

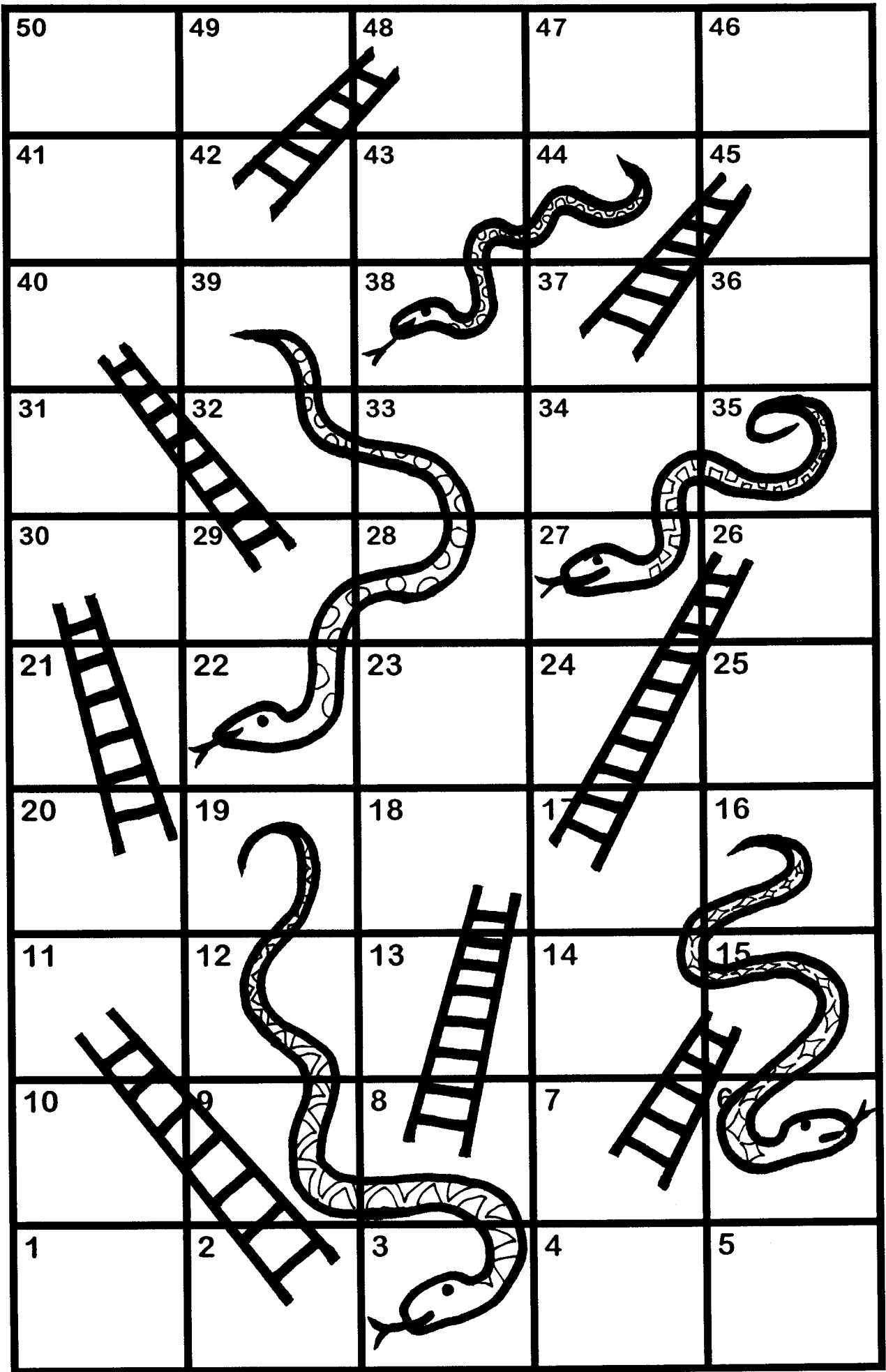


# MINE-AWARENESS EDUCATION

A COUNTRY REVIEW AND CURRICULUM GUIDELINES FOR BOSNIA  
by Pamela Baxter, Jennifer Fisher and Gonzalo Retamal



International Bureau of Education  
Primer Congreso Europeo de Educación para la Paz



## Contents

- II. General background, *page 2*
- III. Land-mine awareness education programmes: a country review  
 Afghanistan, *page 4*  
 Angola, *page 5*  
 Cambodia, *page 5*  
 El Salvador, *page 6*  
 Iraq, *page 8*  
 Mozambique, *page 8*  
 Rwanda, *page 8*  
 The Former Yugoslavia, *page 9*  
 Somalia, *page 9*
- IV. Case study: curriculum guidelines for mine-awareness in Bosnia  
 Introduction, *page 11*  
 The Bosnian MAEP, *page 11*  
 Basic information about mines, *page 11*  
 Curriculum guidelines, *page 12*  
 Teachers' Guide for the mine-awareness education package, *page 13*  
 Five sample lesson plans, *page 19*
- V. Further ideas  
 Suggested content of pupils activity book, *page 22*  
 Ideas for games, *page 22*  
 Suggestions for training MAEP trainers, *page 25*  
 Ideas for MAEP video spots, *page 26*  
 Suggestions for MAEP 'Road-show', *page 28*
- VI. Selected annotated bibliography and sources on mine-awareness education, *page 30*

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## Foreword

The purpose of this booklet is to provide source materials on mine awareness for teachers and practitioners who are involved with primary schoolchildren in high-risk areas, and to launch a process of information and research in the field of land-mine awareness.

What is presented here draws heavily on the present situation in Bosnia and Herzegovina, and is particularly oriented to being carried out in that country. However, as the reader will note from chapter two, it is also the synthesis of the experience of a large number of international and non-governmental organizations working in Afghanistan, Angola, Cambodia, El Salvador, Iraq, Mozambique, Rwanda and Somalia, not to mention the other countries of the former Yugoslavia.

This first approach was carried out by several consultants, including Jennifer Fisher who compiled and annotated a substantive part of the material presented in chapters two and five of this publication, and Pamela Baxter, who developed in chapter three and four a detailed case study and curriculum guidelines for a land-mine awareness programme (LMAP) in Bosnia. Special thanks are also due to Handicap International and Georges Million for the illustrations on the cover and on page 14, and to Kerstin Hoffman for reading the draft text and making innumerable major and minor suggestions.

Recognition is expressed to the Primer Congreso Europeo de Educación para la Paz for its concern about the crucial issue of mine awareness and for its financial support in the publication of this booklet.

The International Bureau of Education would also like to highlight the contribution of UNICEF and UNHCR in sharing their experiences and offering the possibility to develop a systematic curriculum in land-mine awareness.

JUAN CARLOS TEDESCO  
 DIRECTOR, IBE

# General background

The United Nations estimates that over 3 million land mines have been laid in Bosnia and Herzegovina (hereafter referred to as Bosnia) during the four-year civil war. The time-consuming, dangerous and expensive process of demining has already begun, but there exists a dire need for land-mine awareness to help protect the population now that the conflict has ended. The legacy of land mines continues long after the peace accords have been signed. They lie and wait for their victims—unable to discriminate between a soldier on a military mission, a farmer harvesting his crops or a child at play.

Statistics from other countries demonstrate that land mines pose an extreme post-conflict danger. For example, in Cambodia, one person out of 236 has been mutilated by this type of weapon; in Angola, 1 out of 470; in the northern part of Somalia, 1 in 1,000; and in Viet Nam, 1 in 2,800. Bosnia has one of the densest mine distributions in the world—over 100 land mines deployed per square kilometre. The devastation caused by mines in Bosnia could be similar to or worse than the situations in Cambodia and Angola.

Aside from the solution of long-term demining, the short- and medium-term efforts must focus on mine-awareness education—targeting the groups most significantly affected. This requires a special effort to develop better and more effective educational programmes.

Children are the most unprotected victims of land mines. Their natural curiosity and love of play in open areas leaves them vulnerable to mines. Children are less likely to survive a mine explosion because they are closer to the centre of blast and their small bodies cannot survive the loss of blood. Over 50% of mine victims die from the blast, while the rest are permanently and significantly disabled. Building a healthy post-conflict society necessitates equipping its youngest members with essential knowledge about living safely with mines.

The value of this document is two-fold. First, it summarizes the attempt to develop a systematic mine-awareness curriculum in Bosnia based on lessons learned in Rwanda, Somalia and Cambodia. Second, it is a general resource

guide for developing land-mine awareness programmes (LMAPs) by describing some of the most relevant experiences in mine-awareness education and offering suggestions for components of LMAPs.

## Early LMAPs

Some of the earliest programmes to teach mine-awareness education were developed by the International Rescue Committee, the University of Nebraska and other agencies working in the Pakistan/Afghanistan cross-border operation in the late 1980s. The curriculum formulated for the mine-awareness programme (MAP) was based on information collected from questionnaires and from conversations with deminers working in Afghanistan. Educational kits were produced, including cloth posters showing the types of mines most frequently found in Afghanistan.

A similar programme, based on the Afghan one, was introduced into refugee camps on the Thai/Cambodian border in 1990. Once again, a questionnaire was developed and used to collect information to help structure the curriculum for a LMAP. The questionnaire was specifically adapted to the Cambodian context. Additional questions were inserted, relating to more technical, mine-related matters, such as identifying and avoiding land mines. The responses to the modified questionnaire resulted in changes being made in the programme's design—thus leading to a flexible LMAP and curriculum.

As the full extent and horror of the mine crisis in Cambodia was recognized, it became increasingly evident that there was an urgent need to provide mine-awareness education, and that it was essential to have well-developed curricula to deliver such programmes.

By 1994, three organizations operating in Cambodia began using the same curriculum and mobile training teams to teach mine-awareness education. These three non-governmental organizations (NGOs) were: World Vision International's Mine-Awareness Training Team (MATT); the Cambodian Mine Action Center (CMAC); and the Mine Awareness Group

(MAG). CONCERN, a fourth NGO, used the same curriculum, but its methodology was slightly different.<sup>1</sup>

Several problems were identified and lessons learned from experiences with early LMAPs:

- Early programmes tended to focus more on technical information:
  - the physical dangers posed by mines;
  - types of areas where mines were most likely to be found;
  - identification of mines;
  - indicators of the presence of mines;
  - mine avoidance techniques; and
  - what to do in a mined area.
- Programmes were not community based. Often, LMAP educators went into a community, presented their material (with little or no input from the community) and left.
- Curricula were neither interactive, nor age and/or gender appropriate.
- There was (and still is to some extent today) a lack of co-ordination and sharing of information amongst agencies and organizations working in this area.
- In some countries, there is still a need for programmes to be more culturally sensitive and adapted if they are to be effective.
- Regular and ongoing monitoring and evaluation of LMAPs have not been carried out. So, although it is well established that many people have had access to programmes, it is very difficult—if not impossible—to assess the success and impact of the programmes.

Traditionally, teaching mine awareness in school has been complicated by rigidly imposed syllabi. The information had to be condensed into lesson plans that could be implemented quickly. While this approach added another subject to an overcrowded syllabus, it was short, situation specific and very structured. This approach was often linked with the country's demining operations. Thus, mine awareness was integrated with demining operations and not into the school system—still the case for most LMAPs around the world. This is partly attributed to the fact that LMAPs are usually conceived and developed by those who know the most about mines—deminers, and those who deal with mine victims, such as medical personnel. Only recently have national governments accepted that mines will not be cleared quickly and that there is a long-term problem to be addressed.

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1. G. Retamal and R. Aedo-Richmond, eds., *Education as a humanitarian response*, London, Cassell/IBE, Forthcoming, chapters X and XIV.

Taking into consideration the above-mentioned concerns, UNESCO designed, in co-ordination with the United Nations High Commissioner for Refugees (UNHCR) in Somalia and the United Nations Children's Fund (UNICEF) in Rwanda, a mine-awareness campaign (MAC) which has been used in both Somalia and Rwanda, utilizing a non-formal methodology aimed at schools and young people in their community. The MAC consists of an instructional package that facilitates the training of teachers, as well as a video for public education and a 'road show' to bring the educational message to remote areas not adequately reached by the school-based message. Building on these successful programmes, UNESCO/IBE (in co-ordination with UNHCR and UNICEF) has designed a mine-awareness education package (MAEP) to meet the need for mine awareness in Bosnia (see page 11).

### **The need for co-ordinating educational information**

An inter-agency strategy for mine-awareness education must promote the idea that schools have a responsibility to teach children mine-awareness education. This constitutes a basic indication of interest in the preparation of a humanitarian curriculum. By reminding the post-war generation of the daily horror that mines represent, we are reproducing the values of peace and reconciliation.

Thus, the present document has been prepared to serve as a basis for launching a more permanent process of information and research in the area of mine-awareness education. This project is also an ongoing process which is reflected in the Global Information Network in Education (GINIE) at the University of Pittsburgh. GINIE is an on-line repository of information on education in nations in crisis and transition. It presents high quality materials, tools and plans developed specifically for one situation that may be adapted for use in others. GINIE provides on-line access to educational materials used or in use under the premise that lessons learned under one set of conditions may inform others. The home page on mine-awareness education developed jointly with the IBE is now a fully developed network of practitioners in the area of mine-awareness education as well as a dynamic repository of mine-awareness materials from around the world.

Future contributions and ongoing research will be reflected on the Internet home page maintained by the IBE and GINIE (page 32).

# Land-mine awareness education programmes: a country review

The United Nations and international NGOs are presently involved in mine-awareness programmes in more than ten countries, including Afghanistan, Angola, Bosnia and Herzegovina, Cambodia, El Salvador, Iraq, Mozambique, Rwanda and Somalia. Some support is also provided to Liberia, Sri Lanka, Sudan, Yemen and the Lao People's Democratic Republic.

