RMDS/G 06.20

1st Edition
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Small Arms and Children

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Contents

Foreword

On 08 May 2003 the development of regional micro-disarmament[1] standards and guidelines was discussed during the RACVIAC sponsored seminar on '***SALW - A year after Implementation of the Stability Pact Plan*** '. The consensus was that such standards and guidelines were desirable, and SEESAC agreed to develop a framework and then take responsibility for the future development of regional standards. It was agreed RMDS/G would be designed to support the work at the operational level, and would go further than the more generic 'best practice' documents currently available. After a wide-ranging discussion between stakeholders as to the status of RMDS/G it has been agreed that the term 'standards' will refer to the technical issues, whilst 'guidelines' will apply to 'programme' issues.

This RMDS/G [2] reflects the development of operational procedures, practices and norms, which have occurred over the past four years in the area of Small Arms and Light Weapons (SALW)[3] control. Best operational practices have been identified and reviewed from within the region and beyond, and included as appropriate within this RMDS/G.

SEESAC has a mandate under the Stability Pact Regional Implementation Plan to fulfil, among others, operational objectives of 1) sharing information on and enhancing co-operation in the establishment and implementation of SALW control and reduction programmes and approaches among regional actors; and 2) providing linkage and co-ordination with the other relevant regional initiatives. The development of RMDS/G is one means of fulfilling that mandate.

The work of preparing, reviewing and revising these standards and guidelines is conducted by SEESAC, with the support of international, governmental and non-governmental organisations and consultants. The latest version of each standard, together with background information on the development work, can be found at www.seesac.org. RMDS/G will be reviewed at least every three years to reflect developing SALW control norms and practices, and to incorporate changes to international regulations and requirements. The latest review was conducted on 01 March 2006, which has reflected the development of the UN Integrated Disarmament, Demobilization and Reintegration Standards (IDDRS) www.unddr.org, which include RMDS/G as a normative reference in the Disarmament and the SALW Control modules.

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[1] Defined as: '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 weapons and ammunition management programmes'. Often used interchangeably with SALW control in the past, but SALW Control is now the recognised terminology. The term Micro-Disarmament has only been used here to ensure consistency of the RMDS/G concept, rather than renaming the standards.

[2] The layout and format of RMDS/G are based on the highly successful International Mine Action Standards (IMAS). The cooperation of the UN Mine Action Service (UNMAS) is acknowledged by SEESAC during the development of RMDS/G.

[3] There is no agreed international definition of SALW. For the purposes of RMDS/G the following definition will apply: '***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***'

Introduction

'We owe our children – the most vulnerable in any society – a life free from violence and fear. In order to ensure this, we must be tireless in our efforts to attain peace, justice and prosperity for countries, but also for communities and members of the same family. We must address the roots of violence.'

Nelson Mandela

Small arms, light weapons and ammunition (SALW) are inherently dangerous. In the wrong hands, and in sufficient quantities, they can be politically destabilising, and lead to and exacerbate conflict. As such, they can present grave dangers, both to national governments and to international and regional peace-building efforts. One of the most effective ways that they can be kept in check is by programmes for SALW control.

The impact of small arms on children is far reaching, both as perpetrators and victims of SALW related violence. Impacts include death and injury; human rights abuses; displacement; psychological trauma; insecurity; culture of violence and loss of opportunities.

Until recently SALW Awareness programmes have targeted children in schools through risk education, and there have been efforts to develop a National Curriculum.[4] However recent work by SEESAC has questioned the validity of this approach, suggesting that it is derived from a SALW Awareness perspective rather than an educational one. The findings of this work suggest that 'small arms risk education' for children is not appropriate or effective and recommends instead an approach based on child psychology and public health. This RMDS/G has been developed on the basis of the Consultancy Report: Small Arms, Children and Education.[5] It aims to give guidance on how to approach the issue of small arms, education and children, while recognising that there is more research needed on this complex issue.

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[4] *'SALW Awareness in Schools – Towards a National Curriculum'* ISBN 86-7728-004-9

[5] Available at http://www.seesac.org, in the Small Arms and Education section of the website.

