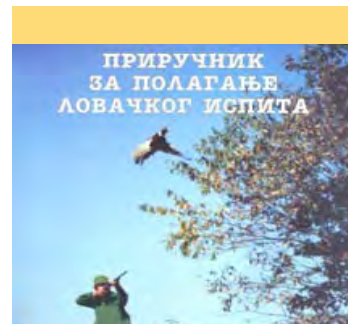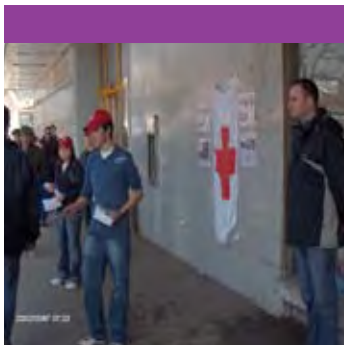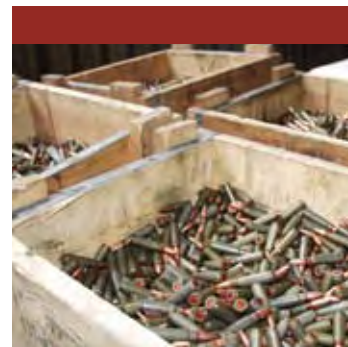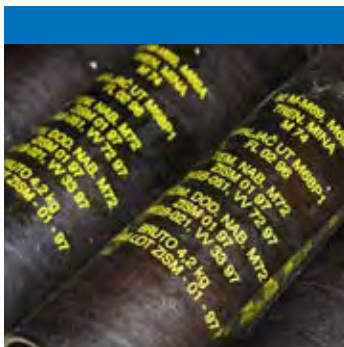# SASP 3
SALW Awareness Support Pack

The **South Eastern and 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 Eastern Europe (SCSP) to further support all international and national stakeholders by strengthening national and regional capacity to control and reduce the proliferation and misuse of small arms and light weapons, and thus contribute to enhanced stability, security and development in South Eastern and Eastern Europe.

SASP 3 – SALW Awareness Support Pack, SEESAC, Belgrade 2007

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Acknowledgements

FOREWORD

SEESAC is mandated to provide technical advice on the crucial issue of Small Arms and Light Weapons (SALW) Awareness throughout the South Eastern Europe (SEE) region. During initial consultations with regional stakeholders during 2003 SEESAC was made aware both of the pressing need for increased SALW Awareness in SEE, and the lack of resources available to those wishing to implement such programmes.

The need for SALW Awareness in SEE continues and serious implications remain for poorly designed SALW Awareness programmes, whether owing to inappropriate messages and materials, or lack of sensitivity. At worst, a programme may increase societal tensions, worsen community perceptions of their security, or result in undesirable casualties. At the very least it may fail in its stated purpose and simply waste project funds.

Consisting of a handbook and CD-ROM, SASP 3 sets out the principles and procedures for safe and effective SALW Awareness programming, and provides a collection of supporting materials. The purposes of SASP 3 can be summarised as follows:

- To determine, continually develop and make available emerging best practices in SALW Awareness throughout SEE, thereby maximising the chances that future programmes are safe and effective;

- To provide tools and methods for conducting programmes that will streamline projects, saving time and resources;

- To increase regional expertise with regard to SALW Awareness among all actors involved in such activities; and

- To outline mechanisms that enable SALW Awareness programmes to co-ordinate with, or be integrated into, SALW Control interventions.

The 'SALW Awareness Support Pack' (SASP) was first published in 2003 and has since been widely used throughout the region of SEE and beyond, by actors from the governmental and non-governmental sectors, at both the national and international level. SASP became the principal handbook for practitioners in the field of SALW Awareness, systematically capturing best practices at the operational level, enabling practitioners to build on others' experiences and make use of the resources provided. SASP was updated in 2005 to reflect the many developments in the field of SALW that had taken place in the previous two years, including lessons learned from awareness activities in SEE and globally.

To ensure the relevance of SASP on the ground, a draft version of the first edition was reviewed at a joint RACVIAC/ SEESAC workshop in July 2003 by a representative group of stakeholders (staff from local and international non-governmental organisations (NGOs), international organisations and SEE governments) before being circulated to a wider group of commentators. Before the release of the second edition, outreach workshops were conducted throughout 2004 in Croatia, FYROM (hereafter Macedonia), Albania and Moldova for the purpose of improving the SASP, and two field-tests were conducted in Serbia and Bosnia-Herzegovina in the form of implementing SALW Awareness campaigns according to SASP guidelines. As a result of these outreach processes and field-testing, the SASP was further improved, incorporating the views and experiences of the widest possible number of SALW activists and practitioners in the region and beyond.

This third edition of SASP has been produced specifically to incorporate new knowledge in the field of SALW Awareness and children, based on comprehensive research on the subject conducted by SEESAC during 2006. The results of this research strongly challenge previously existing and practiced approaches to the subject of SALW Awareness, in particular Risk Education, with children.

Given that children have to date been a key target group for Risk Education, it was considered necessary to update the SASP to inform stakeholders of the findings of the new research and alert them to the potential risks of this approach. While SEESAC does not claim that SALW Risk Education with children is never appropriate, this information is intended to inform reasoned, evidence-based debate and discussion on the issue and urges all stakeholders to approach working with children from an educational and psychological perspective, rather than a small arms one.

With this in mind, revisions have been made to specific sections of the text relevant to small arms, education and children. However, several examples from the region and beyond involving children as a target group have not been removed from SASP as these serve to show the kind of activities that have been conducted involving children in the past. Furthermore, the appropriateness of conducting activities with children will vary from country to country, and situation to situation.

In SEE, however, there is currently little evidence of a direct impact of weapons on children and youth, therefore it is recommended that education and awareness programmes on small arms should focus on adults, particularly gun owners, rather than children. With regard to children, it is recommended that attempts to create a new issue of 'small arms and children' should be resisted; instead support should be given to existing programmes aimed at reducing violent behaviour such as education for peace, schools without violence and human rights education. Practitioners working with children should consult the full Consultancy Report and other resources related to SALW and children on the SEESAC website, www.seesac.org.

The SASP continues to be available free of charge on request and is accessible from the SEESAC website. It will also, once again, be translated into local languages (on request). As is reflected in this third edition, the SASP is a live resource that will be continually updated in the coming years to incorporate the experiences of those working in the field, and incorporating progress in SALW Control and communication theory more generally.

While it is impossible to foresee exactly what these lessons may be, present trends in SALW Control and development communication suggest lines of future investigation. The first is the challenge of incorporating SALW Control interventions into programmes directed at economic and social development and security sector reform. Progress in this direction will undoubtedly push SALW Awareness forward in new ways. A second avenue concerns the use of participatory methods. While SASP promotes the use of participatory methods at several stages in the programme cycle, the possibility exists for full community participation at every stage of SALW Control programmes. If the theory required to guide this type of intervention develops in coming years the communication/awareness component of SALW Control interventions will necessarily form the core of all future interventions.

Until then however, practitioners on the ground have enough practical constraints to overcome. SASP will continue to rely for its relevance on the ongoing feedback of such users and beneficiaries working on the ground. We hope SASP makes a contribution to your work and we ask for your help in improving and updating it.

Belgrade, August 2007   **Adrian Wilkinson**

                                                                 SEESAC

Contents

SALW Awareness Support Pack SASP 3

1. Introduction

The proliferation and misuse of Small Arms and Light Weapons (SALW)[1] has a huge impact on societies around the globe. SALW are used to kill many thousands of people every year, whether by armed conflict, crime or tragic accidents.[2] Millions more people are terrorised, wounded, maimed or forced from their homes to live as refugees or internally displaced persons. When conflict ends, the costs of SALW proliferation and misuse continue to be borne by society and by vulnerable groups in particular. In some countries levels of violence and criminality associated with weapons misuse remain the same, or higher, in the 'peace' which follows open conflict. In other cases, armed violence is not directly associated with open conflict, but the effects are similar.

The countries of South Eastern Europe (SEE) are a notable example of this global phenomenon, where the conflicts of recent years, combined with high crime rates and traditional gun ownership have resulted in unacceptable and deadly levels of SALW proliferation and misuse. Though the nature of the problem varies across the region, SALW proliferation is understood to be:

- Undermining the rule of law;
- Contributing to tragic daily casualties;
- Fuelling crime and instability;
- Exacerbating societal tensions;
- Negating security confidence-building measures; and
- Acting as an obstacle to development.

In view of the challenges posed by SALW in the region, SEESAC, the South Eastern and Eastern Europe Clearinghouse for the Control of SALW was jointly established by UNDP and the Stability Pact for South Eastern Europe (SCSP) to provide project support and technical assistance to all SALW control activities and interventions within SEE. SALW control measures are those policies and activities that together help to solve the problem of SALW proliferation and misuse.[3] They include:[4]

- Improved border controls;
- Legislative and regulatory measures;
- SALW Survey;[5]
- SALW collection operations;
- SALW destruction operations;
- Management and exchange of information;

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[1] There are a variety of definitions for SALW circulating and international consensus on a 'correct' definition has yet to be agreed. SASP adopts the definition used in the SEE Regional Micro-Disarmament Standards/Guidelines (RMDS/G), *"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"*.

[2] See Annex E for a more detailed treatment of the effects of SALW proliferation in SEE.

[3] Regional Micro-Disarmament Standards/Guidelines (RMDS/G) have been developed by SEESAC to support SALW operations in each of these areas by stipulating the best operating procedures, practices and norms that have developed in recent years with regard to SALW control. See RMDS/G 01.10: Guide to Regional Micro-Disarmament Standards/Guidelines and SALW Control Measures, http://www.seesac.org/resources/framework.htm

[4] See RMDS/G 02.10: Glossary of SALW terms and abbreviations.

[5] A SALW Survey is best described as a comprehensive study of the SALW situation within a territory. A number of national SALW Surveys conducted in SEE countries between 2003 and 2005 have finally provided the detailed analysis needed to support commonly made claims about the nature of the SALW problem in the region by examining the distribution of SALW in each country and the resulting impacts in terms of crime, casualties, security and the economy. See section 2 in the chapter on Information Collection and Management for further information.

- SALW stockpile management; and
- SALW Awareness programmes.

The Small Arms and Light Weapons Awareness Support Pack (2007) SASP 3, is concerned with the last of these measures and seeks to elaborate best practices at the operational level to aid SALW Awareness practitioners in the field.

SASP 3 is for use by all stakeholders preparing to develop or take part in SALW Awareness programmes, whether they are members of civil society, national SALW Authorities, international organisations, donors, or security/ peace-keeping forces.[6] Each party should of course use SASP 3 differently according to their needs.

2. What's in SASP 3?

The SASP 3 package includes:

a) **Operational handbook:** a set of logically structured guidelines for those conducting SALW Awareness programmes, illustrated with examples from the field; and

b) **CD-ROM:** with supporting materials and publications, including:

- A range of useful reference documents on:
    - All functional areas of SALW Control;
    - Global impact of SALW;
    - SALW legislation and agreements;
    - Children and guns;
    - Education and youth work;[7]
    - Peace-building and development work;
    - Behaviour Change Communication techniques; and
    - Landmines.
- Organisational tools – guidelines on:
    - Fundraising and proposal writing;
    - Conducting needs assessments, workshops and interviews;
    - Project management and following the project-cycle; and
    - Training and capacity building.
- Web links to:
    - Additional resources;
    - International organisations and research institutes working on SALW issues; and
    - Relevant contacts in South Eastern Europe.
- PowerPoint presentations for use by activists on:
    - Impact and dangers of SALW including facts and figures;
    - Overview of weapon types;

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[6] Recommendations for donors considering support for SALW Awareness programmes are included in the SASP 3 CD-ROM, as is a fact-sheet for the media.

[7] The CD-ROM includes a wide range of materials related to SALW and Children. While not all materials included in the CD-ROM comply with guidelines contained in the SASP, their inclusion is intended to show the wide range of projects and activities that have taken place to date in the field of SALW Awareness with children.

- Reasons for SALW possession; and
- Reduced-risk SALW collection and safe storage.
- Image galleries:
  - SALW Awareness: activities, useful logos, photos and materials used in different campaigns;
  - SALW Recognition slides: images and explanations of the most common weapons, ammunition and explosives in SEE;
  - SALW collection gallery; and
  - SALW destruction gallery.
- Media fact sheet.
- Guidelines for donors considering support for SALW Awareness projects.

Section 1: SASP 3 – THE CONCEPTS AND APPROACH

This section introduces the core concepts and principles found in SASP 3.[8] They are as follows:

- The concept of SALW Awareness and its three communication components:
    - SALW Risk Education;
    - SALW Advocacy;
    - (SALW) Public Information.
- The importance of determining clear SALW Awareness programme objectives;
- Different types of SALW Awareness programmes;
- Conducting two types of SALW Awareness programme: Stand-alone SALW Risk Education programmes, and SALW Awareness programmes in support of SALW collection;
- Using community-based activities to raise awareness (and in particular 'Safer Community Plans');
- Safety issues and Programme Managers' 'Duty of Care';
- Integrating SALW Awareness with other activities; and
- The importance of following the programme cycle.

1 Defining SALW Awareness

The key concept used in SASP 3 is that of a SALW Awareness programme; a programmatic intervention designed to raise societal awareness about SALW issues and induce positive social change. A SALW Awareness programme can be defined as:

> *"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 Risk Education, SALW Advocacy and Public Information campaigns which work together in collaboration with other social intervention programmes to change behaviours and facilitate appropriate alternative solutions over the long term."*

SALW Awareness programmes can be considered as having three communication components; (1) SALW Risk Education; (2) SALW Advocacy; and (3) SALW Public Information. In fact, there will be cases where some components are not included in the programme (e.g. stand-alone SALW Advocacy and stand-alone SALW Risk Education), but in other cases, and particularly in the important case of national SALW Control interventions, SALW Awareness programmes should use all three forms of communication.
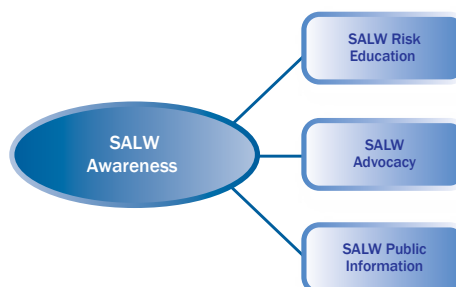
Diagram 1: The three components of SALW Awareness programmes

Each component is explained in more detail below, and its communication objective defined. Full definitions are provided in Annex A.

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[8] A brief guide to the SASP principles can also be found in RMDS/G 06.10 Development and Implementation of SALW Awareness programmes, http://www.seesac.org/resources/current_eng.htm.

1.1 SALW Risk Education

SALW Risk Education is defined as:

> *"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."*

SALW Risk Education can be implemented as a stand-alone activity in contexts where no national SALW programme is taking place. If a national programme takes place at a later date, the networks, systems and methods used by the Risk Education programme can be adapted to support the national programme. In certain situations (e.g. weapon registration or collection interventions) SALW Risk Education must be used as a safety complement to other forms of SALW Awareness communication (see part 5 in this section).

An image designed for SALW Risk Education – unsafe storage

1.2 SALW Advocacy

SALW Advocacy[9] is defined as:

> *"A process that aims to raise SALW problems and issues with the general public, the authorities, the media, governments and their institutions to achieve changes at both individual and/or institutional levels."*

For the purposes of SASP 3, SALW Advocacy focuses on:

- Campaigning to encourage people to surrender or register weapons in support of a planned or ongoing SALW Control intervention initiated and administered by national co-ordinating bodies;
- Campaigning to engage the public on SALW issues in communities where they are not given due prominence and on SALW Control measures where they are absent or perceived as lacking, for the purposes of mobilising their support.

A poster from the Balkan Youth Union campaign of December 2004 in Serbia against celebratory gunfire

1.1 SALW Public Information

For the purposes of SASP 3, SALW Public Information is defined as:

> *"Information which is released or published for the primary purpose of keeping the public fully informed about the exact terms of a SALW intervention, thereby gaining their understanding and support."*

In contrast to Advocacy actions, Public Information actions are not undertaken to persuade but to inform the general public about a planned SALW intervention. Since SALW Control programmes may have several different components, and be implemented in different phases, the content of the Public Information component of a SALW Awareness will vary over time, ranging over legislative matters, the terms of SALW amnesties, the modalities of SALW registration, collection and destruction and the delivery of related incentive schemes. In each case the goal is to keep the public fully informed.

A detailed overview of communication objectives and methods for each component of a SALW Awareness initiative can be found in Annex B.

A public information leaflet distributed to households during the weapons amnesty in Serbia in 2003

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[9] 'Advocacy' can be defined in different ways and has *campaigning* and *lobbying* components. Lobbying has policy change as its primary objective but this can be achieved ether directly or indirectly. However, SASP does not offer guidelines on *direct* lobbying where decision-makers are the target group, as there are alternative resources already in existence for those wishing to undertake such work. Campaigning targets the general public with the aim of both bringing about individual change and mobilising individuals to support SALW Control interventions as well as support change at the institutional level (also known as *indirect* lobbying).

2 SALW Awareness programme objectives [10]

While the overall goal of a SALW Awareness strategy might accurately be described as 'to improve security in the community', more precise operational objectives are required to formulate a workable programme. Any SALW Awareness programme, whether stand-alone Risk Education or Awareness in support of other SALW interventions is likely to share some of the below objectives:

Knowledge-related objectives

- Increased awareness of the problem of SALW.
- Increased awareness of the need for safe behaviours.
- Increased awareness of best practice in safe behaviours.

Attitude-related objectives

- An enhanced belief in the link between availability of SALW and violence as a means for resolving conflicts.
- An enhanced willingness to question the hegemony of the culture of weapons.
- An enhanced sense of community ownership of SALW problems and the weapons themselves (e.g. as a pre-requisite for a successful Weapons for Development (WfD) programme).
- An enhanced belief that something can be done by the community about the problem of SALW.

Behaviour-related objectives

- Increased adoption of safe behaviours.
- A reduction in the transfer and illicit trade of SALW on the black market.
- Increased incidence of safe recovery of stolen SALW from the community.
- Increased participation in SALW registration schemes.
- Increased participation in SALW collection schemes.

Institutional policy and practice-related objectives

- Adoption by relevant local and national authorities of policies and practices that promote alternatives to the culture of violence.
- Introduction and implementation of SALW registration schemes.
- Introduction and implementation of weapons collection schemes.
- The development of norms against the illegal use or acquisition of SALW by relevant local and national authorities.
- Improved arms export control legislation and stockpile management.

Objectives such as those above will be developed as part of an overall programme strategy, in turn derived from an analysis of information gathered (see Section 2: Information Collection and Management, and Section 3: Analysis and Strategy Planning).

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[10] The SALW Awareness programme should support the operational objectives of the overall SALW intervention. Further details, and example national operational objectives can be found in RMDS/G 01.10.

3   Determining the SALW Awareness programme needed

The range of SALW Awareness objectives outlined above in part 2 serves to indicate that many different types of SALW Awareness programmes might be undertaken. In societies where the SALW issue has an undeservedly low profile, stand-alone SALW Advocacy campaigns (direct and indirect lobbying) may be required to engage the public and the authorities in support of SALW Control interventions.

For example, when new legislation related to SALW Control is under discussion and/or being passed, an NGO's role could be to keep the public informed about it as well as to gain their support for it.

Other campaigns may seek both to raise SALW issues with the general public, and campaign for their support and participation for change at the institutional level.

Box 1: Referendum on prohibiting gun sales in Brazil

On 6 June 2005, Brazilian IANSA member Instituto Sou da Paz launched a Children's Disarmament Campaign in São Paulo. The campaign was organized jointly by several Brazilian organisations that work with children and education and are worried about the gun culture in Brazil, who together make up the *Working Group on Child Disarmament* – part of the São Paulo *Committee for Disarmament*.

Amongst other activities, participating children painted squares for a huge Disarmament and Peace Quilt. The Peace and Disarmament Quilt is made of cloth squares decorated by organizations, companies, schools, and individuals that are committed to disarming Brazil. Instituto Sou da Paz collected new squares from all over Brazil until the day before the Brazilian popular referendum on prohibiting gun sales to civilians when the quilt was displayed before the National Congress in Brasilia.

Source: IANSA, http://www.iansa.org/action/woa2005/childrens-disarmament-brazil.htm

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Under different circumstances it may be more appropriate to conduct stand-alone SALW Risk Education programmes designed to promote safer behaviour among at-risk groups.

Lastly, where SALW Awareness is to be undertaken in the context of a SALW Control programme, the variety of SALW Control objectives set out in part 2 above creates numerous possibilities for any supporting SALW Awareness programme.

Box 2: Control Arms Campaign – launched in October 2003

Amnesty International (AI), Oxfam International and the International Action Network on Small Arms have launched a massive international campaign to control the international arms trade, called the 'Control Arms' campaign, which is ongoing throughout 2006. It has been launched in at least 50 countries worldwide, from the UK to New Zealand, Venezuela to Sierra Leone.

In addition to calling for an International Arms Trade Treaty, which will introduce minimum standards to strictly control the international supply of arms trade wherever it exists, the campaign also calls on all governments to provide community safety and human security for their citizens to reduce the demand for arms. The campaign supports community-level initiatives including promoting community policing, gun-free zones, alternative livelihoods, weapons collection and gun destruction programmes. The international campaign calls on governments, donor agencies and civil society to promote, support and finance these initiatives.

The main popular action for the campaign is a global photo-petition: the 'Million Faces' petition. This innovative campaign seeks to gather photos and self-portraits of people from all around the world to demonstrate to governments that effective and urgent action to control the arms trade crisis is needed. The aim is to collect one million faces by 2006 – the date of the United Nations' Review Conference on small arms - as a powerful visual message of support for the Control Arms campaign.

The aim is to attract, through the Petition, 50,000 people worldwide to take at least one campaigning action beyond joining the campaign and also to inspire 10,000 of those worldwide to become active campaigners and visit the website regularly where the necessary tools and background information on the campaign can be found.

Leaflets and letters should also be sent to Parliamentary Members or authorities, and high-level meetings with government representatives organized, so as to promote and secure public support from governments for the Arms Trade Treaty initiative and for them to champion it at the international level (UN, EU, G8, etc).

Source: http://www.controlarms.org

Box 3: Case study in Serbia

Balkan Youth Union and the European Bureau of Conscientious Objectors organised an activity stand at EXIT music festival in Novi Sad (Serbia) from 7 – 10 July 2005 for the purpose of collecting faces for the Million Faces petition. They operated two stands over four days at one of the most popular music festivals in Europe. Activists and volunteers manning the stands took more than 1,000 photographs of the visitors, passed on facts about the Control Arms campaign and distributed more than 5,000 flyers 'Small arms are weapons of mass destruction' and 150 posters displaying the message 'Every minute someone is killed by a gun'. A Control Arms T-shirt was awarded for the most original photograph or written message. The event was covered by local and regional TV stations.

Source: Project report written by Vladimir Djumić of Balkan Youth Union, July 2005

3.1   Stand-alone Risk Education and SALW Awareness in support of SALW Control

Box 4: SALW Awareness in Albania, 1999

In Albania, the SALW collection programme was supported by international and national awareness of the SALW issue. International media (BBC, CBS, etc.) broadcasted programmes on the issue and at national level, spots were broadcasted on TV, meetings and conferences were organised to sensitise communities on the problem. The main message conveyed was about the amnesty for people surrendering weapons during the period. Development projects in exchange for weapons were also implemented to encourage communities to surrender their SALW.

In view of the continuing need for Risk Education and effective SALW Control in contemporary SEE, SASP 3 focuses on two types of SALW Awareness programmes: stand-alone SALW Risk Education, and SALW Awareness in support of SALW Control (particularly the SALW collection phase). Please see Table 17 in Annex D for a detailed comparison of these two programme types. SALW Control may be defined as:

> *"Those activities, which, together, aim to reduce the social, economic and environmental impact of uncontrolled SALW proliferation and possession."*

SALW disarmament initiatives are often referred to as 'micro-disarmament' initiatives – to distinguish them from attempts to reduce numbers of major conventional weapons. The term is falling out of favour as SALW Control also includes all the micro-disarmament functions, as well as legislative issues, SALW Survey and Cross-Border Controls. In SEE, national micro-disarmament or SALW Control initiatives have so far been carried out in Albania, Bosnia and Herzegovina, Croatia, the entity of Kosovo, Macedonia, Moldova, Montenegro and Serbia. Micro-disarmament can be defined as follows:

> *"The monitoring, collection, control and final disposal of small arms, related ammunition and explosives and light weapons of combatants and often also of the civilian population. It includes the development of responsible arms management programmes."*

Wherever a national SALW Control initiative exists or is planned, SALW Awareness programme strategies should be prepared with a view to supporting them and taking advantage of the opportunities offered. In some cases the SALW Awareness component of the national SALW Control initiative will be the only one of its kind nationally. On other occasions agencies (e.g. NGOs, government ministries, UNICEF) may already be involved in SALW Awareness activities of either a Risk Education or Advocacy type.

Box 5: Reviewing programme strategy to take account of changing circumstances

Since SALW interventions are sensitive to a number of factors ranging from funding levels, to the weather and the security situation, Programme Managers are required to monitor changing circumstances and vary plans and objectives accordingly. Where the overall SALW intervention programme plans change (e.g. due to a deteriorating security environment) SALW Awareness programme objectives and plans must vary accordingly.

SALW Awareness programme staff, whether they are working independently or in conjunction with others, must identify any previous, ongoing or newly planned initiatives in their area of operation.

- Where SALW Awareness programmes have not in the past supported wider disarmament efforts, an integrated work-plan by the agencies concerned should be sought so that programme impact can be maximised through co-ordination.

- Existing programmes should redesign their strategy to take account of national interventions (e.g. weapons collection or registration), while national SALW Awareness programme planners should endeavour to learn the lessons of existing programmes and avoid duplication.

- A change of strategy implies changes to objectives, methods and messages. So for example, a SALW Awareness programme that was already underway would in such cases add to its list of objectives 'to encourage community participation in weapon collection activities'.

The objectives of SALW Awareness programmes (part 2 above) are in any case closely linked to those of national micro-disarmament interventions.[11] The operational objectives of a SALW Control intervention are developed during the planning stage of the programme and could typically include:

- A reduction in the number of weapon and ammunition accidents;

- Building community awareness of the problem and hence a community-wide response;

- The control of legal weapons through national legislation and registration;

- A reduction in, and disruption of the transfer and illicit trade of SALW on the black market;

- Safe recovery of stolen SALW from the community;

- A reduction in the number of SALW available to criminals;

- A reduction in the open visibility of weapons in the community and addressing the root causes of weapon possession;

- The development of norms against the illegal use or acquisition of SALW; or

- Using SALW Control as a launch framework for future capacity building and sustainable development.

In many cases a SALW Control programme will have more than one objective (most of those above are compatible). In this case, the national SALW Authority (the organising body appointed to run the national programme – see glossary in Annex A) should clearly prioritise programme objectives.

The logical flow for a national SALW Control programme is set out in Diagram 6 in Annex C. The 'process flow' shows how the parts of a typical programme should fit together, and the role SALW Awareness programmes play. Also see Annex G for a detailed example from Argentina of how a SALW Awareness campaign was integrated into a Province-wide weapons collection.

Where SALW Awareness programmes are designed to support SALW collection interventions, the communication objectives for each component of SALW Awareness vary accordingly:

- Risk Education communication is no longer designed purely to raise awareness of the dangers and threats posed by SALW but also to ensure that the collection process itself is a reduced-risk operation;

- Advocacy communication is tailored to encourage SALW surrender;

- Public Information communication is tailored to provide the public with accurate and timely information regarding the precise terms of a weapons amnesty, specifically:

  - Dates of SALW amnesty;

  - Modes and timing of collection (e.g. pro-active visits by collection agents at pre-determined locations, or reliance on public to visit designated collection points);

  - Organisations involved (e.g. police, international organisations, NGOs);

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[11] For more information on operational objectives, please refer to the 'Guide to Regional Micro-Disarmament Standards/Guidelines and SALW control measures (RMDS/G 01.10)', which explains the SALW control theory including aim, operational objectives, principles and types of micro-disarmament programmes - http://www.seesac.org/resources/current_eng.htm

- Legal aspects (what may and may not be surrendered; registration options; penalties); and

- Details regarding any incentive component associated with the collection.

In the case of stand-alone SALW Risk Education the communication objective remains that stated above.

Box 6: International Gun Destruction Day 2005

Where there is no weapons amnesty and no attendant weapons collection and destruction, consider conducting an event on International Gun Destruction Day (9th July), established in 2001 by the United Nations. Here are some examples of activities to date which have been held and promoted on this day:

■ Cambodia - Since 2001, Cambodia has been destroying surplus weapons at the Flame of Peace Ceremony with the assistance of the European Union – Assistance on Curbing Small Arms and Light Weapons in Cambodia (EU-ASAC). Since 1999 163,000 weapons have been destroyed and support has been given to Cambodian students to make sculptures (elephants, birds, and even furniture) out of collected weapons.

■ Ghana - The Ghana National Commission on Small Arms (GNCSA) organized the campaign with support from the Ministry of the Interior and the United Nations Development Programme (UNDP). There was also a float through some of the principal streets of the metropolis with some of the students carrying placards, which read: "We need peace, we are tired of war", "join the fight against the misuse and spread of small arms", and "weapons and misuse of illicit arms break up families". The UN Resident Representative later launched a National Essay Competition on small arms and appealed to all students to participate in the competition.

■ Somalia - GLED - Somalia marked International Gun Destruction Day with a press conference. They published a photo exhibition of children with guns with militia groups or the police.

■ Sri Lanka - three events were held to mark the International Gun Destruction Day. For the first time, more than 32,342 weapons were publicly destroyed in Independence Square in Colombo. The event was organised by the Ministry of Public Security, Law and Order together with the National Commission Against the Proliferation of Illicit Small Arms and Light Weapons in All Its Aspects. The South Asia Small Arms Network – Sri Lanka (SASA Net) organised a photo exhibition titled 'A million reasons to control the arms trade' and launched the Control Arms report 'The impact of guns on women's lives'.

■ UK - Mock weapons inspectors dressed in white overalls set about destroying fake guns in a park in Devon.

Source: http://www.iansa.org/action/2005/gun-destruction-day.htm

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3.2   Linking with SALW legislation, and collection and destruction activities

As Annex C shows, a SALW Control intervention has distinct components and phases. Since the information-gathering phase of any SALW intervention is in any case an integral part of the SALW Awareness effort (see Section 2: Information Collection and Management), the remaining components are the legislation, collection and destruction components. In each case there will be noteworthy events that SALW Awareness programmers should consider integrating into their communication efforts, for example:

Making a weapons collection a lively, newsworthy event, Albania 2004

- SALW collection:
  - Preparations for SALW collection (e.g. infrastructure, routes, dates) and for any linked incentive schemes (e.g. set-up of a Weapons in Exchange for Incentives competition);
  - Actual collection and temporary storage of SALW;
  - Subsequent transport to secure sites;
  - Delivery of incentives.

- SALW destruction:
  - Physical destruction of collected and/or surplus weapons, ammunition and explosives.

Media coverage of a weapons destruction event, Moldova 2005

- SALW legislation.
  - Legislation development (drafting and passage through parliament).
  - Amnesty (declaration of amnesty, and start and end-dates).
  - Reinstitution of law and implementation of any new measures (e.g. searches, arrests and prosecution of offenders).

Media interest in a weapons destruction, Macedonia 2003

All of the above are in effect noteworthy events or activities that provide SALW Awareness programme staff with freely available source material. They are of particular use to mass media formats such as TV news but can also provide images and statistics that can be used in media fact sheets, press releases, leaflets, etc.:

a) as a pure 'public information' opportunity (i.e. an occasion on which the public can be updated regarding the progress of collection efforts, time remaining, terms of surrender, etc.);

b) to underline for target audiences the necessity to surrender/collect and destroy weapons, thereby furthering Risk Education and Advocacy objectives;

c) to prove (especially by involving civil society in a monitoring role)[12] that the legislation, collection and destruction processes are transparent and safe, thereby boosting confidence and interest;

d) to demonstrate that participating communities and individuals have no need to fear participation in SALW Control schemes (e.g. prosecution or intimidation after handing in weapons) and may even have experienced benefits; and

e) to provide an occasion for other SALW Awareness activities such as public discussions.

Mass media coverage of each programme component has proved useful in previous programmes. Because of the novelty and visual impact of actual SALW collection and destruction, coverage of such events tends to have the most immediate impact with the general public. This is particularly important mid-way through collection programmes because the public can be reassured that promised actions are taking place and those who participate are benefiting. Suggestions are:

> **Box 7: Lack of transparency regarding SALW destruction**
>
> Transparency and clarity towards communities are vital to the efficient implementation of SALW programmes. Building trust with people was essential in the implementation of the 1998 pilot Weapons in Exchange for Development (WED) project in Gramsh, Albania. Though the project proved largely successful, a lack of transparency as regards weapons destruction created problems. Though the Government of Albania initially promised to destroy collected weapons, this did not happen. Many commentators take the view that this lost opportunity impeded further SALW collection.
>
> *Source: Interview with UNDP staff involved in Gramsh Pilot Project.*

- TV footage of weapons being destroyed and interviews with individuals who have surrendered weapons and are prepared to act as advocates for the collection are strongly advised;

- In the case of SALW interventions that link particular actions to incentives (i.e. Weapons in Exchange for Development (WED), Weapons in Competition for Development (WCD), and Weapons in Exchange for Incentives (WEI)), media coverage of the competition and/or award process will also prove an essential tool for reassuring the public that the process has been fair, timely and according to plan.

4   Community-based activities

The majority of SALW Awareness projects undertaken in SEE so far have been conducted in support of national or sub-national SALW Control schemes. They have relied heavily on the use of Public Information-style methods (posters, TV-spots, leaflets) in their attempts to increase weapon hand-in rates. While this approach has proved

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[12] According to RMDS 05.10 and 05.20, transparency shall be a key-principle of SALW collection and destruction programmes.

successful in more stable and developed countries like Australia and the United Kingdom, SASP 3 strongly recommends the use of community-based activities during SALW Awareness work in SEE for these reasons:

a) long experience gained by mine risk education (MRE) specialists working in different cultures and locations has shown that behavioural change is seldom achieved by public information techniques alone (e.g. printing posters and handing out leaflets), or even by direct presentations or lectures. Instead, community involvement is the key to positively changing the knowledge, attitudes and behaviours of individuals and communities;

b) in insecure, post-conflict or crime-affected environments, significant community participation is usually required to change behaviours created and sustained by these conditions. This may be because the public lacks trust in state institutions and the media, or because deep-seated fears of renewed conflict are persistent, so under these circumstances SALW Awareness programmes should make great efforts to supplement any media/government-led communication with community-based activities; and

c) the common presence of military-style weapons and explosives in communities requires a strong element of SALW Risk Education in any SALW Awareness programme. As a form of behavioural-change communication designed to promote the adoption of safer behaviours, SALW Risk Education requires a significant degree of community-based and interactive communication if it is to achieve its goal.

Please see Section 6: Implementing Activities, for the key form of community-based activity recommended by SASP 3: the Safer Community Plan.[13]

5 Safety issues and duty of care

In undertaking SALW Awareness work, Programme Managers and their field-staff take upon themselves a 'duty of care' towards target groups, programme staff (see part 7.7 in Section 2: Information Collection and Management) and intended beneficiaries. Programmes must be conducted in such a way that safe behaviours are promoted and the risks of casualties occurring minimised. For the two scenarios examined in detail by SASP 3, duties of care can be summarised as follows:

- **Stand-alone Risk Education:** Duty of care consists of designing SALW Risk Education curricula that correctly inform people of the known dangers associated with SALW, and the behaviours most likely to reduce these risks (SALW-safe behaviours). The information on which the curricula is based will be derived in part from universally valid SALW handling and storage practices[14] (e.g. never storing loaded weapons in the house), and partly from information gathered in the country and community in question concerning SALW casualties (see also Section 2: Information Collection and Management).[15]

- **SALW Awareness in support of SALW Control:** Duty of care consists of effectively promoting safe behaviours before and during the implementation of programmes in order to minimise the risks of casualties among groups likely to handle weapons, ammunition or explosives, or to suffer the effects of any mishandling.

The collection of SALW from civilian populations is an inherently hazardous undertaking. SALW collection programmes have taken place in many countries, and a significant and unnecessarily high number of casualties have occurred among civilians and collection agents alike. In fact, very few SALW collections in the world have happened *without* casualties occurring. In each case accidents have been caused either by mishandling of weapons, ammunition and explosives that were 'safe-to-move', or by the moving of un-safe items. The chances of such accidents occurring must be minimised by the dissemination of appropriate messages on handling

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[13] The concept has been adapted from the 'Safer Village Plan' found in Mine Awareness. The methodology is similar in both Mine Awareness and SALW Awareness, but a Safer Community Plan seeking to alleviate SALW problems will differ, in part because SALW assume social roles and functions in a way that landmines do not.

[14] Although there are a core set of SALW handling and storage behaviours that should be adopted regardless of location or culture (as in the example given), target groups, local context and culture will determine the exact form of the messages used to convey these core behaviours. However, SALW Risk Education consists of much more than conveying messages about SALW-handling and storage, as explained below.

[15] Refer to part 1 in Section 4: Designing Messages, Activities and Materials, and Choosing Media for an example of a SALW Risk Education curricula.

procedures and the non-use of images that portray, or may encourage, unsafe behaviours in awareness materials.[16]

Previous SALW Awareness programmes in SEE have, inadvertently, used awareness materials that may have encouraged unsafe behaviour. Items to watch out for include photographs, movies and images that depict or encourage:

- Weapons handling by children;

- SALW dumping by adults, rather than safe surrender at authorised collection points;

- Unsafe handling skills among collection agents (e.g. pointing the barrel at people or leaving items on the ground unattended);

- Loose and/or mixed rounds of ammunition and explosives clustered together;

- Scenes in which the viewer sees down the barrel of a gun, as if it is pointed at him/her;

- Collection points that are unsecured, close to public buildings or where the public is clustered round collected items;

- Smoking near explosives.

Box 8: Risk Education during SALW collections – two approaches

KFOR poster forbids move-ment of explosives in an attempt to reduce the risk of injury, Kosovo 2002

With the exception of the SALW collection interventions in Albania from 1999–2002 and Kosovo 2003, no SALW collection in the world has occurred without civilian casualties taking place. In Bosnia and Herzegovina, in 2003, one man was killed and another injured while returning unexploded ordnance (UXO) to SFOR. The explosion happened at the SFOR gate while both men were carrying the box containing the UXO. The possibility that the public will move unstable ammunition or explosives during a weapons amnesty is therefore a key concern. It is at the PM's discretion how to execute his/her duty of care, but at least two different approaches have been used in SEE to date. During KFOR administered collections in Kosovo, the population were informed by means of posters and PSAs that the movement of explosives was expressly forbidden. The public were instead offered a telephone hotline to report such items. Although this method has the advantage of minimising the chances that unstable items will be moved, it also compromises the weapon-owners' anonymity and can be expected to lower hand-in rates. With this in mind SEESAC suggests an alternative – the distribution of 'safety cards' to the civil population warning the public about, but not forbidding them to move their own illegally held ammunition, but NOT to return other suspect items.

5.1   SALW Risk Education and SALW Advocacy

A conceivable problem faced during a weapons amnesty may be successful Risk Education resulting in an individual's reluctance to handle weapons, but unsuccessful Advocacy because that individual is now too afraid to take the weapon(s) to collection or registration points. To resolve this dichotomy, all SALW Risk Education programmes which target adults should emphasise the following points when educating target groups about SALW handling and storage:

a) explosives, illegal and/or military style weapons and ammunition are never really safe. Ammunition and explosives are inherently unstable and easily misused/stolen. Instability grows over time and with poor storage conditions. Spontaneous ignition and explosion is common. Illegal weapons are a common cause of injury to children and because they are uncontrolled and easily stolen and untraceable, they are the main tool for armed crime and terrorism; and

b) both handling and storing them is dangerous. Until an amnesty opportunity is offered, to reduce the risk these weapons pose, store them in the correct way and ensure that others, especially children, never come

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[16] Refer to SEESAC Safety Cards on SASP CD-ROM for reduced-risk handling procedures.

into contact with them.[17] Until then SALW must never be dumped in public places because of the risk this poses to others, especially children.

Taught in this way, the SALW Risk Education curriculum does not contradict the SALW Advocacy messages that would be delivered in support of a weapons collection or registration initiative (see Annex P for example messages).

5.2   SALW Awareness and Mine Risk Education[18]

Since all SALW definitions in use include landmines, and some other items that may fall under the category of 'Explosive Remnants of War' (ERW), there is a natural overlap between SALW Awareness and Mine Risk Education (MRE), even though MRE deals with a 'hidden' danger while SALW can be both hidden and visible. In some cases, MRE programmes have in fact chosen to include messages about the dangers of SALW as part of their curriculum because while collecting information about landmines it became apparent that SALW posed a similar threat. This demonstrates the natural overlap between the two fields and the need for co-ordinated solutions. The following example is taken from an ERW curriculum carried out by the International Committee of the Red Cross (ICRC) in Iraq.

Box 9: Extract from SALW section of the ICRC ERW curriculum, Iraq

- Current conflicts use a huge amount of various SALW and the last decades have seen the increased sale, production and possession of SALW in the hands of non-military individuals and groups.
- SALW can be easily purchased, concealed, carried and used and have resulted in an increased number of incidents in post-conflict situations.
- If you see a SALW at a former military position, never approach the location, warn others about approaching and report to the authorities.
- Never collect or touch SALW that have been left in military positions. Generally, SALW, like ERW, can be unstable and unreliable and thus cause incidents. SALW can also be purposely left by the warring factions and can be booby-trapped.
- Parents: do not allow your children to collect SALW or play/move in the vicinity of SALW.

Main points:

- Abandoned SALW are highly dangerous due to a variety of threats.
- SALW can be surrounded by mines or booby-trapped.
- Do not approach SALW and stop others from approaching.
- Treasure hunting for SALW can easily lead to accidents.

This provides benefits for SALW programmes but also dangers, because conflicts might arise between established or future MRE programmes and SALW Awareness programmes. The danger exists that successful SALW Advocacy actions that encourage (albeit) reduced-risk handling of weapons, ammunition and explosives may thereby generate a conflict with the teachings of MRE programmes and undo positive changes in the knowledge/ perceptions/behaviours of target groups with regard to ERW. The most obvious case is the possibility that a SALW collection may trigger the attempted hand-ins of mines, Unexploded Ordnance (UXO) or other ERW by citizens.