## Afghanistan

UNICEF is undertaking an extensive mine-awareness campaign in twelve districts of Kabul through schools, mosques and the radio. UNICEF will train teachers how to identify and avoid the dangers of mines, train religious leaders to mobilize support for the dissemination of information on mine awareness in the mosques, target parents in order to raise awareness about the danger of mines, develop messages for Kabul radio and disseminate materials through 'Edukit' (which provides basic educational materials and training for primary school-teachers and students).<sup>1</sup>

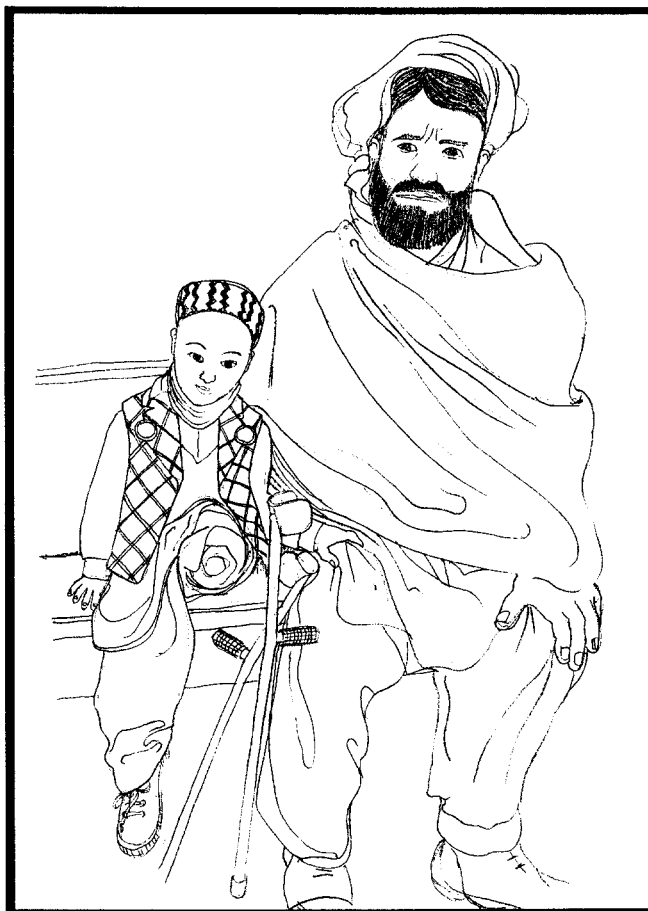
Save the Children (US/Pakistan) seems to be the main provider of mine-awareness education in the country. An innovative programme, with multimedia presentations, has been designed by Save the Children and incorporates many of the elements deemed necessary for a well-integrated, community-based programme to teach land-mine awareness.

### THE PROGRAMME

The programme begins with training the team leaders. Then facilitators are sent into schools to talk and introduce the programme. They work in pairs, accompanied by a land-mine victim. (In Afghanistan, amputees are shunned by society and including a land-mine victim helps children

to see the victim as a 'real person'. The programme attempts to educate about discrimination against handicapped persons.)

Around four pairs of facilitators will go into a school, gather a large group of students and show them a multimedia programme on land-mine awareness, not just about the land mines themselves (because, most times, children do not even see the mines). A basic script was written to go with the slide show. Facilitators work in pairs in smaller groups (no more than ten children in a group) to discuss the slide show and role play. The land-mine victim tells his/her story and questions are asked.



Background information on the Afghan war is presented along with danger signs and areas. Demining information is presented after the technical information. There is also information provided on the Campaign to Ban Land-mines and what they, as children, can do.

1. United Nations Children's Fund, 'Children and anti-personnel land mines', Office of Emergency Programmes, in the kit, *Fact sheet on Afghanistan*, UNICEF, United Nations Department of Humanitarian Affairs (DHA), International Committee of the Red Cross, undated.

With the help of the United Nations, Save the Children prepared the basic messages for the programme. Save the Children passes ideas through the United Nations Office for the Co-ordination of Humanitarian Assistance to Afghanistan (UNOCHA) under Department for Humanitarian Affairs (DHA). Two Afghan NGO groups involved in mine education are working with Save the Children at the present time.

#### METHODOLOGY

- Mine awareness and recognition were always part of the programme.
- Save the Children developed games and activities to test children's knowledge and other practical skills, and to make the learning process an amusing, interactive experience as part of the education system.
- The programme provides a 'passport' (small enough to be carried around) and stamps for children to collect for participation in activities related to LMAP.
- There are posters with a horse mascot, because in Afghan culture the horse represents wisdom, bravery, etc.
- A series of activity cards are used by facilitators to elicit responses. The cards have both negative and positive responses. For example, cards might show children playing with land mines. Children will then be asked why they should not play with land mines.



## Angola

In September 1994, UNICEF began to support a LMAP created to help both urban and rural communities. At present, UNICEF is creating and disseminating posters developed in collaboration with the Mine-Awareness Task Force. UNICEF is promoting a media campaign highlighting visual information on mines and their danger, introducing radio spots, encouraging the widespread distribution of mine-awareness posters and signposts and working with local cultural troupes and theatre companies to perform plays on mine awareness. UNICEF is also monitoring and gathering information to mobilize the private sector for assistance in mine education and is strengthening the Demobilized Soldiers and Amputee Association to help build mine awareness.<sup>2</sup>

Norwegian People's Aid (an NGO with experience in mine clearance, as well as with programming in mine-awareness education in African countries, such as Malawi, Mozambique, the United Republic of Tanzania and Zambia) has developed a mine-awareness education campaign where community input and involvement are valued. Programmes are designed to be community-based with the objective of changing behaviour over a long period of time.

Other NGOs involved in LMAPs in Angola (as well as in Bosnia) are World Vision International and Catholic Relief Services. Halo Trust and the Mines Advisory Group, while providing more technical expertise in the field, are also involved in LMAP.

## Cambodia

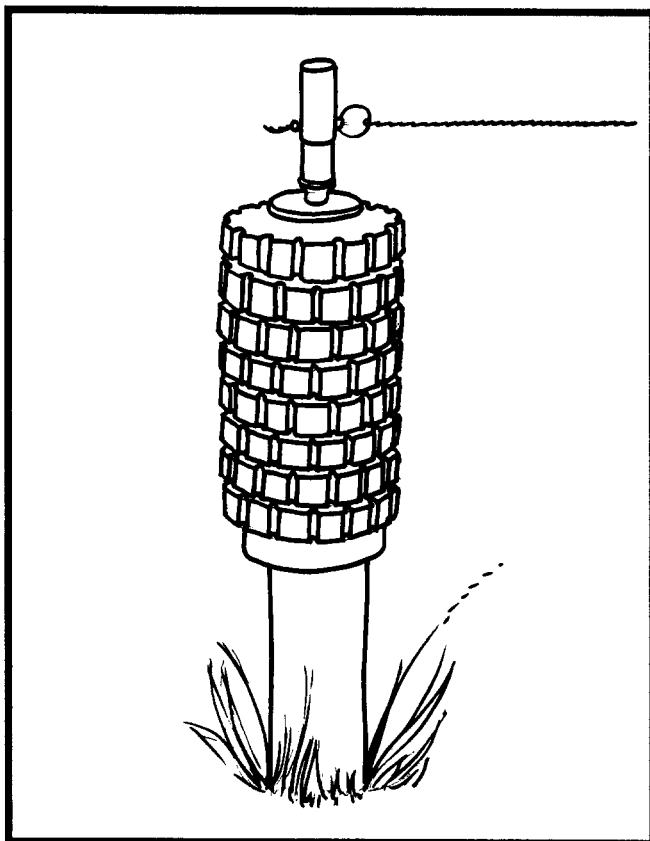
UNICEF is supporting a mobile team of the Mines Advisory Group in the province of Battambang providing mine-awareness training for groups of schoolchildren and collects data with a view to compiling the first fully reliable figures on new mine injuries.<sup>3</sup>

Additional activities are being developed by other agencies, for example the LMAP run by the International Rescue Committee operating on the Thai-Cambodian border, and the Mine

2. *Ibid.*, *Fact sheet on Angola*.

3. *Ibid.*, *Fact sheet on Cambodia*; Jenny Davidson, 'The impact of mines on local communities in Cambodia', in: William Maley, ed., *Dealing with mines: strategies for peacekeepers, aid agencies and the international community*, Canberra: ADSC, University College, Australian Defence Force Academy, 1994.

Awareness Training Team run by World Vision. Further information about these programmes is available. Please refer to the annotated bibliography and the GINIE land-mine awareness home-page which offers first-hand information and examples of educational materials in full colour (see page 32).



## El Salvador

In 1992, UNICEF obtained the co-operation of the El Salvadoran Armed Forces, the Frente Farabundo Martí para la Liberación Nacional (FMLN), and the United Nations Observer Mission in El Salvador (ONUSAL) to begin raising mine awareness among children. Teachers, health workers and community leaders were trained to point out the dangers of land mines to children living in affected communities. Mobile units conducted the training using a variety of educational materials. Once trained, these individuals returned to their communities with the necessary knowledge to pass on the messages they had learned. Funding from UNICEF provided posters illustrating the dangers of mines, flip charts explaining the basic concepts of the mine-awareness project, and leaflets to distribute. The design and content of these leaflets were chosen carefully to appeal to children.<sup>4</sup>

4. Ibid. *Fact sheet on El Salvador.*

The following items were taken into account as the campaign developed:

- El Salvador is densely populated—247 inhabitants per sq. km.
- Most of the mines laid in the Salvadoran conflict were home-made, constructed mostly with plastic and PVC materials, making them more difficult to identify and detect with standard equipment than conventional, industrial-type explosives.
- Because of the nature of the Salvadoran conflict, the mines are very widely dispersed and their exact placement is largely undocumented. Whereas El Salvador's Armed Forces made heavy use of air warfare, the FMLN, dependent on guerrilla tactics, relied strongly on mines as a weapon, particularly in the eastern part of the country. Because the FMLN was comprised of several organizations, which in turn included relatively independent fighting units, there is virtually no documentation of where mines were laid.
- Most mines placed by the Armed Forces are well documented and easily located. However, some explosive devices dropped from army warplanes and helicopters may not have exploded on impact and their exact location is unknown. Like mines, unexploded ordnance (UXO) continues to pose a danger to rural inhabitants in the former conflict zones.

UNICEF concluded that the situation most closely comparable to El Salvador's was that of Afghanistan, where guerrilla warfare was also a major factor in the war. There, the International Red Cross estimates that 40,000 people have been dismembered by mines. The United Nations humanitarian assistance programme in Afghanistan developed a LMAP to alert the population to the dangers of mines and train local militia to detect and destroy them. The public education thrust of this programme served as the basis for the *Programa Anti Mina* (PAM) campaign currently underway in El Salvador.

One critical challenge in El Salvador was to obtain the full co-operation of the other key actors: ONUSAL and the recent antagonists—the Salvadoran Armed Forces and the FMLN. The co-operation of the FMLN was particularly pertinent to identify areas that had been mined by guerrilla fighters; the Armed Forces were to indicate where army mines were located and to provide suggestions on the estimated location of FMLN minefields.



## STAGE ONE: LOCATING THE MINEFIELDS

A working group composed of one representative each from the Armed Forces, the FMLN, UNICEF and ONUSAL was formed to carry out the day-to-day work of the campaign. Once the mapping work was completed, the working group decided upon the type of posters to be used to warn the population of the danger of mines. The working group selected a logo for the campaign (a skull and crossbones), as well as two bright, attention-getting colours (yellow and magenta), and a simply drawn peasant character, all of which would be used on the campaign's materials to make them easily identifiable and lend unity to the campaign as a whole.

UNICEF produced 5,000 posters to be displayed in public places in villages, such as schools, clinics and community areas. In addition, UNICEF provided 10,000 wooden stakes with signs at the top on which is painted a skull and crossbones and the words 'Danger Mines'. These stakes are used to mark off those areas identified as minefields, beginning in the areas where the most mines were laid and working outward toward lower-risk areas.

ONUSAL has reported that peasants have occasionally moved the signs around. When queried as to their motive, the rural farmers replied that they desperately needed the land to plant crops. Land is probably the most urgent issue in El Salvador; some rural dwellers are risking their lives to gain an extra half acre of farmland, making the clearance of mines a pressing imperative.



## STAGE TWO: THE EDUCATIONAL CAMPAIGN

Aside from the posters and warning signs, the basic elements involved in the educational campaign were public education through the media, and community education in high-risk areas using a mobile team trained specifically for the campaign. A local video producer was contracted to produce a television spot, the content of which was developed in consultation with the working group. Plans got underway to produce several different ninety-second radio spots to be broadcast many times each day in the rural areas where mines and other explosives are most prevalent. Radio was chosen as the main public education vehicle based on earlier studies indicating that it is the medium most accessible to rural Salvadorans. Radio is also the medium for broadcasting a series of three-to-five minute 'mini-programmes'. Each of these is different in content, for example an interview with the victim of a mine accident or safety message based on a folklore story but designed to re-enforce the basic content of the PAM campaign.

Since the inception of the project, UNICEF has been working to develop and produce appropriate training materials to complement the PAM campaign. A participatory educational strategy was selected as the most effective means to put the campaign's message across. It was felt that media coverage and posters might not be sufficient to inform the rural population about the danger of mines. A strategy of face-to-face interaction between trained personnel and rural communities was considered necessary to ensure that the message was received and understood.

Flip charts were developed for use by trainers to explain the basic concept of the PAM campaign to rural dwellers. Simple leaflets bearing the same message as the posters were also produced, enabling participants to bring information home where it is readily available to educate children. The leaflets bear the same bright colours, simple wording and readily identifiable character as the posters; some include drawings of children.

UNICEF selected several groups of 'multipliers' to carry out the face-to-face education effort. Multipliers are those persons in regular contact with the rural population, who have developed relationships of trust and mutual respect, and are thus in a position to communicate effectively with large numbers of rural people. In the case of El Salvador, these persons were teachers, health promoters, and staff of non-governmental organizations with long experience in the country's rural areas.

The next step was to hire a team of three educators to serve as a mobile unit to travel to the high-risk communities to carry out training of 'multipliers'. UNICEF made the training of teachers a first priority, so the message of the PAM campaign could be presented in classrooms while children were gathered conveniently together.

