Child-to-Child

Mine Risk Education

The idea behind this activity booklet

Children in dozens of countries are in danger of death or injury from mines and unexploded ordnance (UXO). It will take many decades to clear these explosive devices. Therefore it is essential that children in, or returning to, communities affected by mines, receive education about the risk of mines and other unexploded ordnance such as rockets, grenades and mortars that are in their areas. This activity booklet provides ideas on helping children be alert to the dangers in mined areas, how to avoid these dangers and how to encourage others to do the same.

This activity booklet is for those planning mine risk education projects for children and for those who are involved in mine awareness programmes as teachers or trainers. The booklet contains general ideas. Planners or teachers using the booklet need skills to adapt these ideas into specific lessons or sessions with the children with whom they work.

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Content of the booklet

The first section contains basic information about mines/UXO and how to avoid them. The second section looks at the Child-to-Child approach and how to use the approach in mine risk education. The third section has ideas about organizing a Child-to-Child mine risk education programme. The fourth section contains activities that can be used and adapted in a mine risk education programme. The activities are organized to fit in with a project using the six-step Child-to-Child approach. The fifth section includes case studies from mine risk education projects using the Child-to-Child approach. The final section contains two appendices: a list of indicators to be adapted by those evaluating a Child-to-Child component of a mine risk education programme and further references to useful websites and materials.

Section 1: Basic information about mines for mine risk education teachers

Note

This section includes basic information about mines/UXO that teachers working with children need to know. Some teachers may work with adult groups as well and may need more information. Some teachers may receive training in difficult techniques such as prodding, marking the position of mines and re-tracing steps. These techniques should only be taught to adult groups in specific circumstances. (Programmes themselves have to decide what the cut-off point is between an adult and a child. In many cases it will be determined by the experience and maturity of the child. This is often more relevant than the age.)

Most mine risk teachers are not de-miners or explosive experts and therefore do not need to know lots of technical information about mines. They may be seen to be experts and people in the local community may ask them questions. If the mine risk teacher does not know the answer they need to have the confidence to say this.

Mine risk teachers should be in close touch with other people helping to solve the problems affecting the community. When mine risk activities are strongly linked to other mine action activities they have a much greater impact.

What is a mine or UXO?

A mine is a device which explodes and which is designed to kill or injure the people touching it or setting it off. A UXO is a device, which is designed to explode when it hits an object or the ground. Those found lying around have not worked properly or soldiers have left them behind. UXO can be extremely dangerous when handled.

There are many different types of mines and UXO. The mines that particularly affect the health and well-being of children are called *anti-personnel mines*. These are specifically designed to explode when stepped on, picked up, set off by a tripwire or disturbed in some other way. There can be more than a hundred different types in one country. They come in

many different sizes, shapes and colours. Mines/UXO can be made out of plastic, metal and wood. They can look like stones, balls, boxes or pineapples. The mines themselves or the tripwires can be attached to other objects such as cigarettes or drinks cans. Mines/UXO are often painted in colours that are difficult to see; this may be green for forest areas, or brown or black when buried in the earth. Mines/UXO are often impossible or difficult to see as they are buried, half buried, hidden in tall grass, camouflaged among trees, floating on the water or lying under water. Mines/UXO can change appearance over time.

There are also:

- Fuses which have become detached from rockets/etc., and which are small but can be very dangerous.
- Booby-traps - tricks to lure unsuspecting victims.

Mines/UXO can remain active and kill people for more than 80 years.

Mines/UXO are used by soldiers, terrorists and bandits, and even by ordinary civilians. In many countries, mines are easy and cheap to buy and can be found on sale at markets. Ordinary people may use them to guard their houses and livestock against thieves or soldiers.

Why are children in danger from mines?

Children are in danger from mines as they often look after cattle or collect firewood and water. This can take them into the areas likely to be mined. Children are also more likely to be playing in and exploring dangerous areas.

Children are in danger when the adults caring for them look for mines and UXO to sell on or to sell for scrap metal, or when adults buy mines to use for fishing or in neighbour disputes.

Children are in danger because of careless or fatalistic attitudes that can develop as people get used to living with risk. Some people believe wearing charms and tattoos protects them. Children may think they can impress their friends by going into dangerous areas or playing with mines, for example by throwing stones at a mine to see if it will explode.

Children are in danger because of their lack of safety knowledge.

How do mines/UXO affect children's lives?

Physical effects

If children survive a mine accident they often bear terrible injuries that affect them permanently. The injuries may affect their ability to play and develop knowledge and skills, find work and find a spouse.

Accidents often happen to children in areas far from health centres or hospitals. Children who survive accidents may not survive the rescue, the journey to a medical facility, or the treatment.

Children injured by mines and who require artificial limbs are unlikely to have their needs met. A growing child requires a new artificial limb every six months, and intensive

physiotherapy. This treatment may only be available to a small number of children who require it.

Economic effects

The prosperity of children's families is affected as many activities that sustain life such as farming, fishing, grazing cattle, collecting water, and cutting grass for livestock become dangerous in areas that have been mined.

Children's life chances, e.g. for marriage, a family life and employment, may be affected by a disability from a mine accident.

Children whose parents or other relatives have been injured by a mine may have their life chances affected by the consequences of the accident.

Social/psychological effects

Children suffer when family or friends are killed or injured.

Children with permanent injuries may give up hope for their future and stop playing with friends and going to school.

People may consider injured children worth less than other children. Parents may stop them going to school.

Children become scared and insecure because everyday activities like walking to school, visiting friends, going to market, looking after animals, swimming in the river and playing in the fields and forest can be dangerous.

What can be done to prevent death and injury from mines?

In many parts of the world, organizations are developing mine action services to try to resolve the problem of mines through five linked areas of activity. These are sometimes called the five pillars of mine action.

The five pillars of mine action and possible activities	
Mine clearance	**Assisting survivors**
Surveying the community Mapping dangerous areas Marking dangerous areas Clearing the dangerous areas of the mines	Collecting information about mine injuries Helping with medical care Helping people with their physical rehabilitation Helping them to integrate back into the community (social and economic)
Advocacy	**The reduction of stockpiles**
Public awareness *Support the mine ban treaty*	Permanent destruction of stockpiles by military or industrial techniques
Mine risk education	
Assessing needs Collecting information about mines and mines injuries Public information campaigns Formal/informal education Child-to-Child activities Community-based activities Security briefings	

1. Minefield survey, mapping, marking and clearance

There are mine clearance programmes in most countries where people are at risk from mines. These programmes have experts to find and remove mines or explode them in a controlled way. In some countries information is gathered by these experts and sent to a mine action centre. This information is useful to those people planning mine action activities.

2. Survivor assistance

People who survive injuries by mines may need help and support for the rest of their lives. After the injury they may need first aid, then surgical care in hospital. If they have lost a limb they will need artificial limbs to help them. These need to be changed regularly as the child grows. In addition, the person needs emotional and psychological support. There are many problems in overcoming the pain and suffering of a mine victim and their families. In order to play a full part in family and community life, the person may then need special job training.

When survivors of mine accidents are assisted, the needs of other people with disabilities in the community should also be met.

3. Advocacy

The terrible consequences of anti-personnel mines led to a treaty that bans the use, storing and transportation of these weapons. However, there are still some countries and rebel groups that keep producing mines. Mine action personnel try to influence policy makers to stop or reduce the manufacture and use of anti-personnel mines.

4. The reduction of stockpiles

This mine action activity involves the permanent destruction of stockpiles of explosive ordnance, including anti-personnel landmines. Stockpiled anti-personnel landmines far outnumber those laid in the ground. Stockpiles are usually destroyed by the military, but an industrial solution can also be used. Techniques used to destroy the stockpiles depend on the types of mines and the condition in which they are found. As well as the physical destruction of stockpiles, this activity involves transportation and storage, processing operations, equipment maintenance, staff training and accounting.

5. Mine risk education

Mine risk education is a programme carried out at community level in which information is exchanged with the community to help it reduce the risk of death or injury by mines or UXO. Mine risk education should be planned according to the needs of particular communities and those at highest risk targeted. In many communities, children may not count as the group at highest risk (this is often the young men). However, the risk from mines/UXO may be one that becomes more relevant to the children when they are older and it is easier to reach them and influence their behaviour at a younger age.

The content of a mine risk education programme

The content of a mine risk education programme must be suited to the actual activities of the children and their families in the community where the mine risk education programme is being conducted. It is important to understand the reasons why children are in danger. Is it because they are not aware of the dangers? Or because they are careless? If these are the reasons, then mine risk education programmes can have a big impact. If it is because children have to go into dangerous areas to graze cattle, fetch water or firewood, collect scrap metal, or even to play, then mine risk education may not be the answer, at least on its own. Mine risk education activities need to have close ties to other mine action activities. Time and resources need to be allocated to practical measures such as providing alternative water sources or fuel, income-generating schemes or safe play areas, etc.

Unsafe or inappropriate mine risk education messages

Only in exceptional circumstances should mine risk education programmes for children teach potentially dangerous techniques such as prodding, retracing or mine marking. Mine risk education programmes will have to decide on a cut-off point between an adult and a child. It is best if experience and skills are used as a guide rather than age, i.e. a 14 year-old child who shows intelligence and maturity may be better able to undertake training in these techniques than a 16 year-old that does not.

Prodding is a difficult technique and requires substantial training. Retracing one's footsteps has often featured in a mine risk education curriculum for children but other than in mud or snow it is difficult to do correctly. The best thing for a child to do is to stand and cry out for help. In fact, it is relatively rare that a child will suddenly realize he or she is in the middle of a minefield. Teaching children to mark the location of mines can be dangerous and difficult to do well. For example, how far from the mine should marking be done? Can the child get into more danger by looking for materials to mark the mine? Accidents have resulted from the improper marking of mines. If a child sees a mine it would be safer for that child to stand still and shout for help.

In many mine risk education programmes, much time is spent on getting children to identify mines, and on saying to children, 'Don't touch mines'. However except for UXO incidents it is rare that a child will see a mine before it explodes.

Mine risk education information and messages for children

The detail of the information and messages must be rooted in the real situation. If teaching about the danger of mines, safety information needs to focus on the specific dangers of the specific mines and on aspects of the lifestyle of the people in that specific community that places them in danger. Information and messages can also be based on actual reasons for mine accidents in that community.

Mine risk teachers need to find out as much as they can about the specific needs of a community before they begin to teach. The kinds of things they need to find out are:

- What threat do mines pose to people in this community?
- Why do people here go into dangerous areas?
- What do people here already know about mines, UXO?
- Is this a big problem or are there other problems worrying people?
- Which people in the community are most at risk and why?
- Which messages have already been used? Have they been effective?

Depending on needs, programmes can include teaching about:

- The dangers of mines.
- Dangerous places in the community where mines/UXO are known to be laid.
- How to behave in a safe way.
- How to recognize the warning signs and clues that an area may be mined.
- What a person should do if they see a mine, or a sign or clue that an area is mined.
- What to do if they see someone who is behaving in a dangerous way.
- How they can help a person who has been disabled by a mine injury.
- How they can help to support people in the community who have a relative who is injured by a mine.
- What to do if they see someone who has been injured by a mine.
- Helping to make a safe play area.

Remember that children can help to determine their needs (see the needs analysis tool in Section 4, page 33.)

The dangers of mines

- All mines, UXO and booby traps can kill and wound over big distances.
- Mines, UXO and booby traps can explode at the slightest touch.
- Over time, mines, UXO and booby traps can change colour and position because of the weather.
- Mines, UXO and booby traps are often difficult to see. Mines can be buried in the ground, hidden in tall grass, beside trees, along river banks and even under water.
- If someone has held or moved a mine/UXO, that does not mean it is safe.

Dangerous places in the community where mines/UXO could be laid or found

In a mined area the only places that are safe are those recently described by mine action experts as 'safe areas'.

- Find out which are the safe areas (this can change from day to day).
- Do not go off a safe path (not even to go to the toilet or to follow a friend or an animal).
- Travel by day.
- Walk down the centre of the path, not at the side or the edge of the path. (It is easier to lay mines at the sides of paths.)
- When walking with others, walk one behind the other.
- Don't touch anything on the edge of the path.
- If you are unsure if a path is safe, do not use it. Check which paths are safe.
- Dangerous places can include:
    - Tall trees, long grass.
    - Abandoned military outposts, checkpoints, trenches and ditches.
    - Places such as airports, electricity poles, dams, bridges, railway tracks.
    - Ruins or deserted villages.
    - Warehouses.
    - Cave entrances.
    - Overgrown areas or places where people do not usually go.
    - Water sources, wells, and riverbanks.

How to recognize the warning signs and clues that an area may be mined

Note: A 'sign' is something left deliberately by people to warn others of the presence of mines. A 'clue' is something more difficult to see and may have been left by mistake.

- Be aware of the recognized warning signs, for example:
    - Skull and crossbones signs on card or metal.
    - Sticks crossed over one another.
    - Knotted grass.

- Clues that an area is mined:
    - The grass is long (it is not cut by farmers or grazed by animals).
    - Fruit is left on the trees.
    - The sight or smell of a dead animal.
    - A change in the pattern of the vegetation or earth such as a mound or hole caused by shifting sand or settling soil.
    - A trip wire which may be intact or broken.
    - A fuse sticking out of the ground or lying on the ground.
    - A mine packing box or mine wrapping paper on the ground.
    - Discarded mine safety pins or detonator keys on the ground.
    - Signs of fighting such as bomb craters, shrapnel lying around, bullet casings.
    - A lack of signs that people use the path.

What a person should do if they see a mine or a sign or clue that an area is mined

- Stop walking.
- Stay where you are.
- Shout to others to tell them that you are in a dangerous area.
- Don't allow anyone to rush to you. Many accidents happen this way.
- Ask for help from someone who can rescue you (do not attempt to move and do not get another child to help).
- If you are alone, wait for help, do not move.
- When help arrives, guide them and do not allow them to rush to you.
- When you are back on a safe path, ask someone to put a mark or a warning sign for others.
- Make sure that community leaders and the authorities are informed of the minefield location.

What to do if they see someone who is behaving in a dangerous way
(For example removing warning signs, going off the safe path, touching something suspicious, etc.)

- Tell the person why the behaviour is dangerous.
- Get as far away from the person as possible using a safe path.
- Fetch help using a safe path.

How to help a person who has been disabled by a mine injury

- Visit the person and be friendly.
- Ask the person to join in activities with you/your friends.
- Ask the person to do something for you/your friends - tell you a story, teach you something they know.
- Help the person to do things for themselves.

- Help the person to do things they cannot do - when they ask for help.
- Encourage the person to ask you for their help. (It is not a good idea to help the person without their involvement in that decision. It can make the person feel more powerless.)

What to do if they see someone who has been injured by a mine

- Fetch help. Use a safe path.

Helping to make a safe play area

If much of a community is unsafe for children, a mine risk education programme can consider making a safe play area for children. Using the Child-to-Child approach, children can be involved in lobbying key people in the community, raising funds/materials, and creating a playground area for themselves and young children. It is important to have as many *'do'* activities in your programme as *'don't'* activities!

**A summary of basic mine risk education
messages for children**

- Find out which areas are safe.
- Stay on the safe path. Do not go into an area that may be dangerous.
- Never pick up, collect, touch or throw mines, UXO or objects that you do not recognize or which are unusual. They may be on the ground or lying in a tree.
- Do not attempt to defuse a mine or de-mine an area.
- Never throw anything at a mine or suspicious object.
- Do not try to get rid of mines by burning or any other method.
- Be alert for signs and clues of possible danger.
- Always take notice of mine signs, tape, and fencing.
- If you see a mine, stop and wait for help.
- Do not take away mine signs, tape or fencing. You will be making others' lives dangerous.
- If you see someone acting in a dangerous way, leave them and fetch help.
- Help people who have survived mine injuries feel involved and part of the community.
- Share information with others, especially other children who do not go to school or who do not go to mine risk education classes.
- Help to make a safe play area.

As has been said throughout this section, ADAPT these messages to fit the specific situation in which the children and their families live.

Section 2: Using the Child-to-Child approach in mine risk education

What is Child-to-Child?

Child-to-Child is described as an idea, an approach to learning, a movement, and an organization. It is all of these. The original Child-to-Child idea was to improve and support the care that older children gave to their younger brothers and sisters. Schools were identified as the ideal place where these older children could learn health messages that were then passed on or practised. As people used the ideas in practice, it became clear that children not only looked after younger siblings but that they had a powerful influence on their peers, on their parents and even on the communities in which they lived. From the simple idea of older-to-younger child, a more complex picture emerged, as illustrated below.

	CHILD-TO-CHILD	
One child Or A pair of children or a small group of children Or A group of children	- Spreads knowledge to - Teaches skills to - Demonstrates by example to - Performs an activity to - Works together with	- Younger children - A same-aged child/children - A family/families - Specific people in the community - The community as a whole

The way in which messages will be transmitted by children to others differs greatly depending on the experience and skills of the children and the group whom they may be asked to influence. The easiest group for children to reach is generally their peer group and the hardest is their parents. It is not normal in most cultures for children to 'teach' their parents. However, children can involve their parents in activities that indirectly help to educate their parents or inspire parents to seek further information. It may be different if parents ask their children for information; for example, in communities where parents are not literate and they regard their children as important sources of information.

In addition to schools, health centres and projects found Child-to-Child activities a useful way to involve children in health education and to develop life skills such as problem solving and decision-making. Even people working with children in the most difficult circumstances, such as on the street or in refugee camps, found Child-to-Child activities built children's confidence and helped them identify ways they could gain some control over and improve their lives.

Some people think Child-to-Child's name should be changed to suggest the broader ideas it incorporates, but instead the name has been expanded to *Child-to-Child: Children for Health!*

Child-to-Child: a different approach to learning

The Child-to-Child approach to learning involves children as full participants in learning about and promoting good health to their families, friends and communities. It is different from good quality, classroom-based health education in four main ways:

1. The Child-to-Child approach demands that children participate in developing and designing activities.

2. The Child-to-Child approach links what children are learning with actual problems they face and invites them to contribute to solving these specific problems in the home or in the community as part of the process, not as an afterthought.