SALW and children

1   Scope

This RMDS/G establishes the guiding principles for the development of small arms programmes involving children. It makes available recent research conducted into the issue of small arms and children, including 'small arms risk education'. It gives guidelines as to how to ensure that programmes are effective and appropriate, and in line with child psychology and public health

2   References

A list of normative references is given in Annex A. Normative references are important documents to which reference is made in this standard and which form part of the provisions of this standard. Informative references may be found at Annex B.

3   Terms and definitions

A list of terms and definitions used in this standard is given in Annex C. A complete glossary of all the terms and definitions used in the RMDS/G series of standards is given in RMDS/G 02.10.

In the RMDS/G series of standards, the words 'shall', 'should' and 'may' are used to indicate the intended degree of compliance. This use is consistent with the language used in ISO standards and guidelines.

a) 'shall' is used to indicate requirements, methods or specifications, which are to be adopted in order to satisfy the standard in full. It is used infrequently; usually only where there is a safety issue with the potential to negatively impact on human life.

b) 'should' is used to indicate the preferred requirements, methods or specifications.

c) 'may' is used to indicate a possible method or course of action.

The term **'small arms'** in the context of education refers to guns, pistols and rifles and may include grenades. It does not refer to the term SALW[6] as used generically in the remainder of RMDS/G and other literature as this is deemed to be unnecessarily technical and gives the impression that technical knowledge is needed to discuss the issue, whereas in reality the issue for children and young people is one of injury and violence.

The term **'children'** in this RMDS/G follows that of the 'Convention on the Rights of the Child',[7] namely that a child is aged from birth to 18. However, in looking at the issue of small arms, children and young people, it should be noted that the UN has defined 'youth' as aged 15 to 24.

4   Background

The issue of small arms and children is a complex one. To date there has been much emphasis on 'small arms risk education' in schools, which have often been short-term, stand alone programmes without demonstrated effectiveness. The results of recent work have shown that small arms risk education has traditionally been based on three invalid assumptions:

a) since the countries of SEE are committed under the Stability Pact to 'continued tangible progress' in SALW awareness, the inclusion of 'risk education' in schools would support this requirement;

b) risk education could prevent tragic accidents involving small arms and children; and

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[6] See footnote 3, above.

[7] 'Convention on the Rights of the Child', http://www.ohchr.org/english/law/pdf/crc.pdf, accessed 31 January 2007

c) education on the negative impact of weapons could reduce future violent and criminal behaviour among young people.

The recent work determined that risk education for children has traditionally been based on a SALW Awareness perspective rather than an educational one, and it questioned the educational validity of the concept of risk education for children and youth in general. Alternative approaches to the issue of small arms and children were therefore considered, including research on safety and risk education, child development, the public health approach to small arms and violence and the role of media violence in influencing children's attitudes to weapons.

In general there is a lack of data in the SEE region concerning the impact of small arms on children, and no evidence that any available data has been used to inform policy making. Future collection of armed violence data should include a specific focus on children and youth in order to develop relevant programmes and advocate for appropriate policymaking.

5 Guidelines on working with children and small arms

When developing any programme related to small arms and children, the following conventions, frameworks and guidelines should be considered.

a) 'Convention on the Rights of the Child' (CRC). Any discussion on children and small arms must be based on this convention. The relevant principles are:

   ❑ Article 3: the best interests of the child in all activities concerning them; Protection and care of the child necessary for his or her well being;

   ❑ Article 6: the child has an inherent right to life, survival and development;

   ❑ Article 19: all appropriate legislative, administrative, social and educational measures should be taken to protect the child from all forms of physical and mental violence and injury; and

   ❑ Rights to participation and consultation.[8]

b) Within the UN system, UNICEF is the lead agency for child protection, including protection from all forms of violence against children. UNICEF has proposed a concept of the 'Protective Environment Framework', to ensure that governments address the underlying systems that fail to protect children. The Framework sets out eight elements that determine children's protection from violence, exploitation and abuse. This child protection approach is more relevant than 'quick fix' awareness and education programmes on small arms.[9]

c) UN Secretary General's Report on Violence against Children.[10] This study underlines and reflects children's status as rights holders and their right to express views on all matters that affect them and have their views given due weight.

