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Mozambique Mine Awareness Education Module

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MOZAMBIQUE

Mine Awareness Education Module

Table of Contents

List of Appendices

Introduction

Mine Awareness Education Module - Mozambique is based on information acquired through a variety of expert sources. The document incorporates information gathered through

- a review of ecological theories,
- an extensive review of existing humanitarian demining mine awareness and prevention programs,
- a review of effective strategies of community-change efforts,
- and interviews with persons conducting mine awareness programs in Mozambique and other sub-Sahara countries.

In addition, interviews and briefings were conducted with personnel from the Office of the Assistant Secretary of Defense, Special Operations/Low Intensity Conflict, US. Army Special Operations Command, 4th Psychological Operations Group and Special Operations Command, Europe (SOCEUR), U.S. Embassy - Mozambique, National Demining Commission of Mozambique, and Handicap International.

Using multiple data sources and adopting an ecological perspective of mine awareness programming will help ensure that the module will provide theoretically grounded, comprehensive, and relevant information for the reader.

Overview

Landmines have been called "the hidden killers" of countless people in over 60 countries around the world (United States Department of State, 1993). Currently, there are over 110 million landmines (Young, 1996) estimated to be hiding in or on the grounds of countries such as Mozambique, Afghanistan, Angola, Bosnia, Cambodia, Somalia and Vietnam. Perhaps more disturbing than this number is the occurrence of an estimated 150 maimings or deaths per week of people worldwide (most of them children and other non-combatants) who mistakenly come into direct contact with these indiscriminate killers (United States Department of State, 1993). Landmines demonstrate ever-present potentials to plague individuals and their communities with physical, psychological, social, and economic hazards. A particular mine explosion may injure or kill one person, but the effects of the blast are felt by all, in the family and in the community.

Landmines have been and continue to be used extensively in war-zone areas and endanger members of the community who have little choice but to live with the dangers present. It is no wonder that landmines have been described as "perhaps the most toxic and widespread pollution facing mankind" (Davies, 1994).

Although widespread efforts to remove landmines have recently been implemented in mine-saturated areas, the process is tedious and painstakingly slow, as is the realization of progress toward long-term goals (Davies, 1994). For instance, the perceived successes of these efforts are also challenged by the continuous replanting of landmines into already affected areas. It is estimated that for every single landmine that is removed or intentionally detonated, 20 more are planted in the ground (Norwegian People's Aid, 1996).

One lesson that has been learned by worldwide efforts is that programs aimed solely at clearing landmines from infested areas, or *demining only,* has not proven optimal in enhancing community members' abilities to become and remain safe. Only handfuls of highly trained deminers can safely and successfully carry out the arduous task of clearing the land. This reality leaves a huge burden disproportionately resting on the shoulders of a few while many others in the community continue to suffer. While mine clearance is an essential component of the effort to control landmines, all individuals and communities of mine-saturated countries must be provided with the necessary skills *to help themselves* in overcoming the problems posed by widespread landmine dangers. Many organizations have recognized this need and have created educational programs to increase public awareness about landmine safety.

These mine awareness campaigns typically concentrate on providing individuals with essential knowledge and skills in order to reduce risk behaviors and combat the negative effects of landmine explosions (Aguirre-Molina and Gorman, 1996). The rationale, which is similar to that of any awareness or prevention campaign, is to increase the opportunities for individuals in heavily mined communities to act responsibly and thoughtfully regarding their futures, as such action contributes to positive social change

2

(Davies, 1994). While, as Davies notes, these campaigns have certainly been well intentioned, many have had only limited success in accomplishing long-term goals and so have had minimal impact on bringing about meaningful and enduring social change. Programs must be studied closely for necessary modifications if future efforts are expected to become more successful than those conducted in the past.

Difficulties of Mine Awareness Research
Many factors persist which make it difficult to accurately evaluate the effectiveness of mine awareness programs. These difficulties weaken attempts at revising and implementing promising, future mine awareness programs. For example, many organizations and agencies do not make comprehensive and specific descriptions of their programs easily accessible for the interested researcher or operator. The reason for this is uncertain. One possibility is that competition between organizations that seek to have their efforts viewed as innovative and desirable (HDIC, 1997) interfere with efforts to document and share information. To share specific, strategic principles and efforts would possibly lead to the loss of an "edge," which may set some programs apart from the rest and, ultimately, may cost them their bid for hire or potential contributions from donors. This seems particularly true of organizations that work on demining efforts and perhaps less true of awareness-only agencies.

Another shortcoming is that an abundance of the literature, which documents formal mine-related programs and humanitarian activities, is produced by governmental agencies, who consider this knowledge to be "classified information." It is difficult for the researcher unaffiliated with government agencies or without privilege to gather and study information that remains confidential. Alternately, while some documentation is available from various governments, much of this information is difficult to locate because of the predominant lack of a central holding place or library within which it is housed. Although considerable amounts of information may be found in electronic form, such as via the Internet system, its various browsers and other databases, the search for specific policies, rationales for action, and future intentions of programs becomes a quite tedious task.

Yet another barrier to effectively researching mine awareness programs is that very few have made available printed documents detailing formalized instructional strategies, activities, evaluation procedures, and specific findings. While some programs claim to have been highly effective in their efforts, the information on which these conclusions are founded is often vaguely stated in the literature. For example, numerous documents cite the number of people reached by a particular awareness program or the time-span of the effort. While such information is useful in demonstrating some necessary results of a program, it is less useful in demonstrating achievements of specific strategies, goals, activities or overall effectiveness. It seems that only minimal attention has been given to outcome measures such as pre- and post-test differences within the population of study, particularly where the acquisitions of knowledge and adaptive behaviors are concerned. Even less attention has been devoted to assessing the target population's perception that a program has been useful and sustainable.

The most encompassing measures of quantitative data found in the literature have been pre- and post-intervention assessment of the numbers of mine-related injuries in a targeted area. While such a finding may reveal a correlation between the intervention and the post-test incidence of overall landmine injury for a community, the reliability of this type of conclusion is scarcely addressed. In addition, it is questionable if this one statistical method alone is a sufficient foundation on which to assume the successes of various strategies and activities.

Aside from these difficulties of research, there exists a problem that seems inherent to the very process of developing an effective mine awareness program: an apparent lack of a theoretical framework. The authors have discovered very little in the landmine literature which points to a unified theory or set of constructs from which mine awareness programs support their policies and actions. There is a lack in program assumptions, or, at the very least, in the amount of available information which details the use of theoretical guidelines from which successful mine awareness programs may operate. For example, many of the worldwide programs aimed at reducing mine risks have in common some components that make them amenable to each other, while others contain characteristics that are at odds. Yet nowhere was it found any theoretical explanation for the existence of such similarities or differences or even for the reasons why some organizations choose particular methods over others. This difficulty is perhaps the most hindering of all aspects found in the current mine awareness literature.

Due to these various difficulties, then, there seem to be limited opportunities to reach formal and well-founded conclusions on which to base evaluative judgments and to formulate suggestions for future programs. Alternately, detailed documentation on prevention programs in other problem areas is abundant and is useful in organizing a theoretical basis for the development of future mine awareness programs. Such a focus will guide the overall conceptualization of what mine awareness programs should and should not include.

Research on prevention and awareness campaigns reveals that the most effective programs share specific components or characteristics that contribute to their successes. For instance, effective programs have been described as comprehensive, dynamic, and motivating (Fraser, 1997; Schorr, 1989) and share a number of strategies and methodological practices. These common characteristics are supported by an **ecological theory** of human development, which was initially founded in the work of Urie Bronfenbrenner (1977, 1979). The ecological theoretical approach was used to critique existing programs and guide the development of the Mine Awareness Education Module – Mozambique.

4

Ecological Theory of Prevention

The concept of person-environment interaction is at the heart of an ecological perspective, wherein a consistently dynamic and recursive interaction exists between all systems throughout a person's development. An ecological strategy of prevention includes within its framework the:

- significance of meeting people's needs at various points during maturation,

- importance of viewing all individuals as agents of social change, and,
- the bi-directional nature of person-context interactions (Bronfenbrenner,
- 1977; Fraser, 1997; Lerner, 1995).

A thorough understanding of an individual's ability to cope at various points in time, within various contexts, and in response to cumulative effects of risk is encouraged through an ecological theory of prevention. Ecological prevention programs have typically focused on:

- identifying and reducing risk factors, and,
- increasing protective factors, such as knowledge, skills, and other qualities associated with resilience.

Characteristics of Successful Programs

A review of the research suggests that an ecological perspective is not only efficacious, but also essential to the success of any prevention program. Additionally, successful programs that are founded on ecological perspectives have common characteristics that contribute to their effectiveness. These characteristics tend to fall into three broad and interdependent categories (Dryfoos, 1990; Schorr, 1989), cited as:

- *dynamic and flexible,*
- *motivating and empowering, and*
- *comprehensive and intensive.*

Dynamic and Flexible Interventions

Programs, which are both dynamically oriented and flexibly delivered, recognize that individuals and their communities are ever changing and evolving. Programs, which are dynamic in their scope and flexible in their delivery, are more likely to guarantee that services will be useful for the target population. This focus also ensures that appropriate methods to bring about the desired changes are being implemented on a consistent and continuous basis (Schorr, 1989). An effective program must enable administrators, leaders and participants to make necessary changes, thus continually **redefining their roles and the goals of the program** as dictated by the dynamic process of community-change efforts. Such a focus on these evolving conditions also allows for enhanced motivation and, ultimately, toward the empowerment of program participants through the enhancement of self-efficacy and personal commitment.

