



**UNMAS Somalia**

## **Case Study - DHS MPR#6**

### **Explosive Ordnance Risk Education: Muraya's successful story**

My name is Muraya Khalid. I am 15 years old and currently studying for my secondary school certificate with my friends in Dolow, Gedo Region. A few months ago, while walking home from school with my friends, we noticed a group of children playing on the road. From a distance, everything looked normal but as we got closer, I noticed that the children were enthusiastically attempting to break some incomprehensible object. One of the children struck the object with a stick and attempted to pick it up. While their eyes filled with wild interest, mine was filled with horror.

Instantly, I screamed, "Run!" and, with all my might shouted, "Run fast!" Frightened, the children scattered in all directions. Once we ensured they were at a safe distance, my friends and I began calling out to our parents. Both to warn them of the danger and simultaneously request them to contact the police as a matter of urgency.

Fortunately, the police arrived timeously. We directed them to the suspicious object, which upon verification, turned out to be an explosive ordnance (EO). Subsequently, the police cordoned off the area and its vicinity, safely removed the EO and took it away. I was very pleased with the fact that we managed to avert tragedy and perhaps even save the children's lives.

Recently, a Multi-Skilled Team (MST) contracted by UNMAS visited our school to deliver EO risk education (RE) sessions. The session equipped us with the requisite knowledge and visual leaflets with information on explosive devices and their potent threat to life. The team advised and implored us to spread the acquired knowledge to the other villagers. Noteworthy, the MST gave examples of explosive objects mishandling and the consequences, with proven records of how the careless behavior had resulted in injuries or deaths. The EORE facilitator also emphasized the rules of conduct to be adhered to when such an item is found.

The key lessons from the EORE sessions are that dangerous objects outwardly resemble shapeless metal pieces which should never be kicked or thrown into the fire as they will explode, with dire consequences. Also, we ought not to touch an explosive object given its potent nature, thus, only demining specialists can remove and handle these devices.



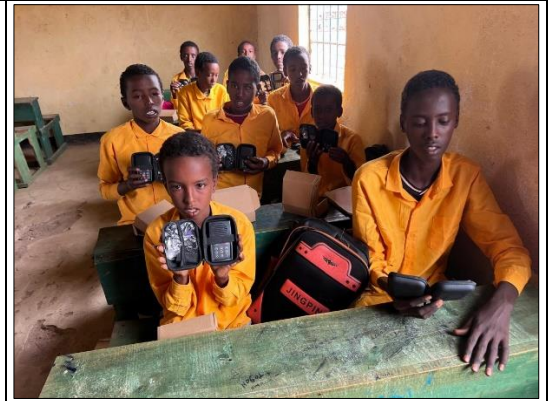
*Muraya Khalid among other students during the session of explosive ordnance risk education in one of the secondary schools facilitated by UNMAS team in Dolow*



*Muraya showing to EORE Facilitator her abilities to recognize explosive ordinances and what to do if she come across it using EORE leaflets provided by UNMAS team*

The leaflets we received in class provided exhaustive information and illustrations on what explosive objects might look like. Indeed, it was through this engaging activity that we managed to identify risks and stop the imminent tragedy involving the children. Thus, we deeply grateful to UNMAS team for organized and delivering EORE sessions.

Such significant activities educate villagers, particularly adolescents and young people, fostering a sense of responsibility for their own safety and that of others. They also play a key role of in developing essential skills, promoting safe habits, and preparing individuals to act effectively in dangerous situations.



*Children learning how to use EORE Talking Devices, distributed by UNMAS team during EORE session in Dolow*

UNMAS Programme in Somalia and its implementing partner, Demineco Human Services (DHS), are keen to use EORE as a force and ingredient for sustainable development, nation-building and peace in Somalia. This is crucial in ensuring the provision of inclusive and equitable quality of education that promotes lifelong learning opportunities for all, in line with Sustainable Development Goal number four (SDG4). The beneficiaries, both children and adults benefited from invaluable knowledge such as EO recognition and safe behavior, which warrants a better future (in line with SDG3) than their peers who lack these skills.