3. The Child-to-Child approach is not restricted to a set amount of time.

4. Child-to-Child requires the involvement of people outside the immediate learning environment.

Child-to-Child has powerful links to the United Nations Convention on the Rights of the Child. It is a practical way in which children's right to participate in decisions that affect them can be truly implemented.

Child-to-Child and mine awareness

For many children, mine risk is a vital and sensitive topic. Teaching about the risk of mines should start with finding out what children already know and feel about land mines. Learning activities must be based on the children's resourcefulness, on the knowledge they have and on their creativity and ability to understand the dangers. Children behave responsibly when we trust them and develop in them self-respect and respect for others.

Unfortunately, some education programmes emphasize the view that children are young and careless, and others that children should be frightened into behaving more safely and 'fear' can be used as a teaching tool. Some focus on telling messages to children, such as 'don't do this' and 'don't do that', but children often disobey rules (especially when they don't understand the rules). A 10-year-old boy who is told that a mine will explode if he throws or catapults a stone at it may find this an exciting thing to try. Better ways than straight telling have to be found to help children understand deeply why they should, or should not, behave in a certain way and practise that behaviour.

There is great potential for children to become involved in mine risk education programmes. The Child-to-Child approach can:

1. Use helpful local culture and tradition to reinforce messages.

2. Challenge local culture and tradition when it leads to unsafe behaviour. It does this by involving children and their families in exploring the problems as they apply to the local context. This forms the basis for the design of appropriate interventions.

In Cambodia, to counteract the fatalism of Buddhist karma, respected monks were used to remind people that they do have a choice and that it is a sin not to take care of your body.

Children in animist cultures who wear tokens or amulets around their necks to protect themselves against mines are told that no one knows whether their magic is strong enough on that particular day and they should therefore take special care.

Like many health education topics, mine risk education needs to be tied closely to the context in which it is taking place and its effectiveness depends on changes in attitudes and behaviour. When used well, the Child-to-Child approach can help children look deeply at their attitudes and behaviour and that of others. This leads to looking for ways to improve and live more safely.

The attitude among teenagers that 'It's brave to risk danger' can be changed to 'It's brave to be seen as someone who protects themselves and others from danger'.

The six-step approach and mine risk education

Over the years a model has developed which shows how best to implement Child-to-Child programmes. This model is described as the six-step approach.
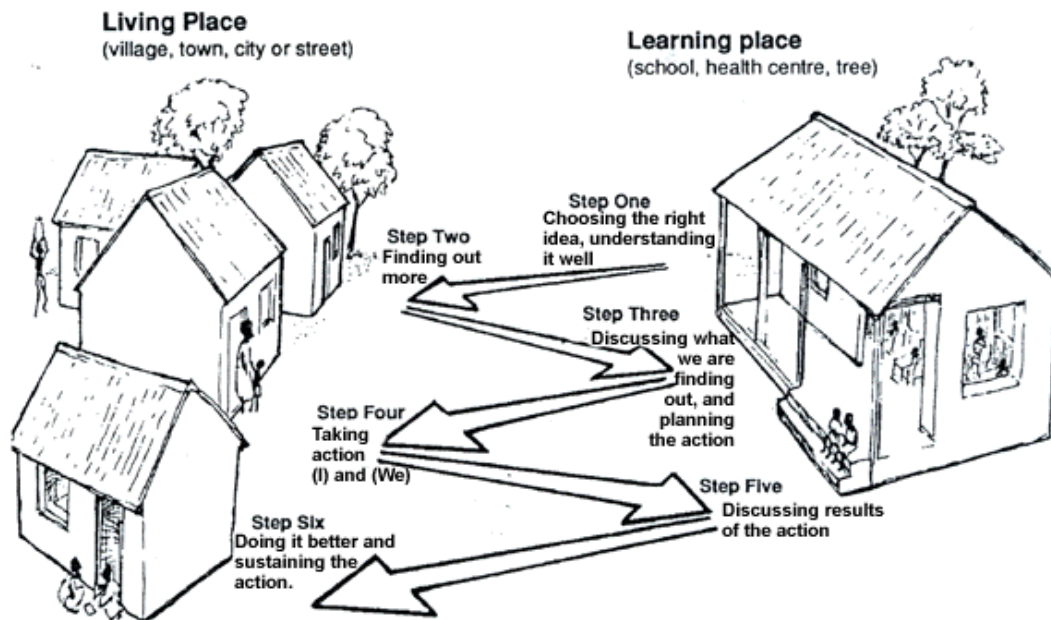
Step 1

At this first step, a topic or sub-topic is identified and then activities are conducted to find out what the children already know.   Work can then be done to deepen knowledge and understandings and correct any misunderstandings.

In many school settings, topics are identified by a formal curriculum and in health centres by a pre-set programme of activities. Even if the topic is set, children can still be involved in identifying the precise nature of the problems as they affect themselves and their families. In this way an ownership of the activities by the children is established from the start. A needs analysis activity is a useful way to do this and is described in full on page 33. In this activity children identify problems and then rank them looking at how serious they are, how common they are and how much children feel they can do about the problem.

Activities to help children gain a good understanding of a topic include reading, writing, discussions, role-plays, etc. Community members can be involved at this step. They can be invited to talk with the children, tell stories or initiate discussions on a certain topic.

Step 1 activities are usually conducted where the children are gathered with the teacher, described in the diagram on page 14 as the *learning place*.

Example of step 1 activities

An issue identified by children as both serious and common is that two children in the community who have survived a mine explosion, are not going to school.

- The adult facilitator tells a story about a child who was disabled in a mine accident.
- In pairs/small groups, children talk about what happened next.
- The children share their ideas on the above.
- The adult facilitator talks to them about different injuries caused by different mines (found in the children's community), using posters, stickers or other locally available materials.
- Children ask questions.

Step 2

At step 2, children find out more about the selected issue by gathering information. They make the topic theirs. This can be done by conducting a small survey, by having a discussion with friends, relatives or key community members, or by observation. This step is important as survey-type activities will start to bring to life a previously classroom-based topic. All subsequent activities should be based in some way on the information collected by the children. If the children have collected insufficient or the wrong sort of information it is important they do more survey work. They will love finding things out and recording answers - it is interesting and real.

Example of step 2 activities

The adult facilitator gives children the task of finding out one story about a mine accident from a friend or relative and whether there are children living in the community who have had accidents and, as a result, do not go to school. It is important that children 'find out' about other non-school going children in a sensitive way - and that the family is involved. The facilitator may ask only a few children to do this activity and can help them think of the best ways to approach the family. Role-plays can help children practise communicating well with the families and with the child who has a disability.

Step 3

At step 3, children discuss their results, exploring the topic as it affects them, their friends, family and community. Then the children discuss ways in which they can address problems either as individuals, in small groups or as a larger group. It is important that the teacher helps the children to look at information gathered critically and with respect, and helps them to design solutions that are manageable and can be communicated clearly and accurately to others. It is important that teachers develop children's ideas, NOT train the children in the use of adult ideas!

There are many activities in step three and it can take several sessions. It is important to develop the activities slowly, helping the children to produce high-quality, manageable ideas. If it is the first time children have worked in this way, the ideas should be kept simple. It is useful if the activities are a mixture of short, medium and long-term activities.

Techniques such as puppets, songs and drama are fun but it is important that serious messages do not become clouded by the entertainment value of the method. Teachers need to guide children about this too.

Example of step 3 activities

- The children share stories they were told in small groups.
- The adult picks two stories for the whole group to listen to and discuss in detail.
- The children talk about the children they found who do not go to school.
- The group discusses how best to help those children, e.g. by:
  - Bringing them to school and supporting them there.
  - Visiting them at home.
  - Involving them in out-of-school play activities.
- The group discusses how to raise awareness about the needs of these children such as plays, songs, performance for parents/community members.
- The group designs a plan and prepares to undertake selected actions.

Step 4

At step 4, children *take action* at school and also in their families and communities. This 'action' can consist of communicating information to others, demonstrating skills to others, working with other children, or leading by example.

Example of step 4 activities

Selected actions are undertaken such as:

- Home visits.
- Bringing the children to school.
- Performing plays and songs to raise awareness in the community.

Step 5

Because this type of active learning (physically active and/or active inside the head!) helps children to remember what they have learned, it is important that the messages are accurate. Step 5 is about helping the children to check the accuracy of their messages, evaluate the effects of their work on others and on the community.

Example of step 5 activities

Children discuss:

- How can the activities be improved?
- Has everyone understood?
- What changes have occurred?
- In what ways do the activities need to be improved or continued?

Step 6 is the chance for the children to make messages clearer, to reach other people and to improve upon what has gone before, so that desirable changes made as a result of the project become a way of life. It is also the step at which new ideas for new issues to explore may become apparent.

What Child-to-Child is not

Child-to-Child is sometimes confused with 'peer learning' (children teaching other children, usually in a classroom-type setting). While Child-to-Child does use aspects of peer learning as part of the process, it has other characteristics such as finding things out from children and adults in the community and doing activities outside the immediate learning environment.

Sometimes people think that Child-to-Child means using children as 'little teachers' or 'little instructors'. In this case, selected children are asked to assume the role of an adult and they are trained to teach other children in much the same way as an adult teacher teaches. However, this method sees children replicating traditional teaching practices that the Child-to-Child approach seeks to challenge! Children dislike being told what to do by their peers more than by adults!

Child to Child activities should involve as many children as possible and not select a few children for special treatment. Sometimes we start with one class of children or a small group in a club but the principle should be that the ideas, messages and activities will be shared as widely as possible.

Difficulties involved with using the Child-to-Child approach

Labour intensive

The Child-to-Child approach is labour intensive. It needs teachers who believe in the ability of children to participate in their own learning. The approach is different to formal teaching methods. Teachers need training and/or exposure to good practice. The approach needs on-going support not just by outsiders but by the children's parents and by other important people in the community. Children's self esteem and communication skills will be greatly developed through participation in Child-to-Child activities but at the start of a project they need plenty of encouragement and careful guidance.

Attitudes of adults

Children's lack of skills in this kind of approach must not be overplayed. It is remarkable how quickly children adapt to having their ideas and opinions taken seriously. Working with children is an important component of most Child-to-Child training workshops. Participants are often amazed and delighted at how easily and freely children discuss problems and solutions during these sessions. This suggests that the key problem to working with children in this way is the attitude of the adults, not the abilities of the children. In the next section a way to phase in the Child-to-Child approach is suggested.

Messages must not be wrong

As children are powerful communicators of messages to others, it is essential to get the messages right. Get the messages wrong and children will effectively learn and repeat the wrong information!

Section 3: Organizing a Child-to-Child mine risk education programme

Support structures

There are many different types of organizations running mine risk education programmes and each one will manage its projects and activities differently. Organizations running effective Child-to-Child programmes often have:

- Stability.
- A strong management system.
- Staff development opportunities.
- Systems to monitor and evaluate.
- Funds to cover the basic costs of new programmes.
- Access to skilled trainers.
- Skilled teachers to work with the children who know how to :
  - Value children's ideas.
  - Encourage children to work positively with others in a group.
  - Create a trusting atmosphere in which children feel able to express their feelings.
  - Help children feel they are making progress.
  - Use creative teaching methods.
  - Create a programme which is relevant and appropriate.
  - Adapt activities to suit the age and stage of the children.
  - Monitor progress and use failure and success to help improve future activities.
  - Ask for help when they need it.

Planning issues

Before developing the content of a mine risk education programme it is useful to do the following:

- For all those with an interest in the project (stakeholders) to reach a common understanding of what is needed by a mine risk education programme for children (project managers, donors, programme staff, teachers, children, parents and community members).
- Get enthusiasm and support for the programme from stakeholders.
- Find out what mine risk teaching the community and the children have already had (formally and/or informally).
- Identify if/how mine risk activities can be combined with existing activities (in schools, clinics, other groups).
- Decide when and how often mine risk education activity sessions take place.
- Decide whether mine risk activities will be within an existing learning programme or separate from it.
- Decide upon the aims and objectives of the mine risk education programme.
- Decide upon the content needed to meet the aims and objectives.
- Decide upon the inputs needed before the programme can begin such as:
  - Training teachers.
  - Getting hold of existing materials to support the programme.
  - Developing new mine risk education materials.
- Decide how the programme can be monitored and evaluated.

Time-scale

Time-scale depends on the urgency of the need. If families are already moving back into mine-affected areas, some sort of 'emergency' mine risk education programme will be needed. This should not mean, however, that the programme only uses methods such as leaflets and public health broadcasts as these initiatives might not reach the children at highest risk. Try to assess who is at the highest risk and develop a programme that can be delivered quickly but will also involve the target group and is likely to affect their behaviour.

Funding

Child-to-Child needs medium-term to long-term funding. It requires adults to change the way they work with children and this is neither quick nor easy. Child-to-Child requires training and support for the educators and it requires project managers who are interested and committed to it. In most places it requires partnerships with other government and non-government agencies and securing these can sometimes be a time-consuming process. Most projects develop their own materials to support the children and the educators, and most invest time and resources into monitoring and evaluation activities. A basic budget can include:

- Meetings and workshops for project partners.
- Training for the co-ordinator(s).
- Training materials.
- Training for educators.
- Training for children.
- Materials and on-going support for children's activities.
- Refresher training.
- Meetings for children to share ideas.
- Monitoring and evaluation activities.

Many Child-to-Child programmes will take several years to fully develop their potential.

The case studies in the appendix illustrate some of the complexities and advantages of using the Child-to-Child approach in mine awareness.

How old do the children have to be?

This is a common question. The activities in this booklet are aimed at eight to 16 year-old children but, more than age, teachers need to think about the skills of the children in their group, such as their ability to listen, communicate, and respond to different materials such as pictures, stories, etc. Also relevant is the experience of the children. In a group there will be different ages, experiences and skills so the teacher must try things out, seek a middle position and enable children to work at their own pace. Adults usually underestimate what children know and feel about a problem affecting them and the community. Even very young children can have strong opinions about how to behave safely and can be a good influence on their friends and families. Stories and songs can have a powerful affect on young children.

For younger children, the wording, examples or even some of the steps may need to be changed or missed out. Discussions can sometimes be more difficult with younger children although the more experience they get, the better they become. Children grow in confidence when they know they are being listened to.

Delivering the programme to children

To deliver an effective Child-to-Child mine risk education programme, the same group of children need to be gathered together on a regular basis. Because the teaching of a topic requires a six-step approach, it is not suited to one-off teaching sessions but a series of sessions. The teaching sessions need not be conducted in a formal setting (like a classroom in a school). But it is useful if the sessions can be held at regular times and for a regular length (e.g. 60 minutes).

Who teaches?

Special teams who work with the local community and with schools conduct many mine risk education programmes for children. The information and messages these teams teach can be used as part of the overall teaching programme but their input should not replace the follow-up work with the children. It is best that teachers for on-going work are drawn from the local community. These need not be schoolteachers but should have the skills outlined on page 19.

Using or developing teaching and learning materials

For some of the activities, teachers may want to use mine models or other materials, such as pictures, posters, puppets or photographs, to help get children interested. (Please note that mine models should be in a closed, transparent display case to reinforce the *don't touch* message). Materials should be checked carefully:

- Are the images and/or words clear and correctly understood?
- Are the messages correct?
- Does the material fit with local family values and culture?
- Are the messages relevant to their own lives?
- Is the material attractive?
- Do you think it needs to be changed?

Children can be asked to develop materials themselves but careful work needs to be done to develop their technical skills, to help them produce good quality materials with accurate messages. There is a danger of not looking critically enough at the products of children's work. Sometimes people are prepared to accept low standards of writing or drawing from children because the content is powerful. However, children are capable of producing high quality work with help and guidance.

Adapt, adapt, adapt!

The activities in Section 4 have been presented in a general way and many will need adapting for a specific programme. Take care when making these adaptations.