MRE is about steering clear of mines and minefields whereas SALW control activities can variously: encourage the surrender of weapons; deliver safety measures to weapons handlers or/and collection agents; inform people about safe behaviours to practice around SALW; and/or involve affected communities in dealing with the SALW problems and looking at alternative solutions to improve safety within communities.

However, there are obvious synergies between MRE and SALW Risk Education, for example:

- Where some weapons are unsafe to handle, messages of safe behaviour may also be about 'not touching' during SALW Control activities (weapons collectors would collect them instead).

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[17] Refer to 'reduced-risk' storage and handling guidelines in Annex P for appropriate messages.

[18]   For more information see the Study Report 'Assessing the compatibility of SALW Awareness and Mine Risk Education', SEESAC, 2005 http://www.seesac.org/reports/st_reports.htm

> ### Box 10: A case of conflict between SALW Control and Mine Action, Republic of Croatia
>
> During the Republic of Croatia's otherwise successful series of weapons collections in the 1990's, unintended consequences included attempts by untrained citizens to clear parts of minefields and transport landmines to SALW collection points. This serves to highlight the potential contradiction between the fields of SALW and mine action. The actions of this individual were not just hazardous because of the transport of armed landmines, but also because the pattern of known minefields had now been disrupted, impeding any clearance. Presumably any positive behavioural change imparted to this citizen by MRE programmes had been undermined, or eliminated altogether by an otherwise successful SALW Awareness programme.
>
> *Source: Presentation by Mr Lav Kalda, formerly of the Croatian Ministry of Interior at Seminar 'Enhancing Security in the Balkans: Enacting the Stability Pact Regional Implementation Plan on Small Arms', 24-25 June 2002, co-organised by Saferworld and Bonn International Center for Conversion.*

Below are three recommended actions that should be taken during SALW weapons collections to minimize confusion, and thus the risk of accidental injury, during hand-ins:

- Issue 'Safety Cards' to the civil population in all areas where weapons amnesties take place, to give citizens basic safety advice on what types of weapons, ammunition and explosives it is legitimate and wise to hand-in and what types it is unsafe to handle;[19]

- Use the terms 'weapons', 'ammunition' and 'explosives' to distinguish between the various types of SALW and allow clarification of the different behaviours that are appropriate for weapons and most types of ammunition on the one hand, and explosives/ERW/mines on the other;[20]

- Establish contact with any organisation conducting MRE work during the initial stages of a SALW Awareness programme, so that plans and systems can be put in place to prevent a conflict of messages or activities arising.[21]

SEESAC Safety Cards, designed to minimise casualties during SALW collections.

> ### Box 11: Important note
>
> Mine Risk Education is a specialist field requiring highly specific teaching and training methods to allow children to recognise possible danger areas and learn safe behaviours. SALW activists who do not have this training or equipment should confine themselves to the following: teach children to recognise common mine types as part of explosive recognition training; convey the standard 'don't touch' message; explain the concept of a mine-field; and explain that special education is needed.
>
> *Source: 'Assessing the compatibility of SALW Awareness and Mine Risk Education', SEESAC, 2005*

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[19] See below. These are also on the SASP CD-ROM.

[20] As a man-portable weapon containing high explosives, landmines are in fact a type of SALW under all current definitions. Once laid and armed they fall under the categories of ERW.

[21] Contact details for MRE organisations relevant to SEE are provided on the SASP CD-ROM in the section entitled 'Landmine links'.

When considering 'small arms risk education' for children, analogies with MRE should be avoided. In the past the two have been considered closely linked, however SEESAC's research into Small Arms, Children and Education concludes that there is no educational validity to this approach. The approach is problematic for two reasons:

- It is based on the perspective of practitioners in the field of MRE and SALW Risk Education, rather than educators;

- Commonalities are assumed rather than being based on review of relevant evidence.

To date it has been assumed that core messages, generally involving "don't touch", applied to young children in both MRE and SALW Risk Education, however SEESAC's research questions the appropriateness of involving children in Risk Education programmes at all. For a more detailed discussion of this issue see part 2 of Section 6: Implementing Activities.

6   Integrating SALW Awareness with other activities

SALW Awareness programmes are just one example of communication programmes designed to produce positive social change. Other examples can be found in fields such as public health (e.g. sex education, HIV/AIDS awareness) and MRE.

The first result of any successful communication intervention is raised awareness of the issue in question among target groups. This in turn creates a demand for social change. Numerous behavioural change models exist, but their common purpose is to show how awareness raising provides a route for individuals and/or communities to move away from practicing negative behaviours and towards the adoption of more positive ones.

		DEFINITION	ACTION REQUIRED
PROGRAMME TIMELINE	PRE-AWARENESS	Individuals/community unaware of SALW as a problem – behaviour change not considered	■ Raise awareness of SALW issues and dangers ■ Recommend possible solutions (both new behaviours and social alternatives)
	AWARENESS	Now SALW-aware, reflecting on issues	■ Motivate people to change by identifying benefits (personal/family/communal) of behaviour change and provoking thought/discussion ■ Explore how perceived barriers to change may be overcome
		Individuals/community making plans to change	■ Help individuals/community to make concrete plans
	BEHAVIOUR CHANGE	Specific action plans are implemented on individual and/or community basis	■ Help with implementation of specific plans ■ Give feedback ■ Continue to encourage by emphasising benefits
	BEHAVIOUR MAINTENANCE	Desirable behaviours are maintained, undesirable ones abandoned	■ Assist with eliminating remaining old behaviours ■ Provide constant reminders to reinforce new behaviours ■ Provide necessary social alternatives

Diagram 2: Route-map to behavioural change[22]

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[22] Modified from 'Communication for Behavior Change - The World Bank', 1996, by Cecilia Cabanero-Verzosa p 4 - Figure 2; and Family Health International's web page: 'Behaviour Change, A Summary of Four Major Theories': http://www.fhi.org/en/hivaids/pub/index.htm

Lessons drawn from other attempts to communicate for social change:

- Learning from the experience of other fields, in situations of SALW proliferation, there is a pressing need to discover the factors driving the demand for SALW and their misuse, to discover the mentality and social processes behind the weapons themselves, and to consider solutions and alternatives to SALW;

- It is crucial to make the benefits of any proposed behavioural change clear to persons and/or communities targeted by any programme. A special emphasis should be placed on those benefits that will interest particular target groups, because different people perceive the costs and benefits of inadequate SALW control differently (businessmen may be concerned about investment prospects, mothers about their children);

- Unless awareness/communication programmes are integrated with other actors and programmes that are capable of responding to the demand that awareness raising creates, target groups become frustrated and disillusioned. So, raising awareness in a community about the need for immunisation should be followed-up by the provision of vaccines;

- Co-ordinated responses must be devised with relevant institutions and organisations in order that workable solutions to the proliferation and use of weapons can be promoted and implemented. The key tool recommended by SASP 3 – the Safer Community Plan, will only work if different organisations co-operate for the benefit of the communities in question and begin to solve the SALW problems identified by communities themselves.

Fortunately the potential exists to integrate SALW Awareness into a range of other intervention programmes, including security sector reform, conflict prevention, reconciliation and peace-building work, and a range of other social programmes such as anti-violence and youth work. Integration is likely to produce several benefits:

a) those establishing SALW Awareness programmes will be able to build on existing networks and programme structures;

b) SALW programme messages are likely to take hold more readily if embedded and reinforced with other themes and activities; and

c) the demand for social change that successful SALW Awareness programmes create among targets may be effectively channelled into social programmes that provide a vehicle for immediate change.

A (non-exhaustive) typology of solutions and alternatives is provided in the table below to illustrate possibilities for integration.

Table 1: A typology of solutions and alternatives to SALW possession/ misuse

REASONS FOR SALW POSSESSION / MISUSE	POSSIBLE ALTERNATIVES / SOLUTIONS
ECONOMIC	
Legitimate economic activity (e.g. hunting)	■ None required (although alternative livelihood projects involving breeding activities or the provision of traps and nets for hunters may be encouraged where appropriate)
Professional requirement (e.g. police)	■ None required
Intention to traffic arms	■ Anti-trafficking measures ■ Provision of legitimate economic alternatives • E.g. 'Rapid Employment Schemes' and other development programmes
Intention to commit armed crime	■ Anti-crime measures • E.g. training and aid to police forces
SOCIAL/CULTURAL	
Sport	■ None required
Souvenir	■ Social programmes to promote norms of non-possession • E.g. Gun Clubs • Celebrity appeals from popular figures (e.g. film stars, pop singers, sports heroes) • E.g. community groups to explore 'how to be a man without weapons'
Symbol of power/social acceptance/fashion	
Cultural attachment	
POLITICAL/SECURITY	
Fear of crime/violence	■ Anti-crime measures ■ Social programmes to promote non-violence and peaceful conflict resolution ■ Weapons collection, registration
Inter-ethnic tension	■ Improved community collaboration through conflict resolution training ■ Training in diversity/tolerance • E.g. violence prevention interventions and peace education in schools
Fear of conflict (e.g. post-conflict areas)	■ Conflict prevention ■ Confidence, peace-building and reconciliation measures ■ Weapons collection, registration
Distrust of security forces	■ Security sector reform • E.g. promotion of community-based policing[23] ■ Programmes to promote community-policing relations ■ Stricter regulations on the misuse of weapons in the police force[24]
Ex-combatants' possession	■ Demobilisation, Disarmament and Reintegration processes ■ Confidence, peace-building and reconciliation measures
Political militancy	■ Political settlement • E.g. Čović Plan, Ohrid Framework Agreement

In many cases the above solutions require actions and resources beyond the scope of a SALW Awareness programme, or any SALW Control intervention in its own terms. SALW Awareness programme staff may on occasion be limited to providing only 'informative' solutions to individuals and communities (e.g. stand-alone Risk Education). A SALW Awareness programme that has not established links with either wider SALW control interventions or other sectors, agencies and reforms, is therefore severely constrained in its ability to satisfy any demands for change. Establishing links is crucial because more comprehensive solutions to SALW problems will

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[23] See Study Report 'Philosophy and principles of community-based policing', SEESAC, 2003 http://www.seesac.org

[24] See Annex F for details of an international campaign supported by Amnesty International, IANSA and Oxfam which seeks to prevent the police misusing their weapons

Box 12: 'Disarmament Education and Peaceful Culture' project, Albania

In conflict or post-conflict societies, the law-enforcement role of police forces can change and lead to community distrust, feelings of insecurity and consequently, to a widespread demand for weapons. In SEE as in other parts of the world (e.g. Central America) many individuals and businesses have responded to these changes by acquiring arms or hiring private security companies. In such situations security sector reforms and initiatives like 'community-based policing' may be an essential complement to SALW control measures because they improve governance of security forces and thereby reduce the demand for SALW.

From May-June 2003 an innovative pilot project known as Disarmament Education and Peaceful Culture (DEPC) ran in four schools in Tirana and Shkodra, Albania. Local NGOs, SaferAlbania and Movement for Disarmament, joined UNDP Albania and the Directorates of Education and Police to test a project whose primary goal was to establish structures for collaboration between the police and schools in an effort to raise levels of community trust in the police. The project involved police officers in educating children about issues that concern their human security, such as: the risks of SALW, drugs, prostitution and human trafficking; the role and responsibilities of police; traffic regulations; blood feud issues and conflict resolution. A variety of different materials and activities were used, from classroom discussions to competitions and media coverage. Evaluation surveys showed that a sample of the 2000 children involved in the DEPC project had a high level of awareness of the issues taught. A project report has been made available and will allow the Directorates of Education and Police to decide how to proceed in future.

SEESAC comment: While this programme may well have been effective in improving the level of trust between the police and community, there is no evidence to suggest that the educational element has resulted in any change in behaviour within the children involved in the project.

Sources: Philosophy and Principles of Community-Based Policing, a joint SEESAC/Saferworld report; and, Disarmament Education and Peace Culture Project Final Report, UNDP Albania SSSR Project, 2003.

typically require the expertise and resources of governmental and international bodies to implement political, legal, economic or security reforms.

7   Following the programme cycle

Any programmatic social intervention can be separated into a sequence of steps. The following chapters of SASP 3 show how to conduct a logical SALW Awareness programme from start to finish, applying the concepts introduced in this chapter. The key advantages of following the programme cycle can be summarised as follows:

- Carrying out feasibility and needs assessments before attempting interventions establishes the feasibility and desirability of any proposed SALW Awareness intervention and allows its appropriate form to be determined;

- Designing SALW Awareness strategies with clear objectives that are established on the basis of thorough information gathering maximises the chances that communication will be relevant to local circumstances, and effective enough to produce lasting changes to people's knowledge, attitudes and behaviours;

- Setting up monitoring and evaluation systems allows programmes to stay on track, adapt to changing circumstances and identify valuable lessons.

The next Section begins with stage one of the programme cycle – Information Collection and Management.

1. Feasibility study

2. Needs and capacity assessment

Planning for monitoring and evaluation

3. Analysis and strategy planning

4. Designing messages activities and materials, and choosing media

Monitoring and reviewing (ongoing)

7. Evaluation

5. Field - testing

6. Implementing activities
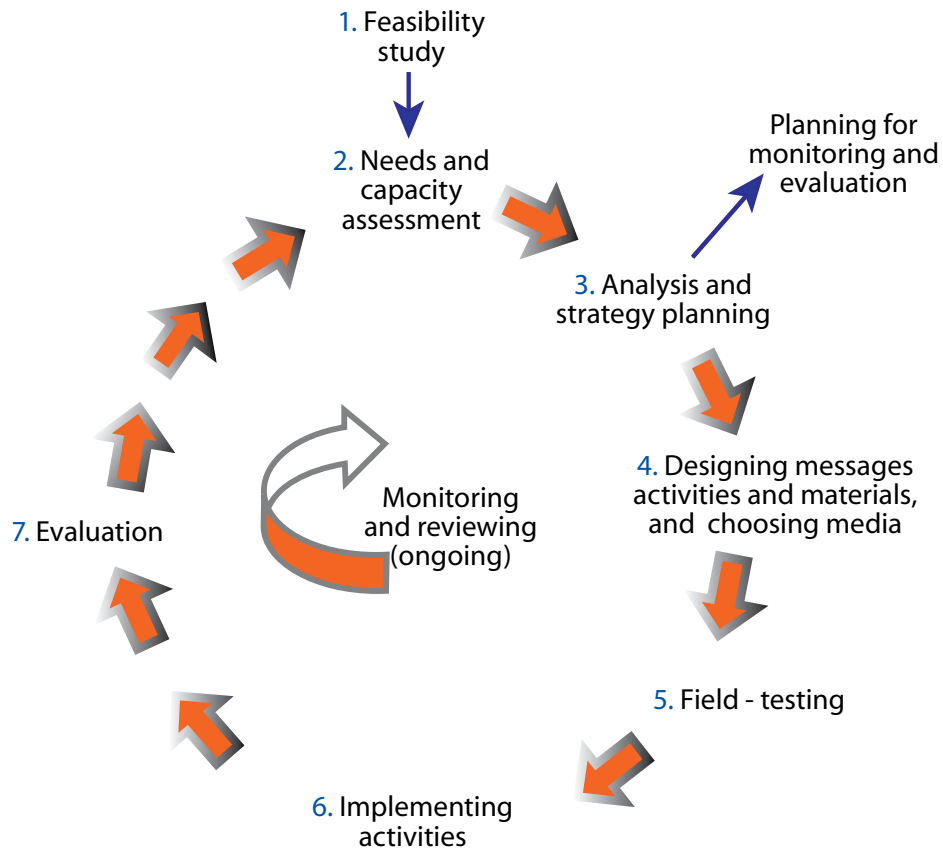
Diagram 3: The programme cycle

Section 2: INFORMATION COLLECTION AND MANAGEMENT

1   Objectives of information and data collection

The collection, analysis and use of information are vital to the efficient implementation of SALW Control activities, including SALW Awareness interventions. No SALW intervention should ever take place until programme staff have studied the context they intend to work in. A large and varied amount of information must be sourced or collected by programme staff before an adequate understanding of the situation can be reached.

The common purpose of all such information is to allow staff to:

a)   understand the nature of the SALW problem in specific communities, including the functions of SALW for particular groups and the threats posed, and the important relationships and dynamics that must be taken into account when devising appropriate responses;

b)   prepare for monitoring and evaluation of the programme to guarantee transparency and effectiveness; and

c)   get a fuller picture of all concerned actors in order to plan for and enhance co-ordination and co-operation.

Information collection takes place at all levels – national, regional (SEE), sub-national, and community levels. The types of information needs for SALW Awareness programmes are listed below but are clearly not exhaustive as different contexts could require additional categories.

2   Information collection for national SALW Control initiatives

SALW Awareness activists working in the context of a national SALW Control intervention will, as a matter of best practice on the part of the designated national SALW Authority,[25] have access to a 'SALW Survey' to help their programme design. A national SALW Survey is a totally comprehensive, nation-wide study. Its purpose is:

> *"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."*

There are four parts to a comprehensive national SALW Survey:[26]

■   **Small Arms Distribution Survey**. This collects data on the type, quantity, ownership, distribution and movement of SALW within the country or region;

■   **Small Arms Impact Survey**. This collects data on the impact of SALW on the community and social and economic development;

■   **Small Arms Perception Survey**. This collects qualitative information on the attitudes of the local community to SALW and possible interventions; and

■   **Small Arms Capacity Survey**. This assesses national capacities to develop improved SALW Control.

To conduct surveys, various tools can be used such as:

■   Household questionnaires;

■   Key informant interviews;

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[25] Ideally this should be at national government level, but in theory any capable actor can take on these responsibilities, e.g. a designated national 'Co-ordination Body' or 'SALW Commission', or sub-contracted NGO. Comprehensive surveys have been carried out in all countries in the Western Balkans as well as Bulgaria and Moldova. Full survey reports and a breakdown of data can be accessed from http://www.seesac.org/reports/surveys.htm or from the commissioning body (in the above cases UNDP country offices).

[26] RMDS/G 05.80: SALW Survey, http://www.seesac.org/resources/current_eng.htm.

- Focus groups;
    - National and academic databases;
    - Other related surveys that may have already been undertaken.

A national SALW Survey is to be carried out with the support of national authorities before major SALW interventions begin, and will then be continually updated to reflect changing circumstances as the programme proceeds and the situation develops (the 'SALW assessment' process). Where it exists then, a SALW Survey provides the following for SALW Awareness Programme Managers:

a) clear national SALW Control programme objectives with which SALW Awareness programmes can be aligned;

b) identifies and promotes the linkages between SALW Control (and its related communication/risk education strategy) and wider development and security sector issues; and

c) thereby permits the planning of the SALW Awareness strategy and a guide for any subsequent Safer Community Plans.

Bear in mind that national SALW Surveys are intended to give a general (usually country-wide) overview and not detailed information on the situation in every community or village throughout the country. Only a representative fraction of communities in the country will have been studied in any detail (e.g. during household surveys) as part of the national survey, and supplementary data gathering will often be necessary, whether from relevant communities or appropriate institutions/bodies.

If a national SALW Survey has not been conducted, full-scale needs and capacity assessments will be required by those planning the SALW Awareness programme (see Annex L for guidelines on conducting a needs assessment). Although even in cases where the national SALW Survey results are available, some additional local information must be collected to develop the SALW Awareness strategy and further support any Safer Community Plans. The type of information to be collected and means to achieve this is described below.

3   Information and data collection: an ongoing process

Information collection, analysis and use take place on an ongoing basis:

a) before the elaboration of a SALW Awareness strategy, in the form of a feasibility survey;

b) at the elaboration stage of the strategy: needs and capacity assessment (unless an existing Survey already provides necessary information); and

c) as part of the implementation of the SALW Awareness interventions: a Safer Community Plan.

Table 2: Different levels of information gathering

	FEASIBILITY STUDY	NEEDS AND CAPACITY ASSESSMENT	SAFER COMMUNITY PLAN
Why?	■ To assess how feasible it is to collect information on SALW issues and casualties ■ To assess the potential for and feasibility of SALW interventions	■ To understand if there is a need for SALW Awareness ■ If there is, to obtain adequate information to meet this need and address the SALW issues and problems – the first step before deciding whether to attempt SALW Risk Education or SALW Advocacy ■ To identify how to integrate the SALW programmes into the national country strategy	■ To understand SALW problems in specific communities and identify appropriate solutions to those problems ■ To support concerned communities in the implementation of identified responses with the aim of improving the communities' security
What information?	■ General information about SALW problems; casualty data ■ Existing and planned SALW interventions	■ Specific information about the SALW problems and threat; knowledge, attitudes and behaviours of people towards SALW; SALW casualty data ■ Detailed information concerning existing and possible solutions/alternatives to the SALW problem, including ongoing and planned SALW interventions and related peace-conflict prevention work	■ Specific information about the actual SALW threat and problems in each community, including SALW casualties; knowledge, perceptions, attitudes and behaviours and existing solutions and coping mechanisms; suggested SALW and humanitarian interventions; attitudes to different weapons hand-in options
Where?	■ At national level mainly with information from field activities	■ At national, regional and community levels	■ In affected communities
How?	■ Discussions and interviews with authorities and concerned organisations; media; general information from field programmes See methodologies used in part 4 in this chapter	■ Meetings at central level with relevant Ministries, organisations and media ■ Meetings at regional level with relevant ministerial departments and organisations' branches ■ Training of field staff in conducting community assessments ■ Community assessments in a sample of villages ■ Information analysis and data See methodologies used in part 4 in this chapter	■ Discussions with affected communities and authorities ■ Participatory activities targeting specific at-risk and user groups See methodologies used in part 4 of this chapter
When?	■ Following the identification of SALW proliferation problems by authorities and/or organisations	■ Following the feasibility study	■ Following the needs and capacity assessment and information analysis ■ Following a baseline survey on knowledge, attitudes and practices (KAP survey)[27]

Table 18 in Annex H explains what type of information SALW Awareness programme planners must obtain during the needs and capacity assessment stage of any programme. Information needs will vary depending on whether the planned SALW Awareness programme will be of a stand-alone type or integrated with a SALW Control intervention. The results of information gathering permit a situation analysis by programme staff, on the basis of which a programme strategy can be devised.

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[27] See part 5 in Section 2: Information Collection and Management.

4   Methods for gathering information

Various methods can be employed to gather information. The methods used depend on the information required and also on contextual factors such as levels of access to key social groups, time constraints, and the sensitivity of information to be collected. For example, social and cultural practices will constrain levels of access to key groups and their willingness to provide information, sometimes making it necessary to assemble single-sex or single-ethnicity discussion groups.[28] But methods employed will also vary depending on the type of information to be collected:

a)   whether it is general information about the country or about institutional knowledge (generally collected at central level); or

b)   more specific information about the affected population such as their perception of SALW problems, their behaviours towards arms ownership, their opinions about weapons collection options and so on (mostly collected at community level); or

c)   casualty data (collected both at central and community levels).

The main methods, both quantitative and qualitative, can be listed as follows:[29]

- Sample surveys;

- KAP (Knowledge, Attitudes and Perceptions) surveys;

- Focus group discussions;

- In-depth interviews;

- Intercept interviews;

- Observation;

- Documents and records review;

Box 13: SALW perception survey in South Serbia

In order to enable UNDP Serbia and Montenegro to decide what SALW intervention if any would be appropriate in South Serbia, the Belgrade-based market research company 'Strategic Marketing (SMMRI)' were engaged in July/August 2003 to gather data about perceptions of the population in three SALW-affected municipalities of Bujanovac, Medvedja and Presevo. The survey design used tools such as household surveys, structured interviews and focus groups to make information gathering more flexible. Nevertheless this mixed ethnicity, post-conflict, and in some cases highly traditional environment posed difficulties for the researchers. Notable experiences included:

- A high rate of refusal among target respondents in areas directly affected by conflict.

- Difficulties in finding individuals to work in two-person ethnic-Serb/ethnic-Albanian research teams to survey mixed-ethnicity communities.

- Refusals to have focus groups recorded for transcription later.

- Difficulties assembling focus groups comprised solely of ethnic-Albanian females.

- A common tendency among target respondents to want to talk freely for one or more hours on a number of subjects other than SALW to probe the intentions of researchers.

Source: Small Arms Perception Survey in South Serbia, September 2003, SMMRI.

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[28]   Experience from the field of MRE has shown that those conducting the data collection favour more accessible areas (by road) – the 'tarmac bias'. And that data is often gathered during working hours, which may coincide with the working hours of respondents. See Study Report 'Assessing the compatibility of SALW Awareness and Mine Risk Education', SEESAC, August 2005, http://www.seesac.org/reports/st_reports.htm

[29]   Examples of the more commonly used tools, and guidelines for their use are provided in Annexes J, K, L, M and N. More detailed information on each method can be found in 'Communication in Mine Awareness Programmes', Geneva International Centre for Humanitarian Demining, 2002.

- Participatory Rapid Appraisal methods;

- Case studies;

- Triangulation.

The required information is gathered:

- By the staff hired by the orga-nisation responsible for con-ducting the survey and/or by SALW Awareness programme staff and volunteers in the case of a needs and capacity assessment; and

> **Box 14: Using the media in Lebanon**
>
> A member of the Middle East and North African small arms network (MENAANSA), the Permanent Peace Movement in Lebanon, collected information via media monitoring on the number, type, location and gender of all incidents of gun violence in Lebanon. Between 1 January and 31 May 2005, the research indicated that the majority of incidents of gun violence occurred between people who know each other, co-workers, neighbours, or even within families or in the same home. Moreover, most of the cases of gun suicide were committed with handguns kept in the home.
>
> *Source: 'International action on small arms 2005. Examining the UN Programme of Action by Biting the Bullet' IANSA and Biting the Bullet project's Red Book (Biting the Bullet: Saferworld, International Alert and University of Bradford) http://www.iansa.org/un/bms2005/red-book.htm*

- From various sources such as national/local authorities (e.g. ministries, military, police, municipalities, village heads etc.); local institutions/associations/NGOs; international organisations; media; local population (e.g. victims, teachers, farmers, parents, children, religious leaders etc).

Table 3: Examples of information gathering methods

TYPE OF INFORMATION	COLLECTION LEVEL	EXAMPLES OF METHODS
General information (e.g. threat, country specificities)	Central level	■ Meetings and discussions with relevant ministries; local authorities; SALW control agencies and other humanitarian agencies; local media ■ Review existing reports
Specific information about knowledge, attitudes, perception of affected communities.	Community level	■ KAP surveys ■ Meetings and discussions with local authorities e.g. village heads, religious leaders, school teachers, women's groups, etc. (e.g. as part of a Safer Community Plan) ■ Reviewing activity reports from development agencies working in those specific areas ■ Interviews of at-risk groups and of weapons users
Casualty data	Central and community levels	■ Existing statistics from Ministry of Health or any other relevant ministries ■ Media ■ Meetings with health and victim assistance organisations ■ Review of their activity reports and statistics ■ Standardised SALW casualty data collection form (if possible) ■ Interview of victims or their relatives[30] ■ Interviews with weapons users

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[30] Where interviewing victims of SALW injuries consider using an interviewer who has a background in clinical psychology, for example, as interviewees may well be experiencing on-going trauma related to their experiences. Also, it is important to emphasise that their testimonies will be anonymous.

5 Information collection as a tool for monitoring and evaluation

Information collection takes place at all stages of the programme cycle from the feasibility study through to the evaluation of the SALW activities. The information collected is essential for the monitoring and evaluation of the programme.

For monitoring and evaluation purposes, it is essential to conduct a Baseline Assessment of Knowledge, Attitudes and Practices (KAP) in targeted communities before the implementation of any SALW Awareness initiatives (see Annex J). This will allow the implementing organisation to measure the impact of SALW interventions on targeted communities by comparing knowledge, attitudes and practices before and after the interventions have taken place. Other indicators such as levels of SALW visibility; numbers surrendered during a SALW collection; and crime rates can be used to evaluate SALW intervention programmes. These indicators do, however, pose problems for the evaluation of SALW Awareness programmes since a large number of variables other than programme activities themselves may impact on them.

6 Staff training

It will be essential to train those programme staff and volunteers who actually collect information, whether their duties will involve research using secondary sources (see Annex N), or primary research working within communities. In the latter case, a number of staff from the relevant communities should be recruited as activists and trained. Their training should cover the use of basic research tools (see Annexes J - N) and training on SALW issues including terminology, SALW recognition, and questions of sensitivity. Recruiting and training local staff will not only build trust and so aid information gathering, it also provides a means by which the methods used to collect information can be critiqued and adjusted to local conditions. However, care needs to be taken in ensuring that surveys are conducted as uniformly as possible so as to make findings fully comparable. Lastly, the involvement of local people is also a step towards involving the concerned communities as a whole in the SALW Awareness activities that will follow.

Box 15: Campaigners' training in Serbia

Over a two-day period in April 2004 activists were trained to carry out KAP questionnaires to help in the design of campaign materials and also to acquire knowledge of small arms issues as a basis for conducting household visits with the campaign materials. Activists:

- Were given information about weapons in the local area as well as crime and casualty data.

- Learned about every step of the programme cycle.

- Were trained on how to approach people in their households and how to increase the reliability of data collected by the Strategic Marketing and Media Research Institute (Belgrade).

- Were given lessons learned from research activities conducted by NGO Balkan Youth Union (Belgrade)

- Participated in role-plays of household visits so they would be prepared for a range of responses from people during the household visits.

- Tested the KAP questionnaire on each other and suggested amendments to it. The revised questionnaires were then tested on family members of the activists.

- Asked for feedback on the training sessions.

Source: 'SASP Test North East Serbia. Evaluation Report', SEESAC, 2005

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7   Information principles and management

7.1   Clarity and transparency[31] in information collection

Clear and transparent communication with authorities, individuals and communities during the information-gathering phase of a SALW Control or SALW Awareness programme is a precondition for the success of that phase of the programme. In general, clarity and transparency must be provided regarding:

- The goals of the SALW programme for which information is being gathered;

- The type of information sought;

- How, when and where it will be gathered;

- Who (in general terms) it will be sought from;

- Who will gather it (identity of field staff and their organisation);

- Why it is needed.

Clarity regarding the above questions is an essential step in making people living in SALW-affected communities more willing to provide information. When dealing with a sensitive subject like SALW proliferation and misuse any interviewees (with the exception of officials who choose to go 'on record') should generally be given an assurance of anonymity.

7.2   Flexibility

In certain contexts, some information may be delicate to collect (e.g. asking people how many weapons they have at home) and the idea is rather to frame the issues in a less controversial way (e.g. talk more in terms of 'security') or approach the subject via non-controversial issues such as health, socio-economic impact, how proliferation affects the country's prospects for peace and development, or possibly the role of children. Programme staff should be ready to adapt to specific contexts and where necessary change their planned methods for information collection, or the type of information sought.

They should also be ready to draw initial conclusions from any reluctance they find among communities when it comes to discussing SALW issues. Reluctance can arise for a number of reasons, including a fear that others in the community will disapprove (e.g. family members or powerful groups); a fear of the security forces; general distrust arising from excessive levels of tension and insecurity; fear of investigation and prosecution or even a general feeling

> **Box 16: Guidelines on active listening**
>
> Active listening requires effort and concentration and involves:
>
> - Recognising barriers to effective communication, These can be:
>   - Internal (such as tiredness or stress, or your own prejudices)
>   - External (such as peripheral noise or poor acoustics); or
>   - Interactional (for example, how language may be understood or interpreted by different people)
> - Listening for message content to ensure you hear exactly what is said
> - Listening for feelings – these may be indicated by non-verbal cues such as body posture or the tone of voice with which things are said
> - Checking that verbal and non-verbal cues are consistent
> - Encouraging the speaker by responding through facial expressions and body gestures
> - Reflecting back what you think you have heard by paraphrasing it and by asking short checking sentences
> - Concentrating
> - Paying attention to the general context and overall themes and not being distracted by isolated facts or comments
> - Listening to views of opinions that contradict your own, without interruption
> - Selecting appropriate questions to help guide the discussion
>
> *Source: Adapted from 'Personal Communications at Work', Open University Press, 1998.*

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[31] Also one of the principles of micro-disarmament programmes, see RMDS 01.10, http://www.seesac.org/resources/current_eng.htm.

that SALW issues are private. Whatever the reason, by gaining an understanding of why people are reluctant to discuss SALW, programme staff will begin to understand the community and the function of SALW better.

Despite such anticipated difficulties it is important to remember that SALW are just one sensitive issue among many and that social intervention programmes on other taboo subjects such as drug use, sex education, education for women and HIV/AIDS have demonstrated that inhibitions can be overcome using the right tools and some endurance and sensitivity. Use of 'active listening' techniques can help to elicit information in an un-pressurised and un-led way.[32]

7.3 Information quality and quantity

The information collected is used to devise and plan an appropriate strategy. The quality of the information is key to the establishment of a programme adapted to the local context and it will always be important to focus on the quality of the information collected (pay particular attention to information gathering techniques when interviewing people and also the sources used for statistics). The quantity is equally important when it comes to planning an appropriate strategy but may be limited in certain contexts (from the number of people interviewed to the number of questions asked).

7.4 Accuracy

Programme activists should strive to ensure that the information they are being given is accurate and truthful. In order to maximise the chances of this, any information collected must be compared with other available sources so that it can be confirmed or refuted. Double-checking the information before planning the strategy, and before sharing results will ensure that the strategy is relevant and meaningful, and that unnecessary factual errors are avoided.

7.5 Establishing a network to gather casualty data

Casualty data is relevant when it comes to identifying at-risk groups and understanding the patterns and causes of deaths and injuries, as well as the impact SALW have on individuals and communities. Detailed casualty data can prove difficult to obtain for a number of reasons; a network of researchers typically needs to be established to source the information. When seeking casualty data it will be necessary to:

a) explain to local authorities the objectives of data collection and obtain authorisation from them;

b) identify and contact concerned actors who could help in collecting the information e.g. police, health facilities, National Red Cross Society, village leaders, government representatives, NGOs etc.; or to recruit a team of professionals to gather information; or a combination of both;

c) ensure that the network is sufficiently diverse in terms of sex, age, professional skills and ethnicity to ensure that appropriate members are available for different target groups (e.g. women to talk to women, ex-combatants to ex-combatants);

> **Box 17: Gathering casualty data in Macedonia**
>
> During a national SALW Survey in Macedonia in 2003, information was sought from five hospitals thought to be representative of the country as a whole in terms of ethnicity, geography and conflict effects. Medical cards in the five hospitals were reviewed for a twelve-month period during which 81 gunshot wounds had been recorded. 47% of all the injuries were classed as 'light', 41% 'heavy' and 12% 'critical'. Most wounds were sustained by those over 18 years of age, but 50% of all critical injuries were to children under 18. 89% of gunshot victims were men, 11% women. However, many ethnic-Albanian communities in Macedonia attend medical facilities not recognised by the government and which are not required to keep such records. These facilities proved unwilling to share any casualty data they may have had on file when approached by the researchers on this occasion. Nevertheless, interviewed doctors and officials were of the view that gunshot wounds were certainly being treated in these facilities.
>
> *Source: Interim report by Small Arms Survey, Geneva, to UNDP Macedonia, July 2003.*

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[32] The term 'Active Listening' refers both to the communication technique described in Box 16 and to a type of peace-building project that takes place in communities. For more information on the latter see 'Grassroots Listening and Organising', Walters, H., Rural Southern Voice for Peace, 1992.

d)   establish and train the identified network in collecting data; and

e)   ensure that the data is disaggregated where possible to show important issues like the sex, age and ethnicity of SALW victims – and if possible, who was responsible.

A large group of people can be solicited to participate in data collection and combined into a network with two types of information gathering staff: 'informers' who receive basic training, and 'data gatherers' who monitor the work of informers and receive more in-depth training. The choice of the 'informers' is essential for the collection of appropriate and accurate information. They should, to the greatest extent possible, be people within communities who are credible, motivated and have easy access to information. Depending on the context and on existing actors and skill-base, a network of volunteers can be established or a whole team of information gatherers can be recruited.

A combination of both a professional team with assistance of volunteers in the field can also be an option in certain situations, as was the case with mine casualty data collection in Bosnia-Herzegovina.

Box 18: The 'human side' of firearm violence in Argentina

Public health and public security statistics gathered from national and provincial governments in Argentina in preparation for the Arms Exchange programme in Mendoza in 2000. These statistics are a reference point from which to begin to analyse the problem but were not enough in themselves to gauge the severity or nature of the problem. Anecdotal examples were compiled and gave a 'human side' to the problem of firearms violence, as well as indicating its complexity, that statistics obscured. For example:

- Male was shot and killed in his own house, apparently by his son in either a domestic argument or accident.

- Female shot and injured while pushing her vending cart down the street – she was caught in the crossfire between two rival youth gangs.

- Toddler lost his eye when he pulled the trigger of a gun he found on the bed in a relative's house where he was visiting.

- 12-year-old girl was shot and killed when a stray bullet penetrated her heart while she was sitting in her house.

- 15-year-old girl shot in the leg while visiting her neighbour when a stray bullet from a gang fight came through the window.

Source: 'Transforming Attitudes Towards the Tools of Violence', Project Ploughshare Working Paper, October 2001

7.6   Managing and sharing information and data

The sharing of information with concerned actors and authorities is essential for the co-ordination of SALW Control interventions as well as for other development and assistance activities e.g. information on victims can permit the identification of their needs in terms of medical and psychological support. It will be essential to share this information with organisations that can provide this type of assistance.

In certain contexts, sharing of data may be conditioned by the rule of confidentiality. For example, Memoranda of Understanding might have to be established with

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Box 19: Mine/UXO casualty data collection, analysis, and dissemination in Bosnia-Herzegovina

The ICRC, in close co-operation with the Red Cross Society of Bosnia-Herzegovina (RCSBiH), systematically collects and publishes data on mine victims in Bosnia-Herzegovina. The RCSBiH network of staff and volunteers follow up all formal and informal reports on mine/UXO accidents in their community. They obtain details on victims, circumstances of the incident, location and other information to submit to National Society co-ordinators who, in turn, submit data to ICRC. ICRC adds them to a database that is updated regularly. ICRC uses the information internally to plan and implement direct and targeted messages to certain high-risk groups and their locations in the country. Data is shared with any organisations that ICRC has a relationship with in Bosnia and Herzegovina, whether formal or informal. In doing so ICRC contributes to overall humanitarian efforts to reduce the risks of landmines and unexploded ordnance in the country. ICRC and RCSBiH conduct more concentrated surveys of specific groups at different times to evaluate and re-evaluate the overall situation in Bosnia and Herzegovina, assess the effectiveness of programmes, and define effective campaigns and messages.

other actors to ensure confidentiality (e.g. so that casualty data can be accessed and used without releasing personal information). Information about the distribution of SALW in a community will often be a highly sensitive matter, particularly where possession levels are high because of fear (e.g. fear of security forces or other ethnic groups). Caution should be used in sharing any information gained from such communities and transparency should be a key concern.

7.7   Safety

The safety of field-workers is of paramount importance, for them as individuals, for the sake of the programme, and for the programme beneficiaries. Information regarding the distribution of SALW in particular communities, the groups holding them, their origins and movements is all potentially dangerous to gather, particularly in areas where SALW are trafficked or are linked in some way to the security fears of local communities. In some cases information regarding the impact of SALW may be hazardous to gather. Field-workers may experience hostility or abuse during their work, though scenarios involving detention or physical injury are extremely unlikely. In post-conflict areas field-workers may also be exposed to dangers from ERW and unsecured SALW. Field-workers and managers should together ensure the adoption of some basic safety precautions at the information gathering stage of a SALW Awareness programme to help minimise risk. Field-workers should:

a)   receive SALW Risk Education training for their own safety;

b)   together with headquarters establish clear lines of communication and stay in touch continually with headquarters;

c)   stick to an agreed work plan;

d)   together with headquarters seek permission from government and local authorities;

e)   avoid travelling alone, and preferably travel with someone who has local knowledge; and

f)   be made aware of local security conditions and any likely hazards to them (e.g. from ERW, criminal or militant groups) before entering the area.

These risks affect both the staff and the programme as a whole. Maintaining contact with informed parties such as journalists, UN agencies, humanitarian NGOs, research contacts and local NGOs will allow staff to assess field risks and deal with them. The responsibility for the safety of programme staff (including volunteers) is shared by field workers and other staff, though the exact rights and responsibilities of each will depend on the situation.

Section 3: ANALYSIS AND STRATEGY PLANNING

1 Information analysis

Analysis of the information collected at the beginning of a SALW Awareness programme allows a strategy to be planned. The information will be both general (e.g. country information, education level, threat and problems etc.), and specific with regard to a community's perception and behaviours, casualty data and so on. The analysis permits activists to:

a) identify the approach to be implemented: will it be more relevant to establish Advocacy or Risk Education activities, or both? This will of course also depend on other SALW control activities being implemented or being planned; and

b) plan an appropriate strategy, establishing the goal, objectives, indicators and means of verification for the programme so that:

- target groups can be defined;

- affected communities can be identified;

- messages and information to be given out can be determined;

- activities to implement and materials to produce as a means to deliver the messages and information can be decided upon; and

- monitoring and evaluation can be planned for.

A number of different tools can be used as an aid when analysing information gathered, including e.g. Stakeholder Analysis, which allows stakeholders[33] in a particular country or community to be analysed in terms of their importance for the success of a programme, and their degree of influence over its likely progress. The analysis is worth conducting in each community, and also at national level. Tools such as Stakeholder Analysis can also be used after programme objectives have been formulated, to check which stakeholders will support and which may obstruct programme objectives.[34]

Box 20: A project terminated by an unaccounted-for stakeholder
A mine awareness campaign conducted on television was correctly researched, designed and targeted, and even approved by the coordinating authority. But it was ordered to be terminated by the Ministry of Tourism as it was perceived as detrimental to the tourism industry of the country concerned to publicise the existence and dangers of mines. This may also apply to SALW Awareness campaigns which acknowledge the proliferation of SALW in certain communities, encourage illegal weapons holders to surrender their weapons, and promote safer behaviours among at-risk groups.
Source: 'Assessing the compatibility of SALW Awareness and Mine Risk Education', SEESAC, 2005

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[33] Stakeholders are the persons, groups or institutions with an interest in a particular project or programme.

