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TRAINING AND EDUCATION ON SMALL ARMS



Youth and Small Arms and Light Weapons (SALW)


module YSA 06A02

'My dear young people: I see the light in your eyes, the energy of your bodies and the hope that is in your spirit. I know it is you, not I, who will make the future. It is you, not I, who will fix our wrongs and carry forward all that is right in the world.'

– Nelson Mandela, former President of South Africa –

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**Youth and Small
Arms and Light
Weapons (SALW)**

*written by Irma Specht
(Transition International)
and the TRESA team*

module YSA 06A02

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List of Icons for TRESA modules

The following icons will be used in the text. These are intended as pointers for actions the trainer or trainee should take while using the text.



Activity

Indicates some sort of group activity, exercise, discussion, division into separate smaller groups, etc.



Case study

Two types of case studies are indicated here:

- Case studies which are required (later text refers to the case, and therefore the case study must be used). These are indicated by an "R".
- Case studies that are optional (trainers can use a similar case study they might be more familiar with, as the same lessons are drawn).



Essential point

Main points that the trainees *must* remember from the training.



Formal quote

Written or pictographic material that is a quote from some other source (e.g.: UN declaration, national law) and cannot be changed or modified.



Outside reference

An arrow pointing to some outside source, for example, another module.



Tag

This indicates an element of the module that the trainer must be careful to modify to fit the audience.



- L: *Linguistic usage*. Where the text uses a particular expression that might not translate well from one language to another.



- C: *Cultural usage*. Where the text uses examples from one culture that might be misunderstood in another.

- S: *Social usage*. Where a text is aimed at a particular audience (example, parliament members) and must be modified to fit another audience (example, military people).



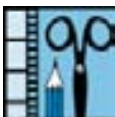
Take a break

Breathe some fresh air, relax, have a cup of coffee, ...



Technical device

Trainer must ensure the availability of some technical device: a computer with presentation software, an OHP, a film projector, puppets, ...



Tool

A film, a form or questionnaire, theatrical performance, etc., that accompany the module but are not part of it. Most are downloadable from www.tresa-online.org



Trainer preparation required

The trainer must make some special preparation (prepare notes or labels, assemble material, collate material for distribution).

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Trainer Preface

This training module is intended for organizers, supervisors, trainers, and others working within youth organizations and/or any other groups that experience SALW and youth related problems, but *not* for the youth themselves. However, other groups in a country/region that experience problems in the uncontrolled proliferation and misuse of Small Arms and Light Weapons (SALW), can also consider using this module.

The main focus of this module is on youth in post-conflict environments; however, some sections are also applicable to non-conflict situations. If applied to in contexts other than post-conflict, parts of this module need to be substantially changed and adapted to match the local environment. We *strongly* advise you to also adapt the exercises to the situation on the ground in your area/country where the training will be held, and to the participants own experience and needs.



Sections 1 and 2 provide the trainee with vital background information on the SALW problem in general, and the effect of small arms on youth in particular, as well as under what circumstances and in what ways youth “choose” to become involved with SALW. Section 3 is more practical oriented and will take the trainees a step forward by providing them with concrete assistance in the planning of a project together with the youth they are working with. Section 3 also offers different types of activities, which can be undertaken by youth.

Note: not all sections may be relevant to the background of the trainees and the context you are training in. Please feel free to leave out all those sections you consider less, or not relevant for the purpose of your training.



The objective of this module is to:

- Provide a basic background knowledge on SALW issues in general, and their impacts on youth in particular.
- Provide an overview on the reasons youth “choose” to become involved with SALW, under which circumstances this can happen and in what ways they become involved with SALW.
- Assist the trainees in designing a project plan for the youth they are working with .
- Provide an overview of different types of activities, which can be undertaken by the trainees together with the youth.
- Background knowledge on the wider conflict context and the impact of SALW in general, and on youth especially.
- An understanding on why youth become involved with small arms and in what different ways.
- To enable the trainees to encourage the youth they are working with to become active in SALW control issues.

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Note: a training course for organizers, trainers and supervisors of youth organizations about the dangers of the possession and use of small arms and their effects on youth, and the how to enable, encourage and assist youth to approach and deal with these issues, very much depends on the specific situation in the country concerned. In some countries young people may be tempted to engage in crime or might be both perpetrators and victims at the same time. In other contexts, youth might be heavily criminalized as a result of a war or poverty, or have grown up in a culture where carrying weapons is a sign of prestige and masculinity, thereby making them especially attractive to boys. On the other hand, in a number of countries girls are also arming themselves either as a means of self-protection against domestic violence, or to prove their equality to men. **A thorough and careful analysis of your local context prior to your training is therefore very important.**

Remember: if the participants of your training belong to a culture different to yours, it is very likely that you will be confronted with a number of perceptions differing strongly from yours. Ideas and perceptions, which one person coming from one cultures thinks are universal may not be understood by members of other cultures. Hence it might be useful to prepare not only one exercise or one picture for a topic in order to be prepared for the possibility that one exercise does not work out.



Trainer Preparation—4 ½ days

In order to deliver an effective and well-organized training session, some advance preparation will be needed. As you read through this module, take note of the 'preparation icon' we have included to identify those issues and exercises that may require you to undertake some advance work. For example, we recommend that you begin by reading through this entire module, comparing it as you go with the corresponding trainee manual. This will provide you with a sense of the information your trainees will be provided, as well as areas where you will be required to add value. Through our '**Trainer Note**' boxes, on the left-hand side of the training manual, we offer additional information, guidelines for how to deliver the relevant section, and possible answers for discussion questions to be asked. If you are new to the topic make sure that you understand the underlying issues. Please be prepared to spend sufficient time reading over the texts we recommend you to read in the individual sections, plus any other material that you consider useful prior to the start of your training. Please note that these guidelines are recommendations only and open to modification according to your experience and the level of your trainee group. If you have alternative ideas or methods for training a particular section as well, please feel free to explore them.



Remember: all the material presented in this module is to be used only as **a guideline** for the substance and organization of your training. Please feel free to:



- Change the sequence of the sections or sub-sections.
- Add material or to leave out certain parts.

We strongly advise that you **do not rely too heavily on the written order and structure** of this module, as this might lead to a rather static training that can be counterproductive to your goals. Instead, we encourage you to **be as flexible and**

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target-group oriented as possible, and to distance yourself from the material wherever necessary.

Depending on the knowledge of SALW issues of the trainee group, we recommend you to consider combining this module with TRESA modules SALW Basics-Definitions (SB-D05) and SALW Basics-Recognizing SALW and Ammunition (SB-R05). Details on a number of other crucial issues, such as identifying SALW, the UN Program of Action and other regional agreements, and dealing with donors are dealt with in more depth in the following TRESA modules: SALW Basics-Recognizing SALW and Ammunition (SB-R05); Global and Regional Agreements on SALW Control (GRA06). At the appropriate points in this module, you will be directed to these modules for your information or further training.



In sum, we recommend that you set aside at least **3 days** to review the above material, and at least **1 ½ day** to prepare for your training session. While this preparation time may seem rather lengthy, it is unlikely that you will need as much time in preparing for additional deliveries of this training module. Use this time to adequately familiarize yourself with the issues at hand and to identify any questions you may have – it is likely that trainees will also have these questions. If your own research does not provide you with any answers, please feel free to contact the TRESA team at www.tresa-online.org.

Structure of the training

As the trainer, you are free to choose how to deliver this module based on the amount of time you have for training. The average time we recommend is 2 days; however, this can be shortened to one day or stretched out to three. If you have less time than this, we recommend that you leave out sections/examples or case studies, which you do not consider relevant for your country context.

For each exercise requiring group work, we have suggested the amount of time to allocate for group discussion followed by group presentations. Please note that these are **guidelines only** and will need to be adjusted according to your trainee group.

Using this module

Each section of this module should be considered independent of one another. This means that, based on the level, interest and objectives of your trainee audience, not all of the sections need to be covered, nor do you they need to be delivered entirely or in the order presented. At the end of each section, we include short summaries, which are not necessary for you to include in your training, but rather are useful tools for you to measure whether you have covered all the points listed and to help keep you on track. We recommend that you refer to these summaries in preparing your training session to ensure that all relevant points are emphasized. In addition, we have included ample room in the trainee manuals for them to take notes – encourage them to make use of this resource and to follow your presentation along in their manuals. Trainee manuals are freely accessible online at www.tresa-online.org and should be reviewed in preparation for your training.

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Please also note that all Module Abbreviations deliberately state only the first three letters (e.g. SB-D), as well the year in which the module was written (05), but not whether it is the A (trainer), or B (Trainee) version, or e.g. 01 (is the first version of this module, 02 the second, etc.). This is to emphasize that all our modules are works in progress, and will be regularly updated and modified (01, 02, 03, 04, etc).

General training tips

The following provides some general suggestions on how to run an effective training session. For a more detailed overview and additional ideas, we recommend that you review TRESA's Train the Trainer Module (TtT06) available online at www.tresa-online.org.

At the beginning of the training session, it is important for you to establish some ground rules to be respected by all trainees over the course of the training. You can set these rules yourself and relay them to your trainees, or establish them together as a group. In the latter case, you can treat this as somewhat of a contract between all participants in the training, whereby all members will agree to the rules they have created and abide by them. On a blackboard or large sheet of paper, ask trainees to offer their ideas and record them as you go along. Make sure to add some of your own – and when you're done, post the rules somewhere visible in the training room for the duration of the session.

At the beginning of the training session, it is important for you to establish general ground rules to be respected by all trainees during the course of your training. We suggest that you write the following rules down on either the blackboard or a big sheet of paper and stick it onto one of the classroom walls before you begin:¹

- Respect for time and punctuality.
- Respect for the views of the others.
- Mobile phones need to be switched off during training sessions. In case a mobile phone does ring during class it should be handed over to you, the trainer, until the end of the day.
- No smoking during training sessions.
- No sleeping during training sessions.
- Trainees need to minimize movement when sessions are in progress.

Note: it is important to ensure the trainees that everything they say during this training course will be treated as confidential and will not be made reference to outside the course. This training course is a trustworthy environment and a safe haven, so invite the trainees to trust your confidentiality and encourage them to speak openly.



As we suggest a number of discussions during the course of this module, we suggest that you take the following points into consideration:

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- **Make sure that the discussions do not get too heated** (quite often people come to this discussion with a distinct ideological position) and that latitude is given for everyone's opinion.
- Ensure that each and **every individual has the opportunity to express their views** within the suggested timeframes of the exercises.
- If there is prolonged silence after you raise a question to the trainees or explain an exercise, it may be because your questions or instructions were not clear. Ask the trainees if they understand their task and try to re-phrase your questions/instructions in more simple terms.
- **Promote acceptance** of differing opinions and an understanding that individuals have different experiences in organizing or in conceptualizing these sorts of problems. This is particularly important where you have mixed groups (men and women, people from different types of communities, people with different educational backgrounds, etc).
- Try to **hold back individuals who**, because of their personality or experience, **take over the discussion** (you can, for instance, establish a ground rule that no one speaks without raising their hand, and keep a mental count of individuals that are very active, to ensure their voice is not the only one heard).
- Try to **encourage shy or quieter people to speak**, not by putting them on the spot, but rather by creating an informal and accepting environment in which they can feel confident. Circulate often during group work activities to listen for their contribution, and encourage them to later share this with the group if time and the subject matter permit. It is likely that shy participants will feel more confident after having worked in smaller groups. Also, if groups are to present their work several times, make a rule that the presenter for each group should be a different person each time. That will encourage shy participants to get involved in the general discussion.

Note: in some societies, certain individuals or groups do not dare to speak in front of their superiors, their elders or, often in the case of women, in front of men. If this is the case in your training session, try to engage these individuals as much as possible in your discussions. We would like you to keep gender and the trainees' culture in mind while doing the exercises, though these two issues are not always easy to combine, especially in cultures where women have a certain status which is seen as below that of men. Please make note of any difficulties that may arise as a result of these issues and relay them to the TRESA team for consideration in future training sessions.

We wish you the best of luck and success in using this manual for your training.

We welcome any feedback or comments you might have.

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Acknowledgements

We would like to thank Irma Specht (Transition International) for her extensive contribution and input in developing this training module.

We would further like to thank the following organizations and individuals very much for allowing us to make use of their material:

- Radio Netherlands for making their radio documentary “Warrior Faces” available to us as a tool, which accompanies this module.
- UNICEF, for providing us with the photograph which serves as this modules’ cover picture.
- Luke Dowdney, VIVA RIO, who kindly permitted us to make unlimited use of his case studies and experiences for this module.
- The International Labour Organization, who kindly permitted us to use “Chapter 5: *Girls and Boys*”, pages 85-104, in: “*Young Soldiers. Why They Choose to Fight*” by Rachel Brett and Irma Specht, copyright © 2004 International Labour Organization.
- FOSDA (Ghana), CAMP (Pakistan), CIVIL (Macedonia), IANSA and its members, EU ASAC (EU Assistance on curbing Small Arms and light weapons in Cambodia), Gabriel Conte (Argentina), and South Asia Partnership (Nepal), SASA-NET (Sri Lanka), and VIVA Rio for allowing us to make use of their SALW Awareness Material in this module.
- Chor Sokunthea, Craig Michael Bennett, Robin Poulton, Tim Page, Wolf-Christian Paes, and UNDP BiH for permitting us to make use of their photos in this module.

We would also like to thank Rosula Blanc for her creative design and illustration of the TRESA mascot, the Ant eater.

Last, but not least, we would like to thank Friederike Foltz, Sylvia Wanjau and Tonka Eibs for their valuable input and comments in finalizing this training module.

Many documents have inspired this module. One document stands out as particularly helpful: Youth LEAP resource manual “Working with young people for a mine free world: how to engage young people in campaigning” by Mines Action Canada. We would like to thank the authors of this lucid guide for the inspiration they have been to us.

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Meet the Anteater, the TRESA mascot.

Much of the transfer of SALW occurs through what has been called the “ant trade”: the small-scale, cross-border smuggling and person to person transfer of SALW. Since the Anteater only has an appetite for ants, it’s no surprise to see it as the TRESA mascot.

The Anteater will appear throughout this module to highlight important facts and help draw your attention to some interesting points.

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Glossary

Armed forces	The general term used for both official/government armies and unofficial/rebel armies in an armed conflict.
Armed group	A term used for a group of armed people with various organizational levels. They may have a political agenda, or solely an economic one, or a mix of both.
Child soldier/ child combatant/ children associated with armed groups	UNICEF defines a child soldier as any person under the age of 18 years who is part of any kind of regular or irregular armed force or armed group in any capacity, including but not limited to cooks, porters, messengers, and those accompanying such groups, other than purely as family members. It includes girls recruited for sexual purposes and forced marriage. It does not, therefore, only refer to a child who is carrying or has carried arms.
Collective incentives	Incentives (positive and negative) offered to a group or community.
Conflict	When a dispute turns into something bigger, where more issues, often hidden and underlying ones are at stake. A conflict can be carried out by means of violence.
Disputes	Where one individual or group expresses a position or interests that are in opposition to those of others.
Domestic violence	Conduct against family members, intimately involved partners or roommates, which can include beatings, threats, stalking or other forms of intimidation, harassment, neglect, physical, emotional or sexual abuse.
Gang	Usually a group of (young) people who occupy a certain territory in a particular city or area which they (try to) control collectively to some degree or another, by force. They are often involved in violence or engage in criminal activity.
Gender	The social expectations, in any society, that are attached to a particular biological sex.
Human security	A people-centered approach to security. Human security aims to remove the threats to people arising from poverty, conflict, disease, starvation and the environment among other things.
Negative incentives	Disliked actions – fines, imprisonment, and loss of budgets – imposed on those who are objecting regulations.
Personal incentives	Incentives (positive and negative) offered to an individual.

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Positive incentives Valued rewards – cash, goods or services – offered for the surrender of SALW.

Recruitment Recruitment is an act of joining any kind of regular or irregular armed force or armed group, be it compulsory, forced or voluntary.

Role (social) The rules an individual in any society is expected to follow concerning how to behave in any given position, such as 'daughter', 'manager', and 'grandchild'.

SALW proliferation The flow of SALW; be it legal or illegal.

Security sector Organizations and individuals in a state that are officially responsible for public order, physical security, and the borders of the state, such as the army, police, border police etc.

Sex The biological distinction between males and females of any species.

Stakeholder Someone – a person or an organization – who have, or feel they have, an interest in an issue.

SALW transfers Refers to the movement of SALW between and within national borders.

Section 1

The wider context: conflict, SALW and human security

Objectives and Goals of Section 1:

- To acquire an understanding of the effects of small arms and light weapons (SALW) and the SALW demand and supply side in general, and on youth in particular.
- To acquire an understanding of youth and (human) security issues.
- To acquire a basic knowledge about SALW and the legal situation surrounding SALW control.
- To acquire a basic understanding of the roles gender plays in the perception and use of weapons
- To acquire a basic understanding of the root causes of violent behavior and the impact weapons can have on this behavior.

1. Introduction



Box—Definition

The official UN definition of a 'youth' is anyone between the ages of 15 and 24 years. However, this definition often differs from one context to another, as social, economic, biological, and cultural systems define the age limits, roles and responsibilities, and the boundaries between children, adults, and the 'in-between' group called 'youth'. While this module uses the UN definition, we are, however, very aware, that many "youth" under the UN definition are considered adults according to the law in their communities and countries.

Youth are a special group in several respects:

- They can often be found at the forefront of social movements, denouncing injustices and demanding changes.
- If young people are left unattended, or being left out of the policy-making process which involves their own future, they can become more radical and

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disruptive as a result to not having been given the opportunity for a childhood or/and an education.

- Children and youth are also especially vulnerable to violence and conflict. They are among the weakest members of society and therefore often victims of actual violent acts.
- Moreover, violence and conflict do not only have a strong impact on their present life, but also affect their future.

The response to SALW-related youth involvement and/or violence must therefore deal with youth as victims, as well as a potentially important contributing group to reconstruction. Their energy and ability to mobilize themselves and other sections of society should be channeled towards peace-building. Their needs and potential must be properly understood and tackled both in non-conflict contexts (as prevention) and in crises situations.

Often youth are not aware of the negative effects of SALW, or may even feel attracted to them for a number of reasons, which will be discussed throughout this module. This obstructs their ability to play an active part in reducing and controlling the use of SALW. This training module therefore serves as an instrument to help organizers, supervisors, trainers and others working with youth understand the issues and problems involved, support youth in dealing with the effects of SALW in their daily lives in an organized way, and assist them to respond to the challenges as qualified actors.



2. Basic introduction to SALW and its effects

What are SALW?

An underlying cause for conflicts to escalate into violence is the presence of SALW. SALW in themselves do not directly cause conflicts. It is their high and easy availability, uncontrolled proliferation and re-distribution (often from one violent conflict to the next) that pose a threat. This increases the danger of a violent escalation of a conflict, it deepens and prolongs ongoing conflicts, increases their lethality, and makes reconciliation more difficult.

Despite their widespread use, there is no universal definition of SALW (see also TRESA module SALW Basics-SALW Definitions, SB-D05). For the purposes of this module, we recommend defining SALW as:

All lethal conventional munitions (arms and ammunition) that can be carried, maintained and used by an individual or a small group of individuals, or transported by a small vehicle or pack animal, and that do not require a substantial logistic and maintenance capability.



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Box—SALW definitions

In most SALW control related work and publications, SALW are divided into three categories:

- **Small arms** are those arms designed for personal use. They can be maintained, carried and used by one person.
- **Light weapons** are weapons that can be maintained, used and carried by small groups (2-3 persons), or transported by small vehicles or pack animals.
- **And related material, such as ammunition and explosives** form an integral part of small arms and light weapons, since weapons can be rendered useless without appropriate ammunition.

Note: not included in this definition of SALW are so called ‘cold arms’ or “arms blanches”, including machetes, knives, or swords, or other implements that can be used as weapons, e.g. sticks and clubs. However, such implements can, and notoriously, have been used to commit atrocities and genocide, and are often the weapons of choice for youth.



There are an estimated 639 million SALW in circulation worldwide. The end of the Cold War in the early 1990s saw the **emergence of new kinds of conflict**, those characterized by ethnic, tribal or religious **fighting that occurred within, as opposed to between states**. Many of these wars were fought not with conventional weapons or weapons of mass destruction, but rather with small arms and light weapons (SALW), which had become readily available, most notably through the downsizing/demilitarization of national armies. SALW are currently the weapons of choice of warring parties for a variety of reasons. These include:

- SALW are easily and widely available.
- SALW are simple to use.
- SALW are cheaper than conventional weapons.
- SALW are easy to maintain and have a long life span.
- SALW are lethal.
- SALW are easily concealed and transported across borders.
- SALW have legitimate military, police and civilian uses.

Why are SALW a risk?

SALW enter a community when there is a certain demand for these weapons. There are many reasons why a civilian might feel s/he needs a gun. These reasons however very much depend on the context of the country/region.

Trainer Note (Exercise 1)

The discussion should take no longer than 20 minutes (this however depends on the group size. With a small group we suggest 10 minutes, for a big group we feel 20 minutes is appropriate).

If your trainee group is not mixed, we suggest dividing the trainee group by their origin or their residence (for example trainees from a small city versus trainees from a big town or the capital; or trainees from urban areas versus trainees from rural areas). All these different groups would bring a rich variety of arguments and ideas about SALW.

Reasons why a civilian might feel s/he needs a gun include:

- Situation of war/armed conflict.
- Fear of being attacked by rebel forces or the regular military forces, or forces from outside your country.
- Feeling that one needs to protect oneself, one's friends or family, due to a weak national security sector or feelings of mistrust in the security sector.
- The desire to control others, or one's surroundings.
- The desire for political or economic influence.
- Cultural factors.

As you will see below in the section on gender issues, there are often gender-related differences, e.g. in how women and men, boys and girls view why SALW have entered their community, how they perceive SALW and how they are affected by their availability. This exercise tells you whether this is also the case with your trainees. Be aware that in some societies women don't dare to speak out in the presence of men. This exercise, however, allows them the opportunity to express their opinion, as they can work in a "women-only" group. Nevertheless, please make sure that this division does not result in unwanted competition or opposition between male and female trainees.

There are a number of reasons why it is important to consider the gender dimensions of the SALW problem. Most notably, women and girls are among those most affected by the violence and economic instability associated with armed conflict. Yet, when it comes to negotiating peace and facilitating the reconstruction of societies after war, women are often underrepresented. Women can play an important role in civil society action; especially as they can get easy access to other women living in the community who can then influence their husbands to hand in their weapon.



Exercise 1:

Divide up into groups of women and men, and/or adults and youth, depending on the mixture of the trainee group. Now write down on a big sheet of paper how you perceive the problem of SALW – for example, what it entails, why you think people possess small arms in your country/region and what they use them for, its impact, the challenges involved in solving the problem, etc. Compare your results with the rest of the group and discuss.



SALW represent both direct and indirect risks to civilian populations.²

Direct risks include:

- Greater likelihood of an escalation of inter-personal, political, economic, or ethnic conflicts and disputes.
- Deaths and injuries as a consequence of acts of armed violence or incidents, accidents or suicides.
- High probability of accidental wounding of bystanders by those handling or using firearms.
- Accidental wounding of children playing with SALW or ammunition.
- Psychological consequences, such as trauma.
- Etc.



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Trainer Note

This can further lead to a decrease of trust in security institutions (police and military), as they are perceived to be inadequately dealing with security issues. It can also lead to a loss of respect among the youth to abide by the laws, norms and values of the community; e.g. disrespecting traditions and the elders.

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Trainer Note (Exercise 2)

The purpose of this exercise is to help trainees better understand the interrelationship between SALW violence and development.

Duration: 30-60 minutes

Material needed: black board or pin board to visualize discussion results; chalk or pen; cards and pins if necessary.



This led discussion may require a lot of input and guidance from your side. Be well prepared and decide beforehand whether you want to focus on one segment of development or leave it up to the participants to decide.

Provide participants with a starting point at which SALW violence impacts upon life. This can be, for example:

1. A family (father, mother, a 16- and a 7-year-old son, a 12-, a 5- and a 2-year-old girl, a 5-month-old baby). They live in a rural area and have a little farm for subsistence. The father earns some extra money in a nearby craft shop. Although it is difficult, the parents try everything to earn enough money to provide their children with proper school education, and so far they have managed. The eldest son dreams of working in an office, while the daughter wants to become a nurse. One day, conflict breaks out and the father joins one of the fighting groups.
2. A family (father, mother, a 16- and a 7-year-old son, a 12-, a 5- and a 2-year-old girl, a 5-month-old baby). They live in a poor quarter of town with a high crime rate. One day, the father is shot in the leg and goes to the hospital.
3. A small village. At night, armed groups loot the fields and steal the cattle.
4. A small market town, which is the only trade center for the whole region. Due to armed conflict, streets are often blocked by armed groups who erect roadblocks where they ask for money, ambush or attack cars and buses.
5. A country whose main export item is steel. Due to armed violence, assaults and violent unrest by armed groups in the most important production area, workers don't dare to come to work anymore. →

Indirect risks include:

- Social, political and economic instability and tension due to the presence of small arms.
- Decrease in the rule of law, as justice systems are unable to cope with and prevent the increase in gun violence and demand for small arms.
- Economic strain as disposable income is directed to the purchase of arms and ammunition.
- Inability to carry out development projects because of insecurity and continued disruptions caused by people carrying and probably misusing firearms.
- Greater personal insecurity (real or perceived) as small arms become prevalent. This situation will in turn lead to a perceived need for small arms, as people believe that they need the capacity to defend themselves.

Exercise 2: Discussion

- Discuss the interrelationship between SALW violence and development.



6. ...

Starting from one of these scenarios, ask trainees what the consequences of these situations/events will be, and the consequences of the consequences, and so on. For example,

1. The father doesn't earn any extra money anymore and can't help in the field.
 - The eldest son and the mother have to take over some of his responsibilities. → The 12-year-old daughter has to spend more time looking after her siblings. → There might not be enough time and money for the children to go to school. → This deprives them of a good education and has a negative impact on their future. > The family has fewer crops to sell on the market. → The mother can't take care of her children the way she would like to → The children's state of health gets worse...etc.
4. Farmers and traders don't dare to come to the market anymore. → There is not enough food available for the people living in the town. → Due to the violence, supply from outside can't reach the town anymore. Or, in order to provide food supply from the outside, the government has to provide security escorts, which may increase the level of violence. → Food shortage, children suffer from malnutrition. Or, taxes increase and money is transferred from the health and education sector to the security sector. → Increasing level of infant mortality, or lower quality of education and health care. →
5. Production level decreases. → Less steel exports. Or, the government sends in security forces. → Less money available and the level of violence may increase → the government has to save money in other sectors → ...

What kind of story you want to use and in what detail you want to tell it (e.g., which country, the names of the characters, their profession, etc.), depends on you. Also, you can lead the discussion and direct it from the household to the state level, or vice versa, by asking how a loss of crops influences the region/country; how the closing down of production sites influences the families of the workers; or what impact a decrease in exports/foreign investment has on the population. It is up to you when you want to interfere. You can also interrupt the story with fresh input by asking questions such as "what happens if the violence spreads to the neighboring areas?" or "the cars of the main organization providing humanitarian aid get attacked several times in a few week. How will this influence the situation?" and so on.

One option, which also loosens up the exercise, is to have the trainees sit in a big circle with the trainer standing in the middle. Start telling the story, then throw a ball to one of the participants and ask him to continue. Depending on the group, the trainee might then either throw the ball to someone else to continue, or back to the trainer who can then chose the next one to answer. This gives an opportunity to include trainees who are usually reserved, as well as adds some physical activity.

In order to cover impacts both on the micro- and macro-levels, we recommend that you choose one story focussing on the influence of armed violence on the family or local community (e.g., stories 1, 2 and 3), and one on the city, region or nation (e.g., stories 4 and 5).

We also recommend that you to sum up and write down the results in order to demonstrate participants how far-reaching the consequences of armed violence can be (see also trainer note on visualization below).

Trainer Note (Optional Exercise 1)

At this stage, the very beginning of this module, we recommended you to spend some time in familiarizing yourself with the trainees to create a comfortable working atmosphere. As an icebreaking session you should seek some understanding of why the trainees believe it is worth working on SALW control issues in general, and what the impact is of SALW proliferation. However, if you have enough time, we recommend you to also ask the following questions:

- What attitude do the trainees have on SALW?
- What experience have the trainees had with SALW in their work with youth?
- What were the results of that experience (trauma, anger, etc.)?

This will help you in directing the activities and ensuring the fine-tuning of the presentation to fit the trainees expectations.

Note: most individuals are inherently aware that uncontrolled gun proliferation is “bad”, but have difficulties articulating the reasons. Offer some suggestions if the room goes silent – for example, “violence and killing is more likely”, so that trainees understand what is expected.

Using a flipchart, chalkboard or any other visual aid you have available, record the ideas raised by the trainees, referring to the list below for possible suggestions to help guide them if they get lost or fall off track. This list is by no means exhaustive, nor does every point need to be raised – a general overview of the problem is sufficient. Encourage a group discussion on any points that you feel are not very obvious, clear, or which prove controversial among the participants. Follow this discussion with a presentation of the bullet points on the SALW problem, again using any visual aid available.

Possible answers include:

- Killing is made easier, especially in civil conflicts.
- Increased deaths, lethality of violence.
- SALW destabilize regions.
- Fuel, spark, re-ignite and help prolong conflicts.
- Destabilize relief programs.
- Undermine peace initiatives.
- Exacerbate human rights abuses.
- Can be used to perpetrate criminal violence.
- Hamper and disrupt social and economic development.
- Interferes with efforts to deliver humanitarian aid.
- Perpetuates cycles of violence, insecurity and fear.
- Drains health care services, systems.



Optional Exercise 1: Brainstorm

- What is the impact of SALW proliferation?



- Physical destruction of infrastructure, economic resources.
- Undermining peace initiatives.
- Etc...

Note: whenever possible, use the audience's own experiences as springboards from which to build lessons learned and to emphasize points.

For a more detailed look at these and other potential impacts of SALW, please refer to the TRESA module on SALW and Development (SAD06).

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Trainer Note

Regulations and legislation are needed in order to effectively restrict and control the proliferation, possession and use of SALW. Legal and political instruments relating to small arms can be aimed at three levels: the **national**, the **regional**, and the **international** level.

This sub-section on legal considerations aims at providing the trainees with a basic background information on how the SALW issue is dealt with at the national, regional and/or international level. We consider it very important that the trainees obtain this information in order to be able to put SALW control efforts done locally, nationally, regionally and internationally into a wider perspective and compare local control efforts to regional and global ones. Legal considerations, especially these at the national level are important for the trainees as basic background knowledge, even though they might later decide *not* to work on legal aspects with the youth in their groups.

Please be aware that for many participants global agreements are often too far away from their reality in their communities. If you find this to be the case it might be wise to put emphasis on regional, sub-regional agreements and local frameworks, which are often viewed as more applicable to people living in these regions and usually have much more significance than the UN Programme of Action (PoA). In some places, the UN is not seen as the most prestigious and creditable organization, so that it might therefore be wise to adapt the focus of this chapter from the UN PoA to regional and sub-regional agreements if the context of the country this training is held so requires. Please consult TRESA module Global and Regional Agreements on SALW Control (GRA05) for a detailed overview on global, regional and sub-regional agreements.

We recommend you approach this sub-section by having done prior research as regards the existing legal situation in your respective country/region. Please remember to spend sufficient time preparing yourself. You can find valuable information about various countries' legislation on the following web pages:

A tool you might also consider useful is the annual red book by IANSA; "Implementing the Programme of Action 2004: Action by States and Civil Society", and/or "International Action on Small Arms 2005: Examining Implementation of the UN Programme of Action", and/or "Reviewing Action on Small Arms 2006: Assessing the First Five Years of the Programme of Action", which report on each states progress made in implementing the UN PoA. However, while the first two red books are not available online, the 2006 red book can be downloaded from: <http://www.iansa.org/documents/index.htm>. Individual country reports are available on the Internet. If there is no country report submitted by your country, there is no information available. If there is nonetheless information, this means there is a NGO that has reported. We recommend you to contact IANSA (www.iansa.org) if you want to obtain information on the developments of your country's actions regarding the control of SALW.

- http://www.seesac.org/laws/laws_novo.htm (for South Eastern Europe).
- <http://first.sipri.org/index.php> (contains facts on armed conflicts and peace keeping, arms production and trade, military expenditure, armed forces and conventional weapons holding, nuclear weapons, chronology, statistics and other reference data.



3. Legal considerations

The following information will be just a very brief introduction to the major agreements; if you want to learn more about the international and the regional dimension of SALW, we recommend you to read TRESA module “Global and Regional Agreements on SALW Control” (GRA06) which deals with the major global, regional and various national agreements in greater depth.



Box—Legal definitions

A **law** is an obligatory rule of conduct or procedure established by authority.

A **regulation** is a rule issued by a government agency and often has the force of law. It is also called an “executive order”.

Ordinances are regulations enacted by a city government.

It is important to keep in mind the difference between legally binding agreements and political commitments:

- A **legally binding agreement** is one that a government has signed and ratified, thus making the implementation a legal obligation. Violations will bring about substantive penalties when prescribed in the agreement.
- There are other agreements, which do not contain those legal obligations, but only **political commitments**. The signatory states express their shared will to implement the objectives agreed on, but they are not legally obliged to do so.

In general terms, legal considerations related to SALW collection and destruction refers to the legislation governing weapons in a given country, its provinces and communities. However, in some societies - often those coming out of a long period of intense warfare and violence - there might not yet be laws or regulations in place, nor the institutions to enforce them. This however does not mean there are no norms or governance structures in place; these may exist at the communal, tribal or even spiritual level but will not be dealt with in this module.

Regulations and legislation are needed in order to effectively restrict and control the proliferation, possession and use of SALW. **Legal and political instruments relating to small arms can be aimed at three levels: the national, the regional, and the international level.**

- The web pages of the relevant state authorities also provide information on the states legislation: e.g. your government, parliament or the following ministries: foreign affaires, interior, trade, defense or justice, as well as research organizations such as GRIP (www.grip.org), ISS (<http://www.iss.nl>), SIPRI (www.sipri.se), the BICC annual Conversion Survey (www.bicc.de/publications/survey/survey.php).

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Figure 1:



National legislation

The major elements of any national legislation on SALW control should include at least the following: they **should indicate clearly who can export, import, and manufacture SALW, and who may or may not keep SALW and under what circumstances**. They should further include a licensing process for civilians who want to own legitimate arms, and should possess a regular set of negative sanctions, applicable to all that violate the rules.

But even if such laws exist they can be insufficient. If there are no sanctions for violating the rules or if the definitions laid down in the laws are not clear enough, are too general or vague, there is a high risk that people do not respect/observe the laws or find ways of getting around the regulations. Another problem could be that the laws are not enforced (correctly) by the responsible authorities. If the law is not obeyed, if the police do not enforce it, if the judges award judgements to those who pay them, and if the government does not act to enforce legislation, then no matter how good the law is, the situation you experience will remain the same.

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Trainer Note

Documents from regional and other multilateral forums can be found on the following webpage: http://www.smallarmssurvey.org/resources/reg_docs.htm

A smaller rectangular area filled with a light gray dotted grid pattern, located below the Trainer Note.

Figure 2: Checklist

National laws to control SALW.	
	Do such laws exist?
	Do they specify who may or not keep SALW?
	Under what circumstances may people keep SALW?
	Is there a licensing process for civilians?
	Does the law specify punishment for violation?
	How must people keep their arms safe?