Motivating and Empowering Strategies

Motivation is the function of a person's perceived and actual abilities to perform under specific circumstances, or his self-efficacy (Bandura, 1977). As self-efficacy grows stronger, so too does motivation. The opportunity for an individual to adaptively respond to his environment is negatively affected when he perceives he is lacking in the very knowledge, attitudes, and skills necessary to positively cope. Additionally, and despite his knowledge or skill level, his attributions of control are dependent on his perceived effectiveness when confronting risk situations or tasks. If interfering contextual factors are present, and if he perceives little or no alternatives of responding, his motivation to adaptively confront the environmental task is likely minimal. Here, negative contextual factors will continue to work in opposition to his success until he is empowered with the ability to realize personal effectiveness in his actions (Brendtro, et al., 1990).

Strategies of prevention programs that **promote opportunities for essential life skills** and that **empower participants in their communities** are most successful in providing motivating and sustainable interventions (Dryfoos, 1990; Lerner, 1995). Community-wide involvements with the program goals or the widespread adopting of pro-change attitudes are some such strategies which influences motivation, perceptions of empowerment, and result in contextual change (Lerner, 1995). The concept of **involving program participants as collaborators in all phases of prevention programs**

6

underscore the necessity of offering services which themselves are intrinsically motivating and empowering.

Comprehensive and Intensive Designs
A comprehensive and intensive intervention is one that focuses on available resources, opportunities, and potentialities within the community and within the individual. Prevention campaigns aimed at HIV/AIDS and substance abuse have consistently recognized the significance of aligning the program's goals with existing contextual risk and protective factors. Additionally, these programs have elicited the influence of numerous community groups so that significant change may occur. A changing or potentiating community serves to protect all its members from high-risk situations and negative outcomes (Schorr, 1989). Furthermore, successful campaigns are adaptive to person-context interaction, as they continually focus on efforts of program evaluation and modification, genuine respect for and input from participants, and group collaboration and decision-making (Dryfoos, 1990).

The three categorical elements described above are bi-directional and interdependently related (Lerner, 1995), as the presence or absence of one positively or negatively affects the potential influence of another. For example, a program that is not comprehensive in design will have difficulty in meeting the need for flexibility. In addition, it is likely that strategies intended to motivate or empower participants will produce less than optimal results due to the inherent, narrowly defined focus of such a program's resources and potentials. Successful programs make optimal use of these elements and actively seek out possible avenues leading toward desired goals.

Extending from these three elements is a number of interrelated characteristics of effective prevention programs. Dryfoos (1990), Fraser (1997), Lerner (1995), and Schorr (1989) have identified specific traits that are shared by effective programs and have offered suggestions on their inclusion into prevention efforts. Based on the collective findings from these and other authors, reviews of ecological theory, and mine awareness programs, it is possible to identify additional critical factors that contribute to a program's effectiveness. Mine awareness programs should:

- Target multiple risk and protective factors existing within the various contextual levels experienced by the community's members.
- Be multifaceted, with community-wide involvement, collaboration, and commitment.
- Be for, of, and by the people for which it serves.
- Provide youth membership in desirable social groups, which involve peers as leaders and as partners to adults, to establish resilience.
- Require intensive training of program implementers and participants.

7

Effective Mine Awareness Messages and Products
The research also indicates characteristics that are particularly relevant to effective mine awareness messages and products. These are listed below:

- The message or product must reflect an understanding of the predominant culturally specific behaviors, beliefs, and abilities.

- An appealing and unambiguous graphic or mascot should be used to represent the mine awareness campaign.

- The graphic, motto, slogan, or mascot should be reproduced across a variety of materials.

- The message should provide information about what to do at the individual, family, and community level.

- Continuity of effort and repeated exposure over time is necessary to ensure maximum effects.

- A consistent graphic, motto, or slogan should be used.

Each of the characteristics has its foundation in at least one of the three elements previously described and, like the categories from which they extend, most are interdependent on one or more others.

Handicap International Mine Awareness Program – Mozambique

Having described ecological theory and characteristics of successful prevention programs, this section will describe the mine awareness program of Handicap International (HI) for Mozambique.

Handicap International is based in Belgium and conducts activities in 13 countries spanning 3 continents. The organization was awarded the Nobel Peace Prize in 1996 for its work with individuals disabled by war and conflict. Additionally, the United Nations High Commissioner on Refugees (UNHCR) has chosen Handicap International to be the sole coordinating agency of national mine awareness programs in Mozambique.

In 1992, Handicap International was asked by the UNHCR to create a mine awareness program designed for the repatriation of refugees into Tete Province, Mozambique, from neighboring countries (Chuberre, 1995). This program, like many others found in the literature, was delivered as part of a larger repatriation campaign involving many aspects of humanitarian assistance, such as demining, agricultural refinement and rural development, education and medical assistance for infectious disease and general hygiene.

The original program in Tete Province was later extended to other areas in eastern and southern Mozambique. These experiences eventually led to the development of HI's "own mine awareness strategy within which adaptations are possible according to the particular circumstances of implementation É [for example] for countries with continuing conflict, for refugee camps, for countries in transition to peace, or for countries in reconstruction and rehabilitation" phases (Chuberre, 1995, p. 13). Handicap International has begun efforts to create a coherent set of policies regarding needed programs in Mozambique, including training for NGOs and local groups determined to fight the scourge of landmines in the country.

Handicap International reports that its training programs for mine awareness instructors encompass a variety of topic areas, including history of the problem, program mission, basic techniques and strategies, and mine awareness information (Chuberre, 1995; CND, 1997). These training sessions typically involve formal educational lectures and activities such as role-plays, group problem solving and decision-making. As a result of the training, trainees should have an understanding of how to adapt their future lessons to the specific population with which they will be working (i.e., children, women, technicians, peasants, illiterate people…) and also be skilled in evaluating what people have deducted and remembered before moving on to another group (Chuberre, 1995).

The National Demining Commission (CND) (CND Bulletin Number 4, 1997) reports that Handicap International conducted radio programs entitled "Perigo Minas" (Danger Mines) during 1997. The program communicated important, basic messages regarding
- what mines are,
- where mines can be found,
- effects of mines on Mozambique,

9

- what to do if you find a mine,
- what communities can do about mines,
- what to do in case of a mine accident, and
- how and to whom to report the existence of mines.

The program also covered information about the Mozambican Campaign Against Mines and the government's position regarding landmines. Importantly, the program answered questions from across the country posed through letters and was broadcast in over 15 languages. In 1997, over 900 programs were produced and broadcasted nearly 3,000 times and 54 theater plays were broadcast over 230 times. The CND Bulletin (1997) indicated that an analysis of the impact of the radio program showed a change in the citizen's knowledge base. There seemed to be a change from a basic lack of knowledge about mines to an interest in the local demining process and more concerns regarding how mines affect their day-to-day activities. While it was recognized that certain groups of people still require basic information (those groups who did not benefit from transmission in their language), a different approach to the radio programs is being developed to provide more in-depth and locality-specific information. HI plans to increase the time of each program (from 10 to 20 minutes) and the period of transmission (from six months to two years). The CND also reported the planned expansion of a project to manufacture educational games about mines. The games are being produced through the collaborative efforts of children, parents, and Boards of Provincial Education and other organizations. The games would supplement the children's education on mines at school. One puzzle shows the cartoon, "The Day I Found A Mine," which has been reproduced on a number of materials for children.

In summary, Handicap International has implicitly incorporated many ecological approaches in its mine awareness campaign. HI materials described **intensive training of program instructors** and **encouragement of community wide involvement**. For example, Handicap International documents state that in order for programs to be effective, instructors must be natives of the district in which they will work, speak the local dialect, and be familiar with the community and its leaders (Chuberre, 1995). Programs have recruited spiritual, teaching, and other community leaders as instructors, as well as parents, health inspectors, and local agency officials (Chuberre, 1995; UNICEF, 1996). The simple radio message "Perigo Minas" reflected an understanding of the culture and an accurate assessment of the knowledge that was required at that time. The radio broadcasts also made effective use of a popular media employed by Mozambicans to communicate. In addition, the radio broadcasts offered **repeated exposure** to mine awareness information and provided information about **what to do at the individual and community level**. The production of the educational games illustrates how messages can **be reproduced across a variety of materials** and **incorporates community-wide involvement and commitment**. The proposed changes to the mine awareness campaign show their recognition of the importance of **continuity of effort** to ensure change.

Mine Awareness Education Module - Mozambique

A review of the current literature reveals that awareness programs with the greatest promise for positive outcomes rely heavily on community-based action and are integrated into broad community development efforts, as well as other components of the demining program. Successful programs are:

- dynamic and flexible
- motivating and empowering
- comprehensive and intensive.