[34] More information on how to perform a situation analysis, and how to do a Stakeholder Analysis can be found at http://www.dfid.gov.uk/pubs/files/toolsfordevelopment.pdf.
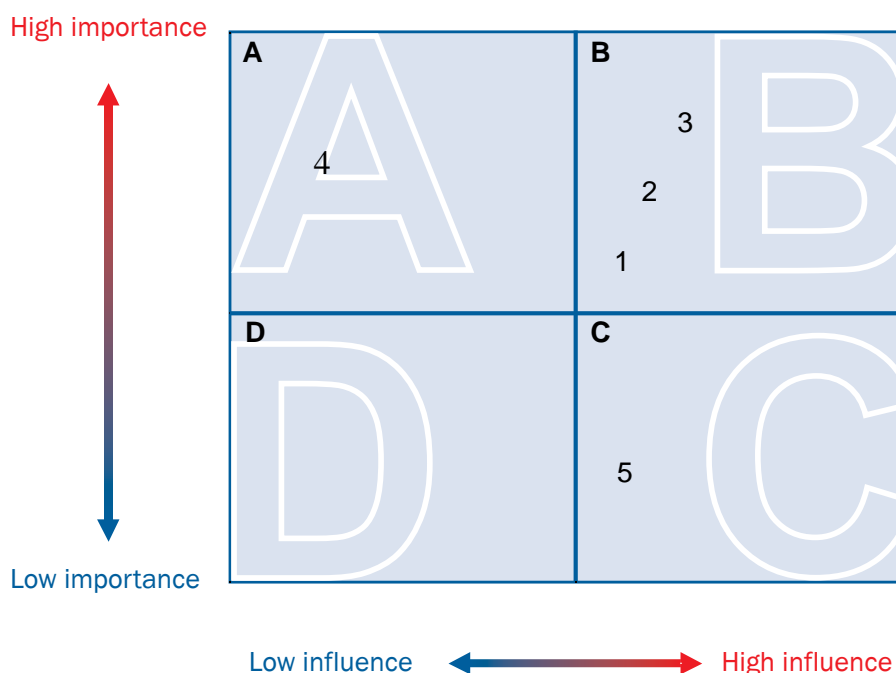
Diagram 4: Example of community level Stakeholder Analysis

Key: 1 = Political leaders, 2 = Ex-combatants, 3 = Business leaders, 4 = Children, 5 = Religious leaders

Explanation: The stakeholders in boxes A, B and C are the key stakeholders in an imagined community. Those in box A have high importance for the project (e.g. as victims of SALW misuse) but low influence – the programme must be designed to reach them. Those in B have a high degree of influence with regard to SALW control and/or Awareness and are important for the success of the planned programme – their support will need to be gained. Those in box C are influential and can affect programme outcomes, but their interests will not be directly affected – they will still need to be engaged by the programme, monitored and consulted. Stakeholders in D are of low priority.

1.1 Target groups

Once the information gathered is analysed, a programme strategy can be devised. Target groups will be identified and prioritised as part of that strategy. The list of target groups is potentially limitless and it is important to discover which groups might be important in each specific country and community with respect any SALW Awareness programme that might be devised. A non-exhaustive list of potential target groups might include:

- Weapons holders;
- Families of weapons holders;
- Local government;
- Local NGOs;
- The media;
- Police officers;
- Adult males;
- Adult females;
- Teenage boys;

- Teenage girls;

- Children under 12 years;[35]

- Ex-combatants;

- Religious figures;

- Local business figures;

- Teachers;

- The military;

- Donors.

The groups to be targeted will depend on the awareness strategy and on communities' needs, both identified during the national SALW Survey and/ or capacity and needs assessment. Messages to be delivered will have to be adapted to each of the target groups. As previously noted, sometimes it will not be easy to reach particular groups

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Box 21: The Yugoslav Red Cross campaign 'For Life, Without Weapons'

The Yugoslav Red Cross yearlong SALW awareness campaign 'For life, without weapons' sought to influence public opinion about weapons possession on the basis of its humanitarian costs. Slogans were designed to convey the idea that possessing a weapon leads to insecurity and casualties, not security and safety. Three specific groups were targeted with different messages and methods:

- Teenagers of both sexes (12-19 years), particularly in urban areas
- Adult males (20-35 years)
- Adult males (36 years and over)

Campaign poster, 2003

Source: Enhancing security in the Balkans: Enacting the Stability Pact Regional Implementation Plan on Small Arms, 24-25 June 2002, Report of a seminar organised by Saferworld/BICC.

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because of the sensitive nature of the subject and/or social roles (e.g. sometimes SALW are seen as 'men's business', so discussion groups with women are difficult to arrange). In such cases the programme staff must be flexible and find ways round the problem (in this case perhaps speaking first to women's groups).

Box 22: Men – a key target group

In most SALW Awareness activities, men as a group will be an important audience because very often they will be both victims of SALW misuse and weapons holders. It is important then to try to work with media targeting a specifically male audience e.g. hunting and sport programmes on TV.

Box 23: Easier to reach as opposed to more at risk?

Some target groups are going to be more difficult to reach than others, but the groups most at risk should always take priority over the groups that are *easiest* to access. For example, Risk Education in schools provides activists with a captive audience within the school system whereas weapons holders are naturally dispersed during the working day (in different areas of employment) and are harder to reach even if unemployed and based at home, because it's more intrusive entering an individual's home.

It is important to highlight that it might be necessary to define some 'intermediate target groups' to reach the final target audience (e.g. to encourage men to surrender weapons), it might be necessary to first reach women as a means to persuade men. Any strategy that involves the use of intermediate target groups will require intermediary objectives relating to these target groups.

Box 24: Use of intermediates to target at-risk groups

In Brazil young men aged 15-29 are 24 times more likely to die by firearms than women in the same age group. As part of NGO Viva Rio's ongoing SALW Awareness work, a campaign strategy was designed with a view to giving women the information and arguments they needed to promote disarmament in their communities, among their sons and husbands. At one weapons destruction ceremony women paraded banners with the campaign slogan 'Choose Gun Free: Your Weapon or Me'.

Source: Small Arms Survey Yearbook 2002, p.284; and Sullivan, J, Rio De Janeiro Hosts World's Largest Weapons Destruction. Background Paper, Small Arms Survey.

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[35] Caution must be taken when addressing children as a target group for any SALW Awareness. Children of this age will rarely be perpetrators of armed violence but may be victims of tragic accidents involving weapons. In this case it is important that programmes are targeted primarily at gun owners and users. See part 2: Working with Children, in Section 6: Implementing Activities.

Box 25: Children as intermediaries in Argentina

A powerful component of the SALW Awareness initiative in support of the Arms Exchange Programme in Mendoza, Argentina, was the violent toy exchange campaign. Violent toy turn-in drives are not new but what made this experience

Children handing in their toy guns, organised by NGO Balkan Youth Union, Serbia

unique was how it connected directly to the upcoming weapons exchange programme and how the children were not only educated on the dangers of weapons, but were also used as vehicles to influence their parents who might actually have firearms in the home. Overall 6,000 school children turned in 6,000 violent toys and games in exchange for books, potted plants, and tree shrubs. Schools from nine *departamentos* (political divisions similar to counties) in Mendoza province participated. Psychologists recommended not destroying the toys turned in because that could be seen as a 'violent act'; instead the plastics were melted down and incorporated into *mosaicos* or works of art to be displayed at school. In many schools dramas were acted out, choruses were sung, and balloons were launched into the sky with anti-violence messages. In short the violent toy turn-in campaign reached a sizeable audience that included 6,000 children, their teachers, parents, and families. Several participants in the actual weapons turn-in program that began a month later mentioned the influence of their children on their decision to turn in a gun.

Source: W. Godnick, 'Transforming Attitudes Towards the Tools of Violence: The Arms Exchange Programme in Mendoza, Argentina', Ploughshares Working Paper 01-5 http://www.ploughshares.ca/content/WORKING%20PAPERS/wp015.html

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2   Strategy planning

Analysis of collected information allows the SALW Awareness strategy to be designed, and the programme's objectives to be defined. The programme's objectives must be defined during the planning stage so that activities and materials to achieve them can be established, appropriate indicators for measuring progress and impact can be selected and monitoring and evaluation systems can be identified (see Section 7: Monitoring and Evaluating Activities and Materials). The key steps are as follows:

- General information is gathered on the nature of the SALW threat together with background information on the history of the conflict, allowing programme planners to determine what region of the country is affected by inadequate SALW Control. Programme planners then prioritise their work according to the location of the problems and threats;

- Specific information is collected during interviews at community-level (as part of a needs assessment);

- The different types of information and data collected need to be compiled and analysed first and will then be combined to define the strategy;

- It will be crucial to co-ordinate with other organisations so that the same target groups are not reached several times and messages are co-ordinated within the community.

Table 4 below shows what a programme strategy might look like in a fictional community 'A', and how that strategy follows from an analysis of information gathered.

Table 4: How to plan a strategy using information gathered

INFORMATION AND DATA COLLECTED	ANALYSIS	PLANNING THE STRATEGY
General SALW threat: ■ Weapons are available mainly in the South of the country where an internal conflict took place; ex-combatants still have their weapons and teenage boys increasingly hold weapons ■ A 3-month amnesty is planned	■ The SALW Risk Education messages will be different according to target groups ■ Prioritisation of work according to location of threat	■ Risk Education activities to focus in the South ■ Interactive activities to be developed with teenagers focusing on the danger of holding weapons ■ Group discussions with ex-combatant on SALW issues and dangers ■ Advocacy messages to be disseminated all over the country, to inform people about the amnesty and to encourage them to surrender weapons
Impact on communities: ■ Children and teenagers (especially boys) have been injured because they think it's cool to play with/use weapons ■ Criminality has increased as a result of availability of weapons in the South	■ The main target groups are children, teenagers (boys as potential weapons users and girls because they may support stereotyped male roles) and male adults, including ex-combatants ■ Different types of messages to be delivered to each of the groups	■ Activities with teenagers working on what is cool and what is not ■ Teacher training so that messages are delivered over the long-term[36] ■ Safer Community Plan with people to find alternative solutions to improve security in the community ■ Work with parents to ensure that children do not have access to weapons in the household
Involvement of other actors: ■ One local NGO has started advocacy activities in one commune ■ The Government is planning a three month amnesty to allow for weapon collection	■ One organisation already involved in communicating messages about SALW issues but covers only a small area ■ A communication strategy has to be developed to support the weapons collection programme	■ Risk Education/Advocacy messages to be co-ordinated with the local NGO ■ Advocacy activities to be developed to raise the awareness of people about the SALW dangers. Messages to encourage communities to surrender weapons. Co-ordination with others, especially national SALW Authority necessary to discover specific objectives and plans of amnesty and any communications strategy and where possible support it
Communication means, literacy rate, schooling, etc.: ■ Most people have radio but TV is mainly available in towns ■ Most of people in rural areas are illiterate ■ Most teenagers in rural areas have stopped going to school and help their parents in their daily activities	■ Risk Education/Advocacy messages can be disseminated through radios but TV is not an efficient means for people living in rural areas ■ Production of support materials with locally relevant drawings/photos rather than text ■ Out-of-school activities must be sought to target teenagers	■ Radio spots to be produced targeting children, teenagers and ex-combatant (as well as those who can influence these target groups) on the dangers of SALW ■ Radio soap opera to be linked to the community activities to support the Safer Community Plan ■ TV spots to be produced focusing on the amnesty and surrender of weapons ■ Supporting materials to be produced reflecting the ideas and needs of each group

[36] It is widely accepted that short-term stand-alone programmes will not be successful in changing behaviour. There are a range of education programmes already being implemented in SEE that are relevant to the issue of small arms and children. Rather than creating a separate niche for 'gun safety' or 'small arms risk education', these programmes should be supported ('Consultancy Report: Small Arms, Children and Education', SEESAC, 2006, p. 32).

INFORMATION AND DATA COLLECTED	ANALYSIS	PLANNING THE STRATEGY
Community perception of the problem: ■ Most women see arms as a source of fear and danger for their children; they see disarmament as a way to reduce criminality ■ Men want to keep weapons as a way to protect their families	■ Women are aware of the dangers weapons represent to their families and community. They should be used to convey the messages to men ■ Weapons holders should be spoken with to discuss personal security and alternatives to weapons/ ammunition/ explosives	■ Safer Community Plan to be developed with both women and men ■ Materials to raise awareness and inform about safe behaviours to be produced and distributed by women to support their activities
Risky behaviours within communities: ■ Children have found weapons in their homes and have been playing with them ■ Teenage boys have been increasingly using weapons given to them by their father	■ Messages have to be developed according to the at-risk behaviours of each group ■ Fathers should be targeted to prevent use of weapons by children and teenagers, especially boys	■ Safer Community Plan with men to address the issue of teenagers handling weapons[37] ■ Work with parents to ensure that children do not have access to weapons in the house
Means of communication within society: ■ Women are the main source of information within the family ■ Religious leaders are respected and are usually asked for advice	■ Women and religious leaders should be used as a vector to give information to children, teenagers and men	■ Safer Community Plan with an emphasis on the use of focus groups to involve women in designing messages for children and men ■ Development of a curriculum with religious leaders. Materials production to support their activities

2.1 Institutional support

In many, perhaps most cases it will not be possible to implement any worthwhile SALW Awareness strategy without the agreement of government officials. Institutional support is needed at national, regional and community levels. In the case of stand-alone SALW Risk Education and SALW Awareness in support of nationally planned SALW Control interventions, open communication about the programme and regular contacts will facilitate support at all levels. In contrast where stand-alone SALW Advocacy is planned, governmental support cannot be presumed in advance and may depend on the issues being promoted and the manner in which they are presented.

The United Nations' Programme of Action to Prevent, Combat and Eradicate the Illicit Trade in Small Arms and Light Weapons (UN PoA), which was adopted in July 2001, can guide NGOs in how to approach state institutions to encourage their support for, and engagement in SALW Awareness initiatives. This document affords NGOs opportunities to seek the

> **Box 26: Government – civil society cooperation in Angola**
>
> Provincial and local authorities have been closely involved in the awareness raising work carried out by Angolan NGOs with the Cabinet for Municipal and Communal Support (GACAMC). Due to poor communications between provincial capital cities and the municipalities, the provincial governments have assisted the dissemination of information using provincial government channels. Municipalities are informed that a public awareness campaign will begin on a particular date and that the local administration should confirm their availability and help to mobilize the community and inform the relevant stakeholders. Then a team of NGO representatives visits the targeted municipalities to make logistical preparations and establish partnerships with the local administration for the forthcoming events. During these planning meetings, the local administrations are charged with the responsibility to identify participants and their needs. The approach has ensured broad support for the initiative across all sectors of society.
>
> *Source: 'International action on small arms 2005. Examining Implementation of the UN Programme of Action by Biting the Bullet' IANSA and Biting the Bullet project's Red Book (Biting the Bullet: Saferworld, International Alert and University of Bradford) http://www.iansa.org/un/bms2005/red-book.htm*

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[37] SALW Risk Education for teenagers is potentially problematic because young people are an inherently risk-taking group, especially, but far from exclusively, males. Emphasising the risks of weapons may not discourage some individuals from obtaining and handling them. In this example the programme strategy suggests a Safer Community Plan so that discussion is initiated and solutions other than that of merely communicating about the dangers of weapons can be sought.

Box 27: The Human Security Award in Brazil

An innovative way to encourage Governmental involvement in weapons collections was devised in Brazil in the form of a 'Human Security' Award. The National Voluntary Firearms Handover campaign in Brazil carried out between July and December 2004 resulted in the recovery of 248,713 weapons in six months, way above the original target of 80,000 set by the Government. Research concluded by Viva Rio, one of the most instrumental NGOs entrusted by the Ministry of Justice with the implementation of the campaign, reveals that 90% of the weapons collected were in good condition, 74% were handguns and only 11% were handed over with their licenses. The buy-back program offered between US$30 and US$ 100 for a gun, under a policy of "no questions asked" about the origins of the weapon.

In order to celebrate the closure of the campaign's first phase, UNESCO together with Viva Rio created the Human Security Award for the governors of the states where the highest number of weapons had been collected, led by São Paulo (76,834) and Rio de Janeiro (26,444). The awards were delivered by victims of firearms, such as Camila Lima, who became paraplegic after being hit by a stray bullet at the age of 12.

Source: http://www.iansa.org/regions/samerica/brazil_review_jan2005.htm

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Box 28: The UN Programme of Action

The UN PoA outlines the responsibilities of the state vis-à-vis awareness raising (see a. 11):

■   "Please describe any public awareness and confidence-building programmes on the problems and consequences of the illicit trade in SALW in all its aspects that your country has developed and implemented (including the public destruction of surplus weapons and the voluntary surrender of SALW)." (PoA, II.20)

■   "Please describe any education and public awareness programmes on the problems of the illicit trade in SALW in all its aspects that your country has encouraged." (PoA, II.41)

And requires the state to give information on its cooperation with civil society actors (see c. 3):

■   "...in activities related to the prevention, combating and eradication of the illicit trade in SALW in all its aspects, at the national, regional and global levels." (PoA, II.20, 40, 41; PoA, III.2, 18). Activities include both of the above as well as "the encouragement and strengthening of cooperation and partnerships at all levels among international and intergovernmental organizations and civil society, including NGOs and international financial institutions (III.2); and the development and support of action-oriented research aimed at facilitating greater awareness and better understanding of the nature and scope of the problems associated with the illicit SALW trade in all its aspects (III.18)."

Source: The assistance package put together by UN Development Programme (UNDP), UN Department for Disarmament Affairs (UNDDA) and UN Institute for Disarmament Research (UNIDIHR) http://www.undp.org/bcpr/smallarms/docs/PoA_package.pdf.

Government's support for SALW Awareness initiatives and in turn to influence the Government in its work on SALW.[38]

This does not necessarily have to be an antagonistic relationship but more one of mutual cooperation and benefit.[39] See Box 28 for further details.

2.2   Structure of the programme unit

The type and size of the programme unit will depend on several factors, including existing organisational size and resources, partner organisations, the needs of affected communities and geographical area to be covered. Together these and other factors will determine the number of staff to be involved and to be recruited (e.g. do we recruit personnel, work with community volunteers or both?). SALW Risk Education activities and the implementation of Safer Community Plans will in any case require community involvement and a regular follow up, increasing staffing needs (costs can be kept to a minimum through the use of volunteers).

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[38]   The PoA requires participating states to establish a National Coordination Agency on SALW and a National Point of Contact, as well as to submit a national report on an annual basis stating their progress towards achieving the goals of the UN PoA. See http://www.seesac.org/resources/nationalfp.htm for National Focal Points designated by the Stability Pact in SEE.

[39]   For examples from around the world on civil society involvement in the UN Programme of Action, see: 'International action on small arms 2005. Examining Implementation of the UN Programme of Action by Biting the Bullet,' IANSA and Biting the Bullet project's Red Book (Biting the Bullet: Saferworld, International Alert and University of Bradford) http://www.iansa.org/un/bms2005/red-book.htm

2.3   Staff training

Training of recruited staff is necessary and has to be planned for. Staff members need to be trained not only on SALW issues (terminology, types, sensitivities) but also on how to implement, monitor and report on activities undertaken. A degree of training should already have been provided to those staff that took part in information gathering activities (see part 6 of Section 2: Information Collection and Management). It will be necessary to develop consistent training procedures and materials using information gathered in national SALW surveys or the programme needs assessment and the strategic analysis developed from that information.

> **Box 29: Using volunteers in Bosnia-Herzegovina**
>
> Volunteers can be recruited when conducting information gathering in the field but they need of course to be screened (it is not sufficient that they are keen and willing to work for free) and ideally should be recommended by local organisations in the target area. These volunteers then need to be briefed on SALW issues and trained in different techniques depending on which stage of the project they are involved in. As a result, these volunteers will acquire the knowledge and the skills to continue working in SALW Awareness, contributing to the sustainability of the project.
>
> *Source: Project Evaluation, PRONI MRE Project, North East Bosnia, June 2004*

2.4   Co-ordination

> **Box 30: Cooperation between NGOs within the SALW community**
>
> Opportunities for coordination between organisations who are in favour of legal weapon ownership and organisations who are not, should not be overlooked. NGOs may support legal weapon ownership (usually on behalf of hunters or sportsmen) but be in favour of adopting safe behaviours as well as combating the illegal weapons trade. There can still be cooperation with organisations whose primary aim is to reduce the number of weapons in circulation (illegal and legal), specifically on SALW Risk Education.
>
> *Source: Interview with the National Association for Weapons, Skopje, July 2005*

Co-ordination with authorities at central, regional and community levels, and with other humanitarian and development organisations is essential to avoid duplication of activities and to ensure a concerted approach. This is especially true at the institutional level, where organisations such as UNDP and Government Ministries should be as inclusive of non-governmental organisations as possible. But even on a smaller scale at the community level, at the very least efforts should be made to inform other actors working in the field of planned and current activities. Establishing contacts and building up working relationships can take time so this should be allowed for during the planning of the project.

Particular attention should be given to co-ordination with organisations conducting MRE activities because of the danger that messages and activities might conflict (see part 5.2 in Section 1: The Concepts and Approach).

> **Box 31: The South Eastern European Network for the Control of Arms (SEENCA)**
>
> SEENCA was established in April 2002 with the support of Saferworld (UK), Pax Christi (The Netherlands) and SEESAC and is a regional network of non-governmental organisations (NGOs), community-based organisations (CSOs) and individuals, working across South Eastern Europe on the issue of Small Arms and Light Weapons (SALW) control. The network's goals are:
>
> - Advocating and lobbying to bring and keep SALW on the agenda.
>
> - Increasing awareness of SALW issues.
>
> - Monitoring and reporting on actions by governments, civil society and other agencies on SALW issues.
>
> - Building the capacity of the network.
>
> SEENCA has created a website to facilitate communication among network members for the purpose of: sharing best practices and developing regional activities on SALW issues; raising public and donor awareness of the network and its members' activities and; providing a tool for communication on SALW issues between governments, NGOs, the public and international stakeholders.
>
> *Source: http://www.seenca.org*

Box 32: Case study: "Arms for Art" in the Republic of Montenegro – exemplary coordination between actors

"Arms for Art" is an innovative way of reaching the public as art has a powerful role to play in the transformation of post-war societies. The Arms for Art week was designed to cerate visibility for the development of sustainable disarmament projects in the region. The Arms for Art process was initiated in November 2004 with close cooperation between UNDP in the Republic of Montenegro, the Government of the Republic of Montenegro, Pax Christi (The Netherlands) and artists and non-governmental organisations (NGOs) from Serbia and Montenegro, Macedonia, Bosnia and Herzegovina, Croatia and Kosovo. The artists and NGOs were selected through the SEENCA network. The week's events included a presentation about the illegal proliferation of SALW and its effects on societies, an artists' workshop where they gained technical knowledge on how to work with metal as well as being offered a lecture on how to start up a business, and the NGOs organised a meeting to discuss peace and disarmament work in the region.

Bird of Peace, Podgorica, 2004

Source: Helena Vazquez, UNDP SACISCG Project Manager, Republic of Montenegro

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The integration of SALW Awareness activities with other SALW Control interventions and/or development/humanitarian operations will ensure that communities' needs are responded to. Communities' needs may be identified by use of the Safer Community Plan (see part 1 in Section 6: Implementing Activities).

Box 35: Engaging other civil society actors

Think about devising tools and resources on SALW Control interventions for other stakeholders in the community so as to raise their awareness on how they can get involved. Resources aimed at increasing public awareness of the extent and urgency of the small arms problem might include background briefings; information sheets about various aspects of the problem; policy proposals; draft resolutions; and suggestions on how local community groups and other civil society organisations can support more effective action. See Project Ploughshares, an ecumenical peace centre of the Canadian Council of churches, for details of their public education campaign to control small arms.

Source: See Project Ploughshares, Ploughshares Monitor, Spring 2005 http://www.ploughshares.ca/CONTENT/MONITOR/monm05g.html

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Networks may already exist in your country and your region that can provide you with an overview of previous, present and planned SALW activities in your area, which you can both learn from and use to guide you in coordination efforts. See Boxes 31 and 32 above for an example of coordination between actors and the role networks can play in this. Other networks may also exist that could facilitate mobilisation of public support for a SALW Awareness campaign. Such networks might work on women's issues, peace-building, youth activities, and other areas (see part 6 in Section 1: The Concepts and Approach).

3   Setting the programme goal and objectives

Objectives are set early in a SALW Awareness programme, after information has been collected and analysed, and while planning the strategy. A selection of likely SALW Awareness programme objectives is provided in part 2 of Section 1: The Concepts and Approach. Provided it meets these objectives an Awareness programme will positively impact on either knowledge, attitudes, behaviour or policy in target communities. This success should in turn support the main objectives of any SALW Control intervention, also set out above. Taking the example of Table 4 in part 2 of this chapter, the following strategy and objectives could be developed for Community 'A':

Table 5: Programme objectives for community 'A'

GOAL: TO IMPROVE SECURITY IN COMMUNITY A	
OBJECTIVES	**PLANNED STRATEGY**
Objective 1 To facilitate a process by which the at-risk groups of the community (teenagers, children and adult males including ex-combatants) analyse their behaviour and adopt safe ones	■ Interactive activities to be developed with teenagers (boys and girls) focusing on the danger of holding weapons ■ Group discussions with ex-combatant on SALW issues and the availability of arms in the community ■ Teacher training so that messages are delivered over the long-term ■ To support ongoing education programmes aimed at reducing violent behaviour and solving problems peacefully ■ Risk Education/Advocacy messages to be co-ordinated with the local NGO and national SALW Authority ■ Radio spots to be produced targeting children, teenagers and ex-combatant on the dangers of SALW ■ Supporting materials to be produced reflecting the ideas and needs of each group ■ Materials to raise awareness and inform about safe behaviours to be produced and distributed by women to support their activities
Objective 2 Changes in community perceptions of SALW as a source of protection and, especially for boys and men, status	■ Safer Community Plan with both men and women to find alternative solutions to improve security in the community; Safer Community Plan with men to address the issue of teenage boys handling weapons; Safer Community Plan with an emphasis on the use of focus groups to involve women in designing messages for children and men; Safer Community Plan with young people to allow their voices to be heard and involve them in programme design ■ Radio soap opera to be linked to the community activities to support the Safer Community Plan ■ Supporting materials to be produced reflecting the ideas and needs of each group ■ Risk Education/Advocacy messages to be co-ordinated with the local NGO and national SALW Authority ■ Development of a curriculum with religious leaders. Materials production to support their activities
Objective 3 To support the amnesty by raising awareness of SALW dangers, thereby encouraging weapons surrender	■ Advocacy messages to be developed to raise the awareness of communities about the SALW dangers for the purpose of encouraging them to surrender weapons ■ Advocacy messages to be disseminated all over the country, to encourage communities to surrender weapons. Messages to be co-ordinated with national communication strategy developed by national SALW authority ■ TV spots to be produced focusing on the amnesty and surrender of weapons ■ Supporting materials to be produced reflecting the ideas and needs of each group
Objective 4 To provide the public with timely and accurate information regarding the exact terms of a planned national SALW Control intervention	■ Sets of general-purpose messages to be developed for use with all groups at different stages during the programme. Messages to provide timely and accurate information regarding the exact terms of the intervention, including amnesty periods, incentives, etc. ■ Materials to convey the messages in a consistent fashion are to be developed, including Q&A briefings, public information leaflets (for postal distribution) and radio and TV Public Service Announcements (PSAs) ■ Materials to be strategically disseminated/broadcast so as to reach maximum number of citizens in a timely fashion ■ Programme staff trained to convey correct Public Information messages along with Risk Education and Advocacy messages during interviews, community visits and meetings with officials

3.1   Short–term and SMART objectives

All the evidence is that social change tends to occur over the long-term. Programme planners should therefore be realistic about the pace of change when setting objectives. Short-term objectives are useful in identifying the steps on the way to a programme's ultimate objectives and goal and make monitoring easier.

Another important consideration is how 'SMART' programme objectives are. 'SMART' is an acronym for:

Specific   **M**easurable   **A**chievable   **R**elevant   **T**imetabled

When setting objectives make them as 'SMART' as possible so that progress can be measured. As the programme develops and more information becomes available, be prepared to revise objectives established earlier. Once the goal and objectives have been set and the strategy defined, the activities and the materials, as well as the messages to be used to support those activities can be looked at and defined more precisely.

In certain cases, intermediate objectives will need to be established to better achieve the ultimate objectives of the programme. Examples of progressive programme development using intermediate target groups and objectives are programmes that first attempt to raise the awareness of women and authorities before targeting weapon holders, or programmes that began with stand-alone Risk Education in an attempt to sensitise communities before undertaking more challenging Advocacy work.

Section 4: DESIGNING MESSAGES, ACTIVITIES AND MATERIALS, AND CHOOSING MEDIA

Once the collected information has been analysed and programme objectives defined, messages can be prepared for each target group, and appropriate methods chosen for conveying the messages. The identified target groups must be involved in this process to ensure that the information and the means of delivery are suited to local conditions.

In this section Risk Education, Advocacy and Public Information messages are considered separately. Particularly during SALW Control work in the field the actual messages, materials and activities used may blend the three message types. This need not be problematic provided communication objectives remain clear. It is also crucial to co-ordinate the design of messages with other organisations working in the same field of activity in order to deliver coherent information to communities.

See Annex P for examples of core SALW Awareness programme messages.

1 Elaborating the SALW Risk Education curricula[40]

Box 33: Type of messages

When implementing activities, the type of the messages delivered will depend on the communities' needs e.g. some of the target groups might already know certain issues and it will not be necessary to give them all the messages included in the curriculum. The type of messages to be delivered will be identified during discussions with the communities, as part of the Safer Community Plan.

In order to reach identified target groups with appropriate information and advice messages (e.g. key valid behaviours known to reduce SALW risks) a SALW Risk Education curriculum needs to be established.

Information gained during the needs assessment stage will inform the design of that curriculum tailored for each target group. This curriculum is produced during the initial SALW Risk Education training of relevant staff members. Ideally those staff members should be involved in conducting the needs assessment so that during the training course they can use the information collected to identify the specific messages of advice to each of the target groups. During the information collection process, the target groups have been identified and interviewed regarding matters such as their perception of SALW dangers, their vulnerability and needs, and their will to surrender weapons. Messages can then be designed using that information, and through that process, target groups will contribute to the elaboration of messages for themselves.

SALW Risk Education messages can be divided into two basic categories: messages regarding the threat, problems and dangers posed by SALW; and messages regarding behaviours that should be adopted to minimise SALW risks. In addition, supporting information about SALW may also be delivered to give added context and knowledge, aiding the education process. Annex E and SASP 3 CD-ROM provide suitable materials. SALW Risk Education and SALW Advocacy curricula will differ greatly, but some of the messages might be similar (e.g. general information about SALW may support both types of communication).

1.1 Messages concerning SALW threats and problems

These messages target all citizens and include:

a) SALW recognition information: Discussing SALW at this fairly neutral, technical level can be a useful opener for debate but has attendant risks when children are the target group[41] and should therefore be avoided. See SALW recognition slides on SASP 3 CD-ROM and weapon classification documents;

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[40] See Annex S for a suggested programme work plan to be followed when carrying out SALW Risk Education

[41] Experience from the field of MRE has demonstrated that the practice of showing children all the different types of mines, UXO and ERW risks the effect of children wanting to collect (in the sense of see and possibly handle) the different kinds of mines, UXO, ERW or SALW in circulation. See 'Assessing the compatibility of SALW Awareness and Mine Risk Education', SEESAC, 2005 http://www.seesac.org/reports/st_reports.htm

b) Impacts of SALW proliferation/misuse (see also Annex E and presentations on CD-ROM). Those messages can also be used for Advocacy purposes;

c) Messages regarding risky behaviours that have previously been identified (particularly by analysis of information gathered) and should therefore be avoided, for example:

- Unintentional risk-taking:

    - Curiosity;

    - Playing;

    - Handling to move from a place to protect others or to dump;

    - Handling by lack of knowledge;

    - Mishandling during routine use (e.g. hunting);

    - Handling for 'fun' (teenage boys/young men having fun 'playing' gangsters, shooting at target, etc.), or as a 'fashion accessory' (e.g. to look cool);

    - As part of traditional events (e.g. celebratory shooting);

    - Un-safe storage.

- Intentional risk-taking:

    - Self-protection;

    - Economic (including fishing with explosives; criminal activities (such as trafficking, kidnapping));

    - Invincibility/adventure seekers (especially teenage boys and young men);

    - Violence;

    - Criminality;

    - Self-inflicted injuries/deaths.

1.2 SALW Risk Reduction messages

These messages explain how to protect yourself and others by adopting behaviours that reduce the risks posed by SALW. The messages will vary according to the target group and its relationship towards and perceptions of SALW (e.g. children versus legitimate weapons holders versus those in possession of military-style weapons). Examples are provided in Annex P.

Box 34: 'Celebrate without Weapons' in Serbia

Campaigns may target both weapons holders and citizens simultaneously. Over the Christmas and New Year holiday period, celebratory shooting is not uncommon in Serbia. As part of the UNDP Small Arms Control project, Balkan Youth Union carried out an Awareness campaign in Belgrade on the risk of injury and death caused by such shooting, between 20 December 2004 and 20 January 2005. Its objectives were:

- Inform the public about the number of legal and illegal weapons in circulation in Serbia.

- Mobilise public support for the implementation of measures to reduce the number of illegal firearms through amnesties and legislation.

- Educate firearms owners of the potential risks of celebratory shooting and promote safe storage of weapons and ammunition.

Source: Project Report by Vladimir Djumić of Balkan Youth Union

Serbia 2004

The target groups were:
- Belgrade citizens
- Firearms owners
- Government of the Republic of Serbia
- NGOs from Serbia

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2   Elaborating SALW Advocacy messages

Box 35: Campaign slogans - examples and tips for use

Macedonia 2003

Campaign slogans tend to be typical examples of Advocacy messages. Often a single title or phrase is used to identify a SALW Awareness Programme and at the same time to summarise the key objective. A slogan is also an opportunity to address SALW problems in a positive manner. For example in Bosnia-Herzegovina, Red Cross activists working on MRE supplemented initial 'don't touch' messages with the slogan 'You survived the war, survive the peace':

- Appeal to common, basic themes that large numbers of people recognise and respond to

- Test the slogan with target groups as you would with other messages

- Ensure it does not conflict in any way with your core messages

- Try to come up with something that sounds good and keep in mind cultural significance

- Don't use the same old slogans from other campaigns. Try to be innovative – it will catch people's attention

The following slogans have already been used in South East European SALW Awareness programmes. Some are negative, others positive:

- For a Better Tomorrow (Macedonia, 2003)

- Farewell to Arms (Croatia, 1990s)

- For Life, Without Weapons (Serbia, 2000/1)

- Don't You Kill My Freedom (Kosovo, 2003)

- Respect Life, Return the Weapons (Montenegro, 2003)

- Celebrate Without Weapons (Serbia, 2004)

SALW Advocacy work does not require a curriculum in the same way as SALW Risk Education, though the teachings of Risk Education will generally be supportive of many Advocacy objectives to the extent that they persuade target groups of the dangers of SALW possession/misuse. Likewise many Advocacy-type messages will tend to support Risk Education efforts (e.g. general facts and figures about SALW).

The type of SALW Advocacy considered here is that undertaken in support of a SALW Control programme where the communication objective is to mobilise target groups for support towards, or active participation in, SALW collection activities. As with all SALW Awareness messages, Advocacy messages must be designed on the basis of information collection, analysis and strategic planning, and core groups must be targeted in line with programme objectives. However, core messages may need to vary or be supplemented in specific communities. The reasons for SALW possession, misuse and availability will differ between and even within communities, and Advocacy messages in support of weapons collection must respond to this fact.

SALW Advocacy may also benefit from use of general facts and figures about SALW in the same way as Risk Education (see above).

Box 36: Warning about the use of 'Give up' and 'Surrender' in campaigns

One of the most researched areas of Behavioural Change Communication is smoking. Experience has demonstrated that the language of 'give up' smoking used to encourage smokers to quit, has subconsciously given the impression that there is something to lose in 'giving up'. The same may be said for 'surrender' your weapons, which might also be interpreted as losing rather than gaining (freedom from risk) or more problematic still, that the individual's guilt for possessing an illegal weapon is emphasised in the language of surrendering which might easily be associated with surrendering for crimes committed.

Source: Study Report 'Assessing the compatibility of SALW Awareness and Mine Risk Education', SEESAC, August 2005 http://www. seesac.org/reports/st_reports.htm

3 Elaborating SALW Public Information messages

In the context of a SALW intervention, the objective of public information is to keep the public fully informed about the exact terms of the intervention. Specific messages must therefore be delivered to communities giving timely and accurate information regarding:

- Dates of SALW amnesty;

- Modes and timing of collections (e.g. pro-active visits by collection agents at pre-determined locations, or reliance on public to visit designated collection points);

- Organisations involved (e.g. police, international organisations, NGOs);

- Legal aspects (what may and may not be surrendered; registration options; penalties);

- Details regarding any incentive component associated with the collection (see Box: 38 for note of caution);

- (In the case of SALW collection and storage agents and normal security forces) Information on how to conduct oneself during the period of any amnesty and collection.

> **Box 37: Difficulties of conveying complex public information messages**
>
> UNDP Albania's SALWC project began in February 2002 and aimed to promote and assist weapons collection efforts in five prefectures. The public information component of the SALW Awareness campaign focussed on the exact terms of the amnesty, including the planned end date of 4 August 2002, and on the terms of the accompanying 'Weapons in Competition for Development' incentive scheme. After extensive efforts to publicise this information, UNDP commissioned a mid-term impact survey across the prefectures in September 2002 to measure the effectiveness of its SALW Awareness Programme. Because of the extensive range of activities and media used by the SALWC project 90% of surveyed respondents knew of the project. However, some 40% did not know about the competition aspect. 87.2% of respondents also knew of the 4 August deadline of whom those aged between 40 and 60 years were the best informed. TV news was the highest rated source of information (52%), with TV reportage rated at 29%, posters at 8.2%, word of mouth at 8.8% and public meetings at 1.7%. Overall, under-18s showed the least awareness of the details of the project.
>
> *Source: First Period Report, SALWC Project, UNDP Tirana, September 2002.*

Given the detailed nature of this information it is best conveyed using methods and materials that ensure consistency of delivery (e.g. public service announcements, 'standard operational procedure' documents, leaflets and community visits by trained staff).

> **Box 38: Warning! Unintended consequences from the use of incentives - Arms for Development in Sierra Leone**
>
> The Arms for Development Programme (AFD) in Sierra Leone is run by the UNDP and encourages the voluntary surrender of weapons, under a prosecution waiver, in exchange for a community development project grant. In May 2005, in a community bordering UNDP's area of operation, people started to spontaneously collect weapons anticipating the expansion of the AFD Programme to their area, and wanting to speed up the process by which they would receive a development grant. The logistics were not yet in place to ensure the security of these weapons (communities are provided with metal boxes to in which to store the weapons and plan collection trips with the police, and a select number of community members are trained on safe handling). This was due to effective awareness raising but had unexpected consequences and could have resulted in a security incident.
>
> *Source: E-mail correspondence with Zoe Dugal, UNDP Sierra Leone, June 2005*

4 Developing core messages

Any SALW Awareness programme will choose to target some key audiences as part of its strategy. The audiences listed in Tables 19 and 20 in Annex P and in part 1.1 of Section 3: Analysis and Strategy Planning, are just some of the possible target groups for SALW Awareness programmes. Depending on the circumstances and strategy adopted, others might be identified.[42]

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[42] For more information, see 'Improving Communication in Mine Awareness Programmes, An Operational Handbook', Geneva International Centre for Humanitarian De-mining, May 2002.

Having identified the main SALW problems in a community, and the key target groups for an Awareness programme, messages can be developed for use in a range of different activities designed to bring about positive changes in behaviour. Specific messages need to be designed, and tested for effectiveness and relevance in order to ensure that each group is communicated with in an appropriate way. As noted in part 6 of Section 1: The Concepts and Approach, the messages used should emphasise the benefits and costs of behavioural change for the particular target group or individual.

By combining the messages for different groups a list of 'core' programme messages can be built up, both at national and community levels. By establishing the programme's core messages in this way, programme staff can ensure a high degree of consistency when delivering the messages in a variety of different activities and materials, from discussions to rock concerts or posters as required (see below and Section 6: Implementing Activities for information on designing activities and materials). It is usually easier to derive an initial set of national-level core messages that can then be supplemented and amended by programme staff working in communities.

**Posters located in public bathrooms, Croatia 2002
(also in Sarajevo 2004)**

Box 39: Good messages should do the following:

- Promote the desired behaviour(s).
- Reinforce the factors influencing their adoption.
- Address misunderstandings and areas of deficient knowledge.
- Address attitudes.
- Give the benefits of behaviours being promoted.
- Urge specific action.
- State where to find additional information and help.
- Address barriers to action.

Source: 'Communication in Mine Awareness Programmes', Geneva International Centre for Humanitarian Demining, 2002

Effective messages are:

- Modified for different audiences;

- Repeated over time;

- Simple and short – normally one or two sentences per message;

- Limited in number – no more than a handful of different messages;

- Conveyed by many different media, materials and activities;

- Reinforced by each other, rather than in conflict;

- Supported by stories and statistics.

Box 40: Messages for ex-combatants

Ex-combatants as a group tend to be comfortable handling weapons, ammunition and explosives. Their training may well be inadequate in this respect but having fought in wars many of them do not feel unhappy handling SALW and may take some pride in their familiarity with them. It is likely that ex-combatants will respond poorly to the offer of Risk Education alone. A good way to approach them is to talk about the dangers of weapons in the community rather than weapons per se, or to use other ex-combatants to approach them. In some cases it may be possible to enlist ex-combatants in SALW control and Awareness programmes because of their perceived SALW knowledge (do not forget however that police and military officers often practice unsafe behaviours around SALW. Long experience is no guarantee of competence!).

As the programme develops or circumstances change, some of the core messages may also need to change. Wherever possible, messages should be co-ordinated with other actors to maximise impact. When conducting a national programme, especially in the context of a national SALW Control initiative, at least some messages should aim to support the operational objectives of that initiative.

It is important however to remember that messages themselves are not enough. What will trigger a change of behaviour is the combination of:

a) the messages themselves;

b) the means and methods employed to convey them;

c) the process of sharing information with affected communities and of involving them (e.g. through interactive activities); and

d) the provision of adequate information, skills and alternatives and socio-economic, legal, political and technical elements to encourage and promote safe behaviours (see part 6 in Section 1: The Concepts and Approach).