An organization working in a tropical rain forest area suggested using a 'pile of stones' as a warning sign whereas this sign was only relevant for desert regions. The idea had come from materials used by organizations working in desert regions. If these ideas get onto posters or other materials which are then mass-produced, the mistakes become expensive and they deprive the community of relevant safety messages.
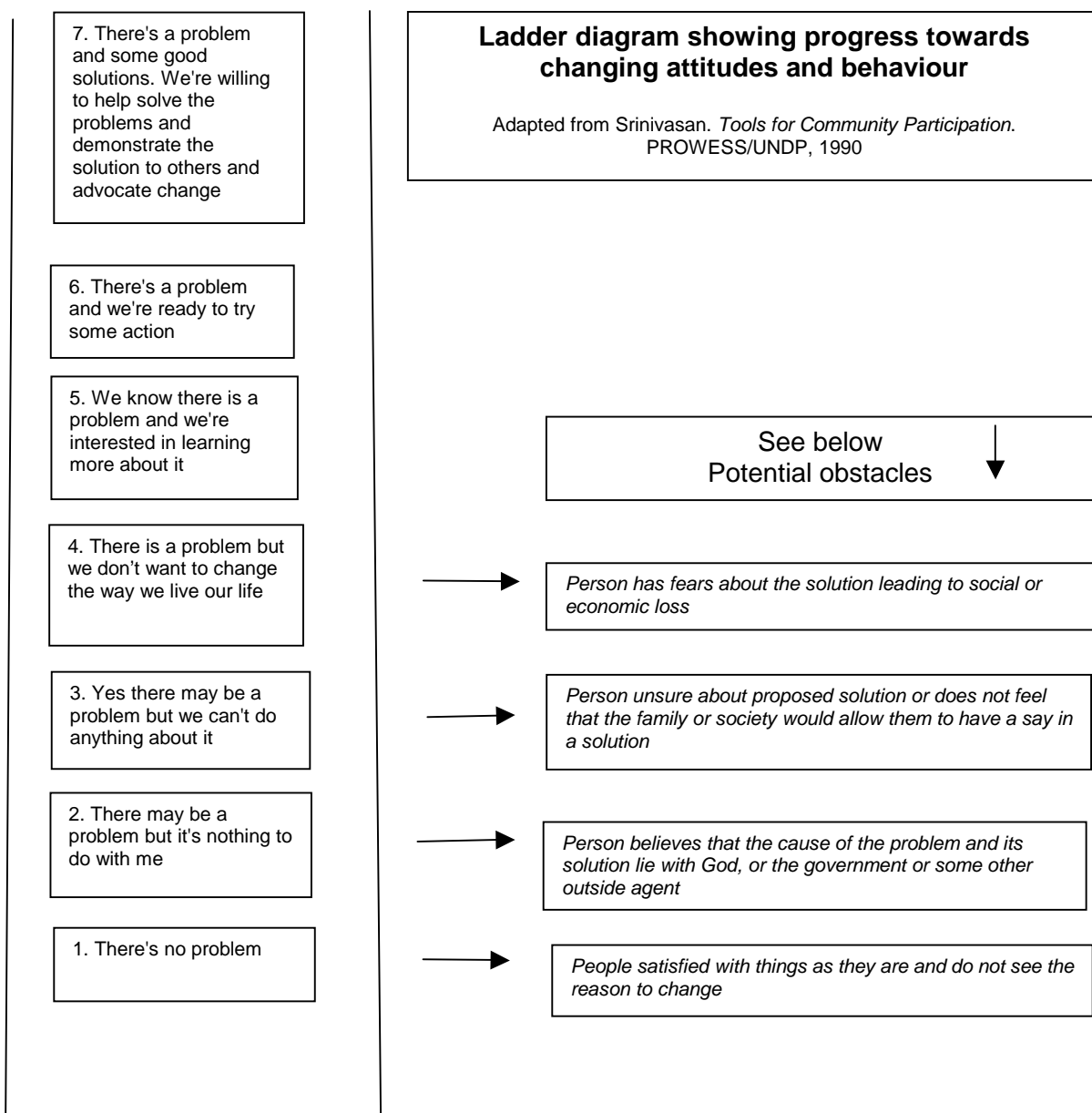
***Just before you start …* how is the problem of mines perceived by the community?**

Before conducting mine risk education activities in a community, it is important that programme planners and/or teachers themselves assess how important the problem of mines is in the minds of the children and their families. For example, is the issue less important and life threatening at that moment than malaria? If so, then efforts to make people more aware of the dangers of mines should be made alongside efforts to help people affected by malaria. The mine risk education activities will be more effective as a result.

As shown by the ladder chart below, it is difficult to change people's ideas unless:

- They feel that there is a problem.
- They believe they can have an effect on this problem.
- They want to change.

In some societies, certain groups of people such as women, children or ethnic minorities are denied a voice and may not feel they have a right to express an opinion. Teachers need to think about the obstacles there may be in the minds of the children or key people in the family or community and even in their own minds. Activities in a mine risk education programme should include considering how to overcome the specific obstacles faced by different groups in the community.

7. There's a problem and some good solutions. We're willing to help solve the problems and demonstrate the solution to others and advocate change	**Ladder diagram showing progress towards changing attitudes and behaviour** Adapted from Srinivasan. *Tools for Community Participation*. PROWESS/UNDP, 1990

6. There's a problem and we're ready to try some action	
5. We know there is a problem and we're interested in learning more about it	See below Potential obstacles →
4. There is a problem but we don't want to change the way we live our life	*Person has fears about the solution leading to social or economic loss*
3. Yes there may be a problem but we can't do anything about it	*Person unsure about proposed solution or does not feel that the family or society would allow them to have a say in a solution*
2. There may be a problem but it's nothing to do with me	*Person believes that the cause of the problem and its solution lie with God, or the government or some other outside agent*
1. There's no problem	*People satisfied with things as they are and do not see the reason to change*

Teachers can use the above ladder in several ways:

- By reading it and thinking about their own responses to the statements. If there are any obstacles in their own minds perhaps they are not ready to teach mine risk education, and they need to find out more about the problems first.
- By helping older children think about and discuss reactions from friends and family to questions they are asking or activities they are doing.
- By using the ladder in group work with stakeholders, to involve them in thinking about the possible obstacles to the success of the programme.

Group work using the ladder
(for four to 10 people)

On large pieces of card of equal width, write out the paragraphs 1-7 as above. Stick these down on the floor/ground spacing them so that adults/children can stand beside one of the cards and not bump into others standing on the card above or below them. Read out, or ask the adults/children to read out, the statement on each card. Make sure that the group understand what each card represents. Get everyone in pairs or alone to stand or sit beside one card of their choice. Ask them in turn to explain why they have chosen this place on the ladder.

This exercise could also be done using drawings of the ladder on posters and smaller versions of the cards.

Please note that the actual situation in the field is likely to be more complex than suggested by the ladder model. However, the model is a useful trigger for discussion.

Developing the content of a mine risk education programme

The ladder exercise above and some of the activities in section four should help the teacher to understand the special nature of the problems faced by the children and families with whom they work. If the teacher has the flexibility to conduct these activities and THEN plan the content to match the special needs and ideas of the children, the mine risk education programme should be very effective. Some teachers may find this process difficult or frightening. Training and on-going support are important, especially at the beginning of the programme.

On pages 24-25, the *Guidelines for three Child-to-Child sessions for a mine awareness programme* show an outline of how to organize preliminary activities and then how two topics can be developed using the six-step approach.

Guidelines for three Child-to-Child sessions for a mine awareness programme

Preliminary session: What do you and your family know about the danger of mines in your community?

- Introduce the topic of mines/UXO
- Find out the importance of mines alongside other health problems in the family/community using the needs analysis exercise (see Section 4 for details)
- Discuss the results of the needs analysis exercise with friends and family to see if they agree with the ranking
- Conduct a needs analysis exercise with friends and family at home
- Using results from all the needs analysis charts, make one overall chart and add together the ranking (educator may want to do this before the class)
- Discuss the results of the home needs analysis and compare it with the class-based exercise
- Discuss the learning needs of the children and of their families and community

The Six Steps	**Session 1:** Mines and UXO are dangerous. They kill and injure people	**Session 2:** Find out which areas are safe
Step 1 **Understanding**	**Activities:** • Look at photos of mines/UXO or models • Listen to a talk on mines found in the community	• A talk from someone who has been injured by a mine • Discussion on which areas are safe and why
Step 2 **Finding out more**	• Children think of questions about the dangers of mines to ask key people in the community. These people could include survivors of mine accidents, de-miners, health workers, people at a mine action centre … • In pairs or small groups, children decide on two questions to ask of one or two people • Children collect information	• With the help of family and friends, in pairs or groups, make a map of the community showing the areas that might be dangerous
Step 3* **Discussing and planning**	• Children report back on the information they have collected • Children make posters showing a story about a mine injury • Children create and practise a puppet play showing a story about a mine injury	• Look at the different maps. Make one map using the different ideas • Make a snakes and ladders game on the topic of finding and staying on the safe path

Step 4* Taking action	• Children show their posters and perform their puppet play to younger children	• Children play the snakes and ladders board game with other children who did not come to the mine awareness classes
Step 5* Evaluating what we did	• Children sit with younger ones and ask them questions about what they have understood from the posters and the play • The older children discuss what the younger children learned and what needs to be repeated	• After the snakes and ladders game the children ask each other questions to check they understand why they must find and stay on the right path • Children report on any misunderstandings or difficulties with following this safety message
Step 6* Doing it better	• Using a game and a song the older children work with the younger children to reinforce the message	• Children make up a song to reinforce the message about staying on the safe path • They teach it to others - including younger children in their family

* Please note that these are ideas only as the plans and activities need to be based on what children actually find out in step 2.

Phasing in the Child-to-Child approach

The need to phase in a Child-to-Child programme slowly is especially relevant if working within the constraints of an existing school programme. Mine risk teachers may expect to use formal teaching methods in their work and may lack confidence in using the activity-based Child-to-Child approach. This is especially true if the mine risk education teachers are schoolteachers and use mainly formal, didactic teaching methods in the classroom. If a different approach is pushed too hard, too quickly, there is a risk of outright rejection of the Child-to-Child approach or dilution of the approach into something that is unhelpful.

In one mine risk education programme, a specially selected group of children took on the task of teaching mine risk messages in a formal, didactic way to their classmates. But because a child lectured to other children, this was not a Child-to-Child method! The Child-to-Child approach expects adults to facilitate activities in which all children are included. Children can take leading roles in activities, but not as experts in relation to other children.

Phasing-in the Child-to-Child approach can help to promote quality and sustainability.
The following ideas have been adapted from a Child-to-Child health education project implemented in Nepal. Further details on this project can be obtained from the Child-to-Child Trust.

Phase 1

In the first phase, children are encouraged to become messengers of information. This builds a foundation and develops the confidence of teachers and children so that it is easier to move towards the more ambitious model of children's full participation in the six-step approach.

1. The teacher decides upon the content of the Child-to-Child sessions and directs the children's activities. This does not present too different an approach from traditional roles.

2. Children have a practical role in passing on simple messages using creative methods such as drama, puppets, songs and games. Children are also guided to take simple actions, e.g. visiting children who are disabled through mine injuries, visiting a mine action centre, staying on safe paths, etc.

To support the development of this phase:

- Train teachers.
- Have a monitoring and support system.
- Provide resource materials such as story books, posters, ideas for creative methods, a defined list of messages.
- Link activities to other community groups such as women's groups and mine action activities.
- Link with relevant government services. (If in schools link with the district education office, etc.)
- Recognize the work and achievements of the group/school.

When to proceed to phase 2

The following questions can help as a guide to assess if the programme is ready to develop into a programme where children are fully involved in the active learning process.

- Have the Child-to-Child activities become a well-established part of family and community life?
- Are children showing changes in knowledge, attitudes and behaviour?
- Do teachers show commitment and motivation?
- Is there a special time given to the development of activities?
- (If appropriate) Does the school have a sense of ownership and pride in the activities?
- Are children taking some leadership in the activities?
- Do those involved (teachers, children, parents, others) recognize the part that the activities are playing in mine risk education?
- Do the children show confidence and the ability to communicate well?

Phase 2

In a gradual way the teacher's role changes from *director* to *guide*. The children are encouraged to take as much responsibility and initiative as possible. This does not mean that the teacher stands aside. S/he has an important role in guiding the children as set out in section four.

Teachers are the most important people in the process of developing from phase one to phase two. It is important to listen to their concerns and to help them build up their confidence and skills.

Section 4: Activities

Contents

Step 1: Activities to help children understand the issues

For mine risk education activities to be really effective, children need to understand how dangerous mines are and what they can do to help themselves, their friends and families live safely. They also need to understand how difficult life can become for those affected by mines and do what they can to help people in their own communities. A good way to start developing this understanding is to find out what children already know and feel about the problems of mines.

Children living in a mine-affected community need to know many things. They may already know something but they may have picked up ideas or attitudes from friends or others that are incorrect or unhelpful. It is not enough simply to <u>tell</u> them the information is incorrect, or to tell them the correct information and expect them to change their ideas. A more powerful way to teach children new ideas and change incorrectly held beliefs is to give children a chance to explore what they think they know, learn new ideas, and communicate accurate information to others in ways that are fun and make them feel valued and important.

Step 1 includes activities to find out what children already know and activities to develop understanding. A teacher may use several sessions to conduct these activities with children. Activities need to be appropriate to the children's age and/or experience.

Activities to find out what children already know

1. A discussion

The most common way to have a discussion is simply to ask children assembled in a whole group what they know about mines and the problems they cause the community. This is a useful method, but it is easy for a discussion to become simply the traditional-style question and answer 'testing' session between a teacher and a few bright, confident children.

Other discussion methods

Alternatively, think about getting children into groups and asking them to *brainstorm* (say out loud all the ideas that come into their heads). The groups should be small enough to allow even the least confident children to take part. Once the children have discussed the issue for a set time, ask one child to report on the discussion. Write up the ideas on a flip chart or blackboard. Try not to give the children ideas. Find out what they know. Here are some ideas for the brainstorm:

- What do you think of when you hear the word 'mines'?

> *Fear*   *Loud Explosions*
> *Soldiers*   *Death*   *Crying*
> *Metal*   *Blood*
> *Violence*   *Shouting*   *Hiding*
> *Running*   *Legs Blown Off*
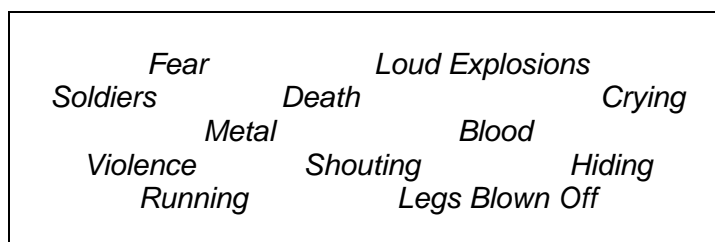
- What can we do to keep safe from mine accidents?

In the next session (or before the next session) you can sort the words into different categories for further discussion. In groups, children can then add more words, develop pictures from the words, give reasons for their choices of words, etc.

2. A written questionnaire

A written questionnaire can help to draw out children's ideas and experiences, particularly those of older children and children with good literacy skills. The results of a questionnaire can be a useful introduction to a discussion about mines. However, children may be more interested in their scores than in the ideas raised by the questionnaire. Questionnaires are time-consuming to devise, and it is difficult to create the right questions. Questionnaires need testing at least twice before they are ready to use. If children do not understand the questions, it can be difficult to find out what they know/don't know.

3. Agree/disagree game

A better option than a questionnaire can be to pose questions or present statements out loud to a group of children, to which they must answer, *I agree*, *I disagree*, or *I don't know*. Three parts of a room can be labelled with three questions or statements and the children move to the appropriate place as the teacher reads out the words. The teacher asks one child from each position to explain why they chose to move to this place. If children have to physically move in response to a question or statement, they listen attentively!

It is important that the statements or questions are relevant to actual problems faced by the children in the community. Here is a selection of five sample statements and answers. These are taken from a list of 20 'mine myths' in a draft UN training module for mine awareness community facilitators and are meant as guidelines only.

- Driving livestock through a field will make the field safe from mines. *I disagree. (Although this is often practised by villagers, this method is not safe. It may explode some of the mines but not all.)*

- One way to avoid injury in a dangerous area is to run as fast as possible. If you do this you can avoid the blast of an exploding mine. *I disagree. (You cannot run fast enough to get away from an exploding mine.)*

- Mines are often put next to large trees. *I agree. (Trees provide cover for soldiers.)*

- Stealing mine-marking signs and fences is against the law in some countries. *I agree. (For example, in Mozambique.)*

- Mines do not last for very long and after a few years they rot and do not work. *I disagree. (Most mines remain dangerous for a very long time - 50 years or more.)*

4. What do you feel about mines?

The teacher asks children to consider how they feel when they think about the problem of mines. The teacher shows the children four simple faces with expressions that show happiness, sadness, confusion and fear.

☺   ☹   😐   😬

The teacher asks the children to pick one expression that matches their feelings. They then go into a group with other children who feel the same and they discuss why they have chosen that feeling. (If a group is very large divide it into smaller groups.) A representative from each group describes why the children in their group chose this feeling. The teacher can record their ideas on the board or a flip chart. Depending on the age and stage of the children, the teacher or the children could create a song or poem using these ideas. Children can also draw faces with expressions showing other feelings they have.

(It does not matter if the expressions mean different things to different children.)

5. A needs analysis exercise

A needs analysis exercise can be done using a number of methods such as drawing, discussion or role-play. A method that has been used successfully by a number of Child-to-Child projects is for groups to develop charts in the following way:

- In groups of five to 10, children and/or adults are asked to identify the main problems affecting children's health in the community. In this case the topic would be mines and the task would be to discuss what problems mines cause the children and the community.
- Discuss how serious each problem is (a system of points out of five is used in this and the next two activities).
- Discuss how common each of the problems is.
- Discuss how much children can do.
- Total the points awarded against each problem and discuss the outcome.

On page 33 there is an example of the results of a needs analysis chart on the problem of mines in the community.

Mines in our community				
Problem	**How Serious**	**How Common**	**How much children can do and examples**	**Importance to the CtC programme**
Not all the children come to the mine risk education lessons	+++	+++++	+++ Bring children to the mine risk education classes. Persuade school and parents to allow this	11
People are selling mines in the market	++++	++	++ Talk to the community leaders and mine action team to stop this. Do a play and song about the dangers	8
Some children are forced to go on unsafe paths to take the livestock to graze	+++++	+	+++ Talk to community leaders to talk to the parents. Create a 'snakes and ladders' game about the dangers	9
Children who have mine injuries do not come to school	++++	++	+++++ Help the children come to school. Talk to parents and teachers. Help children to catch up	11

This method can help to identify a key topic or a sequence of sub-topics on mines. It is a simple method but one that generates useful discussion. Once the groups have completed their charts, if time and if appropriate, a whole group chart can then be created by putting together the most popular ideas from all the charts. This chart method can be used with non-literate children by substituting symbols for the key ideas.

Other uses for the needs analysis chart

The chart method can be used by children at *step 2 (finding out more).* They can develop a chart with family and friends to see what they believe the problems are.

The chart can also be used at *step 3* to help the group prioritize problems after *step 2*. The children may return from their *step 3, finding out* activities with ideas of different problems. In small groups or in the whole group children can list the problems on the chart and then prioritize them using the headings.

At the beginning of the project, the teacher can use the needs analysis chart to identify other problems affecting the health and well-being of the children. If mines are far less important to the children than other problems like 'bullying' or 'malaria', it is important that a way is found to give attention to these other problems too.

Activities to develop understanding

1. Talks

- *Someone from a mine action team talks to children*

Teachers find out where the nearest mine action team is based. They invite specialists to talk to children about the five pillars of mine action.

Teachers need to help experts prepare their talks so that they are at the right level. It is helpful if children prepare questions for the expert in advance, such as:

- Do you know where the dangerous places are?
- What kind of mines do you find round here?
- What should we do if we see a mine?
- What warning signs are used round here?
- When will our village/community be free from mines?
- Can de-miners or soldiers touch mines without being harmed?
- What can we do to warn other children about mines?