Note: in many countries **legislation on SALW is an extremely sensitive matter.** Therefore issues, such as who can handle and keep SALW, etc, are often dealt with in legally non-binding documents, so-called political commitments, which are formulated rather vaguely and leave room for different interpretations. These recommendations are often passed instead of substantial laws, in order to not upset the often rather fragile balance between different government parties and their interests.

But the proliferation of SALW is not only a national issue it is also one of regional and international concern.

Regional agreements

Even if a sufficient and fully implemented national law exists, there is nevertheless the need for additional measures on a regional level to prevent the proliferation of SALW. **As small arms are in most cases easy to transport, obtain and keep, they can be spread very easily throughout the region and cause a 'spillover effect' of the SALW problem into neighboring countries.**

The unregulated transfer of SALW is likely to add to the number of civilian casualties, increase incidences of crime and violence or prolong the duration of conflicts. Since each region and sub-region experiences and perceives the SALW problem in different ways, regional agreements also allow them to create their own solutions and approaches to the problem. These agreements allow countries to harmonize their efforts in creating SALW-related legislative and regulatory measures, establishing a united front against the uncontrolled proliferation of SALW in the region.

Regional agreements concerning small arms and light weapons exist for example in Europe, Africa, the Americas and the Pacific Islands, etc.

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International agreements

While regional agreements have the advantage of taking into account the specific problems and experiences of a particular group of countries, the problem of the uncontrolled proliferation of SALW is more global in nature. As such, **common standards for SALW control are needed to effectively combat the illicit trade in these weapons at the global level, and to consequently eradicate their negative impact at the community level.** Global standards serve to reinforce existing regional and national standards, or prompt their creation in order to bring local efforts more in line with international norms of behavior. Whether legally binding or not, international agreements help establish a global framework for dealing with the SALW problem that can apply to all Member States of the UN.

Remember: international agreements are either legally binding or express a political commitment.



Two crucial international agreements on SALW control are:

Box—UN Program of Action on Small Arms Light Weapons (UN PoA)

In July 2001 the UN Conference on the Illicit Trade in Small Arms and Light Weapons in All Its Aspects was held at the UN Headquarters in New York. This conference agreed, by consensus, on a political commitment, the Programme of Action on Small Arms (PoA). The PoA forms one of two global agreements in existence on SALW. Most states are signatories to the PoA, which principally obligates governments, but also encourages a role for non-governmental civil society organizations. The PoA serves as the fundamental legal basis from which many SALW control activities are derived; though it is up to the national authorities to decide on the modes of implementation.

The other is the UN Firearms protocol agreed a few months earlier. The Firearms Protocol, however, is focussed on illicit SALW used in crime, while the PoA has a more comprehensive scope. These two agreements are mutually reinforcing.

For a more detailed description of the content of the UN PoA we recommend you to consult the TRESA module on Global and Regional Agreements on SALW (GRA06).

“The **Convention on the Rights of the Child** (see Annex 1a and b) is the first legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political and social rights. In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognized that children have human rights too.”⁴



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Trainer Note (Exercise 3)

The following discussion should take about 15 minutes. We recommended you to use the questionnaire sheets we have provided in Annex II but you are welcome to also add or modify these questions in order to fit the target group/country context better.

Didactic device

These questions have been taken out of the TRESA module Basic Principles of Field Research on Small Arms Action (BPF 04A), and can be used in areas where the issue of small arms is sensitive and questions on small arms should not be asked directly (i.e. "Do you own a firearm? How many arms do you own? Etc), for example in situations where small arms ownership is illegal.

The answers/results can then be used as a basis for this discussion. The objective of this exercise is to create an understanding that SALW problems are not necessarily a distant and unimportant problem, but a very personal one. It is not important whether the facts being brought forth by the trainees are accurate or detailed, but rather that they discover a personal dimension (if one was absent) and quantifiable weight to the issue of small arms.

1. It is possible that individuals might have personal stories to tell of their personal (or their families and friends) confrontation(s) with SALW. Be prepared to cut the discussion short if the discussion becomes too emotional.
2. Try to keep the discussion, and certainly the summing-up that you should conduct, as cool and dispassionate as possible.
3. **Keep in mind particularly if the training includes people from two sides of a conflict, that passions can run high!**



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4. How do SALW and –related violence affect the life of youth?

The availability of cheap, small, and easy-to-use weapons has increasingly encouraged armed forces to use young people or even children as voluntary or forced combatants, so called child soldiers.⁵ Some widespread weapons like an AK-47 or an M-16 do not require fighters to be particularly strong. They weigh between 3 to 4 kg each and sometimes cost as little as a chicken or a sack of rice.

Commanders often exploit young people's need/desire for an income, an occupation, protection, and the 'excitement' of fighting by enlisting them and providing them with cheap weapons.

Exercise 3: Discussion

Fill in the following questionnaire (see Annex II for the **worksheets** and discuss your answers among the group.



“The spread of small arms creates a serious global problem and requires an equally urgent response because the lives and futures of children are at stake. These weapons have extinguished more young lives than they have protected.”

– Carol Bellamy, former Executive Director, UNICEF –



Trainer Note

What is often not seen by children and youth is that SALW impede the safety and broader security of youth both in conflict and non-conflict situations.⁶

- Small arms proliferation has an impact on, and may **prevent adequate development**, and can **interfere with efforts to deliver humanitarian assistance**.
- Refugee populations **hesitate to return to their homes** because of the rampant insecurity fuelled by small arms.
- Some areas are **unable to reopen schools** and operate other parts of the infrastructure, such as hospitals, legal and judicial institutions, and commercial enterprises.
- Children and adolescents are **unable to receive the support** they need because of the threat of SALW.
- Adult deaths due to small arms proliferation force children and **adolescents to act as adult providers**, making it impossible for them to develop.
- Families leave their home/city quarter or city due to high levels of violence.

Trainer Note—additional information

Country	Number of youth under age 18 in the Armed Forces	Total number of members of armed groups	Average age of youth who join street gangs in Jamaica ('area gangs' or corner gangs')	Number of imprisonment for serious crimes in 2000	Persons injured by firearms in 2000
United Kingdom ⁷	16 year-olds: 1,640 17 year-olds: 5,050				
Nigeria ⁸	Odua Peoples Congress (Yoruba): Around 50% are 14 to 17 years old Egbesu Boys of Africa (Hausa-Fulani): Nearly 200 members are below 20 years old	Bakassi Boys (Igbo): Nearly 3,500 Egbesu Boys of Africa (Hausa-Fulani): Nearly 5,000 Ijaw youths, recruits from other groups in the region.			
Jamaica ⁹			Men: Between 11-13 years old	Total: 2,892 16-19 year-olds: 19,5% 20-25 year-olds: 36% 26-30 year-olds: 20%	Total: 1,229 10-19 year-olds: Female: 30 Male: 173 20-29 year-olds: Female: 49 Male: 432

The effects of SALW-related violence on the lives of many young people are pervasive. Children and youth in war-affected societies often view SALW as symbols of power, dominance and worth. But also in post-conflict situations where the security situation is fragile, or violence is the norm, small arms can become “useful tools for protection”. When this occurs, the moral legitimacy of parents and community leaders is undermined, making it difficult for them to teach children how to seek peaceful opportunities and solutions.

The presence of SALW-carrying youth, whether within an organized framework or on their own may drive greater demand for SALW in the community or may trap the whole society in an endless cycle of conflict. **This saturation effect tends to cause more *insecurity* rather than security, since the likelihood of conflicts escalating into violence and the possibility of accidents, becomes greater as more SALW flood the community.**

Figure 3: Some global statistics



What we know	What we do not know
<ul style="list-style-type: none"> ■ Number of children in the world: ■ 2.2 billion children 	
<ul style="list-style-type: none"> ■ 300,000 children around the world are estimated to be actively taking part in more than 30 armed conflicts worldwide. 	<ul style="list-style-type: none"> ■ The exact number of children/youth around the world who have access to SALW
<ul style="list-style-type: none"> ■ Many more children/youth are users of SALW 	<ul style="list-style-type: none"> ■ The exact number of children/youth killed every year by SALW.

Trainer Note

If you want to look at some short case studies on the effects of SALW on youth, we would recommend the following ones on Cambodia and Columbia:



- Barnitz, Laura, Heang Path and Rebecca F. Catalla: Case Study on the Impact of Small Arms on War-affected Children. Cambodia: Pol Pot's Legacy of Violence.
- Briggs, Jimmie, Frank Smith, Laura Barnitz and Rachel Stohl: Columbia: No Safe Haven from War. Case Study on the Impact of Small Arms on War-Affected Children. Youth Advocate International Research Paper 2001.

Note: these two recommended case studies, however, **are only available as hardcover/books**. Should you know of any case studies from your experience please make use of those, as your group of trainees will be able to relate to those much better.



Most studies only focus on the impact of SALW on those up to the age of 18 years because they are covered under the United Nations (UN) Convention on the Rights of the Child. However, *the effects of SALW-related violence also pertain to young people who are older than 18.*



We very much recommend the recently published book "Neither War nor Peace – International comparisons of children and youth in organized armed violence" by Luke Dowdney, VIVA RIO. "From the favelas of Rio de Janeiro to the townships of Cape Town; from the inner-city communities of Kingston, Jamaica, to the rural provinces of the Philippines or the ghettos of Chicago, children and youth are dying in increasing numbers due to gun violence. While some die in gang disputes, some in organized crime, and others in direct conflict with state security forces, increasing firearms-related mortality reflects the growing involvement of young people in organized armed groups that function outside of traditionally defined warzones."¹¹ "Neither War nor Peace" is divided into three parts: the first compares the groups investigated in each country; the second describes the participation of children and adolescents in the groups; and the third compares civil society policy and projects; concluding with recommendations on how to treat the problem. The book also includes reports divided up according to city or country. The book can be downloaded at <http://www.coav.org.br/>.

Trainer Note



Violence and conflict have an impact on gender roles. Their impact is felt and experienced differently by men, women, boys and girls, the elderly and the young. So, in order to take action and become involved in issues related to SALW violence, the awareness of these differences and relationships is crucial for success. That's why we consider it very important to talk about this topic in detail.

Depending on your group of trainees, make a decision on how detailed you want to discuss the topic of gender. While some groups might be aware of gender aspects, others might not, or do not see the relevance of the topic. Be aware that there might be misunderstandings: gender is not the same as emancipation or feminism!



Figure 4: Case study—city of Medellín, Colombia¹⁰

Age at which youth join armed groups	Number of youth killed per day in Medellín in 2000	Number of youth below 18 killed in Medellín in 2000	Number of children and youth associated to armed groups	Number of children involved in guerillas	Number of children involved in paramilitary groups	Data on armed groups in Medellín
On average between the age of 11-14	victims below 13 years old: 1 every 4.8 days victims below 18 years old: 2 per day	Between 2001 and 2002: approximately 170 per 100,000 residents	2002: from 11-14,000	Colombian Revolutionary Armed Forces (FARC): over 7,400 of its members are children National Liberation Army (UC-ELN): at least 1,480 of its members are children (approximately 1/3)	United Colombian Self-Defense (AUC): 15% to 50% of its member are children	Total number: 400 armed groups Number of youth involved: approximately 10,000 Number of youth victims of violent assassinations in the last 20 years: approximately 40,000

The gender dimension: boys and girls and guns

Violence and conflict have an impact on gender roles, as men, women, boys and girls, the elderly and the young feel and experience violence and conflict in different ways. In order to take action and become involved in issues related to armed violence without doing harm to the societies concerned and their way of living, the awareness of these differences and relationships is crucial.

Before beginning to discuss this topic, we would like to remind you again that this is a sensitive issue that might require your skills as a mediator. Our aim is to make participants aware of the gender issue, and not to cause tensions!

If you are training in situations where gender is a sensitive issue, it might be wise to separate males and females while discussing gender.

Please keep in mind that gender is a very touchy issue for a number of reasons:

- Culturally, males in many societies perceive women as inferior, juvenile, and as objects of control. Your trainees may express or feel these sentiments even if not expressed, and the degree to which you need to emphasize equality is something you must decide on the spot, often with a particular trainee(s) in mind. This also means that quite often women and girls will be reluctant to express themselves in a group with men and boys and, if they do express themselves, will ensure they do not go against male opinion.
- Socially, women often are excluded from certain activities and behaviors. These *may* include roles as organizers or fighters, and your trainees may see discussions of the role of women as either unnecessary or even threatening to the social order.
- If you are working in a post-conflict society, it is likely that some of your trainees may be confronted with armed violence and gender-based-violence (GBV) or even have had experiences as either perpetrators or victims of SALW-caused GBV. You should therefore approach this topic with the outmost care and check with the trainees if they feel comfortable enough in dealing with this topic. For this session you could also offer to split the group into a female and a male group if one or more trainees feels uncomfortable speaking about their experiences with the other sex present.

Box—What is Gender Based Violence?¹²

According to the United Nations High Commissioner for Refugees (UNHCR), the term 'gender-based violence' (GBV) is used to distinguish violence that targets individuals or groups of individuals on the basis of their gender from other forms of violence. GBV includes violent acts such as rape, torture, mutilation, sexual slavery, forced impregnation and murder. When involving women, GBV is violence that is directed against a woman or girl because she is female, or that affects women disproportionately.

This does not mean that all acts against a woman are gender-based violence or that all victims of gender-based violence are only female. 'Sexual violence' is a form of GBV that involves sexual exploitation and abuse. It refers to any act, attempt or threat of a sexual nature that results, or is likely to result in, physical, psychological and emotional harm. It is the most common form of GBV and has been used as a 'weapon' of war to inflict harm on the local population.

Many people have at some point in their lives experienced GBV at gunpoint, often resulting in long-term psychological and physical damage. Especially in war and conflict situations, the risk and incidence of gender-based violence increase. This is due to a



combination of factors, including the breakdown of law and order and large-scale population movements, specifically of women and children.¹³

If you want to read more widely on gender and armed violence/conflict we recommend:



- Farr, Vanessa A. and Kiflemarian Gebre-Wold (eds.): *Gender Perspectives on Small Arms and Light Weapons: Regional and International Concerns*. BICC Brief 24 (July 2002). <http://www.bicc.de/publications/briefs/brief24/brief24.pdf>
- Bouta, Tsjeard, Georg Frerks, and Ian Bannon: *Gender, Conflict, and Development*. Washington, D.C.: The World Bank 2005.

Trainer Note (Exercise 4)

The purpose of this exercise is to raise awareness of typical gender roles, how they are perceived and how they might or might have changed.
Duration: 10-30 minutes.

Show trainees the pictures provided in Annex III a-c, one after the other. Ask trainees what they see and what it symbolizes to them. Then ask whether they believe these pictures reflect reality, and why or why not. If you have time and want to get deeper into the discussion, you may also ask whether they think traditional roles are an ideal that should be strived for, or whether and how these should be changed.

Trainer Note—additional information

Most members of the military, the police and other armed forces are male, and men are more frequently involved in violent crime than women. This is one of the reasons why a higher number of men are killed and wounded in fighting, and why it is more often men that are responsible for killings and other forms of armed violence than women.

Exercise 4: Discussion

- Typically male, typically female?



Box—Definition

The concept of gender is used to explain different learned identities associated with masculinity and femininity: it describes socially constructed as opposed to biologically determined identities of women and men. Gender shapes the roles, relationships, experiences and expectations of women, men, boys and girls in a society. It is intertwined with other forms of social differentiation such as age, ethnicity, class, caste, religion and socio-economic status. These different roles and relationships influenced by local, national and regional contexts, often determine ways in which people are affected by the availability of SALW and the impact of SALW on their lives, both in conflict and non-conflict situations.¹⁴ Men, women and children experience, and are affected by SALW and armed violence in different ways.

Men

The highest percentage of both perpetrators and victims of SALW violence are men. Men are often expected by society to be the ones who have to defend and protect their pride, reputation, families, country or property; and who have to provide the necessities of living. Men often see weapons as symbols of characteristics such as “courage”, “masculinity” or “honor”. The last two points, in particular, help to explain why in many cultures and situations men often perceive guns as generally positive and necessary for their survival.

Women

Although in many cultures women don’t have access to weapons, their lives are strongly influenced by SALW: They are targets of rape, other forms of sexual violence and killings in conflict situations, crime, and domestic violence (violence in their homes). They are health providers and carers for the victims of armed violence.

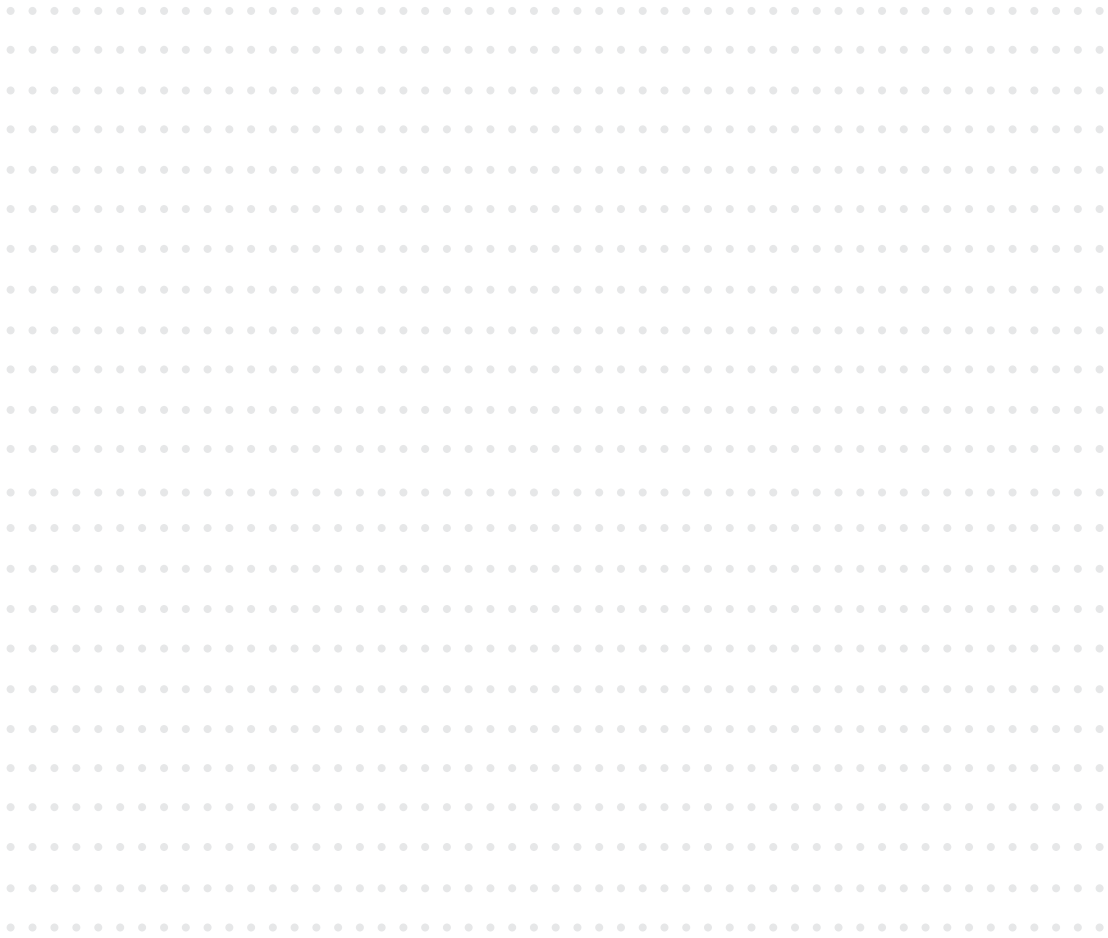
Whenever men are absent in times of crisis, women are responsible for the survival of their families and have to take over all kinds of responsibilities at the community level. Women are indirectly involved in fighting, for example as associates to armed forces. Often they are forced to act as “combatant wives”, cooks, spies, or messengers, and often have to suffer sexual violence. In many countries there is a considerable number of female combatants, either in the military or (more often) non-state armed forces. While some women may also see SALW in their household as a means of protection, women generally tend to be more skeptical, or even have a negative opinion about the benefits of SALW for society.

Trainer Note
Depending on the country you are training in, it might be worth mentioning that in some societies such as the Balkans, East Africa, or the Favelas in Brazil, women contribute to the traditional picture of masculinity by, for example, often choosing a husband that is powerful and who owns guns, and they might even encourage men to engage in violence and fighting.



Trainer Note—additional information
Children often participate actively in fighting as child soldiers, or are so-called “supporters” of the armed forces, rebels or militia by acting as cooks, porters, or spies. In most cases, this recruitment is done forcibly, and children often suffer physical and mental violence in the process, including rape.

When children “decide” to join youth gangs, it is often because they have few alternatives or opportunities for a better life, or because an adult has provided them with guns. Naturally, children are very much affected by the society surrounding them, and they will easily adopt the attitudes of those they look up to, including attitudes on guns and armed violence. Section 2 of this module will discuss the reasons why youth “choose” to join the armed forces” at greater depth.



Case study—Colombia

A Colombian NGO found that homes that possess a firearm - although they may never have been used - is one of the principal psychological factors that impedes women from confronting domestic violence (and/or spousal, child, family abuse), reporting their spouses to the police, or taking the necessary measures to escape the violence.

Children

Children tend to be wholly victims of small arms use. Even when children turn into perpetrators of SALW violence, this is almost always at the instigation of (ir) responsible adults: Every year thousands of children are killed or wounded by small arms. In conflict situations, children often can't go to school and don't have access to health care.

In many countries in crisis, children and youth are associated to armed forces. Children and youth join armed youth gangs and become involved in armed crime. Note: Gender is a dynamic concept, and gender roles can and do change. For example, in times of war women will take over responsibilities that are culturally considered to be the domain of men, such as acting as the head of the household or being an armed fighter.

Remember: gender is a dynamic concept, and gender roles can and do change. For example, in times of war women will take over responsibilities that are culturally considered to be the domain of men, such as acting as the head of the household or being an armed fighter.



Box—Gender roles and subsequent attitudes towards, and experience with SALW



Men:
Defender
Provider
Protector

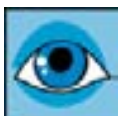


Women:
Nurturers
Supporters
Care-givers



Children:
Vulnerable
Dependent
Impressionable

Remember: SALW affect and are perceived by different sections of the population in very different ways. As a result, the gender dimension of small arms action must always be kept in mind when planning SALW control activities.





Trainer Note (Exercise 5)

Note: if you are training in situations where gender is a sensitive issue, it might be wise to separate males and females while discussing what guns symbolize to each of them.

For example, guns can be a symbol for:

- Supremacy
- Self-confidence
- Defense
- Masculinity
- Power
- Pride
- Influence
- Strength
- Helplessness
- Protection
- Security
- Violence
- Threat
- Homicide
- Death
- (mortal) Fear
- Security forces
- Police



Trainer Note

Ensure that the trainees consider and bear in mind that there are differences between women/girls and men/boys and their “relation” with small arms:

- Women represent a significant proportion of small arms victims, while, generally, they are less often perpetrators.
- Women are especially at risk from legal small arms in their home as they are often victims of domestic violence. This means that policies solely aimed at illegal weapons are insufficient for women's particular concerns.
- Small arms are strongly associated with notions of masculinity. Women are usually less likely to use small arms than men; if they do, however, it is often for different reasons. Moreover, their perspectives on guns differ substantially from men. In the study "Young soldiers: why they choose to fight"¹⁵ boys spoke of the attraction of the military in general or of the fictional images presented by Rambo-style films, or of international, national, or local individual soldiers or militants as real-life role models. Most girls interviewed in the study did not share this fascination with guns. Some recognized that being issued a gun by the armed group was an acknowledgement of their status as full →

Exercise 5

Divide into separate groups (if possible into a female and a male group) and discuss what guns symbolize to each of you.



members. Some saw the gun as their means of protection. Few spoke of the actual attraction of weapons as such. A fascination with guns is rare among girls.

- Women often support strong measures to control access to small arms, and have already played a major role in initiatives to that effect. For example, when a gunman randomly shot a group of children in Granada Hill, California, USA in August 1999, a woman launched an appeal for women to gather outside the White House in Washington on Mother's Day 2000 to demand that Congress pass gun control legislation. Over 750,000 demonstrators gathered in Washington, while simultaneously a further 60 marches took place across the country. These marches were called "Million Mom March".

Another example from South Africa:

"We felt the biggest threat to our new democracy was the surplus weapons of war that had saturated our country". Adele Kirsten, a peace and anti-militarization campaigner and one of the founders of Gun Free South Africa (GFSA) was established in 1994, the same year as South Africa's first democratic elections. GFSA was one of the civil society organizations that lobbied successfully for tough gun controls. Adele Kirsten says: "it is the women in particular in GFSA who bear the brunt of what appears to be white male rage. We are targeted with abusive phone calls, the name-calling whether it be on public radio or in the press, often with an implicit violence – all this because we are seen as taking away their guns. It is not pleasant but what it tells us is that we are challenging deep issues here of sexual and gender identity, the core of colonial white male identity."

Despite the important (potential) roles of women in SALW control, most efforts to reduce the misuse and proliferation of small arms are targeted nearly exclusively at men only, which has an affect on the outcome.

For a more detailed account on this issue see:

- Farr, Vanessa A. and Kiflemarian Gebre-Wold (eds.): Gender Perspectives on Small Arms and Light Weapons: Regional and International Concern, <http://www.bicc.de/publications/briefs/brief24/brief24.pdf>



Trainer Note (Optional Exercise 2)

Objectives: make trainees aware of gender changes during conflict.

Duration: 15-30 minutes

The issue of gender equality is a difficult one since in many conflicted and post-conflict society, local ideology is opposed or at best indifferent to gender equality. You may well find that the basic premises of female-male equality are challenged and not seen as valid by part of your audience. We should be careful not to alienate those with a traditionalist and masculine view. It is desirable to allow those opposing gender equality to express their arguments, while at the same time, encouraging those who do see gender equality as desirable to express their thoughts as well.

Let the group reflect on gender relations before, during, and after the conflict in the following discussion and put down their answers on a flipchart.

Optional Exercise 2: Discussion

- “What changes in gender relations did the conflict bring about?”



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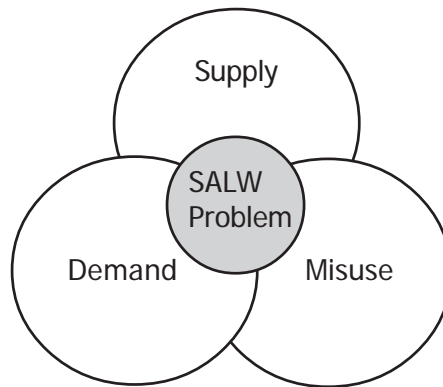
Dimensions of the SALW problem

There are 3 inter-related dimensions of the SALW issue:

Figure 1

Supply	Demand	Misuse
<p>How SALW enter a particular community.</p> <ul style="list-style-type: none"> Refers to the widespread availability, proliferation and flow of SALW. It is important to regulate the supply of SALW in order to minimize the negative impact of small arms availability. 	<p>Why SALW enters a particular community.</p> <ul style="list-style-type: none"> Refers to the motivations for acquiring, possessing and carrying SALW. These factors are important in addressing the underlying need and/or desire for SALW. 	<p>In what way SALW are used.</p> <ul style="list-style-type: none"> Refers to the use of SALW that is contrary to the principles of international humanitarian law (IHL), and that result in the gross abuse of human rights or the targeting of innocent civilians. SALW can be misused by governments, non-state actors and individuals, even if they are acquired and held legitimately.

Figure 2



The global SALW problem results from the intersection of these three dimensions.



How do guns get into a society? Supply aspects.

In the 1990s, policymakers approached weapons producers to control SALW, only to discover that the **major source of small arms supply was not the newly manufactured weapons, but the existing stockpiles, or weapons circulating from previous wars**¹⁶. For example, the demilitarization following the end of the Cold War released a lot of SALW into the market. Therefore, means other than the (legal) trade of SALW transfers include weapons that are circulated or “recycled” or

Trainer Note



If you are interested in the topic of SALW transfers and would like to read more about it, see TRESA modules “Basic Principles of Field Research on SALW Action” (BPF04, Section 4 [Production Research] and Section 6 [Transfers]) and Small Arms and Light Weapons SALW Transfer Controls (SAT06).

A large area of dotted lines for taking notes.

passed on from one conflict zone to the next, often traveling great distances around the globe; or through legal or illegal sales from one individual to another. Often weapons are being lent out to friends/family members.

SALW transfers can also occur through theft, pillage or loss from either individuals who have not secured their personal guns or theft from the security services. In Iraq, for example, at least 4 million guns went missing in 2003 after the US-led war on terror¹⁷. In other cases, policemen in active service sell or rent out their pistols and often their uniforms to acquire an additional income, since their monthly salary is too low to take care of and feed their families. **SALW are at times also being transferred for economic, social and cultural reasons.**



Why do guns get into a community? Demand aspects.

Understanding the reasons behind the local demand for SALW is crucial. There are *many reasons* why an individual might feel s/he needs a gun. Generally, these reasons can include:

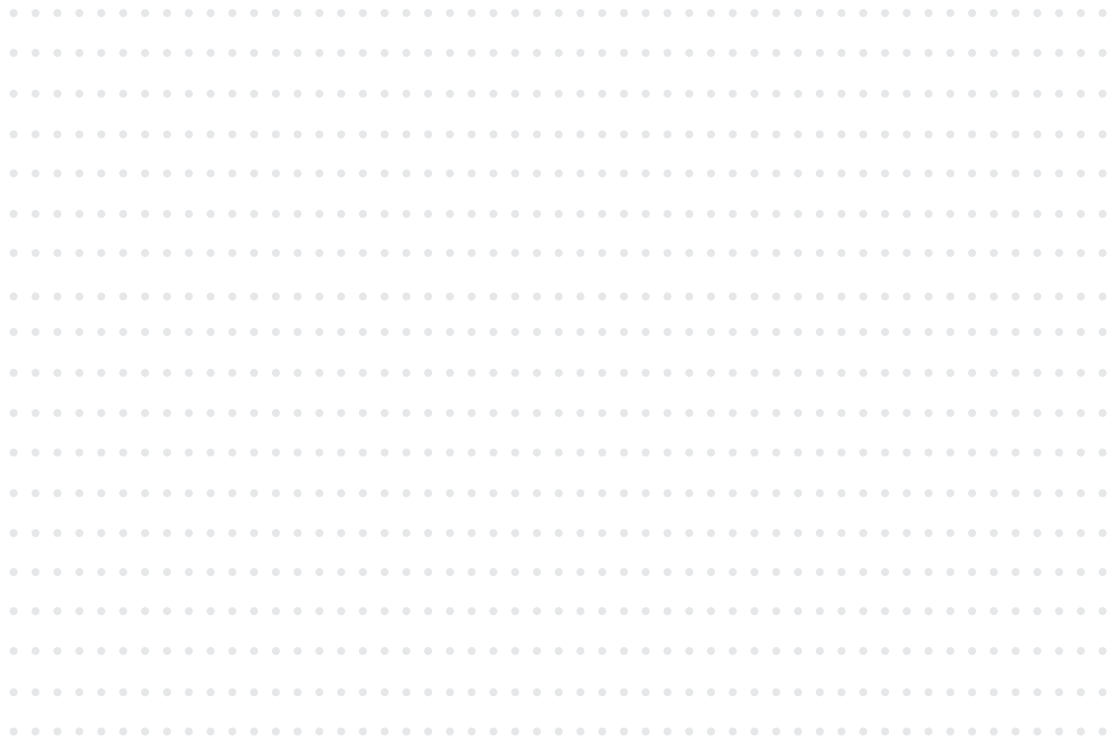
- Personal security and self-defense. (Potential antagonists [those whom people perceive as threatening their security]) include the security sector, criminals, former enemies or vengeful community members.
- Fear of resurgence of a conflict.
- A continued tradition of gun ownership:
 - In order to be part of a group.
 - The desire to control others, or one's surroundings.
 - The desire for political influence.
 - Masculinity/cultural factors.
 - Economic interest.
- Legal subsistence, e.g. hunting.
- Illegal subsistence, e.g. banditry.

Trainer Note (Exercise 6)

Encourage a discussion on SALW demand even if the trainees, or some of them, do not live in an SALW saturated environment. New ideas and suggestions as to why there is a demand for weapons are very welcome. This discussion should take about 15 minutes.

The following factors as regards a demand for SALW are especially applicable to Youth:

- Violent conflict / war.
- Lack of protection from others.
- Lack of personal security (this is often caused by the security forces who cannot (lack of professional training, capability, equipment) or will not (lack of will, often they ask for a bribe before they assist you) provide an area with security).
- SALW as a source of power and prestige.
- Need for respect, honor and a feeling of belonging (especially applicable for youth gangs).
- Lack of work, land and education.
- Lack of alternatives.
- Lack of access to influence and involvement in any decision-making processes or political power.
- Lack of basic physical needs such as food and shelter.



Exercise 6

Brainstorm as a group on the following questions:

- Why do you think there is a demand for SALW by youth in your community?
- (If your community does not have an SALW problem or if there is not much of a demand for SALW, imagine the reasons why people in your community might want to keep weapons).
- Do these reasons for keeping or wanting a weapon differ from the list of reasons brainstormed as a group?
- Can you think of any other reasons that might have created a demand for SALW by youth in your community?

Discuss your answers as a group.



Exploring SALW demand—a youth perspective¹⁸

Demand issues, while considered important, still have not gained as much international attention as they deserve. To understand demand you have to ask, “What causes a person or a group to feel the need to have weapons?” The concept of human security, which will be discussed below can help shed some light into reasons why youth “choose” to become involved with arms.

Human security—a broader approach to security

“Human security is a child who did not die, a disease that did not spread, a job that was not cut, an ethnic tension that did not explode in violence, a dissident who was not silenced. Human Security is not a concern with weapons – it is a concern with human life and dignity.”¹⁹

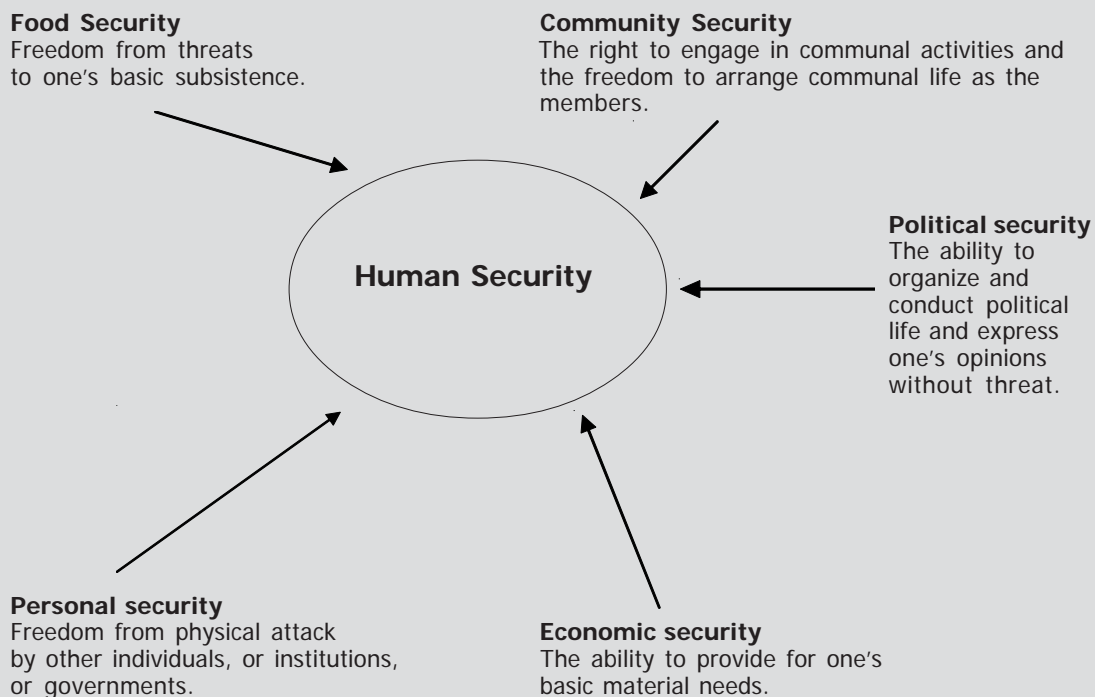


Human security is a concept that focuses on the security of individuals as opposed to the security of the state. It emerged in the 1990s in response to the ‘new’ security threat from within the borders of a country, resulting from civil conflict, displacement and genocide. These threats made it increasingly evident that secure borders weren’t enough to ensure the well being of individuals and consequently, whole communities. The **concept of human security** can therefore be narrowly **defined as the protection of individuals from the threat or incidence of violence, or** more broadly considered **as a means of promoting human development by addressing such things as poverty, disease, malnutrition and environmental degradation.**

A focus on human security does not substitute the goal of national security, but rather is complementary to it – both national and human security are needed in order to ensure the security of individuals, to promote productive societies and to maintain a sustainable peace.²⁰

Exploring the dimensions of human security and youth

Box—human security



Youth experience the consequences of armed conflict, in their daily lives. In situations of armed conflict, homes, education, training, and work facilities are destroyed. Families and communities can no longer offer the support young people require. The state fails to fulfil its basic functions, e.g. guaranteeing security and providing basic services like health care and education. Young people's rights are repeatedly violated and their needs ignored.



