntary labour and people adding new tasks to full-time jobs, and that adopted in Kabul, Afghanistan, where the problem is on a much wider scale. The programme - of Save the Children (US) - in Kabul employs both local and international staff, and is hence more costly. It also includes rehabilitation and tries to add to currently very sparse data to assess effectiveness of landmine education for children. (UNHCR is one of several funders of the Afghan programme and participated in the first workshop in Yemen.)

6. Problems

Can participants identify problems or dilemmas for UNHCR / NGO / Government involvement in mine education? How can these problems be overcome?

Landmine Awareness Overheads



Overhead Key Concepts

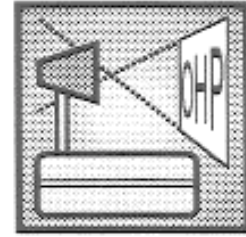
Overhead LA Ov1.1 Some Facts About Landmines and Children

Overhead LA Ov1.2 Definitions

Overhead LA Ov5.1 The Purpose of Mine Education

Overhead LA Ov5.2 The Objectives of a Mine Education Programme for Children

Landmine Awareness Overhead : Key Concepts

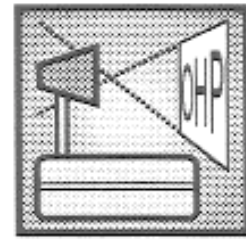


1. Children are seriously endangered by mines and UXO.
2. UNHCR has a legal mandate to protect refugees - including children and adolescents - from danger, such as that from mines and UXO.
3. Analysis of an actual situation and of community needs determines if mine education is an appropriate response.
4. The best mine education for children is conceived, organized and implemented on a community basis with the participation of children themselves.
5. The aim of a mine education programme for children is to modify their behaviour so as to reduce their risk of being killed or injured.
6. There is a role for UNHCR and NGOs in developing policy and programmes of mine education.

Landmine Awareness

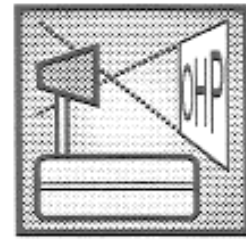
Overhead LA Ov1.1:

Some Facts About Landmines and Children



- Over 90% of all landmine victims are civilians, half of whom are children;
- 70 countries have AP mines scattered in ways that threaten children;
- There are over 100 million landmines uncleared; one mine for every 16 children on earth;
- A child grows out of a prosthesis every six months;
- In 1997, the International Campaign to Ban Landmines received the Nobel Peace Prize;
- 1997 Ottawa Treaty signed by 123 States (and three had ratified the treaty).

Landmine Awareness Overhead LA Ov1.2: Definitions



Landmine

Includes various types of mines, including anti-personnel (AP) mines and anti-tank mines. The Ottawa Treaty is concerned exclusively with AP mines, which are usually intended to disable; though mostly dug into the ground, they may also be laid in water.

Unexploded Ordnance (UXO)

Bombs, shells, grenades, mortars and bullets.

Anti-mine Campaign

A method of engaging public attention (not necessarily in a mined area);

Mine Awareness

a programme to raise awareness about mines, usually in a mined area

Mine education

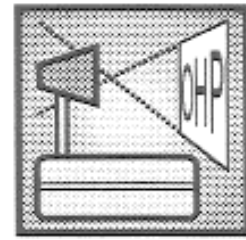
Can cover the same ground and use the same methodology as a mine awareness programme - with a more thorough learning process.

Landmine Awareness Overhead
LA Ov5.1: The Purpose of Mine
Education



The purpose of a mine education programme for children is to modify their behaviour so as to reduce their risk of being killed or injured by AP mines or UXO.

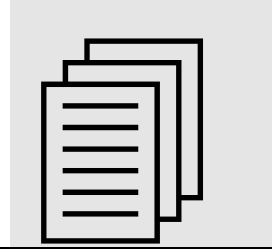
Landmine Awareness Overhead LA Ov5.2: The Objectives of a Mine Education Programme for Children



A mine education programme seeks to ensure that children:

- know where they might encounter mines in areas where they live;
- avoid entering hazardous terrain;
- recognise clues that indicate the possible presence of mines;
- know what to do if a mine is spotted and who to inform about it;
- know how to behave if they suspect they have entered a minefield;
- know what to do if someone is injured by a mine;
- can distinguish between different types of mines likely to be found;
- never ever touch a mine or UXO - or throw things at it;
- know ways of sharing mine information with others.

Landmine Awareness: Reading List



GENERAL TEXTS

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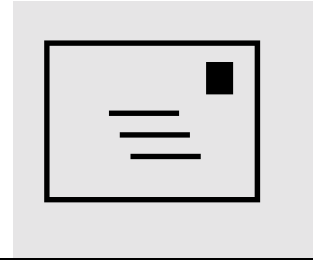
UNICEF Office of Emergency Programmes, Final Report on the UNICEF workshop on mine awareness/mine-risk education, Florence, 25-27 November 1996, UNICEF, New York, February 1997.

UNICEF Office of Emergency Programmes, International Guidelines for Mine Awareness, first draft, UNICEF, New York, May 1997.

United Nations High Commissioner for Refugees, Programme and Technical Support Section, Mine Awareness Instructor Training, UNHCR, Geneva, September 1994.

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Landmine Awareness: Useful Addresses & Contacts



Use the blank pro-formas in this section for the names and addresses of your contacts and organisations.

Name	
Organisation	
Address	
Phone	
Fax	
Email	
Web Site	
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