d) The Geneva Declaration.[11] Points relevant to children and small arms:

   ❑ Promote a comprehensive approach to armed violence reduction issues, recognizing the different situations, needs and resources of men and women, boys and girls, as reflected in the provisions of UN Security Council Resolutions 1325[12] and 1612;[13] and

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[8] Convention on the Rights of the Child, http://www.ohchr.org/english/law/pdf/crc.pdf, accessed 31 January 2007

[9] For more information on the 'Protective Environment Framework' see Lindgren, Karen, 'The Protective Environment: Development Support for Child Protection', *Human Rights Quarterly* 27 (2005) 214-248

[10] 'UN Secretary General's Report on Violence Against Children', http://www.violencestudy.org/r25, accessed 31 January 2007

[11] 'The Geneva Declaration', http://www.iansa.org/issues/documents/armed-violence-and-development-geneva-declaration.pdf, accessed 31 January 2007

❑ Ensure that armed violence prevention and reduction initiatives target specific risk factors and groups, and are linked to programmes providing non-violent alternative livelihoods for individuals and communities.

e) People developing small arms programmes involving children should have a sound knowledge of child development and children's rights.

f) Many programmes focus on children and young people as solely 'victims' of small arms related violence. In some cases there is demand for weapons from young people. Where this is the case programmes should recognise and address this situation.

g) The priorities of young people should be taken into account. Research in SEE suggests that small arms are not the highest cause for concern of young people in the region. Where this is the case resources should be channelled towards issues that are of higher priority to young people, rather than automatically funding projects focussed on small arms control and safe behaviour.

h) Evidence suggests that small arms are a highly gendered issue; this includes boys and girls' differing attitudes to the issue. Different approaches may therefore be appropriate when targeting girls or boys. The idea of 'selective', or targeted, interventions is supported by the public health approach.

6 Risk education for children?

Although 'small arms risk education' may be a useful approach to take with adult gun users, there is no evidence that such an approach is appropriate for children and young people. However in SEE most education programmes to date have targeted children rather than gun owners. A literature review revealed that very little research has been done on children, young people and risk-taking.[14] Concepts of 'gun safety' and 'small arms risk education' specifically are not based on knowledge of child development and in fact are unlikely to succeed, as children do not have the cognitive maturity to make the necessary decisions. Adolescents frequently see themselves as invulnerable to danger and harm, especially boys, who are the main group at risk of playing with guns and using them inappropriately. Therefore although risk education may succeed in teaching children safety messages it is unlikely to result in changes in behaviour in real situations.

Another problem associated with risk education for children is that it may give parents a sense of complacency (they believe that the child has the necessary information and the skills to protect themselves) without having altered the child's behaviour. In this sense such programmes may have unintended negative consequences.

The concept of risk education in schools presupposes that schools provide a positive, or at least neutral, environment in which to learn. However the reality is that schools are complex and chaotic systems that may not have the capacity to deliver the intended outcomes. Furthermore teachers in SEE are poorly paid and often do not have the time, inclination or capacity to take on extra, short-term programmes on top of their existing work.

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[12] United Nations Security Council Resolution 1325 on Women, Peace and Security, http://www.peacewomen.org/un/sc/1325.html, accessed on 31 January 2007

[13] United Nations Security Council Resolution 1612 (2005), http://www.un.org/special-rep/children-armed-conflict/Download/S-RES-1612e.pdf, accessed on 31 January 2007

[14] *Literature Review on Children and Risk-Taking: Implications for Education on Small Arms* is available at http://www.seesac.org/education

7 Recommended approaches to small arms and children

Based on an extensive review of psychological, public health and educational literature on child development, risk-taking among children and youth, injury prevention, 'gun safety' education and the role of media violence, as well as wide-ranging consultations with relevant organisations and professionals, the following approaches to dealing with the issue of small arms and children can be recommended:

a) **The public health approach**. This approach to injury prevention is a coherent and well-established approach that is now being more widely applied to violence and small arms.[15] This approach has not yet been widely applied in SEE.