As a result, the number of deaths in El Salvador attributed to land mines and other explosives has fallen dramatically. In 1992, there were 579 victims, in 1993 this fell to 259. Between January 1994 and May 1995, there was not a single reported accident involving a land mine. There are, however, still risks from unexploded rockets, grenades, bombs and other UXOs. A second phase of the programme is now warning people of these dangers.

## Iraq

In October 1994, UNHCR and UNICEF started a LMAP among primary school children. About 540,000 especially designed exercise books as well as comprehensive teaching materials have since been produced. Around 4,000 teachers, working in 700 primary schools, are being trained. Mine models and posters produced by UNICEF have been prepared to be used as visual aids in the classroom.<sup>5</sup>

## Mozambique

The year 1992 saw the launch of a campaign aimed at mine-awareness education to help reduce casualties amongst returnees. In 1996, UNICEF and UNHCR provided funds to Handicap International, which has become the main organization responsible for co-ordinating the mine-awareness programme.

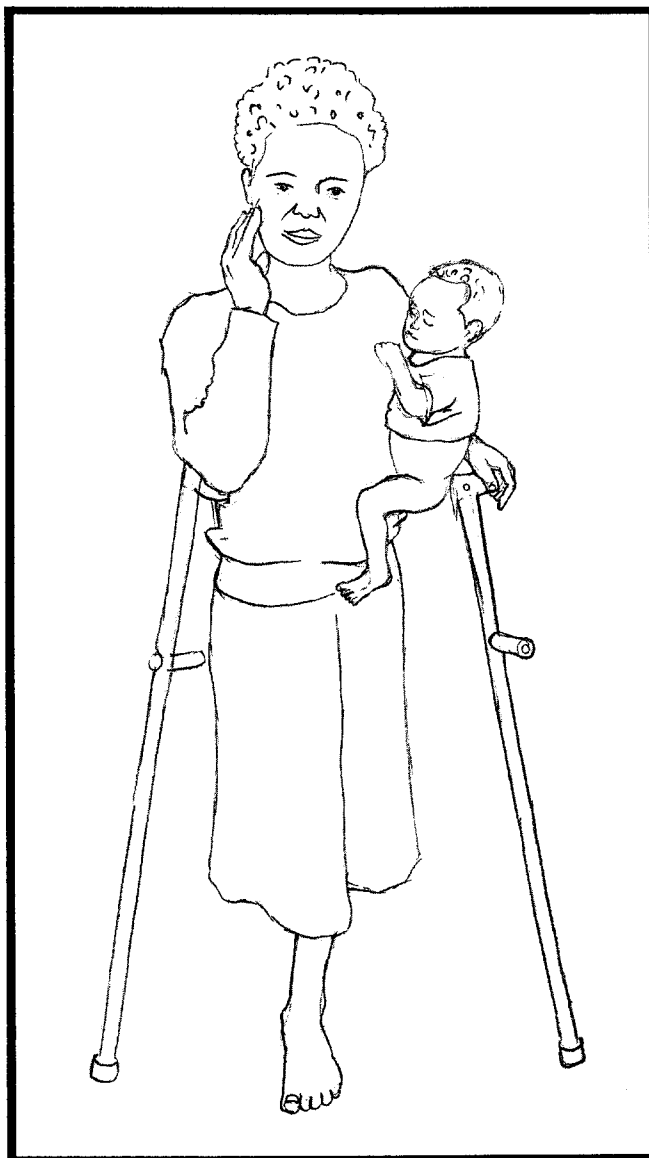
The campaign will continue to expand its programmes on radio and television in local languages as well as in Portuguese. Messages will also be transmitted on posters and in books. But most important is the aim to include land-mine education in the school curriculum and in the training of health and social workers.<sup>6</sup>

## Rwanda

UNESCO and UNICEF, working with teachers and health authorities, have launched a campaign to sensitize people on the presence of mines and

other UXOs. The campaign aims to make awareness of mines second nature to children. More than 2,000 teachers have already been trained. The campaign has its own song which is played on national radio.<sup>7</sup> In November 1994, 500,000 posters and booklets in Kinyarwanda were distributed to school teachers.

Mine-awareness materials have been linked to UNESCO-Programme for Education for Emergencies and Reconstruction's (UNESCO-PEER) 'School in a Box', which aims to teach children about the dangers of land mines, while at the same time providing basic literacy and numeracy. This initiative has already reached thousands of children.



5. Ibid. *Fact sheet on Iraq*.

6. Ibid. *Fact sheet on Mozambique*.

7. Ibid., *Fact sheet on Rwanda*; see also Pamela Baxter and Kerstin Hoffman, 'Awareness campaigns vs. education programmes'; and Pilar Aguilar and Mark Richmond, 'Emergency educational response in the Rwandan Crisis', in G. Retamal and R. Aedo-Richmond, eds., *Education as a humanitarian response*, London, Cassell/IBE, forthcoming, chapters XIV and VIII.

British soldiers from the United Nations Assistance Mission for Rwanda (UNAMIR) helped to identify the different kind of mines used in Rwanda. Posters were produced depicting the actual shape and height of the mines and the way they are laid. Then, the programme was approved and launched jointly by UNICEF and UNESCO-PEER. In addition, UNESCO-PEER produced detailed pictures of the mines, texts and posters. UNICEF organized and financially supported the whole implementation of the operation.

#### TRAINING

The training was done by a team of four-UNICEF/UNESCO-PEER-educators. The training was organized in cascade (where initially one core group of educators is trained, they in turn educate a larger group, which trains another group and so forth—thereby continuing the dissemination of training). Each prefecture was sub-divided in zones. Each zone was composed of at least two communes. At the commune level, the training was for the inspectors and directors of education centres. After having been trained, they provided the training to the teachers of their province.

### The Former Yugoslavia

(Croatia, Macedonia, and Bosnia and Herzegovina)

UNICEF's LMAP was initiated in Croatia in late 1991, soon after the beginning of the war. Since 1992, UNICEF has been systematically supporting mine-awareness education organized by the Ministry of Education. UNICEF has financed the production of posters, leaflets, cassettes and other materials. Additionally, UNICEF has supported mobile exhibitions demonstrating the types of mines that pose a threat to civilians, in-service teacher training seminars, the development of teacher-training manuals, and assisted in the production of ten short video films for use on local television.

With UNICEF's support, local experts have been implementing the LMAP which has proven to be very successful—children alone reported 6,500 unexploded devices.

In Bosnia, the International Committee of the Red Cross (ICRC) plays a role in mine-awareness activities. ICRC mine-awareness education programmes incorporate a number of different elements and work in a variety of ways. Some fund programmes run by local

organizations, through the distribution of booklets and leaflets to young people, militia members and farmers. Others promote what the ICRC considers to be the key message which LMAP should teach: that land mines should not be touched or approached. The ICRC plans to expand an earlier campaign run in Bosnia, which distributed leaflets to displaced people returning to mined areas.

Spring 1996 saw the launch of a multimedia campaign in Bosnia and Croatia to promote mine awareness, using the slogan 'Think mines'. Regional Red Cross organizations are involved in the training of a group of 'Master Trainers' who are being prepared to train other local Red Cross volunteers.

A LMAP for refugee children throughout the former Yugoslavian Republic of Macedonia was implemented with activities organized in refugee camps at 'Cicino Selo' on 21 May 1995, and later, on 5 and 6 June in refugee centres at 'Radusa' and 'Katlanovo'. UNICEF, in co-operation with the United Nations Preventative Deployment Force in the Former Yugoslavian Republic of Macedonia (UNPREDEP), supplied basic mine-awareness education for refugee children and their families to help prepare their return to Bosnia. The programme was supported by a donation by the United States National Committee for UNICEF.<sup>8</sup>

### Somalia<sup>9</sup>

An estimated 1 million mines are buried under the soil of Somalia waiting to kill or maim with deadly precision any individual—soldier or civilian—who treads on them. The problem is especially acute in North West Somalia and in the Gedo Region.

UNESCO-PEER and UNHCR (N.W. Somalia) signed an agreement on 11 December 1993 which calls for the launching of a country-wide Somalia Mine Awareness Campaign (SMAC) in the formal and non-formal education sectors. The production of the campaign materials in Somali was entrusted to UNESCO in Mogadishu and was implemented in 1994. The materials consist of:

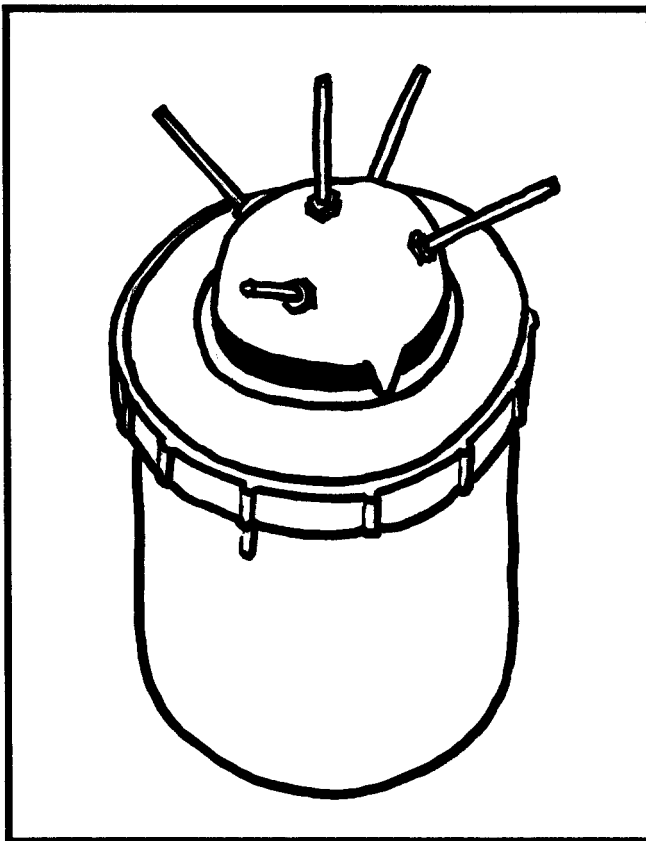
- Two cloth posters, one describing the mines

8. United Nations Children's Fund, *Programme review on recent land-mine awareness education activities in countries of former Yugoslavia*, June monthly report, issued 1 July 1996, p. 10.

9. Report by G. Retamal and M. Devadoss: 'Somalia: rehabilitating the education sector', UNESCO/Mogadishu, 1995.

more commonly found in Somalia and the other containing instructions on what to do and what not to do when one spots a mine or a suspicious looking object.

- Two lessons based on the posters for use by instructors.
- Three mine-awareness games which students can play.
- A pictorial pamphlet for students to keep that sums up mine-related instructions.



The posters were also printed on paper for public display in police stations, public buildings, etc. The SMAC materials were produced by UNESCO-PEER with the technical assistance of the De-mining Unit of the United Nations Operation in Somalia (UNOSOM) and the Psychological Operations Battalion, United States Army. As part of UNESCO-Somalia's 'Education for Peace' effort, the mine-awareness material were widely distributed.

The Somali campaign was originally designed for returnees and the nomads of central Somalia. Most towns had been cleared of mines and, although people understood the problem of mines, they did not have reasonable solutions. There was a genuine audience in the returnee population and within some nomad groups. Many of these people had been away from the area for a long time and had not lived with the mine problem. In addition, many of the anti-personnel mines used in Somalia were the light, plastic pressure mines which float and therefore

moved around in the deluges of rain. Regardless of how meticulously they had been laid originally, the location of mines became completely haphazard. This, in turn, meant that there were no safe areas.

The problems encountered with the initial Somali campaign were both educational and political. The returnee populations were not returning to the sedentary lifestyles they had led before the conflict. The nomads kept wandering away from sites where the programme could be implemented. Although the campaign was implemented in schools, it could be argued that it was invalid as the material, the audience and the need did not match. Implementing the mine awareness campaign in town and village schools, however, provided a wonderful pilot approach.

International professionals working for organizations with educational mandates (such as UNESCO and UNICEF) have naturally promoted LMAPs with strong teacher-training components. The teacher-training component of the campaign was vital. It allowed for modifications, it brought teachers together and gave an importance and validity to mine awareness which can be very difficult to achieve. Teachers were trained through the 'cascade' training approach where international educators train a small group of national educators, who in turn, train regional trainers, who train local trainers, etc.<sup>10</sup>

The SMAC material was used for children as a set of lessons and as part of the refugee curricula in Kenya, Ethiopia, Djibouti and Yemen.



10. Pamela Baxter and Kerstin Hoffman, 'Awareness campaigns vs. Education', in: G. Retamal and R. Aedo-Richmond, eds., *Education as a humanitarian response*, London, Cassell/IBE, forthcoming, chapter XIV.

# Case study: curriculum guidelines for mine-awareness education in Bosnia

## Introduction

One of the most recent attempts at an educational approach to mine awareness has been in Bosnia. The development of an inter-agency strategy for mine-awareness education aimed at school-age children constitutes the base of an educational campaign about the dangers of mines. The mine-awareness education package (MAEP) developed for Bosnia has the benefit of incorporating the cultural and political context of Bosnia with lessons learned from experiences in Africa, Asia and Central America.

An effective educational approach to mine awareness must be two-fold if it is to reach a significant portion of the population. First, it must target those fortunate enough to still be receiving formal education. Second, it must meet the needs of those unable to attend school (due to lack of facilities, teacher shortages, displacement, etc.).

Prior to the war, over 500,000 students were enrolled in school; the Permanent Secretary of Education estimated that just over half of that figure remained in school as of 1995. Schooling was maintained during the conflict (albeit intermittently) and the school population, which is the primary target group, is academically inclined. There is a high level of understanding of mine dangers in the community, since the population lived through the conflict.