> **Box 41: Image design**
>
> When designing images for a SALW Awareness programme, many of the considerations that apply to messages are also relevant:
>
> - Are the behaviours and messages conveyed by the image safe? (See part 5 of Section 1: The Concepts and Approach.)
>
> - Do the images send a message that furthers the programme's objectives?
>
> - Do they convey safe behaviours around weapons, ammunition and explosives?
>
> - Could they have any negative or undesirable connotations among target groups?
>
> - Are they locally appropriate? (Remember to think not just about local culture, but about the types of SALW in the area of intervention – do not use pictures of irrelevant weapons)

5   Choosing the means of communication[43]

To convey SALW programme messages, various media, materials and activities can be used. There are lots of points to consider when deciding what mix of methods to use. The starting point for decision-making, however, should be the programme strategy and context. Matters to consider include:

- Type and number of target groups;

- Their existing level of knowledge/activism;

- Existing communication means at both country and community levels (strengths and weaknesses of the different channels and how effective they are at reaching the target audience);

- Local culture (traditional sources of information and individuals of influence);

- Levels of access to different 'channels' in affected communities;

- Levels of trust in different media;

- Whether a particular medium is appropriate for your message;

- The roles that different media play;

- Human and financial resources available within the Programme.

> Interactive forms of communication are defined as activities that are in some way participatory, i.e. they involve a two-way exchange of information and require interpersonal communication (person to person communication). They are usually the most effective means to convey messages designed to change people's behaviour. The current thinking in development communication and MRE fields is that successful social interventions are those that combine media and interpersonal channels of communication.

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[43] The following section draws much from 'Improving Communication in Mine Awareness Programmes, An Operational Handbook', Geneva International Centre for Humanitarian Demining, May 2002.

5.1 Interactive versus one-way communication

Local TV show, Serbia 2004

It is useful to distinguish between two types of communication: interactive and one-way communication. Any communication strategy should employ a mix of methods to get its message across, to reinforce messages in different ways at different times and to try and reach the appropriate range of groups that have been selected as targets.

Mass and small media (particularly mass-media) are important in raising awareness about issues and even in starting discussions among those not exposed to the message, but social learning and decision-making involves more than receiving messages. Exchanging opinions with others through social networks, peer communication and contact with field-workers accounts for much of the success.[44]

Table 6: Interactive and one-way communication methods compared

EXAMPLES	ADVANTAGES	DISADVANTAGES
INTERACTIVE ACTIVITIES AND USE OF MEDIA		
■ Games ■ Competitions ■ Interactive puppet/theatre shows ■ Discussions/meetings ■ Role plays ■ TV/Radio programmes (when participation from audience is required) ■ Demonstrations/marches ■ Petitions ■ Community art workshops	■ When delivered by people who can obtain the respect of the target group, has high credibility ■ Provides opportunity for sensitive issues to be discussed ■ Gives immediate feedback on ideas, messages and practices ■ Creates support at community level for recommended behaviours and ideas ■ Can go into greater detail if requested to by the audience	■ Extremely time-consuming ■ High-intensity interpersonal contact – can increase cost per head ■ Reaches only a small number of people ■ Field-workers must first receive training and ongoing support ■ Qualifications, sex, ethnicity, age and other personal characteristics place limits on who can gain respect of the target group
ONE-WAY COMMUNICATION ACTIVITIES AND USE OF MEDIA		
■ Lectures ■ Exhibitions ■ Puppet/theatre shows (when not followed-up) ■ TV/Radio spots and programmes	■ When delivered by people who can obtain the respect of the target group, has high credibility ■ Can deliver information to a large audience ■ Can tackle a specific topic in depth	■ Monitoring of information delivery can be difficult ■ No immediate feedback from audience ■ Participation of audience is limited or nonexistent ■ Interest of audience can be limited ■ Can be boring

Remember to monitor the reception of your media and messages as the programme progresses and adapt them accordingly.

Please see Annex Q for a non-exhaustive list of the advantages and disadvantages of different communication activities.

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[44] Rogers, E.M., Vaughan, P.W., Swalehe, R.M.A., Rao, N., Svenkerud, P. and Sood, S, 'Effects of an Entertainment-Education Radio Soap Operaa on Family Planning Behaviour in Tanzania', *Studies in Family Planning*, 30 (3), 193-211, (1999); and Mitta, R. and Simmons, R. 'Diffusion of the Culture of Contraception: Program Effects on Young Women in Rural Bangladesh', *Studies in Family Planning*, 26 (1), 1-13 (1995).

Box 42: Tips on effective communication materials

1. Messages, packaging, promotion (print materials and others), and product design must all speak with the 'same voice' i.e. be obviously identified with each other.

2. Position the material in the most likely area of a target participant's life where it is most likely to be seen and understood.

3. Feature the most compelling benefit – these materials address real needs (but technique must never compete with the main message and the benefit).

4. Break the pattern – materials should excite the ear and the eye, separating them from surrounding communications.

5. Generate trust – credibility is key in persuading an individual to try a new behaviour; trust is generated by tone, presentation, serious images, credibility and a solid foundation.

6. Appeal to both the heart and mind – invest the practical reasons to change behaviour with real emotional value.

7. Materials should respond to communication strategy – is the material an accurate response to the purpose of the communication?

Source: 'Communication in Mine Awareness Programmes', Geneva International Centre for Humanitarian Demining, 2002

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6 The role of different media

Table 7 and Table 8 below explore the most important characteristics of commonly used media. It is advisable to use a mixture of 'channels', but to reiterate once again, the most important lesson learned in other forms of communication is this – when used alone, media operations/public information campaigns are not an effective tool for changing behaviour. This has been especially noted in the case of small media. Without support from other activities public information/media operations generally have little impact on target audiences.

Box 43: ICRC Balkan mine risk education impact evaluation

For example, ICRC conducted an impact evaluation of its MRE programmes in the Balkans (Bosnia-Herzegovina, Croatia and FRY/Kosovo). This evaluation found that the level of coverage in the three countries in relation to the dissemination of mine awareness information is very high. In mine affected and non-mine-affected areas virtually all people, adult and children have been exposed to mine awareness activities, in some form, in recent years. This is predominantly due to the prevalence of mass media and access to televisions and radios. The evaluation shows that the mass media have been highly effective in exposing the population to MRE information but have not directly induced changes of attitude and behaviour. Those changes were generated by a combination of methods and means employed as part of the MRE programme.

The golden rules for activists considering the use of communications media are therefore:[45]

a) ensure your use of media has a specific purpose;

b) carefully integrate your media plans into other activities;

c) use interactive media formats where possible (e.g. radio phone-in programmes and competitions); and

d) remember, media operations should play a supporting role to other programme activities – posters and T-shirts alone will not change people's behaviour!

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[45] For more tips on use of mass media, including how to prepare media releases, media packs and conferences, how to give interviews and write feature articles, see 'Action Against Small Arms, a Resource and Training Handbook', Jim Coe and Henry Smith, International Alert, Oxfam GB, Saferworld 2003.

Table 7: The properties of different forms of mass media communication

MASS MEDIA		
MEDIUM	**ADVANTAGES**	**DISADVANTAGES**
TV (e.g. documentaries, TV spots, discussions, news show, interviews, talk shows, soap operas, jingles announcing weapons amnesties)	■ Reach large numbers of people ■ Can target specific target groups through specific programmes ■ Programmes are repeatable ■ Can reach illiterate groups ■ Can reinforce messages delivered by more participatory methods ■ Multi-dimensional effect ■ Can initiate open discussions	■ Programmes often expensive to make ■ Not good for training on practical skills ■ People may distrust certain channels depending on political affiliation ■ Scheduling and frequency of broadcast crucial for success and for reaching target groups ■ Limited distribution in rural areas ■ Unpredictable ■ Difficult to obtain feedback ■ Difficult to tailor programmes to specific groups
Radio (e.g. news, interviews, dramas, phone-ins, soap operas, radio-spots, radio documentaries, news, radio magazines, jingles announcing weapons amnesties)	■ Reach large numbers of people ■ Can target specific target groups through specific programmes ■ Programmes are repeatable ■ Can reach illiterate groups ■ Programmes are cheap, quick and easy to make ■ Radio listening is often a group activity, which encourages discussion of educational issues after the broadcast. This is an important stage in the process of behaviour change ■ Can reinforce messages delivered by other materials and activities	■ Not good for training on practical skills ■ Scheduling and frequency of broadcast crucial for success and for reaching target groups ■ Limited distribution in rural areas ■ Unpredictable ■ Difficult to obtain feedback ■ Difficult to tailor programmes to specific groups
Telecommunications (e.g. internet, mobile phone SMS messages)	■ Reach a large audience worldwide, not only nationwide ■ Immediate responsiveness possible (i.e. feedback from other people through direct chat) ■ Often inexpensive ■ Popular with youth ■ Fast-growing sector	■ Difficult monitoring ■ Not accessible in certain countries ■ Use requires training ■ Cannot guarantee an organised campaign ■ Generally individual usage
Newspapers/magazines (e.g. news reporting, special features, letters to the editor, adverts)	■ Often more respected than other media ■ Most publications have identifiable audiences. Specialist publications can reach key groups, (e.g. teachers, police, farmers) ■ Articles can carry detailed information ■ Can reinforce messages delivered by more participatory methods ■ Political slant can be an advantage ■ Speed in delivering the information	■ Only reaches literate groups ■ Political slant of particular newspapers/magazines can be a disadvantage ■ Achieving the right placement of your article or advertisement is important for success ■ Difficult to obtain feedback ■ Difficult to tailor programmes to specific groups

Box 44: Using commercial methods to distribute small media

Working together with UNDP, the national SALW authority and other NGOs, Macedonian NGO CIVIL and partner Pax Christi began distributing publicity materials in support of the national SALW Awareness programme 'For a Better Tomorrow' which supported a national SALW amnesty in November 2003. An agreement was reached with the management of clothing shops including Diesel and Mango, and the management of the Intercity Bus Station, that campaign badges would be distributed to all customers. This amounted to potential distribution of over 14,000 badges per week in the bus station alone, free of charge to programme staff.

Source: Email correspondence with CIVIL, October 2003.

Box 45: Attracting funding and publicity through sponsorship

Corporate sponsorship can add valuable funds to any programme. In Brcko, Bosnia and Herzegovina, and in Macedonia in 2003, weapons collection schemes were implemented in which the public received a lottery ticket in return for surrendered weapons. The ticket allowed those surrendering weapons the chance to win attractive prises, in the case of Brcko a new car. In both cases this allowed private sponsors to boost project funds and provided much-needed publicity to the programmes. Sponsorship can also be obtained for awareness raising efforts. From July to September 2002 Bulgaria's Anti-AIDS coalition targeted young people with public events including concerts and plays. Sponsorship was provided by local condom producers 'Mars Vending' who demonstrated and distributed condoms at public events.

Sources: UNDP Bulgaria website; SFOR.

Box 46: Entertainment-education in Peru and Brazil

Popular mass-media entertainment forms (e.g. soap operas) often contain negative or sensationalist messages about SALW. Yet the unique reach and the entertaining content of these media forms has led to the development of 'Entertainment-Education'. As long ago as 1969 the Peruvian TV show 'Simplemente Maria' had an unintended positive effect when the lead character – a housemaid named Maria – turned sewing and literacy classes into a craze among the poor by attending night classes on screen. Since then HIV/AIDS, sex education, family planning and SALW Awareness are just a few of the fields where Entertainment-Education interventions have been successfully tried using music, radio soap operas and music videos. In September 2003, actors in Brazil's popular TV soap opera 'Women in Love' spent an entire week discussing whether they would join a demonstration organised by NGO Viva Rio calling for a ban on gun sales in the country. The march actually took place the following week. The show also featured an appearance by the parents of a teenaged girl, killed by a random bullet in March 2003. Having launched a petition in support of the ban on the show, her parents received 40,000 signatures in 24 hours.

Source: 'Family Tree of Theories, Methodologies and Strategies in Development Communication', Silvio Waisbord, prepared for the Rockefeller Foundation; 'Brazil Soap Opera Tackles Gun Issue for Real', AlertNet, 11 September 2003.

Table 8: The properties of different forms of small media communication

SMALL MEDIA		
MEDIUM	**ADVANTAGES**	**DISADVANTAGES**
■ Posters ■ T-shirts ■ Flip-charts ■ Badges ■ Pens ■ Posters ■ Matches ■ Lighters ■ Banners ■ Sugar sachets ■ Buses ■ Pop-corn bags for cinemas ■ Hats ■ Calendars ■ Notebooks ■ Sugar sachets ■ Children's drawings ■ Others	■ Useful supporting materials for a wide-range of activities and different kinds of inter-personal communication ■ Can be designed to reinforce key messages and serve as an ongoing reminder of the message ■ Can be delivered anywhere ■ Can be visually attractive ■ Useful as visual aids in workshops, discussions and teaching ■ Deliver accurate, standardised information in a mobile and re-usable format	■ Usually expensive to produce and distribute (but not always!) ■ Specialist skills are needed to design and produce effective examples (exceptions exist though) ■ Short life-span ■ Must be adapted for each ethnic group or situation ■ Should not be used with groups who are unused to learning using written and visual materials, even if literate

Tips for small media (see Annex T for guidelines on designing print materials and Annex V for an example of a SALW Awareness campaign leaflet):

■ Creativity of local designers should be used as much as possible;

■ Use of community members' designs can have a positive impact (e.g. a child's drawing can be used for a poster);

■ Messages used on small media should be connected with the mass media campaign, if any;

■ Small media can sometimes attract mass media;

■ If different languages used in country, only one language should be used on each material;

■ Each target group should be reached with small media including their own language;

■ Take into consideration literacy levels of the target audience;

■ Media products can be produced only for a specific community or region. It does not need to be distributed at national level.

Remember, it is the information gathered during a programme (during needs assessments, field-tests, Safer Community Plan activities, etc.) that determines how the programme messages are to be delivered for each of the target groups. Remember that:

a) the types of activities to be implemented depend on the target groups and on the messages to be conveyed;

b) messages in turn must be designed to support the programme's operational objectives;

c) small media (materials) are used as a support to, not a substitute for, community-based activities, to convey messages and reinforce message received by other means;

'No more AK47s' message to the President of Zimbabwe

d) mass and small media should be used in different combinations according to the situation and according to what is the most efficient way to disseminate the information in a given context. They are particularly important for Public Information purposes and for emergency SALW Risk Education during weapons collections (see part 1.3 in Section 1: The Concepts and Approach) because they allow an entire population to be informed in a short time frame;

e) local mass media can be an important ally in attempts to promote SALW Control activities and measures. International media are also essential tools in promoting such activities among the international community, donors and governments as well as in influencing public opinion concerning SALW proliferation and misuse.

An anti-weapons wall painting from Congo-Brazaville

Using all of the above information, it should be possible to choose messages, materials and activities that will together help you to meet programme objectives. It is highly desirable to think ahead at an early stage about the indicators and means of verification to be used for each activity and/or message, and to link everything together for monitoring and evaluation purposes and to prepare for field-testing.

> **Box 47: Remember!**
>
> In all cases it is essential not to simply 'copy and paste' example messages from this handbook or elsewhere without first adapting them for the specific context and community you are working in on the basis of the information you have collected.

6.1   Working with the mass media

Communicating professionally with the mass media is key to a successful SALW Awareness campaign and developing a media plan guides an organisation towards building professional and constructive relations with mass media representatives. A media plan is designed to complement community work, inter-personal communication and other forms of media use detailed above when conducting SALW Awareness initiatives. To reiterate, as an intermediary, mass media communication should be supplemented with direct forms of communication with the target audience.

Through carefully planned coordination with the mass media, an awareness campaign can:

- Raise the project profile;
- Increase awareness and understanding of the project among target groups;
- Gain support for the project's goals and objectives;
- Demonstrate its accountability to key stakeholders;
- Promote the organisation as a whole.

For organisations to 'communicate strategically' with mass media representatives SASP 3 recommends following the programme cycle outlined in Annex Y. The primary objective of a media plan is for mass media coverage to be factually correct and preferably favourable, in order to induce positive change in the target audience.

7   Examples of indicators for monitoring messages, activities and materials[46]

An indicator is a piece of evidence that demonstrates how successfully (or not) you are achieving your programme's objectives.

Indicators *must* relate to the objectives that you have set. Setting indicators for a project or planned activity means clarifying what you are going to measure, and deciding how to gather the information you will need to make that measurement. For each of your project objectives you will need to think of at least one indicator. If you are finding it difficult to think of an indicator for that objective, it is probably because your objective is not SMART[47] enough, in which case you need to make them clearer and more specific. It is quite possible that you

> **Box 48: Participatory indicators**
>
> In projects that aim to influence the attitudes and behaviour of a target group, the participation of members of that group in the design, implementation, monitoring and evaluation of the project is the best way to maximise impact. In order to carry out a participatory monitoring and evaluation members of a target group need to be involved when setting indicators. This is likely to be a time-consuming and laborious process, so although the benefits may be considerable, they will need to be balanced against any programme constraints such as time and resources.

can think of more than one indicator for each objective. Do not however go too far – arbitrary targets for indicators (such as a '30% fall in violent crime') are unhelpful. Often a direction of change will be enough ('a continuous fall in violent crime'). For each objective it is important to consider:

  a)   what are the important pieces of evidence that will show whether this objective is being met, or not? (i.e. the indicators); and

  b)   how might you gather this information – what are the main sources and techniques that you will use? (i.e. the means of verification).

Once indicators have been identified, the next stage is to make room in the programme plan for making measurements against those indicators. The indicators can be used both to monitor progress while the programme is running, and to evaluate its successes and failures afterwards.

Please refer to Table 22 in Annex R for examples of messages, activities and indicators for SALW Awareness programmes in Community 'A'.

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[46] Adapted from 'Action Against Small Arms' by Coe and Smith.

[47] SMART = Specific, Measurable, Achievable, Realistic, Timetabled. All good objectives are SMART.

Section 5: FIELD-TESTING

Field-testing messages, activities, materials[48] and work with the media is an essential step which allows programme staff to check whether the messages, activities and materials are appropriate to the context and relevant to the target audience. All materials and activities must be field-tested then amended accordingly, based on the results of the field-testing. Various methods can be used to field-test messages[49], materials[50] and activities and should be carried out by the personnel involved in implementing the SALW Awareness activities:

- Questionnaires;
- Observation;
- Seminars with target group;
- Group discussions;
- Roundtables;
- Delivery of lessons to the target groups if a training manual is to be field-tested.

Key aspects to be field-tested include:[51]

Messages and materials:

- Are the messages technically and culturally correct?
- Does the material attract attention?
- Are the style, layout and type of material appealing and interesting?
- Are the images and illustrations clear and correctly understood?
- Can people relate to the images and illustrations?
- Can people read and understand the written messages?
- Are the written messages accurate?
- Are they culturally sensitive?
- Can people understand the relationship between the images and the words?
- What is the relevance of the messages to the daily lives of the people?
- Are the messages convincing?
- Do the people have any suggestions for changes?
- Are there any problems reaching sensitive groups (e.g. how to access women in more traditional/rural areas?)

Activities:

- Are the activities relevant to each target group?
- Are they culturally sensitive?
- Are the activities interactive and interesting to people?
- Do the people have any suggestions for changes?

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[48] See *Review and pre-testing of communication materials*, 'Communication in Mine Awareness Programmes', Geneva International Centre for Humanitarian Demining, 2002.

[49] For more information, see *Pre-testing messages and materials*, 'Improving Communication in Mine Awareness Programme', Geneva International Centre for Humanitarian Demining, 2002.

[50] For more information, see *Review and pre-testing of communication materials*, 'Communication in Mine Awareness Programmes', Geneva International Centre for Humanitarian Demining, 2002.

[51] Partly from the International Guidelines for landmine and Unexploded Ordnance Awareness Education, UNICEF.

Box 49: Field-testing in Albania

In Albania, an emergency mine/UXO risk education programme was implemented in the north following the spill-out of the Kosovo conflict. Preliminary interviews with women and men from all age groups were conducted to collect ideas for the design of the leaflet. A draft of the leaflet was then produced and shown to people in refugee camps before production to determine its relevance. The people had previously highlighted the need to show the dangerous items to be encountered in the north of the country (cluster munitions) and to add a short explanation about what they were and the associated dangers. During the field-testing, people expressed the need to illustrate the danger in a clearer way by adding a sign across the cluster munitions photo. Programme staff made the necessary changes before full production of the leaflets.

A checklist for the field-testing of materials and media:[52]

- Study all available and relevant materials and information;

- Prepare questionnaires, testing materials, evaluation forms, etc.;

- Train staff;

- Present materials to the target group;

- Evaluate the responses;

- Analyse and discuss the findings;

- Make corrections, additions and other necessary changes.

- Field-test the altered material;

- Make any necessary changes;

- Repeat the last two steps if necessary.

Box 50: Field-testing messages, activities and materials in North East Serbia

The SASP Test in Zrenjanin in North East Serbia was conducted by the European Movement with the chief aim of testing the methodologies and principles of the first edition of SASP, between April and June 2004.

The European Movement organised a meeting with randomly selected members of the general public to test its messages and materials – suggestions included the following:

- 70% of those present felt that the inclusion of individuals injured by weapons was too grotesque and could remind people of 'propaganda from the Milosevic-era'.

- Key messages should be printed in a larger font and a different colour from the surrounding text (bearing in mind the colours associated with local political parties).

- There was concern about whether giving prominence to the UNDP/SEESAC logo would alienate those who are suspicious of international organisations. It was agreed that these logos should be presented alongside that of the Municipal Council of Zrenjanin, the Ministry of Internal Affairs and the European Movement.

It was agreed that *more extensive field-testing could have anticipated the difficulties encountered during the campaign and as a result a greater number of people could have benefited* (see the full report for more details), and noted that field-testing and the re-designing of messages, materials and methodologies is a lengthy process and should be allowed for in the project's strategy so as not to compromise the quality of the messages or risk the use of inappropriate materials and methodologies.

Source: 'SASP Test in North East Serbia. Evaluation Report', SEESAC, February 2005

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[52] Based on International Guidelines for landmine and Unexploded Ordnance Awareness Education, UNICEF.

Section 6: IMPLEMENTING ACTIVITIES

Once the relevant staff have been trained and the activities and materials have been defined, it is possible to implement the programme. Remember though that during the implementation of the programme, it is essential to monitor the activities according to the goal and objectives established at the planning stage (see parts 3 and 5 in Section 2: Information Collection and Management and also Section 7: Monitoring and Evaluating Activities and Materials).

1   The Safer Community Plan [53]

SASP 3 recommends the Safer Community Plan as the key form of community-based activity, designed to place the needs and priorities of affected communities at the centre of the planning, implementation and monitoring of SALW Awareness initiatives. As previously noted, materials distribution and/or lectures are not sufficient to change behaviours; it is also crucial to involve communities in the whole process. Where an environment is supportive, individuals feel confident about maintaining their 'new behaviour' and about accessing information and services.

The Safer Community Plan method can be used during both stand-alone SALW Risk Education and SALW Control interventions in order to involve communities in the identification of problems and the solutions to SALW threats. As a participatory tool, the Safer Community Plan is designed to:

> **Box 51: Integration with other activities and actors**
>
> Remember, for the Safer Community Plan to work, different organisations need to co-operate to satisfy the demands of the community in question. Refer to part 6 of Section 1: The Concepts and Approach.

a)   aid programme staff in the difficult task of gathering information about SALW at community level;

b)   source local expertise that can be used to improve the analysis of gathered information; and

c)   involve communities themselves in decisions about SALW Control measures.

A Safer Community Plan begins with a one-day visit to targeted communities (e.g. a village or section of a town). A meeting is conducted with the village leader to explain the aim of the visit and programme's goal and ask for support to work in the community. Meetings are then organised with various groups of the community and information is gathered from the community through discussions as to what precisely the SALW problem is, how it affects the lives of the people in their daily routine and through their seasonal activities, what are their needs and what are the solutions identified by the groups to respond to those needs. Once trust has been established (it may take several visits and some endurance), participants from the community prepare a profile of their SALW-affected community from a SALW perspective. Contents would typically include, but might not be limited to:

- A map showing which parts of the community are affected by SALW proliferation;

- Key groups involved;

- Causes and patterns of deaths and injuries;

- People's knowledge, attitudes and behaviours;

- The social function of weapons and the rules within the communities for weapon use;

- The profile of the victims, the profile of the users.

On the basis of the profile, discussions are held to develop a Safer Community Plan. The focus is on behaviour change, identifying risky behaviours, negative effects and looking at alternatives. Specific target groups are then identified according to communities' needs (needs are identified during discussions) and SALW Awareness programmes are carried out with each of the groups according to these needs. The community is asked to identify a volunteer who will be trained in initiating and/or facilitating SALW activities. This person will be the

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[53] See RMDS/G 05.90 on 'Safer Community Plans', www.seesac.org.

SALW Awareness representative for the community and will continue developing and monitoring the Safer Community Plan and subsequent SALW Awareness activities according to the specific needs within the community. The volunteer should be experienced, recognised by the community and perceived as credible and trustworthy. More than one volunteer can be appointed if community dynamics require it. The volunteer and the community will be supported by the concerned organisation in implementing the identified solutions. It will also be important to organise a follow-up of the community initiatives through regular meetings with volunteers/ village representatives.

Box 52: Safer Community Plans underway in Macedonia

Two pilot communities were selected in North Western Macedonia for the development and implementation of the Safer Community Plans with the primary objective of increasing the general security situation by decreasing the use of and demand for weapons. In addition, the project also examined the root causes or effects of violence, non-violent conflict resolution, local reconciliation and alternatives to violence. Gostivar and Tearce-Vratnica were selected in consultation with the Macedonian Government and implementing partners, taking into account the preparedness of local authorities and political leaders to support the project. Criteria examined in determining which communities to select included: ethnic composition; rural/urban area; population density; crime rate; whether they were located in the former crisis area/bordered it; prevailing political viewpoints; existence of blood feuds, etc. The project was launched 23 – 24 September 2004 with the slogan "For a Better Tomorrow". The project team worked with the communities to identify the root causes of violence and insecurity, the motives for possessing weapons and a series of Safer Community Indicators, through focus groups, public debates and monitoring polls between May and October 2004. A number of activities were organised including: events in schools on the risks of weapons, and 'days without weapons' including people of all ages from surrounding villages in sports activities, traditional food fairs and an exhibition of traditional clothes. Regular

meetings were also organised with the chiefs of the police stations so as to identify the 'hot spots' or 'NO GO Zones' in the communities and one such hot spot was named as a park in Gostivar. In response the safer community plan initiated the following: the instalment of lights to make the park accessible during the evening; an NGO to work with the drug addicts who were one of the root causes of violence in the area; the securing of a medical centre in the park which used to be broken into for needles and drugs; and a public awareness campaign in the residential area surrounding the park. Other initiatives in other municipalities included the creation of a women's NGO network across the communities, public debates and meetings and public awareness messages broadcast on local radio and television: "Me too! I'm working for a safer community!"

The safer community approach was implemented in another six communities in 2007. This time community selection was demand driven, with communities invited to take part in the approach and forward an initial application. Representatives from every community that forwarded an application were invited to a safer community development workshop where the skills and tools necessary for developing a safer community plan were presented. At the end of the workshop communities were invited to forward their community plan, which was then reviewed and evaluated by a Steering Committee. According to Ministry of Interior statistics a reduction in crime levels of 45 to 70 percent was registered as a result of the SCP's being implemented.

The Programme Cycle

Feasibility study → Needs assessment / SALW Survey → Analysing and planning → Designing and field-testing → Implementing activities

Information Collection

Information Collection

Central level sub-national level

The Safer Community Plan

Community
Head
Ex-combatants
Women
Children
Teenagers
Men etc.

First visit

Information sharing, discussions

Further visits

Implementation of solutions

Monitoring by community and organisation

Needs and solutions identified by community
Informative; technical; political; socio-economic solutions etc

Coordination with other organisations
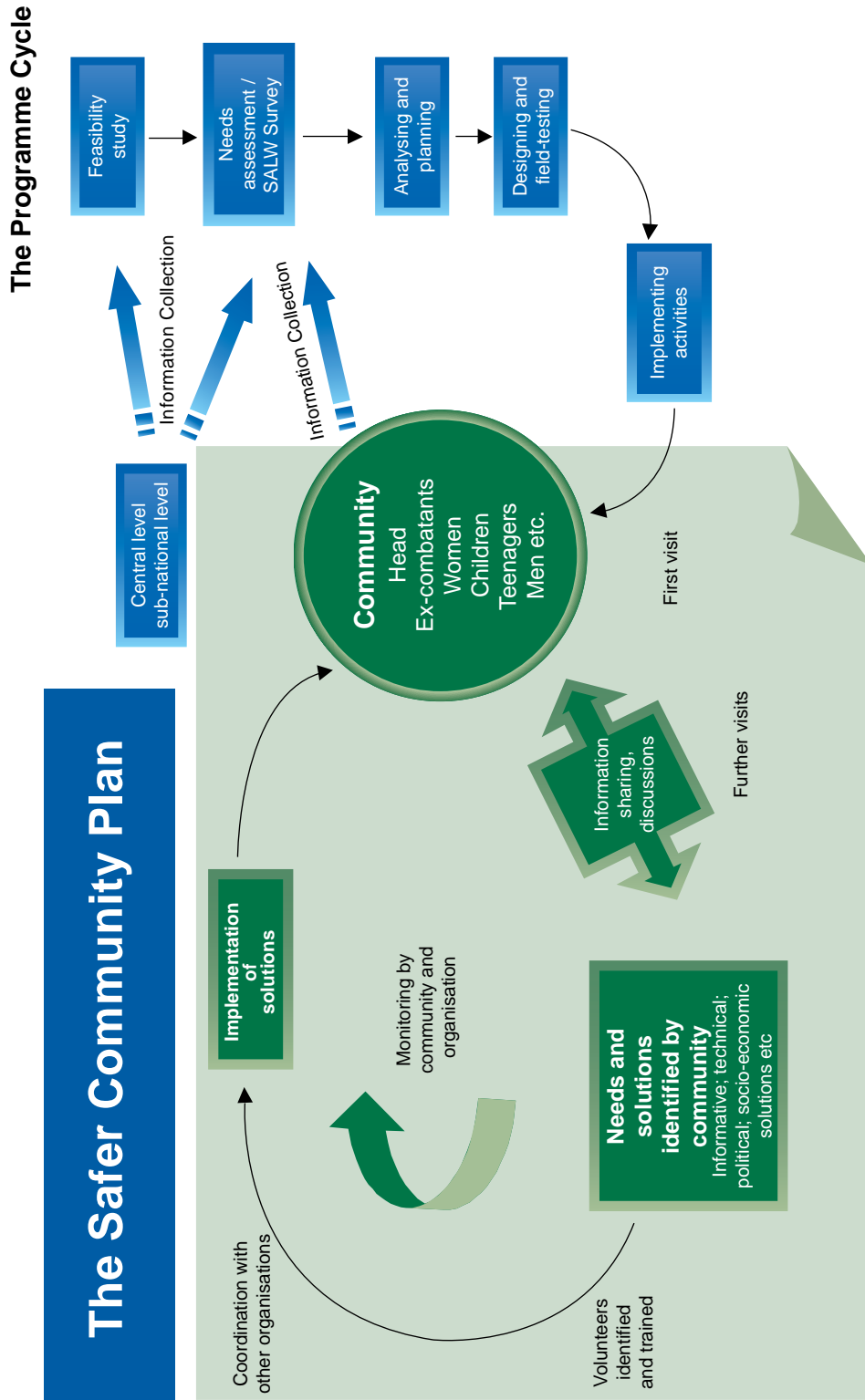
Volunteers identified and trained

Diagram 5: The Safer Community Plan as part of the programme cycle

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2 Working with children

Traditional thinking concerning SALW Awareness activities, and specifically Risk Education, with children has been challenged by research undertaken by SEESAC in 2006. The research into Small Arms, Education and Children questions the educational validity of Risk Education for children and claims that there is no evidence that it is effective in changing children's behaviour. Although children may retain the safety messages delivered in such 'gun safety' education or 'small arms risk education', research shows that this does not lead to a change in actual behaviour.[54]

The following is a summary of research on 'gun safety' education programmes for children:

■ Children and young people are particularly difficult targets for behavioural change programmes;

■ Young children are cognitively immature. Young children in elementary school have difficulty in making probability judgements such as, 'How likely is it that I will get hurt?'. They have difficulty identifying hazardous situations, and when they do, they react slowly. They also have difficulty responding to complex and changing situations. Very young children have difficulty in making the causal connections necessary to decide if a situation or object is safe or unsafe;

■ Responsibility for the safety of young children rests with adults (parents, teachers and caregivers), the community and governments. It is unreasonable and a violation of children's rights to protection to expect them to take responsibility for protecting themselves against dangers such as guns in the home;

■ There is considerable evidence that many adolescents perceive themselves as invulnerable. While they are more able to identify dangerous situations, they may underestimate the danger to themselves and fail to take precautions. For example, children who handle a firearm once without accident or injury may perceive the activity as safe and themselves unlikely to be injured. Older children, especially boys, may experience peer pressure to experiment and seek danger. Older children are also less likely to want to follow rules and seek adult approval; rather they want to experiment and push the limits;

■ There is little evidence to support the idea that children can translate information from education programmes into safe behaviour. Children are unable to hypothesize about new situations, or situations only experienced in the classroom or other artificial settings;

■ Children and young people are curious and it is natural for them to explore and try out new behaviours;

■ There is little evidence that girls are interested in guns or likely to use them if they find them at home, whereas, there is strong evidence that boys are interested, if not fascinated. This interest is fuelled by the media (films, TV, video and computer games).[55]

The box below provides advice on parental involvement in influencing children's attitudes to and behaviour around firearms. While SEESAC does not promote small arms risk education with children, it supports the idea of developing a violence free environment for children in the home. However, parents' primary responsibility with regard to small arms is to ensure that children do not come into contact with them, preferably by not having firearms in the home or at least by ensuring that weapons are stored safely and securely.

Several risk education programmes involving children have already been conducted in SEE, and while these were no doubt well intentioned and may have had some positive secondary outcomes, it is unlikely that these will lead to a change in behaviour among children with regard to weapons. It is therefore vital that such programmes are properly evaluated in order to understand their medium and longer-term impact.

The Consultancy Report concludes that it is not advisable to conduct stand-alone Risk Education with children in SEE, or to develop a National Curriculum on SALW Risk Education, as had been previously advocated by many actors, including SEESAC in its report 'SALW Awareness in Schools: Towards a National Curriculum'.[56] This report

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[54] 'Consultancy Report: Small Arms, Children and Education', SEESAC, 2006, p. 33.

[55] Ibid, p. 35.

[56] 'SALW Awareness in Schools: Towards a National Curriculum', SEESAC, 2005, www.seesac.org.

Box 53: The importance of parental involvement

The influence of family members in children's home-life cannot be under-estimated. For that reason it is crucial not to neglect parents as a target group to maximise the chance that messages conveyed to children are reinforced rather than neglected or contradicted in the home. Further, since parents have prime responsibility for protecting their children from the dangers of SALW, highlighting this duty may encourage parents who have weapons in the home to hand those weapons in and/or to dissuade them from acquiring a weapon in the future.

Advice to parents would be:

■ Before you allow your child to play at a friend's house, ask the friend's parents if there is a gun in their home. You may choose to not allow your child to play where a gun is present. This will also apply to playing in a relative's house.

■ Talk with your child about the difference between guns and violence in the media and the ways guns affect real people in real life. The subject should be openly discussed on a regular basis (e.g. discuss news stories in which children/young people suffer from gun violence).

■ Consider monitoring what your children watch on television as well as the video games they play and the kind of sites they are visiting on the Internet.

■ Toy guns can be dangerous (e.g. air guns that shoot lead pellets, toy guns that shoot rubber, plastic or cork and darts can cause serious injury) and might also lead children to pick up real guns, which they think are toys.

■ Talk with your child about how not to get into fights; help your child think of ways in which to solve problems other than through fighting.

When dealing with teenagers, some tips for parents might be:

■ Try not to judge them; be patient and don't rush the conversation; learn from them about their experiences, feelings and knowledge; be aware of what interests them on television, in films and video games and on the Internet; don't *tell* them what to do; if they tell you something in confidence, keep it confidential and if you feel you can't let them know.

■ Ask them if they know or have heard about anyone who has been shot and what happened; if they know about kids at school having guns or being involved in violent activities, what these kids are like and what happened; what their own fears and opinions about guns are; if they've ever been approached by anyone to buy a gun and how they responded and how they felt; if they've ever seen a real gun and how that made them feel; and if they've ever felt pressure to get involved with gun activity.

Source: Women Against Gun Violence 'How To Talk With Kids About Guns' http://www.wagv.org/kidsafe.htm

reviewed issues relevant to education and small arms with a view to developing a National Curriculum, however it was approached from a SALW Awareness perspective rather than an educational perspective.

Instead there are several other approaches that are recommended in order to reduce the impact of SALW on children in SEE:

■ Adopt a public health approach, which is based on 'actionable' data on the impact of small arms on children and youth; and an injury prevention approach, which requires that the first line of protection for the risk of guns must be the safest, i.e. the physical separation of the gun from the child;

■ Since firearms in the home intensify the level of violence where domestic violence is already present, arms control and weapons collection programmes should continue, there should be increased awareness raising about the costs of domestic violence and improved reporting and data collection;

Box 54: Safer behaviours in real-life situations

A recent study compared the results of two different Risk Education programmes. The first aimed to teach children to follow messages related to gun safety, the second to bring about behavioural change (adopting safer behaviours). Although in both cases children were able to repeat safety messages, and after the second programme act out safer behaviours in classroom-based role-plays, neither programme was effective in bringing about safer behaviours in real-life situations.

In addition to meticulous research with the target group on the likely effects of any programme, pilot initiatives must produce critical evaluations of their success or failure including concrete evidence of child behaviour in real-life situations.

Source: 'SALW Awareness in Schools – Towards a National Curriculum', SEESAC, February 2005

- The issue of firearms should be viewed as one aspect of a larger problem of violence. Programmes should address the root causes of this violence. Ministries of Education should continue and strengthen their commitment to the development of schools as 'zones of peace' and safe places for children;

- Safer community planning should create opportunities for young people's voices to be heard[57], so that programmes can be created to address their concerns, as well as other societal groups;

- Education and awareness programmes should focus on adults, particularly gun owners;

- Governments and gun owners should be held to account for any violence involving children and small arms.

Box 55: Experiences from South Eastern Europe

Under the Stability Pact's Revised Regional Implementation Plan on SALW (2006), the countries of South Eastern Europe are committed to raise awareness and conduct public education programmes on SALW (details of the Plan are at: http://www.seesac.org/docum/sp_rip_2006.pdf). It was thought that introducing SALW modules into school curriculums would be a logical step towards implementing states' commitments under the Plan and would also be a valuable component within any National SALW Control Strategy implemented in accordance with the UN Programme of Action on SALW (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). Initial research conducted by SEESAC, which resulted in the report '*SALW Awareness in Schools – Towards a National Curriculum*' , supported this view. However subsequent in depth research by SEESAC drew different conclusions, which are summarised above, and advised against introducing a curriculum in schools. Several research reports were produced, which can be found on the SEESAC website. SEESAC has consequently withheld support for developing a SALW curriculum, at least until further research can be carried out proving the validity of such an approach.

Case Study: Bosnia-Herzegovina

Handicap International (HI) have compiled a manual for schools in Bosnia-Herzegovina on the dangers of Mines/UXOS and Small Arms. This was done in consultation with the Ministries of Education as well as local, regional and international organisations. Difficulties were encountered with convincing existing teachers to add to their workload by taking on the task of including SALW Awareness and Mine Risk Education into their schedules. Similarly, it is costly to train trainers to come into schools to cover the subject. What HI therefore chose to do is create a manual which leads the teacher step-by-step through the curriculum, although teachers must still invest time into reading the manual. In the Federation and the Brčko district the aim is to incorporate this module into the Community Classes curriculum already in place and in the Republika Srpska to fit it into the two hours per week that teachers are paid to cover subjects of interest to the children.

Source: Interview with Danijel Hopić, Handicap International, Sarajevo, July 2005

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3   Activities for adults

Working with adults presents different challenges. This is particularly true with groups like weapons holders and ex-combatants who generally think they already know about SALW issues and safe behaviours to practice. Gaining the respect of adults, proving your knowledge of the issue and of local circumstances in order to establish credibility can sometimes be difficult and time-consuming. The correct training and preparation is therefore crucial. In many cases the qualifications, sex, age and ethnicity of field-workers will be a crucial factor to consider and should be taken into account during recruitment.

However there are several ways in which adults can be engaged on the issue. For example, developing interactive activities for adults is a vital way to involve them. Targeting parents and other adults (particularly victims of SALW misuse) is important as they can be a vector to disseminate information to other adults and to children. Adults can also be engaged in interventions targeting teenagers and children by initiating and organising awareness activities. A non-exhaustive list of activities that are suitable for adults might include the following:

- Group discussions;

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[57]   Presently there is little evidence of a direct impact of weapons on children and youth in SEE, or that it is one of their major concerns '*Consultancy Report: Small Arms, Education and Children*', SEESAC, 2006, p. i.

- Meetings, roundtables;

- Community mapping;

- Traditional media (e.g. community theatre, story telling, songs and dance);

- Presentations (e.g. lectures, drama, songs, audio-visual and graphic materials);

- Focus groups;

- Sport and cultural events;

- Exhibition and other community events;

- Production and/or use of materials and media (e.g. production of documentary including real stories);

- Participation in local TV and radio programmes, newspaper articles on SALW issues;

- Organisation and follow up of activities for other groups e.g. women preparing for men or children; ex-combatants/men organising for teenage boys;

- Use of peace activists; well-known persons from the area, international celebrities, etc.;

- Use of public services (e.g. public buses) to convey safety messages.

Section 7: MONITORING AND EVALUATING ACTIVITIES AND MATERIALS

This part of SASP 3 concentrates on the crucial matter of monitoring and evaluating the impact of a SALW Awareness programme. It defines the main aim of a SALW Awareness programme monitoring and evaluation (M&E) system as:

> *"To determine whether those groups engaged within a SALW Awareness programme have, as a result of the intervention, changed their awareness of, and attitudes and behaviour towards, SALW, in line with the stated programme objectives."*

Monitoring and evaluation are both forms of information gathering. They involve similar techniques, which can be summarised as involving four methods:

a)   questionnaires and tracking surveys;

b)   interviews and focus group discussions;

c)   participatory techniques; and

d)   analysis of evidence from secondary sources.[58]

M&E is an integral part of the programme cycle. As described in Section 2: Information Collection and Management, it is essential to establish M&E systems during the planning phase of any programme. A useful distinction between monitoring and evaluation can be made as follows:

Table 9: Distinguishing monitoring from evaluation

	WHAT IT INVOLVES	WHEN IT OCCURS WITHIN THE PROGRAMME CYCLE
Monitoring	Tracking progress towards the achievement of objectives, in order to identify what is working and what isn't working so well, allowing a degree of adaptability in strategy and tactics as appropriate	Ongoing
Evaluation	A more structured and formal process of reviewing achievements, in order to make judgements about past effectiveness and learn from experience to improve future practice	At fixed times – for projects lasting more than 18 months, this would normally include a mid-term review as well as an evaluation conducted at the completion of the project

1   Developing an integrated approach

Any M&E framework should be developed in relation to the objectives set within the programme. Against each objective, key measures of progress towards achieving that objective (the indicators) must be identified, as well as the sources of information (the means of verification) that can be used to make the assessment. (See Table 22 in Annex R for examples of how indicators can be linked to messages, activities and materials).