b) **Integrated educational programmes**. There are a range of existing education programmes that are relevant to the issue of small arms and children, therefore it is not necessary to develop a special programme on small arms. Some of these programmes include 'schools as zones of peace', ICRC's 'Exploring Humanitarian Law', Civic Education, Peace and Disarmament Education and Life Skills. A key factor of any of these programmes must be that they are long-term. Behavioural change cannot be achieved through short-term, stand-alone programmes.[16]

c) Further research in the region should be conducted on the impact of violence in the media on children and young people, and the role that the media play in glamorising weapons and violence.

d) Young people should be facilitated and encouraged to participate in safer community planning. They should be consulted, along with other civil society and special interest groups, on small arms and security issues so that safer communities can be built together.

e) While there are interventions that are appropriate when tackling the issue of small arms and children, the primary focus of small arms control programmes should be adult males, who are the main perpetrators of small arms-related violence.

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[15] For more details on the public health approach refer to *Consultancy Report: Small Arms, Children and Education*, http://www.seesac.org

[16] See Annex D for Examples of Relevant Educational Programmes in SEE. See Annex E for Lessons Learned from Peace Education programmes.

Annex A
(Normative)
References

The following normative documents contain provisions, which, through reference in this text, constitute provisions of this part of the standard. For dated references, subsequent amendments to, or revisions of, any of these publications do not apply. However, parties to agreements based on this part of the standard are encouraged to investigate the possibility of applying the most recent editions of the normative documents indicated below. For undated references, the latest edition of the normative document referred to applies. Members of ISO and IEC maintain registers of currently valid ISO or EN:

a) RMDS/G 02.10 – Glossary and Definitions;

b) RMDS/G 06.10 – Development and implementation of SALW Awareness programmes.

The latest version/edition of these references should be used. SEESAC hold copies of all references used in this standard. A register of the latest version/edition of the RMDS/G standards, guides and references is maintained by SEESAC, and can be read on the RMDS/G website: www.seesac.org. National SALW authorities, employers and other interested bodies and organisations should obtain copies before commencing SALW programmes.

Annex B
(Informative)
References

a) Basic Education and Gender Equality: Peace Education, http://www.unicef.org/girlseducation/index_focus_peace_education.html, accessed 31 January 2007 'Consultancy Report: Small Arms, Children and Education' ISBN 86-7728-050-2;

b) Buckland, Peter, www.worldbank.org/education/pdf/Reshaping_the_Future.pdf, accessed 31 January 2007

c) 'Convention on the Rights of the Child', http://www.ohchr.org/english/law/pdf/crc.pdf, accessed 31 January 2007;

d) Life Skills, http://www.unicef.org/lifeskills?index_7308.html, accessed 31 January 2007

e) Lindgren, Karen, 'The Protective Environment: Development Support for Child Protection', *Human Rights Quarterly* 27 (2005) 214-248;

f) 'Literature Review on Children and Risk-Taking: Implications for Education on Small Arms' ISBN 86-7728-051-0;

g) Our Rights: Information for Teachers, http://www.osce.org/documents/cio/2005/04/13742_en.pdf, accessed 31 January 2007 'SALW Awareness in Schools – Towards a National Curriculum' ISBN 86-7728-004-9;

h) 'The Geneva Declaration', http://www.iansa.org/issues/documents/armed-violence-and-development-geneva-declaration.pdf, accessed 31 January 2007;

i) UNICEF – Croatia, http://www.unicef.org/infobycountry/croatia_background.html, accessed 31 January 2007;

j) United Nations Security Council Resolution 1325 on Women, Peace and Security, http://www.peacewomen.org/un/sc/1325.html, accessed on 31 January 2007;

k) United Nations Security Council Resolution 1612 (2005), http://www.un.org/special-rep/children-armed-conflict/Download/S-RES-1612e.pdf, accessed on 31 January 2007;

l) 'UN Secretary General's Report on Violence Against Children', http://www.violencestudy.org/r25, accessed 31 January 2007.