Remember to keep sessions lively.

- *Key members of the community talk to the children*

Teachers invite people in the community with special experience of the dangers of mines and the effects on their lives. Perhaps someone in their family has been injured, perhaps they are a mine accident survivor themselves (this needs to be treated with sensitivity as some mine survivors do not want to tell their own stories),
or perhaps they have been particularly involved in mine action activities.

Children prepare questions for the visitor(s).

2. Stories

Story telling can start discussions about the dangers of mines and the consequences of mine injuries. Children retell or dramatize stories using puppets. Stories can be made into a series of pictures or cartoons. Stories can be imaginary or about real experiences such as these below:

Thirteen year old Noy, the oldest of six children was helping his father to weed a family plot. There was an explosion from a mine. After months in hospital, Noy came home without his right arm and blind in his left eye. Scars on his left leg show it was amazing he did not lose that too. Noy now says there is no reason to go back to school because he won't be able to write with his left hand. He has stopped going to the village to meet his friends. He cannot bear to be seen by his friends as he is now. He feels that his life is over.

Mario had cultivated his plot for many years. One day he hit a mine. He died from his injuries two days before his fifth child, Sarah, was born. His widow Joana could not afford to feed the other children who were between seven and 15 years old. She sent her eldest sons to work with relatives 60 kilometres away. The two other children help their mother to farm in the afternoon and go to school in the morning. Joana misses her eldest sons very much and looks forward to their monthly visits.

Twelve-year old Tien was walking home from school with friends, Muon and Hong. They had been walking along the same road for five years. Heavy flooding had uncovered a mine less than one metre from the road. Muon stepped on it and both he and Hong were killed in the blast. Tien is now blind and his brain is damaged. The loss and injury of these children has brought grief and suffering to their families and friends. The explosion happened 20 years, seven months and nine days after the end of the Vietnam War.

The stories below can be used to highlight different risks. Different stories can be given to different groups of children who read the stories, create an ending, and then retell the stories to the class.

Looking for adventure

You are a group of boys (14-16 years). You have been forced away from your home during the fighting. Now you have returned home and see some things have changed - there are many soldiers still on the streets and areas that have been destroyed. You are bored and want to have some excitement so you and your friends decide to go up to the former frontline area to look at the old tanks and military vehicles.

Survival needs, e.g. tending cattle

Because of the war, your family has to keep your few cows in a small area. They are not getting enough to eat. They have lost weight and are in need of some good grass. The safe areas are over-grazed. In the last few days you have been allowed into some areas that you were not allowed into before. You decide to take your cows in search of grazing.

Invincibility

You are a group of young men returned from the war. You fought with bravery. You lived while others died. You feel nothing can hurt you and if you have been able to survive the war you can now survive anything. Besides, you think you know about mines because you were soldiers.

Curiosity

You are a group of children. You have been living in difficult circumstances for the past years and now that you are travelling home you want to see your friends and have some fun with them. You and your reunited friends are curious about the things lying about in the fields; there is an old truck and other military things you have never seen before.

Ignorance

Your father has died. Before the war came your parents were farmers who looked after their children and worked the fields during the planting season. For three years you have lived in a refugee camp. When the war finally ends you all return to your village. The fertile land has many hidden mines and UXO. To get food you have to gather it from the forests and collect water from a faraway river. But you have no experience with mines or UXO and do not know what they look like.

Belief in a super hero

You and your friends have read in a comic book that if you get into danger a superhero will come and rescue you. One day you are walking down a path to the river and you see something suspicious. You think it may be a mine and you are afraid. You shout for the superhero to come to rescue you. You wait for a while but nothing happens.

Folk stories, heroes and heroines can be used in new stories to warn younger children of the dangers of mines. The central character might be a clever, tricky animal like a rabbit or a monkey with magical or special qualities such as 'big powerful eyes' for spotting mines. The character could become a mascot for a mine risk education campaign and could appear on T-shirts and stickers. (It is not a good idea for young children to get ideas that they will be magically rescued if they get into danger as this may give them confidence to go into dangerous areas.)

3. Role plays

The teacher can introduce this activity by talking about the different reasons people take risks to go into unsafe areas. (These will be different in different places.) Use or create examples that are relevant. Divide children into groups and give them the same or different role-plays to practise and then perform.

Nabil and his friends are playing by the river. On the far bank they see a suspicious object - perhaps it is an unexploded bomb or a mine. Rashid picks up a stone and puts it in his catapult. He wants to see if he can hit the object. What does Nabil say to Rashid? Can he stop Rashid? Will Rashid call him a coward? What will the other children do or say?

A group of children have taken the goats to graze. Maria wanders off on her own. She sees a sign with a picture of an explosion and realizes that she has walked into a mined area. She is very frightened. She calls out to her friends. What do they do? How should they help her? What advice do they give?

Hai's father earns money by collecting scrap metal. Hai comes home from school and sees his father opening up an old bomb. Can Hai ask his father to stop? What can Hai do?

Discuss the issues raised by the role-play after the performance. To develop the children's skills in role-play also get the children to discuss each other's skills in performing the role-play, for example:

- You spoke very clearly.
- I didn't understand this well as I could not see your faces only your backs!
- It was funny but a bit rushed.
- It was a bit too long and got boring at the end!
- I liked the way you played the old man. The voice and the walk were very realistic.

Always give the children a time limit for their performance (e.g. five minutes). Always stop them when the time set has passed so that they get to learn how long five minutes is! Get one of the children to be a time-keeper and blow a whistle or bang a drum when the five minutes is up.

4. Puppets

Puppets are often used to address sensitive issues. In mine risk education programmes they can be used to explore issues such as:

- Attitudes towards children with mine injuries.
- Grief at the loss of friends or family.
- Stopping an adult from behaving dangerously (e.g. a parent trying to defuse a mine at home).

Simple puppets can be made from almost anything - piece of cardboard, paper bags, old socks and scraps of fabric.

Making a puppet from a paper bag with the bottom folded over
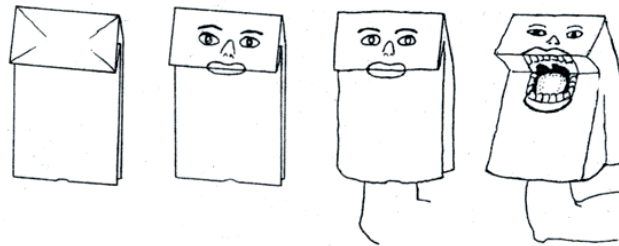
(from Werner, D and Bower, B. *Helping Health Workers Learn*. Hesperian Foundation, 1982)

Teachers discuss with children what message they want to convey, then let the children make up their own puppet plays.

5. Games

Games help to develop understanding. They can also be a good *Step 4, taking action* activity, when the children take a game and play it with friends who have not been to the mine risk education classes, or with their families at home. Children can also make games to play with younger children.

- ### Do and Don't board game

For every six children you will need to make a game set which includes a set of cards, a board, six counters and a spinner as described below.

Make a set (or several sets) of *Do* and *Don't* cards. Here are some ideas to write on the back of the cards:

Do cards	*Don't* cards
Stop when you see a mine	Don't go into any areas that may be unsafe
Help survivors of mine accidents	Don't go to people who are injured or who are in an unsafe area. Fetch help
Walk and play only in areas you know are safe	Don't pick up, or throw things at, strange objects
Shout for help if you find yourself in an unsafe area	Don't stay near someone who has a mine or a UXO in their hand
Warn others of dangers from mines	Don't take away official signs or tape which mark unsafe areas
Fetch an adult if someone is in danger or has been injured	Don't touch any warning signs that mark the position of mines
Do challenge or question anyone saying that they are not in danger from mines	
Go to meetings or classes to learn about the dangers of mines	

Make a board as shown below replacing the words 'mine signs' and 'mine clues' with actual signs and clues that are relevant to the local situation.

Start	⇨	Mine Sign			Mine clue			
							Mine sign	⇦
⇩			Mine clue					
Mine sign						Mine clue		⇩
⇩		Mine sign						Mine clue
Finish			Mine sign					⇩

Make a spinner as shown. Then give each segment a number from one to six and colour or pencil each segment a different colour or pattern. Then insert a matchstick in the middle.
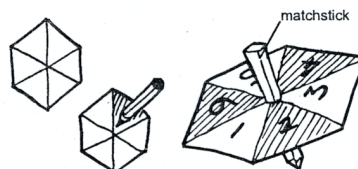
To play the game:

- Each child has a counter and the counters are placed on the *Start* square on the board.
- Shuffle the *Do* and *Don't* cards and place them in a pile face down.
- Children take it in turns to spin the spinner and move their counters from the start position to the end position travelling from right to left and left to right in the direction shown by the arrows. They move the counters along the board for the same number of squares as is shown on the spinner when it comes to rest.
- If a player lands on a mine sign or a mine clue they pick a card. They read it out and they have to say if it is a *Do* or a *Don't*. The answer they give is then discussed and agreed in the group. If they are in any doubt they ask the teacher. If they are wrong the player moves their counter back three spaces. If they are right they move it to the square after the next mine sign or mine clue.
- The card is then replaced at the bottom of the pile of cards and the game continues.
- If the player lands on a blank card they just wait for another turn.
- The winner is the one who arrives safely at the *Finish* square on the board.

- ***Snakes and ladders***

Create a snakes and ladders board filling in the relevant squares with positive and negative information about mine risk education. Have enough counters for each player (four to six) and a dice or spinner. The highest first throw starts the game and each player moves according to the number on the dice or spinner. If they land on a negative message at the top of the snake, such as, *'You did not ask the local people for the safe path'*, they go down to the square with the tail of the snake. If they land on a positive message, such as *'You attended a mine risk education class',* they get to go up the ladder. The first player home, wins!

- ***Looking for clues***

This game consists of a very cluttered picture in which the children are required to look for clues to mine-related objects. Realistic images of partly buried mines, UXO, crossed sticks, skeletons, etc. can be mixed with everyday objects such as an empty bottle, birds, frogs, wagon wheels, etc. in an appropriate setting. This can be a good way of teaching children to be constantly aware of the dangers in their surroundings. This game benefits from adult supervision to get the most out of the messages. Illustrations must reflect the specific dangers faced by children in the community.

- ***Picture sequence***

This activity requires full class participation. It consists of a set of four to six simple pictures (or photographs) that, when put together, tell a mine risk story. The children help to put the pictures in the right order and then discuss or write a story on the images and concepts that they have heard and seen.

- ***Fill in the missing words***

Prepare statements (safety messages, messages from campaigns, lyrics from safety songs, etc.). Remove some of the key words and get the children to fill them in.

- ***Jigsaws***

Make jigsaws using posters or pictures with safety messages.

- *Colouring book*

Colouring-in illustrations can be produced easily and cheaply. The outlined illustrations should give safety messages. When the children colour in, they pick up some of the safety messages. It is a good idea to have a discussion before and after the colouring-in activity.

6. Make maps of the community

Note: Try this activity only if it is possible to involve mine action experts at the discussion stage.

Children are good at making maps of their community and enjoy doing this. In groups, ask the children to outline all or a part of their community and then mark on these outline maps areas that they think might be dangerous. It is useful to have large sheets of paper, pencils, thick colour pens, glue, scraps of materials, etc. to help with creating clear, colourful maps.

The maps can then be displayed and discussed with community leaders and experts in mine action. This activity is good to do with mixed age groups. Allow plenty of time. It is important not to over-dramatize or exaggerate the dangers.

7. Give clear directions using maps

Children sometimes have to give clear descriptions of where they have seen a suspected mine, or another child or even an adult who has found themselves in an unsafe area and needs help. They may need to direct a responsible adult towards the place or warn others not to go near it. Children need to develop skills to describe places accurately.

- Draw a simple map of a local area on the ground, a blackboard or on a sheet of paper. Add in features such as trees, a stream, a well, etc. The map could be made up, or be of a school, or a route from children's homes to school. Mark the map with a starting point and a finishing point.
- Discuss with the children the different features of the map: tree, stream, paths, roads, buildings, etc.
- In pairs, children practise explaining how to get from the start to the finish.
- In the whole group, one child gives instructions with another drawing the way on the map. It is important that local words are used for this activity.
- Draw another map with a relevant danger or danger area marked on the map. Repeat the activity.

8. Watch a mine being detonated

If it is possible, older children can watch a mine clearance team detonate a mine so they can hear and see the kind of blast it makes. This can be a powerful lesson to children who are perhaps in the higher risk groups, such as teenagers or the leaders of a group of young boys. They will learn that they cannot run or hide from an exploding mine.

Step 2: Activities to find out more

Note: In small communities, people can become tired of being asked questions about mines. Before this step, and where relevant, teachers should check what other 'finding out' activities have been conducted or planned. The children's activities need to work alongside other activities and not compete with people's time and interest.

At s*tep 2*, children should have some understanding about the dangers of mines. They may have done some of the activities in the above section in order to develop this understanding. Most of these activities will take place in the *learning place*. To deepen this understanding further and to help develop ideas about what they can do to help, at *step 2*, children go out to their friends and/or family and/or the community to find out what the problem of mines means to the people they love and live among. Most of these activities will take place in the *living place*. This is NOT the stage where children are doing things to help spread information or ideas in the community - it is the stage where they are finding things out.

A simple way to approach *step 2* is to ask the children to repeat one of the *step 1* activities with friends or family, for example:

1. Repeat step 1 activities

*   *Needs analysis chart*

Children create a chart with their family or their friends and, in the section on *what children can do* (about the problem of mines), they can focus instead on *what we all can do.*

*   *Feelings and expressions activity*

Children draw their own 'expressions' cards and then use them to find out what people in their family feel about mines and why.

*   *Making maps and giving directions*

With friends or family, children make maps of the community and then practise directing each other from different starting and finishing points.

If it is the first time that children have done this kind of thing then, before the children go to *find out more*, use role-play to help the children practise how they might approach their family or others to help them with an activity.

2. Do a research activity

Children can conduct simple research projects. Research helps children find out real information about real problems. This information helps children think about real solutions. Children can be involved in making up questions, in collecting information, in making charts to show their results and in drawing conclusions from what they have discovered.

Research is not the same as testing. Adults feel awkward if they think children are testing their knowledge. Usually quite a large number of people take part in a research activity and the questions that are asked are short and easy to answer. Everyone involved in the research is asked the same questions.

To help children develop good research projects, get them to do the following:

- *Select a simple, clear aim for the research*

- Research to find out what people in the community feel about mines.
- Research to find out what people would do if they saw a mine. (This would help children find out if people are following a safe code of behaviour or if people need information to help them act in a safer way).
- Research to find out how survivors of mine injuries felt after the injury, how the injury has affected their lives and how people have helped them. (This would be appropriate only if there were several survivors in the community). They would need to be approached by an adult first and the survey conducted in a sensitive way.

- *Plan how to collect the information*

- By talking to people.
- By observation.
- By asking experts.
- By getting people to respond to pictures, etc.

- *Plan how to record the information*

- As a chart.
- Using tape recorders.
- Writing out answers to questions and ticking these to record the number of people who gave the answer, etc.

- *Plan how the information may be presented to others*

- In a chart form.
- As a diagram or map.
- As a story, etc.

Note: Before the research activity, also read the suggestions on page 44 on *Presenting and sharing findings from research activities*.

- *Do a role-play to help with research activities*

For children not used to collecting information, help them to practise approaching a person and conducting research using role-play. The role-plays could have the following structure:

- Introduce yourself.
- Ask the person if they can spare the time to talk/read/draw, etc.
- Introduce the purpose of the research.
- Conduct the research activity.
- Say thank-you and goodbye.

3. Collect stories about mine accidents

Children ask friends, family and other community members to tell them a story about a mine accident. They retell the stories to their classmates. It is helpful if the children try to find out the reasons why those who are injured took the risk to go into unsafe areas.

4. Visit and interview experts at their offices

If there is a mine action centre in or near their community, children visit the centre to find out about the mine action programme in their community. It is best if they prepare questions to ask the officials they meet. One of the most important questions to ask is what the experts advise children to do if they see a mine. Most programmes will advise children to stop walking and shout for help.

Children may need to practise giving an interview using role-play. This can be done at the learning place before the finding-out activities start. It often works well if two or three children ask the questions. Children need to be taught to listen carefully to the answers and try to practise asking further questions in response to what has been said, rather than always stick to the prepared list. This is a listening skill that needs to be practised and developed over time.

5. Talk informally to children or young adults who are mine survivors

If there are few mine accident survivors in the community it may be more appropriate for children to ask to talk informally with them rather than involve them in formal research activities. Children can talk to them about their accident, how their lives have been since it happened and what they would like to do in their daily lives which needs others' support, such as:

- Running errands for families needing help.
- Playing and talking with children who are injured.
- Encouraging children who have been injured to go to school and helping them if necessary with school work they have missed.
- Helping mine survivors feel included and supported by those around them.

As before, this needs to be done with great sensitivity as, in some programmes, mine survivors have said that they disliked being asked to tell their own stories.

Step 2 activities do not fit neatly into a certain time frame. They are activities that need to be done between two sessions based at the learning place but if the children experienced difficulties with research activities it may be best for the problems to be discussed and the activities repeated.

Step 2 activities should continue until the teacher is satisfied that most of the children have found out some information they did not know before.

Step 3: Activities to share ideas, prioritize and practise

The finding-out activities in step 2 often produce many ideas for problems that need solving. For example:

- Many people do not think they can do anything about the problems of mines, and they say they have lived with danger for a long time. They want the mine clearance teams to make the community safe.
- There is a group of boys who do not go to school and who look for mines to sell them.
- There is a very poor family whose father was killed by a mine.

- There are two children who have been injured by mines and who do not go to school.

