SALW Awareness in Schools - Towards a National Curriculum
The South Eastern Europe Clearinghouse for the Control of Small Arms and Light Weapons (SEESAC) has a mandate from the United Nations Development Programme (UNDP) and the Stability Pact for South East Europe (SPSEE) to provide operational assistance, technical assistance and management information in support of the formulation and implementation of SALW co-ordination, control and reduction measures, projects and activities in order to support the Stability Pact Regional Implementation Plan, thereby contributing to enhanced regional stability and further long-term development in South Eastern Europe.

For further information contact:

Team Leader SEESAC
Internacionalnih Brigada 56
11000 Belgrade
Serbia and Montenegro

Tel. (381 11) 344 6353
Fax. (381 11) 344 6356
www.seesac.org

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Introduction

The need for SALW Education

Children are naturally curious. This leaves them vulnerable to small arms and light weapons (SALW), because while playing they may search for them, or try to handle booby-traps, abandoned weapons and explosives outdoors. While it is common knowledge that young people, especially boys, display a fascination for guns, research such as that cited in Figures 1 and 2 shows the huge gap between what parents would expect children to do when placed in a context where weapons are present, and what they really do.

The very high levels of SALW possession in South Eastern Europe (see Table 1) mean that inevitably children will be exposed to weapons at a dangerously young age. Therefore it is important that children are equipped to make the safest possible response in this situation.

Figure 1: Parents’ expectations (%): ‘My children would...’

Figure 2: Behaviour of 8 - 12 year-old boys observed in a room where weapons were hidden (%)

Pictures by local elementary school children for the art competition

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For most children, the dominant source of information about SALW is the media. Children see weapons portrayed in a glamorous and misleading way on TV, the movies and in video games. Often the heroes in these media are gun-users who obtain and use weapons in unrealistic, dramatic and unsafe ways. Among children old enough to have been exposed to such material, and therefore able to recognise basic weapon types, the result can be a perception of gun-use as thrilling. Sadly in South East European countries the appeal of weapons is often added to by the glamorisation of criminal lifestyles – of which the gun is a symbol. What children are not routinely exposed to is the tragic impact of SALW misuse in real life – pain, loss of life and traumatised families. For this reason it is important to talk with them about the differences between guns and violence in the media and games, and the way guns affect people in real life.

Any SALW Risk Education curriculum must take these factors into account. It must provide children with the knowledge, attitudes and behaviours they need to be safe around SALW, beginning with basic SALW recognition.

**Benefits of a SALW Curriculum**

To the small arms community, integrating SALW awareness into a national curriculum presents the obvious benefit that it can draw on a ready-made structure that exists for the very purpose of conveying information to a nationwide target audience of young people.

To education authorities in South Eastern Europe, building SALW modules into the national curriculum would mean:

- Acting at the national level to implement commitments under the Stability Pact Regional Implementation Plan on SALW of 2001. The countries of South East Europe are committed under the plan to ‘continued tangible progress’ in public awareness;\(^\text{13}\)

\[
\begin{array}{|c|c|c|}
\hline
\text{COUNTRY/ AREA} & \text{CIVILIAN POSSESSION} & \\
& \text{REGISTERED} & \text{ILLEGAL} \\
\hline
\text{Albania} \text{ }^3 & & >500,000 \\
\text{Bosnia and Herzegovina} \text{ }^4 & 353,000 & 148,400 - 494,300 \\
\text{Bulgaria} \text{ }^5 & 451,600 & 93,200 - 259,000 \\
\text{Croatia} \text{ }^6 & >379,000 & \\
\text{FYR Macedonia} \text{ }^7 & 156,000 & 100,000 - 450,000 \\
\text{Moldova} \text{ }^8 & >42,000 & \\
\text{Romania} \text{ }^9 & >67,400 & \\
\text{SCG - Montenegro} \text{ }^{10} & 86,000 & 40,000 - 89,000 \\
\text{SCG - Serbia} \text{ }^{11} & 1,056,000 & 900,000 \\
\text{Entity of Kosovo} \text{ }^{12} & 20,000 & 330,000 - 460,000 \\
\hline
\end{array}
\]

**Table 1: Firearms possession in SEE**

\(^4\) Source – SALW Survey of Bosnia and Herzegovina, BICC / UNDP Sarajevo, July 2004.
\(^9\) Ibid.
\(^12\) Source – SALW Survey of Kosovo, Small Arms Survey / UNDP Pristina, June 2003. The Entity of Kosovo refers to the geographical area administered by UNMIK in accordance with UN Security Council Resolution 1244.
\(^13\) The plan features specific commitments to: ‘Public awareness of the problems and consequences of SALW proliferation and of the need for inclusive strategies to combat such problems should be significantly enhanced’; and ‘Raising awareness and conducting public education programmes, for example promoting community support for weapons reduction and control.’ The specific measures on public awareness recommended by the plan are: ‘Development and implementation of regional public awareness and confidence building programmes on the problems and consequences of the proliferation of Small Arms and Light Weapons. Development and implementation of specific national and community-based public information and awareness campaigns on the issues, especially security, surrounding the uncontrolled proliferation of SALW. Engage the capabilities and resources of local nongovernmental organisations in the formulation and execution of the national and regional implementation processes.’ The text of the plan is at http://www.seesac.org/docum/anex1.htm.
Acting to pre-empt tragic casualties involving children by offering sound risk education to every child; and

Acting to reduce future violent and criminal behaviour by educating children throughout their school life on the negative impact of weapons on societies in peacetime and during and after conflict.

Such initiatives would be a very valuable component within any National SALW Strategy implemented in compliance with the Stability Pact Regional Implementation Plan and the UN Programme of Action on SALW.14 A key challenge in using national education structures to achieve the most positive results from a SALW awareness perspective is that education systems are not designed for gathering detailed responses from students before designing the contents of lessons. This means that the principle of fitting SALW awareness materials very specifically to the needs of the target audience15 risks being sacrificed in exchange for the very real benefit of wide dissemination of messages. At worst, this could result in dangerously inappropriate messages being delivered. In any case, messages which are frightening, boringly presented, irrelevant, or which fail to deal with the weapons hazards which the target pupils are encountering in daily life should not be accepted when the safety of children is at stake.

This problem could be overcome by seeking constructive partnerships with organisations that can:

- Provide expertise in gathering information to assess needs;
- Design materials for use with children, test these materials and modify them in a responsive way;
- Help Ministries of Education with the actual delivery of awareness messages to children in the most effective way; and
- Monitor and evaluate the effectiveness of these projects.

This expertise is available to varying degrees in South Eastern Europe. UNDP/SEESAC is willing to suggest and develop linkages between the actors who could combine to make effective national initiatives on SALW Awareness in schools a reality.

It should be noted that in the former Yugoslavia, ‘Obrana I Zaštita’ or ‘Defence and Protection’ was a feature of the national curriculum, which continued to be delivered to pupils (at least in the Republic of Serbia) until 1994/1995. Thus the idea of offering school pupils knowledge of the weaponry that they may commonly encounter in everyday situations is not new for the region. However, the contents of any new programme should take account of the current drive towards combating the negative effects of illicit small arms proliferation in the spirit of regional co-operation. This should be in line with the best practices in SALW Awareness which SEESAC has researched, developed and disseminated.