■ Food security and economic security and youth

In situations where young people have to give up school in order to work and earn a living to support their families and to afford food, they suffer from food and economic insecurity. Therefore, youth's economic and food insecurity is often a root cause of armed conflict. Many conflict-stricken countries struggle with extremely high rates of youth unemployment. Without an occupation and future, young people become frustrated and thus vulnerable to recruitment by criminal organizations and armed groups. Young people might consider joining the armed forces as a viable option for earning a living.

A large grid of small dots for taking notes.

Many young people join the armed forces primarily to obtain economic and food security for themselves and/or their families. Many societies expect their young people to be self-reliant despite economic hardship and the lack of basic resources. During crises, young people are often the first to be fired but still feel a sense of responsibility to contribute to their family's welfare.

■ Personal security and youth

It is usually true that the stronger and larger one is, the less one is exposed to physical attack. Children cannot usually defend themselves from attack or even run away. **Personal security is often threatened by war, forced recruitment, crime and domestic violence.**



One common response to a feeling of personal insecurity is to arm oneself. Feelings of personal insecurity among young people are therefore one important cause for the penetration of guns into a community.

Some young people try to *ensure* personal security by working in private security firms or self-defense groups; others *produce* personal insecurity by joining fighting forces or armed gangs.

Box

Analyzing ten conflict-affected countries, the recent ILO study "Young soldiers, why they choose to fight"²¹ identifies 'personal protection' as a key factor in young people's decisions to join armed groups. Youth join armed groups to defend their families or themselves. Girls in particular arm themselves for protection against domestic violence and rape by armed groups. In post-conflict scenarios where security is low, the police and army weak, and the number of small arms and light weapons high, personal security is a major concern for youth and their families.



■ Community security and youth

As youth become increasingly independent from the families, the community provides an ideal setting for them to find their roles within their society in a secure environment. Ideally, they will begin to assume their full rights as members of a community as they mature. **Sometimes, however, youth can become a risk to the community's peace and welfare.** This is particularly true if they have fairly easy access to weapons, which can occur, for instance, if there is an ongoing belief among them that gun possession is a matter of prestige or pride. They can then become a threat to their own or neighboring communities.

Another way of becoming engaged in small arms is by recruitment to an armed group. **Being recruited into armed forces deprives communities of a significant part of their workforce, and, more importantly, of much of their future.**

When young soldiers eventually return home from their lives as ex-combatants they can trigger conflict in their communities. **Members of the community may fear those who served in armed forces** for the atrocities they committed during wartime. Furthermore, unemployed young ex-combatants are frequently perceived as a burden to their communities, especially in post-conflict environments where resources are scarcer than usual due to the violent conflict. **Returning youth have to re-learn cultural and moral values, traditions, and rules and adapt their behavior to them.** Girls may become ostracized by the community because of their former lives as “bush wives” or concubines in the armed forces.²²

■ Political security and youth organizations

For young people, **political security means that their voices are being heard**, that youth organizations can be established and strengthened, and **that they are recognized as participants in the political system.** Particularly when they organize themselves peacefully into civil society organizations or youth movements, **young people can make valuable contributions to their society**, whether it is development of a stable and peaceful society, or in enhancing a peace process after a conflict, and in sharing their visions on what kind post-conflict society should be (re) constructed.

In practice, young people’s opinions are rarely considered although young people are actively engaging in social activities both positively and negatively, and have in the past even undermined peace agreements when they had felt these agreements contravened their interests. The ability of young people to organize and express themselves politically is important for both the present and the future of a society.

Violent behavior and weapons

The very popular and much used slogan “It is not the arms that kill people, people kill people” is only partially right. People do not kill other people intentionally only because they possess a gun. **There have to be some preconditions fulfilled.**

Exercise 7:

Divide into three groups. Each group will discuss and present one of the following issues.

- Group 1: Factors located in one person that may lead to violence.
- Group 2: Components in the environment or in other persons.
- Group 3: Factors inhibiting violence.

Each groups’ results are then written down and presented in the corresponding space in the graph provided in Annex IV).



A large grid of small dots for taking notes, consisting of 20 columns and 30 rows.

How does violent behaviour emerge?

In a group one can find dynamics leading to violence that differ from the causes for individual violence. Weapons can enhance the tendencies for violence.

In order to understand the role of weapons in the pattern of violence, we will first of all take a look at the **personal motivations for violent behaviour**, followed by **group dynamics leading to violence**. We will then discuss the role of **weapons in the structure of violence** (see Annex V for a graph on how violent behavior emerges).

The personal/individual factor leading to violence

A person performing violent acts does not necessarily need to be aggressive by nature or be in an aggressive mood. This is what is called cold violence.

Cold violence is performed because of expected advantages. **The violent acts are only the tools for the achievement of the objectives.** Violence may be (thought to be) the fastest way in order to obtain what you want.

Note: hence **violent behaviour**, once successful, **is very likely to be learned and used later on in problematic situations.** In many cases children (e.g. especially members of armed gangs or child soldiers) who have grown up in a violent environment have not had the opportunity to learn problem solving competencies other than violent ones.



Once can speak of **hot violence** when violent behaviour is mixed with aggression. **Revenge for any kind of injustice or perceived frustration is very likely to be a motive for violent acts** and by performing retaliatory attacks, a person may accept even heavy self impairment.

But there is also another phenomenon called the **spontaneous violence**. In contrast to the above mentioned kinds of motivations for violence, **spontaneous violence is not performed in reaction to any exterior circumstance or as a tool for getting something. It is performed in order to obtain emotional self-stimulation by the violent action itself or in order to experience the own power.**

In some groups for example, all these motivations for performing violent acts may be transformed to an ideal image (e.g. an ideal of hardship). Ideal images may increase the coherence of the group often consolidated by ritualised actions.

■ Inhibitors/brakes

Apart from the mentioned violence supporting factors, **there are also some brakes, which inhibit violent actions.** These include a fear of negative consequences, a negative mindset against violence, etc.

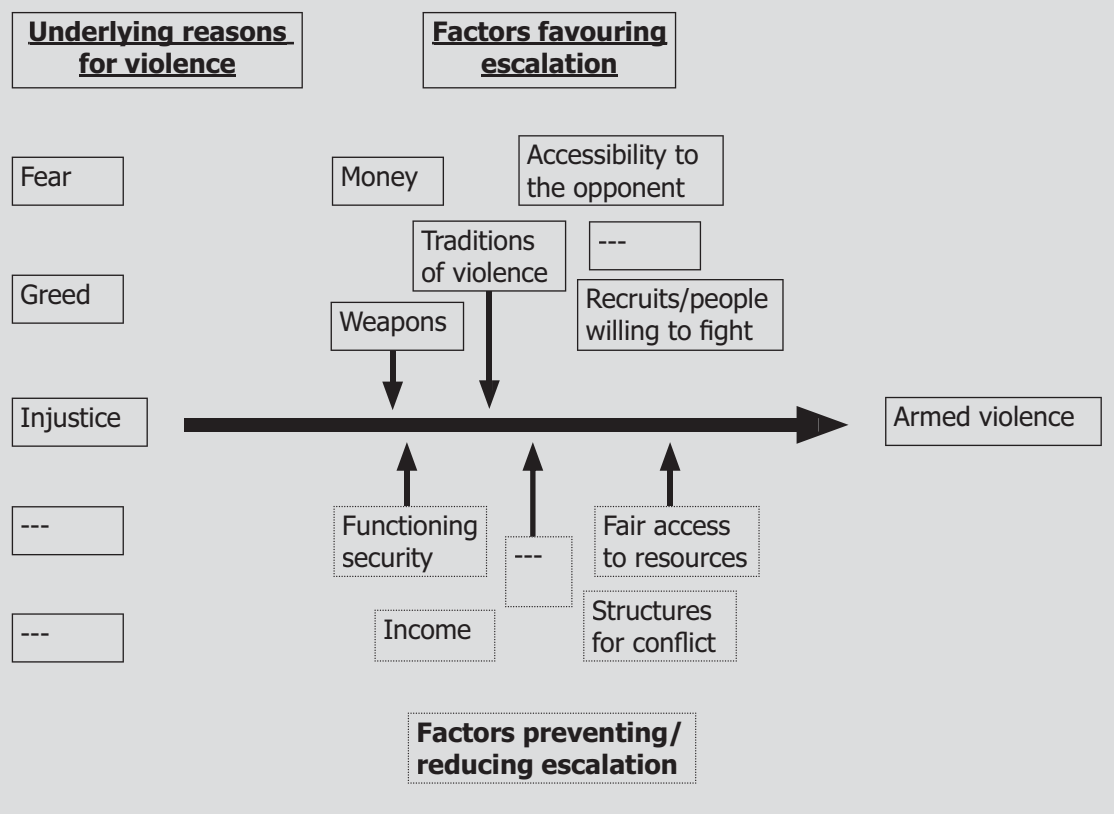
Trainer Note (Exercise 6)

The purpose of this exercise is to identify underlying reasons for violence, as well as factors that favor or reduce the escalation of conflict into violence.

Duration: 10-15 minutes

Material: Pinboard, paper cards, pencils. Blackboard and chalk are good alternatives.

Write the words "Armed Violence" on the very right side of the board, with an arrow pointing towards it. Leave enough space on the left-hand side, both above and underneath the arrow (see example below). First, ask trainees for some reasons underlying armed violence. They will probably make suggestions such as "poverty", "injustice", "human rights violations", "crime", "self-defense", etc. Write these down on the left side of the arrow, or ask trainees to write them on cards, which they can pin on the board. Then ask trainees which factors they think favor or reduce the likelihood of an outbreak of armed violence. Place these factors (such as "arms", "spoilers", "money to invest in fighting", "culture of mediation", "favorable economic situation") above and underneath the arrow. Discuss the results.



■ **The environmental or group influences to violence**

As was stated above, there are mechanisms associated with violence other than at the individual level. **The influences of group dynamics modify the individual factors heavily.** For example, a person who usually rejects violence may suddenly act incredibly brutal in the presence of a relevant group.

The affiliation to a relevant group or groups is part of our identity and therefore of particular importance. That is why we can often observe the phenomenon of **conformity pressure: members of a group are swept along by the leading opinions and acts of the majority even if it is contradictory to their personal conviction.** This leads to making this togetherness more permanent. Hence if a group resorts to violence the single member may tend to contribute to it because of conformity pressure. Within the hierarchical structure of groups **obedience** to the authorities is one of the main rules and a central motive for even violent actions.

The presence of a group may also have an effect on our ability to self-control (e.g. by attitudes, values, etc.). This happens for example if a large group provides an anonymous sphere of activity (e.g. by wearing uniforms or masks) and by sharing the responsibility and thus saving the consciences of the single person. This also means for instance that **a group can inhibit our brakes of violent acts** from functioning. This phenomenon is called 'de-individuation'.

The influence of weapons on violent behaviour

The presence of weapons increases the likeliness that a violent action will be committed, under the precondition that a foundation for an aggressive mood exists (see Annex VI for a visualisation).



Exercise 6: Brainstorming and discussion

- What is the purpose of armed violence?
- What factors favor or reduce the escalation of a conflict into armed violence?



A large grid of small dots for taking notes.

Summary of Section 1

- SALW have negative effects on conflict: they fuel, deepen and prolong conflicts, and make violent conflicts more likely.
- SALW have negative effects on youth: they impede the safety and security of youth in both post-conflict and non-conflict situations; cause higher crime rates, may prevent adequate development, cause people to leave their homes, etc. Youth can be victims or perpetrators of violence and crimes, and often turn from being a victim into being an aggressor.
- Boys and girls, women and men, the elderly and youth all experience violence and the dynamics of a conflict differently.
- Boys and girls choose to fight for different reasons and experience the post-conflict environment differently.
- There are many different reasons which determine the “how” and “why” guns get into a society.



Section 2

SALW use by youth

Objectives and Goals of Section 2:

- To acquire a thorough understanding of how youth get involved with SALW.
- To acquire a thorough understanding of how and why youth participate in SALW violence as combatants, or become members of youth gangs.
- To acquire a thorough understanding of the different motivations and influences of SALW on young women and young men's lives.

The decision of young people to become involved with SALW is largely determined by the context they are living in. If they are surrounded by war or a high level of crime, or grow up in a family where gun-possession was regarded as necessary or a symbol of status, youth are more likely to possess a positive attitude towards arms and perhaps even more likely to arm themselves.

Poverty, the need for protection, anger and sentiments of revenge are other factors that make young people feel the need to arm themselves. Whatever the reason was for them to get a gun, it is always true that a whole series of deeper causes have prepared the youth to take the final decision to arm themselves, or to join an armed group. Understanding the underlying causes of youth participation in violence is needed before you can start addressing the issue. Be aware that, faced with similar circumstances, some young people are more likely to arm themselves than others. It is important to distinguish their reasons in relation to these underlying causes.

There are usually several stages during which youth can become involved with SALW:

- During violence/conflict (see Section 2.1).
- After conflict, during the establishment of peace, reconstruction and peace-building.
- In non-conflict situations (see also Section 2.2).

During the establishment of peace and reconstruction

This is a very fragile and difficult phase, where the availability of SALW can easily hamper any attempts to establish peace. It is during this phase that youth can develop into spoilers of this fragile peace when their interests and concerns are neglected in the peace process. Violent behavior they learned during the conflict

period would then feed into already existing negative stereotypes, portraying them as irresponsible, aggressive and rebellious. Under those circumstances youth can threaten human security.

But youth can play a very positive role and can develop into peace builders when given the opportunity to become actively involved in this process and are listened to. They should be seen as an asset in building a new society with justice, development and human security at its core. Youth can foster human security; they are their communities' future. For example youth can campaign for peace to make their voices heard. We will discuss the issue of campaigning in more detail in Section 3.

In non-conflict situations

Youth can also acquire arms in non-conflict situations, whereby they use arms for criminal activities. This is usually the case when for example youth join armed gangs, which provide them with a false sense of security. Youth join gangs in order to "feel protected"; but often this "protection" is at risk due to attacks and fights with rival gangs. Youth also join gangs for the feeling of togetherness, as a replacement for a "family", or when they have other problems that make them seek or yearn for a sense of control in their lives (see also Section 2.2).

Remember: young people become involved with arms in different social contexts.

- They might become members of an armed force.
- They might join a gang.
- Out of curiosity.



Exercise 1:

Try to come up with individual answers on a sheet of paper to the question of how youth get involved with SALW in your society by suggesting answers to the following two questions:

- Why do young people you know of get involved with SALW?
- How do they use SALW?

Collect the answers, write them on a blackboard or a big sheet of paper in front of the group, and discuss the responses.



Exercise 2:

Fill in Table A (see Annex VII) using the results from Exercise 1, Question1, and your discussion that followed this exercise.



1. Membership in the armed forces

The publication "Young Soldiers, why they choose to fight"²³ identifies the following reason for youngsters to join armed forces:

- Insecurity as result of war.
- Poverty.
- Education.
- Influence of family and friends.
- Politics and ideology.
- Preserving and creating their own identity.
- Culture and tradition.

Though armed forces have a structure, an organization, and quite often possess badges or symbols that strengthen the feeling of solidarity and collectivity, it is usually factors like **a feeling of togetherness, as well as celebrations and songs which seem to attract many young people**, especially if they have lost their family members to the war. **Armed forces further seem to offer an alternative form of security to those who join**, and therefore, in situations of conflict, joining an armed force has great attractions for young people who, otherwise, would feel very insecure and helpless.

1.1 Child soldiers and forced recruitment

The availability of SALW makes it feasible for armed groups to use children as soldiers or support staff. It is estimated that some 300,000 children are members of armed forces, often fighting alongside adults in conflicts. Recruitment into rebel groups either as fighters or associates impacts negatively on the educational opportunities of such children:

- They usually do not receive any education while they are members of the armed group.
- Because of the psychological impact and traumatic experiences of taking part or witnessing fighting, they often face difficulties in attending school after their return to civilian life. For more information on trauma see Annex IX.



Box—Child combatants

Children and youth have been present in armies in the past. Now they have become a recurring feature of the modern battlefield, present in many of the world's armed conflicts. Research suggests that at present, 300,000 children are involved in over 30 conflicts around the world and that their numbers are constantly growing. →

Trainer Note—additional information

In many conflicts children are actively engaged in the fighting itself or in support functions. These children are often referred to as “child soldiers”²⁴. One of the reasons why children are recruited is that they are “more obedient, do not question orders and are easier to manipulate than adult soldiers (...) and usually don't demand pay.”²⁵

The UN Report “Impact of Armed Conflict on Children” written by the expert of the Secretary-General, Ms. Graca Machel, illustrates a series of 24 case-studies on child soldiers, covering conflicts over the past 30 years. Although the majority of child soldiers are boys, armed groups also recruit girls, many of whom perform the same functions as boys. The report makes it clear that tens of thousands of children — many under the age of 10 — have been recruited into armies around the world.

According to Ms Machel, in many cases the recruitment of children is forced. Recruits are arbitrarily seized from the streets or even from schools and orphanages.²⁶ Children are often press-ganged from their own neighborhoods where local militia or village leaders may be obliged to meet recruitment quotas. In Sudan, children as young as 12 have been rounded up from buses and cars. In Guatemala, youngsters have been grabbed from streets, homes, parties, and even violently removed from churches. In the 1980s, the Ethiopian military practiced a 'vacuum cleaner' approach, recruiting boys, sometimes at gunpoint, from football fields, markets, religious festivals or on the way to school.²⁷ Children from poorer sectors of society and those that have been displaced by war and are unaccompanied are at the greatest risk.

“Once recruited as soldiers, children generally receive much the same treatment as adults - including the often brutal induction ceremonies. One of the common tasks assigned to children is to serve as porters, often carrying very heavy loads of up to 60 kilograms including ammunition or injured soldiers. Children who are too weak to carry their loads are liable to be savagely beaten or even shot. Children are also used for household and other routine duties. In Uganda for example, child soldiers have often done guard duty, worked in the gardens, hunted for wild fruits and vegetables and looted food from gardens and granaries.”²⁸ While children of both sexes might start out in indirect support functions, it often does not take long before they are placed in the heat of battle. Here, their inexperience and lack of training leave them particularly exposed. In order to turn children into harder and more ruthless soldiers they are often deliberately brutalized. In some conflicts, children have been forced to commit atrocities against their own families.²⁹

Case study—Uganda

One of the most violent conflicts is taking place in Northern Uganda. For 20 years the Lord's Resistance Army (LRA) has been fighting against the government and the population. The UN estimates that approximately 90% of the LRA fighters are younger than 18, 17% of which are younger than 15. In total, the LRA has recruited 20,000 children, abusing them and forcing them to commit atrocities.



The current trends in warfare explain the rise of the number of child soldiers. One of the most important trends is the change in weapons technology and the proliferation of light, simple, and cheap SALW, which makes it possible to turn children and youth into a new source of military force. Today, boys and girls the age of 10 can handle weapons like the AK-47 and the M16, and those even younger can assist in carrying ammunition or providing other support services. Thus, a higher number of children can be more useful in battle with less training than in the past, putting them in more danger and making them more dangerous to their adversaries.

Boys and girls become associated with armed groups in Latin America, Asia and most of all in Africa, either voluntarily or through abduction and physical force. Many have to take part in the conflict as front line fighters, or they have responsibility for a range of tasks, including cooking, porting, domestic labor, scouting, spying, laying mines and explosives, and sexual slavery.

Children in armed groups have to commit atrocities. They also witness violence and become victims of violence, such as torture, beating and sexual abuse, usually at the hands of their peers, commanders or conflict adversaries. This has severe effects on the children's physical and mental health and well being.

Unfortunately, children are often forgotten when it comes to demobilization and reintegration, as they are not considered formal soldiers. However, they are the ones who need this support most in order to learn how to live again without having the power of a weapon.

For more information on this issue, see:

- International Coalition to Stop the Use of Child Soldiers: www.child-soldiers.org
- Goodwin-Gill, Guy S., Cohn, Ilene: "Child Soldiers. The Role of Children in Armed Conflict", Oxford 1994.
- Brett, Rachel/McCallin, Margaret: "Children. The Invisible Soldiers", Stockholm 2001.



Box—Forced recruitment in Northern Uganda

"Rebels attacked a boarding school at night and abducted school children, looted food items from the stores and forced the students to carry the heavy luggage and walk long distances.

Some of the students who were tired and could not walk long distances were killed using machetes, axes and some were shot in the head using pistols by the rebel commanders. The rebels raped some of the girls and those who cried were severely beaten and killed. The rebels burnt huts in every village they passed through. →

Some children managed to escape in the bushes but did not know the whereabouts of the bushes. A helicopter pursued the rebels to rescue the students but only very few were rescued." – Girl, Northern Uganda, 12 years

Source: Children's painting program in Lira District – Northern Uganda. YSA, BICC 2006 (www.tresa-online.org)



Girl, 11 years, Barr IDP Camp, Lira District, Northern Uganda

Copyright Paintings ©YSA 2006

Methods of forced recruitment include

Kidnappings

"Early on when my brothers and I were captured, the LRA [Lord's Resistance Army] explained to us that all five brothers couldn't serve in the LRA because we would not perform well. So they tied up my two younger brothers and invited us to watch. Then they beat them with sticks until two of them died. They told us it would give us strength to fight. My youngest brother was nine years old."

(Former child soldier, aged 13, Uganda).³⁰



Terrorized

"...other trainees, if they were caught trying to run away their hands and feet were beaten with a bamboo stick and then put in shackles and beaten and poked again and again and then they were taken to the lock up".

(Boy abducted at the age of 13 by government forces, Myanmar (Burma), interviewed in 2003).³¹



Threats

"Early on when my brothers and I were captured, the LRA (Lord's Resistance Army) explained to us that all five brothers couldn't serve in the LRA because we would not perform well. So they tied up my two younger brothers and invited us to watch. Then they beat them with sticks until two of them died. They told us it would give us strength to fight. My youngest brother was nine years old."

(Former child soldier aged 13, Uganda).³²



2.2 Voices of youth: why did they "choose" to join armed forces?

Below we have compiled a few examples from youth to find out why they "choose" to join the armed forces:

"When you feel the heat in a neighborhood, when you begin to fire shots around, you start to smoke marijuana, you're almost the tough guy of the neighborhood. Then people see, this guy's like that, not a (...) you see? Many, many things, he's the one who kills most, he's got the most heads under his belt, you understand? The one who's got the most deaths notched up, most "jobs" because - you see, the one who's robbed most, stolen the most cars, motorbikes, automobiles".³³

Carlos (boy), Colombia



"No, the day that my mom beat me was when, I mean, when I made that decision, I joined the FARC (an armed force), because I was fed up with my mom...well, my mom had already told me off, and she'd told me that she was going to hit me again, and so I thought that she was going to beat me again, and so these, these guerrillas appeared, to do guard duty, and I set up with them on the corner. I talked to one of them and they said, OK, they would pick me up in a park at eight o'clock that night, they told me to pack up a bag with a blanket and nothing else, they said that they would give me everything else, and so I went there and they took me with them."³⁴

Carolina (girl), Colombia



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"He had to run away to a forest with his friend to join the underground. He was 14 when he first held a gun in his hands. He said he loves to go to school but for the poverty of his family he has to lift a gun. Now he is earning enough money with the help of the gun for himself and send money for his family also".³⁵

(16-year-old boy, northeast India, 2004)



As we have already discussed, armed conflicts and other types of crises aggravate youth's vulnerability. Young people are often the first laid off and the most unlikely to find work. They may become idle and frustrated and resort to subsistence work in the informal economy. Furthermore, crises lead to a breakdown of social support systems and guidance. Education and training programs are sometimes disrupted for long periods. Moreover, family and community networks may have weakened. The accumulation of these factors risks pushing young people into the vicious circle of poverty and social exclusion and makes them vulnerable for recruitment into armed forces and gangs.³⁶

Girls and arms

"I ran away (to join an armed group) to escape a marriage I didn't like"³⁷.

(Girl soldier, Sri Lanka)



"I joined the guerrilla to escape ... I thought I'd get some money and could be independent".

(17-year-old girl soldier with the Revolutionary Armed Forces of Colombia, interviewed in 2002)³⁸



"When there is a war and you are a woman, you risk your life; you will risk your life because you are a woman and the man will rape you if you don't protect yourself. When they go to the villages, they will catch the small girls, the mothers, even the grandmothers and they abuse them. Then they take you along with them and they still rape you or they kill you then. There are many who have children who didn't decide. Then when you know what the men do, you will make the war with them, like that, you have a weapon and you can protect yourself."³⁹

(Vanessa, girl, Democratic Republic of the Congo)



"During the first few days with the NPA, I cried because I found the Garand and my pack too heavy...To tell you the truth, I was crying because I was thinking that my life would not be this hard if Mama had been more caring."⁴⁰

(Girl soldier Philippines, joined when she was 13, now 16)



A large grid of small dots for taking notes.

Armed conflict has traditionally been considered as a male preserve, and this remains predominantly true. However, **women and girls do participate in warfare to a far greater degree than is generally recognized.** As we have previously discussed in Section 1, **women and girls play multiple roles in armed groups** that are not always recognized; from cooks and porters to guards and fighters.

For example, in Sierra Leone, the “wives” of rebel RUF commanders were themselves given responsibility as commanders of small boys units. In the Lord’s Resistance Arms operating in Northern Uganda, 72% of girls reported receiving weapons and military training. The question why girls participate or volunteer are only very slowly beginning to be addressed.

Some girls make a positive choice to become soldiers because having a gun is likely to provide greater protection against rape and other ill treatment, such as domestic exploitation or abuse (e.g. sexual abuse, physical beatings, and/or domestic exploitation). Others join *because they specifically want, and want to prove, their equality with boys.*⁴¹ For example in Liberia and the Democratic Republic of Congo armed girl units make up feministic slogans to show they are as tough as their male counterparts. “Black Diamond”, the (female) commander of an all-female regiment of about a few 100 girls in Liberia is feared among all other female and male-armed groups.

To assume that all girl soldiers have been involved in (usually involuntary) sexual activity is likely to further stigmatize the girls and limit their future prospects and status in society. In addition, most girl soldiers are engaged in combat whether or not they are also sexual partners: they therefore need their role and experience as combatants also to be taken into account, e.g. during demobilization, rehabilitation and reintegration.

Though the opting out of the armed forces is difficult for many children for a number of reasons, it is nevertheless possible, as the example below shows:

“They give you a gun and you have to kill the best friend you have. They do it to see if they can trust you. If you don’t kill him, your friend will be ordered to kill you. I had to do it because otherwise I would have been killed. That’s why I got out. I couldn’t stand it any longer.”

(17-year-old Colombian boy, joined paramilitary group aged 7, when a street child)⁴²





Trainer Note

We do not consider this section as critical if you are training in a conflict or post-conflict environment/context, as some of the issues discussed below may not match the conditions on the ground.

However, this section might be interesting as a background for the trainees to get a broader idea under which circumstances and for what reasons youth become engaged with SALW in non-conflict situations.

We recommend you to read through the following section and decide whether or not you consider it relevant for your target group.

A large area of dotted lines for taking notes.

2. SALW and youth in non-conflict situations

Youth do not only get involved with SALW in situations of armed conflict. **In many areas of the world youth experience violence in their homes**, where they often come face to face with a weapon, but also obtain and use guns in non-conflict situations, which will be discussed below in greater detail.

However, we have to bear in mind that **children and youth are also naturally curious**. This leaves them vulnerable to SALW in context where there are high levels of SALW possession, because while playing they may search for them, or try to handle booby-traps, abandoned weapons and explosives outdoors.

SEESAC found that while it is common knowledge that young people, especially boys, display a fascination for guns, research such as that cited in Figures 1 and 2 below shows the huge gap between what parents would expect children to do when placed in a context where weapons are present, and what they really do⁴³. These two figures show how great the need is for awareness raising on risks and dangers of SALW. Section 3 will discuss awareness raising in more detail.

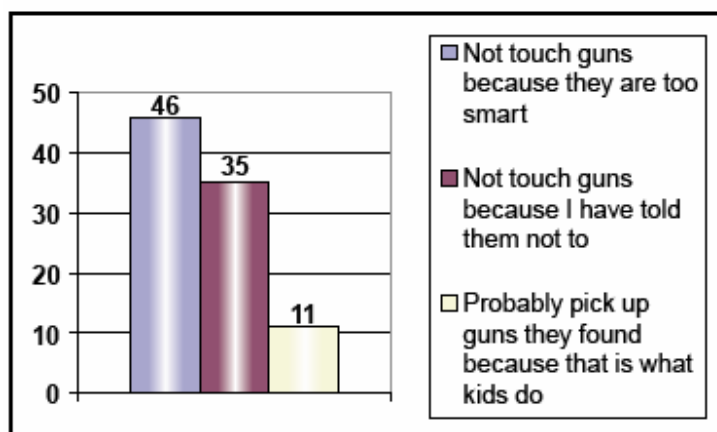


Figure 1: Parents' expectations (%): 'My children would...'

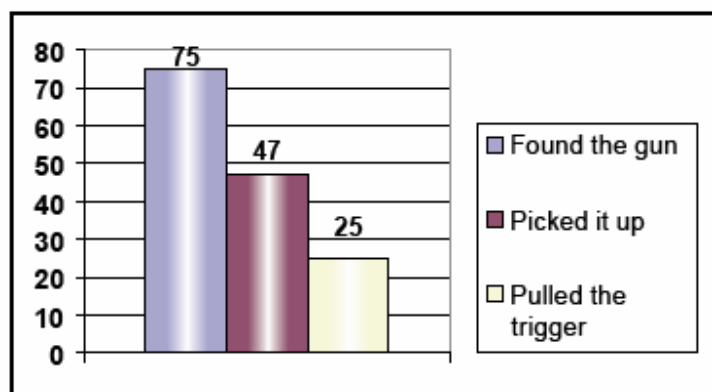


Figure 2: Behaviour of 8 - 12 year-old boys observed in a room where weapons were hidden (%)

Trainer Note

According to Janet Carter, research shows that the impact on children of witnessing parental domestic violence is remarkably similar to the consequences of being directly abused by a parent, and both experiences are significant contributors to youth violence. She further claims that domestic violence and child abuse take a devastating toll on children and society at large. Early childhood victimization, either through direct abuse, neglect, or witnessing parental domestic violence, has been shown to have demonstrable long-term consequences for youth violence, adult violent behaviors, and other forms of criminality.⁴⁵

Trainer Note

If you are not very familiar with the topic of youth gangs, we recommend you to listen to the radio documentary "Warrior Faces", which you can download from the TRESA website (www.tresa-online.org). Please make sure that you listen to the radio program before you start training this section to adjust its length to your needs and that of the trainee group. The documentary investigates the growing social phenomenon on youth gangs. It specifically deals with youth gangs in El Salvador, who also operate in the United States. The documentary takes about 30 minutes.

Note: if you know of any youth gangs in your area we recommend you to use your local example, as the trainees will be more familiar with it.

In addition we recommend you to read the texts below before training this topic. This will require some time for preparation: In order to get an overview of the members, activities, and measures to decrease violence associated with youth gangs, we recommend you read the following article:



- Carissa Pappas *"Youth Gangs: Members, Activities, and Measures to Decrease Violence Associated with Gangs"*. Youth Advocate Program International Resource Paper, August 2001. This article can be downloaded from: <http://www.hawaii.edu/hivandaids/Youth%20Gangs%20%20%20Members,%20Activities%20and%20Measures%20to%20Decrease%20Violence.pdf> (accessed 27.12.2005)

2.1 Domestic violence

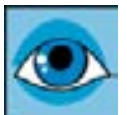
Box—Definition

According to the organization “Break-the-Cycle. Empowering Youth to End Domestic Violence”, domestic violence is a pattern of behaviors in a dating or domestic relationship that is physically, sexually, verbally and/or emotionally abusive. In most cases this is not just a one-time incident, but a pattern of abusive incidents over time that causes harm and/or fear. As the pattern continues, the abuser gains control and power over the victim.



Domestic violence takes many forms. It ranges from rape and murder, to punching, slapping, pushing and grabbing; from threats of violence, verbal attacks and other forms of intimidation, to extreme jealousy, possessiveness and controlling behavior. It can also happen in all types of intimate and family relationships. Abuse can come from a boyfriend or girlfriend, a parent, a husband or wife, a sister or brother, someone the victim is living with or other family members.⁴⁴

Guns and domestic violence are a lethal combination: many family members, most often women, are getting injured or killed every day all over the world.



2.2 Youth gang membership

Box—Youth gangs⁴⁶

There is no single, accepted definition of what a youth gang exactly is, as:

- The characteristics and behaviors of individual gangs are exceptionally varied within and across geographical areas.
- It is generally understood that a particular community's gang problem is primarily homegrown, no matter how much it was affected from other areas.

However, it became generally recognized that gangs everywhere conduct criminal activity and are prone to violence. A youth gang is commonly thought of as a self-formed association of young people having the following characteristics:

- Three or more members.
- Generally ages 12 to 24.
- A name and some sense of common identity generally indicated by such symbols as style of clothing, graffiti and hand signs.
- Some degree of permanence and organization.
- An elevated level of involvement in delinquent or criminal activity.

Youth gangs exist in most countries, and are a phenomenon found both in rural and urban areas. From country to country, definitions of what constitutes a youth gang differ. In many countries criminal acts carried out by youth are prosecuted in the adult system, and statistics on the criminal activities of youth in particular are not collected.⁴⁷



Though individuals join youth gangs for very personal reasons, it can be generally said that youth tend to decide to join youth gangs for one or more of the following reasons:

- Excitement (some are drawn by parties, girls and often drugs).
- Some are looking for a sense of respect and power.
- Peer pressure.
- Self-protection.
- Need for love (some youth are looking for a feeling of caring and attention in a gang. It then becomes almost like a family to them).
- To make money (to help out at home or to be able to afford nice clothes, etc).
- Some grow up in a neighborhood where it is almost a natural way of life.
- Some youth have real or imagined problem at home that makes them prefer the streets.⁴⁹

Further reasons to join youth gangs include:

- Gangs offer personal protection for youth that are harassed and threatened by other youth
- Economic factors also influence youth participation in gangs
- Gangs are present in areas of high racial or ethnic tension.