M&E systems, indicators and means of verification should be established at the same time that the programme objectives are set (i.e. at the beginning of a SALW Awareness programme). Only then will it be possible to gather the data that is needed.

The benefits of such an integrated approach are that:

a)   if M&E systems are embedded from the start, baseline data can be gathered, making it much easier to track progress over time and measure what has changed as a result of a particular intervention. If a national SALW

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[58]   Similar techniques can also be used in the development and planning stages of the intervention – see from Section 2: Information Collection and Management onwards.

Survey is carried out and kept up to date, some data will already be available to the programme activists for M&E purposes;[59]

b) gathering information throughout the lifetime of the programme provides an opportunity for continuous learning and for testing the logic and the effectiveness of a particular approach on an ongoing basis;

c) any problems and weaknesses within the programme that has been set up can come to light and be addressed – the programme can be adapted according to the findings and different approaches can be adopted where appropriate;

d) evaluation can help facilitate learning from mistakes as well as identifying examples of good practice and drawing attention to successful initiatives that could be replicated elsewhere; and

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Box 56: Monitoring the 'For a Better Tomorrow' programme in Macedonia

The UNDP Macedonia-led SALW Awareness programme 'For a Better Tomorrow' used a combination of mass-media techniques, local community work and dialogue at governmental level in support of a 45 day SALW collection in November-December 2003. Video and radio spots, newspaper advertisements, flyers, badges, posters, concerts, caravans and marches were all used to convey programme messages. At community level 123 local commissions were established in co-operation with seven NGOs whose staff set up activities and discussion groups to begin working towards Safer Community Plans. A number of different monitoring systems were established. The national commission structure ensured a regular flow of information to programme staff while the Macedonian Information Agency assisted with media monitoring and Gallup conducted three-monthly public opinion polls.

Source: Correspondence with Alain Lapon, UNDP SACIM Project Manager.

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e) through the gathering, analysis and interpretation of information, a better understanding of the operational environment can be achieved; when Advocacy activities are planned, evaluation reports can be a means of drawing attention to particular issues or situations (for example by promoting findings to other NGOs operating in the area).

Please see Annex X for an example of a monitoring technique, designed to track the progress of implementing a SALW Awareness campaign from the point of view of the activist.

2   Levels of evaluation

As noted above, M&E systems should be developed in relation to the objectives set within the programme. This may entail considering the programme at a range of different levels:

Table 10: Levels of evaluation

LEVEL OF EVALUATION	PURPOSE	FUNDAMENTAL QUESTIONS TO BE EXPLORED
Activities	To assess the extent to which the programme has been well organised and resources used with optimum efficiency	▪ Are the messages being promoted the right ones? ▪ Are the messages being promoted reaching the right people?
Outcomes	To identify changes in knowledge, attitudes and practice that can be reasonably attributed to the programme amongst the various groups targeted	▪ Are there any signs that knowledge, attitudes and beliefs are changing? ▪ Are there any signs of changes in practice or behaviour?
Impact	To explore how a particular programme of intervention may have made an actual and sustainable difference to the lives of specific groups of people, for example in terms of improved levels of physical security	▪ What has been the impact of the intervention, in terms of changes in the security situation, reduction in casualties, etc?

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[59] Wherever a national SALW Survey exists, SALW Awareness activists will have open access to a wide range of information regarding the distribution, effects and societal perceptions of SALW. Since the survey will have been carried out prior to any national micro-disarmament intervention it will provide at least some baseline data. Provided the national Survey is regularly updated, it will also provide information on the changes that have taken place during the intervention.

Often the different programme objectives will range across all three levels, but with most medium-term programmes, it makes sense to focus most efforts on looking at what outcomes have been achieved.

Box 57: Control groups

It is difficult to establish causality between the effectiveness of a SALW Awareness campaign in terms of behavioural change (**outcome**) and a reduction in the number of casualties from SALW (**impact**). What might be considered is the use of a control group. Compare the number of SALW casualties in another community of comparable size to the one targeted by the SALW Awareness campaign, which has not itself been exposed to such a campaign.

Source: 'Assessing the compatibility of SALW Awareness and Mine Risk Education', SEESAC, 2005

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3   Gathering, analysing and disseminating findings: a participatory approach

a)   Given that feedback on the effectiveness of the programme will come primarily from affected communities, it is vital that those developing SALW Awareness programmes involve representatives from those communities in designing the M&E framework. Where M&E systems are not developed in conjunction with local affected communities as part of a wider ongoing process of engagement, it is likely that the quality of information gathered will be poor.

b)   In gathering and analysing information, those delivering the programme will need to listen carefully to others' perspectives and be prepared to interpret information objectively, even if, or perhaps especially when, the data and information collected does not correspond with their own point of view and experiences.

c)   M&E has an important role to play in strengthening partnerships between implementing organisations and the local communities, and between the implementing organisation and other agencies and institutions active in the relevant communities. All of these different actors should have a chance to voice their opinions and assessment of the implementing agency's activities and their consequences.

Box 58: Evaluation meeting with campaigners in Serbia

Conducted in November 2004 between the donor (SEESAC), the implementing NGO (European Movement) and the campaign activists, the following qualitative feedback on campaign activities was presented by the activists at an evaluation meeting:

■   Householders had been irritated by political parties canvassing in the local area which made them react in a more hostile way to door-to-door campaigning – future projects should avoid coinciding with political campaigning else take care to distinguish their materials from those of other ongoing local campaigns.

■   In general few people were willing to speak to campaigners. They often claimed to be busy, were noticeably not listening, or were sometimes too old and infirm to grasp the issues.

■   Particularly in the town of Zrenjanin people were more nervous about opening the door than people in the village.

■   Old people were easier to target in the door-to-door campaign while young people displayed more limited interest.

■   Future campaign materials would be more powerful if materials demonstrate to the public more direct consequences of owning weapons.

■   Weapons owners generally believe that they already know how to handle weapons. A future campaign should feature messages about how people who considered themselves safe with weapons could still be vulnerable.

■   Some were positive about a campaign against guns but did not appreciate being approached in their homes on the subject.

■   Activists could have benefited from more training on how to articulate messages effectively and how to handle problems encountered in communities where the campaign was badly received.

■   On the subject of the TV clips, it was commented that the local TV channel used has a relatively small audience, so it would be more effective to use popular channels.

Source: 'SASP Test in North East Serbia. Evaluation Report', SEESAC, February 2005

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d) M&E is also about information dissemination. Therefore systems need to be in place from the start not only to be able to learn from the findings internally but to communicate results with others who would benefit from receiving this information. This principle applies both to SALW Awareness activists and to national SALW Authorities who should monitor and evaluate the SALW Control initiative they co-ordinate, and make the results public as is required with national SALW Survey results.

e) Evaluation is a key means of reinforcing accountability to stakeholders, including intended beneficiaries, donors and partner organisations.

4   A simple framework for monitoring and evaluation

A key principle in evaluation is that M&E systems should be kept as simple as possible. Only the important things should be measured (not necessarily the things that are easy to measure) to help build a body of evidence that a particular programme has contributed to changes in individuals' knowledge, attitudes and behaviour and depending on programme strategy, changes in institutional policy and practice also.

It is, however, very unlikely that any single evaluation tool alone will provide the required information or will in isolation be without bias. In almost all cases, a mix of qualitative and quantitative information will be needed:

Table 11: Qualitative and quantitative information compared

TYPE OF INFORMATION	EXAMPLE OF TECHNIQUE	WHEN USED	COMMENT
Qualitative	Interviews and workshops, observation	To explore attitudes, beliefs, feelings and behaviours	Information gathered provides a deeper understanding of the situation but is subjective and needs to be interpreted carefully
Quantitative	Questionnaires and surveys	To measure opinions or other data statistically	When conducted correctly can gather information from large numbers but often gives only a superficial picture of the real situation

A simple framework for identifying potential sources of information is provided below (see also Annexes J to N):

Table 12: Potential sources of information for verification

MEANS OF VERIFICATION	WHEN TO USE	RESOURCES REQUIRED
Questionnaires and tracking surveys	These can be used to gather statistical data relating in particular to the knowledge, attitudes, practice and behaviours of target groups (as in the KAP survey example provided at Annex J)	Requires a large number of field workers and specialist supervision. Costs can be very high if statistically robust data is needed, but if indicative evidence is sufficient, costs are reduced
Interviews and focus group discussions	Such techniques are best deployed in exploring in greater depth target groups' understanding of – and feelings about – the problems, solutions, and progress made as well as the barriers to further advances	Requires the involvement of practitioners, who are skilled in interpreting responses and analysing results. Costs tend to be high to medium because of the time-intensive nature of the approach
Participatory techniques These would include, for example ■ Ranking and scoring exercises ■ Pictures and maps as a starting point to stimulate community discussions ■ Oral histories	The development and implementation of a Safer Community Plan depends on community participation; in this situation in particular, it will be important to use participative techniques in helping to assess how well the project is going and the extent to which objectives are being met	Skilled practitioners are needed to engage with and encourage the participation of the community. Costs tend to be high to medium because of the time-intensive nature of the approach

MEANS OF VERIFICATION	WHEN TO USE	RESOURCES REQUIRED
Analysis of evidence from secondary sources These sources include, for example ■ Casualty statistics and other relevant records ■ Academic studies ■ Reports from other agencies ■ Analysis of how the issue of SALW is being framed in the media, and how this is changing, if at all, over time	Information gathered from within the affected communities can be supplemented by a range of other information and data that is available from other sources that can help provide important background and context	Depends on the sources used and their accessibility

5   Comparative strengths and weaknesses of different evaluation methods

As the table below indicates[60], the different approaches summarised above each have different strengths and weaknesses. To help make the evaluation as informative and useful as possible, it is normally important to put in place a range of different means of verification. Judgements about the balance between different techniques can be made according to the relative importance of different evaluation criteria outlined below (e.g. when participation is valued, greater emphasis on qualitative techniques, but when looking for simple numbers, focus on surveys and questionnaires). In all circumstances, however, the best approach is to include a mix of both qualitative and quantitative techniques.

Table 13: Strengths and weaknesses of different evaluation methods[61]

METHOD CRITIERIA[59]	QUESTIONNAIRES	INTERVIEWS AND FOCUS GROUPS	PARTICIPATORY TECHNIQUES
Coverage	High	Medium	Medium
Representative-ness	High	Medium	Medium
Ease of data aggregation and synthesis	High	Medium	Medium/Low
Ability to capture qualitative information	Low	High	High
Ability to capture causal processes	Low	High	High
Ability to understand complex processes	Low	Medium	Medium
Ability to capture diversity of perceptions and to elicit views of women and disadvantaged groups	Low	Medium/High	Medium/High
Ability to capture unexpected or negative impacts	High	High	High
Ability to identify and articulate felt needs	Low	High	High
Degree of participation encouraged	Low	High	Very high
Probability of enhancing accountability to intended beneficiaries	Low	High	High
Potential to contribute to stakeholder capacity building	Low	High	Very high

Evaluation guidelines used in the field-testing of SASP 1 in North East Serbia, as well as possible evaluation questions for adults who have been targeted during a weapons surrender, are contained in Annex X.

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[60] Adapted from http://www.microfinancegateway.org/section/resourcecenters/impactassessment/developing/developingtools/quantitative/common/.

[61] This table makes no reference to how secondary sources meet criteria, because in each case the answers will vary depending on what the source is.

Annex A - Terms and definitions

A.1.1
advocacy
public support, recommendation or positive publicity with the aim of removing, or at least reducing, the threat from, and the impact of, SALW.

A.1.2
community involvement
in the context of SALW the term refers to: *a process designed to place the needs and priorities of affected communities at the centre of the planning, implementation and monitoring of SALW control and other sectors.*

Note: Community involvement is based on an exchange of information and involves communities in the decision making process in order to establish priorities for SALW control. In this way SALW control aims to be inclusive, community focused and ensure the maximum involvement of all sections of the community. This involvement includes joint planning, implementation, monitoring and evaluation of projects.

Note: Community involvement also works with communities to develop specific interim safety strategies promoting individual and community behavioural change. This is designed to reduce the impact of SALW on individuals and communities until such time as the threat is removed.

Note: This shall be one of the major strategic principles of SALW Control.

A.1.3
evaluation
a process that attempts to determine as systematically and objectively as possible the merit, relevance, value and impact of an intervention.

A.1.4
micro-disarmament
the monitoring, collection, control and final disposal of small arms, related ammunition and explosives and light weapons of combatants and often also of the civilian population. It includes the development of responsible arms management programmes.

A.1.5
monitoring
in the context of SALW Control, the term refers to: *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, and a possible redirection of activities.*

A.1.6
national authority
in the context of SALW, the term refers to government department(s), organisation(s) or institution(s) in a country charged with the regulation, management and co-ordination of SALW activities.

A.1.7
public information
information which is released or published for the primary purpose of keeping the public fully informed about the exact terms of a SALW intervention, thereby gaining their understanding and support.

Note: In the context of a SALW intervention, the objective of public information is to keep the public fully informed about the exact terms of that intervention.

Note: Public Information is a mass mobilisation approach that delivers information on the **SALW** problem.

Note: In an emergency situation, due to time constraints and lack of accurate data it is the most practical means of communicating safety information. In other situations, Public Information can support community liaison/involvement.

A.1.8
sensitisation phase
the period of any SALW Awareness programme which is integrated with a weapons collection or registration scheme and takes place prior to the actual commencement of the amnesty or registration campaign. The intention of the sensitisation phase is to 'sensitise' the public to the need to surrender or register weapons.

A.1.9
Small Arms and Light Weapons (SALW)
all lethal conventional munitions that can be carried out by an individual combatant or a light vehicle, that also do not require a substantial logistic and maintenance capability (SEESAC definition).

Note: No agreed definition of SALW exists. One common alternative to the SEESAC definition is that of a UN Panel of experts report from 1997 which considers SALW to be weapons of less that 100mm in calibre and defines small arms as those designed for personal use, and light weapons are those designed for use by several persons serving as a crew. Small arms therefore include revolvers, self-loading pistols, rifles, carbines, sub-machine guns, assault rifles, light machine-guns. Light weapons include the above as well as heavy machine-guns, grenade launchers, portable anti-aircraft guns, portable anti-tank guns, recoilless rifles, portable launchers of anti-tank missile and rocket systems, portable launchers of anti-aircraft missile systems, and mortars of calibres of less than 100 mm. The ammunition and explosives used by small arms and light weapons also falls under the term 'SALW' and includes cartridges (rounds) for small arms, shells and missiles for light weapons, anti-personnel and anti-tank hand grenades, landmines, explosives, and mobile containers with missiles, or shells for single-action anti-aircraft and anti-tank systems.

A.1.10
SALW Advocacy
a programme of activities that aim to raise SALW problems and issues with the general public, the authorities, the media, governments and their institutions to achieve changes at both institutional and/or individual levels.

Note: These types of activities highlight SALW problems and issues with the specific aim of encouraging people to surrender weapons (generally conducted in support to weapons collection programmes) as well as engaging them in SALW issues in communities where they are not given due prominence and on SALW Control measures where they are absent or perceived as lacking, for the purposes of mobilising their support.

A.1.11
SALW Awareness (programme)
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 Risk Education, SALW Advocacy and Public Information campaigns which work together in collaboration with other social intervention programmes 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 SALW threats, issues and solutions. It may take the form of formal or non-formal education and may use mass media techniques.

A.1.12
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.

Note: SALW Risk Education can be implemented as a stand-alone activity, in contexts where no weapons collection is taking place. If an amnesty is to be set up at a later stage, Risk Education activities must be carried out to ensure the safety of all involved actors. These activities will also permit other components of the SALW Awareness campaign to take place efficiently, using the networks, systems and methods in place as part of the risk education programme and adapting the content accordingly.

Note: SALW Risk Education is an essential component of SALW control.

A.1.13
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.1.14
Small Arms Distribution Survey (SADS)
the component of SALW survey that collects data on the type, quantity, ownership, distribution and movement of SALW within the country or region, together with an analysis of indigenous resources available to respond to the problem.

A.1.15
Small Arms Impact Survey (SAIS)
the component of SALW survey that collects data on the impact of SALW on the community and social and economic development.

A.1.16
Small Arms Perception Survey (SAPS)
the component of SALW survey that collects qualitative and quantitative information, via focus groups, interviews, and household surveys, on the attitudes of the local community to SALW and possible interventions.

A.1.17
Unexploded Ordnance (UXO)
explosive ordnance that has been primed, fuzed, armed or otherwise prepared for use or used. It may have been fired, dropped, launched or projected yet remains unexploded either through malfunction or design or for any other reason (IMAS Glossary).

A.1.18
Weapons in Competition for Development (WCD)
the direct linkage between the voluntary surrender of small arms and light weapons by competing communities in exchange for an agreed proportion of small-scale infrastructure development by the legal government, an international organisation or NGO.

A.1.19
Weapons in Exchange for Development (WED) (WFD)
the indirect linkage between the voluntary surrender of small arms and light weapons by the community as a whole in exchange for the provision of sustainable infrastructure development by the legal government, an international organisation or NGO.

A.1.20
Weapons in Exchange for Incentives (WEI)
the direct linkage between the voluntary surrender of small arms and light weapons by individuals in exchange for the provision of appropriate materials by the legal government, an international organisation or NGO.

Annex B - Components of SALW Awareness communication

	SALW RISK EDUCATION	SALW ADVOCACY	(SALW) PUBLIC INFORMATION
SALW communication objectives	To raise awareness of, make people think about, and inform them of the *dangers & threats* posed, by SALW ■ To change attitudes, behaviours of individuals and/or affected communities towards SALW use ■ To inform people about safety measures in case of weapons collection / amnesty activities	To gain public support, recommendation or positive publicity about SALW *problems and issues*, and to induce changes: ■ At institutional level (e.g. political, legal) and; ■ At individual levels (e.g. to encourage people to surrender weapons as part of SALW collection programmes)	To provide timely, safe and accurate information on the nature of the SALW intervention
Target groups	Affected communities (e.g. weapon holders, their relatives)	General public, media, governments, political parties, donors etc. Weapons holders, collection agents, concerned target groups according to context (e.g. women), influential people in the community	Community-wide, media
Time frame	Long-term	Depending on context and on weapon collection programmes: ■ Long-term (institutional changes) ■ Short-term or long-term individual changes (e.g. surrender of weapons as part of amnesty programmes)	Just prior to the intervention and during it
Methods	Special emphasis on community-based activities to enable communities to solve the problems they face (e.g. Safer Community Plans), but Public-Information-style methods can be used	Any depending on strategy – e.g. policy-level seminars, media debates	Any, though size of target audience favours use of media, particularly those with potential for mass coverage and consistency of delivery
Example activities	Safer Community Plan with different activities for different groups (e.g. group discussions, community theatre, role-plays, teacher training) Distribution of 'safety cards' to weapons collection agents and general public	• National commission • Regional initiatives (e.g. conferences, seminars) • Discussion groups, radio and TV programmes, interviews • Newspaper articles • Public marches • Public lectures • Victim testimonies • Messages disseminated by influential leaders	• Distribution of public information leaflets via postal system • Public Service Announcements (PSAs) on radio and television • Distribution of 'Standard Operating Procedure' documents for collection and storage agents informing them about the terms of any amnesty and the conduct required of them

Annex C - SALW intervention process flow

SALW INTERVENTION PROCESS FLOW

MULTI - AGENCY ASSESSMENT	QUICK LOOK	
PREPARATORY ASSISTANCE	SURVEY PHASE	SALW LEGISLATION DEVELOPMENT
PROGRAMME PLANNING	ANALYSIS & STRATEGY PLANNING	
PROGRAMME IMPLEMENTATION	SALW AWARENESS SENSITISATION / MON & EVAL	SALW AMNESTY
MID - TERM EVALUATION	SALW AWARENESS (RISK EDUCATION, ADVOCACY$ AMNESTY INFORMATION MESSAGES) / MON & EVAL	COLLECTIONS PHASE / MON & VERIF — DESTRUCTION PHASE
PROGRAMME IMPLEMENTATION		INCENTIVE DELIVERY
PROGRAMME EVALUATION		LEGISLATIVE IMPLEMENTATION

Annex D - Comparing stand-alone SALW Risk Education and SALW Awareness in support of SALW Control

	SALW AWARENESS ACTIVITIES IN SUPPORT OF SALW CONTROL	SALW AWARENESS ACTIVITIES AS A STAND-ALONE ACTIVITY
Time frame	■ Varies with SALW Control programme timeline – may often be short-term ■ In case of SALW Awareness as a support to SALW collection interventions, a 2-3 month sensitisation[62] period required before collection. 4-6 month minimum recommended period for accompanying amnesty	■ Established on a long-term basis
Messages	■ Risk Education (e.g. regarding safety measures to take while handing in weapons) ■ Advocacy (on problems and issues, e.g. encouraging people to surrender weapons) ■ Public Information (regarding the SALW Control intervention itself)	■ Risk Education (on dangers and threats of weapons and safer behaviours), and/or; ■ Advocacy (on issues and problems)
Methods	■ Mixture of community-based activities supported by Public Information ■ Risk Education to be provided via a combination of community-based and Public Information-style methods ■ Stand-alone Public Information only in an emergency	■ Community-based activities supported by Public Information
Target groups	■ To be determined by analysis of information gathered (see the chapter on Information Collection and Management), but typically includes: weapons holders, their relatives, authorities, local NGOs, police	■ Varies with programme strategy and objectives ■ In cases of Advocacy designed to raise the profile of SALW issues target groups might include the media, the authorities, etc. ■ Where stand-alone Risk Education is undertaken, at-risk groups will be targeted on the basis of information gathered (see the chapter on Information Collection and Management), e.g. weapons holders, teenage boys
Issues	■ Questions of integration and national planning	SALW Risk Education can be used in isolation to reduce high-risk behaviours, but also as: ■ An advocacy tool towards the authorities for future disarmament projects ■ A preparatory phase for potential disarmament campaigns SALW Advocacy can be conducted as a stand-alone activity to raise SALW issues in contexts where no SALW Control intervention is planned and no SALW Risk Education work is taking place

[62] The component of a SALW Awareness programme that takes place just prior to the commencement of a weapons amnesty or registration campaign is commonly referred to as the 'sensitisation phase'.

Annex E - SALW impact and consequences

Over a thousand companies are involved in the production of small arms and at least 98 countries have the capacity to produce small arms and ammunition. One much-cited estimate puts the number of SALW (both legal and illegal) in circulation worldwide at 600 million, and the number of people killed by them at 500,000 every year, 200,000 of them in 'peaceful' countries.[63] Such statistics are very difficult to compile and by their nature uncertain. However, the magnitude and nature of the problem is not in doubt; there are currently several hundred million SALW circulating in the world, playing a large role in conflict, violence and insecurity. In addition to the fatalities caused, firearms are used to injure, maim, terrorise and displace millions more. Although the human, social and economic costs of the proliferation and misuse of SALW is difficult to estimate precisely, the impact and consequences can be generally described as follows:

- Undermining the development process of a given country, region or community:

- Resources spent on security and/or weapons are unavailable for development;

- Foreign investments, allocation of resources by government are conditioned;

- Tourism is discouraged;

- Transport systems and access to basic needs, agricultural and industrial production is disrupted; and

- Humanitarian and development agencies must restrict their area of operations for security reasons.

- Fuelling violence, insecurity and instability by:

- Aggravating violence i.e. armed robbery, aggression, homicide, injuries, intimidation, kidnapping; exacerbating tensions within communities; encouraging violent rather than peaceful resolutions to problems;

- Increasing trafficking and banditry;

- Undermining the 'Rule of Law' and ability to keep the peace;

- Increasing risks of terrorism; and

- Facilitating the drugs trade, which cannot operate without huge deployment of SALW. For example the trade in poppy and processed heroin across the Pakistan-Afghan border is intimately connected to a large trade in illicit SALW.

- Contributing to Human Rights and International Humanitarian Law (IHL) violations.

- The indiscriminate targeting of civilians during conflicts constitutes a grave violation of IHL. Basic principles of IHL provide for the protection of non-combatants and prohibit the indiscriminate use of any weapon (Geneva Conventions 1949 and the Protocols 1977).[64]

- The availability of small arms constitutes a threat to basic human

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Box 59: Banditry in Nicaragua

Compared to the other Central America countries emerging from conflict, Nicaragua has suffered and continues to suffer to a greater degree, from the activity of organised and semi-organised armed groups and rural bands involved in actions including common crime, robbery, kidnapping, intimidation and borderline intervention in local politics.

Source: The Impact of Small Arms Misuse in Central America, Small Arms Survey, October 2002.

Box 60: Human Rights in Colombia

In Colombia, firearms have contributed to increased violations of Human Rights through forced disappearances (309 cases during the first 9 months of 1999) and hostage taking (2,946 reported cases in 1999).

Source: Humanitarianism Under Threat: The Humanitarian Impact of SALW, Special Report, Small Arms Survey, July 2001.

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[63] The Small Arms Survey yearbook, 2002. See also 'Humanitarianism Under Threat: The Humanitarian Impact of SALW'.

[64] See also "Arms Availability and the Situation of Civilians in Armed Conflict", ICRC.

rights such as the right to life, liberty and security of persons (Article 3, UN Declaration of Human Rights).

- Causing physical damage to individuals and property, as well as psychological effects.

- Early deaths, injuries and disabilities affect the entire family, the productive capacity of individuals and communities, and are an extra burden on health systems (at all stages: first aid, surgery, medical follow-up, rehabilitation). Thus violence becomes a major public health issue.

- Psychological effects on adults or children having witnessed or been involved in acts of violence; in certain contexts, SALW have facilitated the exploitation of children as soldiers.

- Suicides: there is a correlation between firearm possession and intentional firearm deaths in industrialised countries. Self-inflicted firearm injuries are frequently committed on impulse or as a result of interpersonal conflict.

Box 61: Unstable ammunition
In 2000, in El Salvador, a military storage facility exploded. The explosion injured 40 people and caused damage to 725 houses in three neighbourhoods. Events such as this are all too common worldwide and happen almost every year on a significant scale.
Source: The Impact of Small Arms Misuse in Central America, Small Arms Survey, October 2002.

- Physical risk due to the presence of unstable ammunition and explosives.

- Causing population movements.

- In certain situations, arms availability and the subsequent violence have had secondary impacts such as forced migration of people (external and internal). In Colombia for example, there is a strong correlation between the incidence of fire-arm-related massacres or "political killings" and forced displacement.[65]

- Undermining the legal arms trade.

- The net result of illicit arms production and distribution is a negative one for legal arms business since cheap black market weapons undermine demand in legal markets. Estimates of the number of illegal SALW in Pakistan vary up to around 18m. For example, illegal manufacturers in the tribal North West Frontier Province of 'Darra Adam Khel' take a major share of the market causing huge losses for private industry locally.[66]

- Having a multiplier effect within communities and between countries.

- Individuals/ communities acquire more weapons for self-protection purposes. For example, in many parts of SEE, individuals have responded to deterioration in the security by acquiring arms or hiring private security companies.[67]

- The availability of SALW contributes to a "gun culture" and encourages a culture of violence creating multiplying effects within the society. In Central America for example, SALW have in large part diffused from the previously conflict-affected countries of El Salvador, Guatemala and Nicaragua, to the previously peaceful countries of Costa Rica, Honduras, Mexico and Panama.[68]

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[65] Humanitarianism Under Threat: The Humanitarian Impact of SALW, Special Report, Small Arms Survey, July 2001.

[66] Correspondence with Zahid Hussein, Sustainable Resource Foundation, Islamabad, August 2003.

[67] Discussion with SEESAC, July 2003.

[68] The Impact of Small Arms Misuse in Central America, Small Arms Survey, October 2002.

Annex F - International campaign to combat misuse of weapons in the police force[69]

Embargo Date: 23 February 2004 01:00 GMT

Preventing police from misusing their guns

Around the world, many police and law-enforcement officials misuse their right to use force, with fatal consequences. Most police forces are armed, but are inadequately trained on how to assess when and where to fire a gun, but with political will, this can be corrected and save many lives, a new report by Amnesty International concludes.

Guns and Policing: Standards to prevent misuse focuses on what governments should be doing to control the use of guns by their police forces. The report has been written by Amnesty International for the Control Arms Campaign and is the first in a series of short thematic reports to be produced for Amnesty International, Oxfam and the International Action Network on Small Arms (IANSA) during the campaign. The Control Arms Campaign is a global campaign aimed at making people safe from armed violence.

"Amnesty International's report is a timely call for accountability in the use of firearms by state law-enforcement officials. The role of police in our communities is to serve the public good and their use of arms must be in line with that role. International standards are clear: firearms should be the exception in policing and not the rule. Firearms are only to be used when strictly unavoidable to protect life. The power to carry arms brings with it an enormous responsibility to use them legitimately. This report should be required reading by police in every country," said Barbara Frey, UN Special Rapporteur on Small Arms and Human Rights.

"International standards do exist to control the use of guns and other methods of force by police and law enforcement officials - but in too many countries around the world these standards are not being followed," Amnesty International said.

Standards include the *UN Code of Conduct for Law Enforcement Officials* and the *UN Basic Principles for the Use of Force and Firearms by Law Enforcement Officials*. At their heart is the question of what constitutes legitimate force.

"Police must sometimes be permitted to use force or lethal force, in order to do their job of keeping communities safe. But the force used must not be arbitrary; it must be proportionate, necessary and lawful. And it must only be used in self-defence or against the imminent threat of death or serious life-threatening injury," said a police firearms expert advising the Campaign.

Police must therefore know how to assess when a threat to life is being made. They need to be trained in tactical threat assessment so that they can judge in each different context whether a use of force, including lethal force, will be proportionate, necessary and lawful.

"Too many police forces around the world are trained in how to fire a gun, but not in how to decide whether it should be fired, or when. And too few governments have incorporated the UN standards in their national legislation, or show any respect for them in practice," Amnesty International said.

"In many countries the resources made available to equip and train police, as well as to make sure they are fully accountable, are insufficient. They are ill-equipped to curb the proliferation of guns in communities, and communities cannot trust their local police forces when officers use unjustified force against them. The unjustified use of lethal force by the police increases the likelihood that communities will want to stay armed in order to protect themselves."

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[69] Press release issued by Amnesty International http://www.amnesty.org

Examples abound of how these police firearms standards are not being met:

- In **Timor Leste**, the UN set up and trained the new police service, but training was initially limited to only three months. While officers were taught technical skills that enabled them to aim and fire a gun, they received little or no training that would enable them to assess threats or exercise restraint consistent with the UN standards. Moreover, there are no effective oversight and accountability mechanisms for the police.

- The UN Code of Conduct states amongst other things that law enforcement agencies *"should be representative of and responsive and accountable to the community as a whole".* Yet repeated testimony from the poorest communities in Rio de Janeiro, **Brazil**, for example, shows that policing practice discriminates violently against them, with frequently fatal consequences.

- The UN Basic Principles state that firearms should only be used by police in self-defence or against the imminent threat of death or serious injury. In **Jamaica**, which has the highest rate of police shootings per capita in the world, evidence repeatedly contradicts police claims that they were fired upon first and indicates instead a disturbing pattern of extrajudicial executions.

However, there are some encouraging examples of good practice which the report highlights:

- **South Africa** has recently changed an apartheid-era law that permitted police to shoot at suspected thieves, drug dealers, fleeing suspects and others posing no direct threat to the lives of the police or public.

- In Cambodia, an EU-funded project is improving secure storage for police weapons

Amnesty International, IANSA and Oxfam are urging governments around the world to:

- Support and promote the incorporation into law and practice of the UN standards on the use of force and firearms by law enforcement officials, as requested by the UN Special Rapporteur on Small Arms and Human Rights, Barbara Frey.

- Promote adherence to UN Standards On The Use Of Force And Firearms By Law Enforcement Officials in the UN Programme of Action to Prevent, Combat and Eradicate the Illicit Trade in Small Arms and Light Weapons in All its Aspects, which will be discussed in 2005 and reviewed in 2006.

- Assess recipient states' adherence to the UN policing standards when considering whether to export or supply arms to forces or agencies involved in law enforcement. Governments should not supply firearms, ammunition or other weapons if there is a risk of abuse.

"Bilateral and institutional donors also have an important role to play in ensuring that police adhere to international standards for the use of firearms and to find out detailed information on any international assistance projects on policing that they fund," Amnesty International said.

Annex G - The Arms Exchange Programme in Mendoza, Argentina[70]

Argentina in general has experienced an exponential increase in the magnitude of armed violence during the latter half of the 1990s. The context of Mendoza, and Argentina in general for that matter, is not that of post-conflict countries but is more like the situation of the industrialised nations' focus on crime prevention and community security enhancement.

In late December 2000 the Ministry of Justice and Security (MJS) of the Argentine province of Mendoza completed the first phase of the program *Canje de Armas por Mejores Condiciones de Vida*, hereafter referred to as the Arms Exchange program, as part of a multi-faceted long-term approach to transform the public security climate. Two hundred and ninety pistols, revolvers, and shotguns were voluntarily turned in by citizens for destruction in exchange for vouchers for foodstuffs and tickets to soccer games with values ranging from US $50 to $100. Participants were able to make contact with the program organisers through a toll-free telephone line. Prior to the firearm turn-in, a public education effort was coordinated in the school system that culminated in a violent toy turn-in and destruction program that brought in thousands of toy guns and video games for public destruction and incorporation into displays of art.

The idea of exchanging weapons for some in-kind benefit was not original to Mendoza. Such programs have been implemented in the United States for several decades and in the contexts of crime prevention and post-conflict peace building for much of the 1990s. Indeed the Arms Exchange program in Mendoza was inspired by a study of programs in El Salvador, Panama, Rio de Janeiro, Albania, and Cambodia, among others.

A weapons exchange or amnesty program was formally presented to the provincial legislature in Mendoza in February 2000. As usual the debate included the view that voluntary weapons collection would leave the honest citizens defenceless against well-armed criminals.

On 9 August 2000 the Provincial Law on Disarmament #6809 was drafted and approved, and laid out the following:

- Made it possible to turn in legal and illegal weapons, explosives, and ammunition to be destroyed, in exchange for an in-kind benefit for a period of 180 days, with the possibility of continuing the process for an additional 180 days.

- Created two toll-free telephone lines: one run by the MJS's sub-secretariat for community relations to provide information regarding the weapons turn-in program, and the other used by the investigations police to determine the presence and location of illegal weaponry.

- Established the framework to develop mechanisms that prevent the illegal entry of firearms, explosives, and ammunition into the provincial territory.

- Promoted the development of a strategy to better implement and control the regional register of firearms and the commercial firearm trade.

The MJS (more specifically the sub-secretariat for community relations) was charged with implementation, having as its primary objectives the securing of support from the local government, citizens and the media.

Public education campaign

Program organisers admitted early on that a voluntary weapons collection effort would not be likely to bring in guns from criminals and that the real goal was to influence a change in culture and attitudes towards the role of guns in society. In that context the public education campaign became as important as the proposed weapons turn-in program. In order to get the word out to the public and motivate them to participate in the Arms Exchange program a multi-media strategy was implemented by the MJS. This public education campaign included:

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[70] Excerpts from W. Godnick, 'Transforming Attitudes Towards the Tools of Violence: The Arms Exchange Programme in Mendoza, Argentina', Ploughshares Working Paper 01-5 http://www.ploughshares.ca/content/WORKING%20PAPERS/wp015.html

- Establishment of a 1-800 toll-free number where people could get information on the Arms Exchange program.

- Constant coverage by the local newspapers.

- Creation of a website with all of the details of the program.

- Incorporation of non-governmental organisations, specifically neighbourhood groups and the Football-Soccer League of Greater Mendoza, at the community level.

- Implementation of a violent toy turn-in campaign in the local elementary schools.

The most powerful component of the MJS public education campaign was the violent toy exchange campaign which was linked directly to the upcoming weapons exchange program and how the children were not only educated on the dangers of weapons, but were also used as vehicles to influence their parents who might actually have firearms in the home.

Overall 6,000 school children turned in 6,000 violent toys and games in exchange for books, potted plants, and tree shrubs. Schools from nine *departamentos* (political divisions similar to counties) in Mendoza province participated. Psychologists recommended not destroying the toys turned in because that could be seen as a 'violent act'; instead the plastics were melted down and incorporated into *mosaicos* or works of art to be displayed at school. In many schools dramas were acted out, choruses were sung, and balloons were launched into the sky with anti-violence messages. At one point in one particular school, all of the excitement riled up rival groups of school boys almost to the point of a shoving match because one group supported one soccer team, the *Boca Juniors,* while the other supported the *River Plate*. When the school director noticed this he made both groups stand face to face, shake hands, and then hug. This solution might sound trivial, even ridiculous, but those who know the seriousness with which Argentine fans support their football teams would see some significance in this act, however short-lived its impact may be.

In short the violent toy turn-in campaign reached a sizeable audience that included 6,000 children, their teachers, parents, and families. It may all sound like a feel-good exercise, but several participants in the actual weapons turn-in program that began a month later mentioned the influence of their children on their decision to turn in a gun.

Weapons collection

The MJS made arrangements to receive 35 firearms via 'home pick-up'. The rest of the 287 firearms were turned in to pre-determined collection sites established throughout the Greater Mendoza area in community halls, MJS branch offices, and at the football league headquarters. One thousand seven hundred and fifteen bullets were collected with the firearms, but were only taken as donations. This first stage of the program only included weapons permitted for civilian use. The MJS and both chambers of the legislature are working on a temporary law that will permit the turn-in of all types of illegal weapons in future rounds of collection.

The actual collection effort lasted four days, 23-27 December 2000, and the firearms were surrendered for destruction in exchange for tickets to sporting events or *Vale Más* vouchers for values between $50 and $100. *Vale Más* are government subsidies similar to food stamps. They are redeemable in 'mom and pop' small businesses, but not in the large chain supermarkets. This way the provincial government helps promote the small businesses that are a dying breed with the global expansion of large international supermarket chains. In future rounds of collection the MJS is considering the installation of community alarms in neighbourhoods that collectively turn in significant numbers of weapons. The community alarms are electrical systems that connect houses in a given neighbourhood and allow citizens to respond collectively to problems of crime and violence. Other incentives under consideration include educational scholarships, public transportation passes, and travel vouchers.

Because exchanges were anonymous, with no questions asked, it was impossible to collect data on the individuals who surrendered weapons. However, as has been the case in other programs, 'each weapon is a conversation' and, in fact, many people chose to share their reasons for turning in a weapon. Provided below are several anecdotal examples:

- In one community a woman in her forties turned in a revolver and refused any compensation. A week earlier she had tried to kill her children and commit suicide.

- An old man called the toll-free number from a pay phone and the mobile collection unit went out to meet him in the shack he lived in on the outskirts of town. He was unemployed and said the food voucher he received for his gun would feed his wife and him for several months. Two more men came out of their houses to turn in guns wrapped in newspaper when they saw their neighbour turn his in.

- Another woman turned in a gun that had been hidden in her house by her son who had been running around with a local gang.

- University professor Antonio R. had threatened his wife, university professor Susana D, with a revolver on several occasions during domestic arguments. Susana insisted he turn in his gun as part of the program if he wanted to stay with her. He did.

- The owner of a small store in the conflict-ridden Godoy Cruz neighbourhood turned in his revolver and shotgun because he did not want to worry about someone being injured by his guns. He hoped his example would motivate other people nearby to do the same.

- A middle-aged couple turned in several guns for tickets to see their favourite football team. They had stored the guns away for many years without any intention of using them.

All of the guns turned in were publicly crushed in a press and stored in plastic tanks in the provincial police storehouse. It was planned for the destroyed arms to be incorporated into one or more works of art and then turned over to the local university art department.

This program brought in 287 firearms and almost two thousand bullets but has also reduced the possibility of accidents and misuse in the homes of those who participated. Combined with the educational campaign in the schools it has also highlighted the relationship of guns and violence in the minds of thousands of youth and their families. Additionally, it has served as a pilot experience that has inspired local and provincial governments in Buenos Aires, Córdoba, and Santa Fe to do the same.

Planning for the future

After the initial six-month period the current law that covered the program was over, and the organisers had then to decide whether or not to continue collecting weapons voluntarily. It was hoped that the MJS would seize the opportunity to strengthen links with community groups, non-governmental organisations, and the local police and develop a broader program of action that not only seeks reductions in firearm mortality and injury, but also looks to have an impact on Mendozans' perceptions of insecurity in their daily lives.

Annex H - Information gathering during the programme cycle

Table 18: Types of information required at different stages of the programme cycle.

	FEASIBILITY STUDY	CAPACITY AND NEEDS ASSESSMENT	SAFER COMMUNITY PLAN	DATA AVAILABLE FROM NATIONAL SALW SURVEY[71]
Country analysis				
■ Infrastructure; population statistics; political context; foreign policy		+	+	Overview
■ Capacity of one's own organisation to carry out activities	+	+		
■ The national plan for SALW control and existing SALW control activities	+	+		C
■ Development plan for the country and activities of all agencies and ministries involved		+		Overview
■ Situation of the country; existing resources available locally and through other agencies		+		C
■ Geographic information about the country/region, e.g. accessibility to the regions, weather conditions	+	+		C
■ Official holidays				-
■ International interventions e.g. programmes linked to SALW control, foreign investments planned		+		Overview/C
■ Legal stipulations i.e. employment laws, importation laws		+		
■ Government, local authorities and agency awareness of the SALW problem	+	+	+	C
■ Cultural perceptions of SALW survivors		+	+	C
■ Communication:			+	P
• Traditional ways of communicating, languages dialect, traditional system of education, materials and methods familiar to the population;		+	+	
• Colour symbolism, meaning of signs etc.				
• Any traditional conflict resolution practices and people's different roles (especially men and women)				
■ Contact management: who are the key communicators? E.g. professors, political officials, opposition leaders, teachers, doctors, mayors etc. How to access them? What are their attitudes towards potential SALW programmes?		+	+	
■ Media mapping:		+		
• Access to media				
• Political picture of media				
• Target audience of media				
• Is there a law on public information?				
• Cost of broadcasting spots				
• What are the geographical reach of different media				

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[71] D=Small Arms Distribution Survey (SADS); I = Small Arms Impact Survey (SAIS); C = Small Arms Capacity Survey (SACS); P = Small Arms Perception Survey (SAPS).