A mine risk programme will only be successful at changing high-risk behaviour if the programme gets to the bottom of the problem. For example, if people get injured or killed collecting firewood, this is probably because firewood is essential, not because the people do not know their behaviour is risky. The problem may not be lack of information but the lack of any other option. A programme can help to create options, e.g. by providing people with a stove that burns alternative fuels. If water collection is an issue, why not create another water source - a tap or bore hole in a safe area? Options need to be developed with the participation of the community. Children can help develop these options and with adult support, help them to become acceptable even as short-term solutions.

At *step 3*, children are back at the *learning place*, sharing what they found out, identifying problems, deciding on action to take to solve problems and preparing for these activities.

1. Methods to share ideas

- ### Stories

If, at *step 2*, the children were asked to collect a story/stories about a topic from a friend or relative, now get them into small groups (perhaps of four children). Ask them to tell each other the stories they have collected. Then they select one of the stories to share with one other group. Afterwards, the teacher can start off a discussion using questions such as the following:

- In one sentence, what was the story about?
- Does the story tell us about the problems of mines?
- Does the story give us any ideas of what we could do to solve some of these problems?

After each question, the teacher can write down children's responses on a flip chart or poster.

- ### Presenting and sharing findings from research activities

We want to encourage children to use their own data that they have collected. A simple bar or column chart is much easier for them to draw than a pie chart which is hard.

There are several activities that arise from collecting and displaying data:

- ♦ Preparing a simple questionnaire with children in which the questions are clear and simple and the answers easy to record.

Questions with yes/no answers

Have you ever seen a land mine? YES/NO
Do you know what to do when you see a land mine? YES/NO

These are good for changing to percentages. A simple way for children to collect the right number of responses is to have a grid with 20 squares on it.

Have you seen a land mine?

The children put a tick or cross in each square depending on the response they get as they question people at home (tick for YES, cross for NO). When the grid is full they have got their 20 answers which can be turned into a percentage: 4/20 = 4/20 x 100%= 20%

✓	X	X	X	X
X	X	✓	X	X
X	X	X	X	✓
X	✓	X	X	X

Questions with a variety of responses

What do you feel when you see a land mine?
Angry, Curious, Afraid …

What do you do when you see a land mine?
Nothing, Run away …

Children should be asked to suggest four or five possible answers before the survey. These possible answers should be put into a simple tally chart *before the survey* so that children have somewhere simple to record responses. Each response is shown by X or any symbol children choose. (There is no easy way to control the sample size.)

People's Response															
Angry	X	X	X	X	X	X	X	X	X	X					
Curious	X	X													
Afraid	X	X	X	X	X										
Don't know	X	X	X												

♦ Converting a tally chart into a bar chart. The chart should have a simple 1 to 1 scale, i.e. one square coloured for each response.

♦ Converting the responses to percentages. Hamid asked 20 people what they felt when they saw a mine. He found these answers in his survey:

Angry: 8
Curious: 4
Afraid: 6
Don't know: 2

He converted the answers to percentages, e.g.:

Angry: 8/20 = 8/20 x 100% = 40%

♦ Comparing data. The reason percentages were invented was so that we could compare data from different surveys with different sample sizes. So the next activity would be to compare Hamid's results from a survey of 20 with Bina's from a sample of 25.

After the presentations, the teacher summarizes the different results. The teacher then helps the children identify the problems and ideas coming out of the research, for example:

- Half of the people feel afraid of mines and do not know what to do to try to avoid accidents.
- Perhaps we could find out information about the mines here and ask someone from the mine action centre to meet with people and talk to them about mines.
- At the same time we could do a play and some songs about how to avoid dangerous areas … etc.

- ***Display and discuss maps***

If one or more maps have been created, these can be looked at and discussed. This needs to be done so all the children can see the map(s). It may be best to engage children's interest by putting the map(s) on the floor and have the children sit around it. If there is more than one map and if time allows, a whole group map could be created using the best elements from each map.

2. Methods to identify problems

- ***Discussion***

The teacher can use discussion methods to help identify problems from the results of the *finding-out* activities and which ones the children might be able to address. It may not be appropriate for children to do something about every problem.

- ***The 'but why?' game***

The *'but why?'* game is a method that is useful to help explore the causes of problems. The idea is to get the children asking, *'but why?'* after stating a problem. For example:

- Half the people in this community feel afraid of mines … *but why?*
- They don't know where the mines are … *but why?*
- No-one has told them … *but why?*
- There have not been any meetings … etc.

Each of the problem statements can be written onto a circle of cardboard and linked by cutting through the card at one point in the circles.
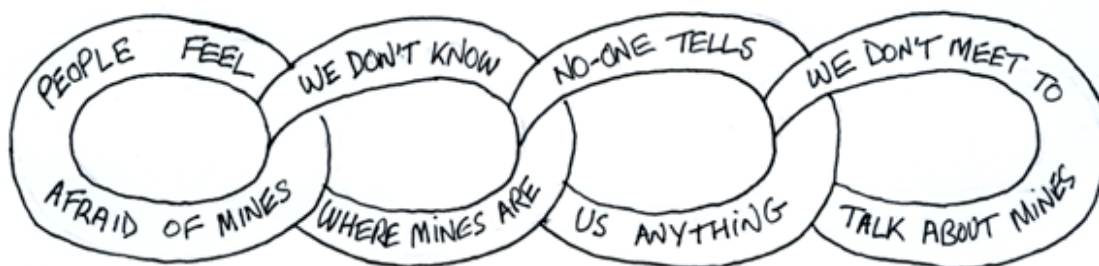
The children develop a chain of statements as far as they can. Then they think of how they can help solve some of the problems in the chain.

3. Prioritizing problems

The teacher can make the choices about which problems may be suitable for the programme but the children will feel more ownership of the problem if they participate. Children will often take on difficult and surprising topics when made responsible for selecting them.

In a Child-to-Child programme in the UK, children prioritized 'dog dirt' as an important environmental health hazard in their community and launched a campaign to get dog owners to clean up after their dogs. Imagine if a teacher had told the children that they were going to do a project on dog dirt - they would not have been very happy!

In a Child-to-Child programme in Uganda, children selected to create and maintain clean school latrines. They developed ways of keeping the latrines fragrant by using ash on the floor and making small high windows to increase ventilation. They grew flowers outside the latrines and made tippy-taps from old plastic bottles and biro caps so that children could wash their hands after using the latrine. They had a rota of teams of enthusiastic children who looked after the latrines for a week at a time. There was no adult supervision of this project. Just praise! It is hard to imagine such enthusiasm if these activities had been forced on them.

- **Using the needs analysis chart**

As suggested on page 34, the needs analysis chart can be used at this stage to prioritize the problems collected at *step 2*.

- **Voting**

Voting is a way to select the top priority problems for children to address. A simple 'hands up' method can be used (good if there are two main choices). If there are more than three choices, these can be written on the board and children given three 'votes' to place next to the problems they would most like to see addressed (one vote per problem). It is fun to do this by giving children three stickers each and get them to put their sticker next to the problems they want to vote for. A simpler way to do this is to give children three stones, to put a chart onto the floor, and get the children to put the stones next to their chosen problems that are marked on the chart in words or pictures.

The teacher then works with the group to help them decide if they all work on one problem or they divide into groups to work on different problems.

4. Preparing to take action

Once the children have chosen one or several top priority problems to solve, decisions need to be made about how to go about solving the problem.

- Is it by direct action? e.g. *behaving in a safer way by walking down the middle of safe paths only.*
- Is it by informing other children, friends, family and the community of the dangers?
- Is it by trying to persuade others to behave more safely? e.g. *do not attempt to collect and defuse mines.*
- Is it by trying to persuade those in authority to do something to improve safety?

Activities can then be chosen depending on the nature of the problems to be solved, the age and experiences of the children and on their relationships with others. The matrix on page 33 illustrates the many different ways in which solving problems can be approached at this step.

Children will need to prepare and practise these activities carefully.

Step 4: Taking action

As discussed in the previous section, the activities being done at this stage will depend on the nature of the problem, the age and experiences of the children, their relationships to others and many other factors.

Here are few ideas of activities that work well.

1. Posters

Children can make warning posters. Effective posters have the following characteristics:

- They send a clear message.
- The message is relevant to the target audience.
- They have bright colours to draw people's attention.
- If words are used they send the same message as the picture.

It is not easy to develop an effective poster but the children involved will learn by creating them. Consider having a public event to open an exhibition of posters. This will increase awareness of the children's messages.

An all-day poster competition

Have an all-day poster competition held in a public place to get attention. All children and adults can enter. Different age groups have different subjects, for example:

- Peace.
- Mines in our fields.
- The war in peacetime.
- Safety now.

People can practise before the day but create the poster again at the event itself. Key people in the community can be asked to judge the competition and give prizes. Paper, paint and brushes need to be provided as well as a method to hang up the pictures when they are finished. Refreshments could be sold and music could help to bring people to watch the painting and the final exhibition. A local sponsor could fund the event.

2. A play or a puppet show

Children can create short plays or puppet shows to transmit basic safety messages to younger children, to same-age children or to the community as a whole. Messages need to be clear and simple and the plays short and entertaining.

3. A community safety day

A special safety day can be planned held at the school or in a public place. Events could include a poster competition (see above), plays, songs, poems, music, displays of maps, demonstrations of mine signs, talks on safety by experts, puppet shows, etc. A safety day can act as a focal point for other on-going activities.

4. Three-minute talks at 'speakers' corner'

In a public place (or at school), children can give three-minute talks on different aspects of the problem of mines affecting them and their families.

5. Dramatized debates

Two teams of children can act out a debate and call certain characters to support their side of the argument, for example a survivor of a mine injury, a soldier, a mother who has lost a child because of a mine, a politician, etc.

Here are some ideas for topics:

- Children should bring strange-looking objects and show them to an adult. (Children should never touch strange looking objects!).
- Now the war is over, we are safe.
- Mines stop the development of our country.

The audience votes for one of the teams at the end of the debate.

6. Making and distributing leaflets

Children can make safety leaflets to print and then give out to people in the community. In the leaflet, basic dangers can be explained. It can show the results of different survey activities conducted by the children and give ideas on how to live more safely.

7. Radio broadcasts

Children can be powerful voices on the radio. They can be included in discussions about the problems of mines and help with broadcasts to make people more aware of dangerous practices.

8. Playing mine risk games with friends and family

Games which have been used at *step 2* to develop the children's understanding can be played at home. Games can be used during the safety day with children who know how to play the games showing other children (and adults!) how to play.

9. Animation and 'claymation'

As described in the case study on Child-to-Child activities in Lebanon, children can be involved in producing effective animation or 'claymation' films (animating clay models).

10. Creating safe play areas

With help from adults, children can create a safe play area. Simple play equipment can be used to attract children to the area.

In Laos, out-of-school youth clubs are given 'sport-in-a-bag' kits to encourage the development of sporting activities in safe areas. The kits include items such as footballs, a badminton set, art activities and other traditional games.

11. Helping to lobby for safer ways to meet basic needs

The basic reasons why people in the community go into unsafe areas may be to meet their basic needs, e.g. to collect firewood or water, to get grazing for their animals or to collect scrap metal to get income for their families. If this is so, mine risk education may do little to help. However, children can be involved in trying to get help to meet those needs in other ways and to get safe paths established by mine clearance teams.

12. Supporting children who have survived mine injuries

Children can play an important role in identifying children who have survived mine injuries but are not coming to school or have become isolated at home. They can help the children come to school, feel included in all aspects of school and community life and help them catch up with missed school work.

Step 5: Evaluating activities

Evaluation activities at *step 5* should look at two main issues:

- The impact of children's activities on others (friends, family, the community).
- The impact of the activities on the learning of the children involved.

1. Finding out the impact on friends, family and the community

Children involved can collect information about what others have learned. They can do semi-structured interviews with people they hoped to reach and ask them:

- Did you learn something from our activity (e.g. poster competition, play, puppet show, songs, march, activity day, etc.).
- What did you learn?
- Will it/has it changed the way you do things? How?
- Was there anything you think could be improved? How do you think we could improve it?
- Do you have any other comments?

Pairs or small groups of children can collect this information at home and in the community and then bring it back to the *learning place* for discussion. It is useful if this information is collected both immediately after an activity and again after two weeks or so.

The questions that are asked will depend on the age of the children and whom they are interviewing. Children can create the questions or they can be created with the teacher's help, or they can be set by others wanting to get information to evaluate the programme. (Even outside evaluations need to consider how to involve the children in the process of evaluation.) Role-play can be used to help children develop skills in interviewing. Even if they interview each other, this can give helpful information.

2. *Finding out the impact on the children involved*

At this step, it is important to find out the impact of the activities on the children involved and on any others the children's activities hope to influence. The types of questions that need to be asked are as follows:

- Do the children involved in these activities understand the basic safety messages?
- Are the children involved in the project behaving in a safer way?
- What other benefits are the children getting from these activities?
- Have children passed on useful information to others?
- Have the children's activities affected the behaviour of others? If so, how?

The questions should relate closely to what the children have been learning in steps one to four.

The questions can be asked by the children themselves, by parents, teachers, and other community members, or by outsiders.

Methods to answer the questions can include discussions and interviews. A prepared list of questions can be used with different groups of people, or discussions can be informal. Observation can also be used - are people actually using the safer paths? It is best if more than one method can be used to find out answers to a question.

If time is short, teachers should at least conduct a discussion with the children. It is best to do this in groups. Questions like this can be asked:

- Did you enjoy doing the activities?
- What did you like doing most/least? Why?
- What was the hardest thing about these activities?
- What have you learned from doing the activities?
  - About yourself?
  - About others?
- How can you make the activity better?

It is exciting when members of the family or community can join groups of children when they have these discussions. At the end of the session, one child from each group can summarize the ideas.

Here are two active methods that can be used to evaluate activities or the project as a whole. Think carefully about the questions to ask.

- *Movement evaluation*

Set up a line of five chairs across the room. Number or label the chairs to indicate that they represent a range of feelings from *strongly agree* to *strongly disagree*.

Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**

(Numbers can be used instead provided, the children are clear about what the numbers mean!)

Children listen to statements such as:

- The mine risk class was fun.
- I understand more about how to keep safe.
- I know what to tell others about keeping safe.

The children are asked to stand behind the chair that represents their feeling in response to the statement.

When the children are in position they explain why they feel the way they do.

- *'H' assessment*
(To do at the end of a project or series of activities,)

1. Children are divided into groups. The groups sit around a large piece of paper with the letter, *H* written on it.

2. In the left column is a happy face. Children discuss and list (or ask the teacher to list for them) all the things they liked about the project.

3. In the right column is a sad face and the children discuss and list all the things they didn't like about the project.

4. A scale of 1-5 is written across the middle horizontal line. Children are asked to make a cross against a number to show how good they thought the project was. (1 for not so good and 5 for excellent.) The average score for each group is then worked out and is written in the upper middle section of the *H.*

5. In the lower middle section children are asked to list ideas for future improvements.

6. Using the *H* diagram, each group feeds back their scores and their ideas. (If there are more than three groups, each group can put up their diagram and the whole group visit each others' diagrams.)

In section six, examples of indicators are listed. These can be used when planning the evaluation of a Child-to-Child component in a mine risk education programme.

Step 6: Doing it better

At *step 6, step 4* activities are repeated with improvements, additions or other changes in response to findings from the evaluation activities in *step 5*.

For more guidance on evaluation, see Appendix 1.

Section 5: Case studies

In this section there are five case studies. In three of them, the reader is given an overview of the programmes (Afghanistan, Cambodia and Yemen) and in the other two, there is considerable detail on how workshops were conducted with teachers and children (Croatia and Lebanon). All are an inspiring testimony to the power of children's actions, and provide examples of the way in which children are getting involved in mine awareness. We are extremely grateful to those who have contributed to the preparation of these case studies. Contact addresses are supplied under each case study for those seeking further information.

A LANDMINE EDUCATION PROJECT IN AFGHANISTAN

Adapted, with permission, from a longer article by Sarah Warren, Save the Children Federation, in Rädda Barnen (Swedish Save the Children) *Mine Awareness for Children: A Discussion of Good Practice,* **Stockholm, 1998.**

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Save the Children Federation (SCF/US) began its Landmine Education Project (LEP) in Kabul, Afghanistan, in April 1996. It developed a participatory curriculum based on principles of non-formal education. Child-to-Child was one of the methods used.

Mine awareness based in schools

In the first phase, the LEP was almost entirely school-based and implemented through the city's public schools. Forty SCF/US facilitators ran two sessions each day for students in grades one to twelve. The programme consisted of two segments: first, a multi-media slide show containing all the key messages about living in a mined area and, second, a ninety-minute session during which students participated in a variety of educational games and activities. To ensure that the children absorbed the messages and adapted their behaviour, SCF/US trained selected volunteer teachers from each school to carry out a series of 12 follow-up education sessions for all participants.

Non-formal approaches

Shortly after implementation began, staff recognized that many children who did not attend school were at high risk from the dangers of landmines and UXO. Many of them worked as shepherds or collected scrap metal and firewood. It soon became evident that the LEP had to develop ways to work on a much larger scale outside the school system, particularly as the public schools close each winter for four months because they are not equipped for the harsh weather. In addition to this, in late September 1996, the schools were shut down by the Taliban militia and when they were re-opened several weeks later, girls were not allowed to attend and female teachers, who accounted for an estimated 70% of all teachers, were forbidden to return to the classroom. This event marked the real shift for SC/US from the school-based approach to an out-of-school approach.

Three approaches were used, as described below.

The Emergency Response Team (ERT)

The ERT was established in reaction to emerging information about the alarmingly high number of incidents that were taking place in certain areas of the city. The team identified high-risk areas and quickly reached large numbers of children with landmine/UXO education. The ERT developed a standard two-hour session based on the activity session that had been used in schools. Four groups, each containing three male facilitators, took responsibility for four districts of the city, sometimes crossing into other districts, as needed. Each set of ERT facilitators identified all the mosques in their districts and began using these as gathering places for participants. After reaching as many children as possible in the area surrounding one mosque, they moved on to the next. Another pair of facilitators was also hired to travel around the city on a motorcycle to educate Kuchi nomads and internally displaced people.

