Peace and Disarmament Education

Figure 1 A Peace and Disarmament Curriculum for Cambodian High Schools

Introduction

In relation to schools, there seems to be no educational justification for a new category of 'small arms' or 'gun education'. Where there is evidence that children are in significant danger of accidentally picking up and using guns in the home, or at neighbours, then the response should firstly be to ensure that there are

1. no weapons kept in homes
2. if weapons can be legally owned by civilians, then the owner should have the legal responsibility of storing them safely, and be legally liable for any harm caused by accidental use by minors.

The broader issue of small arms/guns in society relates to violence and the use of violent means to resolve conflicts and respond to problems. The appropriate educational response is then a range of educational experiences:

- safe schools
- learning to deal with emotions constructively
- tolerance of differences
- communication skills
- learning conflict resolving skills from preschool to upper secondary, according to developmental level
- schools as zones of peace
- peace education
- disarmament education
- activities and approaches to support the development of a culture of peace
- human rights education
- Civic Education
- Exploring Humanitarian Law (ICRC)
- life skills education

Many of the above topics/themes are included in peace education programmes, are offered separately, are included in other subjects, such as personal development, Civic Education, or

part of whole school programmes such as peer education and mediation, schools as zones of peace, etc.

UNICEF statement on education and small arms

1.1   Preparatory Committee For the 2006 Review Conference On the United Nations Programme of Action to Prevent, Combat and Eradicate the Illicit Trade in Small Arms and Light Weapons in All Its Aspects

Mr. Julien Temple, Office of Emergency Programmes, UNICEF, January 13 2006, New York

"In relation to the UN Programme of Action on Small Arms, the following comments, relevant to small arms awareness and education activities, were made:
"The Programme of Action contains a third measure, of immediate relevance for children: awareness education and the promotion of a culture of peace.
UNICEF's programmes are supportive of this measure, as they possess an 'education for peace' character, whereby education seeks to promote peace and tolerance, and not fuel hatred and suspicion. An important facet of this, is our promotion of schools as 'zones of peace', which create an environment in which children can learn and develop, safe from violence and free from the presence of small arms.
Complimenting this effort, UNICEF engages with partners to undertake capacity building concerning peace and tolerance, risk education, and conflict resolution.
UNICEF would like to encourage delegations to bring this issue into greater prominence at the Review Conference and in its official outcome documents. An increased commitment in this area will help facilitate confidence building, reconciliation, and help teach alternatives to the culture of the gun. Further, it will also encourage enabling initiatives such as "schools as zones of peace", where children, the most vulnerable in our society, have an environment in which to learn, grow, and be safe from violence and the presence of small arms."

www.un.org/events/smallarms2006/pdf/UNICEF-Cluster-I.pdf Accessed 13 April 2006

1.2   Peace, Not Pieces

Red Cross of Australia

Junior Red Cross program for schools, activities for children

http://www.redcross.org.au/media/activities(1).pdf Downloaded March 16 2006

1.3   Peace by Peace International

Core Curriculum

The Peace by PEACE Core Curriculum is taught by every Peace by PEACE program. The Members Association is responsible for developing the Core Curriculum. The four core components are:

- **Defining Conflict**. Students explore what a conflict is, what are its causes and how conflict affects our society.
- **Conflict Escalation**. Students learn about conflict development. Students learn how words, actions and body language can increase the severity of conflicts.
- **Conflict De-escalation**. Students examine their body language, tone-of-voice, words and actions to find out how to use the same factors that escalate a conflict to de-escalate it.