The political will of Ministries of Education to support, and drive through, SALW Awareness initiatives will determine the success they can enjoy. Although it is not possible to generalize, there have been cases when UNDP and NGOs have sought co-operation of education ministries for their activities, but have enjoyed limited responses and have therefore had to proceed on the basis of approaching schools on an individual basis with their own activists. The difference in impact of a programme where NGO volunteers approach schools one-by-one, as opposed to assisting in the development of materials to be used by teachers nationwide, is very large. The effective development and subsequent implementation of SALW Awareness initiatives in schools will require long-term partnerships to be established with Ministries of Education, whose expertise in terms of curriculum design, development and integration is invaluable.

14 ‘The Programme of Action to Prevent, Combat and Eradicate the Illicit Trade in Small Arms and Light Weapons in All Its Aspects’ (UN Document A/CONF.192/15) can be viewed at http://disarmament2.un.org/cab/poa.html.

15 This is a key principle of SEESAC’s SALW Awareness Support Pack (SASP), available to download at http://www.seesac.org/resources/sasp.htm.
Continuity of the officials responsible for working on this issue is a difficulty here. If the responsible persons are subject to change every few months, the linkages, the expertise and the sustained political will which are necessary from the government side can prove a big obstacle to the relatively simple and uncontroversial goal of persuading children ‘not to touch’, ‘to move away’, ‘to tell an adult’, etc.

Planning SALW Awareness in schools

It should be stated that SALW Awareness within a national curriculum as a permanent, stand-alone activity must not exclude the implementation of awareness to support national strategies to control small arms as they develop. Schools awareness has been used on occasion to support national arms collection initiatives. Similarly, work in schools is a valid part of initiatives to implement Safer Community Plans and Security Sector Reform, and national curriculum projects should be flexible about integrating such initiatives into the more permanent structure of classes. Further flexibility may be required in order to reflect the specific problems with weapons suffered at a local level. Therefore it is advised that while some parts of a SALW curriculum would be fixed, space would be left to projects to be developed by classes that reflect local needs.

It is known that younger children have difficulty applying what they have heard in the classroom to real-life situations. Because of what can be termed their ‘cognitive immaturity’, younger children are less able than older ones to identify hazardous situations. It is therefore necessary for risk education to include activities which help younger children make a causal connection between an object and an injury. This would help children to determine which objects are unsafe, enhancing their ability to take the safe option.

Boys in particular require a carefully planned approach. Depending on the social context through which gender behaviours are learned, boys tend to be more confident in their abilities and less fearful of injuries than girls. When appraising dangerous situations, a girl tends to ask, ‘Will I get hurt?’ By contrast, a boy generally asks ‘How badly will I get hurt?’ Boys are also more likely to repeat situations in which they have been lightly hurt, and are usually given more independence by parents than girls.

A recent study compared the results of two different SALW risk education programmes: the first programme was designed to teach children to follow a series of messages related to gun safety, while the second programme was more actively geared toward bringing about behaviour change. The study found that children were able to repeat safety rules after both programmes, but significantly only after the programme designed to effect behaviour change were children able to demonstrate a choice of safer behaviours in a role-play situation. Most worryingly, however, the study showed that neither of the programmes was effective in bringing about the use of safer behaviours in real-life situations.

This represents a crucial challenge for the design of a national curriculum for SALW Risk Education, which must be overcome by rigorous planning and research with the target group on the likely effects of any programme. It will also be very important for pilot initiatives to produce critical evaluations of their success or failure, including where possible concrete evidence of the specific impacts of a curriculum on child behaviour in real-life situations.

Another conclusion to be drawn from the difficulty in changing behaviours is that it should not be expected that child safety can be achieved solely through classroom activities. A National Schools Curriculum will not work unless it is combined with as many varied activities, and reinforced from as many sides, as possible. A comprehensive approach would include:

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- Campaigning for gun owners and parents never to let children come into contact with guns;
- A tough public law enforcement approach for those who have allowed children access to a gun;\(^{19}\)
- Child safety features being added to newly manufactured guns;\(^{20}\) and
- Working to create a community environment in which violence is not acceptable in any context.\(^{21}\)

![Figure 3: A comprehensive approach in and out of the classroom](image)

**Assessing capacities and co-ordinating activities**

Initial inquiries should be made about current and previous programmes to communicate with children on small arms or in related fields. With this information, points of contact or frameworks for co-ordinating programmes or delivering messages could be reused when appropriate modifications have been made. Annex B provides a list of schools awareness experience among South East European organisations as far as currently known to SEESAC.

Where peace education, non-violent communication or reconciliation projects are underway in schools small arms issues should be integrated amongst other materials and approaches. Where small arms persist as an expression of perceived insecurity or lack of access to safety and justice the amalgamation of education on the right to equality before the law, how to use the police service, etc with advocacy on small arms should be considered for older pupils. Likewise, structures and programmes for delivering mine risk education messages to the next generation can be and have successfully been used to deliver distinct and carefully designed messages specifically on small arms. Public health programmes may also have routine links to education authorities that would offer standard entry points for a SALW awareness programme. In Albania SALW Awareness classes have been successfully integrated within classes covering the dangers of drugs, HIV/AIDS, smoking, road safety and crime. Student or activist groups within schools may provide another key campaign resource that should not be overlooked.

\(^{19}\) It is unlikely to be possible to prosecute all offenders consistently. Therefore projects could aim to publicise a handful of prosecutions to reinforce the norm that children should not be exposed to weapons.

\(^{20}\) This approach is unlikely to fall within the parameters of the project, may meet resistance from gun manufacturers and users, and could lead to complacency among owners when storing guns which they consider to be ‘child-proof’. However, because child safety features decrease the burden of responsibility on the individual user to make him/herself safe, they may be more likely to succeed than initiatives designed to increase safe behaviour.

\(^{21}\) See RMDS/G on the Safer Community Plan at www.seesac.org.
Existing National Curricula may already contain ‘Civic Education’ components dealing with citizenship or civil participation, which would be the right place to insert direct material on small arms. For a cross-cutting approach, messages about small arms and non-violence should ideally be routinely integrated within other disciplines wherever possible. In accordance with the cross-cutting approach, parents and teachers would continually reinforce the links between violent behaviours and gun use by:

- Making a pro-active commitment to keep guns and children apart;
- Discouraging their children’s exposure to guns as toys;
- Discouraging their children’s exposure to violence in the media;
- Listening more to and discussing children’s concerns about violence;
- Demonstrating an ability to resolve conflict without displaying angry or violent behaviours; and
- Watching for signs of delinquency or depression in children and actively encouraging children to talk about the problem.

Research

Casualty and Crime Data

As with other kinds of awareness work, a key element in designing a national SALW curriculum should be research. Casualty and crime data would need to be drawn from:

- A national survey with adequate levels of detail on local situations;
- Other existing research;
- Direct consultation with hospital staff and the Ministry of Health;
- Direct consultation with the MoI or checks on court records; and
- Monitoring of local media for small arms stories affecting children.

KAP\textsuperscript{22} Research

Knowledge, Attitudes and Practices research can be used in a representative sample of schools to inquire into a variety of specific areas, including but not limited to: children’s knowledge about weapons; their response to positive or negative information; the emergence of difference in social behaviours amongst young males and females; ways to persuade the most at-risk children of the dangers of involvement with weapons; and ways to make messages understandable and effective. When initial KAP research is planned and conducted, project coordinators should not miss the opportunity to establish baseline indicators to compare against parallel research conducted in the evaluation phase after the project is implemented.