Annex C
(Informative)
Terms and definitions

C.1.1
arms control
the imposition of restrictions of the production, exchange and spread of weapons by an authority vested with legitimate powers to enforce a restriction.

C.1.2
awareness
see SALW awareness

C.1.3
capacity
the strength and ability, which could be in terms of knowledge, skill, personnel and resources, to achieve desired objectives.

C.1.4
child protection
the protection of children against violence, exploitation and abuse. It includes the situation of children in conflict with the law and children without customary caregivers (such as orphans, children in institutions and those separated from families in time of conflict or disaster) – conditions that render children particularly vulnerable to violence, abuse and exploitation.[17]

C.1.5
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.

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

C.1.6
evaluation
a process that attempts to determine as systematically and objectively as possible the merit or value of an intervention.

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

Note: Evaluation is considered to be a strategic exercise.

Definition when used in relation to programmes. (*UNICEF Policy and Programming Manual*).

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[17] Lindgren, Karen, 'The Protective Environment: Development Support for Child Protection', *Human Rights Quarterly* 27 (2005) 214-248, p.216

C.1.7
firearm
a barrelled weapon from which any shot, bullet or other projectile can be discharged and that is capable of causing serious bodily injury or death to a person, and includes any frame or receiver of such a barrelled weapon and anything that can be adapted for use as a firearm.[18]

C.1.8
funding
financial resources to make some project or mission possible.

C.1.9
gender issues
policies, ideas or concerns that involve the poor treatment, lack of social inclusion or disempowerment of groups based on their gender - usually women or girls.

C.1.10
ICRC
International Committee of the Red Cross

C.1.11
International Organization for Standardization (ISO)

Note: A worldwide federation of national bodies from over 130 countries. Its work results in international agreements, which are published as ISO **standards** and **guides**. ISO is a NGO and the standards it develops are voluntary, although some (mainly those concerned with health, **safety** and environmental aspects) have been adopted by many countries as part of their regulatory framework. ISO deals with the full spectrum of human activities and many of the tasks and processes that contribute to SALW control have a relevant standard. A list of ISO standards and guides is given in the ISO Catalogue [www.iso.ch/infoe/catinfo/html].

The RMDS/G have been developed to be compatible with ISO standards and guides. Adopting the ISO format and language provides some significant advantages including consistency of layout, use of internationally recognised terminology, and a greater acceptance by international, national and regional organizations who are accustomed to the ISO series of standards and guides.

C.1.12
intervention
a wide variety of situations in which an actor enters into the area of another, with or without the consent of the other.

C.1.13
lessons learned
generalisations based on evaluation experiences with projects, programmes or policies that abstract from the specific situations to broader circumstances. Lessons often highlight strengths and weaknesses in preparation, design and implementation that affect performance, outcome and impact.

C.1.14
methodology
a logical arrangement of the procedures of performing a task.

C.1.15
micro-disarmament
the collection, control and disposal of small arms, ammunition, explosives, light and heavy weapons of combatants and often also of the civilian population. It includes the development of responsible arms management programmes.

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[18] Criminal Code of Canada (CCofC) Section (S) 2 'Interpretation' Paragraph 2.

C.1.16
monitoring
in the context of **SALW Control***, the term refers to …..* the authorised observation by qualified personnel of sites, activities or processes without taking responsibility for that being observed . This is usually carried out to check conformity with undertakings, procedures or standard practice and often includes recording and reporting elements.

C.1.17
NGO
(non-governmental organization)
an autonomous, voluntary, non-profit organization.

C.1.18
outputs
the products, capital goods and services which result from an intervention. Outputs may also include changes resulting from the intervention and which are relevant for the achievement of the outcomes.

C.1.19
post-conflict
the time, period or events taking place in a given state or region that had experienced an outbreak of violence or conflict in its recent historical past.