Pros and cons

- Gathered large numbers of children in high-risk areas.
- Extensive geographical coverage.
- Established strong relationships with the communities and authorities in the high-priority districts.
- The programme reached thousands of people passing through Kabul on migratory routes.
- Did not follow up training and reinforcement of messages or simply repeated previous activities. Children, community members, and facilitators grew tired of seeing the same materials and format again.

Hospitals and health care clinics

These soon provided a venue for teaching landmine/UXO education. Fourteen female facilitators were assigned to clinics and hospitals, where they began running sessions for child patients and visitors, as well as some accompanying adult female relatives.

Pros and cons

- Facilitators had a great deal of time to spend with the children at each site. They usually spent several hours over four to five days introducing key messages and basic materials to children.
- Children returned again and again as there were few other educational opportunities.
- Facilitators and children grew bored with materials.
- Few opportunities to expand the programme to reach children who were not patients or relatives of patients.

The Children's Network

This group carried out most of its activities in a densely populated housing project. Two female facilitators trained and supervised female volunteer branch leaders. These leaders then ran landmine/UXO education sessions for children. Both the hospital/clinic teams and the Children's Network also began to incorporate into their sessions other developmental and social activities for children.

Active learning methods

The LEP adapted the principles and methodologies of non-formal education. It used a series of games and activities that enabled children to learn through play and interaction with their peers. SC/US trained facilitators to guide children through the learning process. The programme encouraged children's participation and stimulated them to solve problems and relate lessons to their own experiences. Most sessions used group work.

Using non-formal methods was a key success of the project. Facilitators required considerable training, monitoring and support and even after two years needed close supervision and refresher training. The sessions were very popular. Children flocked to the sessions and parents, community members, teachers and other representatives of the Ministry of Education supported the programme enthusiastically and advocated its expansion.

The Child-to-Child approach was used in a number of ways:

- Children were asked to discuss pictures and analyze situations together in small groups.
- Children who had already attended several sessions helped facilitate small group activities for other children.
- At the end of every session, children were asked to pass on messages they had learned to people in their homes and communities.

Involving children in these ways maintained their interest and fostered a sense of confidence and pride.

It was important that the children were supervised closely so that information being transferred was correct and complete. Some children were observed bullying other children, rather than working to facilitate the learning process.

The involvement of teenagers

It was hoped that the Children's Network could be a base for training children to go out and work with others on mine awareness. However, there was a concern that the quality of the lessons could not be guaranteed and that attempting to monitor such a large system would be impractical. Instead, several adolescent girls were recruited and have demonstrated impressive skill in their work with children. Also, many of the 200 male mine awareness educators trained by SC/US in high-risk communities were teenage boys. Like all adult volunteers, they required training and close supervision, but the benefit to them and the children they reached was worth the effort.

Teenagers in Afghanistan are in need of focused attention, many of them having spent their entire lives in a war-torn society, suffering a variety of hardships as a result. Most of them are receiving little or no education and few can find jobs. Teenage girls, in many areas, have no access to education or job opportunities and are restricted in their movements and social interactions. Therefore, participating in the LEP provided these youth with a unique learning experience that enabled them to make a positive contribution to their communities while simultaneously gaining some valuable skills. Teenage volunteers were also positive role models for younger children.

In summary

In designing a landmine and UXO education programme for children, creativity and innovation were vital to capture and maintain the attention of participants. Materials and methods should invoke children's experiences, encourage their participation, and demand that they demonstrate good decision-making skills and behaviour through repeated practical exercises.

Over the long term, the programme must remain focused on its vision of helping children adapt to life in a mined environment, remaining flexible enough to adapt to changing circumstances and lessons learned. Priorities and approaches should be reassessed periodically, with particular attention to identifying shifts in the mine/UXO situation, changes in vulnerable populations, and new information regarding the nature of the existing threat. Intensive supervision and on-going training are critical to ensuring a high standard of performance by the programme. Finally, while evaluating the overall effectiveness of mine awareness programmes is complicated by numerous factors, at minimum, the general quality of the programme should be monitored and the effectiveness of delivery mechanisms evaluated.

CHILD-TO-CHILD GUIDELINES FOR TEACHER TRAINERS IN CAMBODIA

By Patrick Fayaud

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The mine risk education programme is implemented by World Education, in partnership with the Ministry of Education, Youth and Sports of Cambodia, and supported by UNICEF. The aim of the programme is to institutionalize mine risk education in the primary school curriculum. One of the objectives is to also reach children not attending school, and one of the strategies used to do this is Child-to-Child education.

The programme is a nationwide one, as the aim is to develop a national curriculum for mine risk education in primary education. Meanwhile, it more particularly targets the most affected provinces (seven provinces) and districts (30 districts) of Cambodia, where Ministry of Education staff and teachers get a specific training, a quite substantial set of teaching aids, and technical support from World Education. The programme started in January 2000 and is to be completed by December 2002. By the end of the programme, about 4,000 primary school teachers will have been trained and 200,000 students reached.

The Cambodian Ministry of Education has been very supportive to the initiative, as it considers it a way to improve the quality of education in remote and deprived areas of Cambodia. World Education Cambodia developed guidelines, which are being used by the Ministry of Education trainers. They train primary school teachers in the process described in the guidelines, with the primary objective to reach children who do not go to school. The process links school activities with the actual needs and environment of the children, builds what is taught at school on existing knowledge of the communities, and encourages parents to participate in school activities. Child-to-Child activities are organized, prepared and planned by children themselves, under the supervision of teachers.

The in-class programme has been very successful and regular evaluation demonstrates that school students change to safer behaviours. The component of the programme aimed at out-of-school children has also been generally successful. In most areas, teachers have enthusiastically carried out the activities. However, some issues remain: the programme does not reach some of the intended children, and the quality of the messages decreases somewhat along the way. It is therefore important that the Child-to-Child activities are complemented with other activities such as direct education activities, or through other parent and peer education activities, when this is possible.

Guidelines for teacher trainers

Why are Child-to-Child activities important?

Of course, they are a way to reach children who do not attend school and provide them with information that will help them to cope with the presence of mines and UXO. But also, Child-to-Child activities reinforce the knowledge of school children (one remembers better what one has to teach others). Child-to-Child activities help create links between school students and out-of-school children and through them with the rest of the community. Child-to-Child activities generate a dialogue between school children and other members

of the community, and this dialogue, in turn, generates interest and support from the community for school activities.

The Child-to-Child activity process

Step 1: Organizing/planning the collection of information

Objectives:

- To organize and plan the work.
- To raise awareness and interest of students.
- To connect the activity with students' environment.

Firstly, the teacher raises the issue of mines and UXO with the children, but does not provide them with any information yet. On the contrary, he or she will ask children to go and collect information from knowledgeable people in the community. This stage is about organizing the study, making an inventory of the types of information needed, and deciding how this information will be collected.

The teacher then organizes groups of students (by village, for instance) and selects group leaders. The teacher helps the students to develop questionnaires for interviews, identify people to be interviewed, schedule survey activities and distribute roles and responsibilities.

A group of students from the same village will plan to visit the village they are from and collect information from parents, monks (village leaders), friends, out-of-school children, community members (ordinary people), mine victims.

Examples of information that will be collected

- Village history (upper grades).
- Socio-economic activities in the village.
- Activities that led to the incidents.
- Recent incidents, dates and places.
- Consequences of incidents.
- Number of victims in the village, in the school.
- History of the victims.
- Social impact of the mines and UXO.
- Locations of mines and UXO in and around the village.
- Mine focal person in the village.
- Locally-used mine signs.
- Procedures when spotting a mine or UXO.

Activities to be conducted

- Interview victims (children and adults).
- Interview village chief (when possible).
- Interview out-of-school children.
- Interview de-miners.
- Fill questionnaires addressed to parents, siblings, etc.
- Draw types of mines and UXO commonly found around the village.
- Make a map of the dangerous areas.

Please note: This is also the opportunity for the first safety message. Children should NOT go looking for mines!

Materials required

Depending on the activity to be carried out, children must be equipped with the appropriate material: questionnaires or guidelines if they are doing interviews, paper and pencils if they intend people to draw maps, mine signs, or types of mines/UXO known by people.

Step 2: Collecting the information

Objectives:

- Establish a relationship between students, out-of-school children and community.
- Collect information.
- Raise awareness and interest of students and communities.
- Connect the activity with students' environment.

Raising issues, initiating discussion, generating support

Step 2 not only involves children in collecting the desired information, but also in raising awareness within the community. It is an opportunity for children to discuss the issue with their parents and siblings, and is likely to initiate discussions among concerned people of the community. People will realize that the school is trying to deal with an issue that is directly relevant to children's daily life, security and health. This step is therefore aimed also at generating support from the community for the mine education activities carried out at school, and more generally to education as a whole.

Children carry out the activities, either by small groups or individually, depending on the type of activity and their own wishes.

Step 3: Children bring back the information to school/teacher

According to their age, children bring back information they can tell, draw or write.

Step 3: Organizing and structuring the knowledge

The teacher assists the children in analyzing the result of their data collection. Children should then have the answers to the most important questions they had raised at step 1:

- Dangerous areas/location of local mine fields.
- Recent incidents, dates and places.
- Dangerous behaviour/activities.
- Activities that led to the incidents in the village.
- Locally used mine signs.
- Social impact of the mines and UXO.

First messages can then be introduced:

- Never touch a mine or UXO.
- What to do when spotting a mine or UXO (reporting, etc.).
- Run away if you see people tampering.
- Never touch wire.
- Do not trespass where there are mine signs.

- Support children who have been affected by mines/UXO.

The teacher can draw a map with the children that indicates the dangerous areas of the village (this can be done outside, on the playground, so that children can move easily within the map).

Other information collected, such as number of incidents, can be organized under the form of charts or tables.

Discussion groups are organized to address issues, and to discuss appropriate behaviour, peer pressure, procedures, etc.

It is unlikely that students will bring back all the necessary information, and therefore the teacher will have to teach or organize specific activities to complete information collected. It is the role of the teacher then to define with the students what the solutions to the identified problems are, e.g.:

- Run away when you see people tampering.
- Avoid potentially dangerous areas.
- Rope your cattle.
- Report when spotting a mine, etc.

Step 5: Child-to-Child teaching activities

Objectives

- To transmit messages to out-of-school children and community, and involve out-of-school children in activities.
- To reinforce understanding of students.
- To share information within community.

At this stage, children take the knowledge acquired through queries and classroom activities back to the community (with a specific focus on out-of-school youth). The school students must know exactly what the messages they have to transmit are and what activity they have to conduct.

Examples of activities to be conducted by school students for out-of-school children:

- Telling stories.
- Collecting stories.
- Asking out-of-school children to draw situation related to mine/UXO risks.
- Plays for out-of-school youth.
- Games (e.g. stories without words).
- Drawing posters.
- Discussion groups.
- Teaching songs.
- Play the role of the teacher (use poster to initiate discussions, and tell other children about key messages).

At this step, the role of the teacher is to plan and monitor the activities, and to evaluate the impact. Students will report back to the class about the results of their activities. It is also a time when the teacher reinforces the message with the students, through specific activities, or through integration of mine awareness within the regular programme/curriculum.

Step 6: Organization of a mine awareness day for out-of-school children

Children organize a fair for out-of-school children. The community must be informed in advance about the place, date and time of the event. The time should be chosen to allow out-of-school youth to attend (not a time when they are working in the field!). This should be organized by children for children, under the supervision of the teachers.

The fair should be a time to exhibit the results of previous activities, including:

- Drawings by out-of-school children.
- Posters made by children.
- Maps showing mined areas.
- Stories written by school students.

The activities can also include:

- Plays.
- Songs.
- Drawing contests.
- Games.
- Video show (if tape and TV available).
- Puppet show.
- Circus (in Battambang, co-ordinated with Phare NGO).

After this event, students can plan how to sustain their effort to regularly remind out-of-school children of mine awareness messages.

Step 7: Monitoring and evaluation

This is a sample of the monitoring and evaluation structure for this component of the programme. Programme trainers have developed a comprehensive monitoring and evaluation process, guidelines and tools.

Objectives	Indicators	Means of verification	Tools
Students share knowledge with out-of-school children and community members	Number of children reached Out-of school children know the message	Names of out-of-school children reached	Interviews Records/list compiled by teachers
Out-of-school children adopt safer behaviour	Accidents among children decrease Number of reports from children Statements of parents regarding changes in attitude and behaviours of children	Names of out-of-school children reached Interviews Analysis of statistics Mine Risk Reduction focal point interview Interviews with parents	Records/list compiled by teachers Interview guidelines CRC database reports Parents interview guidelines

Material for activities with out-of-school children

Each class will receive material up to a value of $10. Teachers will choose the material they want from the list below:

- Crayons.
- Water colour paints.
- Paint brush.
- Drawing paper.
- Color pencils.
- Scissors.
- Glue.
- White paper.
- Coloured paper.
- Pencils 4b.
- Pencil sharpener.
- Eraser.

Total cost = $10/class.

Each resource centre/library will receive material up to a value of $50. Resource centre managers will choose the material they want from the list above. In addition, resource centres will receive: 10 'Sokha's story' books, four 'stories without words' and two sets of posters.

CHILDREN'S PARTICIPATION IN THE MINE AWARENESS PROGRAMME IN CROATIA

Marinka Rudela

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In Croatia, there are 1,800 mine victims and still 4,000 km2 to be cleared. Mines are mainly concentrated in the vicinities of the cities that have been on the very front lines. Unmarked minefields pose huge problems in the area. There are a number of mines with unknown locations, laid by unqualified people, or they have shifted due to weather conditions. Apart from mines, there is a big problem of unexploded ordnance (UXO).

The aim of the Mine Awareness Programme (MAP) in Croatia is to reduce the risk of death and injury by teaching and promoting safe and appropriate behaviour in contaminated environments, in order to modify behaviour in groups most at risk such as returnees, children, farmers. The International Committee of the Red Cross and the Croatian Red Cross started their joint MAP in 1996 as a pilot project.

Child-to-Child in the MAP and youth programme

Since 1996, children have been involved in different ways in the MAP. They have initiated local projects such as exhibitions, theatre plays, concerts, songs and competitions. Children have identified problems in their local community and found ways to transmit messages of safe behaviour to other children. Here are some examples:

- Teenagers initiated and planned a safe playground in mine-affected areas during a Child-to-Child mine awareness workshop in eastern Croatia, one of the most affected parts of the country. Participants took a leading role but the adults facilitated the whole project.

- Following a two-day mine awareness workshop with 20 children in the mine-affected town of Petrinja in central Croatia, children produced an educational film, *We are the Children of the World* in which children who have survived mine accidents tell viewers their experiences. At the same workshop, a video spot of the song *Mines are for De-miners* was also developed by a school choir. These educational resources have been used by schools throughout Croatia and have been broadcast on 15 local radio stations in the affected areas.

- Youth members of the ʼsijekʽ primary school in Eastern Slavonia spread mine awareness messages at the central market at Easter by selling Easter eggs to raise funds to pay for de-mining of their schoolyard. They formed an association called Happy Field and they also participated at the meeting of the Regional Co-ordination Body (RCB) organized by the Croatian Mine Action Centre (governmental body). The RCB gathers representatives of local authorities, non-governmental bodies, all mine actors such as Red Cross, Mine Victims Association, etc. At this RCB, the children presented their contribution to promote MAP in their community.

Developing the Child-to-Child programme in Croatia

In Croatia, there are 120,000 youth members involved in the Red Cross (RC) youth programme. Using the Child-to-Child approach, it aims to strengthen the existing activities of the RC youth at community level. These activities include programmes such as Humanitarian-Health Activity and Promoting Humanitarian Behaviour. Teachers and RC youth leaders in primary and secondary schools implement them. RC youth members are considered as equal partners with the mine awareness instructors/educators.

Training for RC youth members

Four training-of-trainers workshops on Child-to-Child/mine awareness (CtC/MA) were organized for 60 RC youth members (age 13-19) between January and March 2001. These participants are expected to lead CtC/MA activities in their communities.

This training was conducted in the following way:

- Two weeks before the workshop, workshop leaders among participants conducted a needs assessment. A questionnaire was used to find out how much they knew about the problems of mines and mine awareness programme, as well as whether, when and how they participate in mine awareness activities in their community (in schools, youth clubs, NGO's etc.).

- During the first day of the workshop, participants learned basic information about mines including:
  - Recognizing dangerous areas in the community, mine marking, how to recognize the warning signs and clues that an area is mined (using drawing and discussion).
  - Mine injuries (lecture by facilitator and discussion, using examples led by facilitator).
  - Risky/proper behaviour (using role plays).

- During the training session, participants asked questions about mines, which are relevant to actual problems in their community. These questions were used to start group discussions. The questions were posed to the group and they could answer agree/disagree, or don't know. We used the list of commonly held misconceptions about mines such as:

	Statement	Agree/disagree + reason
1	*Driving livestock through a field makes the field safe from mines*	Disagree but this is often practised by villagers in Croatia and this method is not safe
2	*Burning the vegetation in a mine field is an effective way to clear mines*	Disagree but villagers in Croatia often practise this behaviour especially in spring. This method is not safe, as you cannot destroy mines by burning
3	*Mines 'click' when you step on them*	Disagree. Mines do not 'click' and they do not wait for you to take your foot off before they blow-up
4	*Driving fast over an anti-tank mine can help to get out of mine field*	Disagree. You cannot drive out of the minefield fast enough from an exploding mine

This session was based on a UN training module for mine awareness.

- The next session involved participants in analyzing mine awareness material. The participants divided into four groups and were given materials including posters, leaflets, and T-shirts. The participants were asked to discuss:
  - What do you think about the message?
  - Is the message relevant to the target audience?
  - Is the material attractive? etc.

  The participants then created their own warning posters taking into account the local context and needs in their communities.

- Then participants presented and discussed existing community-based projects in which they are involved.