\textsuperscript{22}Knowledge, Attitudes and Practices.
Programmes should specifically seek to discover:

- What kind of casualties affect a certain area, especially casualties involving children?
  - What age are the children?
  - How do the accidents occur?
  - What kinds of weapons did they involve?

- What knowledge and experience of weapons do children of all ages have?

- How will parents respond to children receiving certain messages about SALW?

- How much do parents and teachers talk to children about SALW and violence, and what do they usually say?

- What amount and type of information is right for which age group, gender, ability range and geographic area? This includes the questions:
  - Where do children get their information and guidance from (TV, comics, celebrities, parents, radio, books)?
  - What messages are most understandable and appealing for each type of child?
  - Do children of different academic abilities need to be prioritised and targeted differently?
  - Do children in different areas, such as urban or rural areas, or areas where hunting is common, need to be approached differently?
  - Do boys and girls relate to weapons differently, and do they respond differently to specific messages and activities?
  - How much negative information (which may frighten young children) should be included?
  - How can weapons issues be raised without stimulating the interest of children in experimenting with real or toy weapons?
  - How can schools and communities convincingly act to change attitudes where patterns of recklessness towards weapons possession and use are beginning to emerge (usually among teenage males)?
  - What approach is right for children with learning difficulties or from problematic backgrounds such as violent homes or social care?
  - How will children actively learn safe behaviours rather than just absorbing messages?
  - Are there figures (sportsmen/women, celebrities, policemen/women) from whom children would accept messages more readily than teachers or NGO activists?

- What groups of children are most likely to develop problem behaviours in relation to weapons?

- Should special programmes be set up to deal with such problem behaviours, for example targeting only delinquents and operating outside the classroom?

- What is the attitude of children to illegal weapons?

- Do children understand the links between uncontrolled trade in weapons, crime and conflict?

- What is the actual behaviour of children when exposed to a fake weapon?

- Could students act as key communicators for spreading discussions on weapons issues?

- Would students individually or in organised groups be willing to take an active part in any peer-to-peer campaign work?

- How active would parents and communities wish to be in contributing to a comprehensive approach?
This is an area where forming partnerships to gather local data could be crucial. Such partnerships would make it easier to ensure that a core curriculum adequately reflects local needs. NGOs can play a very positive role in gathering and analysing information to gather the above information.

**Quantitative research**

One way to research the answers to these questions would be to compile questionnaires for use with children, teachers, parents and target communities, which take account of the respondent’s location, age, gender, and (for children) ability band. Guidance and a sample of questions which may be suitable could be drawn from the ‘Small Arms Problems in Belgrade: a Survey of Young People’s Knowledge and Attitudes’, developed by the NGO Balkan Youth Union in co-operation with SEESAC. This questionnaire itself provides a useful profile of young people’s exposure to weaponry and relevant incidents, and makes the case for pursuing research and projects to break the cycle of violence in which young people are growing up.

**Qualitative research**

In designing a curriculum or materials, a questionnaire would be created on the basis of, or followed up by, qualitative research. Focus groups involving children should seek to find out:

- What messages or campaigns about danger or health have made an impression on them?
- Where did they hear these messages (at school, at home, from friends, on posters, in comics, on badges etc)?
- Do they know anything about the dangers presented by SALW?
- Where did they hear this information?
- Have they heard anything on the radio, TV, in newspapers or leaflets about SALW?
- How afraid of guns are children?
- Have the children or other children they know ever seen/touched/fired a gun, with or without supervision?
- Do children feel under pressure to accept weapons possession or use as normal/desirable?
- Where does this pressure come from?
- (Older children) What is the attitude of students towards irresponsible arms transfers?

As well as asking direct questions, focus groups and the observation of learning sessions would also test materials such as lectures, stories, quizzes, drawing competitions, discussions, games, plays, videos and cartoons. The key principle in using such tests to evaluate materials produced for a campaign would be to break down material into its constituent parts, and to ask children to explain each part (picture, text, song etc) separated from any context. This ensures that materials have the meaning amongst the target intended by their designer. After observing the way students react within learning sessions, teachers and students should also be interviewed.

*Teachers* should be asked questions about:

- How well the children’s attention was held by the material used in the session;
- How much they felt the children learnt and internalized the messages;

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23 Published in December 2003 and available to download at http://www.seesac.org/reports/BYU%20report.pdf.
Whether there were any negative reactions, including:

- Fear;
- Boredom;
- Disruptive behaviour;
- Excitement about weaponry; and
- Difficulty in understanding messages.

Apart from being asked about specific learning sessions, teachers should be asked:

- What is the most effective source of information for children?
- Can you remember a particular thing which children found stimulating/talked a lot about afterwards in the last sixth months?
- Is there a problem with violence amongst schoolchildren and/or young people where you work?
- Is this related to the presence of weapons in the community?
- What could be done to address this problem in the school/home/community?
- If you were asked to sum up safe behaviours around weapons, what would you say?
- How often do you talk to children about violence at your school?
- Do you ever offer risk education in schools?
- Do you often talk to children about attitudes to weaponry at your school?
- What is said when weaponry and violence is discussed with students?
- Would you need some specific training to conduct SALW risk education and/or advocacy with your students?
- What would be the best way to teach children about the dangers of SALW?
- Do you think parents would be willing to co-operate with a project to increase safe behaviours and reduce violence among schoolchildren/young people? How would you try to establish this co-operation?

Parents should also be interviewed in focus groups or individually about their support for delivering certain kinds of SALW awareness to children. If, when a child returns home, parents are likely to argue against the messages used in the awareness programme this may neutralise positive lessons or even worsen pre-existing attitudes. Some parents in communities targeted by the UNDP Small Arms Control in Macedonia project in 2004 reacted against discussing dangers of weapons directly because painful memories of armed violence had been reawakened in some children. Research should aim to anticipate these effects and work out how to deal with painful memories constructively or avoid touching on them altogether.

Whatever teaching materials and methods are decided upon, effort should be made to get parents to reinforce the awareness messages delivered in schools. Previously, a letter home to parents has been one way of seeking parents’ support for the messages delivered in the school awareness activity. The practice could be extended to ensure that parents sign a form agreeing to co-operate with the project, or pledge to join in a public initiative to keep guns and children apart.
Planning a Strategy

After the above information has been gathered, a careful assessment should be made of the:

- Need for a project in the target society or community;
- The feasibility of addressing the identified need effectively;
- Potential stakeholders, specifically asking:
  - How necessary their support is,
  - What capacity they have,
  - What existing programmes could be the entry point for a SALW initiative, and
  - How willing they would be to support the project.
- Key communicators and target groups;
- Strategy necessary to give the project a comprehensive approach, involving all necessary stakeholders, with the optimal chance of success.

The project should then establish clear objectives, with performance indicators that will offer a clear overview of effectiveness during its implementation and especially at its conclusion. Inclusion of government, NGOs, international organisations, parent, teacher and student representatives in a strategy planning team, especially when objectives are being agreed, will help to increase their buy-in to project activities. The project strategy should include a communications strategy, and should consider reaching out to journalists to ensure, for example, positive reporting of any campaign to keep guns and children apart.