In Bosnia, the need to promote mine awareness among children and disadvantaged groups not attending school is especially acute. The needs of children not enrolled in school can be most adequately addressed through alternative media, such as television and radio. A mine-awareness video to be broadcast on national television, as well as radio programmes, will educate those who do not receive mine-awareness instruction at school. In an effort to cover all at-risk groups thoroughly (migratory groups, refugees, families in transit, youth in rural areas and those living in areas with the most devastated social services), a travelling 'road show' will present mine-

awareness songs, skits and activities around the country. The multimedia aspects of this programme have the additional benefit of reinforcing awareness of those children who receive mine-awareness education in school.

## The Bosnian MAEP

The MAEP for Bosnia consists of: a kit including a curriculum for mine awareness in schools. The curriculum contains lessons and objectives, planned activities and games which will target children's awareness of mines and their ability to identify mines; a public information video for national television; and a 'road show' travelling theatre group (music and skits) to reinforce education and raise consciousness at both the school and community levels.

## Basic information about mines

It is important for educators to have basic knowledge about mines to be able to effectively teach mine-awareness education and respond to student questions.

Mines are generally designed to injure and maim rather than kill. However, because children are physically smaller than adults, they suffer greater blood loss and the extent of the injuries is much greater. Generally, more children than adults die as a result of being involved in a mine explosion.

There are two types of mines: anti-tank mines (designed to blow up vehicles) and anti-personnel mines (designed to injure people).

*Anti-tank mines* are large (weighing between 5 and 20 kg). They are pressure mines designed to explode when the weight of a vehicle presses on the mine. The mines are packed with explosive and have a pressure pad on the top.

Depending on the type, they are laid under the ground, on a road or track, with just a thin layer of dirt covering them. As the vehicle drives over the pressure pad, the mine explodes. Other types may be laid deeper in the ground with a 'feeler' that is above the ground. When

the 'feeler' is pushed or jostled, it detonates the mine.

These mines are dangerous to people travelling in vehicles, although mines with feelers may be detonated by a person on foot.

How do we stay safe from these mines?

- Stay on sealed (tar) roads. Do not walk on the dirt along the side of the road.
- If you are on foot on an unsealed road, walk in the tyre tracks of cars.
- Look for signs of mines—mine debris, wires, packaging, disturbed dirt, unusually smooth earth, etc.
- Check bridges and single-lane tracks very carefully.

*Anti-personnel mines* are specifically designed to injure (and sometimes kill) people. They are quite small, light, often made of plastic (so that they can float) and they are designed to be hidden in areas where people walk.

There are three basic designs of anti-personnel mines. There are those which (like anti-tank mines) are *pressure mines*. Most pressure mines explode with a weight of between one and three kilos (about as much pressure as it takes to push on a table and make your fingernails go red). Most pressure mines are buried in the dirt (but not very deeply).

Another type of mine similar to the pressure mine is a *jumping mine*. Once the jumping mine is released (usually by pressure), it jumps into the air and then explodes.

The third type of mine is a *trip-wire mine*. This type of mine may not be buried but hidden in the grass or undergrowth. A wire is stretched across where people normally walk. When the wire is pulled, it releases a trigger and the mine explodes.

In some countries, there is a fourth type of mine: *the butterfly mine*. These small mines may be scattered in large numbers from helicopters and fall to the ground. They explode when subsequently touched or moved.

In addition to land mines, Bosnia contains a very large number of UXOs (probably in excess of 1 million) representing every type of munitions, such as small calibre bullets, rocket grenades and heavy shells.

Although these munitions may have failed to explode when they were first fired, they are not harmless. They may be damaged, which makes them even more dangerous as they may explode without warning or due to being disturbed. Even though some of them may have been touched and even carried from one place to another, each UXO is different and there are no guarantees of safety. There are no safe ways

to deal with UXOs unless you are a munitions expert.

It is not so important to know the specific names of the mines found in your area, but rather how they work. With this information it is possible to understand where the mines could be hidden and also to know what signs to look for. See the 'seven steps' in the table on page 14.

## Curriculum guidelines

The following stages to design and implement an effective MAEP for Bosnia are now underway and represent a unique attempt at inter-agency co-ordination and assessment:

- UNESCO/IBE and the Global International Network of Information in Education (GINIE, University of Pittsburgh) collected and synthesized relevant mine-awareness materials and methods currently available (including reports, project/programme evaluations, on-line resources, etc.).<sup>1</sup>
- A MAEP working group was established, with the participation of a UNESCO/IBE expert, an educational specialist (in Sarajevo), a media designer (for television and audio work), a military expert from the United Nations in Bosnia and a graphic designer.
- This working group (under the joint co-ordination of UNICEF/Sarajevo and UNESCO/IBE) designed a non-formal multimedia kit for schools and community awareness on land mines.
- Once a prototype kit was developed, it was tested in a pilot area in Bosnia agreed upon with the Ministry of Education. The impact and results of the first pilot project were evaluated in co-ordination with UNICEF/Sarajevo and the Bosnian Ministry of Education. Some of these activities are funded by UNHCR.
- UNICEF/Sarajevo then supported the mass-production of the kit at the national level, and co-ordinated the distribution and implementation of the programme across the country.

In Bosnia the approach has been to initiate a programme that can be sustained in a classroom situation. There is acceptance and understanding that the problem is long term and hence the information programme must be equally long term. It is not just a special subject

1. Much of this material can be located on the World Wide Web (WWW) at:  
<http://www.pitt.edu/~ginie/lm>.

that is introduced once and then forgotten. In the Bosnian programme, there is also a difference in the MAEP's emphasis. In other situations, the information concentrated on mine recognition, what signs to look for and what to do if a mine was found. Although there was an underlying philosophy of living safely with mines, the emphasis was on escaping the problem.

In Bosnia, the approach has been to learn to live safely with mines, to know where they may be and therefore be able to avoid them. The MAEP has attempted to examine the economic problems of having to use land or buildings which have been mined, as well as the greater humanitarian and ethical problems of using land mines. The programme has been designed to be truly integrated into the school syllabus by cross-referencing the lessons to sections in the existing syllabus.

The MAEP in Bosnia consists of a kit of materials for the classroom, a video, a 'road show' and a teacher-training component. In the kit there is a well-developed teachers guide which provides approaches for integrating the materials, appropriate activities that can be used across all primary-level grades, information on mines and unexploded ordnance and a series of sample lesson plans. (See below pages 19-21.) In addition, there are instructions for classroom games and pupil activity booklets to be used to reinforce the information and level of understanding (see examples in Chapter IV). The video includes a series of scenarios that can be broadcast on television, used as 'discussion starters' in the classroom, or just give information about dangerous situations and how to live safely with mines.

With the production of 3,250 MAEPs, approximately 260,000 Bosnian school children will be targeted for mine-awareness activities in-school and in the community. Twenty-five trainers will be prepared to disseminate the MAEP. The trainers will then prepare over 13,000 teachers in Bosnia to teach mine awareness using the MAEP. The MAEP will address both the rural and urban populations, as well as refugees and displaced persons. The implementation phase is to last four to five months, in co-ordination with the instruction of trainers who will then carry out mine-awareness teacher-training around the country.

The teacher-training programme uses the cascade approach (further explained in Chapter IV, page 25) in combination with a network element, so that teachers will have the opportunity to try the programme in their classrooms before they return for the next level

of training. Thus, the methodology can be monitored to ensure its effectiveness and modifications can be made as the programme develops. The programme will therefore remain an effective tool in the classroom. The training will take place through the governmental teacher-training institutes and will involve both student-teachers and serving teachers. This will be the most comprehensive approach to mine-awareness education attempted thus far.

We describe below the elements of and the general guidelines for the implementation of the MAEP for Bosnia.

## **Teachers guide for the mine-awareness education package**

### INTRODUCTION

This MAEP has been produced to help you, the teacher, effectively assist the children in your classes learn how to live safely with mines.

This package is more complex than previous mine-awareness materials. We feel that, as mines are a long-term problem, the quick impact approaches previously used cannot be sustained for children. Therefore, this package seeks to integrate education about mines and living safely with mines into the regular school programme in such a way that the children can internalize the information rather than just recall it. It is only through internalizing information that we can hope to have the children apply the knowledge and skills they learn in their daily lives.

It is important that the syllabus does not have to share time with another subject and that you, as the teacher, have the opportunity to try out new methods that will make your teaching more enjoyable for you and the children. We hope that the methods suggested here will help you.

### AIMS AND OBJECTIVES OF THE PACKAGE

The primary aim of the mine-awareness education package is to help children understand how to live safely with mines and unexploded ordnance (UXOs). To meet this aim, it is essential that five objectives are absorbed by the children. The five objectives are listed in the table below along with the essential content of each objective.

Objective	Content
1. To recognize that mines/UXOs are dangerous	<p>'Danger! Mine!'</p> <p>Mines are hidden.</p> <p>Mines maim and kill.</p> <p>Mines are not toys.</p> <p>War games can kill.</p>
2. To recognize that some areas are unsafe	<p>Mines are hidden.</p> <p>Areas where people have not been for a long time are probably dangerous.</p> <p>Areas where there was fighting are dangerous.</p> <p>Some mines float—'Look before you leap'.</p> <p>Mine signs show where mines have been found—this does not mean that unmarked areas are safe.</p> <p>Overgrown areas are dangerous.</p> <p>Tracks/trails that are not regularly used are dangerous.</p>
3. To be able to recognize a mine/UXO	<p>Recognition charts</p> <p>Recognizing the signs of a mine:</p> <ul style="list-style-type: none"> <li>-disturbed or discoloured earth;</li> <li>-mounds of dirt;</li> <li>-skeletons;</li> <li>-very dense undergrowth;</li> <li>-empty and damaged houses.</li> </ul>
4. To know what to do if a mine/UXO is found	<p>The 'seven steps':</p> <ul style="list-style-type: none"> <li>-Do not touch it;</li> <li>-Stand still;</li> <li>-Look around very carefully for other mines (not necessarily the same as the one you found);</li> <li>-Carefully retrace your steps;</li> <li>-Mark the area (not the mine itself);</li> <li>-Get in touch with people in authority;</li> <li>-Tell other people not to go there.</li> </ul>
5. To understand that anything unfamiliar or out of place may be dangerous.	<p>Some very ordinary things maybe booby trapped—don't pick up anything you did not put there yourself.</p> <p>Some things are out of place—don't touch them.</p>





## METHODOLOGY

The elements of the kit allow you, the teacher, to choose from a variety of activities for use in subject areas where mine awareness may be taught.

This package allows a more child-centred approach than other more formal subjects. It is based on the idea that people learn most effectively by 'doing', rather than just by seeing or hearing. This idea has been well researched around the world. Generally, we remember (and 'know') 20% of what we hear, 40% of what we see and hear, and 80% of what we do. This explains why we often have to revise certain subjects repeatedly—because they are taught by the 'lecture approach' and students only *hear* the material. As teachers, we know this intuitively, even if we have never been told the statistics, as we use visual aids whenever we can: chalkboards, charts, exercises in books, etc.

This package demands the next step in the process—asking the children to be actively involved in the thinking process and the activities to ensure that they are actively involved in the 'doing'. Obviously there is a limit to how much we want children to 'do' with mines and UXOs. Therefore, this package relies on activities that build the skills necessary for living safely with mines.

These activities should be able to be used over and over to reinforce mine safety without the necessity of repeating a formal lesson. The games should have an intrinsic interest for the children and the learning is absorbed through play. As far as possible, the work should also form part of another subject, as well as a separate subject—so the formal 'lecture' type of lesson will be kept to a minimum.

This guide has been designed as a resource. It does not proceed lesson-by-lesson through a programme of work; rather it provides ideas that can be utilized in a variety of lessons. The guide provides some sample lessons, but these should not be seen as compulsory but rather as a resource to be used as required.

## CONTENTS OF THE PACKAGE

This package contains materials to help you (and the children you teach) understand the dangers of mines and UXOs, as well as to help you live safely with them. The package has been designed as a resource. You should be able to choose or adapt activities to suit all children in the primary school.

## *The poster*

This poster is designed to give a strong warning about the danger of mines. It provides eight information sections on different types of mines and UXOs. There is also information, such as who to call to report mines (see illustration, page 21). The information sections on the left side show what the mine/UXO actually looks like. On the right side, there is an illustration of where it may be found.

When introducing this poster and its eight scenarios, it is important to point out to the children that these situations are only examples of where these objects may be found. Initiate discussion on other likely situations so that the children are actively thinking about the presence of mines/UXOs and the dangers posed by them. A scenario can be found on the inside back cover.

Possible discussion topics when using the poster include:

- Where else do you think this mine may have been laid?
- This mine has been designed to explode when weight is placed on it. Where do you think it may be laid?
- Booby traps are placed in things that people would pick up automatically. What things can you think of that may be booby trapped?
- Should weapons be kept at home when the fighting has stopped? Why, or why not?

## *The leaflet*

The leaflet presents both a puzzle and technical information about land mines. It could be utilized in a variety of activities: comprehension activities, as a catalyst for story telling and to stimulate the children's observation skills. Children can work in teams of two. Have one child look at the closed leaflet picture (without mines). Another child looks at the open leaflet picture and then describes as accurately as possible where the mines are. The first child draws them according to the description. This activity extends the children's listening skills, observation skills, vocabulary and comprehension.

If the children are working individually, allow them to look at the open leaflet picture (with mines) for twenty seconds. Ask them to close their leaflets, wait for thirty seconds and then draw the placement and type of the mines on the outside picture. This extends comprehension skills.

The leaflet should be sent home with the children after the comprehension activities have been completed. This helps to disseminate information among the general community.

As a result of reading the leaflet, children should be able to recognize the most common types of mines and UXOs. They will know where these explosives are likely to be found and know who to contact if they should see any.

### *Games*

The MAEP contains several suggestions for games. Games are a useful way to reinforce mine-awareness education. The further ideas section (Chapter IV, pages 22–23) gives examples and rules for ‘Snakes and Ladders’, ‘Memory’ and ‘Match and Win’.

### *Picture sequence*

This is a simple set of pictures that tell a story. The children are asked to put the pictures in the correct order to tell the story. This is especially useful for children who are not yet independent readers.