- The CtC approach was then introduced. The components of the session included:
  - The history of the CTC idea.
  - A needs analysis tool.
  - Active methods of learning.
  - Children's participation in MA activities.
  - The six-step approach.
  - Planning and evaluating MA activities/projects.

- The participants then tried out the needs analysis exercise. They were asked to analyze the specific problems of mines and UXO in their communities. Here is an example of one of the resulting charts. The scale used was 5 for the top score and 1 for the bottom score. (For details on how to conduct a needs analysis using this chart please see page 33).

Problem	How serious	How common	How much/What can children do	Importance to the CtC programme
Keeping weapons, small arms at home	5	3	3 Talk to parents about the danger	11
Lack of knowledge about mines	5	3	3 Distribute leaflets and create new activities	11
Mines as ecological problem	4	2	3 Organize exhibition Drawing to raise awareness	9
Removing mine signs	5	4	1 Talk to adults about danger	10

After the analysis exercise, the group prioritized the two problems:

  - Keeping weapons and small arms at home.
  - Insufficient care for mine victims.

The participants then presented the results from simple classroom-based surveys on the two problems. Methods to present results included using diagrams, maps and stories. From the results of this exercise participants developed ideas for activities which would help to solve some of the problems faced in their communities.

- In the next session, participants sorted out the ideas for mine awareness activities, categorizing them according to the level of participation each activity demanded from participants.

- The following session developed knowledge and understanding of the Child-to-Child six-step approach. Participants were introduced to each step as if it were a step in a six-part story. Each part of the story was written out on a separate card. The participants then had the task of re-reading the stories and placing the cards in the correct order. Afterwards, participants practised the six-step approach by developing their own six-step stories on cards in their groups.

  Here is the example of one six-step story developed by participants during the CtC/MA workshop:

Steps	Example activities
1	A child got injured from a mine at the Petrinja swimming pool (central part of Croatia). It was decided to organize mine awareness presentations and different activities at school level
2	The Red Cross Youth conducts a research on children mine victims. The other group of children talks to the parents of injured boy and gather stories on mine and UXO accidents
3	Children present results to their peers in school. Afterwards, they plan what they can do to reduce number of accidents in their area. Some children decide to contact local radio station and warn population on danger posed by mines and UXO. The other group decides to create a game and write a song in order to warn other children in the school
4	The school organizes activities in order to raise awareness among children. The Red Cross Youth set up a game, 'Man, don't get angry' which is adapted to mine awareness programme in which senior pupils participate
5	After the game, children discuss how it was received, which activities the children enjoyed the most, which messages were efficient and what should be improved
6	The school decided to organize the game, 'Man, don't get angry' once per week as an activity within mine awareness programme. The song, 'Mines are for de-miners' written by pupils will be broadcast on public system in the school during the break.

- At the end of the workshop, participants learned about the idea of a project cycle. The following MA activities were put on cards and participants placed them on a large sheet of paper with the title, 'Project cycle'. The activities on the cards included examples of situational analysis, planning (strategy, activities, logistics, defining roles and responsibilities, implementation), monitoring and evaluation. Using group

discussion, participants decided which of the cards belonged to which step of the project cycle.

The cards contained the following text (not in order below):

- *In a vicinity of Ilok, a child was heavily injured in a mine incident. His friends from school are helping him to gather money for eye surgery abroad as well as the purchase of prosthesis since his leg was amputated.*

- *This humanitarian initiative was supported by Croatian Red Cross Ilok branch.*

- *There is a possibility that some companies were not properly informed about the initiative. Therefore, the children should improve their work on information material so that the companies can clearly see the goal of their action as well as how the money gathered will be used.*

- *The children thought about how to help him.*

- *At the humanitarian concert they managed to raise money for eye surgery but not for prosthesis. 3,000 people were expected but only 2,000 came. The companies gave a certain amount of money but some were not informed of concert and therefore they did not participate.*

- *They thought of gathering money in school.*

- *For the next humanitarian activity it was decided to inform companies through mass media and personally on the aim of action.*

- *Somebody suggested a visit to a radio station calling all private companies to be sponsors of humanitarian action.*

- *In future, it was also decided to ask adults for assistance (professors, managers, journalists, etc) so that the activity could be more successful.*

- *The Red Cross Youth leader in school made a list of all companies to which an appeal for sponsorship would be sent.*

- *Some children had too many tasks. Therefore, the next time, the responsibilities would be equally distributed.*

- *Somebody had an idea that organizing a humanitarian concert for mine victims would be a good way to raise money for the injured child.*

- *Some children asked their teachers and friends which private companies should join the activity.*

- *They were thinking which way of gathering money would be better.*

- *Children visited all private companies in the town asking for assistance for the injured child, thinking that maybe it would be better to organize a humanitarian concert because more money would be gathered.*

- *Would they gather more money at the humanitarian concert or would it be better to focus on private companies?*

- *The Red Cross youth leader asked children to share tasks so that everybody could contribute equally.*

- *Children discussed what was needed to attract sponsors (leaflet on mine victims, information on injured child, NR. of bank account, information on Red Cross, etc.)*

- At the end of the workshop, planning and evaluation (level of evaluation) of the mine awareness activities are explained to the children by using a story of a journey on a large sheet (2m x 2m). Cards with examples of monitoring, planning, evaluation and how-to-do-it-better, taken from MA activities, were given to the participants to decide which of the cards belonged to which step of the journey using group discussion.

- At the final stage of the workshop, participants were asked to use their new knowledge and skills to plan a project or activity they wanted to initiate in their communities such as:
  - Creating safe playgrounds.
  - Creating MA radio shows at local community level.
  - Organizing techno music at a discotheque to collect money for mine victims.
  - Organizing sport competitions and concerts to raise awareness in local communities.
  - Organizing small Child-to-Child workshops in youth summer camps, etc.

  During this exercise, groups worked out the tasks to be done, the resources (human, financial and material) and a timetable. At the end, participants presented and discussed their plans.

Each day, two participants participated in an evaluation committee to evaluate the day. They chose different methods such as drawing (could be column with faces, drawing which expressed their feelings), poems and stories. The evaluation was done by members of a committee and the participants suggested different icebreakers to start with, games for afternoon session since we worked from 0900 to 1700, small changes in our agenda such as longer breaks for lunch, or music while working in groups. They could also make comments on facilitators and content of workshop. They liked the idea of doing a small research in classroom, icebreakers, games and the idea of the Child-to-Child approach. They expressed a wish to have a longer workshop (more than three days) and to continue with the CtC/MA activities in their communities.

Future evaluation

The programme aims to organize evaluation of MA activities/projects focusing mainly on the impact of children's activities on others (friends, family, the community) and the impact of the activities on the learning of the children involved.

A last thought

Teenagers are really responsible when it comes to improving mine awareness as a long-term and sustainable activity to prevent future potential incidents. Using the Child-to-Child approach, knowledge acquired at workshops reinforces the mine and UXO awareness programmes and therefore contributes to change of behaviour and attitudes of both children and adults. Participation of children in creation, design and research of activities contributes to better learning and promotion of the key safety messages.

The approach is aimed at ensuring the long-term and sustainable mine and UXO awareness programme as well as contributing to the solution of the problem in the Republic of Croatia.

By initiating activities and community-based projects involving children with the support of adults, we are not taking one-shot action but finding ways to live with the danger of mines and making the key safety messages a part of daily life.

SUMMER ACTIVITIES TO DEVELOP LANDMINE AWARENESS MATERIAL WITH CHILDREN AT BINT JBEIL, LEBANON, SUMMER 2001

Maha Damaj, Reema Mansour & Diaa Malaeb

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In order to minimize landmine accidents among children and adults in the newly liberated area of Bint Jbeil in southern Lebanon, Save the Children/Sweden (SCS) and UNESCO started a partnership with the Ministry of Education (MOE) and the National De-mining Office (NDO). As one of the activities of this project, SCS and UNESCO planned a two-phased, seven-day summer workshop for children and teachers from the schools of Bint Jbeil. The objectives of the workshop were:

- To enable the participants to use the Child-to-Child approach in landmine awareness activities in their communities.
- To provide the participants with a venue and the skill to create landmine material to be used with other children.
- To enable the participants to explore their creative talents and skills.
- To provide a venue for the participants to enjoy themselves in the summer period.

Other partners included the Arab Resource Center for Popular Arts (ARCPA), an NGO that has worked with children on developing their own material, under different themes. These have spanned photo galleries, animated cartoons, story-voice books, young journalist activities, awareness campaigns, films and others.

The two-phase workshop involved students aged 10 to 14 from 22 public schools in the governorate of Bint Jbeil, children of ex-detainees from the Khiam Prison, and two teachers. A total of 33 children attended the preparatory workshop and 15 attended the materials development workshop.

Workshop 1 (preparatory workshop)

This first workshop (three days) consisted of work with the children and youth on the Child-to-Child approach, active methods of learning, basic mine awareness messages and a reflective look at mine accidents that have taken place in the children's villages and surrounding villages. The children were then left with the task of researching some of these stories, conducting interviews and generally collecting information that they could then use in developing their material in the second workshop. Brief descriptions of the activities that took place over the three days of this workshop are detailed below.

DAY ONE

OUR RULES FOR WORKING TOGETHER
The children brainstormed on issues that they all agreed to respect while working together in the workshop. These ranged from listening to each other, to participating … to having fun.

- **Introductions**

My name is _____ and I like _____ (something that starts with the first letter of your name). This activity allowed us to become introduced to each other, and provided the nicknames that we went by for the remainder of the workshop.

- **Participatory and creative drama activities in expression, group work, leadership, participation and partnership**

The activities included:

The Mirror

Children were paired up and one acted as the mirror, and the other as the person standing in front of the mirror. The roles were exchanged, and the final stage had both children taking on the role of the mirror and the person standing in front of it. That is, they had to find ways to co-operate in maintaining the charade of the mirror when both were moving.

Octopus

In a game similar to 'Simon says …', each time the leader shouted out, for example, 'Octopus 5', the children had to form groups of five. Alternatively, the leader can choose other categories than numbers to bring the children together in groups.

How I see myself

The children were given pieces of chalk and asked to draw on the asphalt playground something about themselves that they liked. Some of them were then asked to say something about the drawing.

The sculptor and the piece of clay

This activity was done in two formats. At first, the children were divided into pairs and one was asked to 'mould' the other into a statue. Thus each child was at one point the sculptor and then the piece of clay. In the second format, one child was asked to shut their eyes while the other became a statue. With eyes still shut, the first child then had to imitate the statue created by the second child by feeling out their stance.

Miming a proverb/charades

In an activity similar to 'Octopus', the children were divided into small groups, and each group was given a proverb about children and asked to mime it to the rest of the group so that they could guess what the proverb was.

- **Working on methods of expression, relaying messages and ideas, and group analysis of available methods (poster/drawing, story, role play)**

The children developed methods for portraying a message or problem. As a first step, they had to identify the problems.

Identifying the problem

In groups of five, the children had to brainstorm, discuss and agree on the three most important problems that they feel they face in their everyday lives. These were displayed and shared with the rest of the group. The group voted for each problem, and we ended up with two problems that received an equally high number of votes. These were then analyzed in terms of danger, immediate risk, and our ability to do something about it. The problem that was prioritized as the most important was then agreed upon. This problem was the danger of landmines.

Relaying messages and ideas

The children then chose to be part of four separate groups: drawing, role-play, story, newscast. Each group chose one of the problems that had been displayed earlier and developed the message describing that problem through their chosen medium.

Analysis of the methods

Each group presentation was then critiqued by all the children, and the strengths, weaknesses, and difficulties in producing each were highlighted. This was meant mainly as a sensitization to the elements that go into conveying messages through the different media, as well as the different roles that each medium can play. Posters can convey the message without the need for our presence, role-plays are more entertaining and interactive, stories need to be interesting and captivating, etc.

- **Introduction to the Child-to-Child approach and the six steps**

The children were presented with a half-empty poster of the six steps of Child-to-Child and they brainstormed to fill in the blanks of what the remaining steps could be. As such, the process was pieced together logically with them, and was more a matter of unveiling and structuring a thinking process that they already possess.

They had already done *step one* (identifying the problem that is most important to us) and realized that they now needed to move onto *step two* (gathering data about the problem and understanding it) before they could plan for an activity, or a tool, in which to address it. *Step two* was the main theme of the second day.

DAY TWO

- **Working on step two: collecting information (about landmines)**

Who or what are our sources of information?

Initiating the information collecting process starts with identifying the sources of information. As such, a list of sources was discerned together with the children through a brainstorming session. These sources varied from people around us who would know more about landmines than us (parents, teachers, landmine survivors, and 'experts') to other available resources (newspapers, television, videos, pamphlets, textbooks, etc.)

Source 1: Video

To start the sensitization process towards the dangers of landmines, the children were shown a short video that portrayed the four pillars* of mine action. It briefly talked about the Ottawa Treaty and why we want to get rid of mines (their danger, etc.). It showed mild

pictures of mine victims (who were mainly children). This made the group relate well to the problem of mines. After the video was shown, the children were asked questions about what struck them most in the video and what they could remember from it.

*Please note that the four pillars has now been changed to five, to include reduction of stockpiles.

Source 2: Ask an 'expert'

In this session, an 'expert' (one of the facilitators acting as an expert) was presented to tell the group more about the characteristics and types of mines (what they look like generally), where they are usually planted, how to identify them, and why and how they explode. The 'expert' showed them fake mine models in glass boxes where they were portrayed as they would look in the ground (with soil and grass). Then other 'experts' were introduced to share information on indicators that might hint at the presence of mines in an area, signs planted to indicate the presence of mines, and basic messages of what children should do if they encounter a mine or suspect they are in a mined area.

The children could then ask questions about the information given, and a discussion took place around every question to see what answers other children would give. Consequently all issues related to the question were addressed at the same time, while building on the children's existing knowledge.

Source 3: 'Mine myths' and other stories that are widespread in our community

The children were given common statements on general beliefs on what mines do and what they are about. They were asked to discuss the statements in pairs and decide if the statement was true or false, which they then presented to the whole group for discussion. This was to make them aware that not all they hear about mines from family, neighbours and adults is true, and to rectify some of the widespread ideas about mines.

Source 4: Newspaper articles

To help children think of information collection and realize how accidents were happening and to whom (safe and unsafe behaviour), they were given newspaper clippings on landmine accidents that happened in nearby villages or districts. They analyzed the articles and had to give a briefing of the most important information in them. They also had to discuss the vague information or the missing information and what should have been added to each piece of news to make it raise better awareness on the dangers of mines.

Source 5: Landmine survivors/ victims' stories

Throughout the sessions, the children were asked to give examples of accidents and victims that they knew or had heard of. Sharing this information was important to make them realize the proximity of the danger and to process accidents in terms of safe and unsafe behaviour.

- **Step two (continued): discussing information collected**

Reviewing the information: this last day of the workshop brought together the points that had been raised in the previous two days on mine awareness, and on the Child-to-Child process that was employed. This review also addressed any remaining loose ends in terms of questions that the children still had, and activities on the possible outcomes of a mine explosion.

- **Step three: planning**

The children looked at mine awareness education material: critiquing it in terms of clarity, function, suggestions for improvement, etc., and discussing aspects of this material and different awareness-raising methods.

Children divided into the different material-type groups and set down preparations required for developing mine awareness education material through:

Group 1: Animation and Claymation
Group 2: Photo journalism
Group 3: Film-making

Workshop 2 (material development workshop)

One week later, the second part of the workshop took place over four days. During this workshop, the children joined three different groups, each of which worked on a specific medium (cartoon/drawings, young journalist/story-voice, and film) and jointly produced a finished product in each medium to be disseminated and used with the children in their area. Thus, each group was implementing *steps three* (planning), *four* (implementing), *five* (evaluating), and *six* (how can we improve?) of the Child-to-Child approach on an almost daily basis, as they reflectively fine-tuned their skills and their projects, until they reached their finished product.

- **Animation and claymation group**

The group consisted of eight children (seven females and one male) who worked together to make two films out of cartoon characters and clay characters. They were the youngest of the groups, aged seven to 11 years old. They started by reviewing the information given in the first workshop.

Experimenting with media

The children were split into two groups according to their interest in either clay or cartoon. They started by experimenting with how they could make figures and objects from clay and paper. They then had to think of the story and the message they wanted to get across to other children through the films they would be making. Scenarios were written and roles were given. The set for the play had to be made and they came up with a set for each film and made it with the clay and cartoon paper they were working with. Then they started experimenting with the movement of the figures/characters and the use of the digital camera they were given.

They started moving the figures according to the plans and they did this well. At the end of the first day, the children had set in place two stories, actors, and sets for their coming films.

Experimenting with sounds and voices

The children decided on the roles that they would take to finish the tasks, some would move the figures (actors) and others would film. After half a day they had finished filming the clay animation story and the cartoon group were on their way to doing the same. The next step was introducing them to voice-over techniques. It was important that they understood the voices they were projecting and the music they had to add to complete the scenes that they had filmed.

Different musical instruments were played and they had to think of what the sound meant to them, how it made them feel, and thus what they could use it for. They also experimented with how to project their voices and pronounce words to make them clear to the listener.

They then started recording the background music for the films with instruments that they liked. After that they recorded their voices to match the actors' movements. They had to flexibly stick to the scenario they had earlier agreed to. This process took the whole of the last two days as repetition was needed for most of the parts. They all had a chance to try out for a character's voice and a musical instrument, which allowed them to experiment with both.

- **Young journalists' group**

The group of five journalists (four male, one female) began their work by first sharing the stories and information of landmine accidents that they knew of in their respective villages and elsewhere. Stories where the most information was available, and where we were able to contact the landmine survivor or relevant contact persons for an interview, were then selected.

The group also had to familiarize themselves with the tools and skills required for the task at hand. Consequently, they spent the first day setting out an interview guide of topics or angles they needed to ask about, and experimenting with tape-recorders, cameras, note-taking and writing.

Becoming photo-journalists

The group assigned different roles to each other which they would exchange (interviewers, note-takers, photographers) and went through a couple of dry-runs by doing mock interviews with each other.