Specifically, mine awareness programs must

- target multiple risk and protective factors
- provide youth membership
- use an appealing and unambiguous graphic or mascot
- plan to be a continuous effort
- use a consistent graphic, slogan, motto, or mascot
- require intensive training of implementers and participants
- reproduce messages across a wide variety of materials and media
- provide repeated exposure of information

Successful mine awareness programs must be **culturally responsive**, with **community-wide involvement** and **commitment**.

As one of the world's poorest countries, Mozambique requires long-term support for broad economic growth and development. Integrating demining activities into rural development initiatives could have far reaching positive impact. For example, mine awareness activities could be successfully paired with programs in:

- agriculture (clearing land for agricultural use, increasing agricultural production, increasing availability of food),
- road clearance (gaining access to marketing outlets, health care and educational services),
- health care (combining maternal health and vaccination programs with mine awareness education programs).

The following table lists the activities to conduct a mine awareness education program (Stewart & Stewart, 1998). The first column states the mine awareness education activity, the second column identifies recommended resources to use in carrying out the activity, and the third column notes special considerations to address in order to ensure the effectiveness of the program. The table identifies the location of material in the Appendices with a letter and number. For example, (A9) refers to Appendix A, item number 9, which is in this case, the National Demining Commission for Mozambique. The appendices provide a complete listing for the resource, including the address, point of contact, and telephone and fax numbers, when appropriate.

11

Mine Awareness Education Module - Mozambique

Activity	Recommended Resources	Considerations
I. Coordinate mine awareness education program with the national demining center and other organizations in the country	• Canadian Association for Mine and Explosive Ordnance (A2) • Cooperation Canada Mozambique (A3) • Handicap International (HI) (A5) • National Demining Commission (CND) (A9) • U.S. Defense Attaché Office (A13)	The CND helps determine mine awareness priorities for Mozambique and reports on the types of programs being conducted (A9 and D24). **Consulting with the CND** is critical to determine the type of program needed and to attend to appropriate cultural considerations. **Handicap International** is the organization primarily responsible for coordinating and conducting mine awareness programs in Mozambique.
II. Determine target population and location	• National Demining Center (A9) • City Net Mozambique (B4) • Columbia University - Area Studies (B5) • Community Aid Aboard (B6) • Cooperation Canada - Mozambique (B7) • Mozambique (B12) • Mozambique Page (B19) • PSYOP Techniques and Procedures Manual (D15)	Numerous Internet information sources can provide detailed information regarding ethnic groups, languages, religions, percent of literate adults, and percentage of the population with access to safe water. PSYOP (D15) identifies three types of target audiences: Groups - people bound together by common activities and goals, Categories - people who share specific demographics such as sex or age, Aggregates - people identified by a common

		geographic area. A successful campaign **must custom design messages** to fit the needs of different groups, categories and aggregates. Materials should be designed specifically for such groups as farmers and religious leaders, for such categories as women and children and for such aggregates as members of specific provinces.
III. Develop instructional methodology	• Handicap International (A5) • African Women's Alliance for Mobilizing Action (AWAMA) (A1) • Land Mine Awareness Education Project (B10) • Mines Advisory Group (D22) • Norwegian People's Aid (D25)	The target population is **largely illiterate** and radio broadcasts have been successfully used by Handicap International in promoting awareness of the dangers of mines in 1996 and 1997. The Land Mine Awareness Education Project (B10) is a website which shows examples of the HI materials. Consulting with other groups with mine awareness education experience in Africa is suggested. An instructional methodology that provides opportunities for orally conveying information and for role-playing appropriate behavior is strongly encouraged.
IV. Recruit Instructors	• African Women's Alliance for Mobilizing Action (AWAMA) (A1)	It is critical that mine awareness programs work with local community leaders.

	• Mozambique Red Cross (A8) • POWER (A11)	Usually this means **religious leaders** such as village healers or Christian church leaders. Beliefs regarding the influence of ancestral spirits must be recognized and respected in the work that is done with communities. Recruiting **survivors of landmine incidents** as trainers or assistants is recommended for credibility and to support re-integration into society.

V. Develop mine awareness campaign	• Handicap International (A5)
	• Land Mine Awareness Education Project (B10)
	• CARE Landmine Safety Handbook (D8)
	• Mines Advisory Group (D22)
	• Mine Awareness Facilitator Guide (D23)
	• National Demining Commission-Bulletin No. 4 (D24)
	• Norwegian People's Aid (D25)
		Due to the high illiteracy rate in Mozambique, it is important **to use symbols and pictorial representations** of the message and actions.
		
		Recruiting people who are **famous and influential**, at the local and national level, to deliver messages regarding mine awareness can be very helpful. Include:
		    - Religious leaders - Celebrities
		    - Singers - Dancers

VI. Train instructors	• Handicap International (A5) • CARE Landmine Safety Handbook (D8) • PSYOP Techniques and Procedures Manual (D15) • Mine Awareness Facilitator Guide (D23)	HI has produced a very comprehensive workbook for educating instructors in Mozambique (See B10). The Mine Awareness Facilitator Guide (D23) is a videotape that provides mine identification and safety information. However, no access to VCR's or electricity should be presumed

		for viewing this tape. Providing for **continued technical assistance** following training is strongly recommended. It is important to explore the region's attitudes toward gender differences and their perceptions of persons with landmine injuries.
VII. Develop materials (determine if materials are culturally appropriate)	• African Women's Alliance for Mobilizing Action (AWAMA) (A1) • Handicap International (A5) • Mozambique Red Cross (A8) • National Demining Commission (CND) (A9) • CARE Landmine Safety Handbook (D8) • PSYOP Techniques and Procedures Manual (D15) • Mines Advisory Group (D22) • Mine Awareness Facilitator Guide (D23) • Norwegian People's Aid (D25)	All materials should be developed with **guidance from Mozambican representatives.** Radio programs and posters can be used to communicate simple messages about: what mines are, where they can be found, effects of mines on Mozambique, what to do when you find a mine, what to do in case of an accident, how and to whom do you report data. Radio programs based on questions from the public are an important element to include. Be sure that programs are **transmitted in the language of origin** for the area. **Novelties and gifts** can be used to promote awareness. The gifts can be of a practical nature (lighters, matches, notebooks, calendars, T-shirts) or novelty items with little practical value (puzzles, playing cards,

		stickers).
VIII. Develop evaluation instruments	• African Women's Alliance for Mobilizing Action (AWAMA) (A1) • Handicap International (A5) • Mozambique Red Cross (A8) • National Demining Commission (CND) (A9)	Evaluation procedures should assess both the **effort** and the **effect** of the mine awareness program. For example, measuring the effort expended could include the number of materials distributed and number of the persons trained. The effect of the mine awareness program might be reflected in a variety of outcome measures, such as an increase in the number of landmine location reports made to the authorities, the number of trainees accurately stating what to do when you see a landmine, a decrease in the number of noncombatant casualties, or a decrease in the number of demarcation signs that are disturbed in an area. A combination of quantitative and qualitative measures is recommended to determine the critical components of an effective mine awareness program. Identify data collected by other organizations that could help demonstrate the impact of the mine awareness program.
IX. Produce materials	• African Women's Alliance for Mobilizing Action (AWAMA) (A1) • Handicap International (A5) • National Demining Commission-Bulletin	Materials should be **locally produced**. The CND Bulletin No. 4 (D24) describes a program to create an educational mine awareness game for children that joins a

	No. 4 (D24)	
		number of local groups and organizations.
X. Conduct campaign	• Handicap International (HI) (A5) • National Demining Commission (CND) (A9)	While conducting the program, submit information regarding task progress and challenges to the CND for entry into the reporting system and database. The CND has representatives at the provincial level with whom to work. It is suggested that **on-going assessment** occur at all levels (input, process, and outcome) and in every phase and underpin decisions made and transition to the next step of the program.
XI. Collect outcome measures	• Handicap International (HI) (A5) • National Demining Commission (CND) (A9)	Outcomes should be **related to the objectives** of the program and should be continually assessed as the mine awareness program evolves. For example, since it is important to provide face-to-face contact in the initial stages of a mine awareness program, having an outcome measure related to the number of persons spoken to would be a reasonable outcome measure.
XII. Evaluate procedures and instructors	• Handicap International (HI) (A5) • National Demining Commission (CND) (A9)	Evaluation requires accurate estimates of status prior to conducting the program. Evaluations need to incorporate clear, simple and relevant measures and compare and contrast **multiple outcomes.** This could be best realized by close coordination

		between the CND and other government and aid programs. In this way lessons-learned could be incorporated into subsequent operational planning and process phases.
		It is recommended that this activity be conducted with an external organization for an objective determination of program progress.
XIII. Report to national demining center	• National Demining Commission (CND) (A9)	Reporting to the CND is expected. The CND has collected information on reports of accidents and on the number of mine awareness messages produced and broadcast.
		Close collaboration with the CND is recommended to build an informed and competent in-county network in both the government and private or military organizations. A positive factor is the host nation's officials willingness to support and cooperate with operations.

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Appendix A
Organizations Conducting Humanitarian Demining/
Mine Awareness Activities in Mozambique

The following list describes organizations that have been active in conducting humanitarian demining activities in Mozambique. The list includes NGO's, IO's, commercial firms, governmental and military organizations. Selected products from organizations are also shown.