- **Creating Peace by PEACE Games**. Students and volunteer teachers work together to create their own Peace by PEACE games. They learn how to develop a game in which everyone wins, and they have a chance to play their games in the classroom. The student-created games are shared with others at the Peace by PEACE Festival.

http://www.peacebypeace.org/pxp/international/default.asp

2.   Conflict Resolution

2.1   Cooperation, Conflict Resolution, and School Violence: A Systems Approach

"It is a mistake to assume that causes of school violence reside only or primarily in the school. Child abuse and neglect, a culture of violence, economic and social injustice, and the easy availability of weapons, for example, contribute to the occurrence of violence but are largely not under school control. Nevertheless, there is much that schools can do to prevent violence and counteract harmful influences."

http://www.crinfo.org/action/recommended.jsp?list_id=104 Accessed March 15 2006

2.2   Education for Peace

"EFP–WORLD is a comprehensive, multi-media based Education for Peace program for teachers and students of upper primary and secondary schools. The ultimate long-term objective of the EFP–WORLD project is to offer peace education online to any and all schools in the world, particularly in those regions where the ravages of war, terrorism, prejudice, rapid socio-economic and cultural change and the demands of modern life have created conditions of insecurity and conflict in families, schools and communities.

The EFP-WORLD "core curriculum" involves 20 hours of online training for students and 25 hours of online training for teachers. The curriculum focuses on the fundamental concepts and elements of peace: the oneness of humanity; unity in diversity; democracy; human rights; interethnic harmony; consultative and non-adversarial conflict resolution practices; and principles of psycho-social recovery from the traumatic impact of conflict and violence on large populations. "

http://www.efpinternational.org/programs/efp-world.html

The program has been operating in Bosnia and Herzogovina for three years:

http://www.efpinternational.org/organization/efp-balkans/index.html

3.   Disarmament Education

2.1   A Peace and Disarmament Curriculum for Cambodian High Schools

2.2   DDA Book
http://www.peacebypeace.org

2.3   Albanian Peace and Disarmament Education Manual: Toward a Culture of Peace
2004

2.4   Disarmament Education

Note on definitions: Disarmament education began as a topic related to nuclear disarmament. It now includes a broader view of disarmament, but has not included small arms as a significant component. This is probably due to the fact that small arms are a new issue on the world agenda. Disarmament education has tended to be a topic in economically advanced countries, where teachers have freedom to develop parts of the curriculum themselves, and the money, time and resources to do so.

In the context of post-conflict countries, 'disarmament" has meant removing weapons from civilian use, and for child soldiers, disarming them of their weapons, as part of DDR (disarmament, demobilization and reintegration) programmes). UNICEF has tended to add the term to Peace Education, but it is not clear what is meant.

From an educational perspective, disarmament is a topic that may or may not be included in school curricula; it is not a form of education. External actors have developed materials, and the extent of their use by schools is unknown.

Disarmament education' is not a coherent educational concept; small arms education even less so.

Disarmament Education
Peace Pledge Union, UK

"Disarmament education examines the need to reduce and one day eliminate armaments, with the aim of reducing both the likelihood and severity of armed conflict. It focuses on the actual process of disarmament, and the action required to achieve it. It also considers the interaction between technology and warfare and the socio-economic benefits of disarmament.
Non-proliferation education is a sub-set of disarmament education. Whereas disarmament education examines the need to reduce the number and power of existing armaments, non-proliferation education focuses on the prevention of further production and distribution of all weapons.
"The overall objective of disarmament and non-proliferation education is to impart knowledge and skills to individuals to empower them to make their contribution, as national and world citizens, to the achievement of concrete disarmament and non-proliferation measures and the ultimate goal of general and complete disarmament under effective international control.'"

Websites

UN CyberSchool
UNESCO and UNICEF programme.
Extensive list of links and resources.

http://www.un.org/cyberschoolbus/peace/index.asp

Educators for Social Responsibility
http://www.esrnational.org/home.htm

CRInfo: the Conflict Resolution Information Source

"CRInfo (pronounced "See Our Info") stands for "conflict resolution information source." It is a free service, funded by the William and Flora Hewlett Foundation. As a "linking" site, our staff of editors maint

ains a keyword-coded catalog of over 20,000 Web, print, and organizational resources, as well as event listings and other conflict resolution-related resources."

Very extensive collection of education resources, including programmes, materials, training and news.

http://www.crinfo.org/index.jsp

Peace Education Network

Network of peace organisations in the UK, education resources.

http://www.peaceeducation.org.uk/