Trainer Note

As a direct consequence, the competition for prestige within and between gangs, intra-gang and inter-gang arms races can easily develop, since the more guns are available, and the more powerful these guns are, the greater the prestige of a gang or of its individual members. Once a climate of war exists between two gangs, violence may be continual. Once recognized as a gang member a young person is in serious danger of being hurt or killed.⁵⁵

Box—Two examples

A Russian government official explained the economic factors contributing to youth crime: *“...the most common reason why juveniles commit crimes is the high cost of the simplest goods and the impossibility of earning money for them legally.... Enterprises are reluctant to hire youngsters, even for the most menial jobs.”*⁵³

A Colombian gang member described his peers' motivation to join gangs by saying, *“they are all kids who see things as they are; they know they won't get anywhere by working or studying, but if they join us they'll have ready money. They join because they want to, not because we force them.... Not all of them are really poor, some do it for their families, others because they want to live in style.”*⁵⁴



Because gangs feel that they need to protect their assets (their territory, their reputation, sources of income, and most importantly, other gang members) they are notoriously likely to resort to a great deal of violence. Gangs foster the concept that the only loyalty a member has is to the gang and that **the only security is in gang membership.** As a direct consequence, youth gangs are highly likely to arm themselves with small arms.

Girls and gang membership

Females join gangs for the same reasons as their male counterparts, mostly:

- Due to economic reasons or living with abusive relations at home thus the need for “security”.
- Due to other reasons like drugs, peer pressure, threats and even fear.

However for **most female gang members, their membership usually expires especially when they have children and are forced to look after them.** Hence they mature and do not see the need for their so called gang families anymore. This is not to mean that girl gangs are not as dangerous as the male dominated ones as the case study below indicates. It simply means that **the life span of a female gang or gang membership is usually shorter than the male ones.**

Box—“Girls in the gang: The girl behind the gangster now is behind the trigger”⁵⁶

“As evidenced by the recent gang-related homicide in a Norcross park where two 16-year-old girls are accused of pulling the triggers, many of the traditional ideas of what girls are made are fading faster into history (...). Hasia Saucedo of Duluth and Janeth Christina Olarte of Gainesville, both 16, are charged with shooting Robin Rainey, 17, and Mechelle Marie Torres, 18, on Oct. 30 at the Pinckneyville Park Soccer Complex in Norcross. Torres died of gunshot wounds to the head, but Torres survived and was able to dial 911. All four girls reportedly were involved with the gang known as “Vatos Locos”, Spanish for “crazy homeboys.”

Trainer Note—additional information

Youth gangs in El Salvador⁵⁷

Young people are turning to gangs mainly in search of the respect, solidarity and support, which they have been unable to find in their family, community, work or school. Most gang members come from a low class or a low middle class background.

80% of gang members are males. The average age of gang members is 18: the youngest are 11, the oldest about 26. Violence takes a huge toll on gang members, and hundreds are killed or wounded every year. Those who are still alive by the time they reach their mid-20s usually decide to get a job or start up a family, or they become involved in one of the country's organised adult gangs. Former gang members have trouble finding work. Employers are unwilling to hire people who were involved in gangs, and their tattoos give away their past.

Mara Salvatrucha/18th Street

More and more young people in El Salvador are joining youth gangs. The police estimate that there are over 20,000 gang members in the country. Youth gangs first began to emerge in the 1970s, but it wasn't until the end of El Salvador's civil war in the early '90s that large numbers of young people began to get involved. The gangs have also become more violent because hundreds of Salvadorians who were involved in gangs in the United States have been deported back to their native country.

70% of young people join one of El Salvador's two main gangs: MS (Mara Salvatrucha) and 18 (18th Street). MS and 18 have been at war for several years. The origins of the conflict lie in the United States. The war was exported to El Salvador because of the deportations of Salvadorian youths from the inner cities in the U.S. As a result, gang violence in El Salvador has increased.

The war between MS and 18 and the growing use of drugs have also contributed to the mounting gangland violence in the country. 70% of gang members admit that they take narcotics, with marijuana being the most popular drug, followed by cocaine. Many gang members combine the two.

Trainer Note (Exercise 3)

Some of the answers that you as a trainer are bound to hear include:

- "Young people join gangs so as to gain control of their surroundings."
- " It is cool to be in a gang."
- "It's the only way to gain respect and solidarity."
- " That' the way it is here, you either join a gang or suffer, has nothing to do with being happy just being safe."
- " It is no longer safe since the gangs' presence in our neighborhood."
- " Being in a gang is for life, there is no leaving, you may get beaten up to get out and still they have a hold on you."

Note: youth can be both victims and perpetrators of armed violence and often one person gets involved as a victim and ends up as a perpetrator. This can happen, when, for example, a young man or woman is attacked by members of a gang, resulting in the victim feeling unbalanced. The world they used to know is tumbling upside-down. These individuals then develop the feeling that they have to “protect” themselves. Thus the transition from victim to perpetrator is made.



Exercise 3:

Listen to the radio documentary “Warrior Faces”, a documentary on former youth gang members in El Salvador and then discuss the following questions:

- Why do these young people get involved in gangs?
- What do these young people think about their own involvement in gangs? What are their doubts and concerns about it? Do you think they are happy to be part of a gang?
- What are outside perception of youth gangs?
- What keeps them from leaving gangs? What problems would they face when leaving gangs?





Trainer Note

When you are training in a conflict or post-conflict environment/context some of the issues discussed below may not match the conditions on the ground. We therefore recommend you to read through the following section and decide whether or not you consider it relevant for your target group.

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Approaches to deal with the gang phenomenon— 2 examples

■ Community-based approaches to dealing with gang phenomenon

As was briefly discussed in the documentary “Warrior Faces”, the organization *Homies Unidos*⁵⁸, which operates both in El Salvador and the United States, provides an example of how former gang members can become contributing members of society when the cultural, social and political tensions impacting youth behavior are successfully addressed. *Homies Unidos* demonstrates that youth may be their own best advocates and the best prepared to communicate messages of peace, reconciliation and change to their peers.

Many young people around the world are involved with gangs, which carry out criminal activities. Youth organizations can provide alternative solutions to some of the problems that bring about youth gangs.

■ In the midst of gang violence, a Jamaican NGO makes a difference

“Children First” is located in the gritty former colonial capital of Spanish Town, recently the site of some of the worst gang violence to hit Jamaica in years. The NGO runs one of the most well respected programs to help at-risk inner-city children in Jamaica. The program works with over 700 street children and potential street children aged three to 18, and is the largest initiative of its kind in the country.

At first, the idea was to aid a reduced group of street children. Since then, “Children First” has developed into a more inclusive initiative that seeks to improve the lives of not only at-risk children but also their families. Parents have received help in how to supplement family income. Children benefit from skills training, life skills education including sexual and environmental education, and educational assistance including help with fees and other initiatives.

The staff consists of mostly young people who participated in “Children First” and have returned to help. See also Annex X for more detailed information on this program.⁵⁹

2.3 Youth and violent crime

The issue of youth, guns, and violent crime is also an important issue in non-conflict and industrialized countries like the United States, France, or Italy. These criminal activities usually include, violent crimes, property crimes, “other” crime refers to other Criminal Code offences not categorized as violent or property crimes. Examples of such crimes include prostitution, gaming and betting, possession of offensive weapons, arson, disturbing the peace, trespassing, and vandalism.⁶⁰

A large grid of small, light gray dots arranged in approximately 30 rows and 60 columns, intended for taking notes.

Box—Armed violence between El Salvadorian high school students⁶¹

In El Salvador the demanding phenomenon of fights between groups of different high school students has been observed within the recent years. Young students at the same school form groups, which are even more united by beating up rivaled members of other high schools. These young people use weapons such as knives and even firearms in their fights. The members of the fighting groups are mostly belonging to the middle class and normally start a working career after leaving high school. The issue is therefore differing from the problem of armed youth gangs and must be treated in another way.

Approaches to solve the problem of youth and violent crime— 2 examples



■ Youth, guns and violent crime in the United States⁶²

Young people are overrepresented as both victims and perpetrators of violence. The evidence, however, suggests that other factors are responsible for recent increases in youth gun violence.

In the late 1980s and early 1990s, rates of homicide and robbery committed by youth rose to extremely high levels. Examination of trends for these crimes shows that:

- The increase in violence in the United States during the late 1980s and early 1990s was due primarily to an increase in violent acts committed by people under the age of age 20. Similarly, dramatic declines in homicide and robbery in recent years are attributable primarily to a decline in youth violence.
- The increase in youth homicide was predominantly due to a significant increase in the use of handguns, which converted ordinary teenage fights and other violent encounters into homicides.
- Several other interrelated factors also fuelled the rise in youth violence, including the rise of illegal drug markets, particularly for crack cocaine, the recruitment of youth into those markets, and an increase in gun carrying among young people.

The study points out that youth violence diminished as the crack markets shrank, law enforcement increased efforts to control youth access to guns, youth gun carrying declined, and the robust economy provided legitimate jobs for young people.

■ “Fight for Peace”, Brazil⁶³

“Fight for Peace” began its activities in July 2000. The project offers sporting activities and citizenship classes for 120 young people in the Nova Holanda favela, in the Complexo da Maré of Rio de Janeiro, Brazils capital. The objective is to give the

residents of Maré within the age group of 7-25 a base for social integration so that they can have opportunities to achieve a decent life and avoid a life of crime.

The methodology used by “Fight for Peace” offers the students in the academy **access to sports, support services for continuing their studies and alternative funds to ward off the lure of crime.** To do this in practice the project offers: boxing, capoeira and wrestling, instilling discipline and channeling energy; and citizenship classes to teach youths their rights and responsibilities within society. The new center will also offer professional training courses and offer referrals to the job market. See also Annex XI for more detailed information on this program.

Exercise 4:

All the above examples highlight a number of reasons why children/youth decide to join the armed forces. List these reasons and discuss them with the group.



Summary of Section 2

Youth can become involved with SALW during all stages of a violent conflict: during the conflict itself, where young people are often recruited as soldiers, in the post-conflict cease-fire or fragile peace and in the period of reconstruction after the resolution of a conflict.

- Young people join the armed forces for different reasons: insecurity as a result of war, extreme poverty, the lack of proper education, influence of their family or friends or they try to create their own identity.
- In many cases the recruitment is forced but there are also those who choose to join. The feeling of solidarity and togetherness, which young people hope to find in the armed forces attracts many of them.
- Youth can also make use of arms in non-conflict situations, e.g. for criminal activities.
- One can also identify different reasons why youths join gangs. These reasons include self-protection, child curiosity, peer pressure, to gain respect and solidarity, a need for love, excitement, boredom as well as the lack of education and alternative ways of earning money.



Trainer Note

Sections 1 and 2 discussed some of the most important issues concerning SALW and youth, including in *what ways* (gangs, armed forces, crime) and *under what circumstances* (during conflict, post-conflict or in non-conflict situations) youth tend to become involved with and use SALW. Section 2 also introduced a few examples of approaches to tackle these problems (e.g. community-based approaches to dealing with the gang phenomenon in El Salvador, or Jamaica, the problem of violent crime in Brazil, etc.). Section 3 will now look at practical approaches, which can be undertaken with youth.

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Section 3

Youth and small arms control action

Objectives and Goals of Section 3:

- To understand why youth involvement is important for the youth and how your work can benefit from youth involvement.
- To be able to design a project plan together with the youth in your group.
- To be aware of the different types of activities you can become involved in.

Remember: youth are affected by SALW. Under certain circumstances youth may even “choose” to arm themselves. But they are also part of the solution to armed violence, and no sustainable solution can be found without the involvement of youth.



We now want to turn your attention to a selection of activities, which can be undertaken by youth. **These activities are suggestions**, and you may find that not all of them match your country context. Nevertheless we found it important to introduce you to a larger number of activities **to make you aware of what has and is being done and what can be done**, so that you can choose the appropriate activities for you and the youth you are working with.

One manual which we consider very useful is the Youth LEAP resource manual “Working with young people for a mine free world: how to engage young people in campaigning” by Mines Action Canada. Though the focus of this manual is on youth and landmines, many activities can also be adapted to small arms control activities or campaigns. You can download the manual from: <http://www.dangermines.ca/site/index.cfm?fuseaction=LEAPManual>.



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Youth involvement in SALW awareness programs will require:

- An examination of the local situation.
- An analysis of which individuals and organizations can be most effective, and in which niche you feel that young people can play a significant positive role.

This is what we will discuss in the first part of our section 'Involving youth'. This section further introduces a variety of different activities that can also be undertaken by youth.

1. Involving youth

What are the benefits of involving youth?

Reaching the community⁶⁴

- Youth are connected. Through youth it's easy to connect to the community and to reach parents, other adults, and other children and youth. Youth can affect other youth.
- Youth often access information through their friends and siblings. If you want to influence the population and raise their awareness on certain issues you have to engage them."
- Youth are the future of any country. If they rise up against bad behavior they set an example for others.
- It's the most cost-effective way to access lots of people.
- One very important reason of involving youth in campaign activities is because people have sympathies, love and affection toward youth and their voice has greater an effect on the mind of people.
- Many youth have more time to commit, and they are more likely to become absorbed in the issue.

Because of their expertise

- Youth affected by SALW and armed violence are the experts from the field.
- An estimated 75% of the persons engaged in armed conflicts, both State and Non-State Actors are youth.
- They know what works for them, how to work with their peers, they are experts on their own experience.

For sustainability

- Youth are key in the global fight against SALW.
- It's an investment in the leaders of tomorrow.

For new ideas, energy and capacity

- Youth can inspire and motivate older campaigners.
- Youth are more receptive to new ideas, taking risks, a challenge. They are full of ideas and new ways of doing things.
- Young people bring new skills and new knowledge.

See also Annex XII: Involving young people. What's in it for the youth?

What are the benefits for youth to be involved?⁶⁵



Being involved is good for youth, as youth seem to do fewer things that are bad for their health and have fewer bad things happening to them. More involvement in organized activities often goes along with:

- Political and social participation.
- Being a responsible citizen.
- Less anti-social behavior and crime.
- And fewer social and emotional problems.
- Less school failure and dropping out.

But what is most important is that participating helps those who need it the most. Research results have found that youth "at-risk" get more out of youth participation than youth "not at risk".



Skill development

Access to support and role models and the opportunity to be heard and be a leader

A place where they belong and feel valued

Opportunities for learning

Note: not everyone you will come across will be enthusiastic about youth engagement in campaigning. Some adult campaigners have very valid concerns about safety, limited resources, capacity and the meaningfulness of young people's involvement that need to be addressed. Nevertheless do young people have an undeniable right to participate in decisions that may affect them, either directly or indirectly.



Preparing a project, campaign(s), etc. with youth—preliminary issues to bear in mind

Youth should be both beneficiaries and co-workers, as well as being given an opportunity to become multiplicators. Youth are experts on their situations. Even if they have not had personal experiences with SALW, they are likely to know someone who has. Youth know what youth generally want and how they can be approached. Your project should therefore give youth a voice. Youth are also likely to be pool of creativity, and with their energy are likely to be the driving engines of your project. It is therefore vital that youths' needs and expectations are included in the project.

However, youth do not have to be the only addressees. They might be involved in the project right from the early planning stages and can enrich it exceedingly.

When you are planning to work with young people on SALW control and related issues, asking yourself the following questions may help you to get a clearer picture of the meaning and the importance of your project to the youth.

Questions to consider:⁶⁶

Before the beginning of the project, campaign(s), etc.

- How will the work benefit youth and how will the work benefit from youth input (see above)?
- Are you planning on involving youth only from your youth group, or are you planning on also giving other youth from your area an opportunity to learn about SALW control and related issues and become involved?
- What degree of political risk (if any) is acceptable to the adults involved?
- What will the roles and responsibilities of youth be? What will they be able to participate in and what won't they be able to participate in?



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- Are young people going to be provided with information about the work and their role before-hand in language they can understand?
- What opportunities are provided for young people to meet with their peers to prepare for the work and get adjusted to new surroundings?
- Will youth be involved during the planning stages?
- How can we build flexibility into the schedule to be youth friendly and improve participation?
- What styles or participation will the program accommodate? Can we build in more variety?
- Has someone, or a team of people, been appointed to facilitate youth participation during the work?
- What preparation do adults need in how to work with young people?
- What security and child protection policies and procedures are required?
- Will media be present at any events? Will the media have access to young people? What media training and support will young people be provided with?
- Do young people and adults (those organizing the work as well as those facilitating youth participation) have similar expectations?

During the project/campaign(s), etc.

- Are the views of youth being valued?
- As new information becomes available that may be hard for youth (and some adults) to understand, is someone available to help explain and answer questions about it? Periodic meetings for this purpose may be a good idea, but if the pace of work is faster this may have to happen on an ad hoc basis.
- Are youth playing a significant role? Are youth being pushed to take on more responsibility than they are ready for?
- Are there periodic opportunities for youth and adults supporting their participation to “check in” to evaluate how youth engagement is working and what changes need to be made?
- Is the participation of different youth equal? Remember equal does not mean the same.
- Do young people need time out to rest and re-energise?

After the end of the project, campaign(s), ect.

- What expectations do young people have about a follow-up process? Will you be able meet those expectations?
- Are staff members of participating organizations available to provide occasional support to youth after the work is completed?

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- What commitments were made by organizations and/or governments? How will young people know whether or not those commitments have been kept?

2. Planning projects with and for youth

As small arms control and armed violence and their link to youth are rather complex issues there is no one way to approach the problem, but rather a variety of different ways and by different means.

2.1 Project planning⁶⁷



Box—Aim? Goal? Objectives!

In general speech, the terms *aim*, *goal* and *objective* are used interchangeable. There is even a great deal of disagreement about the meaning among specialists. For this module it is important to differentiate between the three.



Aims are general statements about ideal outcomes, and are least specific, e.g. “To build the fundamentals of lasting peace and initiate sustainable development.” Aims generally are part of a peace agreement, and are often an expression of desirable sentiments.

Goals are more specific. One goal should represent a single concept from one of the terms mentioned in the aims. For example, “Peace” consists of:

- Preventing violence.
- Tackling root causes of conflict.
- Disbanding fighting factions to disarm the populace.

Ideally, each goal would refer only to one central concept.

Objectives are ends to be met that can be *measured* in the form of *achievable results*. Each objective addresses only *one* concrete outcome. Ideally, objectives should follow the SMART guidelines. (See box below).

To summarize, an aim may consist of several goals that in turn may consist of several objectives. As a rule of thumb, from aims down to objectives identified time frame is respectively from long term to shorter term, that is an aim is not achieved before all the objectives have been met.

In order to formulate useful and applicable objectives, it is crucial to formulate SMART objectives.

Box—SMART objectives guidelines

In order for time and resources not be wasted it is vital that you can answer positively *all* the questions in the SMART list about an objective you have formulated, or that has been demanded of the reintegration project:

- Is the objective **S**pecific?
- Is the objective **M**easurable?
- Is the objective **A**chievable?
- Is the objective **R**elevant to the aims of the accord *and* to the needs of those concerned (the ex-combatants and the communities)?
- Is the objective **T**ime bound to a definite date or period?

If the answer to *any one* of these questions is “No” then the objective must be rethought and rewritten.

Examples of SMART goals for reintegration programs:

- Within 2 years provide vocational training on carpeting to 200 ex-combatants in city X.
- In the course of 1 year, enroll 20,000 children and youth associated with armed forces in schools nationwide.

Exercise 1: SMART objectives

On a piece of paper write down a SMART objective.



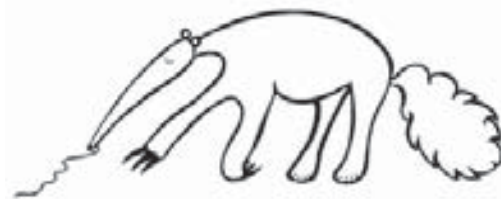
Besides being SMART it is important to ask yourself:

- What will be the costs of this objective be?
- Might there be hidden costs?
- What is the opportunity costs for this objective, i.e. aren't there better things to do for the same money?
- What different means exist to implement these objectives, and which one is the best in term of costs and benefits?
- Could there be positive or negative spillover effects, i.e. unintended effects that benefit or hamper reintegration?

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Defining the need for your project, campaign(s), etc.

- What is the problem we're trying to address and/or solve? What are the hidden causes of the problem?
- Why should people care about this problem?
- Who does the problem affect?
- What has been tried in the past? What can we learn from it?



Agreeing on the objectives and results

Be specific. Think of ways you can measure whether or not you have met your objective. **Be realistic.** Think of when you want to achieve your objectives by.

- What change do we want to see? Short term? Mid term? Long term?
- When do we want to make this change by?
- How will you know that the change has been made?

Who is going to be involved?

You need to decide who is going to be helping you to do the work.

- Who will be involved and why?
- What will be their role?
- How old are they? Where do they live?
- What will they get out of the project?

Think about **how** you are going to do what you want to do

It is very important not to jump too quickly to **what** we want to do without considering **how** we want to work. Review your objectives. Then answer the questions.

- How will you initiate young people's engagement in your project?
- How will you sustain their engagement?
- How will you together with the youth campaign? What types of activities are you and the youth interested in doing?
- What types of activities have you (and you youth group) had success with in the past?
- How will this approach help you meet your objectives?

Build the plan

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Exercise 2: Brainstorm as a group



- What will we be doing?

Assess:

- Will these activities help you and your youth group achieve your objectives?
- Are they consistent with how you want to work?
- Are they realistic?

Organize:

Put similar activities into categories. For example: school workshops, public events, exhibitions, training, etc. For the next step you may find it useful to create a table (see below).

Activity	
■ Who will do it? (responsibility)	
■ When does it need to be done by? (deadline)	
■ What resources/money do we need to do it? (necessary resources)	

Keeping on track

Now you need to look through your project plan again to make sure it makes sense. Review your objectives and then group your activities according to the objectives they help you accomplish. Then for each objective fill in a table (see below):

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Objective 1	
■ Activity	
■ Responsibility	
■ Deadline	
■ Necessary resources	
■ Results and how they will be measured	

Objective 2	
■ Activity	
■ Responsibility	
■ Deadline	
■ Necessary resources	
■ Results and how they will be measured	

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Review your project plan

After you have completed designing your project plan it is important to ask yourself some critical questions:

- Will the youth involved be provided with sustainable opportunities, either by us or others? What will happen to them when the project is over?
- Have you planned for the unexpected? Have you made sure there is adequate time and resources in case our plans need to change?
- Is the plan flexible enough to accommodate the views of the youth you are planning to engage?
- Is there adequate preparation and follow up for the youth involved?
- What if participants in the project withdraw? What if the interests of the youth changes?
- Are there a variety of activities for the youth to choose from? Is there a variety in the intensity and length of activities?

2.2. Fundraising

It is always a good idea to design your project before you start looking for funding. That way you have a clear idea of what is important before you start getting tempted to change your plan by exciting funding opportunities.

Youth can make an important contribution through fundraising activities. Every organization working on a specific issue area needs funds in order to operate and affect change on the ground – the small arms issue is no exception. Through fundraising activities, youth can help raise awareness among their peers, get their friends and families involved, generate funds for their own or your organization's activities and, perhaps most importantly, feel like they're making a difference.

In order to get youth involved in these activities, they will need your guidance and supervision. Remember **that fundraising techniques and strategies vary in every culture and community**; there is no one-size-fits-all approach. As such, we can only offer some general tips for getting your youth started, as well as ideas for action in SALW-affected or non-affected areas. The actual process and content of your activities must be adjusted to and appropriate for your local context.

Getting started

1. **Fundraising is often most effective if it is combined with awareness raising activities.** Encourage youth to select a specific problem of SALW – whether it is the problem of violence in their schools or SALW proliferation in their community – and use this as the basis of a campaign that will not only generate funds but also bring attention to the broader issue.

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2. Once a specific case/topic has been chosen, **encourage youth to come up with a strategy for their fundraising campaign.** This should involve the selection of campaign title or message, a logo or corresponding design, and one major campaign event/idea. To come up with a successful fundraising event or idea, encourage youth to do some research and explore what events were most successful in the past. What do youth find most interesting? What would appeal to the majority of their peers and community members? This also requires that youth select a target audience for their campaign (i.e. students, community members, professionals, politicians, etc.)
3. You will also need to assist youth in determining what they want to do with the money raised and to communicate this as part of their overall campaign. For example, funds can be raised toward the following activities:

Fundraising in SALW-affected contexts

- Start-up costs for the creation of a new youth organization against small arms.
- To host a conference/gathering of youth from the region to discuss strategies of addressing the problem of youth and small arms.
- To carry out presentations in other schools or youth groups on the dangers of small arms.
- To start a sports club for youth affected by small arms violence.
- To sponsor the rehabilitation of youth affected by small arms violence.

Fundraising in non-affected contexts

- Donating the funds raised to support the activities of your organization in this area.
 - Supporting the activities of other local, national or international campaigns against small arms (i.e. the Control Arms Campaign).
 - Supporting a specific project on or a youth group in an SALW-affected community or country working toward addressing the small arms problem.
 - Raising awareness of the issue in the broader public and lobbying local, regional and/or national policymakers to take concrete political action on the issue.
4. As part of their campaign, **encourage youth to reach out to other groups and local partners to inform them of their activities.** Opportunities to join forces with these groups and create an even wider campaign can result in more funds and awareness raised. In addition, you should help youth reach out to the local media – generating media coverage will not only inspire and motivate your youth on the importance of their work, but also generate broader attention to the issue.
 5. Emphasize to your youth that the **purpose of their work is not only to raise funds, but also to get people interested in the issue and for them to have fun in the process!** Setting monetary goals for fundraising

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may be a motivating factor for youth in some cases, though it should never be the sole measure of success. Be prepared to assist your youth in revising their original goals if they are not able to raise enough funds as they had hoped. Also try not to let them get discouraged by this – explain to them that there is always a greater need for work than funds available to do it, and that making the most of what you have is one of the key factors of success.

Contacting donors for funding such activities

In order to enable youth to professionally conduct SALW related projects it is important that they, together with you as their supervisor or another adult from your youth group/organization contact local bodies and organizations as well as international organizations which are active in the field of SALW control and ask them to provide you with information of their projects and on their funding policies.

As you are planning to work with youth on a SALW control or related topic **you should be able to access money earmarked for child and youth development**, as well as for **SALW control activities by civil society**.

We recommend you to particularly search for donors who are interested in:

- Education, such as peace and non-formal education, conflict resolution, post conflict reconstruction and reconciliation.
- Youth unemployment.
- Children affected by war.
- Youth involvement in community development.
- Education for democracy
- Displaced children.

You should establish a good relationship with all of these bodies and should try to link your groups Campaigns wherever possible to any events they are holding, as these organizations become aware of your organizations activities and are likely to provide funding for your future activities (if you request it).

It is therefore vital that you and the youth group learn basic proposal writing skills in order to approach donors with concrete and well-documented objectives. Funding is usually a marketing strategy, so acquiring such basic knowledge will be highly valuable for you and your youth group activities.

Where to start

- Do research of organizations that specifically deal with arms issues, as they are most likely to become potential funders of your project.
- Find out their objectives.
- Focus and link your objectives and goals to their objectives in your proposal.

Note: sometimes organizations do not fund in terms of money, but they fund in kind, either by providing materials necessary to carry out the campaign or facilitate the appearance of a notable personality. All those should be well considered when approaching such organizations.



A good proposal is crucial for obtaining funding for your planned activities.

Some organizations prefer to receive a brief letter of inquiry concerning the suitability of the proposed activity before the proposal is handed in. This letter should briefly outline all elements which will then be also part of the proposal, such as goals of the planned activity (your awareness campaign), objectives, planned activities (community meetings, film night, public performances, etc), timetable, estimated cost, etc. It is important that the relevance of the proposed activity should be made very clear to the donor. Some donors provide guidelines on how to write a proposal; if the organization you find most useful provides such a guide make sure you follow it closely. For a step-by-step-guide for writing a funding proposal see Annex XIII.



3. Public awareness activities

One element, which is crucial the process of SALW control, is public awareness. The success of any SALW control action depends to a great extent on this element: **making people aware of the *problems* of SALW and the *solutions* to the problem.**

Note: please bear in mind that children and youth are a crucial factor for the sustainable success of SALW control measures, as they are the future generations of every society. Young men in particular can make a valuable contribution by acting as ‘peace-builders’, convincing their peers that guns are not “cool” but rather dangerous. Therefore, try to engage youth and children as much as possible in events that suit their age group; for example, in distributing flyers, designing and creating posters, organizing fundraisers, etc.

Keep in mind that it might be useful to identify and address the opinion leaders of some groups from the beginning, as they are figures of identification and respect.

Public awareness campaigns often accompany weapons collection programs and other aspects of a weapons control program, which do not form part of this module. As there are many issues that interlink and are important to the success of a SALW control program, the checklist below gives you ideas of the topics we consider most important for a public awareness campaign by youth as they directly have an impact on their lives. However, please feel free to add/take out any other aspect you may have according to your local context.

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Table 1: Checklist of key issues/areas to cover

Topic	Possible subtopics
<ul style="list-style-type: none"> ▪ Awareness raising 	<ul style="list-style-type: none"> ▪ Make aware of the devastating effects SALW can have: accidental or intended wounds/death to a friend, family member, and passer-by. ▪ Lobby for stricter weapons laws to ensure only very few people are allowed to possess and use weapons. People who are caught with a weapon but who are not allowed to carry on under the arms law are then subject to severe punishments. ▪ To lobby for disarmament campaigns if, for example, a large number of weapons is being held by the civilian population as a result of a conflict.
<ul style="list-style-type: none"> ▪ SALW collection and destruction 	<ul style="list-style-type: none"> ▪ If the collected SALW cannot be destroyed, it is important to ensure that privately and publicly owned SALW are properly secured so that they are not the answer of first resort in a quarrel or dispute. ▪ In public awareness campaigns youth can (and should) encourage the involvement and cooperation of and between national and local authorities, police, military and civil society in weapons collection programs, as they are often the prime cause why civilians hold on to their weapons (due to feelings of insecurity due to a weak security sector (police, military)). ▪ Weapons destruction is ideally the next step after the voluntary collection of SALW. The weapons destruction of the previously collected weapons should be the goal of your SALW Public Awareness campaign.
<ul style="list-style-type: none"> ▪ Safe storage of small arms owned by civilians/ individuals and the state (police, military) 	<ul style="list-style-type: none"> ▪ Safe storage of weapons in homes in order to ensure: <ul style="list-style-type: none"> ▪ That these weapons are less easily available for children and youth living in this household. ▪ That guns are less likely to be stolen and misused. ▪ Registration of all arms in possession of individuals as well as the state, so that if a gun is stolen it can be traced.
<ul style="list-style-type: none"> ▪ The role of youth groups in changing a culture of violence into a culture of peace 	<ul style="list-style-type: none"> ▪ Youth groups like clubs, organizations, and initiatives can play a vital role in promoting peace. Through their creativity and engagement, youth organizations have engaged in peace marches, have broadcasted their own radio shows, and advocating for the respect of human rights. Civic education programs, conflict management and leadership training can support them in this endeavor.

From the range of topics, which can be covered by a public awareness campaigns, lets move on to a number of activities we consider appropriate for youth. These include:

■ **Public performances**

Shadow puppet theatre or any other stage performance are a very useful tool in disseminating an important message, such as small arms and related issues; they often have a long tradition of being used as means to raise awareness.

One advantage is that these public performances have a large turnout; especially in places where there is no TV. It is an enjoyable affair that attracts many people and

Trainer Note—additional information

Puppet Show, Nagpur, India ⁶⁸

The organization Medicovet Rural Welfare Society (MRWS) organized a puppet show at the Maharaj Bagh entertainment park in Nagpur, India to create awareness among people on the dangers of armed violence. The show was based on stories of victims of gun violence and was held throughout the “Global Week of Action Against Small Arms 2005”, which took place from 6–12 June 2005.

Located in the heart of the city, the entertainment park draws a large crowd each day, particularly during the week of action due to the summer vacation. Interestingly, at the entrance to the park, toy guns are sold. Through the show, Medicovet is encouraging children to give up toy guns. After each show, attention is also drawn to recent incidents of gun violence and views exchanged.

The puppet show received media coverage in local newspapers and is receiving a lot of responses from individuals and organizations. The Hitavada and the Lokmat Times, two daily newspapers, have reported on the Week of Action and the puppet show.



Dr. Geeta Kurhade, Director, MRWS introducing the skit to the audience
A scene from the puppet show

Examples from the Global Week of Action 2005

In Sudan a theatrical performance, “Playing Against Weapons”, was organized in Khartoum by the Peace Culture Center of the Sudan University of Science and Technology.⁶⁹

In Umoja, Kenya, the organization ‘As One’ organized a youth concert in churches and schools presided by a parliamentarian and a member of the House Security Committee and interdenominational prayers for peace were held in churches.⁷⁰

Trainer Note—additional information

Democratic Republic of Congo

During the Global Week of Action in 2005 the GRADI-Congo had radio broadcasts on both the national radio station (RTNC) and OKAPI, the radio station of the UN peacekeeping mission in the DRC. The one-hour programs were broadcast on three consecutive days and addressed the following themes:

- The war and its effect on children.
- The process of community reinsertion for victims of conflict.



leaves room for a discussion after the play has finished. These performances are able to facilitate the understanding of complex issues by means of a story, and often allow questions from the audience at the end of the performance.



Traditional actors in Cambodia integrate the local police into their performances to encourage local residents to voluntarily hand in their weapons. Photo credit: EU ASAC.

■ Media (radio shows, TV series/soap operas, etc)

These modes of communication are able to reach many people and are generally seen as more interesting than public awareness workshops. Further, they can discuss a certain topic in more depth.

The film "My First Shot" for example, is the output of a video workshop for children and youth on SALW, organized by the Bonn International Center for Conversion (BICC) within the framework of its TRESA project (Training and Education on Small Arms), in co-operation with the Skopje-based NGO, CIVIL. The objective of the workshop was to enable children and young people to express their thoughts on and

- The role of the local authorities in preventing arms trafficking in the Great Lakes region.

The organization also held a debate conference with 25 military officers on the impact of war on civilians, particularly children, and community reinsertion of ex-combatants. Multiple contacts were made with political and military policymakers in order to make them aware of the measures they should take to combat arms trafficking.⁷¹

Kosovo

During the Global Week of Action 2005 the Kosovo Youth Network (KYN) issued a press release calling on the government to implement the UN PoA. The press release said, "Firearms pose a major threat to public safety in Kosova. Violent crimes and gun attacks which occurred in Kosova just this year, are giving us a clear signal on risks owing to small arms possession."

"A good starting point is the implementation of the UN Programme of Action on small arms (UN PoA). This should be followed up by the establishment of a commission."⁷²

Trainer Note—additional information

Rally led by street children and submission of Memorandum to Prime Minister⁷⁴

The National Small Arms Forum (NSAF) and South Asia Partnership-Bangladesh organized rallies in Dhaka and in 21 districts in Bangladesh for the Week of Action 2005. The rally in Dhaka began from the Dhanmondii Boys High School and ended at T&T Bhaban at Sher-e-Bangla Nagar followed by the submission of a memorandum to the Prime Minister. Other districts too submitted a memorandum to the District Commissioner to be handed over to the Prime Minister. The memorandum urged the Prime Minister to take steps to curb the indiscriminate use of illicit small arms.