	FEASIBILITY STUDY	CAPACITY AND NEEDS ASSESSMENT	SAFER COMMUNITY PLAN	DATA AVAILABLE FROM NATIONAL SALW SURVEY[71]
Analysis of SALW problem				
(a) Distribution/possession issues:				
■ Types of SALW and availability in communities; types of SALW causing the greatest damages within society (e.g. legal or illegal, sports or military-style weapons, explosives or small arms?)	+	+		D
■ Knowledge of conditions in which SALW were acquired	+	+	+	D
■ Estimated quantity of SALW available to population		+	+	D
■ Estimated % of affected villages/communities	+	+		D
■ Smuggling routes and networks for import, export, sales		+		D
■ Any local production of SALW that may be linked to proliferation/misuse		+	+	D
(b) Impact				
■ Estimation of the number of deaths and injuries due to SALW and conditions under which they occurred	+	+	+	I
■ Trends in crime rates, homicides, injuries		+	+	I
■ Knowledge of other forms of SALW use/misuse, e.g. cases of SALW-related domestic violence, celebratory firing	+	+	+	I
■ Knowledge of other SALW-related problems, e.g. worsening inter-ethnic tension, feelings of insecurity, human-rights violations by security forces		+	+	I/P
■ SALW costs to public health system and economy (tourism, investment, impact of conflict)				I
Analysis of institutional SALW knowledge				
■ Lessons learnt from existing SALW initiatives in country	+	+		Overview
■ Lessons learnt from previous SALW initiatives in other countries		+		-
■ Lessons learnt from other development/advocacy initiatives in country, for example, public health initiatives, mine action interventions		+		-
■ International documents and agreements (e.g. Dayton agreement)		+		Overview
Analysis of affected population				
■ Role of men, women and children and different ethnic groups; community leaders and influential community members; cultural attitudes; religious beliefs; traditions; power structure; level of education (at community level requires stakeholder analysis)		+	+	Overview
■ Information on SALW injuries and deaths: age, sex, status, military or civilian, cause of injury or death, place, date, effect	+	+	+	I

	FEASIBILITY STUDY	CAPACITY AND NEEDS ASSESSMENT	SAFER COMMUNITY PLAN	DATA AVAILABLE FROM NATIONAL SALW SURVEY[71]
■ Assess current SALW related behaviour: • The different reasons for SALW possession and use/misuse per group (e.g. hunting, poverty, ethnic conflict, politics of exclusion, blood revenge, identity and values, self-protection) • Activities influenced by presence of SALW • Existing SALW control activities within communities • Any current local coping strategies • Safe and unsafe behaviours • Factors explaining demand for SALW (e.g. what are the conditions and factors that motivate people to arm themselves?) • Understanding social controls of SALW (e.g. what is the role SALW play in community?)		+	+	P/I
■ Assess attitudes and perception of the problem, (remembering to look for differences between important social groups): • Different individual and community perceptions of human security • Perceived security and safety impact of weapons removal • Community perception of SALW problems • Community perceptions on what type of SALW intervention (e.g. weapons collection) would be supported by individuals and the community and who should carry it out (e.g. international organisations, police) • Importance/growth of private security industry etc.		+	+	P
■ Assess level of existing awareness and knowledge of SALW (again, look for differences between key social groups): • Proliferation and misuse of SALW and their effects (location, type, dangers, know any survivors?) • Safe behaviours • How SALW relate to at-risk and users groups (socio-economic, psychological effects, what impact have SALW on their lives?) • Alternative solutions		+	+	P
■ Role of specific target groups (e.g. women, religious leaders in influencing behaviours) and attitudes towards arms ownership and disarmament; family structure (e.g. clans)		+	+	P
■ Opinions from communities on best ways and methods to disarm; any barriers to disarmament		+	+	P
■ Attitudes of people towards media, government, international community, main security providers		+	+	P

Annex J - KAP questionnaires, explanations and guidelines

The KAP[70] questionnaire outlined below is an example of one possible tool for gathering information at *different* stages during SALW Awareness programmes. It is intended as an example and should not be used without changes to make it suitable for the objectives of a particular Programme and the context and culture it is being conducted in. Questionnaires should be as concise as possible and in all cases should be pre-tested to ensure that the design is sensitive to cultural expectations and community history.

Interviewer name_____ ___ Organisation_____

Location _____ Date ___/___/____ Start time _____ Finish time _____

Introduce yourself. Explain that the questionnaire will help the municipality to design a programme to change attitudes to SALW possession, to improve awareness of the risks involved and to educate people in avoiding risks related to possession and storage of weapons. Explain that all answers are confidential: no record will be kept of the respondent's name or address.

Respondent's sex	☐ M	☐ F				
Respondent's age	☐ 13-19	☐ 20-29	☐ 30-39	☐ 40-49	☐ 50-59	☐ 60+
Respondent's ethnicity	[It will not usually be necessary to ask the respondent's ethnicity since it will be obvious because of language or location. However it is one important variable to be recorded during survey implementation.]					
Education						
Location	[Record area where survey carried out – name of town or village and municipality]					
Household income per month						
Number of members in household						

1. **Compared to one year ago, how do you think that the levels of security in your community have changed?**

   ☐ Levels of security have improved
   ☐ Levels of security have stayed the same
   ☐ Levels of security have deteriorated
   ☐ Don't know
   ☐ No answer given

2. **Do you believe that possessing weapons makes you safer or less safe?**

As an individual:	As a family:	As a community:
☐ Safer	☐ Safer	☐ Safer
☐ Less safe	☐ Less safe	☐ Less safe
☐ Makes no difference	☐ Makes no difference	☐ Makes no difference
☐ Don't know	☐ Don't know	☐ Don't know
☐ No answer given	☐ No answer given	☐ No answer given

3. **How do weapons change the standard of living/ economy of a community?**

   ☐ They improve the standard of living/economy
   ☐ They have no influence
   ☐ They decrease the standard of living/economy
   ☐ Don't know
   ☐ No answer given[72]

4. **Where have you heard weapons discussed in the last 12 months?**

   ☐ In community discussions
   ☐ Mentioned by friends or neighbours
   ☐ By religious groups or leaders
   ☐ Raised by NGOs or humanitarian organisations operating in the area
   ☐ On television
   ☐ On the radio
   ☐ In a newspaper
   ☐ Other
   (Specify) _____
   _____

5. **Which of the following messages about handling and storing weapons and ammunition are you familiar with?**

   ☐ Whenever picking up a weapon, assume that it is loaded and don't touch the trigger
   ☐ Store weapons where children cannot access them
   ☐ Store weapons without ammunition inside
   ☐ Store weapons under lock and key
   ☐ Store ammunition where it cannot be accidentally disturbed
   ☐ Never point a weapon at your own or another person's body
   ☐ None of the messages

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[72] Knowledge, attitudes, practices.

6. To which of the following did those messages relate?

- ❑ The dangers of weapons
- ❑ The effects that weapons can have on community development
- ❑ The need for safe behaviour when handling weapons
- ❑ The benefits of weapons collection schemes
- ❑ The start and end date of a national SALW amnesty

7. How persuasive would people in your community find the following messages?[73]

		Very persuasive	Slightly persuasive	Neither persuasive nor unpersuasive	Slightly unpersuasive	Very unpersuasive	No answer given
A	*"All weapons, ammunition and explosives are dangerous. They are designed to kill."*	❑	❑	❑	❑	❑	❑
B	*"Do not abandon weapons in public places and put others, especially children, in danger."*	❑	❑	❑	❑	❑	❑
C	*"Weapons are not for fun. You must not play with them."*	❑	❑	❑	❑	❑	❑
D	*"Whenever picking up a weapon, assume that it is loaded and dangerous."*	❑	❑	❑	❑	❑	❑
E	*"Your children build a better future – help them to build it by giving up weapons."*	❑	❑	❑	❑	❑	❑
F	*"Some still think it's cool to have a gun, but the time of gunmen is over."*	❑	❑	❑	❑	❑	❑
G	*"Weapons at home can kill your child and your hope for the future. Talk to your neighbours and your friends and help spread the message."*	❑	❑	❑	❑	❑	❑
H	*"Between 1st March and 30 September there will be a national amnesty for those surrendering illegal weapons, ammunition or explosives."*	❑	❑	❑	❑	❑	❑
I	*"To receive tickets and compete in the national SALW lottery, you must surrender at least one illegal weapon."*	❑	❑	❑	❑	❑	❑

8. Can you suggest another message about weapons which would make people aware of the dangers of weapons?

(Specify)_____
_____
_____
_____

9. How would you describe the number of weapons in your community?

- ❑ Virtually everyone owns a weapon
- ❑ Many people own a weapon

- ❑ A few people own a weapon
- ❑ There are hardly any weapons
- ❑ There are no weapons
- ❑ Don't know
- ❑ No answer given

10. Do you think there are too many guns in your local area?

- ❑ Yes
- ❑ No
- ❑ Don't know
- ❑ No answer given

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[73] A-D are examples of SALW Risk Education messages, E-F are SALW Advocacy-type messages that would support a weapons collection while messages G-I might be included in the (SALW) Public Information component of a micro-disarmament intervention.

11. What do you think about shooting...

	Appropriate	Inappropriate
At a wedding?	☐	☐
After a sporting event?	☐	☐
To celebrate the birth of a child?	☐	☐

12. Have you heard gunshots in the last six months?

	Yes	No
In your neighbourhood?	☐	☐
At a wedding?	☐	☐
After a sporting event?	☐	☐
To celebrate the birth of a child?	☐	☐

a) How many times? (Specify)_____
_____

13. Has anyone in your household ever been threatened with a weapon or been the victim of a violent encounter?

☐ Yes
☐ No
☐ Don't know
☐ No answer given

If yes:

a) Was the victim injured or just threatened?_____
_____

b) How many assailants were there?_____
_____

c) How was the victim injured/threatened?

i) Physical assault/strong arm (no weapon involved)
ii) With a knife
iii) With a club/stick
iv) With a pistol
v) With a rifle
vi) With a shotgun
vii) With an automatic rifle
viii) With an explosive device
ix) Other_____

14. Compared to one year ago, do you think that the number of weapons in your neighbourhood has changed?

☐ The number has decreased
☐ The number has increased
☐ The number has stayed about the same
☐ Don't know
☐ No answer given

15. Who typically owns the weapons where you live?

☐ Men and women alike, young and old
☐ All men
☐ Only older men
☐ Only younger men
☐ Women may own guns when men are absent
☐ No-one has them
☐ Other
(Specify)_____
_____

16. More specifically, who are these individuals?

☐ Criminal groups
☐ Businessmen
☐ Politicians
☐ In households
☐ Among ex-combatants
☐ Other (specify)_____
_____

☐ Don't know
☐ No answer given

17. What is your personal assessment of the average number of weapons that people have in their households?

☐ One
☐ Two
☐ Up to three
☐ Three to five
☐ More than five
☐ Don't know
☐ No answer given

18. To the best of your knowledge, are the people who own a weapon aware of the safety measures to store and use them properly?

☐ Yes
☐ No
☐ Don't know
☐ No answer given

19. Compared to one year ago do you believe that weapon owners are adopting safe behaviours?

☐ More often
☐ Less often
☐ About the same
☐ Don't know
☐ No answer given

20. In your personal opinion, what is the most common reason for the people in your local area to keep a weapon?

☐ Personal protection
☐ Protect property
☐ Protect community
☐ Political security
☐ Work
☐ Sport shooting
☐ Hunting
☐ Valued family possession
☐ Tradition
☐ Surplus from war (where applicable)

❑ Other (specify)_____
_____

❑ Don't know
❑ No answer given

21. Do you think people possess weapons because they fear...

❑ Crime?
❑ Their neighbours?
❑ Future conflict?
❑ Security forces?
❑ Other ethnic groups?
❑ No answer given
❑ Other
(Specify)_____
_____

22. Given the opportunity to acquire a weapon legally, would your household choose to do so?

❑ No, this household would not acquire a weapon (go to a))
❑ Yes, this household would acquire a weapon (go to b))
❑ Don't know
❑ No answer given

a) What is the main reason your household would NOT choose to own a weapon?

❑ Don' like guns
❑ Dangerous for the family in the house (i.e. children)
❑ Don't need one
❑ Dangerous for the community
❑ Don't know how to use one
❑ Afraid
❑ Only women in the house
❑ Licence too costly/difficult to obtain
❑ Don't have the means to properly store a weapon
❑ Other (specify)_____
_____
❑ Don't know
❑ No answer given

b) What is the main reason your household would acquire a weapon legally?

❑ To protect myself/my family
❑ To protect my property
❑ To contribute to overall safety of my local area
❑ For political reasons
❑ I have a high-risk job
❑ Because a lot of people have weapons
❑ Family tradition
❑ Sport shooting
❑ Hunting
❑ Other (specify)_____
_____
❑ Don't know
❑ No answer given

23. Does your household own a weapon?

❑ Yes
❑ No
❑ No answer given

24. If there were an announcement of an amnesty to allow the public to surrender illegal weapons without punishment, do you think that such an initiative would be:

❑ Likely to be very successful
❑ Likely to have some success
❑ Likely to be unsuccessful
❑ It depends (for example on the situation at the time and the type of collection scheme)
❑ Don't know
❑ No answer given

25. Who should collect the weapons in an amnesty?

❑ Ministry of Interior
❑ Ministry of Defence
❑ The international community
❑ Non-governmental organisations
❑ No answer given

26. In your opinion, what would be the best approach to motivate people in your local area to voluntarily surrender illegal weapons?

❑ People would be willing to do it today with no conditions
❑ Improvement of the economic situation of the local area
❑ Proclamation of an amnesty
❑ Offering cash for weapons
❑ If there was less crime
❑ If there were more sever penalties for illegal weapons possession
❑ In return for community development projects (i.e. improve local infrastructure)
❑ Entry into a competition for prizes (lottery for car, furniture, scholarships)
❑ If police were less aggressive
❑ If police were more effective
❑ None of these
❑ Other (specify)_____
_____
❑ Don't know
❑ No answer given

27. Do you believe that national/local authorities are taking the issue of SALW more seriously compared to one year ago?

❑ Yes
❑ No
❑ Don't know
❑ No answer given

The questionnaire is now finished. Thank the respondent for his/her time and move on.

Notes and explanations of the sample KAP questionnaire

The questionnaire is based on the example of a programme with the following objectives and promoting the following messages to the target audiences as outlined below.

OBJECTIVE	PRIMARY AUDIENCE	KEY MESSAGE[74]
To facilitate a process by which the at-risk groups (e.g. teenagers and schoolchildren) of the community are encouraged to analyse their own behaviour, identify the factors affecting their behaviours; and adopt safe behaviours around SALW	**Community population, especially high risk groups**	■ Weapons are not for fun. You must not play with them. Stay away from weapons. They are dangerous for your life ■ Some still think it's cool to have a gun, but the time of gunmen is over ■ To be without guns is cool, it shows confidence in yourself ■ You can't be cool and have weapons at the same time
To facilitate the response of alternatives to the 'culture of violence'	Community population	■ All weapons, ammunition and explosives are dangerous. They are designed to kill ■ Do not take a weapon. If you already have one, do not use it ■ Do not abandon weapons in public places and put others, especially children, in danger
To encourage other organisations to recognise the SALW problem in the planning of their activities	Development and humanitarian organisations	■ All arms kill. Act against them. This is the biggest challenge for our society. We need your help ■ Show you love your family and country by joining the fight against illegal weapons – enrol now
To raise awareness of the SALW problem in village A and to increase knowledge of safety measures when handling/storing weapons	Weapon holders	■ Whenever picking up a weapon, assume that it is loaded and dangerous. Never touch the trigger ■ Make children safe from your weapons – keep them unloaded and locked
To raise awareness of the dangers for community of having weapons at home to influence weapons surrender	Women	■ Weapons at home can kill your child, your husband and your future
To support community leaders in raising the awareness of people about the SALW dangers	Religious leaders	■ Civil society leaders have a responsibility to fulfil. You should play your role in the weapons collection campaign ■ All religions promote love and peace – help the community to abandon guns
To provide the public with timely and accurate information regarding the exact terms of a national SALW Control intervention	Community-wide	■ Between 1st March and 30 September there will be a national amnesty for those surrendering illegal weapons, ammunition or explosives. ■ To receive tickets and compete in the national SALW lottery, you must surrender at least one illegal weapon.

[74] The questions formulated in the questionnaire are mostly based on the assumption that the messages outlined in this column are the ones being promoted as part of the Awareness programme in example community 'A' (see tables 7, 8 and 15).

Each individual SALW Awareness programme will have its own specific objectives against which progress should be measured, it will target different specific audiences, and it will operate within a particular, unique set of circumstances. The precise questions asked in surveys and interviews should be focused on gathering evidence that determines the extent to which the specific programme objectives have been achieved. However, in order to determine the efficiency and effectiveness of any SALW Awareness strategy, the fundamental questions are likely to be the same in all circumstances. They are:

Activities

- Are the messages being promoted the right ones?
- Are the messages being promoted reaching the right people (target groups)?

Outcomes

- Are there any signs that knowledge, attitudes and beliefs are changing?
- Are there any signs of changes in practice or behaviour?

Impact

- What has been the impact of the intervention, in terms of changes in the security situation, reduction in casualties, etc?

Based on the need to explore these five fundamental questions, the table below explains why the questions in the example questionnaire were used, indicating with a star the particular area of enquiry that each question is designed to explore. The table shows that, taken together, the mix of questions asked gives information across all the range of areas to be considered within the monitoring and evaluation process:

	ACTIVITIES		OUTCOMES		IMPACT
	Are the messages being promoted the right ones?	Are the messages being promoted reaching the right people?	Are there any signs that knowledge, attitudes and beliefs are changing?	Are there any signs of changes in practice or behaviour?	What has been the impact of the intervention, in terms of changes in the security situation, reduction in casualties, etc
1. Compared to one year ago, how do you think that the levels of security in your community have changed?				*	*
2. Do you believe that possessing weapons makes you safer or less safe?			*		
3. How do weapons change the standard of living/economy of a community?			*		
4. Where have you heard weapons discussed in the last 12 months?		*			
5. Which of the following messages about handling and storing weapons and ammunition are you familiar with?	*	*			
6. To which of the following did those messages relate?	*	*			
7. How persuasive would people in your community find the following messages?	*	*			
8. Can you suggest another message about weapons that would make people aware of the dangers of weapons?	*	*			
9. How would you describe the number of weapons in your community?				*	
10. Do you think there are too many guns in your local area?			*		
11. What do you think about shooting….?			*	*	
12. Have you heard gunshots in the last six months?				*	*
13. Has anyone in your household ever been threatened with a weapon or been a victim of a violent encounter?				*	
14. Compared to one year ago, how do you think that the number of weapons in your neighbourhood has changed?				*	*

	ACTIVITIES		OUTCOMES		IMPACT
	Are the messages being promoted the right ones?	Are the messages being promoted reaching the right people?	Are there any signs that knowledge, attitudes and beliefs are changing?	Are there any signs of changes in practice or behaviour?	What has been the impact of the intervention, in terms of changes in the security situation, reduction in casualties, etc
15. Who typically owns the weapons where you live?					
16. More specifically, who are these individuals?				*	
17. What is you personal assessment of the average number of weapons that people have in their households?					
18. To the best of your knowledge, are the people who own a weapon aware of the safety measures to store and use them properly?		*		*	
19. Compared to one year ago, do you believe that weapon owners are adopting safe behaviours?				*	*
20. In your personal opinion, what is the most common reason for people in your local area to keep a weapon?			*		
21. Do you think people possess weapons because they fear...					*
22. Given the opportunity to acquire a weapon legally, would your household choose to do so? Why?			*		*
23. Does your household own a weapon?					
24. If there were an announcement of an amnesty to allow the public to surrender illegal weapons without punishment, do you think that such an initiative would be...		*	*	*	
25. Who should collect the weapons in an amnesty?	*				
26. In your opinion, what would be the best approach to motivate people in your local area to voluntarily surrender illegal weapons?	*	*			
27. Do you believe that national/local authorities are taking the issue of SALW more seriously compared to one year ago?					*

Questionnaire for school children[75]

Please, answer ALL THE QUESTIONS in the questionnaire by ENCIRCLING ONLY ONE OF THE OFFERED ANSWERS.
_____

1a. Year of birth   _____
                                          (Please specify)

2a. Municipality of residence   _____
                                          (Please specify)

3a. Qualifications of parents

Father	a) Elementary	b) Secondary	c) College	d) University	e) M.A.	f) Ph.D.
Mother	a) Elementary	b) Secondary	c) College	d) University	e) M.A.	f) Ph.D.

4a. Marital status of parents   a) Married   b) Divorced   c) _____
                                                                                    (Please specify)

5a. Marks in the previous grade

a) Not acceptable   b) Acceptable   c) Good   d) Very good   e) Excellent

1. Do you believe that there is a large quantity of firearms in your town?
- ❑ Yes
- ❑ No
- ❑ Don't know

2. Do you believe that people who possess arms have a licence for them?
- ❑ Majority have a license
- ❑ Majority do not have a license
- ❑ The number of those who have a licence and those who do not have is the same
- ❑ Don't know

3. If you know, please, name a type of firearm (one or more)?
(Please specify)_____
_____

4. Have you ever held a firearm?
- ❑ No
- ❑ Yes, only once
- ❑ Yes, several times

5. Have any of your school friends brought firearms to school?
- ❑ No
- ❑ Yes

If yes,
a) How did you feel in that situation?
- ❑ I was not there
- ❑ I was uncomfortable and frightened
- ❑ I was not interested
- ❑ I was curious and I wanted to see

b) Has that school friend been reprimanded for bringing it in?
- ❑ It was discovered, he/she was reprimanded
- ❑ It was discovered, he/she was not reprimanded
- ❑ It was not discovered

6. Have you been in a situation when firearms were used during festivities?
   [You may circle more than one answer]
- ❑ Wedding
- ❑ Farewell
- ❑ Childbirth
- ❑ Party/birthday party
- ❑ Sports victory
- ❑ Other (specify)_____

If yes,
a) How did you feel then?
- ❑ I was very frightened
- ❑ I was uncomfortable
- ❑ It did not matter
- ❑ It was interesting
- ❑ I enjoyed it and I was shooting too

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[75] Used in the study 'Small arms problems in Belgrade – a survey of young people's knowledge and attitude' by Balkan Youth Union, and published by SEESAC 2003. Subsequent research conducted by SEESAC (see study reports on the SEESAC website, www.seesac.org, for Study Reports) questioned the methodology of this survey and stressed the need to ensure that the express permission of the Ministry of Education is obtained before any work is carried out in schools.

7. What do you think about shooting during festivities and on similar occasions?

- ❑ It is part of our tradition, and it should be preserved
- ❑ It is part of our tradition, but punishment should be introduced
- ❑ It is not a part of our tradition and there should be punishment
- ❑ It is not part of our tradition, but we should preserve it

8. Do you know anyone who has been injured by firearms (at a party, while playing, fighting, or in a similar situation)?

- ❑ No
- ❑ Yes, he/she was wounded
- ❑ Yes, he/she was killed

9. Have you ever thought that there is a possibility of getting hurt if you go to certain public places?

- ❑ I do not think about it
- ❑ I think one should be more careful
- ❑ I do think about it, and I avoid risky places

10. Are there firearms in your household? [you may circle more than one answer]

- ❑ No
- ❑ Yes, there are trophy firearms, old family arms
- ❑ Yes, there are hunting and sports firearms
- ❑ Yes, there are firearms for self protection
- ❑ Yes, there is other than the above
- ❑ Don't know

If yes, do you know where it is kept?

- ❑ No
- ❑ Yes, but I have never taken it
- ❑ Yes, I have taken it

11. Has there ever been shooting in your household during festivities?

- ❑ No
- ❑ Yes

12. Has anyone in your household or your neighbourhood been threatened with firearms?

- ❑ No
- ❑ In your household
- ❑ In your neighbourhood
- ❑ Yes, in the household and in the neighbourhood

13. Have you personally been threatened with a firearm?

- ❑ No
- ❑ Yes

14. Have you witnessed a killing or wounding?

- ❑ No
- ❑ Yes

15. In your opinion, accidents with firearms happen because:

_____
_____

(for example, carelessness, intoxication – alcohol or drugs, boasting, psychological conditions - trauma, games, conflict/argument, ignorance/lack of training, irresponsibility, money owed, external factors (faith, coincidence, political problems), to inflict damage on others or other)

16. In your opinion, why do people possess or carry arms, in the first place?

_____
_____

(conflict, psychological conditions, ignorance or incompetence, legitimate reason – work, hunting, sport, festivities, other)

17. In your opinion, is there a situation in which it is justifiable to use or carry arms (other than hunting, sports and official use [military, police]...)?

_____
_____

(self-defence, self-protection, in case of burglary or assault, festivities, etc)

18. Would you like to have a presentation on the dangers of the firearms possession in your school?

- ❑ No
- ❑ Yes

19. Do you believe that the following institutions should deal with this issue?

- ❑ Police
- ❑ Media (TV, radio, newspapers, Internet)
- ❑ Judiciary
- ❑ Military
- ❑ School
- ❑ Family

20. Do you believe that the quantity of arms in the possession of private citizens should be reduced?

- ❑ No
- ❑ Yes
- ❑ Don't know

21. Would you support an activity which might resolve this problem?

- ❑ Actions such as these are not needed
- ❑ No, I am not interested
- ❑ I don't know, I haven't thought about it
- ❑ I support actions such as these, but I wouldn't take an active part in them
- ❑ I am interested to take part in such actions

22. In your opinion, is it, and to what extent, dangerous to participate in campaigns which aim to reduce numbers of small arms?

- ❑ Not dangerous at all
- ❑ There is a certain risk
- ❑ There is a substantial risk
- ❑ It is extremely dangerous
- ❑ Don't know, I cannot tell

Questions for teachers[76]

1. What is the most effective source of information for children?
2. Can you remember a particular thing which children found stimulating/talked a lot about afterwards in the last six months?
3. Is there a problem with violence amongst schoolchildren and/or young people where you work?
4. Is this related to the presence of weapons in the community?
5. What could be done to address this problem in the school/home/community?
6. If you were asked to sum up safe behaviours around weapons, what would you say?
7. How often do you talk about attitudes to weaponry at your school?
8. Do you ever offer risk education about attitude to weaponry?
9. Do you often talk to children about attitudes to weaponry at your school?
10. 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?
11. What would be the best way to teach children about the dangers of SALW?
12. Do you think parents would be willing to cooperate with a project to increase safe behaviours and reduce violence among schoolchildren/young people? How would you try to establish this cooperation?

When to use questionnaires

■ When working with local communities, no single information gathering should be relied on in isolation, because the resulting information will tend to be of low quality. Techniques should be deployed as part of a wider approach devised in conjunction with the community and community representatives.

■ Questionnaires can be used at all stages of information gathering, from the feasibility study to the monitoring and evaluation stages. As with all information and data collection techniques, repeated exercises at different stages of the programme cycle may help give useful insight into how things are perceived to have changed during the course of the intervention

■ No technique in isolation will provide all the data and information necessary in order to make informed judgements about the appropriate design of a SALW Awareness programme or its progress towards achieving its objectives. Each information gathering technique should be used in conjunction with others (both quantitative and qualitative).

Guidelines on using questionnaires [77]

Brief guidelines for collecting information and data through this technique are outlined below, broken down into 3 stages: design, collection and analysis.

Design stage

■ Based on your project objectives and indicators, decide what information your questionnaire should be designed to gather.

■ Design the questions, incorporating the following guidelines on framing the questions:

TIP	EXPLANATION
1. Make sure that the overall mix of questions covers the whole range of areas you wish to gather information about	As in the example questionnaire, ask questions that will help you answer the following questions: • Are the messages being promoted the right ones? • Are the messages being promoted reaching the right people? • Are there any signs that knowledge, attitudes and beliefs are changing? • Are there any signs of changes in practice or behaviour? • What has been the impact of the intervention, in terms of changes in the security situation, reduction in casualties, etc.

[76] Taken from Study Report 'SALW Awareness in Schools – Towards a National Curriculum', SEESAC, February 2005. http://www.seesac.org/reports/st_reports.htm

[77] It is very difficult to design and implement a statistically valid questionnaire (see box below). The alternative approach (used here) is to strive to make the findings as statistically accurate as possible and then look for trends that may corroborate findings from other sources.

TIP	EXPLANATION
2. Use one questionnaire for all target groups	Even where the programme involves different strategies for different groups, with different key messages, it is best to construct one questionnaire that can be asked of everybody. At the analysis stage, the answers can be broken down by target audience and the results compared and contrasted
3. Make the questionnaire as short as possible	If the questionnaire is too long, people will be reluctant to answer the questions. In a street survey, for example, anything over 5-10 minutes is probably too long. At household level, 45 minutes is probably the maximum
4. Ask mainly 'closed' questions, not 'open' ones	Although 'open' questions (where respondents are invited to answer in any way they choose) allow people to express themselves, people respond more quickly and more easily to closed questions (those with 'yes/no' or multiple-choice answers). Specialist training is also required for the analysis and categorisation of answers to 'open' questions
5. Watch out for bias in the questioning	Eliminate any leading or loaded questions and avoid language which has value judgements
6. Be as specific as possible when framing the questions	Rather than asking, "Has the situation improved?" ask, "Has your own security situation improved compared to one year ago?" (or another appropriate timescale)
7. Questions must be simple and never include more than one issue	For example don't ask, "Do you believe that weapons holders are taking the issue of SALW more seriously and would be more willing to participate in a collection scheme now than one year ago?"
8. Think about including 'control' questions	In the example given, question 7 could include a 'control' – a message that was not actually used during the programme. Inserting it into the questionnaire can help to help establish how reliable people's responses are. People's stated recognition of this message can be compared to their stated recognition of the messages actually used. We can only say with confidence that the key messages have actually reached target audiences if respondents' level of recognition is higher for the messages actually used during the programme than it is for messages that were not used
9. Avoid asking questions that you suspect people may not answer truthfully	Even in anonymous surveys, respondents will tend to give answers that they believe to be 'socially desirable'. Be aware that in some sensitive areas they may simply be telling you what they think you want to hear, or what their community would expect them to say.
10. Avoid constructing questions based on assumptions that may not find wide support	For example, the question "Do you believe that there are valid alternatives to the prevailing culture of violence?" assumes that a culture of violence already exists. This sort of assumption may not be widely shared by respondents
11. Avoid phrasing questions in ways which may make the meaning of the answers unclear	For example, any answers to the question, "Has the weapons collection initiative lived up to your expectations?" will be meaningless unless the respondent's own level of expectation is itself made explicit

- Identify the sample – that is the people who will answer your questions. The group you choose should be typical (representative) of your overall Awareness programme's target population as possible.

- Decide on the sample size (generally speaking, the bigger the sample, the more accurate the results).

- Choose the sample group, this can be done by:
    - **Systematic sampling:** this is where sample units are selected at regular intervals (e.g. approach one household in every ten).
    - **Quota sampling:** where each interviewer is given a quota of certain types of people, defined by characteristics like age, ethnicity or sex, to interview, (e.g. men over 21 years old).

Data Collection

- Pilot the survey to find out if questions are focused and understood by respondents in the ways intended. Key issues to test for include: whether respondents can understand the language used, coherence, cultural compatibility with target respondents, and time taken to complete the questionnaire. Make any necessary changes.

- Make sure interviewers can speak to the target groups – e.g., women to women, older men to men, etc.

- Train interviewers to ask questions in a correct and consistent way.

- You may need to prepare the ground among the target group by establishing rapport in the community before carrying out the survey. Another possibility is that field-staff find respondents want to talk with them for some time before the questionnaire begins, to 'test' their motivation.

- Make it clear to all respondents at the beginning of the questionnaire that their identity will be kept secret and that the exercise is designed to help them and the community.
- Conduct the interviews.

Analysis stage

- Unless employing a market research company, the data gathered from a questionnaire is unlikely to be statistically significant (see box below). Results from a self-conducted survey, however, can be interpreted as being indicative of opinion amongst the target groups.

- Data should be analysed in a way that matches programme strategy and relates to programme objectives. For example, you may want to know what percentages of the target population know certain things about SALW. Or, what percentage of them says they behave in certain ways (e.g. handling weapons safely). Alternatively, you may want to see if there are any interesting relationships between different variables (e.g. age and attitudes to weapons possession). See the notes below on cross-tabulating results of different questions.

- Repeating the questionnaire over time (at intervals) allows you to track changes over time. If a trend is noticeable – and if other evidence backs up this suggestion – then it may be reasonable to conclude that your programme has had certain results.

Analysing questionnaire results: an example of cross tabulating findings

During the implementation phase of a programme, different groups will be targeted with different messages. In the surveys, interviews and discussions that follow, a sample of people from those target groups should be asked:

a)   if they have heard the core messages, and

b)   if, having heard the messages, the knowledge, attitudes and behaviour of those people have changed.

In the example questionnaire cited above, cross-tabulating the answers to questions 2 and 7 would reveal this kind of relationship (see cross-tabulation example below). Supposing that results from the following question (part of Q7) were as follows:

How persuasive do you find the following message? **"Weapons at home can kill your child and your hope for the future. Talk to your neighbours and your friends and help spread the message."**		
Very Persuasive	173	55%
Slightly persuasive	0	0%
Neither persuasive nor unpersuasive	38	12%
Slightly unpersuasive	0	0%
Very unpersuasive	103	33%
TOTAL	314	100%

And that results from Q2b were as follows:

Do you believe that possessing weapons makes you safer or less safe as a family?	**TOTAL**	**%**
❑ **Safer**	88	28%
❑ **Less safe**	96	31%
❑ **Makes no difference**	67	21%
❑ **Don't know**	28	9%
❑ **No answer given**	35	11%
	314	100%

Cross tabulating these two sets of results would give the following:

Do you believe that possessing weapons makes you safer or less safe as a family?	"Weapons at home can kill your child and your hope for the future. Talk to your neighbours and your friends and help spread the message."					
	Very persuasive	%	Very unpersuasive	%	Neither persuasive nor unpersuasive	%
❑ Safer	34	20%	44	43%	10	26%
❑ Less safe	78	45%	9	9%	9	24%
❑ Makes no difference	26	15%	33	32%	8	21%
❑ Don't know	12	7%	10	10%	6	16%
❑ No answer given	23	13%	7	7%	5	13%
Total	173	100%	103	100%	38	100%

Such results would show that:

- 45% of those who had heard the message about weapons at home being dangerous now thought that having weapons about home made their family less safe. This compares with only 9% of those who hadn't heard the message who think the same.

- Similarly, only 20% of those who had heard the message now felt that possessing weapons made their family safer, whereas 44% of those who hadn't heard the message believed this.

It would therefore probably be reasonable to conclude that:

- The message was widely heard (by 55% of the sample).

- Exposure to the message has strongly affected the attitudes of the respondents – specifically it made them more inclined to think that weapons possession decreases family safety.

Using specialist support to secure statistically significant data[78]

As noted above, it is very difficult to produce statistically significant data[79] without the support of a professional market research company. However, all national SALW Surveys should be conducted in partnership with organisations capable of achieving statistical significance. The main hurdles are as follows:

- Identifying the sample: Organisations that cannot obtain an up-to-date sampling frame (that is, an accurate breakdown of the demographic composition of the target population, perhaps provided by a reliable electoral roll, will find this exceptionally difficult. Once the sampling frame has been established, a sophisticated understanding of sampling techniques is needed (in order to select a sample group which is representative of the whole). Implementing the survey within the same parameters also requires specialist skills. [80]

- Designing the questions: eliminating bias and ensuring that questions are asked in ways that elicit meaningful responses can be more difficult than it might first appear, particularly when you are asking about attitudes and intentions.

- Analysing the data: at this stage, it would be necessary to use the skills of someone who has the statistical knowledge to understand concepts such as standard deviation and standard error.

Where programme staff do not have the capacity to gather statistically significant data themselves employing a professional market research company will be necessary to ensure full statistical validity is achieved. The alternative is to try and replicate robust statistical techniques with the knowledge that full validity is unlikely to be achieved. This is an acceptable 'second best' approach, provided the research report clearly indicates that the survey results do not have full statistical validity.

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[78] For a more detailed explanation of conducting social research through surveys, see, for example, Social Survey Methods by Paul Nichols (91), Oxfam Publishing.

[79] Statistical significance relates to whether any difference in data signifies something real as opposed to being merely the result of chance variation.

[80] For a fuller introduction to sampling techniques, see, for example, http://www.stat.lsu.edu/faculty/moser/exst7012/intro.pdf.

Annex K - Using interviews and focus groups, examples and guidelines[81]

When to use interviews and focus groups

- When working with local communities, it is true for all information gathering methods that, if deployed in isolation, the quality of the information gathered will tend to be of relatively low quality. Techniques should be deployed as part of a wider approach devised in conjunction with the community and community representatives.

- Interviews and focus groups can be used at all stages of information gathering, from the feasibility study to the monitoring and evaluation stages. As with all information and data collection techniques, repeated exercises at different stages of the programme cycle may help give useful insight into how things are perceived to have changed during the course of the intervention.

- No technique in isolation will provide all the data and information necessary in order to make informed judgements about the appropriate design of a SALW Awareness Programme or its progress towards achieving its objectives. Each information gathering technique should be used in conjunction with others (both quantitative and qualitative).

Guidelines on using interviews and focus groups

Brief guidelines for collecting information and data through this technique are outlined below, broken down into 3 stages: design, collection and analysis.

Design stage

- Based on your project objectives and indicators, decide what information you want to gather. In all cases, make sure to collect information about the informant that is likely to be statistically significant (i.e. age, sex, location, ethnicity).

- Agree on who should be interviewed, or who should participate in the focus group:

  - Interviewing and discussions can take place one to one or with small groups (ideally of 4-8 people).

  - If you have the resources available, it is often better to set up a number of different group discussions, each one comprising homogeneous groups that are different from each other (e.g. interview a group of women separately from a group of men).

- Design a set of broad questions that will help focus discussion on the areas of greatest interest (see example questions below).

Information collection stage

- Recruit participants from the target groups identified.

- Recruit a (neutral) transcriber or record the interviews/focus groups.[82]

- Secure permission from those involved to publish/use the results.

- Conduct the interviews/focus groups – the facilitator should seek to guide the discussions using broad, open-ended questions, using a checklist for guidance.

Analysis stage

Information gathered in this way helps provide a deeper understanding of the situation. But, it needs to be interpreted carefully. One systematic way to analyse the findings is to:

- Summarise the main points made in each interview or discussion.

- Note the points most frequently made, or the arguments most commonly advanced for or against a particular issue.

- Identify any variation between the overall comments of different groups of people (such as women and men, young and old).

- Prioritise the information and produce a summary, including direct quotes that back up the points you are highlighting.

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[81] Refer to 'A Manual for the Use of Focus Groups' by the International Nutrition Foundation for Developing Countries on SASP CD-ROM for more extensive advice.

[82] It is easy for interviewers to draw their own conclusions during an interview about the individual being interviewed, which introduces a bias in the information that is recorded. Where possible, the words of the interviewee should be recorded verbatim.

Annex L - Conducting a needs assessment[83]

A needs assessment is the systematic collection and analysis of information, which can help to identify more precisely the populations at risk, the extent of the risk and an appropriate SALW Awareness strategy.

Necessary steps

1. Establish an inter-sectoral working group: possible team members include representatives from relevant government ministries, leading NGOs and religious groups, professionals such as teachers, health workers and journalists, representatives from marketing and advertising companies, researchers, and representatives from other donors and international organizations.

2. Establish the scope of the problem: what is the impact of the SALW problem in the community?

   ■ What is the magnitude and geographic focus of the problem?

   ■ Who is affected and therefore who should be targeted?

   ■ How are people affected?

   ■ What is likely to induce behavioural change and who will be most likely to alter their behaviour?

   ■ What are the circumstances in which people are injured?

   ■ What leads to risk-taking behaviour?

   ■ What are the ways in which people communicate and learn?

   ■ Have previous or existing responses been appropriate?

3. Determine the context in which the Awareness will take place:

   ■ Statistics about victims (differentiated by age, gender, ethnicity, status – civilian, combatant, refugee, etc., activity of individual at time of accident, location of accident, and date of accident).

   ■ Types of SALW in circulation.

   ■ Population statistics (size, demographic make-up, sub-groups, etc.).

   ■ Levels of education (including literacy rates).

   ■ Political and historical context (including history of conflict where applicable).

   ■ The situation in the country in terms of existence of humanitarian agencies, whether it's a post-conflict or conflict environment, the level of development, etc.

   ■ Communication channels: languages, dialects, oral traditions and traditional media; traditional systems of education and materials and communication methods familiar to the population.

   ■ The National Strategy for SALW and other SALW Awareness initiatives - previous, ongoing or planned, in the country or outside the country.

   ■ Identify the local coping strategies for dealing with the SALW problem.

   ■ Determine the resources available locally, in the area where the Awareness will take place as well as amongst agencies and organisations in terms of funding, personnel, training and logistics.

4. Identify all relevant information sources (see Annex N for a detailed overview of sources): be sure to gather data at the community, district and national level and in particular from hospitals, humanitarian and development agencies and organisations, government departments and local authorities. In addition consider the following:

   ■ Gather all communication materials from previous or ongoing SALW Awareness initiatives: examine who the target groups were for these materials; list the objectives of the materials; read reports (if available) on the use of these materials and; if possible test these materials.

   ■ Review all available research on SALW Awareness initiatives, looking out for: evaluation reports of SALW Awareness initiatives; reports on current practices and habits among the public vis-à-vis SALW; the cultural values of people

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[83] Taken from 'International Guidelines for Landmine and Unexploded Ordnance Awareness Education', UNICEF, 1999, http://www.unicef.org/emer/index_landmines.html and 'Communication in Mine Awareness Programmes', Geneva International Centre for Humanitarian Demining, 2002.

(religious practices, codes of conduct, how are different age groups and genders perceived, etc.) and traditional behaviours and practices that may hinder or facilitate SALW Awareness initiatives.

5. Develop methodologies for data collection, which will be determined by:

   ■ The questions that programme designers need answering.