A1.   African Women's Alliance for Mobilizing Action (AWAMA)
AWAMA is an organization that seeks to support African communities in meeting social and economic needs. The organization hopes to increase the role of women as leaders in their communities and to better represent the women and children that are victims of landmines. In addition, men, traditional healers, and other community members will also gain from this organization's initiatives.

Activities:
* Landmine clearance
* Social and economic development
* Victim assistance
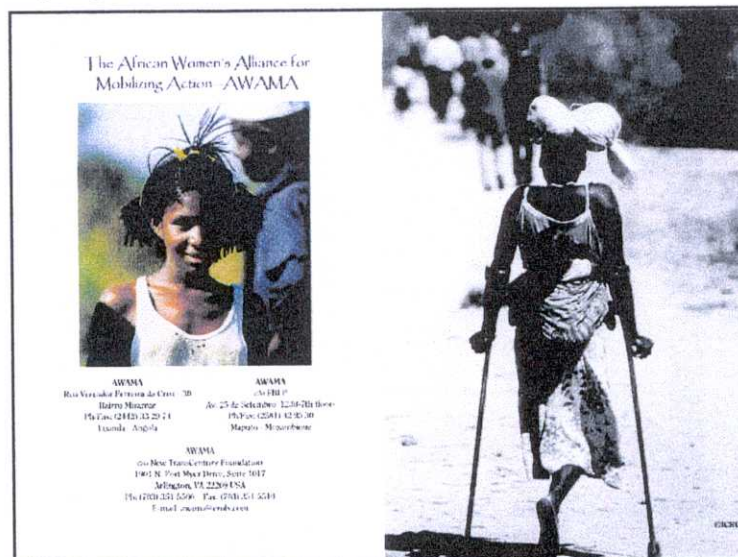* Mine awareness education

c/0 FBLP
Av. 25 de Setembro 1230-7th Floor
Maputo, Mozambique
Telephone/FAX: 258 429530
Contact person: Thelma Venichand
Telephone: (703) 352 5500

A2.   Canadian Association for Mine and Explosive Ordnance (CAMEO)
The Canadian Association for Mine and Explosive Ordnance Security (CAMEO Security) is a non-profit charitable organization that provides humanitarian landmine clearance and explosive ordnance disposal (EOD) in societies that have been affected by war. It has been created through the Government of Canada to enable its interested citizens to become involved in humanitarian demining. CAMEO intends on using Canadian industry and technology to assist in this effort. In sum, this organization works not only to address immediate humanitarian needs of the host nation, but also to support long term sustainability of the host nation's mine clearance programs.

> Activities:
> - Mine Awareness Education
> - Survey, Mapping and Marking
> - Mine Clearance
>
> CAMEO Security,
> 1009 Oak Crescent,
> Cornwall, Ontario
> Canada K6J 2N2
> http://www.cameo.org/contact/info_request.html
> Telephone: (613) 936-6815
> Fax: (613) 936-6635

A3.   Cooperation Canada Mozambique
Cooperation Canada Mozambique (COCAMO) with the collective work of fifteen Canadian NGO's, church groups, labor unions' humanity funds, and solidarity groups work to support community groups and popular organizations in Nampula, Mozambique. A benefit of this program is its multifaceted approach. This cooperation of Anglican Church of Canada, Canadian Feed the Children, Christian Children's Fund of Canada, Save the Children Fund of British Columbia, Canadian Teachers Federation, and many others form this coalition. One of the many strengths of COCAMO is its emphasis on providing community empowerment through such activities as adult education, family sector farming support, and activities that help financially support the community, especially women.

> Activities:
> Demining Training
>
> Cooperation Canada Mozambique
> 323 Chapel Street
> Ottawa, Ontario K1N 7Z2
> http://www.cocamo.com/who.htm
>
> Contact Person:
> Michael O'Connor
> Telephone: +1 613 233 4033
> Fax: +1 613 233 7266
> E-mail: cocamo@magma.com

A4.   HALO Trust

HALO-the Hazardous Areas Life-Support Organization, is a non-profit relief organization based in Great Britain that specializes in mine clearance and training. HALO has worked in Cambodia, Afghanistan, and Mozambique.

Activities:
- Mine Clearance and Training

HALO Trust
P.O. Box 7712
London, United Kingdom SW1V 3ZA

Telephone: 0 171 281 9244

A5.   Handicap International (HI)

Handicap International develops programs for persons with disabilities that promote autonomy and integration of into the community. The organization works in developing countries and crisis situations. A benefit of HI is their use of a multi-disciplined team of technicians, physiotherapists, psychomotricians, psychologists, and doctors, as well as mine clearance professionals, administrators, and logisticians. A strength of this organization is their commitment to increasing public awareness and mobilization of the landmine problem through support for and creation of local resources. HI's work in Mozambique has included various mine education programs, such as successful radio broadcast program "Perigo Minas" (Danger Mines).

Activities:
- Humanitarian Demining Operations

Handicap International-Belgium
67 Rue De Spa
B-1040 Brussells
Belgium

http://www.handicap-international.org/english/index.html

Contact Person:
Mr. Vincent Stainier
Telephone: +32 (2) 280 16 01
Fax: +32 (2) 230 60 30 / 230 95 14

Country Director:
Phillipe Dicquemare
Telephone: 258-1-428653/421164/429089
Fax: 258-1-421161

Mr. A. Novela (himozdir@mail.tropical.co.mz)

Handicap International, cont.
     • Mine Awareness/Mine Risk Education
          Mine Awareness Learning Booklet
          "The Day I found One Mine"

This booklet is an effective resource because of its ability to empower the reader. It emphasizes the importance of the role of educating children in community mine awareness. Specifically, this booklet illustrates a child that found a mine while collecting firewood. This child marked the mine, learned of its dangers from another community member, and then continues back to her own village to inform other community members. The importance of spreading and sharing messages on mine awareness with one's community is received and encouraged from this product, and it is evident that the whole community, including children, need to be involved and informed.

**A6.	Mechem**

Mechem is a division of Denel's Systems Group. This engineering service offers research and development facilities and specialized products. Recently, Mechem has participated in developing demining technology and has contributed to mine clearance in Mozambique.

Activities:
- specialized product development
- landmine detection
- mechanized demining
- road clearance
- major power line clearance

E-mail: Info@denel.co.za

**A7.	MineTech (GTZ Contract)**

A professional world-wide organization that is registered with the UN in New York. They provide complete logistical, communications, and transport structure for mine clearance activities. A benefit in using this organization is their holistic approach to humanitarian demining. Mine Tech is able to provide a ride range of expertise in such areas as security consultation services for countries developing projects, which includes risk management, strategy development, management and implementation. Also, they can aid in developing security plans for crises and emergencies.

In cooperation with the German Agency for Technical Development (GTZ), Mine Tech has been able to identify areas in which humanitarian mine clearance is in need of improvement. Through a team approach based on Community Mine Awareness Training, Mine Tech has been able to provide mine awareness training for the community and mine clearance operators. This is a particular strength of this organization: their ability to coordinate with local authorities and other organizations working in the country.

Activities:
- Mine Clearance

22 York Avenue
Highlands, Harare
Zimbabwe

P.O. Box HG 632
Highlands, Harare
Zimbabwe

http://www.zimtrade.co.zw/PROFILES/MINETECH/INDEX.HTM

Telephone: (263-4) 746230, 746682, 746791, 746902
Fax: (263-4) 776531, 776216
Alternate Fax: (263-4) 735 615
E-mail: minetech@harare.iafrica.com

A8.   Mozambique Red Cross (MRC)

The ICRC's goal is to assist victims of war and violence and to uphold humanitarian policies that restrict armed violence. In 1996, MRC worked to promote understanding of humanitarian law with its police forces and held three training seminars concerning this construct. In the past, the Mozambique Red Cross has assisted the country by reuniting 1400 children with their families, produced 790 prostheses and 99 orthoses in four workshops, helped to rehabilitate the Inhaminga district hospital, and initiated a large-scale water supply program. As with many organizations in Mozambique, the MRC's strength lies in its multifaceted approach to reconnecting and rebuilding families and communities so that Mozambique's citizens may live a better life.

Activities:
• Mine Awareness Programs

ICRC Regional Delegation
9, Downie Avenue, Belgravia
P.O. Box 3970
HARARE/Zimbabwe
http:/www.icrc.ch/unicc/icrcnews.nsf/
ICRC Telephone: ++41 (22) 734 60 01
ICRC Fax: ++41 (22) 733 20 57
Director of Programmes: Ms. Eunice Mucache

International Red Cross (ICRC) Mine Awareness Education Kit — Croatia
This kit contains a poster-size flip chart with detailed instructions for the mine awareness educator. The kit uses region-specific mines and photos.

A9.   National Demining Commission

The National Demining Commission (CND) is coordinates humanitarian demining programs in Mozambique. The NDC's mission is to promote an environment that is capable of growth and prosperity. A strength of the CND is their commitment to revising and improving educational programs for the prevention of mine accidents that are specific for each district of Mozambique. The CND works conjointly with many NGO's, PVO's and utilizes local religious networks and cultural associations through various formats, such as radio broadcasts and educational games. They also report the demining operator's activities in the country through their supervision visits to provinces in Mozambique. The CND continues to search for new and more effective methods to manage the demining efforts in Mozambique. Currently, they are offering training in the Database to a Geographic Information System (GIS) for all demining operations in the country. Furthermore, the CND is working towards easier access to their services through the creation of their own internet web site.