The rally in Dhaka was led by street children who are directly or indirectly affected by small arms. Besides small arms activists and development workers, journalists and students also took part in the rally.



Children participating in the rally with a placard in a rickshaw



Activists at the rally in Dhaka

experiences with small arms and armed violence through film. The film workshop took place from 2-21 April 2006 in Skopje, Macedonia, with youth aged 9 – 17 from Skopje and the city of Tetovo. For more information on the production process see Annex XIV.

■ Sport events or festivals

They are both enjoyable and usually attract big crowds of people, which make the dissemination of a message very easy. These can be, for example, a “run for peace”, a boat race (e.g. the boat race at the annual Water Festival in Cambodia, see photo below), or a boxing match (see Annex XI).



Photo credit: Craig M. Bennett

Consider setting up a table at concerts, rallies, festivals, holiday picnics, election events, and other high traffic areas. A bright sign and friendly people can often generate new interest for a particular issue or organization. Greet your visitors and let them know what you have available. Your table could include something eye-catching, a sign-up sheet to receive more information, handouts, and some quick on the spot action like a petition to sign or a postcard.⁷³

A **“Peace Soccer Team”** was established in Niger by young Peace Messengers in order to reach out to other young people. The soccer games are especially arranged in order to avoid competitive quarrels, therefore after part time the teams are formed again.

Box—“Run for a good cause”⁷⁵

The German branch of UNICEF called out to students all over Germany to take part in a charity run for the rights of children in this world. Every school was invoked to hold a charity run and seek funders who will donate a certain amount of money for a certain amount of kilometers. Funders/donors can be relatives of the students, friends or local shops. All proceeds went into the UNICEF project “schools for Africa”, which enables children in Angola, Malawi, Rwanda, Zimbabwe and South Africa to attend school.

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Note: though the UNICEF run was not connected to SALW, runs such as this and marathons are good tools for youth to raise awareness on SALW problems and voice their concerns.

■ Workshops and conferences

By organizing workshops for and with youth they can learn and gain respect. There have been many conferences for children, for example on topics such as the environment, which have closed with a variety of highly interesting ideas and highly motivated participants. This motivation could be very useful for subsequent activities. Youth can be very interested and here is where an empowerment of youth can start. Conferences can for example consist of workshops and discussions with experts, the elderly, village chiefs, etc.

■ ‘Peace messengers’ and multipliers

Peace messengers can contribute a lot to the communities. In many cases they are young people who share their knowledge on peace issues with other people and thereby facilitate a learning processes in communities. Concerning SALW, peace messengers can be very useful, as they would have the opportunity to travel, to attend several training courses and to get important contacts, they have the opportunity to share their knowledge and to experience the importance of their contribution.

Box— Peace Messengers in Niger⁷⁶

A number of School students traveled through the country and shared their knowledge on peace and disarmament by games, discussions and by training in conflict-resolution skills. The young peace messengers also formed a theater group and a radio station in order to reach out to the communities.

■ Arts (drawing, printing, etc.)

You or your civil society organization can support a public awareness campaign by drawing or printing **posters, slogans, stickers, or producing a video**, etc. which you will then distribute, exhibit or show during special events such as public performances, festivals, sports events, etc.



Sticker. Credit: EU ASAC
Credit: EU ASAC



Poster. Credit: FOSDA



Poster: “New Arms Law”.

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"Turn in your weapons" Public Awareness Poster. Credit: EU ASAC



Credit: CIVIL



"Weapons have negative social effects" Public Awareness Raising Poster. Credit: EU ASAC



Credit: CAMP, an IANSA member.

In May 2006, with the support of the Bonn International Center of Conversions' (BICC) TRESA project, the Ugandan NGO Youth Social Work Association organized a painting workshop in Barr IDP Camp, Northern Lira District, Uganda. It involved children between the ages of 8 and 12 years, who have lived through the conflict affected areas of Northern Uganda from their time of birth, seeing and witnessing violence, experiencing the terror of armed conflict in their everyday life. The program, which involved two days discussion with the children on armed conflict and violence, and two days painting and story interpretation (writing) session, aimed at creating a clear understanding of armed conflict and violence in the children, giving the children a chance to express themselves on the conflict and violence issues through art and creating an understanding of the children's perceptions and their attitudes towards armed conflict and violence. Two of the 9 pictures are shown below:

Girl, 11 years

In a village where families had just harvested their food crops and were sorting the harvest together with children, rebels ambushed the village and shot at the people injuring and killing a number of them. The rebels looted the harvested food, abducted the survivors and forced them to carry the loot on their heads. The children present ran into the bushes to hide for their lives and others were abducted. A government

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army helicopter came in to pursue the rebels but they went with a number of people leaving many children behind not knowing where their parents and relatives had gone.



Copyright Paintings ©YSA 2006

Boy, 12 years

A village was attacked by rebels who looted properties, set houses ablaze and abducted children. The government forces came and engaged the rebels. They rescued a child and put him on an army truck. In the process many people died including the government forces, the rebels and the civilians. One child hid under the tree while the civilians including a pregnant woman ran to the army for rescue.



Copyright Paintings ©YSA 2006

For all pictures, see www.bicc.de/events/revcon/uganda_ysa_pictures.php.



In Peru for example, in a joint effort by the municipalities and youth organizations, a group of graffiti artists painted posters and drew pictures on disarmament issues in four districts in Lima.⁷⁷

The topic might also be dealt with by using literature. The Control Arms Campaign composed by Amnesty International, IANSA and Oxfam organized an Arabic short story competition and created a book of the ten selected stories.⁷⁸ The Ban Landmines Campaign Nepal invited for sending in contributions to a poetry competition for young Nepalese.⁷⁹

For 2 further examples see Annex XV.

Trainer Note—additional information

“Play some other game”

The Council for Prevention of Juvenile Delinquency (CPJD) in Kavadarci, Macedonia, started a project “Play some other game” from December 2003 to March 2004 in order to improve the quality of formal, informal and non-formal education for children and youngsters on the topics of tolerance and non-violence. The implementation of project activities involved pupils and students from primary and secondary schools.

A questionnaire was distributed to explore the types of games that children usually play in their free time and to identify their current opinion about toy weapons and games that these toys are part of. The results showed that children were deeply involved and were becoming dependent on these games.

Several workshops took place in the city center with students from high schools on the topic of weapon consequences including games. High school students groups decided how to implement the campaign: by distributing leaflets and posters, meetings with their schoolmates, interviews with the citizens. It also started with workshops for the pupils from primary schools. With pupils at ages 7-10 we started with video presentation of two cartoons to discuss, argue and work with ideas.

The other way of work was to collect creative and non-violent games. Children were asking their parents and grandparents for games that they have played when they have been on this age.

Over 100 juveniles were involved in preparation and implementation of local campaign activities, surveys, delivering posters and leaflets. More than 400 children from different backgrounds (multiethnic, city, village) at age 8–14 were directly involved in the creative workshops. The youngest children from kindergartens attended few performances played by the older children. It was very important to fulfill the whole diapason of ages, in order to have the impact on the complete young population.

Trainer Note (Exercise 3)

Objectives: have trainees apply their knowledge

Material needed: Paper, pens, colours, scissors, glue, etc. (material to do handicrafts)

Duration: allow at least 1 afternoon, but can easily be extended to 1 day.

Participants might have specific situations and problems in mind they would like to design a strategy for. This could be the situation in their home country, one of their projects, or a case, which they find specifically interesting. If this is not the case, you should have some model situations prepared, which can be either fictitious or taken from the real world.

Ask trainees to form groups (à 4-5 persons).

You can chose between several starting points:

- **Situation-oriented:** Provide each group with a specific situation or let them chose one they would like to work on. Ask trainees to design a strategy that is best suitable for their specific situation. →

■ Reach out to school students⁸⁰

High school students are often concerned about the world in which they live, but feel they have no control over the events. Reach out to church and community groups where there are natural connections. Certain issues may be compatible with social studies classes, and some high schools actively seek opportunities for students to be involved in community projects. You will not only help build support for your issue, you will help build students' skills for long-term change.

During the Global Week of Action 2005, Amnesty International Jordan organized a school concert in the northern city of Irbid to encourage communities in the area against the use of SALW during weddings and parties. The concert was held at the Al-Eman early Learning School, where students performed a play presenting the dangers of small arms firing during wedding celebrations. Students also used a poster during the concert with the slogan: 'No to Small Arms'.⁸¹

Amnesty International Bahrain was holding a short story writing competition under the theme "Art for Change". The competition is for Arabic speakers only in a bid to encourage more involvement in human rights from the Arab world. The stories should be between 100 and 250 words, exploring the negative effects of arms trading. It should look at topics such as who are the people responsible for, and benefit arms trading as well as the victims of such activities. Participants should be between 18 and 35 years. There will be prizes for the top three stories.⁸²

Box—Macedonia

During the Global Week of Action 2005, a program was held in the city of Skopje to encourage children to exchange toy guns for books which saw several children throw their guns into a bucket and collect a book from the volunteers. The event was carried out right throughout the week of action amongst other campaigning activities.⁸³

Exercise 3: Design an SALW awareness raising activity

Your trainer will give you instructions.



Box

In April 2006, the Bonn International Center for Conversion (BICC) in co-operation with World Vision Sudan conducted a 4 days training workshop "Introduction to Small Arms, Reintegration and Development" in Thiet, South Sudan. The workshop was targeted at youth and former children and youth associated with armed forces, as well as persons and organisation working with youth, such as youth council or NGO staff. The course focussed on awareness raising and community activity planning on issues such as security, SALW, and reintegration, and the effects of these factors on development. All training took place within a framework of youth work, both "How does this (SALW/DDR) affect youth?" and "What can youth do in these circumstances?"



At the last day of the training, participants were asked to design an activity plan on 1. Security, 2. Armed violence/small arms, or 3. Reintegration. They came up with ideas such as organising a puppet theatre, a football game or drama. Although time was short, they even managed to organise a theatre performance on the problems underaged soldiers face when they try to reintegrate into society.

4. Peace education

“Peace education is a participatory holistic process that includes teaching for and about democracy and human rights, nonviolence, social and economic justice, gender equality, environmental sustainability, disarmament, traditional peace practices, and human security.”



This is a statement derived from the Tirana Call for Peace Education signed by Education Ministry representatives of different countries and representatives of UN and civil society organizations in October 2004.⁸⁶

The quote above shows that peace education is a very complex and dynamic process, consisting of a variety of components. A process which is theoretical as well as practical oriented and based on long term considerations. Peace education aims at preparing the persons for actively contributing to a peaceful environment. Education towards peace is a challenging task, above all, as peace itself is a complex notion. By discussing questions, such as the ones below, trainees can be guided towards a concept of peace⁸⁷:



- To what extent is peace the absence of war?
- To what extent does injustice affect peace?
- To what extent does the distribution of resources affect peace?
- To what extent does inequality affect peace?
- To what extent does distribution of power affect peace?
- What is necessary for a peaceful society?

One of the major components of peace education is disarmament. The United Nations Department for Disarmament Affairs (UN DDA) and the Hague Appeal for Peace have trained teachers, developed together with local education teams teaching materials and Curricula on Disarmament Education in the four countries Albania, Cambodia, Niger and Peru. The national Ministries of Education adapted the curricula.⁸⁸

Why is peace education important?

“The complexities of disarmament and the escalating use and proliferation of small arms and light weapons around the world, were at the center of the United Nations Conference on Illicit Trade in Small Arms and Light Weapons in 2001. The Conference led to the adoption

of the Programme of Action to Prevent, Combat and Eradicate the Illicit Trade in Small Arms and Light Weapons (PoA). Among the many recommendations to deal with one of the greatest humanitarian challenges facing the world community today, was peace education⁸⁹.

For more information on the PoA see TRESA module Global and Regional Agreements (GRA06).



Box—Peace rooms, Cambodia

Since 2004, the Cambodian NGO Working Group on Weapons Reduction (WGWR) has piloted a scheme of “Peace Rooms” in schools in two provinces of the country. It has equipped small reading rooms with posters, brochures and booklets relating to Peace and Disarmament in an attempt to raise teachers and school children awareness of the dangers of SALW. In 2005 a breakthrough was achieved when WGWR signed a Memorandum of Agreement with the Ministry of Education. This allowed for the drawing up of a Peace Education Curriculum, which was first used in two provinces and has now been printed with the object of using it officially in schools throughout the country.⁹⁰

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is promoting a “Culture of Peace” (see Annex XVI for more detailed information) that aims to transform violent armed conflicts by engaging civil society organizations and which stresses the importance of including peace initiatives and discussion on SALW-related issues in the curricula from primary school to university.

Box—Peace by PEACE

Peace by PEACE teaches today's youth to be the peacemakers of tomorrow. The organization motivates and challenges young people to recognize and evaluate the choices and consequences in their lives. Their programs also develop student leaders and encourage volunteerism on university campuses in the United States and Canada.

Peace by PEACE educational program:

Peace by PEACE in-school education program teaches elementary and middle school students conflict resolution and cooperative problem-solving skills. Peace by PEACE's program emphasizes the concept of “choice and consequence.” Peace by PEACE embraces an active-learning model that includes role-plays, cooperative games, journal writing and discussions.

All university and colleges student volunteer teachers receive training in teaching methods, conflict resolution, and cultural sensitivity. Once trained, university volunteers teach in teams of two to four once a week in the classroom. Each session lasts approximately one to two hours, depending on the school and how much material each program covers per week.

The four core components of the curriculum are:



- Defining conflict. Students explore what a conflict is, what are its causes and how conflict affects a society.
- Conflict escalation. Students learn about conflict development and how words, actions and body language can increase the severity of conflicts.
- Conflict de-escalation. Students examine their body language, tone-of-voice, words and actions to find out how to use the same factors that escalate a conflict to de-escalate it.
- Creating Peace by PEACE Games. Students and volunteer teachers work together to create their own Peace by PEACE games. They learn how to develop a game in which everyone wins and they have a chance to play their games in the classroom. The student-created games are shared with others at the Peace by PEACE Festival.

Advice for Trainees:

Peace by PEACE International promotes technical development of existing programs. Peace by PEACE International also provides advice on festival planning, local fundraising, and financial support. The team also assists programs in developing their individual curriculums. It also researches new training and teaching techniques and maintains a database of recommended activities on the Peace by PEACE website for download by teachers and administrators in local programs. Though the Peace by PEACE initiative mainly seems to be working in Northern America, it might nevertheless be useful to contact them and ask them for advice. For more information and contact details see: <http://www.peacebypeace.org/pxp/international/default.asp>



Exercise 4: Designing an activity

Divide into groups. Think about activities for involving youth in the process of building peace and write them down on a piece of paper. Develop your ideas within your group. Present your groups activities to the entire group.

Each group should develop a potential activity in:

- Sport.
- Music / rhythm.
- Theatre / drama.
- Publicity sneers.
- Public events.
- Opinion polls.
- Quiz.
- Lottery.



Trainer Note—additional information

Like UNESCO, the Public Education and Awareness (PEA) Unit of the Working Group for Weapons Reduction (WGWR) in Cambodia is working towards transforming the culture of violence in Cambodia into a culture of peace. There are two main areas of work in this Unit: Peace and Disarmament Education (PDE) in Schools and Small Arms Awareness Campaign (SACA) projects. The goals and objectives are to change from a culture of violence to a culture of peace by introducing the concept of peace and disarmament as an integral part of the education system in order to create violence-free schools; and raise awareness on the negative impact of small arms.

“A Peace and Disarmament Curriculum for Cambodian High Schools” was written by the WGWR with the support from the Hague Appeal for Peace and the United Nations Department for Disarmament Affairs (UNDDA) for the PDE Project. The curriculum addresses issues such as conflict, decision making, cooperation, peace and vision building, traditional and religious examples and exercises for each topic, as well as guidelines how this curriculum is to be integrated into the existing school curriculum.

Key Activities include of the two projects include:

■ PDE Project

- Working with teachers: Continuous training of teachers and trainers on the relevant issues; a teacher exchange program; peace agent; and support of teachers' initiatives.
- Peace room: Creating peace rooms in school libraries, developing education materials, and training librarians and support staff.
- School safety campaign: Promoting forums for dialogue; peace art campaigns; the campaign to ban toy guns; awareness raising; and student peace talks.
- Institutional cooperation and support: Meeting with relevant players; peace and disarmament advocacy meetings and a national workshop.

■ SACA Project

- Raise small arms awareness during public holidays: e.g. Khmer New Year, the annual Water Festival and Human Rights Day.
- To organize of mobile traditional performances in communities: e.g. Drama, role plays, question and answers, songs.
- Small arms media campaign: support TV programs, radio, comedy programs, and spot productions.
- Youth and small arms: discussion forum including exchange meetings, supporting youth initiatives and workshop.⁹¹



5. Discouraging the use of guns in your community



In 2004, following a lengthy public campaign by Viva Rio, a Brazilian NGO which is working on disarmament issues, the Brazilian government implemented a referendum that was contained in legislation and signed into law by President Luiz Inacio "Lula" da Silva in December of 2003. This was accompanied by a program to collect as many guns as possible in private hands. Both the law and its implementation were due to collective campaigns by the Brazilian people, sickened after years of deaths from guns (some 16,000 in 2002 alone). The successful results are directly due to a collective public awareness campaign run by Viva Rio. However, Brazilians decided to vote against the law, as they saw their private security threatened by it, even though the vast majority of Brazilians supports a ban on gun sales to civilians.

Box—Personal security dominates Brazil poll⁹²

Statistically, Brazil is one of the most violent places in the world. In 2004, 36,000 people were killed with guns - more than in any other country. And yet the Brazilian people have voted in a referendum to reject a proposal to ban the sale of firearms.

So what happened? To outsiders, this referendum looked like a no-brainer. In a country where one person is killed with a gun every 15 minutes, surely the public would vote in favor of an outright ban on gun sales? Wrong. By a resounding 64% to 36%, Brazilians decided to keep the gun shops open. The result was more decisive than any poll had predicted. In explaining the outcome, credit must first be given to the "No" campaign, which mounted a slick but simple critique of the proposed gun ban. It portrayed the referendum in terms of civil rights, claiming that the government wanted to take away the right of people to choose how best to defend themselves. It argued that, even if Brazilians did not want a gun, they should defend their right to buy one.

Black market

Next and crucially, the "No" campaign made the point that criminals do not buy guns legally in shops, where customers are subject to strict background checks. Instead, it pointed to the extensive black market in smuggled weapons, arguing that clandestine firearms would remain untouched by a ban on legal sales. As a result, millions of voters reached the conclusion that a ban would leave criminals heavily armed and honest citizens without a lawful means of self-defense. In opinion polls, that view resonated most with Brazil's educated middle classes, a group that tends to be fearful of crime and lacking faith in the effectiveness of the police.

Without doubt, the "No" campaign worked hard to win the referendum. But at times, the "Yes" campaign seemed to be doing its best to lose it. As late as September, a clear majority of Brazilians were expressing support for a gun ban. But the poll lead was squandered by a "Yes" campaign that was heavy in celebrity razzmatazz, and



A large grid of small dots for taking notes.

light in penetrating argument. In their favor, disarmament groups had the recent success of a government-backed firearms amnesty. Starting in July 2004 the public handed in nearly half a million weapons. At the same time, the number of gun deaths in Brazil fell by 8%. This was the first such fall in more than a decade, and the statistic drew praise from around the world.

Government's responsibility

But back home the "Yes" campaign was unable to convince Brazilians that fewer firearms were translating into fewer gun murders. The government, which supported the proposed ban, must also carry some responsibility for defeat. Some voters took the opportunity to give President Luiz Inacio Lula da Silva a bloody nose, following the recent corruption scandal in which his governing Workers' Party has admitted to illegal fundraising on a vast scale. Millions of people who voted for Lula in 2002 feel badly let down. The president himself seemed strangely lacklustre during the campaign. Previously a strong supporter of disarmament policies, he appeared unwilling to engage in favor a ban on gun sales. At one point he even refused to confirm to reporters which way he would vote. The impression was of a seasoned politician unwilling to be labeled a loser. For the foreseeable future, it is unlikely that any government will feel able to revisit the guns issue - such was the deafening volume of the "No" vote.

Brazil is proud of its recently restored democracy. And rightly or wrongly, the Brazilian people have spoken.

The case of Brazil shows that despite strong lobbying from civil society organizations and the will of the Brazilian government to turn the referendum into a law, the proposal to ban the sale of firearms was rejected by Brazilians in a national referendum for concerns about their own safety. Though the referendum was rejected, it was nevertheless a success for the civil society organizations, as the Brazilians claimed that they would have supported the referendum if they would not have to take care of their own security and could trust the government and the security forces more.

5.1 Helping others: preventing other youth to resort to guns

Encourage and assist youth to talk to their peers

Young people have the greatest amount of influence on their peers. Moreover, these peers – other young people – are often more responsive to what the crowd is doing. Many people will follow the crowd, feeling, rightly, that what young people are doing as a group, is what characterizes them more than their age.

Peer-to-peer-programs or “safe havens” where armed youth can go to seek advise

You and the youth in your group could set up an area where armed youth or youth who live on the streets can come to, maybe get something to eat and talk to you as a group about their concerns, fears, and reasons for holding and using a gun. It is important that you establish trust to these armed youth/street youth and through

Trainer Note—additional information

■ **The Youth Network (Red Juvenil) in Colombia**⁹³

The Youth Network (Red Juvenil) includes youth from the city of Medellín and other cities in the province of Antioquia in Colombia. The Network began in the late 1980s to promote the rights of young people and has recently re-launched itself, with the release of a manifesto with its principal objectives and proposals.

The Network was created amongst the generalized violence of Medellín in the late 1980s involving the drug cartels and militias, state forces, guerrillas and urban militias, and paramilitary organizations. Due to a lack of education and jobs and being forced to choose sides in the conflict, young people became both protagonists and victims. The organization promotes greater youth rights and supports the active participation of youth in finding solutions to the country's problems.

■ **The Youth Network's manifesto states:**

The members of the Youth Network are individuals with dreams and with the desire that these dreams contribute to a dignified life for all. Our dreams motivate us to continue living and creating alternatives in a society such as ours that does not offer us guarantees for our lives or for our well being.

In the context that we live in, we are stigmatized for our musical tastes, our manner of dress, our way of speaking and our life styles. We are denied the right to develop our personalities and to freely express ourselves. The problems that surround us on a day-by-day basis are obstacles to the realization of our dreams (...). Problems such as violence, which denies the right to free movement between neighborhoods; unemployment, which creates economic as well as social and family problems; poverty; precarious access to education and even its total absence; drugs, which continue to stigmatize youth; the lack of investment of the government in neighborhoods; as well as others that stem from diverse factors such as the government, armed groups, low sense of belonging, family, teachers and the community in general.

We propose the following in order to increase youth participation in society:

1. Strengthen youth organizations and promote the creation of new ones.
2. Stimulate youth creativity and leadership through the promotion of a favorable environment (...).
3. Encourage youth to keep informed about what is happening around them.
4. Encourage support for business initiatives that include the city's diverse youth and youth groups in initiatives to improve the quality of life.
5. Monitor the use of resources that reach the community.
6. Provide a healthy leisure environment in which the community participates.
7. Encourage the sharing of experiences that promote youth rights and a more politically, socially and culturally just city.
8. Increase awareness in society about the problems that youth face.
9. Promote culture through interchanges of cultural groups and the use of public space. →

that trust try to convince them that small arms are dangerous and cause more harm than anything else.

Setting up **dance and drama clubs** or clubs of a social nature to try and keep the youth out of the streets is another activity we recommend. Keeping the youth busy and their minds occupied keeps them out of mischief.

The activities above are just some of the activities that you together with your youth group can engage in. The following example is one of greater magnitude on how to deal with the control of guns within their environment, which you also might consider.

UNICEF, the United Nations Children's Fund, has two websites where children and youth can find out about other children/youth in armed conflict, voice their concerns about topics that interest them, and get into contact with other children and youth around the world to discuss issues which are important to them. "Voices of Youth", <http://www.unicef.org/voy/> (English) is directed at youth, while "UNICEF Kids" <http://www.unicef.de/kids/index.html> is more directed at younger children (only in German).



Encourage and assist youth in talking to their juniors

Younger youth look up to older youth. If youth have a younger sibling he/she is likely to be tagging around after them, copying their ways (and generally making a nuisance of her/himself). They are generally likely to want to imitate their older sibling/cousin/neighbor/relative. Thus, if youth carry a gun, or show the desire to, so will the younger one. That means that in a very real way older young people can lead their younger friends. If you are committed to organizing resistance to the presence of guns in your neighborhood, household or family, the young kids are the place to start. In a few years time they will be in the place youth occupy now.

This can be encouraged for example by Youth Ambassador programs, which build the capacity of youth to talk to other people about SALW issues.

Box—Youth LEAP program⁹⁶

Building on its extensive experience involving Canadian young people in mine action, the NGO Mines Action Canada (MAC) launched the Youth Leadership, Education and Action Program (Youth LEAP) in 2004. The program aims to build the capacity of young people internationally to work in mine action and to strengthen the capacity of mine action and pro-ban organizations. Youth LEAP addresses the needs of both established and evolving partners in the International Campaign to Ban Landmines (ICBL), both by building the capacity of youth to work in mine action and by strengthening the capacity of partner organizations to work with young people.

As stated in the ICBL Action Plan: "It is in the long-term interest of the ICBL to provide youth with the skills and information necessary to take action on the landmines issue. Training youth leaders will lead to a generation of skilled activists and will ensure the sustainability of the movement to create a mine-free world." Youth LEAP aims to add energy and momentum to the mine ban movement through the infusion of trained, skilled and active youth and the empowerment of mine action and pro-ban institutions. →

Youth LEAP has six core components, which are complementary yet can stand-alone. These are:

- International youth symposia, in conjunction with annual Meetings of States Parties.
- Regional capacity-building workshops for campaigners on how to involve youth in their mine action work.
- Regional capacity-building workshops for young mine action leaders.
- Small grants program for mine action campaigns in strategic.
- Development of a Working With Youth in Mine Action Resource Manual.
- Young Professionals International Mine Action Program (YPIMAP), an international internship program for young Canadians.

For more detailed information on the core components of this program see Annex XVII).

6. SALW destruction side-event(s)

These activities are mentioned last, as we consider the previous activities more suitable for youth. However, we would like to provide you with a brief introduction to SALW destruction side-events. As weapons destruction usually follows after a (voluntary or coerced) weapons collection process, we would like you to consult Annex XVIII in order to obtain a brief introduction to weapons collection and destruction in case you do not possess this knowledge already.

SALW destruction side-event(s) can be planned to accompany weapons destruction ceremonies are essentially the same as those described through the various case studies above. However, some examples from former campaigns include:

- Artists, architects and students can participate in activities to design monuments or other works of art with the destroyed weapons, as was and is being done in Mozambique, or Cambodia.



Photo credit: Wolf C. Paes



Photo credit: Chor Sokunthea⁹⁷

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Photo credit: Tim Page/PAPC⁹⁸



"Angkor Wat", Photo credit: Craig M. Bennett

Box— Peace Art Project in Cambodia

Cambodian art students were trained to make sculptures and furniture out of weapons that had been destroyed in Flames of Peace ceremonies. These works of art have captured the imagination of those who have seen them and are in themselves a strong advertisement for a weapons-free country. From August to November 2005 an exhibition of the artwork of the Cambodian students was open to the public and drew tens of thousands of visitors.⁹⁹

- In cases of public destruction events, NGOs and other groups can organize any number of public awareness activities and side events to coincide with the destruction.
- Parts of, or the entire weapons to be destroyed can be destroyed in public events and festivities: the "Flame de la Paix" in Mali (see photo below) exemplifies such an event.



Weapons collection in Mali, March 1996
by Robin Poulton

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Summary of Section 3

- Involving youth in a project, campaign(s), etc is beneficial for the youth, as they learn new skills and can develop and build on already existing skills. By involving youth, you also offer them a place where they belong and feel valued.
- Involving youth is also beneficial for you, as their organizer, etc., as youth bring in expertise and know what other youth want, how they work and how they can be reached. Youth involvement is also beneficial for your organization or project for reasons of sustainability, for new ideas, energy and capacity and many more reasons.
- A number of activities can be undertaken together with youth, such as sports events, films, painting events, writing competitions, and many more.
- Youth can for example become “peace messengers” and help to prevent other youth from becoming involved with SALW.

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Voices of Youth (<http://www.unicef.org/voy/>)

UNICEF Kids is more directed at younger children (only in German) (<http://www.unicef.de/kids/index.html>)

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Cambodia Peace Education and Awareness Unit (<http://www.wgwr.org/pea.htm>)

Ways to involve youth (special topic: Landmines) (<http://www.dangermines.ca/site/index.cfm?fuseaction=AboutLeap#q10>)

Technical development of projects (<http://www.peacebypeace.org/pxp/international/default.asp>)

IANSA, *International Gun Destruction Day 2005* (<http://www.iansa.org/action/2005/gun-destruction-day.htm>)

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Fundraising

Africa Network of Young Peacebuilders – toolkit (http://www.unoy.org/Africa_WG_Small_Arms.htm)

The Worldwide Fundraisers Handbook (subscription needed) (<http://www.resource-alliance.org/>)

International Campaign to Ban Landmines – So you want to do fundraising? (<http://www.icbl.org/resources/campaignkit/docs/fundraising.pdf>)

Mines Action Canada - Working with young people for a mine free world: how to engage young people in campaigning (<http://www.dangermines.ca/site/index.cfm?fuseaction=LEAPmanual>)

Save the Children – Fundraising Guidelines for the UK (http://www.savethechildren.org.uk/scuk/doc/getinvolved/Fundraising_Guidelines.pdf)

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Annex Ia: Convention on the Rights of the Child

The Convention on the Rights of the Child sets out these rights in 54 articles and two Optional Protocols. It spells out the basic human rights that children everywhere have:

- the right to survival;
- to develop to the fullest;
- to protection from harmful influences, abuse and exploitation;
- and to participate fully in family, cultural and social life.

The four core principles of the Convention are:

- non-discrimination;
- devotion to the best interests of the child;
- the right to life, survival and development;
- and respect for the views of the child.

The Convention protects children's rights by setting standards in health care; education; and legal, civil and social services.

By agreeing to undertake the obligations of the Convention (by ratifying or acceding to it), national governments have committed themselves to protecting and ensuring children's rights and they have agreed to hold themselves accountable for this commitment before the international community. States parties to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child".¹⁰⁰

Source: UNICEF, <http://www.unicef.org/crc/>

Annex I b: Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict

Adopted and opened for signature, ratification and accession by General Assembly resolution A/RES/54/263 of 25 May 2000

Entered into force on 12 February 2002

The States Parties to the present Protocol,

Encouraged by the overwhelming support for the Convention on the Rights of the Child, demonstrating the widespread commitment that exists to strive for the promotion and protection of the rights of the child,

Reaffirming that the rights of children require special protection, and calling for continuous improvement of the situation of children without distinction, as well as for their development and education in conditions of peace and security,

Disturbed by the harmful and widespread impact of armed conflict on children and the long-term consequences it has for durable peace, security and development, Condemning the targeting of children in situations of armed conflict and direct attacks on objects protected under international law, including places that generally have a significant presence of children, such as schools and hospitals,

Noting the adoption of the Rome Statute of the International Criminal Court, in particular, the inclusion therein as a war crime, of conscripting or enlisting children under the age of 15 years or using them to participate actively in hostilities in both international and non-international armed conflicts,

Considering therefore that to strengthen further the implementation of rights recognized in the Convention on the Rights of the Child there is a need to increase the protection of children from involvement in armed conflict,

Noting that article 1 of the Convention on the Rights of the Child specifies that, for the purposes of that Convention, a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier,

Convinced that an optional protocol to the Convention that raises the age of possible recruitment of persons into armed forces and their participation in hostilities will contribute effectively to the implementation of the principle that the best interests of the child are to be a primary consideration in all actions concerning children,

Noting that the twenty-sixth International Conference of the Red Cross and Red Crescent in December 1995 recommended, inter alia, that parties to conflict take every feasible step to ensure that children below the age of 18 years do not take part in hostilities,

Welcoming the unanimous adoption, in June 1999, of International Labour Organization Convention No. 182 on the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour, which prohibits, inter alia, forced or compulsory recruitment of children for use in armed conflict,

Condemning with the gravest concern the recruitment, training and use within and across national borders of children in hostilities by armed groups distinct from the armed forces of a State, and recognizing the responsibility of those who recruit, train and use children in this regard,

Recalling the obligation of each party to an armed conflict to abide by the provisions of international humanitarian law,

Stressing that the present Protocol is without prejudice to the purposes and principles contained in the Charter of the United Nations, including Article 51, and relevant norms of humanitarian law,

Bearing in mind that conditions of peace and security based on full respect of the purposes and principles contained in the Charter and observance of applicable human rights instruments are indispensable for the full protection of children, in particular during armed conflicts and foreign occupation,

Recognizing the special needs of those children who are particularly vulnerable to recruitment or use in hostilities contrary to the present Protocol owing to their economic or social status or gender,

Mindful of the necessity of taking into consideration the economic, social and political root causes of the involvement of children in armed conflicts,

Convinced of the need to strengthen international cooperation in the implementation of the present Protocol, as well as the physical and psychosocial rehabilitation and social reintegration of children who are victims of armed conflict,

Encouraging the participation of the community and, in particular, children and child victims in the dissemination of informational and educational programmes concerning the implementation of the Protocol,

Have agreed as follows:

Article 1

States Parties shall take all feasible measures to ensure that members of their armed forces who have not attained the age of 18 years do not take a direct part in hostilities.

Article 2

States Parties shall ensure that persons who have not attained the age of 18 years are not compulsorily recruited into their armed forces.

Article 3

1. States Parties shall raise the minimum age for the voluntary recruitment of persons into their national armed forces from that set out in article 38, paragraph 3, of the Convention on the Rights of the Child, taking account of the principles contained in that article and recognizing that under the Convention persons under the age of 18 years are entitled to special protection.

2. Each State Party shall deposit a binding declaration upon ratification of or accession to the present Protocol that sets forth the minimum age at which it will permit voluntary recruitment into its national armed forces and a description of the safeguards it has adopted to ensure that such recruitment is not forced or coerced.

3. States Parties that permit voluntary recruitment into their national armed forces under the age of 18 years shall maintain safeguards to ensure, as a minimum, that:

- (a) Such recruitment is genuinely voluntary;
- (b) Such recruitment is carried out with the informed consent of the person's parents or legal guardians;
- (c) Such persons are fully informed of the duties involved in such military service;
- (d) Such persons provide reliable proof of age prior to acceptance into national military service.

4. Each State Party may strengthen its declaration at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall inform all States Parties. Such notification shall take effect on the date on which it is received by the Secretary-General.

5. The requirement to raise the age in paragraph 1 of the present article does not apply to schools operated by or under the control of the armed forces of the States Parties, in keeping with articles 28 and 29 of the Convention on the Rights of the Child.

Article 4

1. Armed groups that are distinct from the armed forces of a State should not, under any circumstances, recruit or use in hostilities persons under the age of 18 years.

2. States Parties shall take all feasible measures to prevent such recruitment and use, including the adoption of legal measures necessary to prohibit and criminalize such practices.