### *Pupils activity booklet*

This booklet has a range of activities that can be used either as part of a lesson or as ‘fill-ins’—things to do if they have finished their other school work early. It is self-directed and is not corrected by the teacher. The elements in the book are designed to reinforce the messages given more formally about mines and UXOs. Ideas for the content of the pupils activity booklet are given in the further ideas section (Chapter IV, page 22).

### SUBJECT INTEGRATION

Should mine awareness be taught as a separate subject or integrated into existing subjects? Modern educational research would seem to suggest—both! Mine awareness may be introduced or evaluated in special lessons, but the impact will be greater if it also blended into the content of existing subjects in the curriculum.

### *Language*

- **Reading and discussing** the poster and leaflet (or any of the written materials).
- **Comprehension** of the lectures/talks—quizzes, sequencing activities (putting the

pictures in order, drawing the actions in order, retelling the story).

- **Comprehension** at a higher level (abstract thinking)—analysis, synthesis and evaluation (judging) (see sample lesson below, pages 19–21).
- **Writing**—retelling the story or the message, creative writing, stories, poetry, songs.
- **Oral language**—debates, discussions (see below, page 18).
- **Drama** (see below, page 19).

### *Social sciences*

- **Health**—Draw comparisons with normal health curriculum. For example, ‘Looking after yourself in terms of diet, exercise, cleanliness will all be useless if you are not careful about where you play and what you play with. You would not play with garbage, rotten food or dead animals: mines and UXOs are the garbage of war.’
- **Geography**—For example, when studying the mountains and hills of Bosnia, point out that mountains (or high ground) are areas where fighting took place. These places will have the debris of war—including mines and UXOs.
- **Environmental studies**—For example, ‘Just as garbage pollutes streams and rivers, the debris of war also pollutes. While ordinary pollution kills slowly, the debris of war kills and maims quickly.’

### SUGGESTED ACTIVITIES

#### *Ensuring complete comprehension*

Comprehension consists of a series of stages from simple to complex. Very often teaching is limited to only the first two levels: information and comprehension. In terms of mine awareness, we must be very sure that the information is internalized to the extent that it becomes part of the children’s attitudes. This is done most efficiently by using the higher cognitive skills—application, analysis, synthesis and evaluation. Thus, our questioning skills as teachers need to cover all of these areas. The types of questions listed below go from the simplest to the most complex.

#### **Information questions**

- How many mines are estimated to be in Bosnia?
- How many different types of mines are there in Bosnia?

- What are the phone numbers you can call if you find a mine?

#### Comprehension questions

- What is the difference between an anti-tank mine and an anti-personnel mine?
- What do you do if you find a mine?
- Give three examples of explosive devices that are not mines.

#### Application questions

- Why are mines dangerous?
- What should you do if you find a mine?
- Where are mines placed?

#### Analysis questions

- Why are mines placed and who do they affect?
- Are mines a weapon in the same way that a gun is a weapon? Why, or why not?
- Where should weapons of war be kept after the war is over?

#### Synthesis questions

- There are so many mines in Bosnia. If you were a political leader what would you do about the mine problem?
- Do mine signs tell us where it is safe to go?
- How do mines affect society?

#### Evaluation questions

- Can mines be justified as a weapon of war?
- Explain why you agree or disagree that countries are allowed to export arms and make money from other people's misery.
- Can there be true peace when the weapons of war continue to kill after the fighting has stopped?

As can be seen above, the higher level questioning skills are more complex. They generally are open-ended questions (those for which there is not a single correct answer—encouraging divergent thinking), while lower-level questions are closed questions (for which there is a single correct result—convergent thinking). It should be possible to ask all levels of questions to children of all ages and it is important to help children develop their critical thinking skills if they are to live in true safety with mines—and ensure that their children will also be able to do the same.

#### Art

Drawing can be used to ensure that children understand what has been said, either in the

classroom or through other channels such as information campaigns or television.

It is more effective to ask the children to draw according to a theme—the more specific the theme, the more appropriate the drawings will be. (See below theme suggestions in box.)

If the children are uncomfortable with the subject, they will often draw tiny pictures. Ask the children to draw large pictures (to fill the page). The act of drawing is therapeutic for the child, and it gives you, the teacher, specific information about what the child knows.

#### THEMES FOR ART LESSONS

- Mines are especially dangerous because they are designed so that they cannot be easily seen. They are hidden in the bushes or on the ground, sometimes covered with a little dirt. Some are buried with just a small feeler above the ground. Draw some of the places where you think mines may be hidden.
- The war is over and the soldiers are gone. Now we can play in the houses where the soldiers were fighting. But wait, it could be dangerous inside. Draw a house showing some of the dangers that may be inside.
- Weekends are a good time for picnics in the woods. Now that the fighting has stopped, we can go into the woods. Draw where you think mines may be concealed in the woods.
- I have found something strange in the mud on the banks of the river. Could it be a mine? Draw what could happen if I try to find out if the object is a mine.
- For students who are able to handle more complex themes, ask them to paint or draw their reflections on the following statements:
  - Mines kill!
  - Mines are a crime against humanity.
  - Collections of bullets are collections of death.
  - What is true peace when people are still dying from the weapons of war?
  - Mines are mechanical assassins.
  - Mines are an economic problem.

Drawing should not be restricted to early primary school children. If older children feel it is a childish activity, tell them to create a 'product', such as a mine-awareness poster. All good learning should have an outcome or product, otherwise the learning is often reduced to simple recall. Approaches for older primary schoolchildren include:

- Create a poster or a mural for your school or to be placed on the side of a bus or tram.
- Write and illustrate a children's book about the dangers of mines.
- Create a book for children (and others) who cannot read that tells information about mines through pictures.
- Create a picture sequence or cartoon that tells a story featuring mines.
- Make an alphabet chart that warns of the dangers of mines.

### *Debates and discussions*

Debates and discussions are very valuable tools in the classroom to help children gather facts and then to argue specific points. The children are actively involved in the learning process because they are asked to develop the arguments for themselves. They will have 'psychological ownership' of the material that they discover and it will, as a result, be much more meaningful.

Debates and discussions are one way of encouraging peer education. They promote peer teaching (children teaching children)—during which children use language that they truly understand and they develop concepts in a way that other children can readily absorb. This does not mean that teachers are redundant, nor does it mean that one child should become a mini-lecturer. It just means that when the classroom teacher acts as a facilitator and establishes the means of doing this, children can teach each other.

*Debates* are usually formal discussions by two teams about a controversial statement (see suggested topics in box). Generally, there are three people on each team, and one team must defend the selected statement and the other team should refute it. The teams are required to do their own research and develop arguments. (This is usually done by anticipating what the other team will say and then developing arguments to counter and refute these points.) The speakers speak in turn: the first speaker for team A; then the first speaker for team B. These speakers set out the arguments for their teams. Then the second speaker for each team speaks. They should build on the arguments already made and challenge the points made by the other side. The third speaker for each team concludes the argument for their team and does his or her best to refute the arguments made by the other side.

*Discussions* are much less formal. They can be open to the whole class, but there should be some basic rules. Children should really listen to

the person who is speaking and then respond to their point. One should not denigrate the person or the idea, but rather argue against it using logic. Do not interrupt when somebody else is speaking. Do not repeat things that have already been said, etc.

Discussions can be structured in various ways. For example, in a *token discussion* every child is given three tokens (any small item, such as small pebbles, cards, marbles, crayons, twigs, etc.). You may not speak unless you raise your hand, you must give up one of your tokens when you make your point and you must use all of your tokens. This approach ensures that all of the children speak and that the discussion is not dominated by only a few students. It also ensures that the quiet children have the opportunity to speak and make their points.

Debates and discussions are best used in a language lesson to enrich vocabulary and encourage sequencing, logic and the skills of analysis and synthesis. They can also be used in social science lessons.

Be aware that this is an easy area in which to make value judgements. It is important that neither you nor the children indulge in blame or recriminations, as this will not help the peace process and it diverts the discussion away from the dangers of mines.

#### DEBATE/DISCUSSION TOPICS

- Children should bring strange objects to the teacher or someone in authority.
- Now that the war is over, we are safe.
- If an area is marked with mine signs then children can play in other areas nearby.
- Land mines are a problem only for soldiers.
- Land mines are weapons of terror.
- Land mines stop the redevelopment of our country.
- The war is not over even though the guns have stopped firing.
- Mines should have a device so that they self-destruct after a certain period of time.

The following topics are also painting or drawing topics but they work just as well as debate or discussion topics.

- Mines kill!
- Mines are a crime against humanity.
- Collections of bullets are collections of death.
- Mines are mechanical assassins.
- Mines are an economic problem.

## *Drama*

Drama can be used in three ways. The children can be the audience of a drama production, in which case the skills involved are those of comprehension. This play can be used as a discussion starter. Depending on the specific topic presented by the actors, some of the discussion/debate topics (above) may be useful.

Children can perform a play written by an adult. This approach allows the children to retain knowledge of situations and information presented in the play.

A more interactive approach is for children to create a dramatic plot themselves. This is not the same as role play (see below). Children must undertake their own research, write the script so that it communicates the intended message (and no other), and plan the stagecraft so that the play is effective.

After the script has been memorized and rehearsed, the play is performed in front of a real audience (from the child's perspective). This could be parents, specific community groups, the general community, as well as the rest of the school.

If the children create the play themselves, they have more psychological ownership over the information and the situations presented than if they are just repeating information created by somebody else. This allows the information to be internalized so that long-term learning takes place.

## *Role plays*

Role plays are often called 'dramas', but they are best used to dramatize a particular situation that may arise from a language lesson or in oral discussion. Generally, there is no prior rehearsal time. Children are given their roles (but there is no script) and the children act out a scenario, either to illustrate it or to resolve a situation. For example, two children are asked to 'act out' the situation of finding a mine. Role plays are a good way of checking that information has been retained.

## **Five sample lesson plans**

### **LESSON 1**

*Objective:* To ensure that the children understand what to do if they see a mine.

*Activities:* Lecture, drama, sequence pictures

1. Tell the children the seven steps involved if they see a mine (see above, Basic information about mines, page 11). Reinforce this by using the chalkboard to list the steps.
2. Discuss with the children the points raised. Such as:
  - Why is it necessary to stop where you are?
  - If a mine was laid by somebody, how could it be dangerous just to touch it?
  - Why would there be different sorts of mines in the same area?
  - Is there a chance that there may be mines that you cannot see? What would you do then?
  - How would it be best to retrace your steps?
  - Where should you make a mark that there is a mine? How would you do that?
  - What if people come from the other direction?
  - Who would you call if you spot a mine?
  - If you were in the middle of the forest, what would you do?
3. Ask the children to draw a comic strip to show what to do if they find a mine or UXO.
4. If the children are very young, use the picture sequence cards and ask the children to put them in order. Ask several children consecutively. Alternatively, ask a small group to work out the correct order for the cards and then for them to come to the front of the class and stand in a row with each child holding up one card.
5. Divide the class into four groups and ask each group to prepare a short play that will show what to do if they find a mine. Ask for a story line, not just for the steps to be reiterated.

## LESSON 2

*Objective:* To help the children recognize places where mines/UXOs may be concealed.

*Activities:* Leaflet, pupils activity booklet

1. Hand out the leaflet to the children asking them not to open it, but to look hard at the picture on the front. Tell them that this lesson is about where mines and UXOs may be hidden. Explain that mines are laid in order to harm people and so they are placed where it is expected that people will go. Ask the children:
  - to mark very lightly on the picture where they think mines may be found;
  - to open the leaflet and read carefully where the mines are and what type they are.How many did they guess correctly?  
What does this mean when they are out playing—where would they feel they need to be very careful?
2. Discuss with the children how the different types of mines work and what they need to be aware of, e.g. trip-wire mines are most often laid across pathways and tracks. Pressure mines are laid in the earth, sometimes in open fields, sometimes on paths. Old and abandoned houses may be booby trapped. Unexploded ordnance can be anywhere.
3. After the discussion, ask the children to complete the 'find the mines' activity in their booklet or the 'dot-to-dot' activity to reinforce what the mines look like. Alternatively, ask the children to create a 'find the mine drawing' for other (younger) children.

## LESSON 3

*Objective:* To help the children understand that anything that is out of place or does not seem to belong could be dangerous.

*Activities:* Lecture, poster, art

1. Explain to the children that, during the war (be careful not to use words like 'enemy' or the names of opposing forces), not all explosives were in the form of bullets or mortars or even mines. Some very ordinary things were booby trapped. Sometimes this was done when soldiers retreated to hinder the other soldiers coming into the area, and sometimes it was done to harm civilians. Because of this, nothing should be touched or picked up unless you are very sure that you, or someone you know, put it there.
2. Look at the poster. Ask the children which of the situations show things that may be booby trapped. Explain that, while most toys and objects would be perfectly safe, it is better to be cautious and never to pick up or accept anything when you do not know where it came from.
3. Ask the children to paint a warning poster which tells a story about this problem. Explain the elements of design to be considered when a poster is painted:
  - preferably large, clear drawings of only one or two objects;
  - bright clear colours to draw people's attention;
  - a slogan of just a few words;
  - if the poster is telling a story, then it needs something so that people will read the whole poster; a long poster of 'cartoons' in a strip; arrows showing which picture comes next, etc.;
  - the poster should send one clear message—not several muddled messages; and
  - the visuals will always be read before the words—be sure the visuals and the words send the same message!
4. Display the posters in the school or even in the community (libraries, markets, bus stops, etc.).

## LESSON 4

*Objective:* To help children understand that the consequences of mines will be with us for a long time.

*Activities:* Research and debate

Divide the class into groups of three.

Write up on the chalkboard several debate topics, such as:

‘Now that the war is over we are safe.’

‘Land mines are weapons against civilians.’

‘We should keep souvenirs of the war when we find them, so that we do not forget the war.’

‘The future of our country depends on the removal of land mines.’

‘War is a game old men send young men to play.’