C.1.20
risk
combination of the probability of occurrence of **harm** and the severity of that **harm.** [ISO Guide 51: 1999(E)]

C.1.21
risk assessment
overall process comprising a **risk analysis** and a **risk evaluation.** [ISO Guide 51: 1999(E)]

C.1.22
risk analysis
systematic use of available information to identify **hazards** and to estimate the **risk.** [ISO Guide 51: 1999(E)]

C.1.23
risk evaluation
process based on **risk analysis** to determine whether the **tolerable risk** has been achieved [ISO Guide 51: 1999(E)]

C.1.24
Safer Community Plan (SCP)
a community–based activity, designed to place the needs and priorities of affected communities at the centre of the planning, implementation and monitoring of SALW Control activities.

C.1.25
SALW Awareness
A programme of activities undertaken with the overall goal of minimising, and where possible eliminating, the negative consequences of inadequate SALW Control by undertaking an appropriate combination of SALW advocacy, SALW risk education and media operations/public information campaigns which together work to change behaviours and facilitate appropriate alternative solutions over the long term.

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

Note: SALW awareness is a mass mobilisation approach that delivers information on the SALW threat. It may take the form of formal or non-formal education and may use mass media techniques.

In an emergency situation, due to time constraints and the lack of available data, it is the most practical means of communicating safety information. In other situations it can support community liaison.

C.1.26
SALW Control
those activities, which, together, aim to reduce the social, economic and environmental impact of uncontrolled SALW proliferation and possession.

C.1.27
SALW Risk Education
a process that promotes the adoption of safer behaviours by at-risk groups and by SALW holders, and which provides the links between affected communities, other SALW components and other sectors.

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 will permit an information 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. There are two related and mutually reinforcing components: a) Community Involvement; and b) Public Education.

Generally, SALW Risk Education programmes can use both approaches, as they are mutually reinforcing. They are not however alternative to each other, nor are they alternative to eradicating the SALW threat by weapons collection and destruction. The use of those approaches will also depend on whether a weapon collection programme is taking place or not.

C.1.28
Small Arms and Light Weapons (SALW)
all lethal conventional munitions that can be carried by an individual combatant or a light vehicle, that also do not require a substantial logistic and maintenance capability.

Note: There are a variety of definitions for SALW circulating and international consensus on a 'correct' definition has yet to be agreed. For the purposes of this RMDS/G the above definition will be used.

C.1.29
standard
a standard is a documented agreement containing technical specifications or other precise criteria to be used consistently as rules, guidelines, or definitions of characteristics to ensure that materials, products, processes and services are fit for their purpose.

Note: RMDS/G aim to improve safety and efficiency in SALW Control by promoting the preferred procedures and practices at both headquarters and field level. To be effective, the standards should be definable, measurable, achievable and verifiable.

C.1.30
UNICEF
United Nations Children's Fund

C.1.31
UNDP
United Nations Development Programme

C.1.32
violence
the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in, or has a high likelihood of resulting in, injury, death, psychological harm, mal-development or deprivation. [WHO, 2003].

C.1.33
weapon
any thing used, designed or used or intended for use:[19]

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

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

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[19] Criminal Code of Canada (CCofC) Section (S) 2 'Interpretation' Paragraph 2.

Annex D
(Informative)
Examples of relevant education programmes in SEE

a) **Exploring Humanitarian Law (ICRC)**. The course has five modules and introductory and concluding material:

❑ Introductory Exploration

❑ Module 1: The Humanitarian Perspective

❑ Module 2: Limits in Armed Conflict

❑ Module 3: The Law in Action

❑ Module 4: Ensuring Justice

❑ Module 5: Responding to the Consequences of War

❑ Concluding Exploration

The programme was piloted in Serbia in 2003 and 2004. Teachers in Montenegro were trained in 2006 and the Ministry of Education has expressed interest in integrating EHL into the curriculum after the pilot testing. Discussions are also ongoing with teachers and Education Ministries in Bosnia and Herzegovina and Croatia about adopting the programme. EHL is part of non-formal education in Croatia, through the national Red Cross.