3. The application of the present article shall not affect the legal status of any party to an armed conflict.

Article 5

Nothing in the present Protocol shall be construed as precluding provisions in the law of a State Party or in international instruments and international humanitarian law that are more conducive to the realization of the rights of the child.

Article 6

1. Each State Party shall take all necessary legal, administrative and other measures to ensure the effective implementation and enforcement of the provisions of the present Protocol within its jurisdiction.

2. States Parties undertake to make the principles and provisions of the present Protocol widely known and promoted by appropriate means, to adults and children alike.

3. States Parties shall take all feasible measures to ensure that persons within their jurisdiction recruited or used in hostilities contrary to the present Protocol are demobilized or otherwise released from service. States Parties shall, when necessary, accord to such persons all appropriate assistance for their physical and psychological recovery and their social reintegration.

Article 7

1. States Parties shall cooperate in the implementation of the present Protocol, including in the prevention of any activity contrary thereto and in the rehabilitation and social reintegration of persons who are victims of acts contrary thereto, including through technical cooperation and financial assistance. Such assistance and cooperation will be undertaken in consultation with the States Parties concerned and the relevant international organizations.

2. States Parties in a position to do so shall provide such assistance through existing multilateral, bilateral or other programmes or, *inter alia*, through a voluntary fund established in accordance with the rules of the General Assembly.

Article 8

1. Each State Party shall, within two years following the entry into force of the present Protocol for that State Party, submit a report to the Committee on the Rights of the Child providing comprehensive information on the measures it has taken to implement the provisions of the Protocol, including the measures taken to implement the provisions on participation and recruitment.

2. Following the submission of the comprehensive report, each State Party shall include in the reports it submits to the Committee on the Rights of the Child, in accordance with article 44 of the Convention, any further information with respect to the implementation of the Protocol. Other States Parties to the Protocol shall submit a report every five years.

3. The Committee on the Rights of the Child may request from States Parties further information relevant to the implementation of the present Protocol.

Article 9

1. The present Protocol is open for signature by any State that is a party to the Convention or has signed it.
2. The present Protocol is subject to ratification and is open to accession by any State. Instruments of ratification or accession shall be deposited with the Secretary-General of the United Nations.
3. The Secretary-General, in his capacity as depositary of the Convention and the Protocol, shall inform all States Parties to the Convention and all States that have signed the Convention of each instrument of declaration pursuant to article 3.

Article 10

1. The present Protocol shall enter into force three months after the deposit of the tenth instrument of ratification or accession.
2. For each State ratifying the present Protocol or acceding to it after its entry into force, the Protocol shall enter into force one month after the date of the deposit of its own instrument of ratification or accession.

Article 11

1. Any State Party may denounce the present Protocol at any time by written notification to the Secretary-General of the United Nations, who shall thereafter inform the other States Parties to the Convention and all States that have signed the Convention. The denunciation shall take effect one year after the date of receipt of the notification by the Secretary-General. If, however, on the expiry of that year the denouncing State Party is engaged in armed conflict, the denunciation shall not take effect before the end of the armed conflict.
2. Such a denunciation shall not have the effect of releasing the State Party from its obligations under the present Protocol in regard to any act that occurs prior to the date on which the denunciation becomes effective. Nor shall such a denunciation prejudice in any way the continued consideration of any matter that is already under consideration by the Committee on the Rights of the Child prior to the date on which the denunciation becomes effective.

Article 12

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly of the United Nations for approval.

2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly and accepted by a two-thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties that have accepted it, other States Parties still being bound by the provisions of the present Protocol and any earlier amendments they have accepted.

Article 13

1. The present Protocol, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited in the archives of the United Nations.

2. The Secretary-General of the United Nations shall transmit certified copies of the present Protocol to all States Parties to the Convention and all States that have signed the Convention.

Source: <http://www.unhcr.ch/html/menu2/6/protocolchild.htm>

Annex II: SALW Questionnaire

Apart from the small arms of public authorities, how often do you hear and see firearms in your neighborhood?		
	Hear	See
Never		
Infrequently		
Once a month		
Once a week		
Several times a week		
Daily		
Refused		
Don't Know		

In your view, which groups of society are armed in your city/county?	
Criminal groups	
Businessmen	
Politicians	
Youth	
Ex-fighters/ex-military	
Whole society	
Men	
Women	

In your opinion, how many households in your town/city/village/surroundings have firearms?

All households	
Most households (three-quarters)	
Every other household (one out of two)	
Few households (a fourth)	
Not a single household	
Refused	
Don't Know	

Among those households that possess a gun, on average, how many firearms do you think that they have?

One weapon per man or more	
One weapon per man	
Refused	
Don't know	

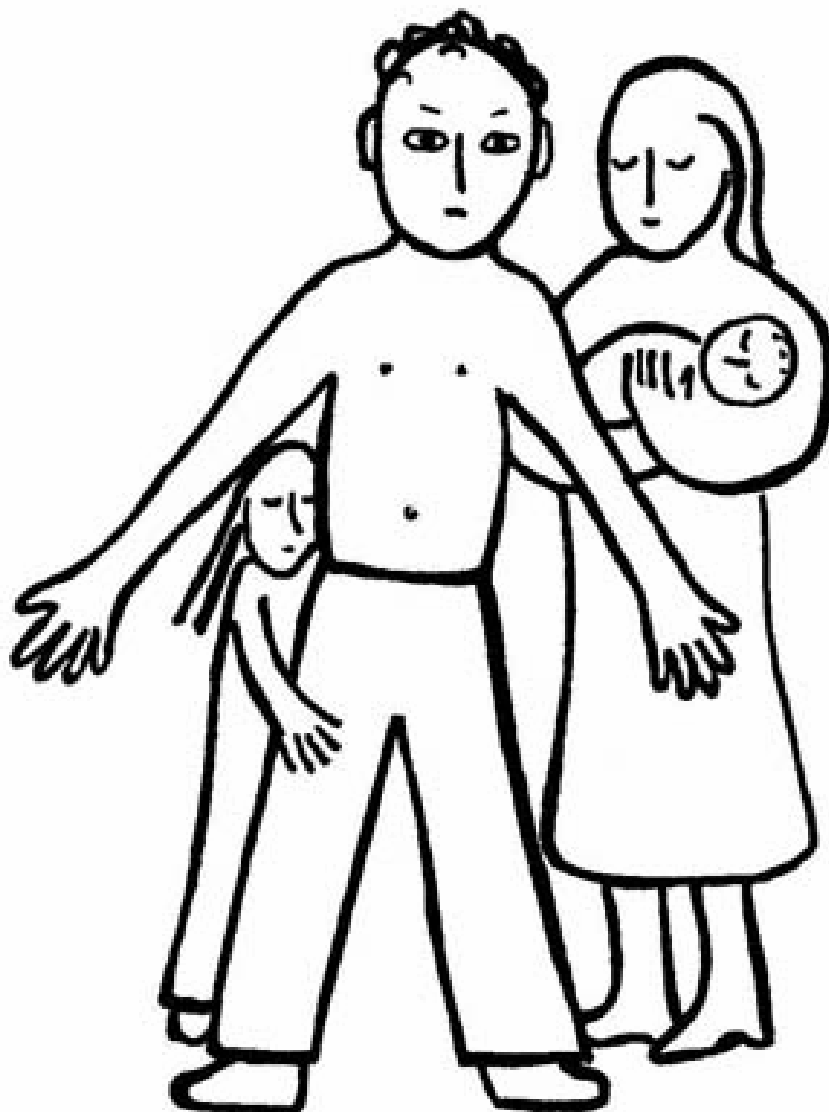
If a person from your neighborhood, for whatever reason, would need a weapon, do you think he or she could get one?

Would be easy to get	
Would not be able to get one	
Refused	
Don't know	
Other (specify)	

If a person from your neighborhood, for whatever reason, would need a weapon, <i>where</i> do you think he or she could get one? (Multiple response)	
Buy one from the black market	
Buy one from someone else	
Know of a hidden cache	
Buy from a friend in the armed forces	
Borrow one	
Get from family member	
Get in specific town/region (specify)	
Get a license and buy a gun	
Refused	
Don't Know	
Other (specify)	

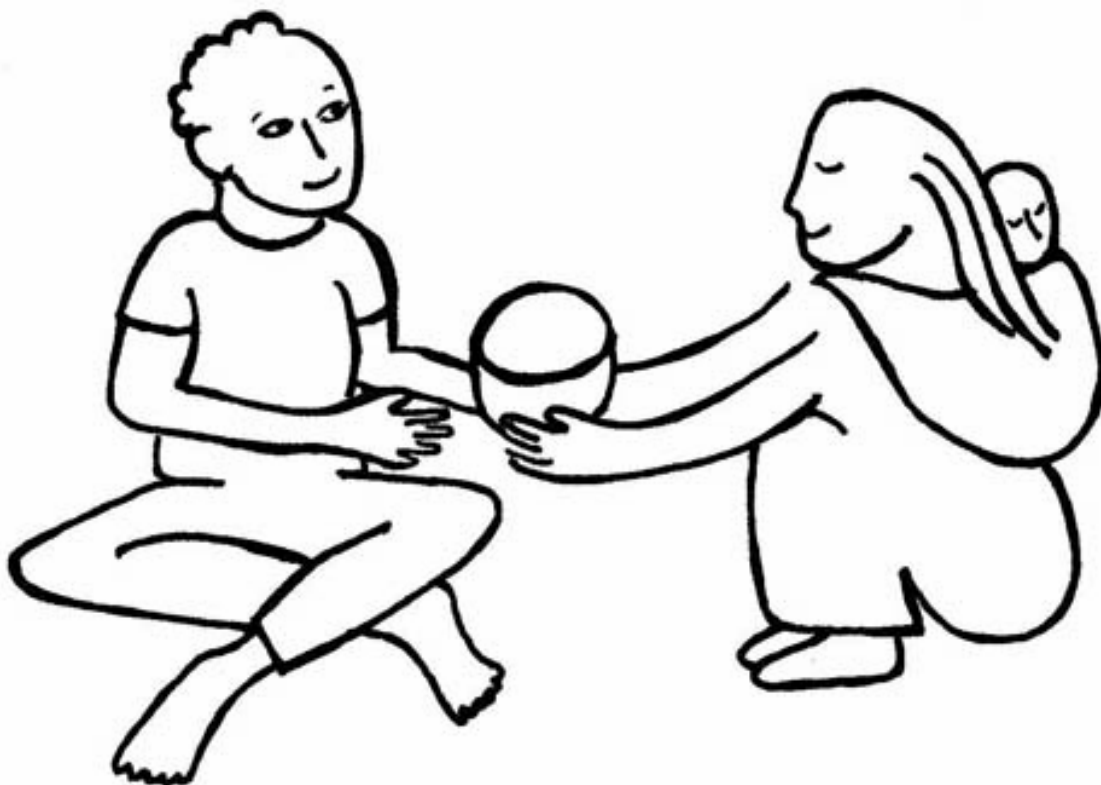
Why do you think these weapons are kept in private households?	
For self-defense	
For gang activities	
For crime	
Don't know	
Other (specify)	

Annex IIIa: Role models— Defender



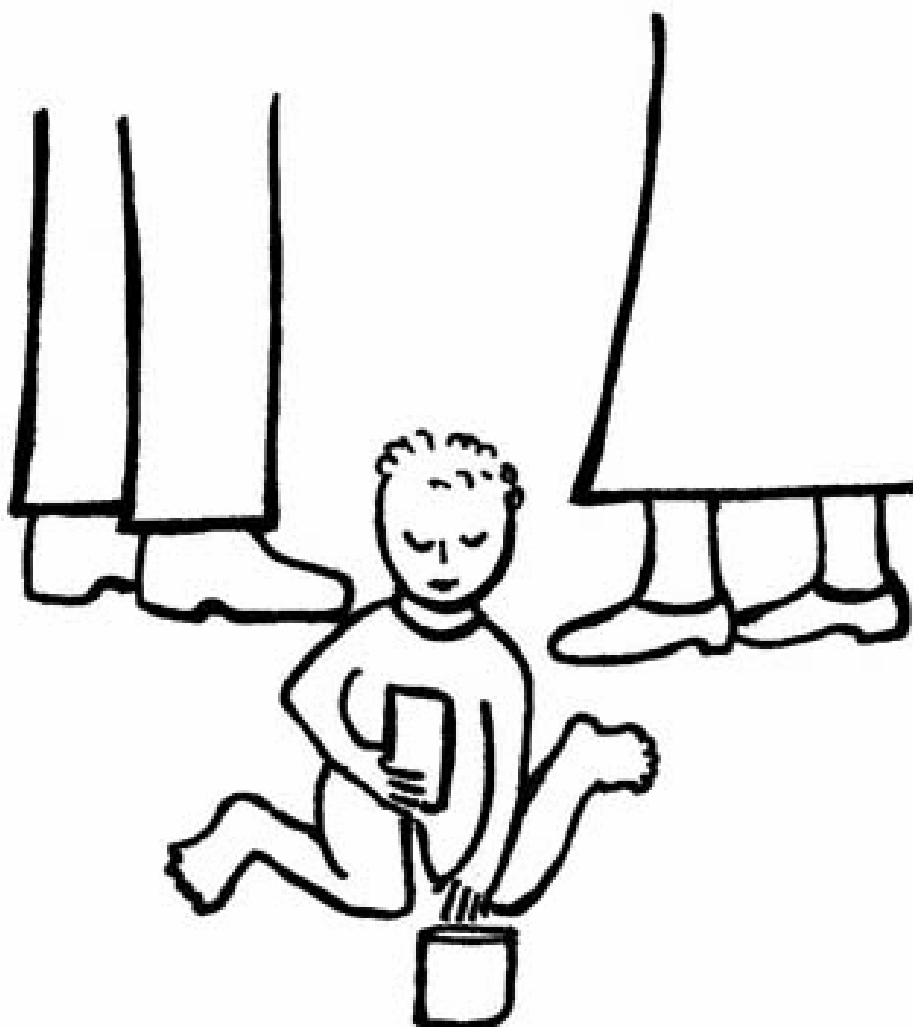
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Annex III b: Role models— Nurturer



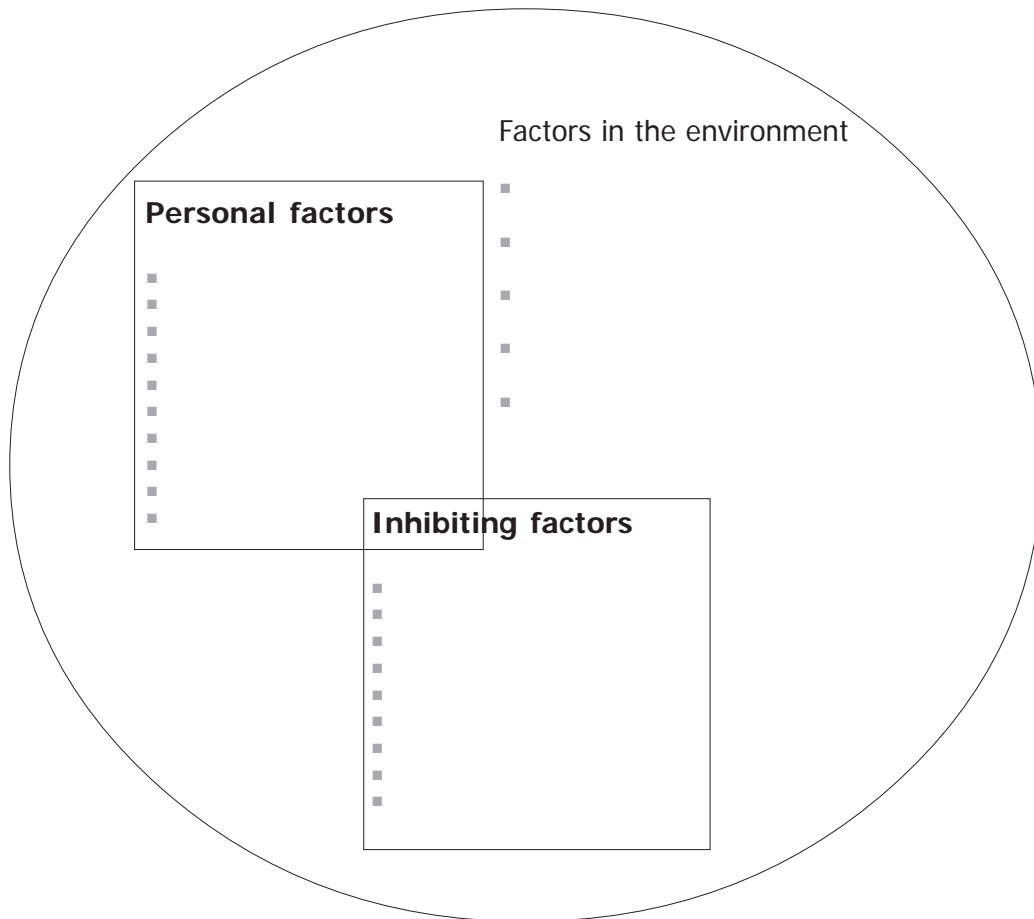
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Annex IIIc: Role models—Child

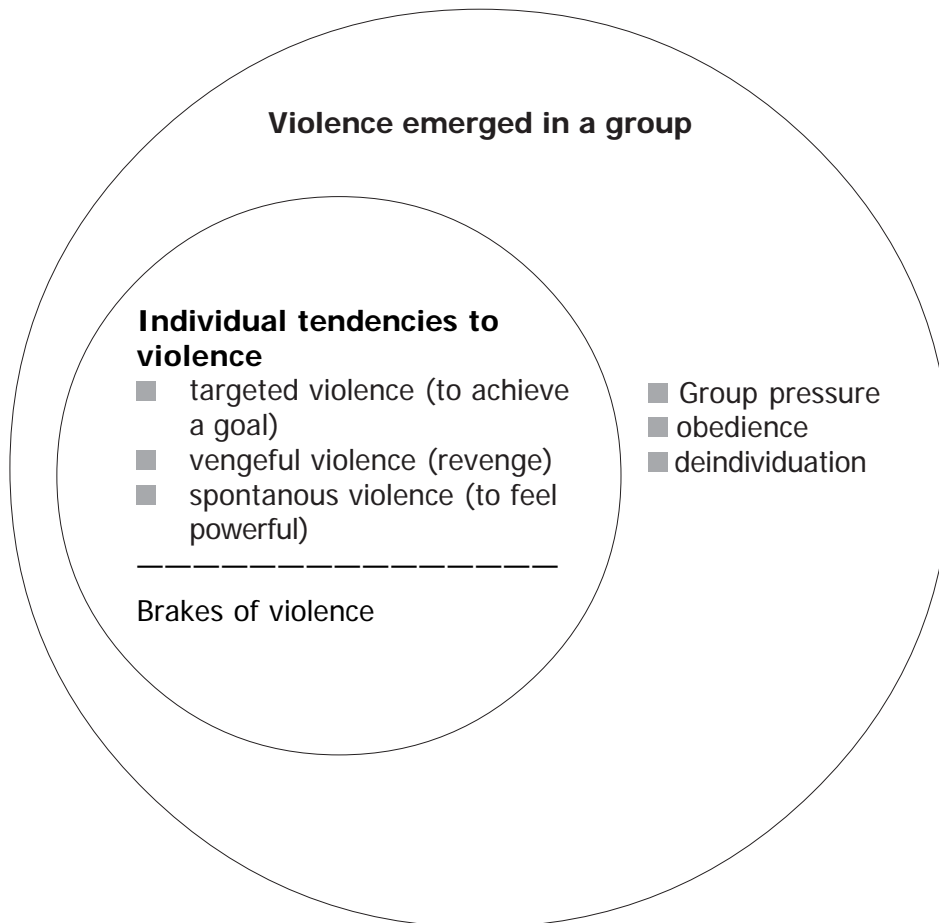


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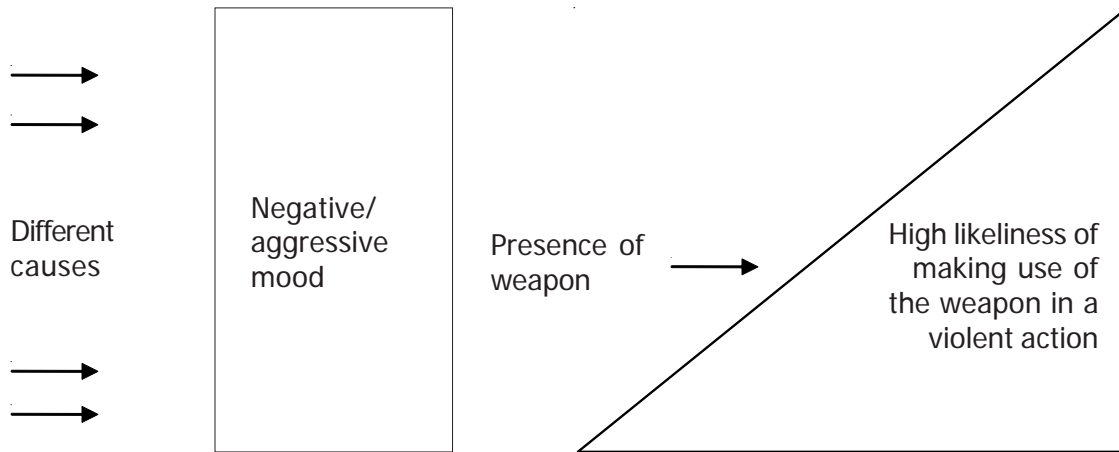
Annex IV: Violent behavior and weapons



Annex V: How does violent behaviour emerge?



Annex VI: The influence of weapons on violent behaviour



Annex VII

Section 2, Exercise 2

Table A: How do young people get involved with SALW?

Situation	Attraction for youth	Dangers
Obtain weapons yourself		
Joining armed forces		
Joining gangs		
Joining community self-defense forces		
Collecting scrap after a conflict		
Adults' gun collections		

Annex VIII

“Young Soldiers. Why They Choose to Fight”

by Rachel Brett and Irma Specht,
Chapter 5: *Girls and Boys*, pages 85-104,
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5

Girls and Boys

There were more [girls] than what people say. ■ Vanessa, girl, DRC

We were dangerous! . . . You know that I was with Vanessa in the front line, people had better not come to bother us . . . or we killed you! When you are a girl you have to be harder, or the men they don't respect you. ■ Christine, girl, DRC

In the course of this research, 53 young soldiers were interviewed, of whom 46 were boys and 7 were girls. Because the size of the sample is so small, this chapter incorporates data from an earlier research project¹ using a similar methodology of in-depth interviews but focused exclusively on adolescent girl soldiers, for which 24 girls were interviewed from four situations,² and also takes account of other research.³ Nevertheless, the findings can only be considered as preliminary, and in many cases raise as many questions as they answer.⁴

As with young soldiers in general, although most attention has been given to the problem of girls who have been abducted, significant numbers of girls in many situations in fact volunteer. Some girls volunteer even in situations where many girls are abducted, such as Sierra Leone and Sri Lanka. Because so little in-depth research has been done, there is insufficient evidence to tell how many girls volunteer in such

circumstances. Furthermore, girls in these situations *may* consider it to be in their own interest (retrospectively) to let it be assumed that they, like the majority, were abducted.

In all situations where child soldiers are involved, there are more boys than girls. The proportions vary, but no reports indicate situations where more than one-third of child soldiers are girls⁵. In some situations, there are few reports of participation by girls.⁶ But even in such situations, interviews like those reported here throw up indications that girls may be involved indirectly or covertly.⁷ One of the boys from Northern Ireland mentioned having seen one or two girls:

Um, a few months ago, back, down in the middle of Woodburn, and there was a girl out with a machine gun and the miniskirt and the green top on and the balaclava. And up the Shankill I seen one as well, a girl with a miniskirt and a balaclava. [. . .] And a big massive gun. ■ Billy, boy, Northern Ireland

Ehtesham, one of the boys from Pakistan, referred to "young ladies" acting as spies in Afghanistan, and of girls being employed by the Taliban to collect strategic information, while Muhammad, also from Pakistan, reported an incident of a "young lady" dropping a bomb from the roof of a house. These may, however, be the exceptions rather than being indications of a larger hidden population of girl participants.

On the other hand, there is, or has been, large-scale involvement of girls in Sri Lanka, Colombia, Sierra Leone,⁸ and the Philippines.⁹ In both Congo-Brazzaville (a figure of 350 was given by one interviewee) and the Democratic Republic of Congo there were the exclusively female units, the "Amazons," and some of these have continued in the respective armies. Girls were also involved in the liberation struggles in both East Timor¹⁰ and South Africa. The United Kingdom armed forces recruit girls as well as boys.

What does this tell us about the different societies and cultures, or the different nature of the conflicts? At one extreme, the boys in Northern Ireland reacted strongly against the idea that girls could have a role. They saw no role for their wives, sisters, or daughters, and were more likely to say: "This is a man's thing":

Because I don't think it's necessary for a girl to be involved. It's up to the men to do what has to be done. ■ David, boy, Northern Ireland

By contrast, the more underground part of the liberation struggle in East Timor had heavy involvement of girls and women:

There were more women than there were men. This was because when we called men to join us they were afraid so that's why we had more women than men. When Indonesians were here, the males were very afraid as they were targeted, and sometimes their parents did not allow them to become involved in politics. ■ Helena, girl, East Timor

An ILO study of child soldiers in the Philippines suggests a reason for this gender divide: "One explanation is the cultural value placed on the welfare of girls, . . . girls are socialized early in life to undertake domestic chores and other nurturing tasks rather than given instructions of the defense of the homeland or the community. This is considered . . . to be the domain of the males in the family or the community."¹¹ This explanation ties in with the findings reported below that girls rarely if ever give religion or ethnicity as their reason for volunteering, but most frequently cite escape

from domestic exploitation and abuse. It is also reflected in the disproportionate use of girl soldiers as nurses and medics. The same ILO study discovered that not only were all the girl soldiers assigned to medical teams or food preparation, but no boy soldiers were assigned to medical teams, while an equal number (though not an equal proportion, since only 20 percent of the sample were girls) of boys and girls were assigned to food preparation. The authors observe, "This is a reinforcement of the predominant 'macho-oriented' culture which limits girls' domain of tasks and responsibilities."¹² This may be part of a broader picture associated with the role of the girls in many armed groups being more in the form of auxiliaries than as frontline combatants. However, this is certainly not always the case.

This chapter tries for the first time to compare and contrast the reasons why girls volunteer with why boys do so, starting with the situations where the differences seem strongest.

Religion and Ethnicity

Neither religion nor ethnicity was given as a reason for joining by any of the girls in the interviews. Is this because the girls do not see these as reasons to become involved or because of the greater expectation that boys (males) will fight, but not that girls will? Girls articulated their involvement in the struggle against apartheid in South Africa and against the Indonesian occupation in East Timor¹³ in terms of the independence of their countries. In neither case was it stated in terms of one group and its identity but of liberation of the country: Is this a reflection of the nature of the conflict, the way the struggle was portrayed by the leaders, or the way in which the girls themselves conceived of it?

Many women joined the clandestine movement because they were searching for the right way to help their country and to get independence. ■ Helena, girl, East Timor

More what you did at that time, you did it for the community and things like that. [. . .] You did more out of yourself and you did it for the community in which you are living, and for the country, for those who were taken away, and things like that. ■ Kathryn, girl, South Africa

Domestic Exploitation and Abuse

Both boys and girls give violence at home—for example beatings by a drunken parent—as a reason for joining up:

When my mom arrived, she gave me a beating, wow, she beat me, it was a shame. I mean, she hit me really hard; I mean she treated me really badly. And that was when I, I started seeing those people more. I met some friends there, I used to talk to them, and so they asked me to join the guerrillas. ■ Carolina, girl, Colombia

However, girls have the additional problem of sexual violence (which none of the boys gave as a reason):

Home life was difficult. My father [stepfather, in fact] was a heavy drinker, he didn't work. He drank and then he struck us all. [Silence] Mom often went to the fields, she left us with him, and he drank and struck us all [Silence] When he drank a lot, he did as if I was his wife.

[. . .] I left because he beat us, he drank, and then he took me as his wife. I preferred to die in the war rather than to stay at home and to keep on suffering. ■ Vanessa, girl, DRC

In addition, girls are often treated as domestic servants within their own family, or in their extended family:

When I was older, the wife kept me home and didn't allow me to go to school. I had to work at home. I did all the work at home from cooking to cleaning, washing, and everything I could possibly do, and what I could not do was forced on me. ■ Abarimi, girl, Sri Lanka¹⁴

Some of the young people recognized that their own behavior was a factor in the way they were treated at home:

I made them get angry. I mean, I was quite bad at home, and so they used to beat me quite a lot, and I didn't like it that they beat me for what I did, but they were right to beat me for doing that. ■ Alfredo, boy, Colombia

What is different is the very high incidence of domestic violence and exploitation as the sole or main reason for joining given by *girls*: other reasons were the exception rather than the rule. Despite the small sample, common sense suggests that this finding may be accurate: in many societies girls are confined to the domestic scene more than boys and therefore not only are they more vulnerable to abuse or exploitation there but they also have fewer avenues for escape. Erika Pérez estimates that in Colombia some 40 percent of the girls who join the armed groups do so because of family abuse and domestic violence.¹⁵ She also points out that, "although boys also experience domestic violence, the difference is that, as workers in the field, they have more independence. This makes the pressure of abuse less intense."¹⁶ Although this is undoubtedly true, it must not be forgotten how many of the boys interviewed for this research-particularly from Colombia and Sri Lanka-also gave domestic violence as a reason for volunteering.¹⁷

Girls also articulate a specific frustration about not being listened to-not having a real say in deciding their own future, particularly in relation to marriage, but also more generally:

That's what I hated about my family, they never would've listened to whatever reason I told them. ■ Sonia, girl, Philippines

I wanted to get away from the marriage my parents were planning to force me into. I really got disturbed, they were forcing me. [. . .] About ten days before the marriage, I started to plan to leave the house. I waited, tried to convince my parents, they were very adamant and would not listen to me. I tried to inform them about my wishes through my good friend and even through a relative. They never listened. The day before the marriage everything was ready. I ran away. ■ Punitha, girl, Sri Lanka¹⁸

This reinforces the sense that these girls are ones who possess strength, independence, courage, persistence, and character. They are seeking a life of their own and behaving in ways that are contrary to societal expectations as well as against the wishes of their family.

The question of violence within the family reported in these cases needs to be put in the context of how few of these young people were living in a stable family situation. According to the information they provided at the time when they joined the armed forces or armed group, only 20 of the 53 interviewees were living at home with both natural parents. The reasons for this were sometimes directly related to the war, such as killing or displacement, and sometimes not-death from natural causes, separation, divorce, or suicide.

None of the sexual abuse recorded in these (few) cases was actually incestuous. It all occurred either where there was a stepfather or where the girl was sent to her extended family. Often a difficult girl was sent to extended family, where she became the subject of unwanted sexual attention from, for example, the older sister's husband. Sometimes the physical abuse arose in the context of the mother's fear of the daughter becoming sexually involved with the stepfather. Sometimes physical abuse occurred where there was also sexual abuse-either by the abusive stepparent, or by the mother, or by siblings, and not necessarily linked in any way to sexual abuse. In such instances, the mother was often physically abused by the new partner too. Sonia's stepfather only stopped beating her mother when Sonia (girl, the Philippines) joined the New People's Army (NPA) and threatened to come back and kill him if he continued.

Both girls and boys reported physical abuse or humiliation at the hands of either stepparents and/or natural parents. Since this research focused on the adolescent age group, this is perhaps not surprising and such behavior did not necessarily betoken a lack of love of the parent for the child. For teenagers to run away from home is not uncommon.

The difference for these teenagers is the irrevocability of the decision (in most instances) and the short- and long-term effects.

Alfredo (boy, Colombia) was beaten at home, but recognized that this was sometimes due to his own bad behavior:

My dad, well, I've realized now that what he was doing for me was actually right, he was helping me. I had to be a serious person. I shouldn't be alone, or doing bad things, but doing what was right, working, always trying to make a success out of my life, but I didn't pay any attention to him. [. . .] I always did the opposite of what my dad said, and so that's why what happened to me is what happened to me.

Alfredo was attracted by the guerrillas and their guns, and joined them when he was 14, on an occasion when his father was angry with him.

His father did not know, but suspected and went looking for him, but could not find him. Eventually, one of Alfredo's comrades in the guerrillas told his father, who tried to persuade the guerrillas to let Alfredo return, but they would not because by then he had seen the camp and knew where they were. Clearly the father loved Alfredo-he had gone to get him back before-when Alfredo had run away to an uncle when he was 10:

Well, the memory I have is when I was at home with my mom and my dad. Now I miss them a lot, and that's the memory I always think of I mean, I'd really like to be with them all the time now, but it's too late now.

Alfredo missed his father and so he ran away from the guerrillas, but he was recaptured and punished. While serving his punishment he again planned to run away. The second time he succeeded in escaping and gave himself up to the army.

Societal Expectations and Roles

Some girls joined in order to assert their equality with boys:

You know, I come from a warrior's family; as far as I remember, my father has always been in the rebellion; [. . .] I always wanted to be with my father, to listen to the stories, the plans; and then my brothers, they were with him also. [. . .] In fact, it's because I was a girl. I was the only girl with three brothers, I wanted to help the rebellion, I thought that if my brothers could do it, well so could I.

I wanted to do like my brothers. When you are little, you want to do as if you were tall, when you are a girl, do as if you were a boy. ■ Catherine, girl, DRC

The assertion of equality may be not only in the act of joining, but in the social structure within the group itself. This is a feature that many of the girls in the NPA (Philippines) appreciated:

A woman can do what a man can. We were all equal. ■ Sonia, girl, Philippines

In dramatic contrast, where societal expectations and roles played apart in the boys' decision to volunteer, it was in conforming to rather than rebelling against these preconceptions, submitting to peer group and community pressure, and accepting the image of boys as fighters:

One good reason [for joining] was that I have spent time in Pakistan [Punjab] and people used to call us pulse-eaters¹⁹ and [so I wanted] to escape the ostracism that I was afraid of fighting. ■ Muhammad, boy, Pakistan

Family expectations also have their part to play. Both boys and girls who came from a family who had "always" been involved in a military group gave this as a factor in their involvement. For the boys, it was expected of them, and/or they expected it of themselves. It was not expected of Catherine, the girl in the DRC, but because she was the only girl in a family with a father and brothers involved, she wanted to participate as well. She also saw it as an issue of equality between herself and her brothers: Why should she be excluded from this part of the family tradition?

Jessica (girl, Colombia) joined out of love for her brother who was already in the FARC, although she had other brothers (stepbrothers?) and uncles who were in the paramilitaries. It was her brother's involvement-and, more specifically, his coming to fetch her-that triggered her joining up; equally, it was her brother's decision to leave that led to her own (reluctant) departure from the FARC too.