The Contents of a National Curriculum

If a variety of materials and activities are used, children will have a chance to learn behaviours as well as just facts. Primary school risk education programmes in particular should concentrate on the development of decision-making skills, because of the cognitive immaturity of younger children. Children should be taught SALW Risk Education using a variety of interactive and practical methods that allow them to:

- Explore the issue in depth, drawing their own conclusions;
- Ask questions;
- Use the knowledge they gain in activities in which they can record their knowledge and attitudes using pictures, diagrams, words and actions;
- Make connections between SALW and other areas of their lives and education; and
- Discuss what they have learned and explain their activities.

Core Messages

Using a variety of materials and activities, core messages to be conveyed to children are likely to include the following:

- Guns can kill anyone, they don’t choose who they hurt;
- An accident happened in a nearby town...
- Weapons do not choose who they hurt and kill – children get hurt all the time;
- Explosives and mines can explode at the slightest touch; and
- (Older students) uncontrolled trade in arms causes global suffering.

These messages can be delivered by:
- Traditional media (e.g. community theatre, story-telling, songs, dances, puppet shows);
- Presentations (e.g. lectures, drama, songs, audio-visual and graphic materials, traditional teaching methods);
- Distribution of materials (e.g. pencil cases, notepads, keyrings, pens, clocks, fridge magnets and other items bearing campaign messages that children will use on a day-to-day basis; leaflets are overused considering their effectiveness in communicating messages); and
- Interactive methods (e.g. assignments where children are encouraged to gather and discuss newspaper clippings about weapons in the local area; discussions on an issue raised by the teacher such as ‘should civilian own guns’; play sessions where children are asked to bring a toy - if toy weapons are brought in, the teacher can ask children what they represent etc).

Messages used could be reinforced by testimony from a victim of armed violence, or a witness to the effects of guns, such as a police officer, former combatant or doctor.

**Learning outcomes**

If the children have successfully learned SALW-safe behaviour, they will:

- Know that a weapon is not a toy;
- Know that bullets and explosives are not toys and can explode and hurt you;
- Know not to go looking for weapons, bullets or explosives to use in games. Know that they are dangerous and that the places they are normally found are also dangerous;
- Know what weapons look like so that they are aware when they are in dangerous situations;
- Know that if they see or think they see a weapon, bullet or explosive, they must:
  - Stop
  - Move away
  - Make sure that others keep away
  - Tell an adult they trust about the weapon and
  - Ask the responsible adult not to allow them to come into contact with weapons
- Tell their parents about any SALW which are not locked away;
- Know that if a friend shows them a gun, a bullet or explosive, he should encourage him not to touch either because children get hurt by them, then leave and tell an adult;
- Understand and respect warning signs, e.g. ‘Danger’, or ‘Mine!’; and
Understand that violence in real life causes real, lasting suffering, and is not the same as violence on TV or in games.

**Reinforcing Learning Outcomes**

To demonstrate and use knowledge which has been acquired, children could:

- Be asked quiz questions, possibly after a story about children in a hazardous situation has been told;
- Act in a play about the dangers of SALW and safe versus unsafe behaviours (children could again be asked questions about the behaviours shown in such a play);
- Solve a word puzzle containing core messages about SALW;
- Be asked to sign a pledge about not playing with weapons and telling an adult;
- Complete a video game which asks children to show they know how to respond to risky situations;\(^{24}\)
- Demonstrate a desire to pass on the knowledge they have gained to others, especially children;
- Draw pictures such as gun safety posters for a competition;
- Complete a colouring book;
- Discuss the issue, whether in classroom group discussions, or youth-clubs, one-to-one conversations between children, or between an adult and a child. In order to start discussions and begin teaching SALW Risk Education with children, you can ask questions like:
  - Do you know what a gun is? What about ammunition or explosives?
  - How do you feel about weapons? Do you think they are cool or maybe they make you afraid?
  - Have you ever seen a real gun? How did it make you feel?
  - Do you know anyone who has been hurt by guns or explosives? What happened?
  - Do you feel any pressure to become involved with guns, or do you think there could be pressure when you get older?
  - Do you believe weapons should be available to civilians or not?
  - Was the invention of the gun a good or a bad thing?
  - Does defence spending and arms trading make the world safer or more dangerous?

\(^{24}\) For example, 'Clarence and Guns', available online at the Brady Centre to Prevent Gun Violence, http://www.bradycenter.org/clarence/index_0.php.
Evaluation

Evaluation of impacts is best conducted by measuring change against baselines established by the initial research for setting up the project. The same representative sample of schools which was approached in the KAP research phase could be revisited with questionnaires which look at the same questions as the first round of research. If the KAP research was not conducted in sufficient depth to give baselines for comparison, alternative options for evaluation include research on the Knowledge, Attitudes and Practices of children who received the education compared to those of similar demographic profile who did not. The change in responses to surveys before and after the implementation of programmes is an important indicator of success. However, the crucial indicator of actual success in conducting SALW Risk Education in Schools would be:

- Actual shifts towards risk avoidance in children’s behaviour outside the classroom; and
- Reduction in SALW accidents among children.

Experiments on the response of children to being placed in an environment where weapons are hidden have been undertaken (with the results cited in Figure 1 above); while such an experiment would require elaborate planning, comparison between behaviours of children who have received SALW Risk Education and those who have not would provide the clearest indication of successful achievement of behaviour change among target children.

Projects working to make sure children’s exposure to weapons and violence in schools, communities and homes should seek to measure:

- Any change in the frequency of children’s exposure to weapons in these environments before and after the campaign;
- Prosecutions of people who have allowed children to come into contact with SALW; and
- Media coverage of the issue (number of stories and whether positive, neutral or negative for the campaign).

Final points

- Children become easily scared. If too much negative or frightening information is given to them, they find it traumatic and also stop learning. Particularly children who have previous exposure to conflict or armed violence may be traumatised by the impact of weapons, and negatively affected by lessons which raise this subject matter. For this reason it is important to research whether proposed methods will frighten or upset children and to adopt approaches, such as non-violent communication, which can avoid evoking painful memories of gun violence. The reaction of children should be monitored carefully while teaching and breaks taken if individual children become anxious. It is also important to emphasise to children that, even though SALW are dangerous, their parents, their teachers and their own safe behaviour will make them safe.

- Teenagers can be a difficult age group to teach since they are more independent and rebellious than younger children.

- Children may already have some exposure to weapons, especially in rural, border or high-crime areas. Some children may even consider themselves ‘experts’. In such cases effective SALW Risk Education will involve not just teaching new, safe attitudes and behaviours, but working trying to combat existing ones.

- It is extremely important to repeat lessons with children over time, both because they forget messages and because all behaviours need to be reinforced to increase the chance that they become permanent. The integration of SALW throughout a national curriculum for repetition with different age groups will be fundamental to the achievement of lasting success.
No child is an island, but is influenced by peers and most importantly by his/her family. It is therefore crucial to implement SALW Risk Education for children alongside a strategy which involves parents and engages with the attitudes of all sectors in society.

Teaching by soldiers or police may be well advised, but has been criticised by NGOs and international practitioners for practices such as: carrying personal protection weapons into classrooms at the same time as warning children of the dangers of coming into contact with weapons; and showing real weapons to pupils, which appears to have the unintended negative effect of stimulating enthusiasm for weapons rather than just providing information to pupils on what dangerous items look like in reality.
Annex A – Glossary and Definitions

A.1 awareness
see SALW awareness.

A.2 cognitive immaturity
the inability to apply predetermined rules to the analysis of situations and make decisions in accordance with them.

A.3 conflict prevention
measures taken to try and prevent violent confrontation.

A.4 conflict reduction
strategies employed by states with the aim of diffusing tensions and building sustainable peace.