   ■ What information is lacking (with a view to developing 'ideal' and 'feasible' behaviours related to SALW), including:

     ▪ Data that describes people's current practices concerning their daily lives and behaviours associated with SALW;

     ▪ How people feel about alternatives in their day-to-day lives;

     ▪ Who the leaders are in each community and the type of leader from whom people would accept advice with respect to safe behaviour;

     ▪ What current practices are related to the problem;

     ▪ If there are any similarities to the ideal behaviours being performed;

     ▪ What consequences are generated by current practices;

     ▪ What current practices/behaviours should be encouraged and expanded;

     ▪ Whether target groups perform any competing behaviours;

     ▪ Which practices/behaviours need to be modified;

     ▪ Which practices/behaviours need to be changed altogether and;

     ▪ Whether target groups have the skills and resources necessary to perform target behaviours.

   ■ What resources are available for the assessments (human, financial and logistical).

   ■ Issues of accessibility and security.

6. Carry out data collection following the steps listed below:

   ■ Sampling – select a sample group whom you intend to gather data from and ensure it is representative in terms of its size and characteristics (a rule of thumb is five percent of the target audience).

   ■ Designing questionnaires or interviews (see section b) below for a detailed example):

     ▪ Questions should be either structured (Yes or No responses) or semi-structured (open-ended).

     ▪ Questions should be phrased so as to measure skills, knowledge, attitudes and behavioural change.

     ▪ Questions should be easy to understand, culturally sensitive and specific, and should not prejudice the response.

   ■ Pre-testing – the questionnaire/interview and the interview methodology must be pre-tested to ensure that the intended information is obtained and the respondents understand the questions being asked. Interviewers must be trained to observe, ask questions and record information according to a predetermined, standard pattern.

   ■ Carrying out interviews – seek the permission of the respondent, declare the purpose of the interview, identify the agency responsible for authorising the interview process, and explain that the identity of the interviewee will remain confidential.

7. Store the data in a well-managed database.

Example of a needs assessment interview[84]

Questions relate to SALW incidents in the community, and what should be done to prevent them in the future.

Guiding questions for community-level assessment

1. Do you know of the existence of any weapons in the community?

2. How do they affect you in your day-to-day life?

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[84] Modelled on the Mine/UXO Awareness Education Needs Assessment for Kosovo, developed and conducted in August 1999 by the Kosovo Mine/UXO Awareness Education Task Force (UNICEF, ICRC and the Mines Advisory Group). These semi-structured interviews were conducted in three villages where mine/UXO accidents had occurred and in hospitals where mine-injured victims were being treated.

3. How do you know about this problem in [country/name of area]? From where did you get the information? How big do you think the problem is? How close is it to you? How do you think it affects the people in [country/name of area]?

4. Do you know of any incidents related to weapons in this area? Who was affected? What happened, precisely?

5. Was (were) the person(s) involved in the accident aware of the risk of playing with the weapon?

6. If the person was aware of the risks involved, why was 'safe behaviour' not practiced?

7. Do you think that this incident could have been avoided? And how?

8. What would you suggest in order to make sure that these incidents do not occur anymore?

9. What can be done at the community level? How can we help you to help yourself?

10. Who should be involved, at the community level, to ensure that everybody is informed and acts upon the information given?

11. Is there a person responsible for SALW awareness within this community?

12. Has anybody been trained, within his community, as a SALW trainer? What about the teachers? Has (have) this (these) person(s) trained all community members? Children?

13. Have materials been distributed within the community? What kind of materials? When? Are the materials still available?

Guiding questions for children/youth/adults involved/injured in SALW incidents

1. Can you tell us what happened, exactly? When? Where? What were you doing?

2. Did you know that the weapon was dangerous? How much did you know? Where had you received the information?

3. Did someone encourage you to play with the weapon? Friends? Colleagues? What made you decide to risk it?

4. What do you think we should tell children/youth/adults to avoid occurrence of similar incidents?

5. How could the accident have been prevented? What kind of information would have been needed? What else?

6. What else can be done to help other children/youth/adults avoid these accidents?

7. Would you be willing to help other children/youth/adults to avoid these kinds of accidents?

8. How would you like to contribute to this effort?

Some additional guiding questions for discussions with teachers/school directors[85]
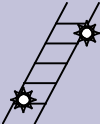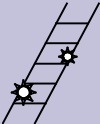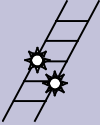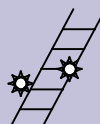
1. What do you know about the SALW problem in [*country/name of area*]?

2. What do you think about SALW awareness programs for children/youth?

3. How do you think that a SALW awareness program should be set up?

4. What kind of training/re-training is needed?

5. What kind of materials would be needed to support the training?

6. What kind of specific materials for children?

7. How can this program be made sustainable and owned by the community?

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[85] SEESAC research into the issue of Children, Education and SALW advises against awareness programmes, and in particular risk education, for children in schools, until such time as existing programmes have been properly evaluated. Children should not be targeted because they are vulnerable to accidents involving small arms, rather programmes should only be developed with children if youth crime involving small arms is identified as an issue, which it currently is not according to available information in SEE.

Annex M - Example participatory techniques (ladder exercise) and guidelines for use

The 'ladder exercise' is just one example of a participatory tool. It can be done individually and then discussed in a group, or the group can debate the issues until consensus is reached. Once the assessment has been made, this can form the basis for a wider discussion regarding the factors that have influenced any change, and changes to the current approach need to be made in the future.

INDICATOR	BEFORE AFTER	INFLUENCE OF PROJECT	OTHER FACTORS	COMMENTS ON THE CHANGE
Community knowledge about the dangers of uncontrolled SALW		+ + + +		Where SALW was once a neglected issue, the development and implementation of the Safer Community Plan has brought it to the attention of many different audiences. In particular, women have been vocal in telling their husbands "weapons at home can kill our child". If such a change in behaviour has occurred it would be visible in the different levels of household SALW incident reporting before and after the programme intervention.[86]
Extent of the adoption of safe behaviours		+ +	+ +	Accidental shooting incidents decreased in number. Support from local media for a campaign of public education has also been significant
Proliferation of uncontrolled SALW across the community		+ +	– –	Although the project has been promoting clear messages about weapons ownership, the increased availability of weapons from neighbouring regions has meant that, if anything, the situation has deteriorated
Overall level of security in the community		+ +	+	Even though more weapons are now in circulation, the fact that SALW has risen up the political agenda and is now being taken more seriously by the community and the local authorities means that the perception is that personal and communal safety has diminished[87]

Key: Each rung – from bottom to top – indicates a degree of improvement in the situation

   + = Positive support
   – = Negative factors

When to use participatory techniques

Participatory evaluation involves the use of simple and easily understood tools that help explore the perceptions, priorities and relationships in a particular community. There is a wide range of possible participatory methods to employ, some of which are outlined in brief below. [88] All these methods enable people to analyse their situation for themselves, rather than have it analysed for them (by outside specialists gathering and analysing the data). Such 'auto-diagnosis' allows the community itself to identify what is 'wrong' and what is 'right'.

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[86] See comment in the "when to use" section below about the need to cross-reference findings.

[87] This conclusion represents the findings from this particular exercise; information gathered from other sources (such as statistics on small arms ownership levels and trends) may either reinforce or contradict these findings. Again, this reinforces the need to cross reference findings and highlights the need to interpret all information carefully.

[88] For more details on participatory techniques see Annex D of IFAD's Monitoring and Evaluation Guide available at www.ifad.org/evaluation/ guide/index.htm

- When working with local communities, no single information gathering method should be used in isolation because the information gathered will tend to be of relatively low quality. However, of all the techniques outlined, participatory methods in particular should only be used as part of a long-term approach that seeks to shape the programme in partnership with affected communities. If used as a one-off tool for understanding how the community functions, they are unlikely to be successful, but as part of a wider approach they can help lead to greater community participation in the programme as a whole. It is vital therefore that any such approach should be devised in conjunction with the community and community representatives.

- Using participatory techniques will result in meaningful data only if decisions about which techniques to use, how and when to use them are taken by the community itself and not imposed from outside.

- Participatory approaches can be used at all stages of information gathering, from the feasibility study to the monitoring and evaluation stages. As with all information and data collection techniques, repeated exercises at different stages of the programme cycle may help give useful insight into how things are perceived to have changed during the course of the intervention.

- No technique in isolation will provide all the data and information necessary in order to make informed judgements about the appropriate design of a SALW Awareness Programme or its progress towards achieving its objectives. Each information gathering technique should be used in conjunction with others (both quantitative and qualitative).

Guidelines on using participatory techniques

Brief guidelines for collecting information and data through this technique are outlined below, broken down into 3 stages: design, collection and analysis.

Design stage

- Unlike with questionnaires and discussion groups, the group itself should be given the programme objectives and use them to formulate a statement or question which the exercise can be based around. The group then identifies the information that the exercise aims to gather and the indicators.

- Select tools – again, this should be a group decision about the best technique to employ. Some options include the following:

Information collection stage

There are a number of methods that can successfully be used to ensure maximum community participation. Some are outlined below:

EXAMPLE OF APPROACH	COMMENTS
Diagrams Timelines Pictures Maps	Individually, in pairs, or in small groups, community members can use non-textual tools to express feelings, opinions and beliefs in ways that are visible and easily understood by others: • Maps can reveal how different groups see an area (e.g. where it is safe to go, and where not, or where SALW tend to be visible in the community) • Timelines can show the sequence of events from different perspectives (e.g. every-day activities, or how things have changed in a particular community over a period of years) • Pictures enable people to respond to a particular situation or reveal a vision for the future
Ranking and scoring	One example of a ranking exercise represented visually is the ladder exercise (see example above)
Role plays	During role-play the group enacts scenes that reveal the perceptions, issues and problems of the group in relation to the guiding statement or question which the exercise is organised around. It may be possible to explore different perspectives through this technique if different sub-groups are invited to present their own particular perspectives.

Analysis Stage

- Analysis of findings should be conducted through group discussion.

- Repeated exercises at different stages of the programme cycle may reveal how things are perceived to have changed over time. This should be agreed in advance with the community.

Annex N - Using secondary sources, examples and guidelines

Design stage

- Decide what information you need based on the programme objectives and indicators.

- Identify possible sources.

- Consider the advantages and disadvantages of each, taking into account reliability and accessibility.

Sources to consider include:

Hospital medical records	■ Try the World health organisation for more information and assistance – (http://www.who.int/ violence_injury_prevention/) ■ Or the International Physicians for the prevention of Nuclear war (http://www.ippnw.org/) ■ Ministries of Health
Government ministries	■ Ministry of Defence, Albania (http://www.mod.gov.al/index_angl.htm) ■ 'Farewell to Arms' Croatian MOI SALW Awareness site (http://www.mup.hr/vijesti/kamporuz/ letak.html) ■ Ministry of Information, Macedonia (http://www.sinf.gov.mk/) ■ Office of the High Representative BiH (http://www.ohr.int/) ■ Ministry of Interior ■ Ministry of Justice ■ Ministry of Social Care
UN reports	■ See UN Department for Disarmament Affairs – (http://disarmament.un.org/)
NGO research reports	■ In addition to local NGOs there are many international NGO's producing reports on small arms including: ■ Saferworld (http://www.saferworld.org.uk) ■ International Alert (www.international-alert.org/) ■ Oxfam GB (www.oxfam.org.uk) ■ Amnesty International (http://www.amnesty.org) ■ Human Rights Watch (http://www.hrw.org/arms/) ■ Bonn International Centre for Conversion (BICC) – (http://www.bicc.de/) ■ Others can be accessed via the IANSA web site (www.iansa.org)
Government or international commissions of inquiry	■ Try the UN Department of Disarmament Affairs for UN reports (http://disarmament.un.org/)
Press reports	■ Many media outlets (national, regional or international) have web sites, which can be searched for small arms related stories. The IANSA web site news section and news archive is a good starting point (http://www.iansa.org/news/index.htm) ■ Institute of War and Peace Reporting (http://www.iwpr.net) ■ All others are available from local or national newspapers
Academic research and specialist researchers	■ Federation of American Scientists (http://www.fas.org/) ■ International Physicians for the Prevention of Nuclear War (http://www.ippnw.org/) ■ Jane's Information Group (http://www.janes.com) ■ Norwegian Initiative on Small Arms Transfers (NISAT) (http://www.nisat.org) ■ The Small Arms Survey (http://www.smallarmssurvey.org/) ■ The Stockholm International Peace Research Institute (SIPRI) (http://www.sipri.org/)
Firearms ownership data	■ Police and other licensing authorities.

Internet networks / sites	■ Aim Alternative Information Network (http://www.aimpress.ch/index.htm) ■ Association of Independent Electronic Media (http://www.anem.org.yu/anemnews/indexEn.jsp) ■ Balkan Human Rights Network (http://www.balkan-rights.net) ■ Balkan Human Rights WebPages (http://www.greekhelsinki.gr/bhr/english/index.html) ■ Bosphorous.org (http://www.bosporus.org/) ■ Catalogue of Moldovan NGOs (http://www.ngo.md/index_eng.html) ■ Civil Education Project (http://www.cep.org.hu/countries/see/index.html) ■ Database of SEE Reconciliation Organisations (http://www.see-database.org/) ■ INCORE Conflict Data Service (http://www.incore.ulst.ac.uk/cds/) ■ SEE Europe.net (http://www.seeurope.net/en/) ■ Websites with information on weapons e.g. Jane's ■ Investors' website ■ Cultural library for each country
News agencies and online magazines	■ B92 (http://www.b92.net) ■ Balkans Connection Magazine (http://balkanfire.hypermart.net/index.html) ■ Centre for Peace in the Balkans (http://www.balkanpeace.org/) ■ Centre for South East European Studies (http://www.csees.net/) ■ Macedonia News Information Centre (http://www.makedonija.com/) ■ Macedonian Press Agency (http://www.mpa.gr/?page=english) ■ Media Centre Belgrade (http://www.yumediacenter.com/english/Mlinkovi/mlinke.htm) ■ Reality Macedonia (http://www.realitymacedonia.org.mk/web/firstpage.asp)
Mine action centres	■ BiH Mine Action Centre (http://www.bhmac.org/) ■ Croatian Mine Action Centre (http://www.hcr.hr/index.php?link=aktualnosti&lang=hr) ■ UNMIK Mine Action Co-ordination Centre (http://welcome.to/macckosovo/)
Specialist publications	■ Janes (http://www.janes.com)
Cultural libraries	■
Investors websites	■
Internet search engines	■ Google, Lycos, Yahoo, Hotbot, e.g. (http://www.google.com)
International organisations and projects	■ UNDP Albania's SALW Project (http://www.undp.org.al/salwc/) ■ UNDP BiH's SALW Project (http://www.undp.ba/?PID=25&RID=22) ■ UNDP Croatia's SALW Project (http://www.undp.hr/show.jsp?page=58000) ■ UNDP Kosovo's SALW Project (http://www.ks.undp.org/Projects/ISAC/isac.htm) ■ UNDP Macedonia's SALW Project (http://www.smallarms.org.mk/) ■ SFOR Project Harvest (http://www.nato.int/sfor/opharvest/harvest.htm) ■ SEESAC Databases contain information on numbers of SALW collected and destroyed in SEE and on other major projects (http://www.undp.org.yu/salw/reppar1.aspx), (http://www.undp.org.yu/salw/reppar2.aspx), (http://www.undp.org.yu/salw/reppar3.aspx) ■ SEESAC SALW Surveys page provides access to national SALW Surveys conducted in SEE countries and regions (http://www.seesac.org/reports/surveys.htm) ■ SEESAC Study Reports on Children, Education and Small Arms (http://www.seesac.org/index.php?content=55&section=2)

Information collection

■ Stay focused on the main points you are trying to find information about, familiarise yourself with the relevant body of evidence.

■ Identify distinctive themes and ideas.

■ When contacting organisations try to find the person who is actually responsible for this issue.

Analysis

■ Annotate the data in relation to key themes.

■ Try to verify information by cross-checking.

■ Different organisations may have different beliefs or agendas they want to promote – if you doubt the conclusions, look at the data on which the conclusions have been based.

■ Present a summary of findings, backed up by data where appropriate, always citing the information source.

Annex P - Examples of core SALW Awareness programme messages [89]

Table 19: Messages for stand-alone SALW Risk Education

TARGET GROUPS	TYPE OF SALW RISK EDUCATION MESSAGE
(a) SALW RECOGNITION INFORMATION	
Any/all groups	• See SALW Recognition slides and weapon classification documents on accompanying CD-ROM.
(b) SALW IMPACT INFORMATION	
Any/all groups	General impact • Across South Eastern Europe the uncontrolled proliferation and possession of SALW is: undermining the rule of law; causing tragic daily casualties; fuelling crime and instability; exacerbating tensions; negating security, confidence building measures; and acting as an obstacle to development. [90] Physical impact • SALW can kill or maim a person. Every minute someone is killed by a gun. Maybe you know some of them? [91] • Refer also to Risk Education materials on SASP 3 CD Rom, e.g. 'How Casualties Occur'. Psychological impact • To be maimed by a SALW is a daily struggle. If you are maimed, it can be difficult to carry out your daily activities and earn an income; it can be a struggle to be accepted within the society and to have a normal life. Victims may lose their family support. The family may be unable to cope with the emotional and financial difficulties of caring for a disabled. The injured person may not be able to cope with the consequences of the accident. SALW victims may lose their self-confidence and pride and be depressed. In addition the weapons owner also carries a burden – of illegality, of fear – he must live with the knowledge that he and his weapon are a danger to life. Once the weapon is removed he is freer to live a healthier life. Local impact • Will depend on information gathered at central and community levels. Others (e.g. economic, crime rates, collection and destruction statistics, arms trade). Possible sources include: • Annexes B and F • SEESAC databases of weapon collection and destruction statistics (http://www.undp.org.yu/salw/reppar2.aspx and (http://www.undp.org. yu/salw/reppar3.aspx) • Information gathered at the start of programme cycle and especially to any national SALW Surveys (available from http:/www.seesac.org/ reports/surveys.htm).
INFORMATION REGARDING RISKY BEHAVIOURS	
At-risk groups	• To be based on information gathered
SALW RISK REDUCTION MESSAGES	

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[89] The actual programme messages would be developed on the basis of research such as SALW Surveys and a programme needs assessment – the following example messages are not intended to be universally applicable.

[90] SEESAC's own 'core messages' concerning the impact of SALW on the region.

[91] A statistic offered by IANSA, http://www.iansa.org.

General	Weapons
	- All weapons are designed to kill. They require specialist training for safe use. If you have not received this training you must not attempt to pick up a weapon.
	- Military-style weapons are especially dangerous to everyone – it is illegal to possess them for very good reasons.
	Ammunition and explosives
	- All ammunition and explosives (A & E) are potentially deadly, they contains explosive materials and are capable of killing or wounding over great distances
	- They can explode at even the slightest touch
	- If you live in an area previously affected by war, do not venture into known danger areas
	- Do not touch or approach A & E for any reason
	- Do not throw anything at A & E or any other suspicious object
	- Do not attempt to clear A & E yourself,
	- Do not attempt to clear A & E by burning an area
	- Do not collect A & E or parts of A & E,
	- Even if A & E has not been laid or fired it does not mean it is safe
	- If someone has moved an A & E it does not mean it is safe
	- Be alert for clues of possible danger and stay away
	- Always respect warning signs and warning clues
Weapons holders	**General**
	- Weapons, ammunition and explosives are always dangerous, always a burden and never safe for yourself and your family.
	- Any added safety benefit from owning weapons depends largely on the user having the correct training and a clear understanding of safety and storage procedures. Keeping a firearm to defend your family makes no sense if it puts family members, guests or the community at risk.
	- It is possible to store and use hunting and sporting weapons safely, but it is not possible to do this with explosives and/or military style weapons and ammunition. These weapons are usually illegal because they are never safe.
	- Illegal weapons, because they are uncontrolled are the most easily stolen by criminals and terrorists and cause many injuries to children.
	- To carry them or handle them can be dangerous for you and for others.
	- Keeping them at home put yourself, your family and community in greater danger – makes them insecure not secure.
	- Do not abandon weapons in public places and put others, especially children in danger. Dumped weapons kill thousands of innocent people, especially children every year.
	- Any future amnesty or weapons collection will be your only opportunity to finally free yourself from this danger.
	- Until then, you can only try to reduce the risk these weapons pose by storing them in certain ways and ensuring that others, especially children, never come into contact with them.
	Safe handling for gun users[92]
	- Whenever picking up a weapon, assume that it is loaded and dangerous.
	- When handling a weapon, control the direction of the muzzle at all times; never point a weapon at anyone whether it is loaded or not.
	- Be sure of your target, know what it is, what is in line with it and what is behind it. Never shoot towards anything you have not positively identified.
	- Never touch the trigger until your sights are on the target; the safety catch or lever is to be in the SAFE until you are ready to fire
	Basic safety messages[93]:
	What is the 'safety' of a firearm?
	- Most, but not all firearms are equipped with a mechanism to reduce the chances of an accidental firing. These may take the form of a slide, lever or button on the side or the top of the weapon. The safety is considered to be "off" when the weapon is capable of firing if the trigger is pulled.

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[92] Refer also to SEESAC document 'Four Rules of Gun Safety' on CD-ROM. See also 'Firearms Safety Training', Canada Firearms Centre, http://www.cfc-ccaf.gc.ca/compliance/safety-surete/default_e.asp

[93] Excerpts from 'Handling Small Arms, Guidelines for Safe Handling, Transport and Storage', Bonn International Center for Conversion (BICC).

Weapons holders	The Safety position can be indicated in the following different ways: "Fire" and "Safe" or "F" and "S"; "On" and "Off"; Black or white dot indicating that the weapon is safe, or red dot indicating that it can be fired. Some firearms may use a white/black zero (0) or bullet icon with a line through it instead of a dot. • Firearms capable of selective fire may use the letters "A" for fully automatic fire and "R" for semi-automatic fire. How safe is the 'safety' of a firearm? • Never assume that engaging the safety mechanism on a firearm will prevent it from accidental discharge. Some weapon designs are notoriously unreliable, some older weapons for example, and can discharge if dropped or hit sharply. Also, on well-worn weapons the safety can deteriorate to the point where it will not prevent discharge. How can I tell if a firearm is loaded? • Unless you are knowledgeable about how to operate a particular model of weapon, always assume that it is loaded and dangerous. Is a firearm safe to handle if I have pulled the trigger and nothing happens? • Ammunition is never 100% reliable, especially if it is old, has been allowed to deteriorate because of the weather, or was manufactured by an amateur. Therefore, pulling the trigger may not necessarily ignite the cartridge. This creates a very dangerous situation called a misfire or a hang-fire. Will a firearm covered in rust or mud still work? • Some small arms such as the AK-47 were designed specifically so that they would continue to operate despite foul weather and years of use. Any firearm should be treated as if it still may fire. Only a gunsmith or another weapons expert can determine if a weapon is safe and/or usable. Reduced-risk storage [94] • For your children and other family members, it is safer not to keep weapons at home. If you have to do so, (e.g. hunting or sports weapons) please ensure the following: Weapons[95] • It is your responsibility to prevent children and unauthorised adults from gaining access to weapons you have stored. • Make absolutely sure that firearms in the home are securely stored out of reach of children (ideally in a lock box or a gun safe). Remember, children are naturally curious, they will search the house for interesting objects and may play with what they find, so locking arms into a cabinet or case is of great importance. • Always unload and clean hunting firearms carefully and completely if you take them into the home. • Never load a weapon in the home. • Always store ammunition separately from weapons. Again, use a locked location that children cannot access. • Many accidents occur when family members borrow a weapon and return it to storage still loaded – so re-check weapons to ensure they are unloaded when removing from storage. • Your home is as safe as you choose to make it. Remember, there is no such thing as a 'safe' weapon in the home. Ammunition and explosives • Always store ammunition separately from weapons and in a locked container. • Ammunition and explosives are inherently unstable. They can spontaneously explode when they become old. If you have old or corroded ammunition or explosives in your possession you should alert the authorities before an accident happens. • Never keep military items like hand grenades and explosives in your home. If you decide to continue putting your family and community at risk by keeping these items, store them outside the home in a secure, dry location.
Safe surrender	• See Table 10 below. There is no reason in principle why safe surrender practices should not be taught as part of stand-alone Risk Education, though other information should be prioritised.

[94] Messages on reduced risk storage should be delivered to weapons holders in a situation where there is no planned amnesty or weapon collection. When an amnesty provides holders of military-style SALW the opportunity to surrender them, it is wise to temporarily cease this type of Risk Education so as not to produce a confusion of messages.

[95] Excerpts from 'Firearms Responsibility in the Home' and 'Project Childsafe - Putting A Lock On Safety In Your Home', The National Shooting Sports Foundation, http://www.nssf.org

Parents	See above messages for weapons holders. Also: • Be a positive example for your children. Children are often wounded trying to imitate their parents. • Remember, children are naturally curious – there is no such thing as a safe weapon in the home.
Children[96]	• Weapons can hurt anyone, some children got hurt because they didn't learn about the dangers and do as they were told. • Weapons are not for fun; they are not toys. You must not play with them. • Don't try to be like adults and soldiers. • If you see a gun, bullets or explosives – stop, don't touch, move away and tell an adult. • Don't go looking for weapons to play with, they are dangerous and often the places they are found are dangerous too. • Don't go looking for guns in your house or a friend's house; don't let other kids look for guns in your house. • Never collect old bullets or explosives because they are not toys and can hurt you. • Help your friends by telling them never to touch weapons. • An accident happened in a nearby town… • If you see a gun that is not locked away; tell an adult.
Adolescents[97]	• If a friend carries a gun it puts YOU in danger – too many things can go wrong especially if there are drugs or alcohol involved, or if there is an argument. • Avoid people and places where you suspect violence might flare up easily or 'hang out' areas where violence has erupted before. • Never carry a weapon for anyone else, never bring one into school and refuse to keep silent about anyone else who brings one into school.[98]

Table 20: Messages for SALW Awareness in support of SALW collection

SALW RISK EDUCATION MESSAGES	
Safe surrender[99] (Messages to be conveyed to those who may actively participate in weapons collections, including possible SALW holders, and collection agents such as police and NGOs)	Weapons surrender • Never point a weapon at anyone whether it is loaded or not. You must always assume that it is loaded until proven otherwise • The safety catch or lever is to be in the SAFE position • Ensure that magazines are not fitted to weapons when they are handed over for safe storage • Ensure that the weapons are unloaded with no ammunition in the breech of the weapon • Should ammunition be stuck fast in the weapon, the technical staff are to be informed immediately. The weapon is to be clearly marked as containing ammunition • The weapon is to be shown as empty to the person responsible for accepting the weapon into safe storage • Never allow children to handle weapons during weapons collections

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96 The table gives examples of messages that have been used with children in the past, however SEESAC research into Small Arms, Children and Education conducted in 2006 advises against risk education with children, concluding that there is no educational validity to this approach and it is not particularly effective (see Consultancy Report: Small Arms, Children and Education, and related documents on the SEESAC website, www.seesac.org).

97 See Women Against Gun Violence 'How To Talk with Kids About Guns' http://www.wagv.org/kidsafe.htm. It should be noted that children and young people are particularly difficult target groups for behaviour change communication programmes. See Section on Implementing Activities, Activities with Children, above.

98 For ways in which students can get involved in promoting non-violence and reducing conflicts between students in schools, see 'Stopping School Violence: 12 Things Students Can Do' http://128.121.17.146/ncpc/ncpc/?pg=2088-6152

99 Messages taken from SEESAC 'Safety Cards', see SASP CD-ROM.

Safe surrender (Messages to be conveyed to those who may actively participate in weapons collections, including possible SALW holders, and collection agents such as police and NGOs)	Ammunitions and explosives surrender • All ammunition should be handled with care. It should not be dropped, opened or tampered with • Detonators are to be stored in separate containers from any other ammunition or explosive type • The ammunition and explosives should be stored n closed containers • Ammunition and explosives should NOT be stored in the same location as fuel or any other easily combustible material • Safety pins on hand-grenades should be securely taped into the SAFE position to prevent accidental removal • Ammunition that has been found lying in the open should not be handled in for collection. The technical staff should be informed of its location, and they will then arrange for an Explosive Ordnance Disposal (EOD) team to make sure that the ammunition is "safe to move" • Never allow children to handle ammunition or explosives during weapons collections
Temporary storage	• Refer to SEESAC Safety Card 'Temporary storage of ammunition in emergency situations' on CD-ROM
Other	• SALW Risk Education that is non-specific to the weapons amnesty and collection may still be conducted using messages such as those in the previous Table 9.

SALW ADVOCACY MESSAGES[100]

General	• All weapons, ammunition and explosives are dangerous. • They are designed to kill • Around half a million people are victims of small arms every year worldwide. While we are talking, two people have been killed by small arms: perhaps someone you know? • Around half a million people are victims of small arms every year worldwide. In the 1990s two million children were killed by guns and over 50 million people were maimed. Therefore think how much you really need a gun? Do you put yourself and other people around you at a more dangerous rather than safer position? • Military-weapons in the community are endangering your community and country – help to change that • Weapons are dangerous, they kill women, children and are a destabilizing factor for the entire country • They are generating violence in the families, where victims are usually women and children • Weapons are generating and stimulating crimes. Hundreds of people have been killed in your region; many hundreds more have been wounded or handicapped • Choose peace, stability and a better life – hand in weapons • Do something useful for yourself and your country: return weapons • You have a right to a safe environment, one without weapons • Military weapons in the hands of civilians are endangering your community and country – help to change that
Children[101]	• Weapons can take away your mother, father, brother, sister – forever. Tell your parents how sad that would make you feel • You deserve a better future that is without weapons. Ask your parents to build your future • Tell your parents you want a safe life • Ask your parents to think of you and give up the weapons
Parents	• Think how much you really need a gun – it puts you and your family in danger instead of protecting them • Your children deserve a better future – help them to build it by giving up weapons • When you see weapons, think what it can do to a young child's body
Women	• Weapons at home can kill your child and your hope for the future. Talk to your neighbours and your friends and help spread the message • You can play a huge role in your family to convince your children, your brothers, and your husbands to give up weapons • Save lives – say no to the weapons • Weapons are made to kill life – you want to build it • You have borne your child and you know best how to safeguard his/her life • Talk to your neighbour or to your friends so as to spread the message • The battle for a better life is won without weapons

[100] Many of the following messages are adopted from materials produced by UNDP Albania's SALW control project (SALWC), most others are invented.

[101] See footnote 93, above. It is not advised to target children as an intermediary group to influence the behaviour of adults.

Group	Messages
Teenage boys/young men	• Gunmen only look cool in the movies. Life is not a movie; people really get killed by weapons[102] • You want to be someone, to be noticed and respected. If you think that a gun will make that possible you're wrong – people will laugh and say that you are weak and hiding behind the gun. • Some still think it is cool to have a gun, but the time of gunmen is over. Look around you – we are in Europe, and Europe does not need those with personal arms.
Teachers[103]	• You have a vital role to play in teaching tolerance and non-violence to the young • Teach children not to play with weapons; teach them to teach other children • Your role is to convince your pupils and students to reject weapons • Teach the children to teach their parents to give up weapons
Police	• Your function is essential to inform people about the dangers of having SALW at home • Messages/training about safe handling and safe storage (refer to SEESAC 'safety cards')
The media[104]	• People need accurate information from you about the damage weapons are doing and about campaigns against them • Sporadic and sensationalist reporting will not help to change people's mentality
NGOs	• This is the biggest challenge for our society – we need your help in raising the awareness of people towards the dangers of SALW • Less arms will improve the possibility for you to have development projects • Small arms kill – act against them whenever possible
Local and central government	• More security, more investments – more development of the country without arms • Foreign investment will not come while armed people disrupt public order and create instability • Our citizens have a right to a safe environment without weapons • To be accepted by Europe and the outside world, we must have rule of law, less crime and a better image – weapons prevent us achieving this • It is therefore essential to inform communities about the dangers of possessing and misusing weapons • Weapons collection campaigns are important to improve safety in communities
(SALW) PUBLIC INFORMATION MESSAGES	
Community-wide	• A national weapons amnesty exists until 9th April 2003[105] • You can legalise unregistered weapons, or surrender illegal weapons at the nearest police station or military base during this period • You will not be prosecuted for illegal possession if you report possession during this period • You can legalise: hunting, sports or trophy weapons; pistols; revolvers; shotguns; carbines • You cannot legalise: automatic and semi-automatic weapons; machine-guns, landmines, explosives, hand grenades, rocket launchers, mortars and related munitions • For additional information contact your nearest police station or Ministry of Interior website • (NB: In cases where incentives are on offer to encourage weapons surrender (WED, WCD, WEI) supplementary messages will be required to inform individuals and communities about how to participate)
SALW collection and storage agents and security forces	• In addition to Risk Education messages and materials, those actively participating in SALW collection activities must receive information on how to conduct themselves given the specific terms of any amnesty and collection plans. Question and answer briefings and 'Standard Operating Procedure' documents might be used to convey messages such as 'What to do if you intercept a citizen carrying a weapon at a routine police check-point'

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102 Adapted from Yugoslav Red Cross campaign 'For Life, Without Weapons'.

103 SEESAC research into Small Arms, Children and Education advises against stand-alone small arms risk education programmes. However there are several existing programmes on child protection, education for peace, schools without violence, which should be supported and integrated into curricula in order to address the issue of violence in an integrated and long-term manner. See the SEESAC website, ww.seesac.org, and the above section on Implementing Activities, Activities with Children, for a more detailed discussion of this issue.

104 The media may be a target group for campaigns but these messages are part and parcel of how to establish working relationships with media representatives. See Annex Z.

105 Example taken from Serbian Ministry of Interior public information leaflets distributed to all households during the 2003 SALW amnesty.

Annex Q - Communication activities

Table 21: Advantages and disadvantages of different types of communication activities

ACTIVITIES/USE OF MEDIA	ADVANTAGES	DISADVANTAGES
Games	• Interactive • Easy to get the message through to children – learning by doing[106] • Allows to repeat messages without boring the audience (through various games) • Variety • Reinforce messages within the community	• More difficult to use with adults • Small number of people involved at the same time • If badly carried out, can give out the wrong messages (i.e. "SALW are fun")
Competitions	• Good way to work with children[107] • Large-scale, nationwide activity involving many people • Involving indirectly other groups than the target audience e.g. teachers, authorities, parents, media • Can reinforce messages within the community • Outcomes of competition can be used for other activities (e.g. poster competition: the winning poster can be used to produce a poster or leaflet for the campaign)	• Monitoring of messages and of target audience (i.e. how they received the information) can be difficult
Mobile displays and public performances (e.g. puppet shows, theatre, interactive theatre) [108]	• May be interactive, e.g. audience participation or actors and audience swapping roles • Good way to reach various target groups, e.g. children[109] but also parents • Good way to involve teachers in follow up activities • Filming of activities and broadcast on TV can be organised • Reinforce messages within the community • Entertaining – attract and keep people's attention • Can use local people and therefore sustainable • Cheap • Stimulates discussion • Can put messages into local context, traditions and slang	• Follow up is time-consuming and requires appropriate training • Can reach a large audience at the same time but requires mobile teams • Can be hard to achieve consistent and accurate messages, especially across language and cultural divides
Exhibitions	• Good way to target various groups • Involve local authorities and media • Participation of target audience in organizing the exhibitions • Reinforce messages within the community	• One-way communication and participation of visitors is limited

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[106] SEESAC research into Small Arms, Children and Education disputes this view, concluding that there is no educational validity to conducting small arms risk education with children. While children may retain messages delivered through risk education, there is no evidence that this results in changed behaviour around firearms. See Study Reports on the Education and Small Arms section of the SEESAC website, www.seesac.org, for a more detailed discussion of this issue.

[107] Ibid.

[108] See e.g. Augusto Boal's Theatre of the Oppressed, http://www.formaat.org.

[109] See footnote 103.

ACTIVITIES/USE OF MEDIA	ADVANTAGES	DISADVANTAGES
Drama and role playing	• Good interactive way to work with children[110] • Reinforce messages within the community • Can be a way to involve teachers • Getting messages through by children to other children • Involvement of adults	• Small number of people can participate at the same time • Preparation can be time-consuming
Radio and TV	• See below • Interactive activities if people call in	• See below • One way communication strategy
Showing movies (e.g. Bowling for Columbine, or City of God)	• Large audience can be targeted • Particularly effective where the audience has limited exposure to television (novelty factor) • Very effective with an illiterate audience • Are re-usable	• One way communication • Feedback from people might be difficult to organise • Same messages for all groups
Slide shows	• Large audience can be targeted • Particularly effective where the audience has limited exposure to television (novelty factor) • Very effective with an illiterate audience • Are re-usable • Give confidence and credibility to presenter	• As above
Lectures, presentations	• Various messages and in-depth topics can be tackled • Relatively large audience can be targeted • Groups can be formed to be targeted with different messages	• One way communication • Limited participation from audience • Can be boring if communication techniques are not appropriate
Training courses (e.g. vocational training, teacher training etc.)	• Long-term strategy: community members are trained to disseminate the information to other members of the community • No need for mobile teams or team members to come back to give out the information	• Time-consuming in terms of follow up • Trainees motivation may be low and activities will not be implemented or followed up
Concerts (as a way to use celebrities, for instance)	• Large audience targeted • Media interest • Local authorities involvement • Good way to convey messages to youth • Using celebrities who are credible in the messages they are giving out	• Basic messages delivered • Feedback from audience difficult to gather – monitoring of messages difficult
Victim testimonies	• Credibility of messages • All groups can be targeted • Personal stories have a strong impact	• Finding appropriate ways to convey the message without shocking the audience • Be careful that information is not misused by media
Speeches of/ discussions with influential people (e.g. religious leaders)	• Credibility of messages • Large audience can be targeted (e.g. in the case of community leaders during speeches)	• Only certain groups are targeted (e.g. religious leaders) • Monitoring is difficult
Ambassadors of Good-Will	• Credibility of messages • Large audience can be attracted and targeted • All groups can be targeted	• Monitoring is difficult
Use of celebrities	• Large audience can be attracted and targeted • All groups can be targeted	• Monitoring is difficult • Requires support of the individual • Costs (e.g. travel)

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[110] Ibid.

ACTIVITIES/USE OF MEDIA	ADVANTAGES	DISADVANTAGES
Public marches/demonstrations	• Large audience can be targeted • All groups can be targeted	• Monitoring is difficult
Petitions, letter writing	• Large audience can participate • Specific topic can be tackled	• Ensuring that action is taking place afterwards is difficult i.e. reception of petition can be acknowledged but no action might follow
Seminars, Conferences, Workshops, Roundtables	• Through media, information can be spread out and issue raised • Activities highlighting the issue within civil society • Give immediate feedback • Drawing lessons learnt	• Specific groups only are targeted • Small target audience • Necessary follow-up not always carried out
Meetings and discussions	• Large audience if it is broadcast • Interactive, involving participants • Raising concerns, issues and ways to improve things • Lessons learnt can be drawn • Feedback is immediate	• Small audience unless broadcast • Follow up not always carried out
Vigils	• Powerful and peaceful imagery • Relatively long duration compared to some other events • Builds solidarity and morale among participants – may recruit others to the cause	• Difficult to organise and manage • May require official permission
Community art workshops	• Interactive – members of community facilitate the creative process • Immediate feedback • Mixes group discussions and activities planning for community problems that are identified during workshop, so provides opportunities to take action	• Small numbers • Consistency of message may be difficult to ensure • Outcomes difficult to predict
Face-to-face communication	• Interactive • Immediate feedback • Chance to recruit • Can be highly persuasive and effective depending on messages and staff used	• Time consuming • Follow-up not always carried out • Success depends on rapport between individuals
Dissemination centres	• Community responsible through involvement of community members • Long-term strategy • All groups targeted	• Follow up and monitoring difficult • Training needs • Administrative and managerial costs

Annex R - Messages, activities and indicators

Table 22: Examples of messages, activities and indicators for SALW Awareness programme in community 'A'[111]

	OBJECTIVE 1: TO FACILITATE A PROCESS BY WHICH AT-RISK GROUPS WITHIN THE COMMUNITY (TEENAGE BOYS, CHILDREN AND ADULT MALES INCLUDING EX-COMBATANTS) ANALYSE THEIR BEHAVIOURS AND ADOPT SAFER ONES
Summary of planned strategy	• Interactive activities to be developed with teenagers (boys, and girls as a route to boys) focusing on the danger of holding weapons • Group discussions with ex-combatant on SALW issues and dangers • Support for integrated programmes on child protection, education for peace, conflict resolution, human rights education and schools without violence so that these approaches to violence prevention become integrated into curricula in school systems • Support for women and teachers in developing interactive activities with children on the dangers of playing with weapons • Risk Education/Advocacy messages to be co-ordinated with the local NGO • Radio spots to be produced targeting children, teenagers and ex-combatant and the dangers of SALW • Supporting materials to be produced reflecting the ideas and needs of each group • Materials to raise awareness and inform about safe behaviours to be produced and distributed by women to support their activities
Example core messages [112]	***Teenage boys*** • Holding a gun does not look cool; life is not a movie • It is dangerous for you and your family to carry them around • Be a role model for the children and do not carry a weapon • Ensure that children know the risks of handling/ playing with a weapon ***Children***[113] • Weapons are not fun, they can kill your brother, sister, father, mother • Tell your parents and older brother that you are afraid of weapons as they are very dangerous • Tell your friends not to touch a weapon and that playing with them can kill them, you or somebody in your community/family ***Men*** • Uncontrolled weapons are endangering your community and country: you can help to change that • Weapons can destroy the lives of the youngest generation • Be a role model to teenagers and ensure that they know about the risk and are not tempted to handle a weapon Radio spots for children, ex-combatants and teenagers • The same messages as the ones used as part of activities targeting those groups should be used in the radio spots in order to reinforce the messages given out in the communities ***Ex-combatant*** • Military weapons in the community are endangering your community and country: you can help to change that • Weapons can destroy the lives of the youngest generation • Be a model to teenagers and ensure that they know about the risk and are not tempted to handle a weapon

[111] This example is based on a fictional community, in which teenagers have been identified as a target group. In SEE there is no evidence of a direct impact of weapons on children and youth, therefore activities with these target groups are not recommended. See above section on Implementing Activities, Activities with Children and SEESAC study reports on Small Arms, Children and Education on the seesac website, www.seesac.org, for a more detailed discussion of this issue.

[112] Due to lack of space example messages are primarily Advocacy-type messages. It is assumed that Risk Education and Public Information messages will also be delivered.