Allocate two teams to each topic and explain that one team argues *for* (i.e. defends) the statement and the other team argues *against* (i.e. attacks) it. It may be necessary to give all the ‘A’ teams the *for* arguments and all the ‘B’ teams the *against* arguments. Allow time for research and preparation. (If you are unfamiliar with debating, there are some points in the activity section of this chapter, see p. 18.) Ask the first two teams to debate in front of the class. The remaining debates can be heard over consecutive days.

## LESSON 5

*Objective:* To reinforce all the information given to the children about land mines and UXOs.

*Activities:* Open discussion and games

1. Divide the children into two groups.

One group sits in a circle and every child is given three counters for a token discussion (see p. 18).

Write on the board a topic for discussion, such as ‘Land mines are weapons of terror’.

Allow the children a few minutes to think of points for discussion.

2. Divide the other half of the class into two further groups.

Give each group one of the games to play, such as Snakes and Ladders or Match and Win.

Allow the groups playing the games to continue on their own.

Lead the discussion with the first group following the rules of the token discussion.



# Further ideas

In any of the printed activities (such as the pupils workbook or the board games) consider utilizing the national campaign materials, logos or colours to help reinforce and integrate the message being presented through different fora.

When developing LMAP materials, it is important to note that there should be an equal number of boys and girls pictured in each activity. If speech balloons are used, be sure the girls speak in at least half of the scenarios. Be sensitive about representing ethnic groups, gender and age groups.

## Suggested content of pupils activity booklet

- Dot-to-dot pictures—mines of various types, explosives, mine signs, warning slogans (see example on page 23).
- Find-a-Word puzzles—where the words associated with mine awareness are in a block of letters (see example on page 29). Although computer programmes exist to create these grids, it is also quite simple to make them without a computer. Make a list of as many relevant three-letter words, four-letter words, five-letter words, etc., up to ten-letter words. Start with the long words on the edges and longest diagonals (in all possible directions). Gradually fit the shorter words in on the diagonals and use the shortest words to fill in gaps. The letter squares not used can spell an important key word.
- Find-the-Mine pictures (see inside back cover).
- Scenes to coloured in (these could be scenes taken from other materials, such as the poster or game boards).
- Fill-in-the-missing-words—if a national campaign has been developed, use awareness slogans and logos from it.
- Maze puzzles can have themes such as: find the way home safely; find the right path; don't cross a mine, etc.

## Ideas for games

### MEMORY

This game is useful for recognizing types of mines/UXOs. You need two identical sets of picture cards. (See examples of cards on back cover.) The face of the cards shows types of mines/UXOs. Show all of the different types of mines and explosives, including anti-tank mines. The cards can also have key words, such as 'Danger!', 'Mines!', 'Mines kill', etc. The cards could even be triangular, like mine signs.

To play, the cards are thoroughly shuffled and spread out on the table face down. The first player turns one card up and then a second card. If the two cards match (have the same picture) then the child may keep that pair from the table and tries for another match. If the cards do not match, both cards are turned face down again (in the same place on the table). The children must remember which position the cards are in so that, as the game progresses, they can make matches more easily. The next child has a turn. When all cards have been matched, the child with the greatest number of matched cards wins.

### MATCH AND WIN

A set of twenty-four picture cards are needed. Twelve cards have pictures showing scenarios (negative or positive) regarding what to do with explosives or mines. The other twelve show the consequences of the scenarios. The scenarios can appear more than once in the game. The game is played in the same way as the Memory game. Some examples for scenarios are given on page 23.

These cards can be doubled to give forty-eight cards. The cards could be triangular—like the mine sign. Perhaps the card showing an action/situation and its consequence could have different coloured borders in order to make it easier to match an action/situation with its consequence.



SNAKES AND LADDERS

This game is designed to give both positive and negative messages about mines. It is possible to describe scenarios that the children should not follow, as well as scenarios that they should follow. Landing on a negative scenario means sliding down the snake to a negative consequence. Landing on a positive scenario means climbing up the ladder to a positive consequence (and thus getting closer to the finish). This format allows the messages to be passed without the possibility of misinterpretation.

A grid board of numbered squares can be printed on either cloth, paper or plastic (see model on inside front cover). Each square contains a snake, a ladder or is a sequence picture. All players begin at square 1. The game is played by throwing a die and moving forward the number of squares shown on the die.

If the player lands on either a snake tail or ladder bottom square, the scenario should be read to all the players. The child then either follows the snake down to a lower square or the ladder up to a higher one. (Snake heads or ladder tops have no significance if the player lands on that square in the course of the game.) The game is won by the first child to reach the last square. The game can be played by four to six children if it is a board game or by six to ten children if it is on a larger plastic sheet.

JIGSAW PUZZLE

The jigsaw puzzle can be made from the poster or other campaign materials. Depending on its size, it can be put together by a single child or a small group of children.

MATCH AND WIN CARD SUGGESTIONS

<p><b>Action/situation picture</b>  mine/UXO in ground  stack of stones  overgrown path  child touching mine  child sees mine  children about to swim  abandoned house  bullets on bookshelf  a child's hand reaching for a hand grenade in a drawer  debris from mines (plastic flex, covers, etc.)  three-cornered top of mine  hand reaching for fin of a rocket grenade in the earth</p>	<p><b>Its match</b>  mine sign  mine/UXO  stake mine with tripwire  explosion  child talking to adult  children looking at river for mines  children keep outside fence of house  red cross (X) through the same picture  explosion  'Danger! Mine!'  mine sign  red cross (X) over same picture</p>
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DOT-TO-DOT DRAWING



EXAMPLES OF POSSIBLE SCENARIOS FOR SNAKES AND LADDERS

<i>Scenes for the bottom of the ladder squares</i>	<i>Dialogue</i>	<i>Scenes for the top of the ladder squares</i>
Small group of children looking over a fence at a field	'Nobody has been here for a long time. I don't think we should play here.'	Children playing in a park
Two children looking at the fin of a rocket	'Look! What's that?' 'Don't touch! It could explode!'	Children calling mine report phone number
Children kneeling to look at a trip wire	'This could be dangerous. Go and get the teacher.'	Teacher refereeing football with children in the playground
Group of children at the river ready for swimming	'It is so hot. Everybody jump together.' 'Wait, there could be mines—check first!'	Children splashing in the river
Two children, one of which is about to trip over a trip wire	'Look! A mine! Stand still. Look around. Are there any more mines?' 'I can't see any. I'll stay here—you go and get the police.'	Police placing a 'Danger! Mine!' sign
Two boys looking at an explosives collection on a bookshelf	'You are crazy for keeping these! Remember that is how _____ lost his hand.'	Bookshelf cleared of bullets
Group of children looking into a damaged building	'Cool! Let's play 'Hide and Seek' here.' 'No way, it is probably mined or has explosives inside. This was the front line, remember?'	Building taped off and children playing chess outside
Children on road looking at track through the forest	'We'll be late, let's take this shortcut.' 'No, let's stick to the road, I want both my legs for walking. Maybe there are mines.'	Children playing football

<i>Scenes for the top of the snake squares</i>	<i>Dialogue</i>	<i>Scenes for the bottom of the snake squares</i>
One child holding a hand grenade, showing others	'Look, a hand grenade. Let's play soldiers!'	explosion
Picture of a foot at a trip mine	—	explosion
Children looking into forest	'Let's play 'Hide and Seek' in the forest. Nobody will find us there.'	explosion
Children finding a mine	'Great, I want that for my collection!'	explosion
Doll in a derelict house with children looking at it through the window	'Hey! I want that doll.'	explosion

SEQUENCE PICTURES

<p>SET 1</p> <ol style="list-style-type: none"> <li>Group of children ready to swim.</li> <li>Children looking along river banks.</li> <li>One child points to a mine floating in the water.</li> <li>Child at phone calling emergency number.</li> <li>Police at the river with children.</li> </ol>	<p>SET 2</p> <ol style="list-style-type: none"> <li>Girls gathering strawberries.</li> <li>Girls see mine.</li> <li>One girl remains with mine.</li> <li>Second girl talking to police.</li> <li>Mine sign next to mine.</li> </ol>
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## Suggestions for training MAEP trainers

Although children in mined countries have been exposed to a variety of mine-awareness schemes, they may not have previously been exposed to a package that attempts to teach about mines in an educational format. Since the most effective mine-awareness education packages are interactive and very child-centred (certainly in comparison to the normal school syllabus), it is a challenge (both in content and methodology) to the classroom teacher to teach.

By giving teachers a through training in MAEPs, they will be able to present this life-saving information to their students.

The training process can be assisted by international organizations (such as the IBE and UNICEF), together with the country's Ministry of Education and teacher-training institutes and academies, so as to conduct a comprehensive in-service and pre-service teacher-training programme to implement the MAEP.

The MAEP should first be implemented through a pilot programme to judge its relevance and effectiveness in the schools. After the pilot MAEP has been implemented and evaluated, modifications can be made and comprehensive training can take place.

The training needs to be in two phases (pilot and country-wide). During the first phase, two groups of national trainers need to be identified:

- one group to work with classroom teachers, using an in-service approach; and
- the second group to work designing and implementing a model which will be used for pre-service teachers in the teacher-training academies.

This team will be trained in an initial four-day workshop by the international trainer. They will then be considered as the first-phase training team.

This group will then train representative teachers from selected schools in their cantons to pilot the project. It is anticipated that the international trainer will be part of the team training these pilot group teachers.

This first-level training will be conducted on an on-going basis (the network approach). The teachers attending these workshops have an obligation to train their colleagues in their own schools upon their return.

The initial training would last four days with subsequent training for one day per fortnight for two months, to develop the skills and attitudes

and to monitor the implementation of the package.

The monitoring and evaluation aspects are integral to the training programme. Because of the pilot-scheme approach, valuable lessons will be learned and the package modified accordingly before the package is fully implemented. This should avoid costly mistakes and make the package both cost-effective and educationally valid.

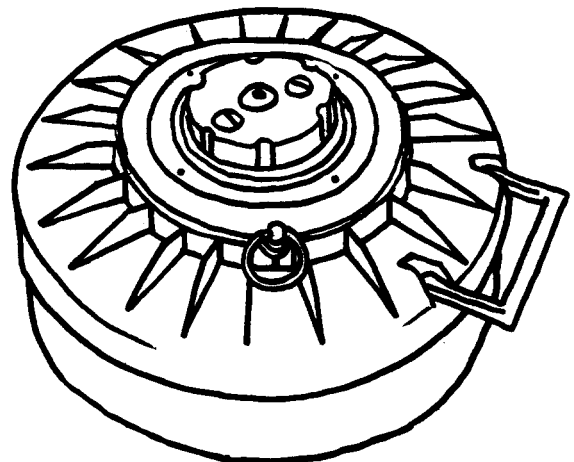
The second phase of training (country-wide) requires the national trainers (both serving teachers and student-teachers) to train representatives from the remaining eight cantons. These participants will be responsible for training the teachers of their canton using the most appropriate and cost-effective method.

This second phase will follow the same approach (modified where necessary following the pilot programme): initial seminar/workshop and periodic follow-up workshops. The cantonal participants will then train the teachers in their own cantons.

The training programme will analyze both the *content* and the *methodology* of the MAEP. The content section of the workshop will familiarize participants with the components of the kit and discuss the resources available to reinforce or extend them. This gives teachers the opportunity to learn about mines and UXOs themselves so that they are confident when discussing the issue with the children.

The main part of the workshop is concentrated on more complex methodology. It requires a series of workshops designed to teach the skills of facilitation needed by the interactive approach. It will also require further workshops on attitudinal change encouraging teachers to use these new skills.

This model (at both levels) requires the teacher-training academies to release teachers or second them to the training organizers, as the training should last at least two months.



## Ideas for MAEP video spots

*These suggestions attempt to provide a variety of approaches, including alternative endings, shock, cause and effect, do/don't and split screen (simultaneous consequences). Ideally these spots should be between thirty and ninety seconds long.*

### 1. 'How many of these children ...?'

Fifty children playing together—skipping, playing handball, three or four trying to listen to one portable radio, a small circle practising football shots, playing chess, etc.

Camera pans across the groups and changes to a wide-angle shot (or an aerial shot if a crane can be hired).

As the camera move back, the children stop their activities and look to the camera, moving closer together.

The shot freezes and a large black question mark appears on the screen over the background of the children.

The voice-over says: 'How many of these fifty children will be injured by mines in the next three months? Take care, mines are everywhere.'

There are several variations possible on this one. This one is the least controversial. Children can be blacked out, made into silhouettes with a '?' in the empty places, etc.

### 2. 'Hide and seek'

Children walking together down a street, bored, one boy kicking a can. They see an abandoned building, full of rubble; obviously having been hit by shells. They decide this is an excellent place to play 'Hide and Seek'.

One child counts while the others hide. The camera follows the other children as they search for good hiding places. The child who was counting starts to search. The camera follows the child's feet as s/he searches, interspersed by shots of other children giggling, sneaking through the rubble. The searcher catches two or three children and then moves deeper into the building.

The camera picks up a reflection from the floor. The child's foot moves closer and the camera shows an unexploded mortar bomb. The child's foot moves as if to bump into it and the picture freezes. Voice-over says 'What would you do?'

Split screen. On the left-hand side (slow motion) the foot touches the mortar and knocks it over—explosion. On the right-hand side, the foot is carefully brought back and a child's voice calls

'Look out! There are explosives in here! Be careful! Somebody get the police!'

Voice-over says 'Never play in abandoned buildings. Take care, mines are everywhere.'

### 3. 'If you don't know, don't go'

Camera pans across open field of flowers or other 'idyllic' scene. 'Shadow' children are doing a variety of things in the field: picking flowers, making daisy chains, football, skipping, etc.

Voice-over says 'This is a field of death.'

Shadow children disappear and the camera zooms in and shows mines and UXOs all through the field. (These need to be realistically placed, e.g. a trip-wire mine between two trees or at the path to the gate—not in the middle of a field.)

Real children standing on the roadway looking into the field. Voice-over says 'If you don't know, don't go.'