b) Civic education

This has been ongoing in all countries in the region since the end of the conflicts of the 1990s. There is consensus among educators and Ministries of Education that this subject has sufficient content and its own internal logic. It is therefore not possible or advisable to keep adding new topics and material, such as small arms.

c) Peace and disarmament education

❑ Disarmament education has the objective of initiating change in the attitudes and behaviour of children, their families and communities to oppose the use of small arms. The strategy is to develop children's skills for conflict resolution, offer alternative behaviours to youth and build pressure for changes in public policy through youth involvement in peace-building at community and national levels. This topic is unlikely to attract attention at school level.

❑ Peace education is 'the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully and to create the conditions conducive to peace, whether at an interpersonal, inter-group, national or international level. Because lasting behaviour change in children and adults only occurs over time, effective peace education is necessarily a long-term process, not a short-term intervention'.[20] UNICEF and a number of other international NGOs have supported pilot projects in SEE on peace education, but it is rare for the approach to become an integral part of the school curriculum.

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[20] Basic Education and Gender Equality: Peace Education,
http://www.unicef.org/girlseducation/index_focus_peace_education.html, accessed 31 January 2007

d) Life skills

This term refers to a large group of psycho-social and interpersonal skills that can help people make informed decisions, communicate effectively and develop coping and self-management skills that may help them lead a healthy and productive life. Life skills may be directed toward personal actions and actions toward others, as well as actions to change the surrounding environment to make it conducive to health.[21] UNICEF has a range of programmes that focus on life skills.

e) Human Rights education

A range of organisations has implemented Human Rights Education programmes in the region, including Care International in Kosovo, but the most comprehensive approach comes from OSCE. The manual is available in all the languages of the region and the programme has been piloted in each country. The programme has also been evaluated.[22]

f) Schools without violence (UNICEF and local partners)

UNICEF has introduced programmes aimed at reducing violence in schools in Croatia and Serbia, including awareness raising through fundraising concerts and TV shows, developing a model for violence prevention and training teachers.[23] It is likely that UNICEF in Kosovo will also support similar projects.

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[21] Life Skills, http://www.unicef.org/lifeskills?index_7308.html, accessed 31 January 2007

[22] Our Rights: Information for Teachers, http://www.osce.org/documents/cio/2005/04/13742_en.pdf, accessed 31 January 2007. This manual can be downloaded from the website in English, Albanian, Croatian, Macedonian, Romany, Serbian and Turkish. Evaluation of the OSCE Pilot Project on Human Rights Education 'OUR RIGHTS' initiated by the Slovenian Chairmanship of the OSCE in 2005 Final Report by Mitja Sardoc.

[23] UNICEF – Croatia, http://www.unicef.org/infobycountry/croatia_background.html, accessed 31 January 2007

Annex E
(Informative)
Lessons learned from introducing peace education in post-conflict societies

❑ Ill-conceived, stand-alone initiatives emanating from well-meaning outsiders have little positive impact, tend to crowd an already overcrowded curriculum, and collapse as soon as external funding does.

❑ Peace education initiatives and attempts at forced school integration of alienated communities have limited chances of success.

❑ Peace education in schools that is linked to wider peace building in the community is more likely to make an impact on student behaviour.

❑ Programmes should focus on a wider range of issues that 'peace' – such as life skills, citizenship, human rights, and health promotion/ HIV/AIDS prevention.

❑ Attempts at integration of peace education messages 'across the curriculum' have been less successful than programmes that have a dedicated slot in the curriculum.

❑ Nonetheless, all curricula should be scrutinised for messages, explicit and implicit, that militate against the inculcation of attitudes of tolerance and acceptance of cultural, ethnic, or religious differences. Such scrutiny is a necessary precursor to peace education programmes, which have been shown to be more successful where they combine specific targeted classroom activities with a concern for ensuring that the entire curriculum, formal and hidden, helps to support the messages of the peace education activities.

Source: Buckland, Peter www.worldbank.org/education/pdf/Reshaping_the_Future.pdf accessed 31 January 2007