They took home the cameras to take pictures of their own 'worlds' and share them with the rest of the group the following day. This was meant both to help the group gain practice in taking photos of suitable composition, and introduce their families to our activity and us to their families.

While we were waiting for one set of films to be developed, the group practised writing and explored ways of using some of the photos they already had available. They did this by giving the photos titles, choosing one photo and writing a single sentence or a passage about it, constructing a story or article using a few of the photos, and so on.

In addition, when they returned from an interview, the group sat together and evaluated the work they had done, the photos they had taken and the information they had collected. There was a noticeable improvement in their work from one interview to another.

Constructing photo-novellas

On the first day, the group constructed a fictional photo-novella by taking photos of the area outside the venue of the workshop and piecing them together with their commentary to create a story.

On the two following days, the group set out to the villages of a landmine victim, a landmine survivor, and a girl who is constantly threatened by the dangers of the mine-fields that surround her village. These three characters, who were at the centre of three distinct scenarios concerning mines in their area, became the heroes of the group's final photo-novella, which described and linked the three scenarios, and wove in the main messages of mine awareness.

- **Young film-makers' group**

The young film-makers were a group of four (three male, one female) who began their work by learning how to use cameras and other necessary audio/video equipment. The second step was to make a plan of what they would be doing in the following days (which included their first ideas on the film they were producing). The third step was collecting information about the landmine problem, and then identifying the scenario of their role-play and putting down the corresponding questions for their interviews with mine survivors and the community.

Producing a role-play

The role-play was written, acted and filmed by the children, and it told of a boy who had lost a hand and an eye in a UXO explosion, and how the accident affected his life. He became introverted and preferred to stay alone at home rather than going to school or playing with his friends because of his disability. The role-play went on to describe how his family and friends supported him and taught him that life goes on and he is still a part of this life …

Making a film about a mine victim, a mine survivor, and a young girl who wants to become a de-miner

A first interview with the mayor of one of the villages revealed news of many accidents that had taken place in the area. In one of these, five children were affected (three died and two were injured). They decided to focus on Rabih, one of the boys who had died, so they interviewed his parents and friends who were injured in the same accident and other boys from the village. His mother and grandmother told us about his life and the relationship between him and his family; his friends told us about the accident, how it happened and where; and the other boys talked about their impressions of the accident and what they had learned.

The second part was about Ali, a 17-year-old youth who lost his leg in a mine explosion. The accident itself was 'typical' in the sense of being unforeseen and happening while Ali was hunting with his friends, as many young men do in the area. But the grander focus of Ali's story was his description of how he has adjusted to his disability, through the support of his family and friends, and how he has returned to living his life normally. He has not allowed the accident to take over his life, as he continues to ride horses and bicycles and swim with his friends.

The third part was about Doha, a 12-year-old girl who described how the most beautiful part of her village, which she looks out on from her house, is full of mines, leaving her and her friends with no place to play safely. She mentions how this has driven her to want to learn more about mines and awareness-raising, as well as wanting to become a de-miner in order to clear the area of mines.

The last part of putting this film together consisted of interviewing people in the community and asking them what they knew about the mine problem, the accidents that had happened and what they would do in the face of this problem.

Documenting the workshop

The group also worked on documenting the workshop through filming the work of the other groups. They filmed the group making the cartoon and the claymation film, and they went out with the young journalists to film them interviewing people and questioning them about the problem.

In summary

The tangible outcome of the workshops was the production of animated and live films, as well as a booklet that included still photos of the activities in a comic book fashion, and a photo-novella booklet. However, the intangible and immeasurable outcome was the impact that the workshops had on the children themselves. On the one hand, they appeared more confident in the work they were doing and there was an ease in their modes of self-expression. On the other, the second workshop provided a practical manner for them to internalize information and messages about landmines. It seemed to have motivated some to raise awareness among their peers on the dangers of landmines, not only through the resources they produced, but also
in their other activities and groups.

MINE AWARENESS FOR CHILDREN IN YEMEN

Christina Nelke

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The first phase of the mine awareness programme in Yemen began in 1995 in 502 primary schools in the three Yemeni Governorates of Aden, Lahej and Abyan. These were the most mine-infested areas after the 1994 civil war. The programme was the result of a partnership between Save the Children/Sweden's local partner organizations that had formed a Mine Awareness Association, the Yemeni government, and the United Nations. The programme targeted children at risk from mine injury in the south of the country.

The programme enjoyed the full backing of the relevant education authorities and benefitted in 19 of the schools from existing Child-to-Child health education programmes which aimed to help children and their families with health, hygiene and sanitation problems created by the war. The mine awareness programme used the Child-to-Child approach to protect children from the threat of mines and unexploded ordnance. Save the Children/Sweden (SCS) firmly believes in this active learning approach

This first phase of the programme in Yemen was targeted at primary school children. However only 55% of the school-age children (only 37.5% girls) attend school. Out-of-school children are usually working, often in mine-infested areas. However by using the Child-to-Child approach, out-of-school children could also be reached.

The second phase of the programme followed an evaluation of the school-based programme when it was found that the mine awareness programme had a much greater impact in those schools using the Child-to-Child approach. This second phase involved the community and reached out to out-of-school children, since those who were not at school and wandered into hazardous areas with their animals were found to be especially at risk. This phase was co-ordinated by SCS and the Yemen Mine Awareness Association (YMAA). Many of those employed by the YMAA were women, which was of great help to the programme.

First, the worst affected areas were identified by YMAA in co-operation with the Ministry of Defence The next step was to involve and inform the sheikhs and other religious leaders such as the imams from the mosques. Even if they do not go to school, boys accompany their fathers to the mosques and the imams can (after training) become good mine awareness educators.

Mine awareness training was given to a broad range of the above. The newly trained community leaders and primary school staff in the area, along with the most interested and active pupils, then prepared plans for the local campaign.

A vital part of mine education took place in the schools. By using the Child-to-Child approach, children became active mine educators and carried out organized group visits to other homes in the area and places where young people met. They reached parents, siblings and neighbours. Visits to homes by school-going girls was a chance for out-of-school girls and their mothers to obtain information. These activities were organized within a Child-to-Child group based at school or within the activities of groups such as the scouts or guides. These groups were involved in planning and carrying out awareness activities.

Examples include:

- Young shepherds and goatherds at the market were told about the dangers of mines and UXO and what to do if they encountered a landmine.

- Girls gathering at the well or community water tap met other school-going girls who warned them of the dangers of mines.

- In Abyan, a Child-to-Child group from one of the schools put on specially made mine awareness costumes, brought instruments and sang songs about the dangers of mines. This drew attention to the subject and was followed by information sessions, which took place under the trees at the local football ground.

- Developing and presenting booklets and posters, performing drama and role-plays.

- Professional radio and TV programmes on the mine threat were supplemented by programmes produced and performed by school children.

- Children sent articles to newspapers and magazines on the problem.

Often young people in a village had a special gathering place, which was used for mine education meetings.

Awareness activities were followed up to ensure that no group within the community was left out. This was entrusted to certain individuals, including 'activist' children, in the programme. Written records were kept, not only of the visits but also minutes from the meetings: children made these themselves.

To ensure that an effective mine awareness programme is also sustainable, it is essential to involve the community in the planning process right from the start. In that way people have a stake in the programme and feel responsible for ensuring its success. This does not mean, however, that concerned ministries such as Defence, Education, Health and Social Affairs should not be informed at both governorate and national level. A programme needs clearance at both ends; otherwise local initiatives may be blocked. There must be full transparency so that nobody is, or feels, excluded.

Today, the government-run, Mine Action Centre works closely with the YMAA, now an NGO. Several YMAA members are trained teachers and have training in Child-to-Child. Through the YMAA, the Child-to-Child approach is being used and expanded in mine awareness in Yemen.

In summary

The methods that were used, and which are suggested for future work, can be adapted to other countries with different cultures and traditions. For instance, working at many levels (national, provincial and local) simultaneously is a universal formula.

The Child-to-Child approach has spread all over the world, to all continents. It may work differently in different countries, but everywhere the emphasis is on child participation.

When an international partner is involved, it is vital to be in close contact with the national partner or partners (and if there are many, to achieve good co-ordination). In countries other than strict Muslim ones, rather than thinking of different ways to reach girls as well

as boys, one might have to think, for example, in terms of different ethnic groups. In segregated societies, it is important to identify where each group meets, so that none will be left out. It is preferable also to train individuals from each group, so as to be sure of reaching everyone. Otherwise, the danger exists that mine awareness educators will not be universally respected - they might even be defied - and their message won't get through.

When dealing with non-literate people, it is necessary to think of what materials will be appropriate. Not only will non-literate children be unable to read text; they might also have difficulties in interpreting pictures.

Regarding reporting of suspicious objects or mine accidents, the police and security forces must know - or learn - how to make children (and adults) feel welcome, so that the information they supply will be freely given. Once it has been followed up and confirmed, all information must be passed to the data collection centre.

All this implies that people at national, provincial and local level need to be trained on the mines issue and, in particular, their role in finding, receiving, checking and passing on information.

Section 6: Appendices

Appendix 1: Indicators

Indicators are important when planning and carrying out an evaluation of a Child-to-Child component of a programme. Indicators are tools to measure and communicate how well a project or programme is doing. They are often considered essential to good monitoring and evaluation (M&E). Examples of indicators used by almost everybody:

- Hours and minutes as <u>indicators</u> of time.
- Body temperature as an <u>indicator</u> of health.
- Exam results as an <u>indicator</u> of progress at school.

Identifying appropriate project indicators for projects and programmes can be difficult. For any single activity, such as children planning a mine awareness poster, there could be many possible indicators to monitor and evaluate the activity, such as:

- Children are co-operating well (indicates their team work).
- The messages children are discussing are relevant (they are thinking about local mine awareness problems).
- Children are working in a group (they are being taught using participatory methods).

It is useful to remember:

- No single indicator gives us the whole picture (e.g. a high body temperature will tell us something is wrong with our health but not what is wrong with our health; we have to bring different signs – indicators – together in order to tell us what is wrong).
- Indicators can encourage people to take issues seriously.
- Indicators can encourage people to improve the information they gather.
- Indicators should be examined carefully to see what they do and do not include.

Choosing indicators

Indicators to monitor and evaluate a programme depend on and are linked with the objectives of the programme.

Choosing indicators is probably the most difficult step when developing a monitoring and evaluation system or activity. There are two main problems:

- Each objective (each activity as well) can be monitored and evaluated using a range of different indicators.
- Because we live in an unpredictable and uncertain world, change happens all the time and therefore programme objectives and activities are constantly changing. Indicators therefore need to be flexible and reviewed on a continual basis.

It is also important that people with similar expectations of the M&E process and/or of the project are involved in selecting the indicators. If one set of people choose indicators which another set of people, with different ideas, have to look at, this can cause problems.

Developing indicators

Indicators should not only be quantitative (numbers of, or percentages, related to change) but reflect peoples feelings about the project and how it has affected their lives. Indicators can be linked to project objectives and activities but they can be communicated or worded in very different ways:

- Against each of the project objectives, project partners can identify indicators by completing the sentence, *'The project is a success if …'*. For example:

  'The project is a success if:
  - Children are no longer injured by mines.
  - Children undertake activities that inform their friends and family about the dangers of mines.
  - High risk groups such as young men in the community have been affected by the activities of the children.'

  An objective might be, '*to increase children's self-confidence and communication skills'*, and therefore:

  'The project is a success if the number and frequency of children speaking in community meetings has increased, children speak clearly and can make their points understood.' (These are some indicators of confidence.)

  It is also useful to develop indicators that explore weaknesses, using the sentence, *'The project is a disaster/failure if …'*. Donors quite often favour these types of indicators in proposals and project reporting procedures.

- Indicators can also be developed as a series of questions under a number of relevant project headings, such as the project objectives. The lists of Child-to-Child indicators below are created as a series of questions. They are not questions that 'evaluators' would ask children, educators and other people involved in the project. They are the questions that need to be answered through information-gathering that helps us to understand the extent of success and barriers to success that the project faces. Using this method of 'indicators by questions', the project partners (children, women, educators, etc.) are then involved in defining change, success and failure from their perspective.

Indicators for Child-to-Child

The following lists of indicators have already helped to plan an evaluation of a Child-to-Child project. They are not specific to mine awareness but can be adapted. It is important that a list of indicators (or indicators by questions) is developed with all the project partners, including children. Once the indicators have been identified, you and the project partners will need to think of different methods to find out the information so that you can establish to what extent your project is successful in achieving these objectives.

The Child-to-Child Trust would be especially grateful to programmes for examples of evaluation methods and indicators which have worked well in practice and which can be added to these lists:

1. Indicators for children's participation in the six-step approach

Finding out what children know
- Are children asked to share their knowledge and ideas about the topic to help with planning?

Step 1: Choosing the idea and understanding it well
- Do children:
  - Identify topics and/or sub-topics?
  - Discuss topics and share their knowledge?
  - Choose the priority topic(s)?

Step 2: Finding out more
- Are children involved in finding out information from:
  - Each other at the learning place?
  - Other children outside the learning place?
  - Parents, friends, other community members?
- Do children find this:
  - Interesting? Fun? Exciting? If so, why?

Step 3: Sharing information, prioritizing problems, preparing activities
- Are children encouraged to share information?
- Do they share this information effectively?
- Do children listen and learn from each other?
- Do children prioritize problems?
- Are children able and willing to prepare action? Do they discuss in a group what to do, how to do it, who would do it and when to do it?

Step 4: Taking action
- Do children communicate messages to others? (Children, parents, friends, the community?)
- Are others learning from the children? If so, how?
- Do they do the activities themselves, e.g. write the songs, messages, plays, etc.?
- Do they put the messages into practice themselves? Why/why not?

Step 5: Evaluating what we did
- Do children evaluate their experiences, e.g. who listened and what worked well?
- Are children able to draw out the lessons they have learned (content and skills developed using the six-step approach)?
- Do children decide how to make improvements and additions to their work?
- Do children share findings with others?

Step 6: Doing it better
- Have children repeated activities making improvements?

2. Indicators for teachers' skills in facilitation

Do teachers:
- Give children opportunities to form groups?
- Organize meetings with children where children speak much more than the teacher?
- Organize discussions between children and act as the guide rather than the director of these discussions?
- Support and co-ordinate children's activities?

- Organize opportunities for children to evaluate their activities?
- Promote different ways in which children can communicate with the wider community, e.g. through community-based events?

3. Indicators for children's communication activities

Methods:
- What methods are children using, e.g. posters, songs, dance, drama, demonstrations, stories, drawings, research activities?

Channels:
- Are children (as individuals and as a group) communicating well with:
  - Other children at school?
  - Children at home?
  - Parents?
  - Teachers?
  - Other community groups?
  - The community as a whole?

4. Indicators for Child-to-Child content

- What topics have been covered?
- How are the topics relevant to the needs of the children?
- How is the content related to the age and experiences of the children?

5. Indicators for gender equity
(This may not be relevant if the programme is targeting a particular group, e.g. teenage boys.)

- Do girls and boys participate equally? If not, why not?
- Do the girls take an equal number of leadership roles? If not, why not?
- Is the programme building girls' confidence and self-esteem (measured against a control group, or before and after the programme)?

6. Indicators for linkages and co-ordination of Child-to-Child project

- What links have been made through the Child-to-Child project?
- Between teachers and parents (regarding the Child-to-Child project)?
- Between the Child-to-Child project and other groups, e.g. women's groups, the health clinic, etc.?

7. Overall indicators for impact

- Changes in knowledge, attitudes and behaviour in children, teachers, families, the community?
- Changes in interest and morale in children, teachers and parents?
- Changes in self-esteem, confidence and communication skills in children?
- Is content realistic, given the human and materials resources available?

8. Indicators for materials

- Is the material attractive?
- Are the images/illustrations/words clear and correctly understood?

- Are the messages correct?
- Does the material fit with local family values and culture?
- Are the messages relevant to their own lives?

9. Indicators for the training of teachers

- How were the teachers selected? Were the selection criteria relevant?
- Have the teachers conducting the Child-to-Child project been given Child-to-Child training?
- What other training have the teachers had?
- Did the training help the teachers understand:
  - Children's participation?
  - Active learning and thinking methods?
  - The six-step approach?
  - The health content, e.g. mine risk messages?
- Have the teachers been able to implement the Child-to-Child project?

10. Indicators for planning and organization

- Have the aim and the objectives of the project been clearly defined and understood by all relevant staff including the teachers involved?
- What are the criteria for groups being included in the project? Are these criteria still appropriate?
- Is there a well defined schedule for Child-to-Child activities?
- Are the activities being monitored and evaluated by children, teachers and support staff?
- Have there been opportunities to discuss findings from these monitoring and evaluation activities?
- Have communities and the proper authorities been consulted? Are these people committed to the project?
- Are there adequate financial, material and human resources committed to the project, given its aim and objectives?
- Are the existing resources being allocated appropriately to maximize impact?

Appendix 2: Websites and other resources on mine risk education for children

This resource list is just a start. If you know of any resources, websites or organizations that would be helpful to readers of this document, please tell us.

- **Handicap International (France):** www.handicap-international.org
  Handicap International have produced a useful guidebook called *Mine Risk Education Implementation Guide*. They can be contacted at the above website or by e-mail: contact@handicap-international.org

- **International Campaign to Ban Landmines:** www.icbl.org
  The ICBL have a listing of mine awareness resources and information about how to get hold of these publications.

- **Mines Advisory Group (MAG):** www.mag.org.uk
  MAG has a Child-to-Child programme in Kosovo. This is mentioned on their website.

- **Save the Children/Sweden**
  Save the Children/Sweden have implemented a number of Child-to-Child projects. It has developed the approach for mine awareness in Yemen and Lebanon as illustrated in the case studies section.

  In Feb 2001, Save the Children/Sweden organized an international workshop on the Design of Material, Resources & Other Media in Mine Awareness Education Programmes. A useful report on this workshop has been prepared by Caroline Tingay. E-mail: Cameline@gega.net