A.5 conflict resolution
efforts designed to increase cooperation among the parties to a conflict and strengthen their relationships by building or deepening the institutions and processes through which the parties interact.

A.6 evaluation
a process that attempts to determine as systematically and objectively as possible the relevance, value and impact of an intervention.

NOTE The word “objectively” indicates the need to achieve a balanced analysis, recognising bias and reconciling perspectives of different stakeholders (all those interested in, and affected by programmes, including beneficiaries as primary stakeholders) through use of different sources and methods.

NOTE Evaluation is considered to be a strategic exercise.


A.7 monitoring
in the context of SALW Control the term refers to the authorised observation by qualified personnel of sites, activities or processes without taking responsibility for that being observed. This is usually carried out to check conformity with undertakings, procedures or standard practice and often includes recording and reporting elements.

A.8 SALW Awareness
A programme of activities undertaken with the overall goal of minimising, and where possible eliminating, the negative consequences of inadequate SALW Control by undertaking an appropriate combination of SALW advocacy, SALW risk education and media operations/public information campaigns which together work to change behaviours and facilitate appropriate alternative solutions over the long term.

NOTE Wherever it exists, the operational objectives of a national SALW Control initiative will dictate the appropriate type of SALW Awareness activities.

NOTE SALW awareness is a mass mobilisation approach that delivers information on the SALW threat. It may take the form of formal or non-formal education and may use mass media techniques.
NOTE In an emergency situation, due to time constraints and the lack of available data, it is the most practical means of communicating safety information. In other situations it can support community liaison.

A.9 SALW Control
those activities, which, together, aim to reduce the social, economic and environmental impact of uncontrolled SALW proliferation and possession.

A.10 Small Arms and Light Weapons (SALW)
all lethal conventional munitions that can be carried by an individual combatant or a light vehicle, that also do not require a substantial logistic and maintenance capability.

A.11 SALW Risk Education
a process that promotes the adoption of safer behaviours by at-risk groups and by SALW-holders by informing people of the dangers and threats of SALW and educating them about alternative, safer behaviours.

A.12 survey (SALW Survey)
a systematic and logical process to determine the nature and extent of SALW proliferation and impact within a region, nation or community in order to provide accurate data and information for a safe, effective and efficient intervention by an appropriate organisation.

A.13 violence
the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in, or has a high likelihood of resulting in, injury, death, psychological harm, mal-development or deprivation. [WHO, 2003].

A.14 weapon
any thing used, or designed/intended for use:

a) in causing death or injury to any person; or

b) for the purposes of threatening or intimidating any person and without restricting the generality of the foregoing, includes a firearm.

25 Criminal Code of Canada (CCofC) Section (S) 2 “Interpretation” Paragraph 2.
## Annex B - Schools SALW Awareness experience in SEE organisations

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>ORGANISATION</th>
<th>PROJECT IMPLEMENTED</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albania</td>
<td>UNDP SSSR</td>
<td>SALW Risk education integrated with HIV, drugs, violence, crime, road safety, first aid and anti-smoking education; co-ordinated programme with parents, teachers, police and local NGOs; organised competitions, sports tournaments, police station visits; messages targeted to local context.</td>
<td>Vefi Brovina <a href="mailto:gjbrovina@undp.org.al">gjbrovina@undp.org.al</a></td>
</tr>
<tr>
<td>Albania</td>
<td>UN/Hague Appeal</td>
<td>Peace and disarmament education in schools; development of peace education manual for teachers; organisation of debate competitions for students on small arms policy with training and fact packs for participants</td>
<td>Elton Skendj <a href="mailto:elton_top@yahoo.com">elton_top@yahoo.com</a></td>
</tr>
<tr>
<td>Bosnia</td>
<td>Red Cross</td>
<td>Integrated small arms awareness classes into mine risk education structure nationwide, with leaflets, plays etc.</td>
<td>Senadin Kumro / Mirko Kusmuk <a href="mailto:hqrcfbih@bih.net.ba">hqrcfbih@bih.net.ba</a> / <a href="mailto:rcrshq@paleol.net">rcrshq@paleol.net</a></td>
</tr>
<tr>
<td>Bosnia</td>
<td>SFOR/EUFOR</td>
<td>Has a mandate for conducting awareness in schools; regular classroom visits.</td>
<td>Major John Tolan <a href="mailto:john.tolan@eufor.eu.int">john.tolan@eufor.eu.int</a></td>
</tr>
<tr>
<td>Croatia</td>
<td>Delta Practical Shooting Club</td>
<td>Risk education using Kruno Kuna cartoon.</td>
<td>Dubravko Gvozdanovic <a href="mailto:dubravko.gvozdanovic@zg.hinet.hr">dubravko.gvozdanovic@zg.hinet.hr</a></td>
</tr>
<tr>
<td>Kosovo</td>
<td>Terre Des Hommes</td>
<td>Work with juvenile delinquents including sports activities, outings, and civic education.</td>
<td>Ajten Bucinca/Agron Selimaj <a href="mailto:tdhkosovo@hotmail.com">tdhkosovo@hotmail.com</a></td>
</tr>
<tr>
<td>Kosovo</td>
<td>Kosova Youth Council</td>
<td>Student councils in high schools; peer-to-peer education on domestic violence and SALW (including minorities, working with target groups identified in each municipality, worked with UNICEF); 2001 report on war-affected children, now repeating in Sierra Leone</td>
<td>Kushtrim Sheremeti <a href="mailto:lushtrim@kyckosova.org">lushtrim@kyckosova.org</a></td>
</tr>
<tr>
<td>Macedonia</td>
<td>UNDP/SACIM</td>
<td>Co-ordination of education within awareness to support a national collection, incl. a national drawing contest.</td>
<td>Alain Lapon <a href="mailto:alain.lapon@undp.org.mk">alain.lapon@undp.org.mk</a></td>
</tr>
<tr>
<td>Macedonia</td>
<td>Ministry of Education</td>
<td>‘Peace, Tolerance and Security’ offered in all high schools in courses of ten two-hour sessions with the aim of creating a society of peaceful young people. 35% of students choose this option. The government plans to implement a complementary initiative in primary schools.</td>
<td>Sofka Koceva +389 2 3133 368</td>
</tr>
<tr>
<td>Macedonia</td>
<td>Civil</td>
<td>Annual organisation of Peace Unlimited festival; classroom education.</td>
<td>Xhabir Deralla <a href="mailto:contact@civil.org.mk">contact@civil.org.mk</a></td>
</tr>
<tr>
<td>Macedonia</td>
<td>Council for Prevention of Juvenile delinquency</td>
<td>Interactive local projects targeting delinquency involving 500 children.</td>
<td>Lazar Nanev <a href="mailto:sppmd@mt.net.mk">sppmd@mt.net.mk</a> +389 43 412 947</td>
</tr>
<tr>
<td>Country</td>
<td>Organization</td>
<td>Activities</td>
<td>Contact Information</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Macedonia</td>
<td>Journalists for the Rights of Women and Children and Protection of the Environment</td>
<td>Hand in toy gun, receive a book; for life without weapons work in 32 schools, painting competitions.</td>
<td>Natasa Dokovska <a href="mailto:detstvo@detstvo.org.mk">detstvo@detstvo.org.mk</a></td>
</tr>
<tr>
<td>Macedonia</td>
<td>Step by Step Foundation</td>
<td>Workshop where young children were invited to bring toys into class and, when the inevitable show of guns appeared, the effects of real guns were discussed.</td>
<td>Suzana Kirandziska <a href="mailto:skiran@soros.org.mk">skiran@soros.org.mk</a> +389 2 3077 900</td>
</tr>
<tr>
<td>Serbia</td>
<td>Balkan Youth Union</td>
<td>Weapons not even as toys, public destruction of toy guns in exchange for T-shirts and balloons, puppet shows; survey of youth perceptions of weapons in Belgrade.</td>
<td>Vladimir Djumic <a href="mailto:vdjumic@bum.org.yu">vdjumic@bum.org.yu</a></td>
</tr>
<tr>
<td>Serbia</td>
<td>European Movement – Local Council Zrenjanin</td>
<td>Pilot lessons in high schools; art competition in elementary schools.</td>
<td>Aleksandar Piperski <a href="mailto:epuszr@yahoo.com">epuszr@yahoo.com</a></td>
</tr>
<tr>
<td>Serbia</td>
<td>Red Cross</td>
<td>Child and youth leaflets, TV clips aimed at children and youth, classes, drawing and painting exercises, sports celebrity endorsement in ‘For life - without weapons’ campaign 2001 - 2002.</td>
<td>Sasa Avram <a href="mailto:sasha@redcross.org.yu">sasha@redcross.org.yu</a></td>
</tr>
<tr>
<td>Regional</td>
<td>SEESAC</td>
<td>Has funded and project managed two NGOs to work in schools; SASP CD contains posters, video clips and other resources.</td>
<td><a href="mailto:info@seesac.org">info@seesac.org</a></td>
</tr>
<tr>
<td>Regional</td>
<td>UNICEF</td>
<td>Mandated to work on small arms and mine action; partnership with the Croatian government to deliver improved education on delinquency, inter-cultural tolerance and peaceful resolutions to disputes. Mine education kit distributed in regional schools; education reform with regional governments.</td>
<td></td>
</tr>
</tbody>
</table>
## Annex C – Web Resources