Activities:
Mine Clearance
Coordination of Humanitarian Demining Operations

1746 Rua da Resisteneia, block B, 6th floor
Maputo, Mozambique
Contact Person:
Mr. Augusto Nogueira
Telephone: 258-1-416134   Fax: 258-1-416153
E-mail: cnd@virconn.com

6
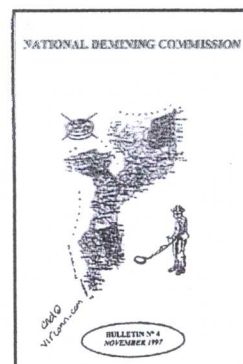
A10. Norwegian People's Aid (NPA)
A non-governmental organization founded in 1939, NPA works in thirty countries on more than 200 projects. NPA has a heritage of working with the people of Africa in providing humanitarian relief and political support. This organization was an important presence during the rebuilding of Eritrea, South Africa, Zimbabwe, and other countries after liberation. Their two main geographic area of concentration are Southern Africa and the Horn of Africa, and their activities in these areas consist of short term emergency relief and long term development co-operation. A strength of NPA is its ability to carry out a variety of activities that help to empower and develop a community. For example, some of NPA's activities consist of: village and agriculture development, education and training, environmental help, health services, refugee work, income generation, and integrated village development. This organization has been in Mozambique since 1986 and their activities have centered on village development, vocational training, small scale production, rehabilitation, rebuilding, and mine clearance and mine awareness (province of Tete).

Activities:
• Mine Clearance Training
• Mine Dog Handler Training

AJUDA POPULAR DA NORUEGA
P.O. Box 2189
Maputo-Mozambique
Telephone: 255-51-667 249
E-mail: npa-tz@www.intafrica.com

http://www.interpost.no/folkehjelp/
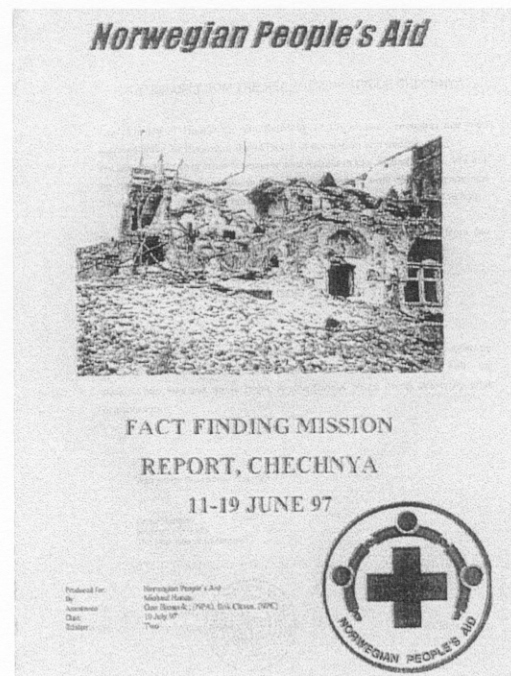english/engindex.html

Resident Representative:
Uffe Hansen
Program Manager Mines:
Arne Oygard
Telephone: 258-52-22 505/182 (long term)
Fax: 258-52-22 184 (long term)
E-mail: ernst@npadmin.uem.mz

Norwegian People's Aid

FACT FINDING MISSION
REPORT, CHECHNYA
11-19 JUNE 97

A11. POWER the International Limb Project
Activities:
• Prosthetics/Orthotics workshops and clinics

A12.   RONCO

Ronco Consulting Corporation is a private company operating throughout the world that is involved in the location and neutralization of land mines and other UXO's. Ronco uses highly trained RONCO mine detection dogs as part of their integrative approach to land mine detection.

Strengths of this company are their commitments to providing cost effective, safe, and accurate land mine detection. A benefit from utilizing Ronco's capabilities is their sustainable development and successful incorporation of indigenous capacities to take control within a reasonable time period. Ronco has two offices in the U.S. as well as several field offices around the world, such as Egypt, Bosnia, Rwanda, and Haiti.

Activities:
- Mine clearance (incorporates dogs in clearance)

1995 University Avenue
Suite 520
Berkeley, CA 94704
Telephone: (510) 548-3922
Fax: (510) 848-1983
E-mail: RonCoberK@aol.com

http://www.demining.com/index2.html

D.C. Contact Person:
Larry Saiers
2301 M Street, NW
Suite 400
Washington, D.C. 20037

Telephone: (202) 785-2791
Fax: (202) 785-2078
E-mail: roncowash@aol.com

A13. U.S. Defense Attache Office
American Embassy
Maputo, Mozambique
Department of Defense
Washington, D.C. 20521-2330

WO1: Jerry Philbrook
Telephone: 258-1-490714
Fax: 258-1-493731

Appendix B
Internet Resources:
Information on Mozambique

This appendix lists Internet resources describing Mozambican culture, history, geography, and current events.

B1. African News Online - Mozambique
(http://www.africanews.org/south/mozambique/)
An online news server covering regional and country-by-country information in Africa. The home page site includes a variety of topics. This site is specific to Mozambique and is regularly updated with current news reports.

B2. Brief History of Mozambique
(http://dana.ucc.nau.edu/~nm5/History.html)
A very brief overview of the history of Mozambique including British influence on the development of Mozambique and a brief report on the system of forced labour (Chibalo) imposed by Portuguese rulers.

B3. A Child in Mozambique
(http://apocalypse.berkshire.net/%7Eiicd1/dolica.htm/)
This site includes a brief outline of a child's life in rural Mozambique. This is a great opportunity to see the daily life of the seven year old Dolica Antonio. Several short paragraphs and pictures illustrate Dolica's interests and responsibilities. Information concerning Mozambique and a link to the International Cooperation and Development's program is also offered.

B4. City Net Mozambique
(http://city.net/countries/mozambique/)
This site provides excellent information for any traveler planning on visiting Mozambique. It contains an abundance of information, including political maps by Magellan Geographix, a Mozambique fact book, lodging information, travel tips, land mine safety tips, culture and language information, an English to Portuguese dictionary, current weather information, medical information, and links to other web sites that carry information on Mozambique.

B5. Columbia University- Area Studies
(http://www.columbia.edu/cu/libraries/indiv/area/Africa/Mozambique.html
This site is a link to several on-line resources about Mozambique and landmine awareness.

B6. Community Aid Abroad
> (http://www.caa.org.au/world/africa/mozambique/index.html)
> Community Aid Abroad is an independent, democratic, community-based
Australian organization. Their purpose is to promote social justice and help to alleviate
poverty in countries around the world. This site provides up-to-date headlines of current
events on countries in each region, including Mozambique. Also gives a review of their
most current projects. This site is very useful for an overall view of the conditions in
Mozambique, as well as 120 other countries around the world.

B7. Cooperation Canada – Mozambique
> (http://www.cocamo.com/)
> The Cooperation Canada – Mozambique (COCAMO) is a coalition of NGO's,
church groups, and other organizations. This site connects you to Mozambique on-line
resources. Topics range from nature to tourism to politics to NGO's working in
Mozambique. There is also a connection to a report on the banning of landmines.

B8. Humanitarian Demining Information Center
> (http://www.hdic.jmu.edu/hdic/country/countries/mozambique.htm)
> This site provides a list of demining related links specific to Mozambique. There
is also a list of general country links.

B9. Human Rights Watch: Mozambique
> (http://www.hrw.org/research/mozambique.html)
> This site provides a brief excerpt from two publications on Mozambique.
Landmines in Mozambique and Conspicuous Destruction can be ordered online. There is
a link to the Human Rights Watch World Report.

**B10. Land Mine Awareness Education Project Description and Campaign
   Materials Developed in Mozambique**
> (http://www.pitt.edu/~ginie/lm/mozambique.html)
> This site provides landmine awareness education/campaign materials developed
by Handicap International for use in Mozambique. The materials consist of posters,
brochures, a study guide and various handouts. The materials are directed towards
educating children about the dangers of land mines through creative and colorful stories.
They are presented in Portuguese, but the titles are also translated into English.

B11. Mbendi – Information for Africa
> (http://www.mbendi.co.za/cymzcy.htm)
> This site provides a comprehensive electronic encyclopedia of business and
commercial information in Africa. This is a valuable tool that encourages growth
throughout Africa. The site provides country specific information for Mozambique.

B12. Mozambique
> (http://sweet.ua.pt/~ruimelo/mozambique)
> This site provides a general profile of Mozambique that includes: maps, a history
of Mozambique, demographic statistics, and other resource links on the web.

B13. Mozambique
  (http://www.tcol.co.uk/mozamb/mozamb.htm)
  Provides an overview of Mozambique. Demographic information includes geographical, historical, societal, statistic, economic, and travel information.

B14. Mozambique – Consular Information Sheet
  (http://travel.state.gov/mozambique.html)
  A February 23, 1996 report on Mozambique. This site gives a brief description of the country, requirements for entry into the country, a warning about landmines, crime report and other general information about Mozambique.