Many boys, but not the girls, spoke of the attraction of the military in general or of the fictional images presented by Rambo-style films, or of international, national, or local individual soldiers or militants as real-life role models.²⁰

We were inspired by the films; war films, spy films. [. . .] you believe that it's reality, that it's easy. ■ Pascal, boy, Congo-Brazzaville

One particular person who was influential in this thing, it was the whole idea of Che Guevara being an international fighter. [. . .] What we talked about was that he played such a role that the world actually-even we-could do things that way. [. . .] Indirectly, I can say that this is what actually influenced one.
■ Samuel, boy, South Africa

When you feel the heat in a neighborhood, when you begin to fire shots around, you start to smoke marijuana, you're almost the tough guy of the neighborhood. Then people see, this guy's like that, not a-you see? Many, many things, he's the one who kills most, he's got the most heads under his belt, you understand? The one who's got the most deaths notched up, most "jobs" because-you see, the one who's robbed most, stolen the most cars, motorbikes, automobiles. ■ Carlos, boy, Colombia

"Simply the Best" is the one [song] for the UFF [Ulster Freedom Fighters] because they are. [. . .] If I was asked, I dunno. I would think about it, I'd like to be. Everyone would like to be. [. . .] Well, I don't know, 'cause, you're up there, the highest, you can't get nay higher. ■ Billy, boy, Northern Ireland

The "Do's" [formal or semiformal social event] and people would come out with guns and all and you'd say, "I want to be one of them." ■ Paul, boy, Northern Ireland

It may be the pull of these military images that added to the attraction of guns for the boys:

You got like a buzz when you done it, like I don't know, all the adrenaline and all. Like when you pick the gun up. ■ Billy, boy, Northern Ireland

This fascination with guns was rare among the girls. Some recognized that being issued a gun by the armed group was an acknowledgment of their status as full members. Some saw the gun as their means of protection. Few speak of the actual attraction of weapons per se, although one of the girls did:

Because all my life I've liked guns. . . . Because I was brought up by my family and they also like guns. ■ Jessica, girl, Colombia

Protection for Self and Family

Meeting societal and family expectations in a more positive fashion, it was again the boys and not the girls who felt pressure to provide for, and especially to feed, their families. This, of course, is strongest for the eldest or only son in the family, which may be one of the factors explaining why some but not all (male) children of the same family join:

That is when I tried, since my sister was pregnant. There was no one to look after her. That is why I took up arms. [. . .] I participated a little in the offensive, once we recaptured some ground, we were authorized to loot in the homes. I was now able to provide for my family. There you are, that is what made me stay in the army. ■ Albert, boy, Congo-Brazzaville

Both girls and boys were acutely aware of issues of ill treatment of civilians, both in general and specifically. For girls, their particular vulnerability to abuse-rape, abduction, and so on-was a trigger factor to protect themselves by taking up arms. For boys, the need to protect female members of their family from sexual abuse was a factor:

When you are a girl, you know what men will do; you will be abused, you catch diseases, you can have children, you must pay great attention. [. . .] You must be wary of the boys, the men here, they believe that they can treat you how they want, they don't ask whether you agree or not. ■ Christine, girl, DRC

When there is the war and you are a woman, you risk your life; you risk your life because you are a woman and the men will rape you if you don't protect yourself. When they go in the villages, they will catch the small girls, the mothers, even the grandmothers, and they abuse them. Then they take you along with them and they still rape you or they kill you then. There are many girls who have children but who didn't decide. [. . .] Then when you know what the men do, you will make the war with them, like that, you have a weapon and you can protect yourself. ■ Vanessa, girl, DRC

I signed up to protect my sisters, because a lot of boys attacked girls, women, and mothers. [. . .] I had to pay [. . .] to stop the militaries from taking my sister. ■ Albert, boy, Congo-Brazzaville

Both boys and girls reacted against their experience of armed forces or group killing, torturing or ill-treating members of their family:

I hate the Indonesian military because of what my mother told me they had done to her in the past. [. . .] After I had my Confirmation ceremony at the Catholic Church, we were celebrating and the TNI [Indonesian military] and Brimob [riot police] came to our house and destroyed parts of the house and arrested one of my brothers. Those things made me very irritated. [. . .] At that time I felt very afraid but after they had left I felt very angry and kept this feeling in my heart. ■ Helena, girl, East Timor

My father and brother were taken away and they came and shot my mother and little sister. I loved them so much. My family, a nice happy family, was destroyed. With my bare hands, crying so much, my sister and I dug the grave for my mother and sister. We were just small children. Now I can tell you that I grew up overnight. I became like a big person and I took the decision to join the LTTE. I was very angry and wanted to take revenge. ■ Sayanathen, boy, Sri Lanka

In this context, it is noticeable that the "Amazons" expressed no regret for killing soldiers (including their own) who, despite their efforts to prevent them, committed rape. For them, this was an issue of "self-protection."

Education

Interestingly, education and access to it did not seem to occur as a major factor for girls in their decision to join. This may reflect the fact that for many of them, lack of access to education is the norm rather than the exception. That said, one girl from

Sri Lanka in fact ran away because she could not cope with the pressure to succeed at school:

My parents had very high hopes regarding my future. I was afraid that I would let them down because I knew that I was not a clever student. I was struggling to satisfy them because I loved them. During my school days all the time I had to go for tuition, I had no free time to have a hobby. . . . Before the exam-I knew I would never be able to fulfill their desire, so I had plans to leave and run away. I ran away because I found it difficult to study. I didn't want to make them sad and hurt by failing my exam. . . . Running away from home was not easy, but to escape facing the examination I knew that I would fail made me take this hard decision. ■ Kavitha, girl, Sri Lanka²¹

However, it is interesting to note that in Colombia, Páez gives access to education as apparently being seen by girls as a major alternative to joining the armed groups, but not by boys.²² It is possible that these findings are not in fact mutually contradictory. Girls who were being exploited or abused domestically were unlikely to be receiving education, but it was the former that was the major reason for them joining. However, given the choice of getting an education or joining an armed group, they would state their preference for education. Furthermore, this could also be linked to an assumption that attending school or college would not mean staying in or returning to an abusive situation, but either being in a better family situation or having independence.

Reaction to Involvement

Some girls bitterly regret their decision to join, feeling that perhaps after all life at home was not so bad:

Well, now that I've been through that experience, the truth is that was a disaster for me. ■ Carolina, girl, Colombia

Now I realize that it is worse than failing an exam. ■ Kavitha, girl, Sri Lanka

I ran away to escape a marriage I didn't like. I ended up in a worse setup now and that's what I have earned. ■ Punitha, girl, Sri Lanka

For these girls, this can result in them having trouble taking decisions since they feel that the important decision they made turned out to be so wrong.²³ This suggests that these girls take personal responsibility for their actions and decisions.

Susan Shepler²⁴ identifies a difference in the "discourse" available to girls and boys in Sierra Leone. Whereas the latter seek-and are permitted-to absolve themselves from blame by abdicating responsibility on the basis that they were forced, drugged, had no other choice, and so on, girls do not attempt to do so even though their circumstances were very similar. She concludes that in Sierra Leone it is easier for a boy to be accepted after amputating the hands of villagers, than for a girl to be accepted after being the victim of rape. It is not clear whether this is universally true, or relates to specific situations or circumstances: the link to actual or perceived sexual activity may be one of the keys.

For example, UNICEF reports that in El Salvador "girls have not reported being stigmatized by their family or community for having sexual relations and children outside marriage,"²⁵ although the problem of their needs not being taken into account

in planning programs still existed. Care, therefore, needs to be taken in making generalizations about the particular problems and social attitudes.

On the other hand some girls feel that they gained from the experience:

From my experience in the clandestine movement I learned about moral courage, discipline, how to organize ourselves, and also how to explain the movement to other friends. [. . .] All the work I have done was interesting and even now I want to continue to help people. ■ Helena, girl, East Timor

Many of the girls are, and admit to being, affected by the deaths of comrades as well as by deaths they inflicted. More, though not all, of the boys tend to take such things for granted: Is this an actual difference, or an assumed one because of societal expectations? Many boys as well as girls objected to the torture, ill-treatment, and arbitrary killings they saw, and they sought to avoid participating in such acts, and in some cases this was a key factor in their decision to leave again.

Some of the girls went further:

We tried to prevent [the boys from committing rapes] but if they are doped it's difficult, so sometimes you must kill them. If you can't kill them at this time, well you kill them when you are on the front line. ■ Vanessa, girl, DRC

In some armed opposition movements-certainly the NPA²⁶ in the Philippines and the FARC in Colombia-girls are expected to provide the medical services. This does not mean that girls are not also active combatants. This is not a new development but reflects the experience of women in, for example, the Yugoslav national liberation struggle in 1941-1945.²⁷

Demobilization and Reintegration

Girls, even those who were beaten by their mothers and who ran away from home because of physical abuse and the feeling that they were never listened to, miss their mothers and want to be reconciled with them:

I wanted to study and work for a better life for my mother and I. I know that she sacrificed a lot since the day I was born. ■ Sonia, girl, Philippines

For many girls this is part of a broader pattern. Yvonne Keairns concludes: "The girls are not searching for ways to retaliate and bring harm to those who had used and misused them. They were looking for ways to make a contribution, to do something meaningful and productive with their life and to make up for the harm they have delivered upon others."²⁸ However, for some girls as well as boys, enrollment in the army (once they were of age) seemed the only viable future:

When there was the demobilization, some were already adults, so they went to the army. Almost all the soldiers are former child soldiers. The army, it's the only job here, so you stay in the army to stay alive. ■ Vanessa, girl, DRC

Particular problems arise for girls on demobilization and reintegration and/or at the end of the conflict.²⁹ For a start, many girls do not make it into the demobilization process at all.³⁰ Because there are no accurate (or even approximately accurate) figures of the number of child soldiers in any situation, let alone a good breakdown

between boys and girls, all figures will be indicative, but for example, in Sierra Leone it has been reported that 8 percent of demobilized soldiers were female,³¹ with only 3 percent of demobilized child soldiers being girls in the "most recent phase" (as of 2002).³² By contrast, 11 percent of demobilized ex-soldiers in El Salvador were female.³³ There are many different reasons why girls do not go through the formal demobilization. Sometimes the role of girls as "soldiers," as opposed to camp followers, wives, or concubines, is not recognized by those planning and organizing the demobilization process, and so they are screened out.³⁴ Sometimes girls are reluctant to identify themselves as having been involved because of the negative repercussions in terms of reintegration and possible prospects, including marriage, where this is viewed in negative terms. It has been suggested that sometimes male soldiers and commanders may wish to "hold on to" the girls to compensate for their loss of power in themselves being demobilized, or because the girls are more useful than boys once the fighting stops, continuing to undertake household and family tasks.³⁵ An example of the multiple discrimination that ensues if girls are excluded (by themselves or others) from going through the formal demobilization process, arises in relation to what otherwise seems an excellent scheme: in Sierra Leone, not only were school fees waived for demobilized child soldiers who had a demobilization number, but also schools accepting them received a package of materials usable for all their students to encourage inclusion of former child soldiers. Girl soldiers who did not formally demobilize, therefore, neither received the school fee waiver, nor brought benefits to the school.³⁶ Many of the girls have babies. Some of them are still in a relationship with the father who is trying to support them, but when he too is or was a child soldier, this compounds the difficult transition to economic viability. Some are rejected by the "husband"³⁷:

The last time when I asked him if that's the way to treat me, he only told me that now the war is over; we only got married while the war lasted-now that the war has ended the marriage should be ended too. ■ Elisabeth, girl, Sierra Leone

Others do not know where the "husband" is, or he is dead. This makes their access to education, vocational training, and employment even more difficult, both in terms of looking after the baby, and also because they need to support themselves and the baby financially during this time. In addition, in many societies, the economic activities open to girls are in any case more limited than for boys. This is compounded by their involvement in the conflict, and the "evidence" of the baby may stigmatize them because of the implications of sexual activity. Rehabilitation programs need to be adapted to take account of the specific needs of girl soldiers, and of girl soldiers with babies, taking into account the sociocultural context.³⁸ Such provision needs to be flexible enough so that where the girl is in a relationship with the father of her baby, he can be accommodated and brought into the program as well. While the girls in the DRC took up arms to protect themselves, Elisabeth (Sierra Leone) recognized that the first step in protection there was to surrender herself to a "commander" so that she was taken as his "wife" rather than being raped. In this way, she joined the RUF and then was taught the use of arms, fought, and in the course of time was promoted to lieutenant. Some of the girls, as well as many of the boys, acquire drinking and drug habits while in the armed forces or an armed group. For both girls and boys, the relationship with the family is unlikely to have improved during their absence. Since many were running away from home in the first place, the question of how to reestablish connections with the family may be more complex than for those children who were recruited by force.

Conclusion

Although many of the same factors drive or lead girls and boys to join armed forces and armed groups, there are also differences and variations in the degree or emphasis of the separate factors. These differences reflect the status and role of girls in the society from which they come. For girls, participation in the conflict tends to exacerbate this problem, because their participation is usually countercultural and is often associated, rightly or wrongly, with perceptions of them being sexually active.³⁹ This is not a new problem; Gretchen Ritter⁴⁰ documents both legal and societal discrimination against U.S. female veterans after World War II: "Employers were not inclined to believe that women learned anything useful in the services, and may have had questions about the moral standing of women veterans given the slander campaigns of previous years."⁴¹

The experience of Angola, Mozambique, and Zimbabwe in using traditional methods of cleansing the child soldiers in order to make the break between their violent (military) life and their social reintegration and future, is worth taking into account. Cleansing rituals are used to wash away the evil spirits of the murdered, which are believed to hang around the soldier who killed them and can bring sickness, infertility, and misfortune to the family. Without this cleansing, an ex-combatant may not be accepted back into his or her community. Although the accounts of Irma Aarsman and Alcinda Honwana⁴² only give instances in relation to boys, Carol Thompson⁴³ cites the case of an abducted girl. This still leaves open the question of girls who were not abducted, and also whether they would want to be "reintegrated" into a situation and societal role from which they had sought to escape. These broader issues, in addition to the specific factors identified, need to be addressed both in order to reduce the incidence of girls joining up, and in order to provide them with effective socioeconomic reintegration after demobilization.

Both girls and boys prioritize education and skills training in order to be able to engage in a viable economic activity at reintegration. For the girls, difficulties are compounded by societal attitudes, and by the more limited economic activities generally available to them in any case. Where they have babies, there is the added problem of ensuring that they have access to education and vocational training opportunities and the need for practical arrangements, such that access in principle translates into real access.⁴⁴

Where HIV /AIDS and/or other sexually transmitted diseases are prevalent, the need for both girls and boys to have education about and access to appropriate health provision is obvious. Girls may face the additional health and psychological problems associated with forced sexual activity, and childbirth or abortion. The need to ensure that they are not discriminated against by exclusion, deliberate or accidental, from demobilization and reintegration processes, must be balanced by the need for girls to be able to access education, skills training, health services, and so on without having to identify themselves as having been involved with the armed forces or armed groups if they choose to conceal this in what they perceive as their best interests.

On the other hand, although sometimes the impact has been overrated, war has at times been the occasion for societal change in particular in relation to the role of women.⁴⁵ Shepler notes some positive trends in Sierra Leone in this respect, with some teenage mothers being accepted back by their families, and even being allowed to return to school.⁴⁶

Notes

- 1 "The Lived Experience of Girl Child Soldiers," a joint research project of the Quaker UN Offices in New York and Geneva, with which Rachel Brett was associated, and the use of which has been agreed upon. The results are available in Keairns 2002, 2003a, 2003b, and 2003c.
- 2 The situations were Angola, Colombia, the Philippines, and Sri Lanka. Thus two of them directly supplemented the interviews for this research. Those for the Philippines brought in an additional situation. Angola is not relevant for this purpose since all the girls interviewed had been abducted.
- 3 In particular, Cagoco-Guiam 2002; Camacho, Balanon, and Verba 2001; Dumas and de Cock 2003; and UNICEF 2002-the original interviews of the girls from this study were made available courtesy of UNICEF EAPRO.
- 4 The general neglect of the issue of girl soldiers is documented in McKay and Mazurana 2000. One of the reasons for this neglect is neatly illustrated by the fact that Peters and Richards's article (1998b), "Why We Fight: Voices of Youth Combatants in Sierra Leone," which refers to girl soldiers and includes an interview with one, has the short title on the subsequent pages "Boy Soldiers in Sierra Leone"!
- 5 In the ILO Rapid Assessment of Child Soldiers in the Philippines, 20 percent of the respondents were girls. The highest percentage of female combatants (with no distinction between ages) reported in the International Committee of the Red Cross's *Women and War* study is 30 percent, so the proportion of girl soldiers in relation to boy soldiers reflects the more general gender breakdown in this respect (Lindsay 2001, p. 23).
- 6 Nordstrom (1997) was one of the first to recognize the absence of comment, question, and discussion about the participation of girls in warfare.
- 7 This is also the conclusion of UNICEF (2002, p. 19) and of Dumas and de Cock (2003, p. 19).
- 8 Richards (2002, p. 262) gives a figure of 5-10 percent female fighters in the RUF, distinct from the RUF's "combat wives unit" and "combat support unit."
- 9 Studied in "The Lived Experience of Girl Child Soldiers" research project: Keairns 2002, 2003a, 2003b, and 2003c.
- 10 UNICEF 2002.
- 11 Cagoco-Guiam 2002, p. 26.
- 12 Ibid., pp. 38 and 46.
- 13 UNICEF 2002, p. 27.
- 14 Keairns 2003c.
- 15 Páez, 2001, p. 13.
- 16 Ibid., p. 14.
- 17 See in particular Chapters 2 and 3 of this volume.
- 18 Keairns 2003c
- 19 According to the interviewer, this is "a pejorative term used by people in the North West Frontier Province about the people of the Punjab who use a lot of pulses [legumes] in their diet, implying that they are unreliable or cowardly."
- 20 It is noteworthy that all these military/heroic role models are male.
- 21 Keairns 2003.
- 22 Páez 2001, p. 20.
- 23 Keairns 2002.
- 24 Shepler 2002.

- 25 UNICEF 2000, pp. 3-4.
- 26 This is also the conclusion of Cagoco-Guiam (2002).
- 27 Jancar 1988.
- 28 Keairns 2003c.
- 29 More generally on demobilization and reintegration of child soldiers, see United Nations Department of Peacekeeping Operations, Lessons Learned Unit (2000, pp. 84-92).
- 30 Less than 2 percent of demobilized children in Liberia in the 1997/1998 exercise were girls (David 1998, p. 20).
- 31 Sierra Leone National Committee for Disarmament, Demobilization and Reintegration (NCDDR) 2002. Zack-Williams (2001, p. 80) states that "605 of the 1,000 fighters screened by the Disarmament and Resettlement Unit set up by the President before the May 1997 coup were women."
- 32 United Nations Organization for the Coordination of Humanitarian Affairs (UNOCHA) 2002, p. 47.
- 33 Spencer 1997.
- 34 Thompson (1999, p. 202) comments that given that a UNICEF study was completed in 1990 that identified the problem of women and girls "attached" to soldiers as an overlooked issue, "it is quite astonishing that Mozambican girls and women still accompanying soldiers at the time of demobilization in 1994 were not counted, addressed, nor cared for."
- 35 David 1998, p. 20.
- 36 Bennett 2002, p. 61.
- 37 David (1998, p. 21) states that in Liberia, "many high ranking faction officials, for instance, jettisoned the women they 'married' during the war, only to marry more 'respectable' women when it was over."
- 38 Dumas and de Cock 2003, p. 23.
- 39 The heavy bias of the research literature on the demobilization and reintegration programs in Liberia, Sierra Leone, Angola, and Mozambique has to be borne in mind when considering other situations. The experiences in other regions—for example, Nicaragua, El Salvador, Colombia, the Philippines, Sri Lanka, and indeed in other African countries such as South Africa, Eritrea, and Ethiopia—may identify different societal attitudes as being the most problematic for girl soldiers, or find that in some cases this is not an issue.
- 40 Ritter 2002, p. 222.
- 41 See also Shepler's (2002) point about the different discourses available to boys and girls in Sierra Leone.
- 42 Aarsman 1993; Honwana 1999.
- 43 Thompson 1999.
- 44 This was recognized as a problem as long ago as 1997, in the review of experience in El Salvador. See Spencer 1997, p. 47.
- 45 Spencer (1997) gives both positive and negative developments in post-conflict Nicaragua and El Salvador in this respect.
- 46 Shepler 2002.

Annex IX: Trauma

A trauma reaction is:

→ A reaction to an **extreme incident**, that is overwhelming an individual's capacity to integrate experiences into a system of memories.

What happens in an extreme situation and what does it do to the human being?

Human beings are able to deal with a lot of new situations. However, some events are so overwhelming that the body performs an alarm reaction.

When experiencing an extreme situation, the human body reacts with a variety of changes. Most of these changes aim at providing the body with the necessary energy to protect itself, though they also affect psychological functions and the way the situation is memorized.



From the experience of an extreme incident to the development of a traumatic reaction

Not every person who experiences the same extreme situation (for instance, the same accident) is inevitably traumatized. Rather, it depends on whether the individual is able to integrate the experience into his/her life history or whether the situation interrupts his/her life history. This mechanism depends on a number of factors, some of which include:

- Prior personal experiences. Have there been other traumatic events in life history?
- The social network. Does the individual receive social assistance by family/peers? Is the person able to receive positive stimulation by peers in order not to classify the event as the general state of the world?
- The duration and the character of the extreme event(s). Was it a singular incident or have there been more than one incidents? Did it last over a long period of time, days or even years? Was it life-threatening?
- The conditions after the experience of the traumatic event(s). Was the individual feeling secure after the event(s)? Was he/she able to talk about the incident(s) openly?

Note: it is not an individual's fault for being unable to successfully integrate the event, nor a sign of weakness. Blame should never be laid.



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How is traumatic material stored?

When integration (or digestion) of the event is not managed, the traumatic material is separated from other memories, stored in the deepest parts of the psyche and seemingly forgotten. But what has happened is quite powerful and has developed deep roots, influencing many facets of an individual's personality. There is no way to make it undone.

The traumatic events are not necessarily memorized in chronological order, but rather fragmented and highly charged with emotions and vivid sensations.

A Trauma reaction is:

1. A reaction to an **extreme incident**, that is overwhelming an individual's capacity to integrate experiences into a system of memories.

➔ Suffering from a complex of symptoms, especially **flashbacks** (vivid re-experiencing of the horrifying situation), **avoidance** of any situation that might be a reminder of the event, and a constant state of alert (**hyper arousal**).

What does a traumatic reaction look like?

Post-Traumatic-Stress Disorder (PTSD) is a formation of various symptoms. It is only possible to diagnose a PTSD over a defined period of time after the incident has occurred. To diagnose PTSD, not only is the existence of various behaviors important, but also their frequency and consistency. The diagnosis of PTSD is a complicated job and should be done by experts.

There are three main symptoms of suffering from PTSD:

- Re-experiencing (by Flashbacks and/or nightmares): Within a flashback phase, a person travels back through time and experiences everything that was experienced during the traumatic situation(s), including the perception of the stimuli connected to the event. For example, the individual will smell, taste and hear the same things and feel nauseous. The same terrible scenes will be re-experienced.
- Avoidance: Every stimulus associated with the traumatic situation is attempted to be avoided, even situations where incidentally a flashback occurred. This may go to such lengths that the person is highly restrained in his daily life.
- Hyper arousal: The individual suffers from hyper-arousal which may go along with the inability to rest (e.g. lack of sleep).

Note: there is an important discussion going on as to whether the Western approach to dealing with PTSD can be applied to other non-western cultures. The concept of PTSD is very much connected with and arose out of the Western approach to psychological/psychiatric disorders. It is therefore inseparably connected with the concept of mental disorders which consist of a defined set of symptoms. Be aware that there are other interesting approaches as well.

Further negative development of a traumatic reaction

After PTSD has developed, the trauma complex might be enhanced once the individual adopts the terrible event(s) into his/her memory and view of him/herself and the world.

In addition, a person suffering from PTSD is also vulnerable to other disorders. Sometimes the traumatic disorder is accompanied by depression or anxiety disorders.

Over the course of time, it is also possible that the traumatic reactions can transform and compose part of an individual's personality.



How can you help?

- **Pre-planning** the days and weeks gives structure, which is very important for traumatized people.
- Activating the **social network** is an important coping mechanism and also helps to correct falsely developed perceptions of the outside world (cognitive knots). This does not mean that individuals have to meet to talk about their traumatic experiences. They should actively join groups, such as age-mates, families, etc.

For further information on trauma see:

- Schauer, M. Neuner, F. Elbert, T. (2005). *Narrative Exposure Therapy: A Short-Term Intervention for Traumatic Stress Disorders after War, Terror, or Torture*. Göttingen: Hogrefe.
- Van der Kolk, McFarlane and Weisaeth (Eds.) (1996). *Traumatic Stress: the effects of overwhelming experience on mind, body, and society*. New York: Guilford Press.
- Yehuda, R. (Ed.) (1998). *Psychological Trauma*. Washington: American Psychiatric Press.
- Martín Baró, I. (1990). *Psicología social de la guerra*. El Salvador: UCA Eds.
- Martín Baró, Ignacio (1988). *La violencia política y la guerra como causas del trauma psicosocial de El Salvador*, Revista de Psicología de El Salvador # 7, San Salvador.
- Cienfuegos, J. & Monelli, C. (1983). *The testimony of political oppression as a therapeutic instrument*. American Journal of Orthopsychiatry, 53, 43-51.
- Internet sources: <http://trauma-pages.com/>



Annex X: In the midst of gang violence, a Jamaican NGO makes a difference

"Children First" is located in the gritty former colonial capital of Spanish Town, recently the site of some of the worst gang violence to hit Jamaica in years. The NGO runs one of the most well respected programs to help at-risk inner-city children in Jamaica.

Formerly the Save the Children (UK) Spanish Town Marginalized Youth Programme, "Children First" was transformed into an independent NGO and officially launched on June 17, 1997. The programme works with over 700 street children and potential street children aged three to 18, and is the largest initiative of its kind in the country.

Authorities estimate that there are hundreds of street children living on or off the street in Spanish Town, and thousands island-wide. Carefully non-partisan in a country long dominated by fierce political disputes, the organization and Executive Director Richardson-Pious's work has earned her respect from police and "dons" – the gang and neighbourhood bosses that control much of the city. "You have to negotiate with the dons, so that they don't use children. We have said 'ease off the children' and it is a similar relationship with the police. If a child is caught shoplifting or whatever, the police will call me." This confidence in the NGO was made clear before the recent gang battles began. "Over time we have gained so much support. The day before the gun violence we were warned...told to close and send the children home."

At first, as a Save the Children project, the idea was to aid a reduced group of street children. Since then, Children First has developed into a more inclusive initiative that seeks to improve the lives of not only at-risk children but also their families. Parents have received help in how to supplement family income. Children benefit from skills training, life skills education including sexual and environmental education, and educational assistance including help with fees and other initiatives.

The staff consists of mostly young people who participated in Children First and have returned to help.

Problems faced

The NGO has had to conduct crisis management and provide counselling for children after gang violence broke out at the end of January and beginning of February 2004. Twelve lives were lost in three days, causing local businesses, schools and non-governmental organizations to close down.

The motives behind the violence are not entirely clear, with politicians, academics and community activists saying that it was either political, "turf war" between rival gangs, or a combination of the two.

"We had to do a lot of trauma counselling. We lost four parents in recent violence. We had to do conflict and anger management. Children come and want to fight other

children from across the border. There are two main gangs and we have young people from areas dominated by both," said Richardson-Pious.

In the face of the recent problems, Children First plans to focus on the connections between violence and boys and young men. "One of the things we are positioning ourselves to do this year is to do a major piece of work looking at violence and young men."

"In Spanish Town violence has taken on a new dimension. We should look at how we socialize our men in the community. They (boys and young men) tell me that what is important is to 'be somebody.' They ask what else can they do? They see their 'out' as being a DJ or a criminal."

Future plans

After surmounting a financial crisis several years ago which nearly ground the NGO to a halt, Children First has been able to secure funding. The challenge now is to move out of the cramped headquarters near the city center to more spacious grounds. "We should have moved to a new location... but there are too many corners (gangs) and dons in that area."¹⁰¹

Annex XI: “Fight for Peace”, Brazil¹⁰²

“Fight for Peace” was founded by British anthropologist and amateur boxer Luke Dowdney and began its activities in July 2000. The project offers sporting activities and citizenship classes for 120 young people in the Nova Holanda favela, in the Complexo da Maré of Rio de Janeiro, Brazils capital. The objective is to give the residents of Maré within the age group of 7-25 a base for social integration so that they can have opportunities to achieve a decent life and avoid a life of crime.

The methodology used by “Fight for Peace” offers the students in the academy **access to sports, support services for continuing their studies and alternative funds to ward off the lure of crime.** To do this in practice the project offers: boxing, capoeira and wrestling, instilling discipline and channeling energy; and citizenship classes to teach youths their rights and responsibilities within society. The new center will also offer professional training courses and offer referrals to the job market.

On 20/04/2005 at night a boxing match was held at the Viva Rio headquarters for a live and up close look at the talent of the athletes from Maré. They won all four fights in the professional boxing ring constructed on the patio of the NGO. The fights were supervised by the State Boxing League of Rio de Janeiro and were registered with the Brazilian Boxing Confederation.

Climbing into the ring to start the night of victories, were the novices Eric da Costa Gabriel (Fight for Peace) against Rafael Costa, junior, 57kg weight class. The two were followed by another novice Roberto Custódio (Fight for Peace), cadet, 70kg weight class, who won by technical knockout. The two fight results counted toward the fighters' rankings with the Brazilian Boxing Confederation. Waldir Alves Júnior (Fight for Peace) 64 kg, also earned rankings points with his victory by judges decision over Francisco de Assis, followed by the biggest victory of the night by Manuela Lopes Silva, Brazilian vice-champion, who left the ring extremely emotional after defeating Luciana dos Santos, 54kg weight class. “My life changed completely after boxing, it is so much better. Before sports, I lived in the streets, only finding trouble. Today, my dream is to be a professional fighter and a lawyer,” she said after receiving her medal.

Annex XII: Involving young people. What's in it for the youth?

Youth are more than resources, they are civil society actors and they are constituents. As we have already discussed, young people are also in the midst of developing into adults and though resilient, can be vulnerable to exploitation, whether intentional or unintentional. Therefore it's crucial for us to ask ourselves how engagement with the landmines issue benefits young people. Further, being able to articulate 'what's in it for them' is important to our success in engaging young people.

In their research, which includes a longitudinal survey of young people in Canada and a review of youth engagement research by others, The Canadian Centre of Excellence for Youth Engagement has discovered the following:

Being involved is good for youth

More and more research is showing that youth participation goes along with youth being healthier, feeling better, doing fewer things that are bad for their health and having fewer bad things happen to them. More involvement in organized activities goes along with less alcohol and drug use, less sex and teenage pregnancy, less school failure and dropping out, less anti-social behavior and crime, and fewer social and emotional problems. On the positive side, more involvement also goes along with more physical activity, doing better in school and being a responsible citizen. What's more, participating helps those who need it the most. Research is telling us that youth "at-risk" get more out of youth participation than youth "not at risk".

Though some of the points presented below are drawn from research into the benefits of youth engagement, youth campaigners, former youth campaigners and adults working closely with youth mentioned many of them.

Having Fun! Need I say more? Fun is good for youth and adults. Fun is also important...don't forget it when you're engaging youth!

Skill development whether life, employment or specific vocational skills

Life skills that may be developed include self management, communication, conflict resolution, relationship management, decision making/problem solving, time management, professionalism, flexibility/adaptability, integrity, money management, logistics, healthy living, family responsibility, advocacy and technological.

Employment skills

That may be developed include written and verbal communication, analysis, creativity, artistic, data-management, leadership, interpersonal, numeracy, technological and organizational.

Career development

Either for future employment in mine action or related professions such as engineering, law, politics, social service, community development, marketing, communications, graphic design, art, volunteer management, public health, education, translation, web design, advocacy or academia. The Landmine Monitor in particular has been successful at attracting students as researchers. The campaign is able to offer valuable and high profile opportunities for young people working to increase their work experience and improve their résumé (CV). By acting as an employment reference, introducing young people to our network of contacts, sharing job postings and showing young people how to highlight their campaigning experience on their résumés we make a significant contribution to a young person's career development. The professional success of young people also benefits the campaign—eventually it will give us more friends in high places.

Academic development

Can be a direct or indirect outcome of a student's involvement with the campaign. Students do work for the campaign as a school assignment, including university theses. Some schools give academic credit for employment-like placements with campaigns or require students to volunteer with an organization as a condition of graduating. Handicap International has worked with the French Ministry of Education to produce an accredited curriculum on mine action.

Access to support and role models

Is key to young people's development and successful engagement in the campaign. Adults with the potential to be inspiring role models work at all levels and in all aspects of the campaign. Young people have the opportunity to learn about Nobel laureates, landmine survivors who've overcome extraordinary challenges, activists and medical professionals who've endured hardship and danger to end the suffering caused by landmines, deminers who risk their lives everyday to keep other people safe...the list goes on and on. The chance to meet and share experiences with high profile people in the campaign can be an incredible boost for young campaigners (and for these 'celebrities' as well). Young people also have the opportunity to work side by side with equally inspiring people in their own communities. While a speech by an inspiring role model may initiate a young person's engagement in the campaign, continuity of support from an adult who takes a personal interest in them is crucial in sustaining their engagement. Over the last decade much attention has been paid to "youth to youth" models of participation, however inter-generational collaboration is an equally important and powerful approach to and goal of youth engagement.

Opportunities for learning

And a chance to master skills and knowledge and build capacity and self esteem. We need to provide young people with information, training, mentorship and new experiences if we and they are to get the most out of their involvement. Campaigner after campaigner who has engaged youth can attest to the returns they've achieved on these investments. Just like adults, young people need a balance of new challenges and work in areas where they have a lot of experience. Provide youth with opportunities to be the teachers and the experts. For many youth, nothing can equal the empowerment of passing what they have learned and mastered on to others.

Meaningful work

That contributes in a concrete way to the goals of the campaign. People quickly identify with the importance of the mine ban campaign. But they also need to see how their own work, no matter how small, makes a difference. If you give young people work that you consider unimportant, don't expect them to stick with it.

A culture that promotes moral development

Benefits young people and society as a whole. Young people tend to be very interested in issues of morality and so are easily drawn to the landmines issue. It is important to present the entire context of the landmines issue in terms of peace, social development and global justice. Developing a conscience is about developing skills to realize your beliefs as well as about struggling with moral dilemmas. Discuss rather than ignore injustice in our world and community. These are learning and activism opportunities. As will be discussed further in the next chapter, it is also important to follow in our own lives the principles we campaigning for. Young people intuitively notice hypocrisy.

A place where they belong and feel valued

Is how we want young people to see the campaign. This will sustain their involvement, but will also give them the confidence to leave the campaign when it is time to take on other challenges. Make sure that young people are equal members of the group. Consider the social rituals of adults, such as drinking alcohol or smoking, which often exclude young people.

The opportunity to be heard, access power and be a leader

While running the ICBL isn't the ultimate goal of every young person who becomes involved in campaigning, having a voice is a part of being valued. Sometimes measures need to be taken to overcome the age discrimination young people face in the campaign.

Excitement and the chance to make your own mistakes

The stereotype that young people are natural risk takers is true, but to a certain extent mine ban campaigners are too. Campaigning has and continues to entail risks, not all of which pay off. Provide young people with the opportunity to learn from their own experience as well as from yours.

Fun

We were worried you might forget it so here it is again. A sense of humour is also part of having fun ;-)

Questions to ask:

- What opportunities for learning and skills building are we providing to young people we work with?
- What changes (good and bad) have we seen in young people as a result of their involvement with campaigning?
- Think about young people who've been involved in the campaign. Have they gained as much from the campaign as the campaign has gained from them?

Concerns about involving young people

Contrary to everything you've just read, not everyone is enthusiastic about youth engagement in campaigning. There are many reasons for this and it's important to listen and try to understand these reasons rather than automatically dismiss people as being anti-youth. Some adult campaigners have very valid concerns about safety, limited resources, capacity and the meaningfulness of young people's involvement that need to be addressed. The speed at which youth engagement goes forward may need to slow down at times to address these concerns. It can take courage to raise them.