<table>
<thead>
<tr>
<th>TITLE</th>
<th>LINK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask Campaign</td>
<td><a href="http://www.pax.com/ASK_media.html">http://www.pax.com/ASK_media.html</a></td>
</tr>
<tr>
<td>Center for Peace and Disarmament Education</td>
<td><a href="http://www.cpde.net/">http://www.cpde.net/</a></td>
</tr>
<tr>
<td>Clarence and Guns</td>
<td><a href="http://www.bradycenter.org/clarence">http://www.bradycenter.org/clarence</a></td>
</tr>
<tr>
<td>Common Sense About Kids and Guns</td>
<td><a href="http://www.kidsandguns.org">http://www.kidsandguns.org</a></td>
</tr>
<tr>
<td>Connor S and Wesolowski K, &quot;They're Too Smart for That&quot;: Predicting What Children Would Do in the Presence of Guns, Paediatrics, Vol 111, No 2</td>
<td><a href="http://pediatrics.aappublications.org/cgi/content/full/111/2/e109">http://pediatrics.aappublications.org/cgi/content/full/111/2/e109</a></td>
</tr>
<tr>
<td>Hamilton Fish Institute - Straight Talk About Risks</td>
<td><a href="http://www.hamfish.org/programs/254.html">http://www.hamfish.org/programs/254.html</a></td>
</tr>
<tr>
<td>Project Childsafe - Safety Curriculum</td>
<td><a href="http://www.projectchildsafe.org/curriculum.cfm">http://www.projectchildsafe.org/curriculum.cfm</a></td>
</tr>
<tr>
<td>SALW Awareness Support Pack</td>
<td><a href="http://www.seesac.org/resources/sasp.htm">http://www.seesac.org/resources/sasp.htm</a></td>
</tr>
<tr>
<td>Small arms problems in Belgrade - a survey of young people’s knowledge and attitudes</td>
<td><a href="http://www.seesac.org/reports/BYU%20report.pdf">http://www.seesac.org/reports/BYU%20report.pdf</a></td>
</tr>
<tr>
<td>Stopping School Violence: 12 Things Students Can Do</td>
<td><a href="http://128.121.17.146/ncpc/ncpc/?pg=2088-6152">http://128.121.17.146/ncpc/ncpc/?pg=2088-6152</a></td>
</tr>
<tr>
<td>Stopping School Violence: 12 Things Teachers Can Do</td>
<td><a href="http://128.121.17.146/ncpc/ncpc/?pg=2088-6154">http://128.121.17.146/ncpc/ncpc/?pg=2088-6154</a></td>
</tr>
<tr>
<td>The GORP group</td>
<td><a href="http://www.thegorp.com/thegorp/more.html">http://www.thegorp.com/thegorp/more.html</a></td>
</tr>
</tbody>
</table>
The development and effective integration of a SALW Awareness school curriculum could be implemented in three phases according to the following process. The plan is for the classroom component only, and would need to be modified to enable integration with other kinds of programming and work with communities, parents and teachers.

**Phase 1 – Research and Development of a SALW Awareness School Curriculum**

**1. Information gathering**

1.1. Desk study.
1.3. How casualties occur.
1.4. Knowledge, attitudes and practices survey (pupils; teachers; parents).
1.5. Qualitative information (focus groups and/or behavioural experiments investigating how to affect behaviour change: pupils, teachers, parents).
1.6. Expertise available to contribute to the project (may include UNICEF/local and regional partners).
1.7. Planning for evaluation phase.

Information gathered must provide:

- An assessment of the impact of SALW on the target audience which can identify the risks and impacts to be included;
- Clear indications of messages, materials and activities likely to achieve behaviour change;
- A list of those to be involved in the consultation process; and
- Benchmarks from which to evaluate project outcomes.

**2. Consultation**

2.1. Production of working documents.

2.1.1. Draft lesson plans for each year group ages 7-18.
2.1.2. Draft material for student handbooks.
2.1.3. Draft training materials for training of teacher trainers.

2.2. Series of meetings to develop working documents. Consulting partners could include:

- Ministry of Education Curriculum design team;
- Parent/Teacher Associations;
- Faculty of Civil Defence;
- Red Cross Bosnia and Herzegovina;
- Peace Education and Disarmament project (Albania);
- UNICEF;
- UNDP SACISC; and
- University Professors/Academics.

2.3. Agreements of consulting partners by consensus on materials for testing.

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26 Based on a proposal developed by UNDP Serbia and Montenegro, SEESAC, European Movement Local Council Zrenjanin and Saferworld.
3. Finalisation of material

3.1. First field testing of lesson plans and handbook materials.
3.2. Modification according to first field test.
3.3. Second field testing of lesson plans and handbook materials.
3.4. Finalisation of all materials, (option to continue testing problematic modules).

Phase 2 – Implementation of the SALW Awareness School Curriculum

4. Implementation

4.1. Training of teacher trainers.
4.2. Printing of teaching manuals.
4.3. Printing of student handbooks.
4.4. Training of teachers and distribution of handbooks to teachers nationwide.
4.5. Teaching of curriculum and distribution of handbooks to pupils nationwide.
4.6. Public information and communications activities to promote implementation, (press releases and press conferences).
4.7. Monitoring of training and teaching activities.

5. Monitoring and Evaluation

5.1. [Planning at the information gathering stage].
5.2. Repeat survey, focus groups and/or behaviour experiments comparing to baselines established in Phase 1.
5.3. Case study for regional/global distribution if appropriate.