B15. Mozambique News Agency AIM Reports
  (http://www.poptel.org.uk/mozambique~news/)
  Located on this site are various issues of AIM reports. Dates of the issues listed range from May 8, 1997 to January 12, 1998 and contain assorted country-wide information, including demining. Subscription information is also offered on this site.

B16. Irish Mozambique Solidarity
  (http://www.connect.ie/irishmozamb/index.htm)
  This page supplies information on the IMS and their mission to support solidarity for people working for peace in Mozambique. This site lists IMS's activities, various information on Mozambique, current news articles, and other addresses and links. There is also a publication list and information for ordering.

B17. Mozambique Connect
  (http://goofy.iafrica.com/~hcvalgi/main.html)
  This site serves as a resource for providing links to various sites containing information on Mozambique. Link topics include the economy, food, recipes, NGO's, sports, art, culture, tourism, nature, education, news archives, and much more.

B18. Mozambique Official Home Page
  (http://www.mozambique.mz/eindex.htm)
  This page is a resource for anyone interested in collecting information about the country Mozambique. This site includes specific country information, such as, information on the provinces, the government, Parliament, the economy, tourism, the census of 1997, the environment, and health. The link that connects to the health segment of this site contains information on AIDS and the medical situation in Mozambique. This link also contains information on an AIDS/HIV hotline located in Maputo. There is also a discussion forum in Portuguese and information about the Mozambique Export Promotion Institute.

B19. Mozambique Page
  (http://www.sas.upenn.edu/Africa_Studies/Country_Specific/Mozambique.html)
  This site is part of the University of Pennsylvania African studies web site. It provides a detailed map of South Africa, a consular information sheet, contact information for the Mozambique Embassy in the U.S., geographical information, and links to other online resources related to Mozambique.

B20. Mozambique Relief Appeal
(http://www.ed.ac.uk/%7Ecmp/moz/)

Mozambique Relief Appeal provides assistance in obtaining necessary items such as vehicles, medical supplies, tools, wood mizers, fuel, and food. This site provides their mission statement, demographic information on Mozambique, and information on program sponsors.

B21. Washington Post
(http://www.washingtonpost.com/wpsrv/inatl/longterm/worldref/country/ mozambiq.htm)

This site contains links to view recent Washington Post stories on Mozambique, as well as, current Associated Press stories. It also contains a World Fact Book, U.S. Department notes, international weather reports, currency information, an online publication link that contains newspapers and periodicals from Mozambique, and various Internet links. From this site, you can also access the Africa Page which includes many resources about the country.

B22. The World Conservation Union (IUCN) – Country Office of Mozambique
(http://www.iucn.org/places/mozambique_co.html)

The IUCN is one of the world's oldest international conservation organization that works to protect nature. It is a union of governments, government agencies, and NGO's. This site provides information related to Mozambique, such as IUCN's objective and focus, Mozambique's support system and contact information. Also, there is a list of recent publications.

B23. United Nations Demining Programme Report: Mozambique
(http://www.un.org/Depts/Landmine/program/mozambiq.htm)

Provides a summary of the demining efforts in Mozambique. An overview of the Accelerated Demining Programme (APD) is given, in addition to its successor, the National Mine Clearance Commission (NMCC). The accomplishments of the two structures are discussed. Also summarizes other organization's involvement and contribution to the programme.

Appendix C
Internet Resources: Demining and Background Sources

This appendix lists Internet resources describing humanitarian demining organizations, including non-governmental and commercial deminers. This appendix also lists United Nations sites.

C1. **International Peacekeeping News**
(http://csf.colorado.edu/dfax/ipn/ipn12.htm)

C2. **Journal of Humanitarian Assistance**
(http://131.111.106.147/jha.htm)
This sites publishes information regarding all aspects of humanitarian assistance. The journal contains information from academics, policy makers and practitioners. It provides academic articles, book reviews, analysis of humanitarian missions, as well as materials indexed by region and country. There is no subscription fee.

Websites with Lists of Landmine Links

C3. **CDI's Summary of Land Mine WWW pages**
(http://mail2.cdi.org:80/archives/armstrade/1996/0014.html)
This page is a link from the CDI (Center for Defense Information), an American-based NGO. This summary page has some additional sites not currently found on our page, under the categories of: Land mine detection, demining, reports or news, Government Organizations, Contacts, and other "pages to be sorted."

C4. **Humanitarian Demining Information Center (HDIC)**
(http://www.hdic.jmu.edu/hdic/demining.htm)
The HDIC was established through a partnership between James Madison University, the Department of Defense (DoD), and Star Mountain, Inc. The HDIC has as its goal to attempt to maximize the use of information in order to strengthen humanitarian demining activities around the world. This site provides a list of demining-related internet links for a wide range of areas. These areas include: mine awareness, minefield management, mine detection, mine identification, victim assistance, landmine handling, equipment research and development, and socioeconomic issues.

C5. **Summary of Landmine WWW Pages**
(http://lenti.med.umn.edu/%7Emwd/landmines.html)
Many of these sites are covered in the addresses listed above and below, particularly those related to humanitarian and awareness issues. See this page for information on detection and other technologies or other governments/countries involved.

C6. **War, Peace, and Security Guide**
(http://www.cfcsc.dnd.ca:80/links/peace/mines.html)
(http://www.cfcsc.dnd.ca/links/index.html)

Sponsored by the Information Resource Center, Canadian Forces College, Department of National Defense. This is an index with more than 5700 total links, broken down into 12 categories. The "Contemporary Conflicts" (http://www.cfcsc.dnd.ca/links/wars/index.html), provides clickable maps of Angola, Bosnia, and more. An index of general resources, conferences, organizations and programs related to landmines is provided. The site shows a selective listing of hot keys to variety of articles, documents, and other information.

Government Sites

C7. **Cambodia Mine Action Centre (CMAC - Canadian group)**
(http://www.lfc.dnd.ca/english/oper/onu/missions/cambodge.htm)

Links to summarizations of background information, the organization's mandate, and the contributions being made to the solution of the landmine problem. Also has a link to the UN Missions page, which links to other UN missions in various countries.

C8. DeTeC – Links (Landmine Issue, Humanitarian Demining)
   (http://didecs1-e.epfl.ch/w31ami/detec/minelinks.html)
   Excellent resource which includes links, searches, references, and news relating to landmines. A good site to work off of to find landmine information.

United Nations Sites

C9. The Impact of Armed Conflict on Children
   (http://www.unicef.org/graca/)
   A United Nations initiative; complete text is available through links to chapters written by Graca Machel, Expert of the Secretary General of the UN. Details how the world's children are targeted by conflict and makes recommendations on solving this problem.

C10. United Nations Children's Fund (UNICEF)
   (http://www.unicef.org/)
   Extensive site on Children's Rights and offering many links. Follow the "newsline" link and check out the DC Superman comic book devoted to the landmine issue. Also, follow (http://www.unicef.org/sowc96pk/antiwar1.htm) for information on the UNICEF anti-war agenda. This link takes you to good information and more links, such as: nine chapters written by James P. Grant, Executive Director of UNICEF,(gopher://gopher.unicef.org:70/00/.cefdata/.booklet94/landmine) overviewing the problems associated with anti-personnel mine-ridden communities, as well as what can and is being done; and to The U.N. Convention on the Rights of the Child (http://www.unicef.org/crc/).

C11. United Nations Demining Database
   (http://www.un.org/Depts/Landmine/)
   Provides reports on demining efforts in various countries, including casualties and incidents.

C12. United Nations Demining Programme Report: Cambodia
   (http://www.un.org/Depts/Landmine/program/cambodia.htm)
   Provides an overview of the demining efforts in Cambodia. Structure and organization of the effort is discussed (Headquarters/Demining Units/Training Center). Also provides accomplishments of the program to this point. Excellent resource for a comprehensive understanding of the Cambodia demining effort.

C13. United Nations Education for Humanitarian Assistance and Refugees (EHA) Unit
   (http://www.unicc.org/ibe/inf_doc/ed_human/eha.htm)
   The EHA Unit was established to assist organizations incorporate educational programs into emergency relief efforts. The site describes the three primary activities the EHA is concentrating on. There is information on publications and research material.

C14. United Nations High Commissioner for Refugees (UNHCR)
(http://www.unicc.org/unhcrcdr/)
This site allows you access to many different issues covered in the public domain. This is a good starting point for looking into refugee issues.

C15. United Nations International Computing Centre Education for Humanitarian Assistance and Refugees (EHA) Unit
(http://www.unicc.org/ibe/Inf_Doc/Ed_human/eha.htm)
The United Nations ICC EHA Unit was established to assist organizations incorporate educational programmes into emergency relief efforts. The site describes the three primary activities the EHA is concentrating on. There is information on publications and research material.

C16. United Nations Study of the Impact of Armed Conflict on Children
(http://wn.apc.org/mstudy/mstudy.html)
Contains official documents, study activities, and links to advisory bodies and other related sites, such as the UN Convention on the Rights of the Child, a 1993 resolution to the General Assembly, and more.

C17. What Can I Do?
(http://www.un.org/depts/dha/mct/what_to.htm)
This site provides a list of helpful and interesting ways for individuals to get involved in humanitarian demining efforts.