Further, young people's engagement is understandably difficult for many adults. Young people's connection to new trends, ideas and technologies can be threatening. It may seem that our value systems are being eroded, our authority is being diminished, and our knowledge is being seen as irrelevant. This being said, young people have an undeniable right to participate in decisions that may affect them, either directly or indirectly. This doesn't mean participation at all costs. It means we must steadily work towards equality for all people, no matter what their age. This is why we need to have more courageous conversations between youth and adults, those of us who support youth engagement and those of us who don't.

Source: Youth LEAP resource manual "Working with young people for a mine free world: how to engage young people in campaigning" by Mines Action Canada, Section on "Understanding Youth Engagement", pp.20-25, http://www.dangermines.ca/pdf/LeapManual/Understanding_Youth_Engagement_en.pdf

Annex XIII: Step-by-step-guide for writing a funding proposal.

1) The guide below has been adapted from Table 3.3: “What to include in a funding proposal” of the Action Against Small Arms, A Resource and Training Handbook. ¹⁰³

Your proposal should consist of ALL the elements below:

1. Summary:

- A brief statement of the overall aim of the program;
- A short description of the project in question;
- An explanation of the amount of money required for the project; and
- A brief description of your organization.

2. Rationale:

- This section should provide an explanation of the need for your project:
- Define the specific problems that you want to address, and support your argument with evidence and statistics;
- Try to demonstrate that your project is workable: that it can be done within a reasonable time, by you, and with a reasonable amount of money;
- Avoid exaggeration and excessively emotional appeals;
- Refer to the work of others in this field and explain how your work complements, but does not duplicate their work.

3. Objectives:

- What are the planned outcomes of the project?
- Your objectives must be specific, measurable and achievable in a specific time period. Do not promise what you cannot deliver.

4. Project partners:

- Who are the project partners?
- What is the division of responsibility between them and you?

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5. Methods and Activities:

- What will the project actually do?
- How will it be conducted?

6. Project Timetable:

- What are the major activities, and when will they take place?
- Activities should fit under each objective, contributing to attaining the objective.
- Estimate the time-scale in weeks or months if you cannot give precise dates.
- Include the points when evaluation and report writing will take place.

7. Staffing Needs:

- Which staff will be deployed on the project, and for how much of their time?

8. Budgeting:

- Bear in mind restrictions of the funder (e.g. some refuse to fund salaries) and compensate in your budget accordingly.
- For most projects, costs should be grouped into sub-categories.
- If costs are simple and obvious, narrative explanations are unnecessary.

9. Monitoring and Evaluation:

- Who will monitor the activities during the project time frame?
- How will the activities be monitored?
- What criteria will you use to measure the difference that has been made (impact assessments)?
- Make provision for a final evaluation at the end of the project.

10. Description of your organization:

Briefly outline:

- When your organization came into existence.
- Its mission, and how your proposal relates to this mission.
- Your organization's structure programs, and special expertise.
- Staffing, including the number of full-time and part-time staff, and their levels of expertise.

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11. Conclusion:

Summarize your case and try to end it with a powerful appeal for your project.

In order to write a successful proposal, you must be as critical as possible towards what you have done. Keep in mind that the donor will be very critical, since many applicants apply for limited amounts of money. Here are a series of steps you ought to consider.

Step 1 Define your objectives.

You can start by describing the situation in your area or country by way of background. This serves as your rationale for the program. You should explain why you (and not, for instance, the government) is to do undertake this initiative.

You can then state what, in general, needs to be done (your goal), for example "Reduce firearm-induced injuries."

You should then clearly and unambiguously state what you intend to do. For example "We want to engage in a five month collection campaign starting in April 200_. We will use that time to (a) engage in a publicity campaign (3 months); (b) Collect and store firearms in exchange for community incentives for one month; (c) destroy the collected weapons (one month)."

Step 2 List your resources

Here you should list what competencies and resources you have that will be relevant to the program, including:

Your organization (who will be running/organizing the proposed project, and what qualifications they have. Do not list everyone in the organization, only the keypersonnel for this project), its capacities (for example, one sentence descriptions of previous programs you have implemented successfully), and its resources (for example "we are allocating 3 trained full-time people for the project. We will be assisted by 23 part-time volunteers who have already signed up. We hope to recruit another 15 during the campaign"). You should also list your existing partners/supporters and potential supporters (for example "We have had commitments by three legislators, and by the governor of the province to support this project with necessary legislation and permissions," or "We shall be working together with NGO X to share trained personnel.")

Step 3 List what is needed for the project

Time, personnel, vehicles, running costs needed to accomplish the object of the project. Justify why you need these things *to accomplish your objectives*.

Step 4 Write the proposal

Using the list you have made in the previous steps fit the information into the proposal elements described.

Step 5 Have someone else read the proposal and comment on it

1. Is it easy to understand?
2. Is it clear what you want to do?

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3. Is it clear **how** you want to do it?
4. Is it clear why you are the best organization for the job?
5. Is it clear what will happen to the money you are asking for, and that it is justified by the situation and by your stated objectives?
6. Is it clear why the donor should give you the money (does the proposal suit the donor's policies and stated objectives)?

If your readers' answer to all of these questions is "yes", then print the proposal out in at least three copies. Keep one for yourself, send at least two (or as many as are required by the donor) to the donor.

Step 6 Checking

A week or more after you expect the proposal to have arrived to the donor, call them up (or send an e-mail) asking courteously whether the proposal has been received. **Do not ask what the results were:** the donor will certainly inform you if you are successful, according to their procedures. The call is meant to reassure your organization, and to put a 'human face' behind the project proposal.

Annex XIV: “My first Shot”—a film by youth on their experiences with SALW

“My First Shot”

The production process

On day 1, participants talked about small arms and armed violence in general. They discussed questions such as, who has seen a gun or heard gun shots? How did this make you feel? If you had the chance, would you like to have a gun yourself? Following this, participants had time to write down their personal experiences with arms and read them to the group. Some of these stories formed the basis for the production of the films.

On the second and third days, participants were introduced to the cameras and to filming techniques important for documentaries. For example, how does a camera work? What is a sound person doing? How do I choose the frame for a picture? And what interview techniques can I use to get the most information? Participants then had a chance to practice what they learned by doing interviews on the street, filming interesting situations and trying out camera angles.

The filming itself took place during the week following the training workshop. Four teams worked on one story each: “The Balcony”, “The Darkness”, “Respect” and “The Day I’ll Never Forget”, a story composed of still pictures.

The raw material was then cut and edited by British filmmaker Sandhya Suri. Voice over and subtitles also had to be prepared and music selected to accompany the films. This process took another week.

And finally – the screening! It took place on 20 April 2006, in the Children’s Theater Center in the Old Bazaar, the old town of Skopje. The audience included workshop participants with their families and friends, as well as representatives from NGOs, international organizations such as UNDP, UNICEF, OSCE and representatives of the ministries and the media.

The final product

The video workshop was a big success. Participants not only learned a lot about filmmaking and working as a team, but they also spent a great deal of time thinking about the influence of small arms and violence on their lives. Story telling and filming can be a very useful medium for youth to express their views and to speak freely about their problems and concerns. The process of filming itself gives these youth confidence in their thoughts and opinions concerning violence, as well as in their ability

to take action against it. The short stories produced show acts of courage and optimism in the face of confusion and fear resulting from the continued risk of small arms. The final output of the workshop – the film “My First Shot” – is further evidence of how each and every incident involving small arms violence can leave lasting scars.

- Clip 1 “The Day I’ll Never Forget” is about the confusion a boy feels when he is confronted for the first time in his life with gun shots and murder.
- Clip 2 “The Darkness” tells the story about the danger of ammunition and explosives, and how one second can change your life forever.
- Clip 3 “The Balcony” shows how children living in conflict situations often have to assume very adult roles.
- Clip 4 “Respect” tries to understand why young people behave violently and why they are attracted by small arms.

Using the film

The film “My First Shot” is also a helpful tool to raise awareness on small arms risks and how violence, and especially armed violence, influences the lives of children and youth. In particular, the film can be used to:

- Make a statement on the impact of small arms violence on youth.
- Show youth about the impact of small arms violence in a different country, and to motivate them to tell their own stories in a creative manner.
- Provide ideas or serve as a model for organizing a similar small arms awareness activity.
- Inform, entertain and inspire a variety of audiences.

We hope that you will be able to use this film as tool for your training, information and awareness raising activities on small arms control and the prevention of violence. If you have any questions or need further information, please don’t hesitate to contact us. Any feedback is welcome!

Annex XV: Arts (drawing, printing, etc)—2 examples

Poster drawing competition¹⁰⁴

On 11 August 2005, United Nations Development Programme (UNDP) in Bosnia and Herzegovina (BiH), together with the two local companies, NTCHS and Eronet, awarded three high-school students from Sarajevo Canton for their poster designs on Small Arms and Light Weapons (SALW) dangers in Bosnia and Herzegovina.

“These posters tell us that weapons are actually a problem, not a solution to one. The posters call upon all of us to solve our problems with conversation, not with guns”, Edvin, winner of the first prize, said at the awarding ceremony.



All 5 Photo credits: UNDP BiH¹⁰⁵

“Recent research done by UNDP has shown that 23% of elementary and high-school kids from BiH had a gun in their hands, supervised by adults. Out of this number, 14% had the opportunity to shoot from a gun, while 34% out of this number actually shot from a gun. All of this shows that the awareness raising activities are, not only justified but very much needed in Bosnia and Herzegovina”, said Seid Turkovic, UNDP Human Security Portfolio Manager.

Because of this, UNDP started the awareness raising campaign about the dangers of the uncontrolled presence of Small Arms and Light Weapons in BiH. In this context, the kids are, as it can be seen in the research as well, an important part of the general public, because they are very often the victims of the misuse of guns and weapons in their homes. That is why UNDP announced and implemented this competition for the best designed poster about the dangers of SALW in BiH. The competition targeted high-school students in Canton Sarajevo in Federation BiH and Banja Luka region in the Republic of Srpska.

Children's Disarmament Campaign Launched in Brazil¹⁰⁶

On 6 June 2005 and as part of the Global Week of Action, the organization Instituto Sou da Paz launched a Children's **Disarmament Campaign** in the city of São Paulo. The campaign was jointly organized by several Brazilian organizations that work with children and education and are concerned about the gun culture in Brazil. These organizations (Instituto Sou da Paz, Movimento Mundial Aliança pela Infância, Abrine – Associação Brasileira de Brinquedos Educativos, ABBri – Associação Brasileira de Brinquedotecas, Associação Monte Azul) make up the *Working Group on Child Disarmament* – part of the São Paulo *Committee for Disarmament*. "We recognize that we need to stop teaching Brazilians to value guns from childhood in order to build a culture of peace in Brazil," commented Ute Creamer of the Associação Monte Azul. "The best way to talk with children about the danger of guns is through art, stories and play," says Ute. And the Children that participated in the day's events did just that.

Participating children created over 150 control arms self-portraits and talked to volunteers about the danger of guns. Additionally they 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 will continue to collect new squares from all over Brazil until the day before the Brazilian popular referendum on prohibiting gun sales to civilians when the quilt will be displayed before the National Congress in Brasilia.

The day's events also included the exchange of toy guns for a book produced by the Minister of Culture that tells a story about the danger of guns. The children walked through the "tunnel of life" where they entered by turning in a toy gun and left the tunnel with a book.

Throughout the event Instituto Sou da Paz distributed information about the national gun buy back campaign that began in June of 2003 and the Control Arms campaign. Around 100 control arms pictures were taken during the day. Beatriz Cruz, coordinator of the Instituto Sou da Paz Network for Disarmament, commented "The Children's Disarmament Campaign is also a very effective way of raising awareness of parents about the danger of owning a gun. The parents always accompany their children and we always talk to the parents as well."

During the next few months before the referendum on prohibiting gun sales to civilians the organizations involved in the campaign organized similar events throughout São Paulo to raise awareness of children and their parents about the danger of guns and move towards a culture of peace.

Annex XVI: UNESCO— Transdisciplinary project towards a culture of peace¹⁰⁷

The involvement of youth in peace processes is necessary. The importance of the inclusion of peace initiatives and SALW problems in the curricula of primary, secondary, high schools and universities is of large importance. The learning process has influence on the shaping of ideas, and the perception of culture of peace. Education is the key; means to spearhead the movement towards a culture of peace.

What does Culture of Peace mean?

And how does the concept become reality? In other words, how can the ideas and ideals embraced by the term "culture of peace" be transformed into public policies and private actions that will change lives everywhere? First and foremost, a culture of peace implies a global effort to change how people think and act in order to promote peace. It means transforming conflict; preventing potentially violent conflict and rebuilding peace and confidence among peoples emerging from war. Its mission also extends beyond war situations to schools and workplaces around the world, to parliamentary chambers and newsrooms, to households and playgrounds.

I. A global movement

Building a culture of peace involves providing children and adults with an understanding of the principles of and respect for freedom, justice, democracy, human rights, tolerance, equality and solidarity. It implies a collective rejection of violence. It also implies the means and will to take part in the development of society. The Culture of Peace concept has taken shape as a broad socio-political movement, involving partners both in the UN system and beyond. Threats to peace take many forms, from the lack of respect for human rights, justice and democracy to poverty and ignorance. The Culture of Peace is a response to all such threats and seeks solutions that must come from within a society, not imposed from outside.

Implementing solutions should involve women and men at all levels of society working together on a wide cross-section of activities. Co-operation between countries in these areas can provide the stability and support necessary for lasting results. In this way, efforts to establish a culture of peace extend beyond individual sectors, communities, regions and countries - they become global.

. . . happening now

Culture of Peace is not just an idea. Since its inception, it has grown from a series of post-conflict peace-building programmes in a few countries to a major theme of UNESCO's Medium-Term Strategy (1996-2001), involving a broad range of the Organization's activities. Projects are underway in many countries, including Angola; Burundi; Côte d'Ivoire; El Salvador; Ethiopia; Haiti; Liberia; Mali; Mozambique; the Philippines; Somalia; Russia and the former Yugoslavia. They include:

- activities with parliamentarians and elected officials in the fundamentals of good governance, democracy and social justice;
- empowering women to participate in their society;
- training and social insertion of demobilised soldiers;
- development and support of media which contribute to the promotion of a culture of peace;
- civic education programmes, conflict management and leadership training; and
- promotion of democratic ideals.

II. Coordinating a culture of peace. . .

Activities under the Culture of Peace Project demand a coordinated effort by all UNESCO sectors and units, both at headquarters and in the field. The Coordinating Unit ensures that all sectors - Education, Communication, Culture and Sciences, including social sciences - participate in programmes and provide a coordinated response to the needs of Member States. In this way, it encourages and establishes wide partnerships within UNESCO and also looks beyond the Organization for other potential partners. A Networking and Information System has been designed to reflect the movement for a culture of peace. It maximises the worldwide network of actors for peace and shares its information via a web site and occasional publications.

. . . within UNESCO . . .

Individual UNESCO sectors are involved in the planning of national culture of peace projects, both at headquarters and field level in all stages of the project, from identification and implementation to evaluation. Thematic partnerships may expand from the national level to include many Member States while retaining the individuality of each country programme.

. . . and beyond

UNESCO recognises the need to look beyond the structures of its own organization for other partners to support culture of peace initiatives. These include other intergovernmental organizations and non-governmental groups already working in

the field. Joint projects are aimed at different groups in society, including young people; women; parliamentarians; mayors; mainstream and alternative media; religious and traditional leaders and the armed forces.

III. Education is the key!

UNESCO sees education as the key means to spearhead the movement towards a culture of peace. For many years, the Organization has been developing programmes to help Member States and partners introduce policies and lines of action concerning democratic citizenship and human rights into their formal and non-formal education planning. Special curricula have been developed to reinforce peace education and promote teaching for tolerance and non-violence. The UNESCO Associated Schools Project (ASP), created in 1953, is a network of schools around the world promoting education for international understanding and tolerance among children and young people. ASP is actively involved in the Culture of Peace Project, establishing a network of pilot projects to support schools in violent neighbourhoods around the world. The aim is two-fold: to promote quality education while encouraging a culture of peace and non-violence. LINGUAPAX, another UNESCO initiative, promotes the teaching of mother tongues and of national and foreign languages, a specific linguistic response to problems raised by the search for peace and the defence of human rights.

IV. Promoting dialogue between cultures . . .

Building relationships based on tolerance and solidarity between peoples distanced by cultural differences is critical. The Culture of Peace Project aims at arming peoples not with guns, but with capacity for dialogue and understanding. It calls for justice and equality of opportunities for all, especially minorities, indigenous peoples, refugees and displaced persons.

Traditional practices which contribute to peace continue to be studied, supported and included as essential elements of peace-building and development. Artists and others working in the cultural area are encouraged to make the most of their potential influence on populations by using their talents to promote peace.

. . . through UNESCO projects today

Many of UNESCO's cultural activities are being geared towards the Culture of Peace Project, promoting cultural pluralism and dialogue between cultures:

- **"East-West Intercultural Dialogue in Central Asia"** is a project which will work towards assisting the newly established International Institute for the Study of Nomadic Civilisations (Ulan Bator, Mongolia); organizing a colloquium in Kyrgyzstan next year on culture and religions in Central Asia; and helping establish an inventory of caravanserais in Central Asia.

- **"Roads of Faith"** is a programme aimed at teaching young people in plurireligious societies how to respect each other's religious backgrounds and live together in peace. This is complemented by programme actions which highlight interreligious dialogue and the contribution of religions to promoting a culture of peace.
- **The "Roads of Al-Andalus"** project promotes intercultural dialogue through a network of centres.

V. Passing on the peace message . . .

The media have a powerful impact on attitudes and behaviour in society. They play a decisive role in ensuring the freedom of opinion and information; having access to clear, truthful information is key in promoting a culture of peace. It is important to support the media in reaching this objective, especially journalists working in war zones and regions of potential conflict. Such journalists come under heavy political pressure. Independent media must fight for survival, and as they do, access to unbiased information becomes increasingly difficult for the public.

UNESCO SOS MEDIA is a programme aimed at helping independent media and facilitating the exchange of information both between media working in conflict areas and with the rest of the world. For the past five years, the Organization has been running a pilot programme to assist these journalists, supplying equipment to electronic media, newsprint to the independent press, office equipment to independent news agencies and training for journalists in most of the republics and territories of the former Yugoslavia. UNESCO plays a leading role in the UN's Special Initiative on Africa, "Peace-Building, Conflict Resolution and National Reconciliation: Communications for Peace-Building".

. . . means the freedom to do so

Further projects include the development of a media strategy, to be organized both at UN and local levels. Principally, it will provide a forum for the exchange of experiences and encourage non-violence in the media. A system whereby communities themselves can express their needs and participate in decision-making is also proposed. Promoting transparency in government activities and decisions to facilitate truthful reporting is stressed.

Supporting the establishment of conditions necessary for press freedom is crucial for paving the way towards democracy and peace. UNESCO implements projects at the request of local independent journalists, based on those, which are most urgently needed. The Organization also works closely with other UN agencies and media organizations.

VI. Promoting human rights and democracy . . .

UNESCO continues to encourage the elaboration of national strategies for both formal and non-formal education for peace-building and to raising public awareness of the need to change attitudes and behaviour to promote peace. The Organization's Division of Human Rights, Democracy and Peace assists Member States in these areas, by helping design and implement national programmes on human rights education. Working closely with the Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance, it encourages innovation in educational curricula, contents and improved teaching methods.

Emphasis is placed on evaluating national plans of action for human rights education. To do this, a survey is being carried out on existing national laws, policies and strategies in human rights education at university level. UNESCO's International Bureau of Education (IBE) will undertake observation missions aimed at encouraging the establishment of national agreements to develop education in this area. These could involve not only educators, but also journalists, producers of educational software, parliamentarians and other policy-makers.

. . . in the search for peace and tolerance . . .

A culture of peace will only succeed with mutual understanding and an open and active attitude towards diversity. With this in mind, UNESCO is preparing to consolidate regional networks for tolerance and create others; develop didactic material and educational supports which teach about tolerance and distribute them more widely; forge new partnerships in the education for tolerance area; reach more young people with programmes on tolerance and develop audio-visual programmes on tolerance with local media.

. . . with a special focus on women

Besides the mainstreaming of a gender perspective on the transdisciplinary project "Towards a Culture of Peace", the priorities for "Women and a Culture of Peace" are:

- Supporting women's initiatives for peace;
- Empowering women for democratic participation in the political process to increase their capacity and impact especially in economic and security issues; and,
- Gender sensitive socialisation and training for non-violence and egalitarian partnerships, with a special focus on boys and young men.

Annex XVII: Core Components International Youth Symposia

Each year, MAC will bring together youth involved in mine action around the world to share experiences and build capacity at International Youth Symposia. These symposia will ensure that the next generation of mine action advocates has the skills and knowledge necessary to ensure the full implementation and universalization of the Ottawa Convention. International Youth Symposia will be held in conjunction with the annual Ottawa Convention Meetings of States Parties (MSPs).

Workshops will be facilitated by experienced members and partners of the ICBL. Youth will gain skills and experience in areas such as lobbying, advocacy, fundraising, media, organizing public events, and volunteer management. The Symposia will connect youth to the wider mine action movement, provide opportunities to witness international meetings of governments, build their own network, deepen their knowledge and build their skills. Participating youth will bring the skills and knowledge gained at the symposia back to their local organizations, and will mobilize other young mine action advocates, thereby contributing to institutional strengthening of key mine action players.

The first International Youth Symposium took place 25 November-3 December 2004, alongside the landmark 2004 Nairobi Summit on a Mine-Free World in Kenya. *In Our Lifetime: The 2004 International Youth Symposium on Landmines* drew together 38 youth (ages 14-27) from 25 countries to participate in a range of capacity-building workshops, including involvement in PeaceJam.

The next International Youth Symposium will take place in Zagreb, Dubrovnik, Croatia, 28 November-2 December 2005, with a specific focus on universalization of the Ottawa Convention in regions where acceptance is generally low.

Regional Campaigners' Workshops

Youth LEAP brings together campaigners in strategic regions for one-week interactive seminars on integrating young people into anti-landmine campaign and advocacy work. MAC and ICBL staff share their experiences working with youth in mine action through participatory train-the-trainer techniques. Campaigners from these regions learn from one another and gain new skills to more effectively integrate young people in their work. Through emphasizing partnerships and skills transfer, Youth LEAP will contribute to the sustainability of the overall capacity of regional ICBL campaigns.

The first Regional Campaigners Workshop took place in Tbilisi, Georgia, in November 2004. Nine campaigners from three countries (Belarus, Georgia and Tajikistan) joined a representative of YMAAP for seminars on youth engagement and networking opportunities.

Regional Youth Capacity-Building Workshops

In addition to workshops for regional campaigns, Youth LEAP coordinates one-week participatory workshops for regional youth. Youth leaders are selected by their regional campaigns to participate in capacity building and skills development workshops. Workshops are facilitated by regional campaigners, along with MAC staff. Youth leaders return home to support the work of their local partners by mobilizing and training other youth in addition to supporting local campaign initiatives.

The first Regional Youth Capacity-Building Workshop took place in Moscow, Russian Federation, in February 2005. Youth from nine countries in the former Soviet Union (FSU) region joined three representatives of MAC and two regional campaigners for seminars on the Ottawa Convention, mine technology, strategic planning and management, facilitation, media outreach, fundraising, and other topics. Participants developed a series of project plans and established an informal network for regional youth cooperation.

Small Grants Program

Youth LEAP provides small grants to the organizations involved in its regional capacity-building workshops. These grants contribute to the work of under-resourced organizations by providing funds for the purchase of capital equipment such as computers, desks and telephone; and for the development of training modules, summer camps, volunteer outreach programming, and dialogues with officials. In 2005, MAC disbursed grants to partner campaigns in seven FSU countries: Armenia, Azerbaijan, Belarus, Georgia, Kyrgyzstan, Tajikistan, and Uzbekistan.

Working With Youth in Mine Action Resource Manual

The *Working with Youth in Mine Action Resource Manual* focuses on how to mobilize and engage young women and men as contributors to, rather than recipients of, mine action. Compiled by YMAAP consultant Rochelle Johnson with the cooperation of dozens of ICBL campaigners from around the world, the manual documents the experiences of mine action campaigns that have worked extensively with young people. The manual is an important resource for organizations around the world looking for tools and ideas to involve young people in their campaign work.

YPIMAP

YPIMAP is MAC's international internship program. YMAAP sponsors international internship placements with its partner organizations in the international movement to ban landmines. Mine Action Young Professionals work in diverse and multicultural environments to add capacity to international partners and gain valuable career-related work experience. Several Young Professionals work with campaigns involved in other aspects of Youth LEAP.

Testimonials of youth:

"I was able to build relationships with the participants from Asia and Africa, which would help me a lot in my work. Along with other delegates from South East Asia, I am planning to put up a regional network of SE Asian youth." (*Youth symposium delegate*)

"I concluded, one more time, that Ottawa Convention is necessary not only to my country but to all!" (*Youth workshop participant*)

"By interacting with the youth from mine-affected and donor countries, I realized that the problem of landmines can indeed be dealt with." (*Youth symposium delegate*)

"This week I learned a lot of new and interesting things. For example: I learned how to work in a group setting and how to present new ideas to the group." (*Youth workshop participant*)

"The week's program of workshops and discussions has equipped me with the skills, knowledge and confidence necessary to promote the cause of the anti-landmine movement creatively and effectively." (*Youth symposium delegate*)

"I met a lot of friends and each of them was from a different country. We were connected not only because we spent a lot of time together but also because we shared a common problem." (*Youth workshop participant*)

Trainer Note



In order to acquire a good background knowledge of the past and present different SALW collections and destruction methods and programs we strongly recommend you to also consult TRESA Module “Civil Society Action on SALW Control (CSA05)”.



We recommend you to also have a look at the SEESAC (South Eastern Europe Clearinghouse for the Control of Small Arms and Light Weapons) website (www.seesac.org) which provides very detailed information on different SALW collection and destruction programs.

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Annex XVIII: A very basic introduction to SALW collection and destruction

We would like to tackle an activity that usually takes place after the end of a conflict: the collection of SALW and their destruction. Youth have a particular role to play in this process, mainly through Voluntary Weapons Collection programs (VWCPs).

SALW collection and destruction efforts may take place either immediately or some time after a peace agreement or the end of hostilities/ conflict, or, in some cases these efforts may have been spurred on by an incident, such as a disastrous accident. They may also be carried out in societies 'at peace', where there are large numbers of SALW leftover from a conflict, and/or high levels of armed violence related to crime or social instability. Sometimes governments decide to destroy surplus weapons to avoid a 'leakage' of weapons out of the security services or because the costs of storing them is too high, or to correct the unwanted results of loose SALW legislation.

SALW collection

There are two types of collection programs: voluntary and coercive.

Voluntary SALW collection programs

- Can be defined as an activity where responsible government, civil society and/ or international organizations motivate individuals or groups to voluntarily surrender legal and/or illegal weapons that are not required for the purposes of national or internal security, and may be unsafe or unwanted.
- Encourage individuals or groups of people to participate based on incentives that may include amnesty, anonymity, or some material benefit in cash or in kind. Weapons collected are then either destroyed on site or stored for later destruction.

Box—Example of voluntary SALW collection programs

- **Door-to-Door collection** (e.g. in Bosnia-Herzegovina)
Soldiers went from door-to-door asking people to voluntarily turn in illegal weapons left over from the Bosnian War.
- **Weapons for Development** (e.g. in Cambodia)
Weapons were handed in in exchange for wells, duck ponds, schools, etc.
- **Tools for Arms** (e.g. in Mozambique)
Weapons, rounds of ammunition and explosives were submitted in exchange for bicycles, sewing machines, food commodities, zinc roofing sheets, construction materials and a wide range of tools. →

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- **Goods for Guns** (e.g. in El Salvador)
Civilians were encouraged to surrender their weapons in exchange for vouchers for supermarkets, shoe stores and pharmacies. The value of the vouchers provided depended on the model, condition and number of weapons turned in.

Command-oriented and coercive SALW collection programs

- Are often implemented at the end of an armed conflict, when a commander or peacekeeping force may require that all former combatants surrender their weapons for collection, safe storage and/or destruction, often as part of the Demobilization, Disarmament and Reintegration process (DD&R process).
- Also, security forces may carry out raids and operations to confiscate weapons in the pursuit of criminal groups.

On the surface, there appears to be less opportunity for civil society participation and especially that of youth in these activities because of the associated security-related concerns. **We therefore recommend youth only to become engaged in voluntary programs.**

Weapons destruction

Destroying the weapons collected in a weapons collection program is the most desirable outcome, as they ensure that these weapons will never again be misused and cause harm. Destruction further prevents the collected arms from being sold on, or being stored to be used at a later stage.

3 examples:



SALW destruction in Rio de Janeiro, Brazil¹⁰⁸



Weapons destruction in Sri Lanka.
A bulldozer crushing more than 30,000 guns in Sri Lanka
Photo credit: SASA-NET (Sri Lanka), an IANSA member.



Weapons destruction in Cambodia
Photo credit: Craig M. Bennett

However, in reality, weapons collected during SALW collection programs are usually either destroyed on site, or stored for later destruction. The methods of destruction vary. They include burning, cutting, shredding, and crushing by a vehicle; the method

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used very much depends on the local context, cost and safety. In Cambodia, for example, weapons collected were burnt in public “Flames of Peace” ceremonies, as the burning signifies to Cambodians the passing into a new life, and in this case into a more peaceful life without weapons. Reasons for why the destruction of collected weapons is preferable to their storage, for instance, will be discussed in more depth during the course of this module.

Remember: the destruction itself should always be done by experts!



Both SALW collection and destruction may at times be isolated stand-alone activities. It is, however, desirable that they are coordinated with other initiatives that seek to reduce the proliferation and/or misuse of weapons and to improve the security situation (including human security). That is why it is important not only to understand the environmental and societal contexts surrounding SALW collection and destruction, but also the policy context, specifically other measures in place to reduce the spread of weapons and their negative consequences.

SALW collection and destruction can be an integrated part of a package of measures, some or all of which are implemented together, such as:

- Demobilizing ex-combatants and reintegrating them into productive social life within a peace process.
- Passage of stricter weapons legislation (e.g. who can possess, carry and use a weapon).
- Weapons registration.
- A confidence-building measure between the government, security sector, civil society and other actors by encouraging cooperation among all groups on a certain topic (e.g. weapons collection).
- Establishment of weapons-free zones.
- Public awareness campaigns on the dangers of SALW ownership and the responsibilities of owners to prevent them from being stolen or misused.
- A policy of search and seizure.
- Overall reduction of the demand for SALW.
- A peace agreement.
- Fighting of crime.
- Poverty reduction.
- Etc.

A mixture of these different measures, together with SALW collection and destruction is often the best recipes for removing SALW permanently from a community or society, as these measures not only aim at removing and destroying SALW, but also at reducing the factors which lead to SALW ownership and misuse in the first place. Other measures related to security and development are also often implemented in conjunction with SALW collection and destruction.

Endnotes

- 1 These rules were adapted from the UNDP Sierra Leone "Arms for Development, Module II Training Workshop, Police Training School Hastings, 27.9.-02.10.2004"
- 2 For more in-depth information on SALW and development, see TRESA module SALW and Development (SAD06).
- 3 See Section X for a description of a painting exercise with children in Uganda for more details on how to do this kind of exercise.
- 4 Source: <http://www.unicef.org/crc/>, accessed 13.07.2006. UNICEF has also developed cartoons for Child Rights. They can be viewed and downloaded from: <http://www.unicef.org/crcartoons/>
- 5 We will discuss the issues of forced recruitment of children and child soldiers in more depth in Section XX "Membership in the Armed Forces"
- 6 Adapted from Stohl, R. (2002). Under the Gun. Children and Small Arms. In *African Security Review* Vol.11 No.3.
- 7 Source of data: United Kingdom: Nearly 900 youths under the age of 18 were involved in the legal system in Northern Ireland in 2004, COAV Newsroom, <http://www.coav.org.br/publique/cgi/cgilua.exe/sys/start.htm?inford=1396&tpl=printerview&sid=45>, accessed 28.12.2005
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- 11 Dowdney, L. (2005). "Neither War nor Peace, International Comparisons of Children and youth in organised armed violence", Brazil: Children in Organised and Armed Violence (COAV)
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- 13 <http://www.eldis.org/gender/dossiers/Genderviolence.htm#conflict>, accessed 05.01.2006.
- 14 Definition from Johnston, N.; Godnick, W.; Watson, Ch.; von Tangen Page, M (2005). Putting a Human Face to the Problem of Small Arms Proliferation: Gender Implications for the Effective Implementation of the UN Programme of Action to Prevent, Combat and Eradicate the Illicit Trade in Small Arms and Light Weapons in All its Aspects, International Alert.

- 15 Brett, Rachel and Irma Specht. *Young Soldiers. Why They Choose to Fight*. Geneva: ILO 2004.
- 16 The HFG Review, A Publication of the Harry Frank Guggenheim Foundation, Spring 2005 Small Arms and Light Weapons: A Call for Research, p. 5, http://www.hfg.org/hfg_review/5/hfgsmallarms.pdf, accessed 13.01.2006
- 17 The HFG Review, A Publication of the Harry Frank Guggenheim Foundation, Spring 2005 Small Arms and Light Weapons: A Call for Research, p. 20, http://www.hfg.org/hfg_review/5/hfgsmallarms.pdf, accessed 13.01.2006
- 18 McIntyre, A. & Weiss, A. (2003). Exploring Small Arms Demand. A Youth Perspective. Institute for Security Studies. ISS Paper 57.
- 19 Bajpai, K. (2000) Human Security: Concept and Measurement Columbia International Affairs, NY: Columbia University Press., http://www.nd.edu/~krocinst/ocpapers/op_19_1.PDF
- 20 For a more in depth look at this concept, see Human Security Report 2005 at <http://www.humansecurityreport.info/>. The report is also available in Spanish, French, Japanese, Russian and Arabic.
- 21 Brett, R. Specht, I. (2004). *Young Soldiers. Why They Choose to Fight*. Geneva: ILO.
- 22 For more detailed information on girls/women who had joined the armed forces and the problems they can face on their return to their old, or new communities, see TRESA Module Reintegration Strategies of Ex-Combatants (RSE06)
- 23 Brett, Rachel and Irma Specht: *Young Soldiers. Why They Choose to Fight*. Geneva: ILO 2004.
- 24 This term has increasingly been disputed and is now being replaced by the term "child combatant", as children rarely get the military training soldiers get. We will during the course of this module however use the old term.
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- 26 http://www.unicef.org/graca/a51-306_en.pdf, accessed April 21, 2005
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- 30 <http://www.child-soldiers.org/childsoldiers/voices-of-young-soldiers>, accessed 12.01.2006
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- 33 Brett, Rachel and Irma Specht: *Young Soldiers. Why They Choose to Fight*. Geneva: ILO 2004.
- 34 opcit

- 35 <http://www.child-soldiers.org/childsoldiers/voices-of-young-soldiers>, accessed, 12.01.2006
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- 41 Adapted from Rachel Brett "Girl Soldiers: Challenging the Assumptions", QUNO, 2002, pp.1-3
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- 43 Source: SALW Awareness in Schools - Towards a National Curriculum, SEESAC, February 2005, [http://www.seesac.org/reports/SALW%20in%20Schools\[Final\].pdf](http://www.seesac.org/reports/SALW%20in%20Schools[Final].pdf)
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