Phase 3 – Sustaining the SALW Awareness School Curriculum

6. Annual update and Amendment

6.1. Review of teaching material.
6.2. Update and amend as necessary.
6.3. Reprinting of amended material.

TIMEFRAME

Phase 1: January 2005 – August 2005

Phase 2: October – November 2005 (Teaching of material to coincide with start of the 2005 school year 1-14 September 2005)

Phase 3: Annually
## Project Implementation Matrix

<table>
<thead>
<tr>
<th>PHASE</th>
<th>ELEMENTS</th>
<th>RESPONSIBILITY</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information Gathering</strong></td>
<td>Desk study</td>
<td>Project Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statistics: gun casualties and crime 7-18 year-olds</td>
<td>Project Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How casualties occur</td>
<td>Project Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge, attitudes and practices survey (pupils; teachers; parents)</td>
<td>Project Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Qualitative information (focus groups and/or behavioural experiments investigating how to affect behaviour change: pupils, teachers, parents)</td>
<td>Project Coordinator Marketing Company</td>
<td>Donor Funding</td>
</tr>
<tr>
<td></td>
<td>Survey expertise available to contribute to the project</td>
<td>Project Coordinator</td>
<td></td>
</tr>
<tr>
<td><strong>Consultation</strong></td>
<td>Production of working education and curriculum materials</td>
<td>Project Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Series of meetings to determine the contents.</td>
<td>Project Coordinator (Consulting Partners)</td>
<td></td>
</tr>
<tr>
<td><strong>Finalisation of Material</strong></td>
<td>First field-testing of lesson plans and handbook materials</td>
<td>Ministry of Education Project Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modification according to first field test</td>
<td>Project coordinator (Consulting Partners)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second field-testing of lesson plans and handbook materials</td>
<td>Ministry of Education Project Coordinator</td>
<td>UNDP Implementing Partners (Responsible for analysing field test and amending materials with consulting partners)</td>
</tr>
<tr>
<td></td>
<td>Finalisation of all materials (option to continue testing problematic modules)</td>
<td>Project Coordinator Consulting Partners</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>Training of teacher trainers</td>
<td>Project Coordinator UNDP</td>
<td>UNDP Implementing Partners</td>
</tr>
<tr>
<td></td>
<td>Printing of teaching manuals</td>
<td>Project Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Printing of student handbooks</td>
<td>Ministry of Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training of teachers and distribution of handbooks to teachers nationwide</td>
<td>Ministry of Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching of curriculum and distribution of handbooks to pupils nationwide</td>
<td>Ministry of Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Public Information/Communications</td>
<td>Ministry of Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitoring of training and teaching activities</td>
<td>UNDP Project Coordinator (Consulting Partners as necessary)</td>
<td>UNDP Implementing Partners</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Repeat survey, focus groups and/or behavioural experiments comparing to baselines established in Phase 1</td>
<td>Project Coordinator (Marketing Company)</td>
<td>UNDP Implementing Partners</td>
</tr>
<tr>
<td></td>
<td>Case study for regional/global distribution</td>
<td>Project Coordinator/ SEESAC Awareness Advisor</td>
<td>UNDP Implementing Partners SEESAC</td>
</tr>
<tr>
<td><strong>Review and Update</strong></td>
<td>Review of teaching material Update and amend as necessary Reprinting</td>
<td>Ministry of Education</td>
<td>Ministry of Education</td>
</tr>
</tbody>
</table>
Annex E – Evaluation of teaching techniques

Evaluation of approaches piloted by European Movement Local Council Zrenjanin, November 2004

2,010 children from seven different schools attended classes organised by the project. The first stage was for SEESAC and European Movement jointly to develop potential activities and lesson content to present to local schoolteachers responsible for the civil education classes at local schools. Teachers were happy to use material written especially to support the classes as well as a leaflet used in a more general public advocacy campaign, but preferred to present it to students using their own methodology. The teachers’ ideas reflected the information received from small arms education practitioners elsewhere in the region, who had reported that especially with older children it is more effective to present a topic for moderated discussion than to preach a set of fixed ideas to them.

The teachers used four main methods to teach the curriculum: the first was a straightforward lecture to introduce the subject; a second, more local-specific and interactive method was to give students an assignment to collect newspaper stories on subjects related to SALW, such as gun crime. The news stories were then discussed to give the students a sense of problems caused by weapons in society, reinforced by information on the local SALW problem gathered by European Movement at the start of the campaign. A third approach was for the teacher to give some basic information about weapons and then to start a classroom discussion. The teacher drew a line dividing the board in two and listed on one side the arguments in favour of the availability of weapons to civilians, and on the other side arguments against. The class would then actively think through the negative and positive consequences of weapons availability and come to a judgement about whether civilians should have access to weapons. The fourth teaching method was to gauge the students’ level of knowledge either at the beginning or the end of the session through a quiz.

The teachers taught 45-minute sessions in more than one school each, covering students aged 15-18 across the ability spectrum. Teachers reported that:

- Students found the classes very interesting.
- The technique of asking students to gather SALW-related newspaper clippings was apparently very successful. One class selected as the best story an article about a grandfather giving a gun to his grandson, who then accidentally killed his grandmother. Importantly, this led to students recalling their own stories about the danger of weapons: one student remarked that when his uncle gave him a gun he felt disturbed. Another recalled how one child had shot another with a pellet gun. Many other students talked about having held weapons in their hands.
- As well as drawing on the written guidelines, one of the teachers went into a wide range of subject matter: the system of values within a community, and especially relations between men; the meaning of small arms; the appearance of different types of weapon; the history of guns and their role in human culture. After giving some background on these themes he then initiated the debate over the advantages and disadvantages of weapons availability to civilians.
- Response to the SALW issue tended to be different in schools for students of different abilities: in the Gymnasium, or top stream of students, discussion was less about technical specification of weapons, and more about the peaceful resolution of problems. In vocational high schools for Electro-Technical skills and Construction, students were generally more positive about guns.
- Typical debates began with the sentiment that guns were necessary, but gradually a greater sense of the costs of weapons availability emerged. Most classes were reported to have come to the conclusion that weapons should be eliminated from civilian ownership – although it was reportedly also impossible to steer one class of ‘rascals’ to this conclusion.
- Girls tended to be more moderate in their views, while boys in general at least began by talking in favour of weapons.
There was a clear recognition of a type of gun owner: ostentatious individuals who believe that weapons give the owner a high status. Generally students were dismissive of this kind of behaviour, some of the male students who usually show off still asserted that weapons were cool, and could help them to impress girls.

Students’ knowledge about guns was quite developed (manufacturers, models and calibres) but they knew less about explosives. They were discouragingly interested in the lethal range and power of different weapons. Teachers were equipped with good technical knowledge to teach about weapons because they had received army training, but found that some students’ knowledge of weapons already exceeded their own.

Students also pointed out that the weapons trade is a lucrative business.

Other students were aggressive in their desire for weapons.

Teachers were of the view that direct victim testimony would be a powerful tool in future campaigns – it would make it even easier to press home the consequences of armed violence.
Annex F - Play about SALW hazards and safe behaviours

DANGEROUS TOY

Paul, John, Paul’s Mother, John’s Mother, Mark, Luke

Act 1

Paul is sitting in the room reading a comic while his mother is preparing lunch in a kitchen. Suddenly a telephone rang. Paul hurry up to answer it...