[113] See footnote 109. These are examples of messages that have been used with children but SEESAC no longer advises risk education with children until such time as existing programmes are properly evaluated..

ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	MEANS OF VERIFICATION
Participatory discussions with each group (adult males, teenagers and children)	• Number of discussions held • Numbers attending	• Evidence that the different target groups (adult males, teenage boys and children) understand better the problems and dangers associated with SALW • Evidence of a reduction in willingness amongst the different target groups to practise risky behaviours	• Focus group type discussions with children, teenagers and adult males • Discussions and interviews with parents • Statistics from hospital/medical facilities or other secondary source (e.g. police, media) • Questionnaires
Quiz competitions and exhibitions to be prepared by teenagers.	• Number and types of activities prepared by teenagers for children • Numbers of children reached • Recognition by children of key messages	• Evidence of change in behaviour among the different target groups (e.g. that children have stopped playing with weapons or that teenage boys have stopped handling weapons) • Evidence of any positive trends in the numbers of SALW-related deaths and injuries amongst the different target groups	• Focus group type discussions with children and teenagers • Discussions and interviews with parents • Statistics from hospital/medical facilities or other secondary source (e.g. police, media) • Questionnaires
Training in teenage-to-child activities so that teenagers can pass the message to schoolchildren.	• Number and types of activities prepared by teenagers for children • Numbers of children reached • Recognition by children of key messages		• Focus group type discussions with children and teenagers • Statistics from hospital/medical facilities or other secondary source (e.g. police, media) • Questionnaires
Meeting with the Ministry of Education for the development of a plan of action for teacher training courses, and inclusion of SALW training into the national curriculum.	• Number of meetings with the Ministry of Education • Seniority of officials involved	• Evidence of any change in ministerial policy or practice	• Documentary evidence from the meeting • Policy statements, media comments etc.
Development of a teacher-training course with key selected teachers.	• Type and number of materials produced with teachers. • Number of training opportunities provided for teachers • Number of teachers trained	• Evidence of changed teaching behaviour amongst trainees attending the course • Evidence of any changes in knowledge, attitudes or behaviour amongst children taught	• Interviews with teacher trainees • Focus group type discussions with children
In the meantime, development of interactive activities in schools e.g. role-plays, theatre show, and games.	• Number and types of activities developed • Numbers of children reached • How activities were regarded by children	• Evidence of any changes in knowledge, attitudes or behaviour amongst children •	• Interviews with teachers • Focus group type discussions with children
Discussions with teachers to develop materials as a support to school SALW activities	• Number of follow up meetings with teachers, number of teachers attending • Number and type of materials produced • Numbers of children reached • How materials were regarded by children		• Interviews with teachers • Focus group type discussions with children
Discussions with women within community to find appropriate solutions to increase child safety	• Number of women involved in SALW awareness activities for children • Type of activities organised and implemented by women • Number of children reached • How activities were regarded by children	• Evidence of any improved understanding amongst women of the problems and means of tackling them • Evidence of any changes in knowledge, attitudes or behaviour amongst children	• Discussions and interviews with women • Focus group type discussions with children

ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	MEANS OF VERIFICATION
Development of a theatre show involving women and teachers and targeting children	• Number of theatre performances. • Numbers reached • How show was regarded by children	• Evidence of any changes in knowledge, attitudes or behaviour amongst children	• Discussion and interviews with those involved in producing the show and those who saw it • Theatre script, activity report on performances
Production of support materials for children to be distributed and used after the theatre performance	• Number and type of materials produced by women • Numbers reached	• Evidence of any changes in knowledge, attitudes or behaviour amongst children	• Statistics report on materials produced and distributed • Focus group type discussions with children
Ideas from community are collected and supporting materials for each group are designed, field-tested and produced	• Extent of community participation • Number and type of materials produced • Numbers reached • How materials were regarded	• Evidence of any changes in knowledge, attitudes or behaviour amongst audiences targeted	• Observation and community monitoring • Materials produced
Meetings with veterans association to discuss problems and solutions, and to involve them in the organisation of competitions and exhibitions by teenagers	• Number of meetings with veterans • Type and number of activities organised by veterans for teenagers • Numbers of teenagers reached • How activities were viewed by teenagers	• Evidence of any changes in knowledge, attitudes or behaviour amongst teenagers	• Veterans monitoring of their activities • Follow up meetings with veterans, women and teachers • Focus group type discussions with teenagers
Development of 3 radio spots targeting children, teenagers and ex-combatant on the dangers of SALW	• Number of radio/TV spots/programmes produced • Number of broadcast and timing • Numbers reached	• Evidence of any changes in knowledge, attitudes or behaviour amongst those who hear/see media messages •	• Reports from media on TV/Radio spots broadcast • Questionnaires
Development of a radio soap opera by collecting ideas from the community	• Numbers from the community involved in developing soap opera • Number of broadcasts • Numbers reached		• Reports from media on TV/Radio spots broadcast • Questionnaires
Meeting with the NGO to agree on activities, messages and materials.	• Number of meetings with NGOs and plans agreed upon	• Any change in NGO policy or practice	• Activity report of other organisations on plans of action and activities performed

OBJECTIVE 2: TO CHANGE COMMUNITY PERCEPTIONS OF SALW AS A SOURCE OF PROTECTION OR, ESPECIALLY FOR MEN AND BOYS, STATUS

Summary of planned strategy	• Safer Community Plan with both men and women to find alternative solutions to improve security in the community; Safer Community Plan with men to address the issue of teenage boys handling weapons; Safer Community Plan with an emphasis on the use of focus groups to involve women in designing messages for children and men • Radio soap opera to be linked to the community activities to support the Safer Community Plan • Supporting materials to be produced reflecting the ideas and needs of each group • Risk Education / Advocacy messages to be co-ordinated with the local NGO • Development of a curriculum with religious leaders. Materials production to support their activities
Example core messages	**Adults (men, women)** • Weapons are dangerous and destabilise your community and country • They are generating violence in the communities and are stimulating crime • Help your community to make the village safer: what are the solutions? **Women** • Weapons at home can kill your child or destroy the future. They are sometimes used in violent ways against women. • The battle for a better life is won without weapons • Tell your children that touching/playing with a weapon can kill them and make you very sad **Religious leaders** • You have a vital role to play in raising the awareness of people on the dangers of SALW • Tell men and teenage boys to keep weapons out of reach of children; to be a role model to the youngest generations

ACTIVITIES	OUTPUT INDICATOR	OUTCOME INDICATOR	MEANS OF VERIFICATION
Discussions with sub groups (men and women) within community to find appropriate solutions to decrease the criminality	• Number of discussions with each of the subgroups and number of participants • Types of alternative solutions identified	• Type and number of activities implemented by each subgroup to reduce criminality in the community • Trend in the number of criminal activities	• Interviews of women, men and religious leaders • Reports from police on criminal acts • Discussion with police members • Focus group discussions with men and women
Discussions with women on types of messages and activities to be conveyed to men. Production of support materials Collect ideas from women on the type of materials to be produced and involve them in the design and production	• Extent of women's participation • Number and type of materials and activities produced • Numbers of men reached • How materials were regarded	• Type and number of activities implemented by each subgroup to reduce criminality in the community • Trend in the number of criminal activities • Trend in the numbers of SALW-related deaths and injuries •	• Statistics reports on materials produced and distributed • Interviews of women, men and religious leaders • Reports from police on criminal acts • Discussion with police members • Materials produced •
Meetings with relevant agencies to discuss the SALW problem in community and seek remedial action	• Number of meetings with other agencies on the problems and plan of action agreed upon	• Any change in other agencies' policy or practice	• Activity report from other agencies
Discussions with religious leaders and development of a curriculum. Training course for religious leaders during which support materials are agreed upon. Production of those materials	• Number of religious leaders trained and involved in activities; • Type and number of activities and materials	• Evidence of changed behaviour amongst religious leaders in the way that SALW are addressed by them • Evidence of any changes in knowledge, attitudes or behaviour amongst the wider community	• Statistics reports on materials produced and distributed • Monitoring by religious leaders • Interviews of women, men and religious leaders

OBJECTIVE 3: TO SUPPORT THE AMNESTY BY RAISING AWARENESS OF SALW DANGERS TO ENCOURAGE WEAPONS SURRENDER

Summary of planned strategy	• Advocacy messages to be disseminated all over the country, to inform people about the amnesty and to encourage them to surrender weapons • Advocacy activities to be developed to raise the awareness of people about the SALW dangers; messages to encourage communities to surrender weapons • TV spots to be produced focusing on the amnesty and surrender of weapons • Supporting materials to be produced reflecting the ideas and needs of each group
Example core messages	**Adults (men or women)** • Weapons are dangerous and contribute to destabilising your community and country • They are generating violence in the communities and are stimulating crimes • Choose peace and stability and encourage your community to surrender weapons **Women** • Weapons at home can endanger your life and security. They can kill your child and are sometimes used in violent ways against women. • Encourage your husband, teenage boys, and other members of your community to surrender weapons **Media** • Radio and TV spots: this year, arms have killed XXX people in your country. Maybe someone close to you, someone you know? • They will continue to kill if nothing is done about it. Please protect yourself and your family and encourage your community to surrender weapons, for a more secure life • The government will ensure your safety and security. Help the government to help you

DETAILS OF ACTIVITIES, MATERIALS AND MEDIA USE	OUTPUT INDICATORS	OUTCOME INDICATORS	MEANS OF VERIFICATION
Meeting with the NGO to agree on activities, messages and materials	• Number of meetings with the NGO and plan of action agreed upon	• Any change in NGO's policy or practice	• Activity reports from other NGOs and plans of action
Discussions with men to find appropriate solutions on weapons handling by teenage boys. Meetings with men who have volunteered to implement activities targeting teenagers	• Number of meeting with men and agreed solutions; • Number and type of activities developed by men for teenagers • Numbers of teenagers reached • How activities are regarded by teenagers	• Evidence of any changes in knowledge, attitudes or behaviour amongst teenagers • Level of participation in amnesty	• Focus group with men • Interviews of teenagers • Documentary evidence of levels of participation in amnesty
Safer Community Plan with women to involve them in disseminating information to their teenager boys and husbands	• Type and extent of activities implemented by women with their husbands and boys • Extent of information disseminated	• Evidence of any changes in knowledge, attitudes or behaviour amongst teenagers • Level of participation in amnesty	• Discussion and interviews with women, mean and teenagers • Documentary evidence of levels of participation in amnesty
Meetings with local media and development of radio spots. At central level, development of a TV spot on the amnesty	• Broadcast schedule of radio and TV spots • Numbers reached	• Evidence of any changes in knowledge, attitudes or behaviour amongst those seeing/hearing broadcasts • Level of participation in amnesty	• Media reports on broadcast • Documentary evidence of levels of participation in amnesty

Annex S - Example SALW Risk Education programme work plan

The below work plan demonstrates how a fictional NGO 'Arms Free Without Borders' might initiate and execute a stand-alone SALW Risk Education programme in a conflict-affected country with five regions.

1. **Survey phase**

   ■ The NGO 'Arms Free Without Borders' (AFWB) conducts a desk-study (a 'quick-look' survey) of the country, reviewing available information on SALW issues and concludes that a SALW Risk Education programme may be both desirable and feasible in five regions

   ■ AFWB identifies a local partner NGO with knowledge of the conflict-affected regions and five staff members are hired

   ■ A general project proposal is developed. It includes:

     • A needs assessment in five regions;

     • Analysis and planning, including a training course for 15 persons;

     • An estimated budget for developing activities for children through schools[114], for supporting teenager initiatives and working with men and women in five villages of each of the five regions (25 villages altogether).

2. **Needs assessment**

   ■ One specialist from AFWB organises a two-day training workshop for the five staff on how to conduct a needs assessment.

   ■ Villages to be covered in each of the region are selected.

   ■ Each staff member deploys in each region and spends one week there interviewing affected communities, local authorities, concerned organisations and key associations. Baseline assessments of SALW knowledge, attitudes and practices are conducted on a sample of the population in each targeted community using KAP questionnaires.

   ■ The AFWB specialist meets at central level with the various Ministries and organisation HQs.

3. **Analysing and planning**

   ■ One-day meeting with the staff who have conducted the needs assessment discussions on findings and strategy to be implemented.

   ■ AFWB specialist prepares a more detailed strategy for donors and the training course for the staff.

   ■ One-week training course organised for the same five staff that will implement the activities in the field. Other concerned organisations are invited to attend as well as staff from concerned Ministries staff (e.g. Ministry of Education if activities are to be implemented with children).

   ■ During the training course, and for each of the five areas, a precise strategy is discussed and agreed upon according to the findings of the needs assessments.

   ■ During the training course, the curriculum is developed, the target groups identified, the messages for each concerned target groups are determined, and the villages to be targeted are identified. The Safer Community Plan is explained and discussed, including the information collection stage.

   ■ A more precise strategy (i.e. activities to be implemented with each concerned target group and supporting materials is developed). A final project proposal is drawn up and sent to donors.

   ■ AFWB determines goal, objectives and indicators for monitoring and evaluation purposes.

   ■ The findings of the needs assessment are reported back to central and regional authorities

   ■ Official authorisation is sought from the authorities to work in selected villages.

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[114] Current SEESAC research does not support activities with children in schools, however this example provides a useful overview of how to approach developing an integrated SALW Risk Education programme.

4. Designing and field-testing activities and materials

- More training is given to staff on activities for children (i.e. child-to-child activities, games, quizzes, and competitions).

- Practical exercises are conducted in three villages (three persons per village) including the Safer Community Plan (activities for children and for adults are practiced).

- A local artist is selected to help with design of materials and a meeting held with her to discuss producing materials for each target group.

- The artist develops drafts of materials.

- One day training for staff members on field-testing materials and on discussing the activities implemented during the practical exercise.

- Field-testing organised in five villages (one person in one village) with the concerned target groups.

- Feedback on field-testing is given to the artist who makes modifications.

- Field-testing of the second draft materials. Feedback and necessary changes made.

- Materials are produced.

5. Implementing activities

- The team is trained and up and running. Curricula, activities and materials are ready.

- The staff members start work in the selected villages, implementing the Safer Community Plan.

- In each selected village, they re-visit the village leader (previously consulted during information gathering) to review the Safer Community Plan programme and seek authorisation to implement it.

- During subsequent visits plans are made to meet with key groups.

- Meetings are held and the SALW problems and views of each group discussed.

- During the meetings, discussion is also taking place regarding the type of solutions to be implemented to decrease the risk to people in the community.

- A volunteer is identified by the community to follow up on the issue.

- Once ten community volunteers are identified AFWB organises training courses for volunteers.

- AFWB staff members follow up regularly with the newly appointed volunteers and support their initiatives when necessary. Materials and training are provided as needed.

- Monthly meetings are organised with volunteers to follow up on the work, discuss potential problems, and provide support.

- Feedback is provided to other organisations and authorities as appropriate during co-ordination meetings.

- Activities and materials are monitored and evaluated.

Annex T - Nineteen principles for designing print materials[115]

Design/Layout

1. Present only one message per illustration;

2. Limit the number of concepts and pages on materials;

3. Make the materials interactive whenever possible;

4. Leave plenty of white space;

5. Arrange messages in the sequence that is most logical to the group;

6. Use illustrations to help explain the text.

Illustrations

7. Use appropriate styles: (1) photographs without unnecessary detail, (2) complete drawings of figures when possible, and (3) line drawings;

8. Use simple illustrations;

9. Use familiar images that represent objects and situations to which the participant group can relate;

10. Use realistic illustrations;

11. Illustrate objects in scale and in context whenever possible;

12. If symbols are used, pre-test them with members of your participant group;

13. Use appropriate colours.

Text

14. Use a positive approach. Negative approaches are very limited in impact, tend to turn people off, and will not sustain an impact over time;

15. Use the same language and vocabulary as your participant group. Limit the number of languages in the material;

16. Repeat the basic message at least twice in each page of messages;

17. Select a type style and size that are easy to read. Italic and sans serif typefaces are more difficult to read. Use a 14-point font for text, 18-point for subtitles, and 24-point for titles;

18. Use upper and lower case letters.

Supervision

19. Without careful supervision, it is very easy to receive materials with wrong colours, incorrect alignment, or careless print jobs. It is best to have an experienced member of your team supervising print production.

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[115] 'Communication in Mine Awareness Programmes', Geneva International Centre for Humanitarian Demining, 2002

Annex V – Example of a SALW Awareness campaign leaflet

Box 68: Leaflet used in the Give up Guns! Campaign in Serbia

Give up Guns!

In Zrenjanin municipality from Nov 2003 to Jan 2004 there were
- 7 deaths caused by firearms
- 23 light injuries to patients aged 9-16 years due to mishandling of weapons
- 4 people permanently disabled through loss of limb.
- 15 heavy injuries due to various explosives and firearms.

For two out of every three people in Zrenjanin, fear of crime is the main reason for possessing a weapon. In fact, giving up from guns would mean less crime and less fear for everyone. Around the world, the more guns in societies, the more murders and suicides take place. Weapons, ammunition and explosives are never safe for yourself and your family.

Weapons at home can kill your child and your hope for the future

GUN INJURIES IN REAL LIFE

To be maimed by a firearm is a daily struggle. If you are maimed, it can be difficult to carry out your daily activities and earn an income; it can be a struggle to be accepted within society and to have a normal life. Victims may lose their family support. The family may be unable to cope with the emotional and financial difficulties of caring for a disabled person. The injured person may not be able to cope with the consequences of the accident. Gun victims may lose their self-confidence and pride and be depressed.

Parents should realise that children's natural curiosity leaves them vulnerable to all types of SALW. Children usually know where guns are kept in the house. While playing they may search for them, or try to handle weapons and explosives they find outdoors. It is the parent's responsibility to protect children from their natural curiosity. Any future amnesty or weapons collection will be your only opportunity finally to free yourself from this danger. Until then, tell your child that 'weapons are not for fun, never play with them'.

If you want to purchase a weapon **did you know**?
- **Owners are the most common victims of gun violence**
- Weapons increase the number of **injuries** at home
- Weapons **increase the crime rate**
- Weapons **make society poorer**
- Weapons **increase domestic violence**

If you are gun owner:
- Keep your weapon **locked and safe** from hands of children.
- Store weapons without ammunition inside
- Ammunition and explosives are inherently unstable. They can spontaneously explode when they become old. If you have old or corroded ammunition or explosives in your possession you should alert the authorities before an accident happens.
- Never keep military items like hand grenades and explosives in your home. If you decide to continue putting your family and community at risk by keeping these items, store them outside the home in a secure, dry location.
- Never leave a weapon unguarded.
- When you pick up a weapon, always assume it is loaded and **don't touch the trigger**.
- **Never** point a weapon at any other person or yourself.
- Never load a weapon in the home
- **Do not** make your own domestic home-made ammunition such as shells for hunting rifles and pistols - it is extremely dangerous.
- If you notice any of previous noted sorts of explosives, any sort of explosive devices or explosive charges, do not touch them and **call the authorities**.

Don't turn a celebration into a funeral

Injuries and deaths are caused by discharge of weapons at celebrations such as weddings, the birth of children or farewell parties for conscripts to the army. Every now and then somebody dies or gets injured on such happy occasion.

Manhood is not proved by putting yourself and your community in danger. Showing a weapon or discharging it in public places creates a risk of injury and death.

THE COST TO SOCIETY

For every person injured by weapons, ammunition or explosives, society pays medical costs and support, and loses an able-bodied worker. Gun violence puts off investors needed for the economy to grow, and means money for your schools and hospitals are spent on fighting crime.

Annex W - Play about SALW hazards and safe behaviours

"DANGEROUS TOY"

Characters: 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…

Milan: Yes…it's you John. You want me to come to your place now? Well, I don't know …I have to ask my mom, wait a second!

{Paul is running to the kitchen}

Paul: Mom, mom, and can I please go at John's place? I won't be long.

Paul's mom: You can go but don't stay long and be careful, don't do any foolish please.

Paul: Don't worry I won't! Buy!

{Paul is going back to the phone}

Paul: I'll be right there!

{He hangs down the phone, puts his shoes on and gets out}

ACT 2

(Paul is knocking on John's door. John's mother opens the door}

Milan: 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 mom…

(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: Buy!

{John's mother leaves the room}

ACT 3

{Paul and John are alone in the room)

Paul: You want us to play cards?

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

{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 put 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 the miracle!

{John opens the box and takes out the pistol covered with scarf. Paul looks carefully, frightened and deleted at the same time]

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

{At the beginning Paul refuses to take it in a 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 this is?

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

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 were 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 puts it toward Paul}
Paul: Hey, what are you doing?
{Paul is pushing John's hand on the other side}
John: Don't be scared, it's empty. You won't me to try it?
Paul: Not on me!
{Paul is pushing his hand again}
John: Ok, look it is empty, I'll shoot it outside, through the window.
Paul: Don't do it, there are people on the street!
John: Stop warring, I've told you 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' 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 non, 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 John 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 Marc was playing in his yard while his parents were watching TV. Suddenly on the yards door his friend Luke showed up...

ACT 6
Marc: Hay, Luke! You want to come inside to play?
Luke: Ok, I have a new game to show you.
Marc: Which one, which one!
Luke: We have to hide somewhere where now one can see us!
Marc: come, we can go behind the house.
Luke: Let's go!
(Luke enters the yard and they go together behind the house}
Luke: Look what I've got...
{Luke opens his jacket and takes the pistol out}
Marc: OOO, is it real?
Luke: Of course it's real
Marc: May I take it?
Luke: Here you are.
{Marc takes the pistol and look at it all excited}
Luke: Last night I've seen a film called Russian runlet? Do you know that game?
Marc: No, I don't.
Luke: You leave only one bullet in a pistol, then one pulls the trigger on the had and shoots. If he's lucky the bullet will miss him, and then the other trays the same.
Marc: 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.
Marc: Ok. Did you ever shoot?
Luke: No, I didn't but I've seen it on TV, it's easy.
Marc: 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 on the side Luke shouted Marc in the hand!
Paul: What happened then?

John's mother: Marc ended up in a hospital and Luke's father in a prison.
John: Why in the prison?
John's mother: Because when he was in Bosnia during the war he brought the pistol for which, just like your father, he had no license. So now, did you understand that pistols aren't toys?
John and Paul: Yes, we have.

ACT 8
All actors are back on the scene. They look at the audience and say at the same time:
CHILDREN WEAPONS ARE VERY DANGEROUS. DON'T PLAY WITH THEM!!!

Annex X – Monitoring and evaluation techniques

This 'Activist Feedback Form' was put together for the SASP 1 Test in Zrenjanin.[116]

It was designed to evaluate how the project could have been improved as it was carried out - what was working and what wasn't. The aim was also to better answer difficult questions and to find ways to make an impression on people who did not agree that guns are dangerous. Forms were handed in once a week to the campaign organiser.

Name:

Location:

Ethnicity:

1)   How many households did you visit this week?

Mon	
Tues	
Wed	
Thu	
Fri	
Sat	
Sun	
Total	

2)   On average, how many people that you visited were prepared to talk to you?

- ▪   All of them
- ▪   At least three quarters
- ▪   At least half
- ▪   At least a quarter
- ▪   Almost none

3)   What message or messages do you think worked best with the people you talked to?

4)   On average, what proportion of people disagreed with the messages of the campaign?

- ▪   All of them
- ▪   At least three quarters
- ▪   At least half
- ▪   At least a quarter
- ▪   Almost none

5)   Please explain what kind of argument people made when they disagreed with the campaign.

6)   Please write down any questions you were asked which you found it difficult to answer.

7)   What type of people did you find most willing to talk to you? Please circle the description which fits best.

- ▪   Young people up to age 25
- ▪   Middle age people up to age 45
- ▪   Older people over age 45
- ▪   Age made no difference

- ▪   Men
- ▪   Women
- ▪   Sex made no difference

- ▪   Wealthier people
- ▪   Poorer people

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[116]   Study Report 'SASP Test North East Serbia Evaluation Report', SEESAC, 2005 http://www.seesac.org/Publications.

- Level of wealth made no difference

8) What type of people did you find least willing to talk to you? Please circle the description which fits best.

- Young people up to age 25
- Middle age people up to age 45
- Older people over age 45
- Age made no difference

- Men
- Women
- Sex made no difference

- Wealthier people
- Poorer people
- Level of wealth made no difference

9) What type of people disagreed most with the messages of the campaign. Please circle the description which fits best.

- Young people up to age 25
- Middle age people up to age 45
- Older people over age 45
- Age made no difference

- Men
- Women
- Sex made no difference

- Wealthier people
- Poorer people
- Level of wealth made no difference

POSSIBLE EVALUATION TECHNIQUES

Note of caution: Respondents may well give the answer that they think is correct which means that the evaluation is of whether the individual concerned remembered what he/she was taught, not necessarily a reflection of actual attitudinal or behavioural change.

Evaluation questionnaire after a weapons amnesty[117]

1. Do you think the public awareness campaign changed public opinion in a positive way?

2. Do you think incidents of shooting decreased during the amnesty program?

3. Do you think the Weapons for Incentives (lottery) was a motivating factor to surrender weapons?

4. Do you support police actions from the 16 of December against people who possess illegal weapons?

5. Do you think there was enough support from the local media on the topic?

6. Do you think the government should continue weapons awareness through educational programs?

7. Do you think development for local communities could be an incentive for people to give up their weapons?

8. Do you think economic development will decrease the need for a weapon?

9. Do you think a weapon is still needed in [*country*]?

Possible answers: Yes. No. Do not know

Categorised by: Gender, Age, Education, Ethnicity, Occupation, Place of Living and Region

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[117] Taken from Evaluation Questionnaire 'Weapons Amnesty and Legalisation' in Macedonia, December 2003.

SASP 2 TEST NORTH EAST SERBIA EVALUATION GUIDELINES

The evaluation report on the project should include the following:

1. **Background to the campaign**

   - An account of how the project was structured (3 phases, ethnic spread, discussions, pamphlets and door-to-door, video clips).
   - How you got casualty data and what it told you.
   - How you found criminal data and what it told you .

2. **Preparation for the campaign**

   - How we trained our activists.
   - How we designed the questionnaire (internal discussion then testing on activists, their families).
   - What information we gathered in the questionnaire.
   - How you reconciled the cost of getting accurate information about your target audience with the money and time you had available.
   - What extra expertise you needed for gathering the target audience information and where you found it.
   - What information we were still missing.
   - What conclusions we drew from the information.
   - How the information shaped our message design.
   - What people said in the focus group discussion.

3. **Implementation of the campaign**

   3.1. Door-to-door campaign.
   3.2. TV spots.
   3.3. TV discussion.
   3.4. Elementary schools art competition.
   - Dates for all of the activities.
   - Numbers of households visited.
   - Numbers of leaflets distributed.
   - Number of video clips shown.
   - Details of the TV discussion (aims, participation, date of broadcast, topics covered).
   - What measures were taken to monitor the implementation.

4. **Evaluation of impacts of the campaign:**

   - Summarise the Activist Feedback Forms.
   - Summarise the comments of activists from the Meeting Wednesday 17.
   - Explain how the second questionnaire was devised.
   - Detailed summary of SMMRI findings from the second questionnaire, including:
     - Number and percentage of people who noticed the campaign;
     - Number and percentage of people who noticed each specific activity;
     - Any changes in knowledge, attitudes and practices compared against findings of the initial questionnaire.
   - Any other relevant indicators (compare frequency of accidents before and after the project period).
   - Any external factors which may have affected the impacts of the campaign.
   - Final assessment of the impact of the project.

Annex A Statistical data from first Questionnaire

Annex B Statistical data from evaluation Questionnaire

Submitted with the final project report should be, on one CD (if possible):

   - Video clips used.
   - Film and still photographs of activist training.
   - Film and still photographs of household visits.
   - Film and still photographs of one school risk education lesson.
   - Film and still photographs of art competition.

Annex Y - Working with the mass media[118]

Situational analysis

Existing resources for media work

- Identify the equipment already in the organisation's possession (e.g. visual and audio recording equipment), designate a suitable venue where to host journalists when they come to interview project staff, and establish a comprehensive filing system for all previous media coverage of the organisation and its activities.

- Identify which staff members have the necessary skills and personality to handle the media:

  - The Communications Officer contacts journalists,[119] issues press releases, maintains contact lists, monitors the media, organises media events and briefs other staff members in case they come into contact with the media.

  - The Spokesperson may be the visible face of the project and a writer may be useful for written statements.

It is important to remember that media work must be incorporated into the project's budget.

Target audience analysis

Identify the target groups by referring to previous SALW Surveys and any SALW Awareness programme needs assessments (see part 1.1 in Section 3: Analysis and Strategy Planning for more detail). Also, identify 'key communicators' who are either formally or informally influential individuals within a community (determined by age, wealth, occupation, family contacts, education, physical strength, access to force (e.g. paramilitaries), political or religious position, leadership within social organisations and/or fame). Try to get their support else reduce their influence and look for alternatives if they are unwilling to support the campaign.

Determine the media habits and leanings of the population (possibly through consultation with professional media associations and advertising or market research agencies where funding permits), bearing in mind questions such as:

- What is the individual's geographical location?

- Do they use print or broadcast for information?

- What topics interest them?

- What types of people do they respect/disrespect?

- When do they make use of the news media?

Finally, look over current or past communication programmes targeting these audiences on SALW or Mine Risk Education – what was their impact?

Analysing the media

In contemporary SEE, a number of factors may currently affect the professionalism and independence of the media: vestiges of communist practices among media staff, distorted perceptions of audiences and the media following the recent conflicts in some SEE countries, the interests of owners and the priorities of editors, a lack of resources, a lack of skill and motivation among journalists and pressure from special interest groups be they governmental, non-governmental or criminal.

Broadly, there will be several media outlets available: national print media, regional and local print media, broadcast media (radio and TV), electronic media and specialist print media (see Table 7 in part 6 in Section 4: Designing Messages, Activities and Materials, and Choosing Media, for the advantages and disadvantages of each medium). Be careful to consider the number of stations/publications, ownership/political affiliations, type and schedule of programming, type and size of audience, geographical reach and staff structure. Then compare the analyses of target audiences with that of the media to determine whether the medium is accessible to, and credible and popular with the target audience, available to the project staff in terms of cost and political affiliation etc, and that it meets the time requirements (i.e. that the medium is used at the right stage of the project).

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[118] See Study Report 'Media Operations during SALW Control Interventions', SEESAC, August 2004 http://www.seesac.org/reports/st_reports.htm.

[119] For journalists seeking more background information on SALW reporting can be referred to an online resources 'Reporting on SALW, a Resource Pack for Journalists' produced by SEESAC and Saferworld, in cooperation with IWPR in May 2004. See http://www.seesac.org.

Choose the appropriate person within the media outlet to target and provide them with timely, accurate and newsworthy information, bearing in mind the following points:

- Prepare and deliver messages in plenty of time to match the project's desired timeframe with the journalist's.

- Learn how different media outlets prefer to receive information (e.g. by letter, phone, fax, videotape or e-mail).

- Familiarise yourself with the type of news that each media outlet presents.

- If their time is wasted with unusable information, inaccuracies or unnecessary questions, then working relationships may be weakened.

At this stage it would be useful to compile a database of relevant media outlets and their target audiences, with contact details of the relevant people.[120]

Strategy design

A media strategy sets out the goals, objectives, messages and methods of the project and allocates roles and resources accordingly.

Formulating goals and objectives

Table 14: Goal one is to raise the profile of the SALW control project among the general public

OBJECTIVES	INDICATORS	RESOURCES
Make and maintain contact with relevant media	- Number of entries in project's media database. - Regularity of contacts made with above journalists. - Level of media attendance at project events, conferences.	- Personnel: communications officer and spokesperson. Communications Officer to write project materials. - Finances: $xxxx for year
Increase media coverage of project activities	- Extent of media coverage of project's events and activities. - Level of public recognition of project's name and knowledge of its work.	

Table 15: Goal two is to use the media to encourage SALW surrender during amnesty period

OBJECTIVES	INDICATORS	RESOURCES
Increase the amount of information on the weapons amnesty carried by media outlets	Extent of media coverage concerning the amnesty and weapons surrender,	- Personnel: communications officer and spokesperson. Communications Officer to write project materials - Finances: $xxxx for period of disarmament
Involve journalists in advocating for weapon surrender by encouraging positive and responsible coverage of the topic	- Increase in pro-surrender reports. - Fewer anti-surrender or ambivalent reports.	

Formulating messages

It is important to note that the project's core messages reflect the organisation's mission as a whole in addition to the project's goals and objectives, as distinct from the SALW Awareness strategy that more specifically seeks to raise awareness among targeted audiences in relation to particular SALW issues. See the chapter on Designing Messages, Activities and Materials, and Choosing Media, for tips on message design.

Product development

Where possible develop corporate materials such as headed paper, a logo, and business cards. These items will supplement a press kit/media guide for distribution to the mass media.

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[120] The SEESAC Media Monitoring Database is an operational support tool designed to support media analysis and to maintain data on media coverage of a SALW Control Intervention. See http://www.seesac.org.

A press kit should be continually updated and contain:

a) Background information on both the organisation and the project;

b) Press clippings containing coverage of the project work;

c) Copies of recent reports;

d) Recent press releases;

e) Photos and biographies for the project team;

f) Photos and/or video footage of any recent events;

g) Contact details for whoever handles the media;

h) Media products: when designing a media product it must be professional in design and execution, be it a TV script, a song, TV or radio 'spot', or a leaflet, amongst other possibilities, taking into consideration: optimum timing for use; the purpose of the product; and the duration of the product use.

Pre-testing of these media products is crucial (see the chapter on Field-testing).

The next step is to develop a media plan. This is distinct from the SALW Awareness Strategy in as far as it considers media operations, core organisational messages and corporate image, but it should be developed together with the Awareness strategy to avoid duplication, confusion or conflict of messages.

1. Select target media (for the most part those used by target audiences).

2. Select tools (TV, printed products etc.) and activities (contact management, organise media event, monitor the media etc.).

3. Plan a schedule of events:

   ▪ Planned media activities (e.g. press releases) with specific dates;

   ▪ Forthcoming major events (e.g. public holidays, major sporting events, state visits);

   ▪ Monitoring and evaluation activities;

   ▪ Updates of in-house materials (press kits, websites, Media Line To Take (MLTT) etc.);

   ▪ Maintenance of a list of international and national media contacts.

4. Preparation of corporate image and related materials.

5. Decide on events that are part of the SALW control intervention, which are particularly media-worthy (see part 3.2 in Section 1: The Concepts and Approach): weapons collections, training of collection agents, delivery of incentives to those surrendering weapons, securing of storage sites, transport of SALW, destruction of weapons or ammunition, upgrading of destruction facilities, awarding of surrendered weapons that are of historical significance to museums, passage of new legislation, amnesty declarations, and enforcement of law following amnesties (e.g. searches, arrests and prosecution of offenders).

Implementation

Dealing with journalists

The manner in which you respond to journalists' enquiries, and the speed with which you do it, will affect the media's perceptions of your project and in turn condition the coverage they give you.

■ Be polite, helpful and always get back to the journalist if you miss their call.

■ Agree on an official line in the event of hostile enquiries.

■ Don't lie and don't speculate.

Media management tools

It is not just the content of a story that determines whether it is newsworthy. Firstly, the media must have their attention drawn to the story before it becomes news. Secondly, they must have adequate time to respond to the story. Thirdly, tailoring your story for particular media may improve your chances of engaging the media. Lastly, the method employed to draw attention to your story must be appropriate.

■ A press release a short written document announcing a newsworthy item, which is then distributed to the media.

- A media alert is briefer than a press release, used to convey more urgent information, often in 'bullet point' form. This should be used only when an unexpected event occurs and not as a standard tool for conveying information.

- A pitch letter is a letter of proposal addressed to journalists or editors to encourage them to cover an event or story.

- A press conference is usually organised for the most important events, and is an efficient way of reaching several media representatives simultaneously. It is important to be well briefed in preparation for a range of different questions.

- Briefings are lower key with a select number of journalists with whom you meet to build working relationships around issues related to your project. Regular briefing sessions could be held with the same journalists every few weeks.

- Letters to the editor offer your opinion on an issue or a response to previous editorial coverage and are normally two or three paragraphs long.

- Questions and Answers Briefing (Q&A) and Media Lines to Take (MLTT) are responsive media tools that put across the perspective of both the organization and the project, and are for internal use. The former provides suggested answers to expected questions for the spokesperson, and the latter is an extended version of the Q&A, including a Factual Summary of what has preceded the event, Comments for internal use, the MLTT itself covering where the organization's position vis-à-vis the issue at hand, followed by the Q&A.

- Press tours and events are worth organizing if they will add value to a story i.e. journalists may get a different take on the event from other interested parties present, an exclusive interview, or an opportunity to hear the reactions of people with an interest in the event. A worthwhile event may be the opening of a new office, presenting an award, completing a project, or commencing a weapons collection or destruction. Other activities that may be of interest to the mass media are competitions, exhibitions, lectures, training courses, vigils, demonstrations and petitions.

- Journalists may request interviews from you, but you should also seek them out. It is important to prepare in advance with your Q&A and MLTT.

- Other methods include publishing a newsletter, celebrate an anniversary, release a letter of commendation, organise a public debate, honour a person or an institution, organize a tour, find a celebrity to speak on your behalf, deliver a guest lecture, place a feature in a suitable publication, and get your events included in popular 'events listings'.

Countering hostile communication in the mass media

Where oppositional-communication is identified the media team will need to perform an analysis of the following:

- The source (the individual or organisation responsible) - so as to analyze the credibility of the source in the eyes of the general public as well as knowing how to shape a response.

- The content - determining the meaning and purpose of the messages sent by the opposition may lead you to conclude what their future actions may be. Also look for issues about which the opposition is particularly sensitive as well as any inaccuracies.

- The audience - knowing the intended audience will shed light on the purpose of the communication and knowing the unintended audience will allow you to decide the maximum scope for your response.

- The media – what type of media and why?

- The effects – media monitoring will tell you about concrete events that may have resulted from the opposition's messages, and reports from the field as well as interviews and mini-surveys will help determine whether the target audience's attitudes have changed.

Now you must decide how to respond:

- Pre-emptive strategies - identify the opposition and anticipate their communication strategies. Pinpoint upcoming situations and events that might be uses against your project (including your own projects) and bring them to the audiences' attention first with your interpretation.

- Refutation - where there are inaccuracies in messages, they can be directly refuted by widely and rapidly circulating press releases and giving interviews. An indirect refutation would be attacking the opposition's credibility or replying with related information which challenges the opposition's messages in an indirect way without repeating (and re-promoting) the opposition's messages.

- Diversion - communicate new themes and messages to overshadow the pervious negative ones.

- Silence - this prevents giving additional publicity to the opposition and may also imply that no response is necessary because of the low credibility of the opposition.

- Minimisation - either re-emphasize the content of the opposition's message in a more helpful fashion, issue a statement emphasizing those aspects of the message that are most favourable to your project, or state that there is more to be said on the matter which will prove the opposition's message to be inaccurate but nothing more can be said at this time.

Crisis communication

Prepare a crisis plan and a crisis pack containing an up to date media list, fact sheets and positive press clippings about your project. Possible scenarios may be allegations of:

- Corruption (e.g. among NGO partners).

- Theft (e.g. of collected weapons).

- Political or ethnic bias (e.g. in SALW Awareness campaign materials).

- Poor security (e.g. of weapons in transport).

- Poor safety (e.g. unexpected explosion).

Try to determine the source of journalists' animosity. Where the root of the problem is a lack of professionalism or of information then counter with the provision of information and advice, whereas if you're being accused of having particular political or business interests then concentrate on isolating the journalists and counteracting their messages with positive coverage of others.

Working with partners

During SALW control interventions your organisation may need to work in partnership with others, (e.g. government ministries, peacekeeping forces, security agencies, NGOs and others). An understanding about media relations must be reached among project partners, since perceived disagreement, confusion or competition between project partners is a story in itself and will undermine the project:

- Agree responsibilities among different organisations.

- Agree procedures for accessing and sharing information with each other.

- Assign roles to your various spokespeople.

- Recognise the contributions and responsibilities of each party in your public dealings.

Monitoring and evaluation

Systems for monitoring and evaluating (M&E) your work with the media must be devised in the planning phase of the project. Monitoring can be defined as tracking progress towards the achievement of objectives allowing strategies to be changed as needed, whereas evaluation takes place at the end of the project cycle. An M&E system ahs the following advantages:

- It enables you to correct errors as the programme proceeds.

- It allows you to identify important events and shifts in media reporting which can then be responded to in a timely fashion.

- By keeping track of what is going on in the media, you can plan SALW projects and increase the effectiveness of your communication efforts.

- Evaluation also programmers to learn from their mistakes and to identify good practice.

M&E of outcomes and processes

M&E of processes is about tracking your activities against your media work plan and making corrections where necessary. M&E of outcomes focuses on the results of your activities and attempts to see whether your work is producing the intended effects; namely, whether your messages and materials are reaching your targeted media outlets and/or journalists, whether your messages have been accurately received and fully understood by those actors, and whether they have had the desired impact (i.e. changes to attitudes, behaviours etc). M&E of processes is fairly self-explanatory, but here are some questions you should be asking with the M&E of the outcomes of your project:

- How frequently is it appearing?

- Is it biased or neutral, accurate or inaccurate?

- Is the coverage being given priority slots in terms of broadcasting schedules and prominence on the page?

- What sort of depth does the coverage have?

- Is it positive or negative in terms of the project's goals?

- Are the core programme messages being received and understood?

- Which media outlets and which journalists are giving you coverage?

- Is the coverage reaching the desired audiences?

- What impact is the coverage having on those it has reached?

Maintaining a database of all media coverage allows you to identify where more coverage is needed, to challenge biased or inaccurate reporting, to spot allies and hostile parties, as well as being a valuable source of needed information when dealing with journalists.
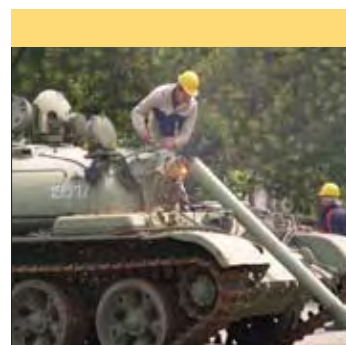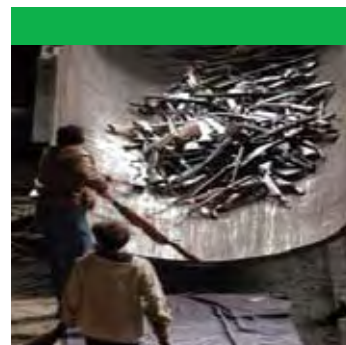
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