United States Sites

C18. Humanitarian Demining Website
(http://www.demining.brtrc.com)
Sponsored by U.S. Army Communications Electronics Command, Night Vision and Electronic Sensors Directorate, Countermine Division. Take (http://www.demining.brtrc.com/maps/world.map?597,254) to a link of a clickable map that reveals information on the global landmine problem, relevant case studies, solutions, effects, and training. Try this link to Cambodia, (http://www.demining.brtrc.com/maps/china.map?213,220), which details efforts by and information about CMAC, and United States efforts in Cambodia.

C19. Mine Facts CD
(http://204.7.227.67/infonet/minecd.html)
Mine Facts is an interactive database program developed by the U.S. Department of Defense. Visitors to this site can download a copy of the program or find more information about the CD itself. This site deals strictly with the identification of different types of mines.

C20. Patrick Leahy's Landmine Page (U.S. Senate, D-Vermont)
(ftp://ftp.senate.gov/member/vt/leahy/general/landmine.html)
Links to information, Leahy's views, and the Humanitarian Foundation of People against Landmines. Page also provides Leahy's amendment, signed into law by Clinton, 2/12/96, a recent speech given by Leahy on the floor of the Senate, and a brief chronology of the landmine issue as it pertains to trends in recent law.

C21. US Department of Defense Bosnia LINK
(http://www.dtic.dla.mil/bosnia/)
Contains operations maps, fact sheets, news releases, transcripts of briefings, speeches and testimony related to Operation JOINT ENDEAVOR, the NATO peacekeeping mission in Bosnia.

C22. US Department of Defense Fact Sheet on Landmines
(http://www.usis-israel.org.il/publish/press/defence/archive/may/dd4_5-17.htm)
States that "The United States will aggressively pursue an international agreement to ban use, stockpiling, production, and transfer of anti-personnel landmines (APL's) with a view to completing the negotiation as soon as possible."

Appendix D
Mine Awareness Articles and Educational Materials

This appendix lists information available through professional journals, governmental and organizational publications, and NGO and military mine awareness education materials.

D1.   Aguirre-Molina, M. and Gorman, T. (1996). *Annual review of public health, 17.*

D2.   Anderson, N.; Palha da Sousa, C.; & Paredes, S. (1995). Social cost of land mines in four countries: Afghanistan, Bosnia, Cambodia and Mozambique. British Medical Journal, 311, 718 - 721.

D3.   Ascherio, A., Biellik, R., Epstein, A., Snetro, G., Gloyd, S., Ayotte, B., & Epstein, P. R. (1995). Deaths and injuries caused by land mines in Mozambique. Lancet, 346 (8977), 721-724.

D4.   Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84,* 191-215.

D5.   Brendtro, L. K.; Brokenleg, M.; & Van Bockern, S. (1990). *Reclaiming Youth at Risk: Our hope for the future.* Boomington, IN: National Education Service.

D6.   Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist, 32,* 513-531.

D7.   Bronfenbrenner, U. (1979). *The ecology of human development.* Cambridge, MA: Harvard University Press.

D8.   CARE. *Landmine Safety Handbook.* (1997). Provides general landmine identification and safety information to CARE staff working in or near mined areas. E-mail: info@care.org.

D9.   Chuberre, M. (1995). *Returning life to the field: A global approach to the campaign against antipersonnel land-mines.* Handicap International.

D10.   Davies, P. (1994). *War of the Mines: Cambodia, landmines and the impoverishment of a nation. London:* Pluto Press.

D11.   Dryfoos, J. G. (1990). *Adolescents at Risk: Prevalence and prevention.* New York: Oxford University Press.
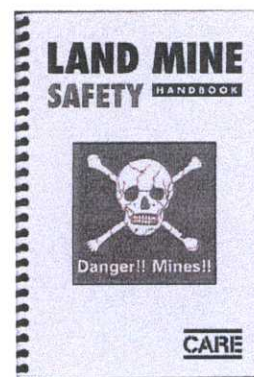
D12. Fraser, M. W. (Ed.). (1997). *Risk and resilience in childhood: An ecological perspective.* Washington, DC: NASW Press.

D13. Gibbs, S. (1994). Post-war social reconstruction in Mozambique: Re-framing children's experience of trauma and healing. Disasters, 18(3), 268-276.
   This article focused on how people were reconstructing their lives after the war in Mozambique, with special attention to how the disrupted psycho-social worlds of children were understood and addressed as part of the process of healing. Reconstruction was conceived to arise from individual and community actions, rather than initially from discussions with individuals on, or about the traumas of war. There has been little effort in trying to understand the specific ways in which individuals and communities embody the extreme suffering of the children, and address it. Our Western thoughts on and about the suffering of children differ greatly from how the individuals in Mozambique think. Their perceived boundaries between childhood and adulthood are very ambiguous. The most significant point of their thinking is that children actively create and recreate their roles according to the situation. Neither are they seen, nor do they see themselves as especially passive or especially vulnerable. Given that survival is the priority and focus of many of these people's lives, it is not surprising that children are valued for their work and are described in the following way: "children are the wealth of man…the more the better…more workers." Children are mostly valued mostly for their future potential. When people (adults and children) were asked how the war had affected them, most spoke of how their hearts, as opposed to their minds, had been changed. The important thing now for those affected is that their hearts are "calmed." This is achieved through specific medicines. It appeared that the focus of the healing process – for everyone – would come when the community celebrates the success of its harvest and thus "true peace." Confessions were used by the churches as an important part of the healing process, yet not everyone was convinced of their value. For some, the confessional was an important way in which they could be reintegrated. In terms of devising procedures to assist the healing, it needs to be recognized that although a knowledge of programs and experiences from other countries can be useful if creatively adapted, images and ideas from one country do not always transfer very well to another. It is clear that churches and healers are an important part of the healing process for both children and adults alike, particularly in combination with the work of the govt. and other agencies.

D14. Handicap International-Mozambique (1997). "The Day I Found One Mine"
   Sources received from Handicap International include a colorful learning booklet that informs children about the importance of mine awareness. The organization's web site is: http://www.handicap-international.org./english/index.html.

D15. Headquarters Department of the Army (1994). *Psychological Operations: Techniques and Procedures,* 33-1-1. Washington, D.C.
   A field manual that sets the standards for implementing a US PSYOP's mission. It is a nice guidebook for commanders and planners who must take into account the psychological impact military operations have on populations of interest.

D16. *Hidden Killers: The global problem with uncleared landmines* (1993).
   A report on international demining prepared by the United States Department of State, Political-Military Affairs Bureau, Office of International Security Operations.

D17.   Humanitarian Demining Information Center (HDIC). (1997).
       A survey to NGOs involved in humanitarian demining and mine awareness efforts.
James Madison University, VA.
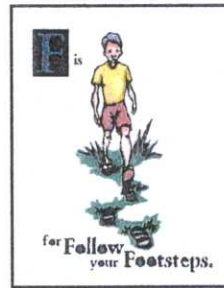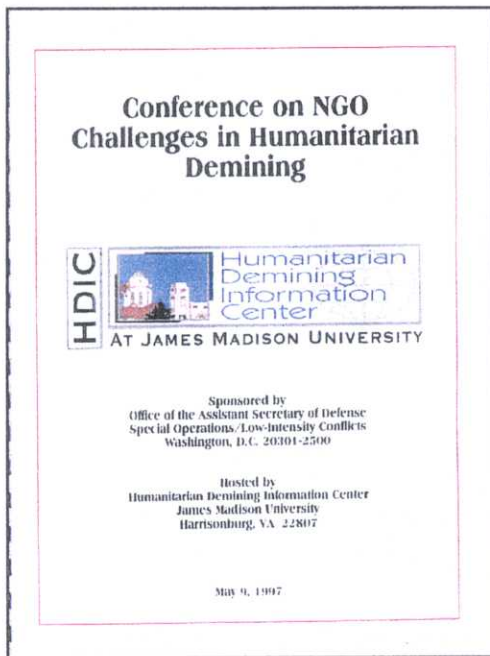

D18.   Human Rights Watch (1994). Landmines in Mozambique. New York, NY: Humans
       Rights Watch.
       The Human Rights Watch investigates the landmine problem in various countries.
This report focuses on the situation in Mozambique and looks at country specific
consequences and the initiatives regarding this devastating condition. Conclusions and
recommendations are included in this article.

D19.   The Interagency Working Group on Humanitarian
       Demining. (1997). US Government interagency
       humanitarian demining strategic plan. Unpublished
       manuscript.
       This report address the initiative of the Interagency
Working Group on Humanitarian Demining to provide a more
well-rounded humanitarian demining program that will assist
country in need and help to promote indigenous demining
capacity. This report also provides a program development
methodology and focuses on various other pertinent issues such
as, humanitarian demining funding.
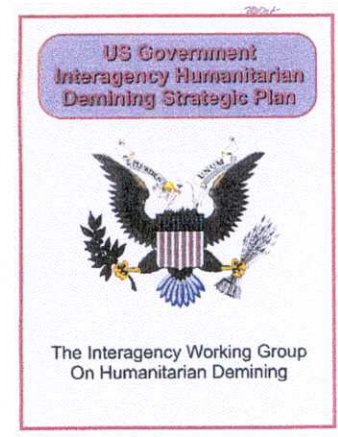
D20.   Lerner, R. M. (1995). *America's Youth in Crisis: Challenges and options for programs and policies.* Thousand Oaks, CA: Sage Publications.