Paul: Ah... John, it’s you. You want me to come to your place now? Well, I don’t know ...I have to ask my mum, wait a second!

(Paul is running to the kitchen)

Paul: Mum, mum, and can I please go at John’s place? I won’t be long.

Paul’s Mother: You can go but don’t stay long and be careful, don’t do anything foolish please.

Paul: Don’t worry I won’t! Bye!

(Paul is going back to the phone)

Paul: I’ll be right there!

(He hangs up the phone, puts his shoes on and goes out)

Act 2

(Paul is knocking on John’s door. John’s Mother opens the door)

Paul: Good afternoon, I came to visit John.

John’s Mother: Of course, come inside, John is in his room.

(Paul is entering the room)

Paul: Hi!

John: Hi, there you are. Wait here comes mum...

(John’s Mother enters the room with a plate of biscuits)

John’s Mother: Here kids, take some biscuits, and be good. I am going to visit our neighbour Ann...

Paul and John: Bye!

(John’s mother leaves the room)

27 This play was written by Vladimir Stolovic and Predrag Kolarevic and is reproduced with their kind permission. For further information contact stolezevs@yahoo.com.
Act 3

(Paul and John are alone in the room)

Paul: You want to play cards?

John: Not now, I have something important to show you. Let me just check if mum has gone.

(The John is leaving the room for a moment...and soon he gets back)

John: It’s all clear. Now let me show you what I’ve found.

(Paul looks at John very curiously)

Paul: What is it? What...

John: Take it easy, you’ll see and won’t believe it. Come and help me to get down that black box over there.

(Paul brings the chair and John stands on it and gets the box)

John: Here it is. Now...look at this!

(John opens the box and takes out the pistol covered with scarf. Paul looks carefully, frightened and delighted at the same time)

Paul: It’s a real pistol! Be careful it’s dangerous!

(At the beginning Paul refuses to take it in hand)

John: Don’t worry, it’s empty, the bullets are out. Take it!

(Paul takes the pistol and looks at it)

Paul: Whose pistol is this?

John: It’s my dad’s, I once saw where he was hiding it, so I take it out from time to time when I’m alone. Don’t dare tell anyone!

Paul: OK, I won’t. What are we going to do with it?

John: Let’s go to the kitchen and play shooting through the window.

Paul: Ok.

(They are leaving the room and going into the kitchen)

Act 4

(Paul and John are in the kitchen imagining that they are shooting through the window)

John: You see how good it feels and it isn’t dangerous at all. Imagine if it was with bullets how funny it would be.

Paul: You are right; I can’t believe that I was scared at the beginning.

(John takes the pistol and points it toward Paul)
Paul: Hey, what are you doing? 

[Paul pushes John’s hand away]

John: Don’t be scared, it’s empty. You want me to try it? 

Paul: Not on me! 

[Paul pushes his hand away again]

John: Ok, look its empty, I’ll shoot it outside, through the window. 

Paul: Don’t do it, there are people on the street! 

John: Stop worrying, I’ve told you a hundred times that it’s empty! 

[John pulls the trigger through the window and shoots...at the same time he drops the pistol on a floor. Paul is standing next to him frozen unable to say a word.]

Act 5

[John’s mother is entering the room all panicked]

John’s Mother: What happened? ...The pistol...where did you get it? 

[Paul and John are standing frightened and silent]

John’s Mother: And now what. Are you aware that you could kill each other or someone else? Don’t you know that a pistol isn’t a toy? Who gave it to you? 

John (crying): It was in the room; in a black box... it’s dads. 

John’s Mother: What!!! I can’t believe it, your father isn’t normal, he keeps the pistol in the house nearby his own children, and above all: the pistol without license, his grandfather’s trophy... and I told him to take it to the police... but now, he wants... he is waiting for someone to get hurt...! I am taking it to the police station right know! And you kids listen to me very carefully: If you find sometimes somewhere any kind of weapon don’t you play with it, those are not toys, but show it immediately to your parents or any other adult person! Now calm down, everything will be all right. Have I ever told you what happened to Luke? 

John: No, you haven’t. 

John’s Mother: Now I will tell you. 

[She start’s telling the story and John and Paul are listening]

John’s Mother: A kid named Mark was playing in his yard while his parents were watching TV. Suddenly his friend Luke showed up at the yard’s door ... 

Act 6

Mark: Hey, Luke! You want to come inside to play? 

Luke: Ok, I have a new game to show you. 

Mark: Which one, which one! 

Luke: We have to hide somewhere where no-one can see us!
Mark: *Come on, we can go behind the house.*

Luke: *Let’s go!*

{Luke enters the yard and they go together behind the house}


{Luke opens his jacket and takes the pistol out}

Mark: *Wow, is it real?*

Luke: *Of course it’s real*

Mark: *Can I hold it?*

Luke: *Here you are.*

{Mark takes the pistol and looks at it all excited}

Luke: *Last night I saw a film called Russian Roulette. Do you know that game?*

Mark: *No, I don’t.*

Luke: *You leave only one bullet in a pistol, then you point at your head and pull the trigger. If he’s lucky there is no bullet, and then the other tries the same.*

Mark: *That’s dangerous. We won’t do it!*

Luke: *No, we won’t shoot into the head, but let’s shoot just to see who will find the bullet.*

Mark: *Ok. Did you ever shoot?*

Luke: *No, I didn’t but I’ve seen it on TV, it’s easy.*

Mark: *Then you go first.*

{Luke takes the pistol, closes his eyes and shoots. The sound of a bullet, yelling and screaming…}

**Act 7**

{Paul, John and John’s mother are back on the scene. John’s mother is finishing the story}

John’s Mother: *And as the pistol went off on the side Luke shot Mark in the hand!*

Paul: *What happened then?*


John: *Why in the prison?*

John’s Mother: *Because when he brought a pistol back from the army but, just like your father, he had no licence for it. So now, do you understand that pistols aren’t toys?*

John and Paul: *Yes, we do.*

**Act 8**

All actors are back on the scene. They look at the audience and say at the same time:

**WEAPONS ARE VERY DANGEROUS. DON’T PLAY WITH THEM!!!**
Annex G - Rapid evaluation of learning outcomes

Ask the children questions such as:

Q: You are at a friend’s house when he shows you where his father keeps his gun. He says you can hold the gun. What should you do?
A: Stop, don’t touch. Tell your friend your friend that he must not touch guns because they are too dangerous for children, so he should play elsewhere. Also, tell your own parents about the gun. This is important so nobody gets hurt and so you, your family and your friend can be safe.

Q: Is a gun safe for children if it is unloaded?
A: No gun is ever safe – guns are made to kill.

Q: “The only people who get hurt by guns are soldiers and criminals.” True or false?
A: False, guns and bombs do not choose who they hurt and kill. Every minute around the world someone is killed by a gun and it can be anyone. That makes weapons a problem for all of us and we have to work together against weapons.

Q: Your friend tells you he has found a gun and will bring it to school. What should you do?
A: Don’t accept the danger the gun poses to its owner and other children. Tell an adult you trust immediately.

Q: Who can you talk to if you are worried about guns?
A: If you are worried you can talk to your friends, teachers or family – it is OK to be scared of guns because they are dangerous. If you talk with adults about it they can help you learn more about how to stop problems with weapons.

Q: Who should you talk to if you see a weapon that scares you, or ammunition or explosives lying around?
A: You should tell an adult you trust what you have seen so they can help.
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