### 4. 'If you didn't put it down, don't pick it up'

Three children walking home from school. One child is much younger (a 'baby sister/brother'). S/he is dawdling and dragging on the hand of the older child. Older children chide the little one and tell her/him to walk faster.

In the fenced-in yard of an abandoned house, one of the older children sees a teddy bear lying on the grass.

The children decide to get it for the little child to make the child happy.

After looking around the older child starts to climb the fence. When the child is straddling the fence, the voice-over shouts 'Stop!'

Freeze shot. Hold for three seconds.

Child looks around, shrugs, jumps off the fence. He picks up the teddy bear which has a wire connected to it. Explosion.

Same shot of child straddling fence, child looks around, looks at the two children waiting, jumps off the fence (on the road side) and says: 'It could be anything, better not'. To little child, he says: 'You wouldn't have liked it. It was old and dirty.'

Voice-over says 'If you didn't put it down, don't pick it up.'

### 5. 'When we come home'

A family preparing for relatives who are returning after the war. Great excitement, beds being prepared, flowers put in vases, setting out of good tableware, etc. Children in yard, playing with dog, obviously waiting, looking around, checking their watches, etc.

Car drives up and family get out: hugs and kisses, children suddenly shy with each other,

women talking, men moving luggage into the house.

Relatives sitting, drinking coffee, talking about the situation now, food supplies, shops being open, etc. This should reflect the society's post-conflict return to normalcy.

Children start to go out to play, grab a ball, call the dog, etc.

The father calls them back. 'Sit down for a moment, I need to explain about mines and explosives. This area is dangerous.' Children come back in reluctantly.

'But Dad, the war is over, there's no problem anywhere now. After all, Aunt and Uncle [?] are back.'

'Yes, but there are still dangers. You know them, but your cousins don't. Now listen ... .' The father explains where mines may be, what the mine signs look like, etc.

Children and relatives thank the father. The children go off to play.

Voice-over says 'Look, listen and stay alive!'

#### 6. 'Collecting is my hobby'

Two boys comparing collections of war artefacts. They admire and discuss each other's collections and do some trading, bargaining in the process.

The camera follows one boy home and shows him positioning the collection on his bookshelf.

Shot of child doing homework at desk, bored, pushes chair away, picks up ball, bounces it, hears parent's voice calling to stop the noise. Child grabs for ball but pushes against the bookshelf, which wobbles and the collection falls. One of the items (something which would explode easily such as detonator caps) falls to the floor and explodes.

Shot of child on crutches moving away from camera. Child's voice says: 'Collecting explosives is stupid. Now I collect [?]' (something that children think is cool to collect).

Voice-over says 'Explosives are not toys and they are not cool. They are accidents waiting to happen.'

#### 7. 'But I know about mines'

Shot of a class learning about mines, if possible with the national campaign materials. One boy at the back of the room is fooling around (teasing others, making paper aeroplanes or reading a comic).

The teacher asks the child to pay attention and to concentrate. The child responds, 'But I know all about mines.'

The teacher asks what child should do if he sees a mine and child responds with the seven

steps (see Chapter III, page 14). Teacher asks what to look for and the child responds correctly. (This will provide reinforcement and dissemination for the information.) The teacher praises the child for the knowledge learned.

The bell rings and the children go out to play. Shots of child in corridor being admired by friends for answering the questions correctly. The group moves outside.

They start kicking a football around on the way home from school. The boys should show some fancy manoeuvres and footwork while playing down the street.

Somebody kicks the ball off the street and into a very overgrown area nearby. Key boy calls out 'I'll get it, but our side gets a free kick.' He runs into the overgrown area, pushing aside the bushes, looking for the ball.

Suddenly he freezes and the camera zooms in on a mine lying near the ball. Boy calls out to get help, he's found a mine. Others want to see but he tells them, 'No, maybe there are others.'

Cut to authorities sealing off the area and boy shaking and telling the adults: 'I know about mines, we do it in school. I shouldn't have gone into the bushes, but I forgot.'

Voice-over says 'To know is for always, don't just learn it for school.'

#### 8. 'You survived the war, survive the peace'

Two or three children are herding goats (sheep or cows—whichever is appropriate). They are taking them along a dirt road and talking and singing together. One child wipes head, complains of the heat and suggests a shortcut through the forest. Another child argues that there are mines in that forest and it would be stupid to go that way.

An argument occurs and the goats wander off to eat the grass on the verge, while the children argue. The child who wanted to take the shortcut sees the goats wandering into the forest and points, laughing, saying 'We should take the shortcut! Even the goats know it is a smart thing to do.'

As the goats disappear into the undergrowth there is an explosion. The children retreat in shock. Voice-over says 'Don't be a goat, think mines and survive.'

## Suggestions for MAEP 'Road-show'

A road-show acts as a complement to the MAEP. The road-show is designed to reach primary-aged children, plus other members of the community, through a programme that will stimulate interest and provide a strong motivation for listening to the message.

Since mine-infested areas cannot be cleared of mines in the foreseeable future, it is imperative that all possible ways of reaching the target population are utilized to ensure that the message reaches the largest number of people.

A travelling road-show consisting of songs, drama and poetry can move throughout the country, visiting primary schools and the adjoining communities to perform for children and their parents in the schools and towns of the country.

A team of writers and performers will be gathered together for a series of workshops to write and develop a two-hour programme suitable for both adults and children. The programme should represent the interests of the whole country. The writers should pay special attention to creating the materials for the road-show so that it passes the message effectively, using culturally appropriate drama and songs.

While the programme is being developed, a co-ordinator will establish the timetable and logistics of the tour. The co-ordinator will plan the tour to encompass rural areas and villages. Special emphasis should be placed on those areas which were in or near the fighting lines. It is essential to make provisions for the road-show to move around the country successfully so that the mine-awareness message can be brought to the people.

The following schedule is just an estimate about how long it will take to prepare the road show:

- to interview the appropriate writers, musicians, etc., 15 days;
- to hold a workshop to gather and write materials, 5 days;
- to have auditions for performers, 5 days; and to rehearse, 5 days.

The show should first be piloted with members of the Ministry of Education, the Ministry of the Interior and members of several schools to ensure that the material is appropriate.

The team would then undertake the tour throughout the country, performing in schools and in local theatres, concentrating on the most remote areas first.

The number of performances needed should be based on an audience of 200 or less. For example, if there are 220,000 children in primary schools there will be about 110 performances in schools with a further 100 in the rural communities. It is estimated that there would be approximately five performances per week (in the rural areas this includes travelling time). Thus, the tour length would be forty weeks (about one school year). If there are three road-show groups touring simultaneously, then the entire country could be covered in thirteen weeks (about one school term).

In Bosnia, the performance group considered for the MAEP road-show had already performed morale boosting shows in Sarajevo throughout the war. They were well known in the country and acceptable in all areas. They had established a strong rapport with children and were well respected.

Monitoring and evaluation of the road show should be on two levels—on the impact and value of the road show itself (through questionnaires and spot interviews at performances) and on the impact of the message by longer-term interviews and noting of behaviour changes.

### ROAD SHOW OUTLINE

*These are only suggestions for the titles and the format of performances. It is up to the writers and artists themselves to determine what exactly goes into the performance.*

#### 1. OPENING SONG

*'Mines, Mines, Mines'*

Song about the dangers of mines (e.g. 'we are lying in wait for you, careful now, careful'.) Singers dressed in costumes looking like a variety of mines and UXOs.

#### 2. POETRY

*'Once I thought it was cool . . .'*

'Ballad' poem about a boy collecting explosives.

#### 3. COMMUNITY PARTICIPATION SONG ABOUT THE COUNTRY

#### 4. DRAMA

*'Freeze'*

Children selected from the audience playing 'Hide and Seek' around props on the stage. Oversized rocket grenade half buried in one prop (turned around to show audience). 'Freeze!' Children stand perfectly still where

they are (the more exaggerated the pose, the better). Ask the audience for suggestions as to what action the children should now perform. Open discussion—if people in the audience suggest moving or touching it, a clash of cymbals could simulate an explosion.

5. INTER-ACTIVE GAME WITH CHILDREN

This does not necessarily have anything to do with mines.

Intermission

6. SHORT PLAY ABOUT MINES

A short dramatic sketch or skit, preferably drawing on the culture of the society where the drama is being performed. Here is an example from the Somali road-show. A ridiculous little man swears undying love for a beautiful young woman. He offers her wonderful and more extravagant gifts and happiness, if she will be his bride (jewels and gold, velvet cushions to rest on, ice cream, he will carry the water, do the housework, provide a house, etc.). She responds coyly to each suggestion but without committing herself—until he offers her a house! After she has agreed to marry him, he tells her there is just one *small* problem for her to fix:

will she please clear the house of mines and UXOs?!

7. BUILD A MINE-CLEARING MACHINE

Start with two children from the audience to repeat an action as a part of a machine. (For example, the first child punches the air in front at shoulder height with left hand. The second child lies on the floor with legs in the air making pedalling movements). More and more children come from the audience to do actions that become part of the 'mine-clearing machine'. When there are twenty children or so the machine should be complete. If percussion instruments are available they could be used to add more fun to the machine.

8. DRAMA PERFORMANCE

*'If they are hidden, how can I see them?'*

9. POETRY/DANCE

*'No more running through the fields'*

10. FINALE

Quiz to the audience on what they know about mines. Close with *'Mines, Mines, Mines'* song with words on overhead projector so that the audience can sing too.

P	A	R	T	F	E	C	I	N	U
D	E	M	I	N	I	N	G	E	N
O	V	I	C	T	I	M	T	O	E
N	B	S	B	O	I	A	I	R	X
T	M	S	T	N	N	S	I	E	P
T	O	I	E	O	O	W	I	G	L
O	B	L	T	L	P	N	S	N	O
U	U	E	P	I	I	N	I	A	D
C	D	X	R	G	A	D	U	D	E
H	E	T	O	C	S	E	N	U	D

Look for: BOMB, DANGER, DEMINING, DETONATE, DON'T TOUCH, DUD, EXPLOSION, GINIE, MINE, MISSILE, STOP, TRAP, TRIPWIRE, UNESCO, UNEXPLODED, UNICEF, UXO, VICTIM

The letters left over will spell the name of a country where mines are a problem.

# Selected annotated bibliography and sources on mine-awareness education

## JOURNALS, BOOKS, BROCHURES

- **The devil's own device.** *Equinox magazine* (North York, Ontario), no. 89, vol. XV, September/October 1995, p. 30–46.  
An article on anti-personnel land mines, their use around the world, the continuing damage they do years after wars are ended, and the advocacy work being carried out for a total ban against their use. This timely article also questions the seriousness of Canada's commitment to a global and total ban of land mines and the destruction of its own stockpiles of these deadly weapons.
- **Government of Canada.** Department of Foreign Affairs and International Trade. *Anti-personnel landmines: an annotated bibliography.* Ottawa, Canada, 1996. 114 p.  
During 3–5 October 1996, Canada hosted in Ottawa a follow-up conference to the earlier 'Review Conference of the States Parties to the Convention on Prohibitions or Restrictions on the Use of Certain Conventional Weapons which May Be Deemed to Be Excessively Injurious or to Have Indiscriminate Effects', which had been held in Geneva in April-May of the same year. Canada has a strong commitment to and is working towards a global ban on all anti-personnel land mines. The annotated bibliography was prepared as one of the working tools for the conference in Ottawa, as well as for assisting others working in this area. It is probably the most comprehensive and detailed bibliography on land mines presently available, and is invaluable for anyone working or doing research on anti-personnel mines, not only because of the sheer scope of information and statistical data presented on the subject, but also for the depth of its analysis, its excellent organization and structure, which all make for quick and easy accessibility of the materials.
- **Handicap International.** *Land mines in Vietnam: the cowards' war.* Brussels, Handicap International Belgium, n.d. 35 p.  
This study was originally published under the title, *Land mines and underdevelopment* by Jim Monan (Hong Kong, Oxfam Hong Kong, 1995). It is a case study of Quang Tri Province in Central Vietnam and how land mines affected that region and the lives of its citizens, through interviews and personal stories. The report further investigates the socio-economic impact of land mines on the development of the region and the responsibility of the international community to assist in demining and educational activities.
- **Rädda Barnen.** *Sweden's land-mine defence.* Stockholm, Rädda Barnen, 1996. 22 p.  
A study by Rädda Barnen of Sweden's policy on anti-personnel land mines and defence. 'It describes Sweden's arsenal of land-mines and counter mine measures; the land-mine industry; development of new land-mines; doctrine on land-mine use; debate on land-mines; and an analysis of the utility of land mines. The study concludes that anti-personnel mines serve a military purpose, but place a price on human life and living. Rädda Barnen/Swedish Save the Children, Torsgatan 4, 107 88 Stockholm, Sweden. Tel.: (46) 8.698.90.00; Fax.: (46) 8.698.90.12.
- **Strada, Gino.** The horror of land mines. *Scientific American* (New York), May 1996, p. 24–31.  
A short, well-documented article highly recommended for a general introduction to the theme, it provides quantitative information on a country-by-country basis and a good synthesis of the problem worldwide.
- **United Nations Institute for Disarmament Research.** *UNIDIR Newsletter* (United Nations, Geneva), no. 28/29, December 1994/May 1995, 125 p.  
This UNIDIR Newsletter, in English and French, was designed to provide some background information and to be used as a reference tool for delegations and participants attending either or both of the following



conferences: the Pledging Conference for the Voluntary Trust Fund for Assistance in Mine Clearance, which was held in Geneva from 5–7 July 1995, and the First Review Conference of the Convention on Certain Conventional Weapons (CCW), held in Vienna from 25 September to 13 October 1995. A wide range of articles written by various authors from diverse backgrounds and professions provide different perspectives on the land-mine issue.