D21.   Miles, S. & Medi, E. (1994). Disabled children in post-war Mozambique: Developing community based support. <u>Disasters</u>, 18(3), 284-29.
   Scarce resources and negligible specialist facilities mean that the majority of disabled children have no access to adequate health care or educational facilities. The needs and rights of disabled children are rarely prioritized in development work. Little is known about children's experiences in wars and such. The current services in Mozambique do not reach the majority of disabled children. It has been the policy of the government to develop community centered policies adapted to the needs of children. In 1991 there was a radical rethinking of Mozambique's disability work and the process of developing a national policy based on the community centered approach was begun. This resulted in the development of Community Based Support (CBS) for disabled children. Its focus is on enabling families of disabled children to help themselves through a transfer of knowledge and skills, and on finding ways to change and adapt society to reflect the needs and rights of its disabled members. A couple of case studies were presented to demonstrate the effects of CBS procedures that were implemented (one case study involved land mines).

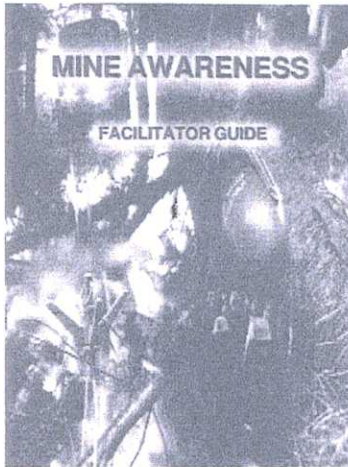D22.   Mines Advisory Group (MAG) (1997). Mine awareness resources.
   Products received from the MAG consist of mine awareness materials and MAG program reports. These items are as follows: a red leaflet of various signs and stories about the dangers of mines, stickers used in mine awareness training programs, a story book containing messages, stories, and pictures concerning land mine danger.
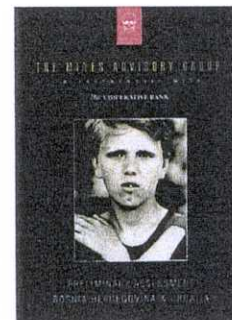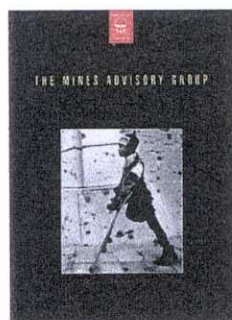
D23.   National Defense (1997). Mine Awareness Facilitator Guide. (Third Wave
        Communications, Inc.) Washington, D.C.

        This guide discusses the facilitator's role in the mine awareness training program and
is created to prepare the facilitator to present this information in accordance with the Mine
Awareness program standard. The training guide presents five modules addressing mine
warfare, mine theory, minefields, extraction from a mined area, and booby traps. This guide
also contains S.A.N.D.I. (Stop Assess Note Drawback Inform) Mine Awareness cards that
display the types of mines a person can encounter including their color and material make-
up. Prodding procedure is also addressed.

D24.   National Demining Commission (1997). National Demining Commission Bulletin
        No. 4.

        The National Demining Commission (CND) works towards promoting growth
through education of the land mine problem in Mozambique. This bulletin discusses the
CND's goal of working towards development of an informational management system,
coordination and supervision visits to the provinces in Mozambique, and a thorough list of
demining operator activities in the country.

22

D25.   Norwegian People's Aid-International demining activities (1996). *The scourge of land mines.* WWW: (http://www.fna.no/nofo/info/mine.html).

Norwegian People's Aid — Mine Awareness Kit Angola
This collection shows materials developed by NPA for mine awareness education. The materials include children's t-shirts, instructor's t-shirts, hat, mine identification posters, and a complete portable mine awareness instructor's kit (tote bag). FAX +47 2220 0870

D26.   Schorr, L.B. (1989). *Within our Reach: Breaking the cycle of disadvantage.* New York: Anchor Books/Doubleday.

D27.   Simonson, L. (1996). <u>Superman: Deadly Legacy.</u>
This comic book is a collaborative effort of Time Warner, UNICEF, Mine Action Center (Bosnia), and the United States Department of Defense. In this special issue, Superman guides the children through the lessons to be learned in a mine infested area.

D28.   United Nations Children's Fund (UNICEF). (1997). WWW Home page, (http://www.unicef.org).

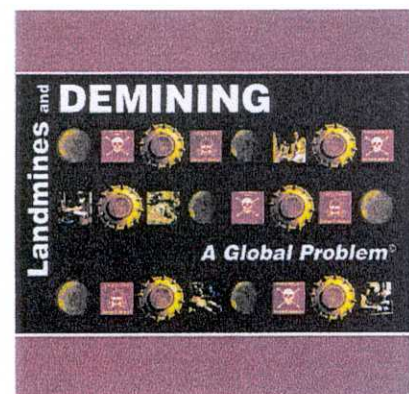D29.   United States Department of Defense (1996). <u>Equipment Planning Guide.</u> [CD-ROM]. (Available from Chief Countermine Division: Project Manager for Mines, Countermine, and Demolitions. ATTN: Mr. Brian Green, 10100 Duportail Road, Suite 4, Fort Belvoir, VA 22060.
This CD-ROM guide reviews the DOD's Humanitarian Demining Program's Planning Guide and has been provided by the Office of the Assistant Secretary of Defense for SOLIC. This guide can be used with Macintosh, Windows, SunOs, Solaris, HP-UX, SGI, and DOS. An e-mail address was also provided, bgreen@nvl.army.mil
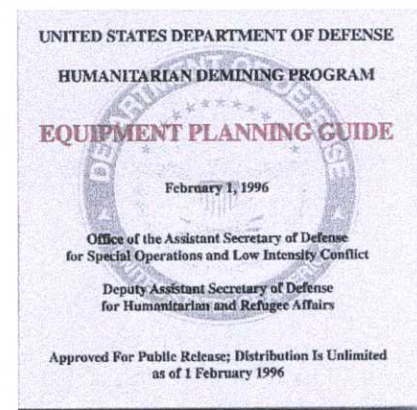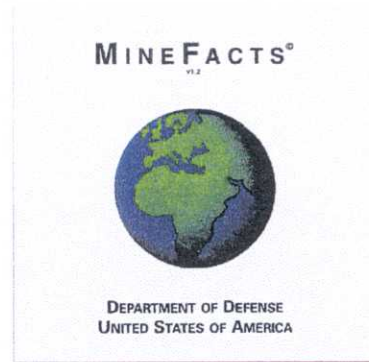

D30.   United States Department of Defense (1995). <u>Landmines and Demining: A Global Problem.</u> [CD-ROM]. (Available from National Ground Intelligence Center, 220 Seventh Street, NE, Charlottesville, VA 22902.
This CD-ROM is an interactive program developed by the National Ground Intelligence Center. It addresses the problems and the international demining efforts.

D31.	United States Department of Defense (1995). MineFacts. [CD-ROM]. (Available from National Ground Intelligence Center, ATTN: Tom Reeder, 220 Seventh Street, NE, Charlottesville, VA 22902.

MineFacts is a CD-ROM interactive database program developed by the U.S. Department of Defense. It contains information and graphics on over 675 land mines from around the world.

D32.	United States Department of Defense. Scarf.

The Office of the Assistant Secretary of Defense for Special Operations and Low Intensity Conflict developed this scarf for deminers. It provides a graphic method for first aid treatment of land mine injuries.
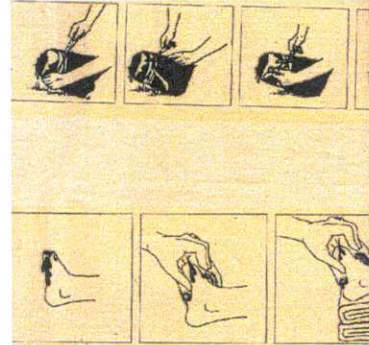

D33.	United Nations, Department of Humanitarian Affairs. (1997). Policy Manual for Mine Action.

This paper reviews different policies and discusses and emphasizes the role of the DHA in conducting humanitarian mine action activities.

D 34.	UNICEF: Children and Anti-Personnel Land-Mines

This UN document provides a comprehensive overview of the impact of landmines on children.
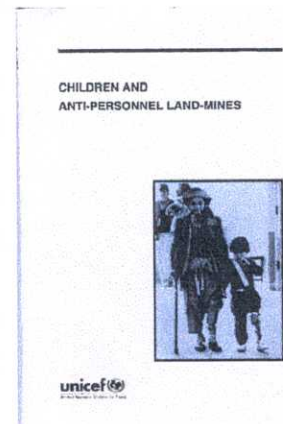
D 35.   UXO Lao Mine Awareness materials.

This collection shows materials developed at UXO Lao for mine awareness education. Similar materials have been developed at the Cambodian Mine Action Center. The materials include children's t-shirts, instructor's t-shirts, banners, mine identification posters, and a complete portable mine awareness instructor's kit (tote bag). FAX +856 21 415766

D36.   Young, M. (1996). *Global Landmine Crisis*. Common Global Ministries.
WWW: (http://www.apk.net/ucc/global/landmine.htm).