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CH-1211 Geneva 10

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E-mail: unidir.newsletter@itu.ch

- **United Nations Children's Fund.** *Anti-personnel land-mines: a scourge on children.* New York, UNICEF, 1994. 48 p.  
This booklet covers a number of topics which illustrate and highlight the legacy of anti-personnel mine destruction and devastation, and how they affect children worldwide. Anti-personnel land mines violate the rights of children, as defined by 'The Convention on the Rights of the Child'. Thus, the booklet talks about what rights children should have to protect them and some of the violations that are taking place that breach the Convention. A section is included on the different types of anti-personnel mines which presents special dangers to children; data and statistics on the makers, manufacturers and exporters of land mines; and where mines have been deployed. Other chapters cover the military's use of land mines and just how widespread their use is still today, because they are inexpensive and easy to use. Increasingly, land mines are being used against innocent civilians and children and yet many governments and civilians involved in and fighting civil wars persist in their use, precisely due to their low costs, ease of use and installation, and their ability to maim, terrorize and destroy. Of special interest are the sections on prevention; proper methods for clearing mine fields and destroying mines; the need for community mine-awareness education programmes; and the responsibility of the international community.
- **United Nations Children's Fund, *Children and anti-personnel land mines.*** New York, UNICEF, Office of Emergency Programmes, n.d.  
A series of sheets outlining the worldwide

crisis of land mines, UNICEF's stance and advocacy for a total ban on the production, use, stockpiling, sale and export of anti-personnel land mines and country specific information on UNICEF's programmes in land-mine awareness education. Available from: UNICEF, United Nations Department of Humanitarian Affairs (DHA), or the International Committee of the Red Cross.

- **United Nations Office for the Co-ordination of Humanitarian Assistance to Afghanistan.** *Mine clearance programme, Mid-Year Report, 1995, (1 January 1995 to 30 June 1995).* New York, UNOCHA. 18 p.  
A mid-year report which details demining activities in Afghanistan. Of special interest is the mid-year operational progress report on mine-awareness activities. These activities were carried out by the Afghan Red Crescent Society in Kabul city, the Organization for Mine Clearance and Afghan Rehabilitation in eight provinces of Afghanistan and the Refugees Relief Group of Ansar for Afghan refugees in Iran. Some 279,163 persons were briefed through regular mine-awareness briefing classes. The report notes that large numbers were also reached through the media and other means.

#### CD-ROM AND INTERNET

- **United States of America. Department of Defense.** *Land-mines and demining: a global problem.*  
An interactive CD-ROM programme developed for the National Ground Intelligence Center (NGIC) by Science Applications International Corporation. This programme addresses the global problem imposed by land mines and describes international demining efforts. For more information contact: NGIC, 220 Seventh Street NE, Charlottesville, VA 22902, United States of America.
- **International Committee of the Red Cross.** *Random ambush.*  
Provides interactive training and games for mine awareness. For more information contact:  
ICRC  
19, Avenue de la Paix,  
1202 Geneva, Switzerland  
Tel: (41) 22-734.60.01  
Fax: (41) 22-733.20.67  
E-mail: com\_dip.gva@gwn.icrc.org

- UNESCO/IBE-GINIE (University of Pittsburgh). *Home page for mine awareness education.*

An open forum and point of educational exchange on issues related to developing LMAPs. Any interested reader can contribute and participate. For further information, contact Prof. Maureen McClure, Director, GINIE, School of Education, Institute for International Studies in Education, University of Pittsburgh, 5K01 Forbes Quadrangle, Pittsburgh, PA 15260, USA, or Dr. Gonzalo Retamal, Senior Education Adviser, UNESCO/IBE, P.O. Box 199, 1211 Geneva 20, Switzerland.

Tel: (41) 22-798-14-55

Fax: (41) 22-798-14-86

E-mail: [unesco\\_9@pop1.unicc.org](mailto:unesco_9@pop1.unicc.org)

Internet: <http://www.pitt.edu/~ginie/lm>

- UN Department of Humanitarian Affairs (DHA): *Home page demining database.*

The database is a regularly updated repository designed to keep the global public informed about the problem of uncleared land-mines. You will find country reports, the latest casualty data, and updates on how United Nations demining programmes are going in the field. For more information contact: DHA, Mine Clearance and Policy Unit, United Nations, S-3600, New York, NY 10017, United States of America. Tel: (212) 963.46.35; Fax: (212) 963.13.12.

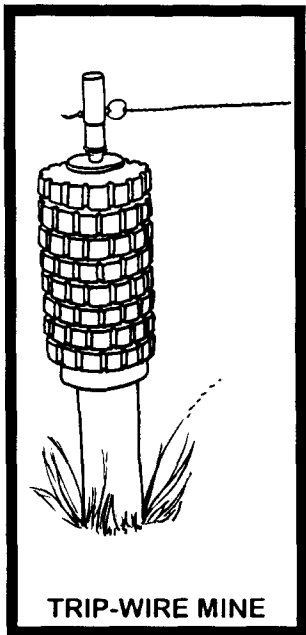
Internet: <http://www.un.org/Depts/Landmine>

## Glossary

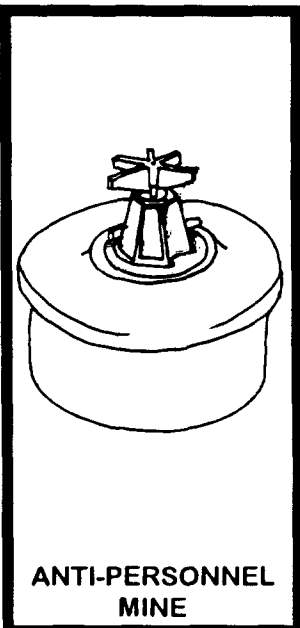
<b>CMAC</b>	Cambodian Mine Action Center
<b>FMLN</b>	Frente Farabundo Martí para la Liberación Nacional
<b>GINIE</b>	Global Information Network in Education
<b>IBE</b>	International Bureau of Education
<b>ICRC</b>	International Committee of the Red Cross
<b>LMAP</b>	Land-mine awareness programme
<b>MAEP</b>	Mine awareness education package
<b>MAK</b>	Mine awareness kit
<b>MAP</b>	Mine-awareness programme
<b>MATT</b>	Mine-awareness training team
<b>NGIC</b>	National Ground Intelligence Center
<b>NGO</b>	Non-governmental organization
<b>ONUMOZ</b>	United Nations Operation in Mozambique
<b>ONUSAL</b>	United Nations Observer Mission in El Salvador
<b>PAM</b>	Programa Anti Mina
<b>PEER</b>	Programme for Education for Emergencies and Reconstruction
<b>SMAC</b>	Somalia Mine-Awareness Campaign
<b>UN</b>	United Nations
<b>UNAMIR</b>	United Nations Assistance Mission for Rwanda
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNICEF</b>	United Nations Children's Fund
<b>UNOCHA</b>	United Nations Office for the Co-ordination of Humanitarian Assistance to Afghanistan
<b>UNOSOM</b>	United Nations Operation in Somalia
<b>UNPREDEP</b>	United Nations Preventative Deployment Force in the Former Yugoslavia
<b>UXO</b>	Unexploded ordnance
<b>WWW</b>	World Wide Web



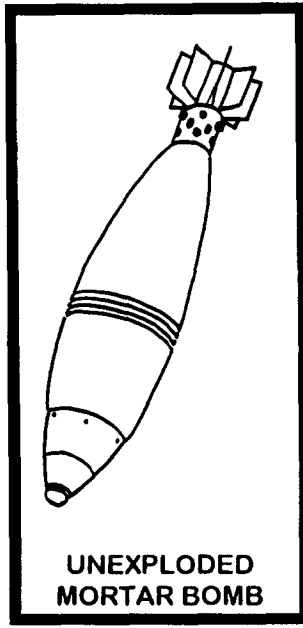
Apart from the unexploded rocket in the foreground, this scenario contains an anti-tank mine, bottom left; a trip-wire mine across the gate; an unexploded mortar bomb in the tree. Perhaps the car battery in front of the car is a booby trap?



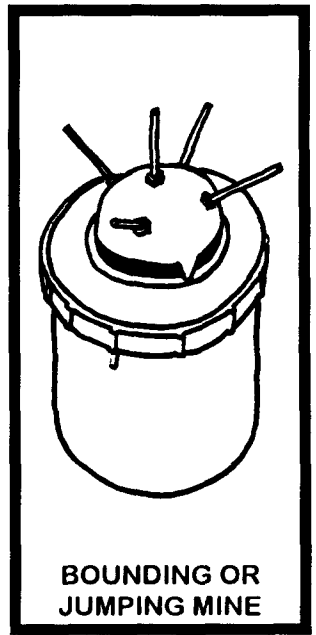
TRIP-WIRE MINE



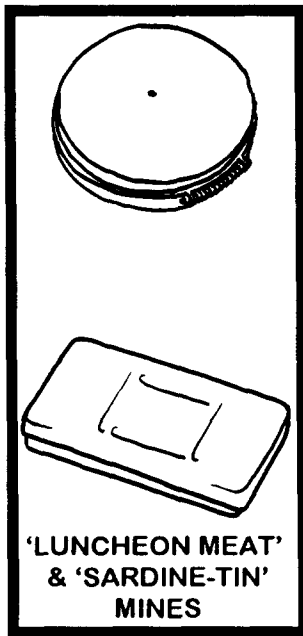
ANTI-PERSONNEL MINE



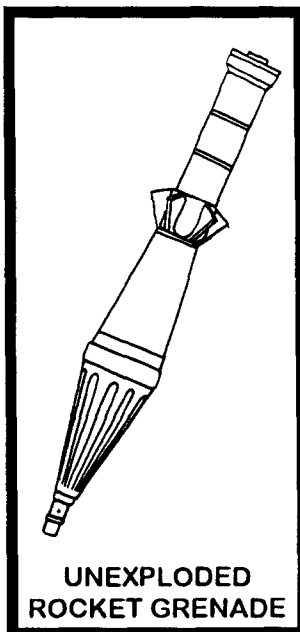
UNEXPLODED MORTAR BOMB



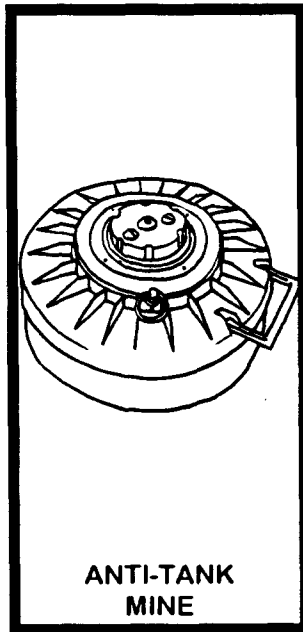
BOUNDING OR JUMPING MINE



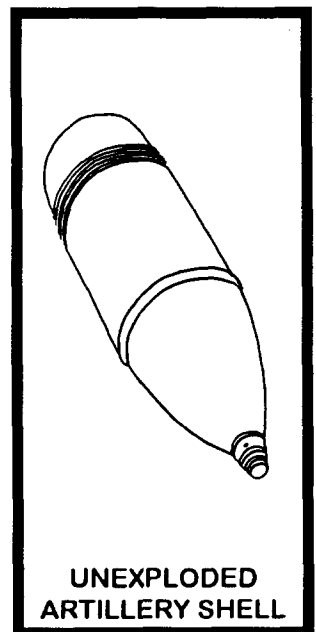
'LUNCHEON MEAT' & 'SARDINE-TIN' MINES



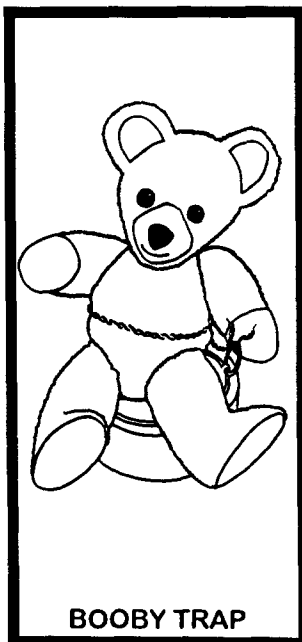
UNEXPLODED ROCKET GRENADE



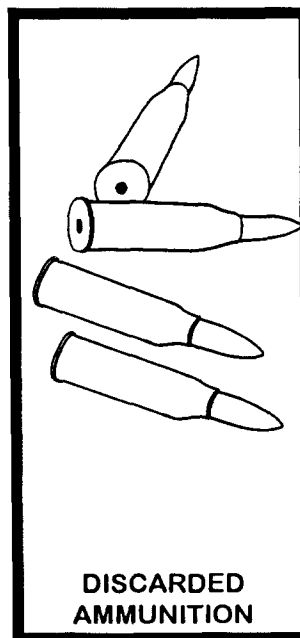
ANTI-TANK MINE



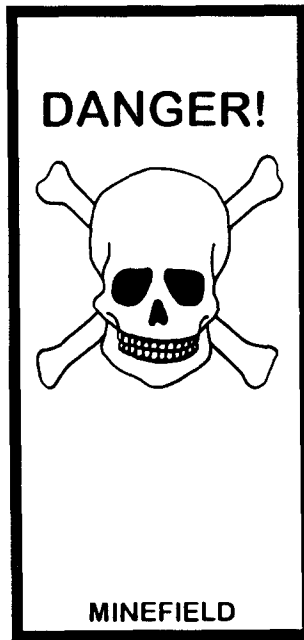
UNEXPLODED ARTILLERY SHELL



BOOBY TRAP

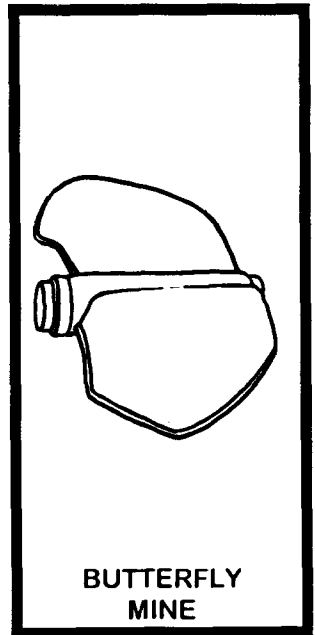


DISCARDED AMMUNITION



DANGER!

MINEFIELD



BUTTERFLY MINE