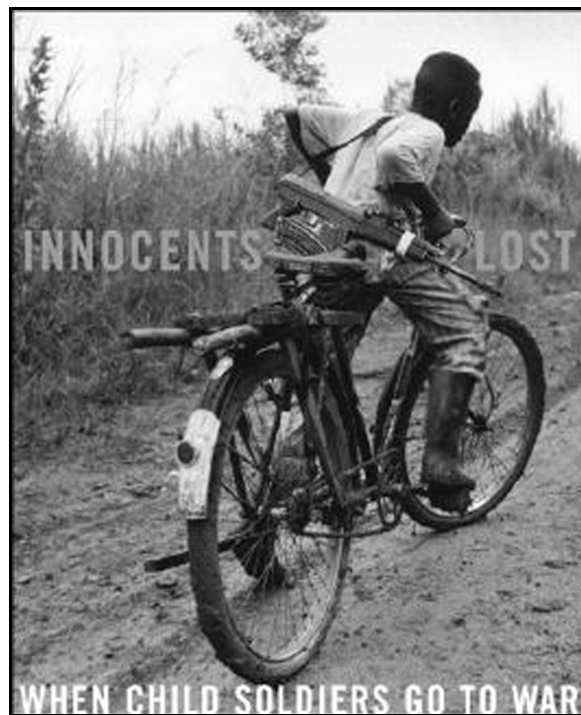


COMPANION CURRICULUM TO

INNOCENTS LOST

BY JIMMIE BRIGGS



AMNESTY INTERNATIONAL USA HUMAN RIGHTS EDUCATION PROGRAM

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FROM THE AUTHOR



The motivation for this book came out of my experience reporting on juvenile violence here in the United States. As a staff reporter for LIFE magazine and freelance writer, I spent several years looking at the lives of young people who were both perpetrating and victims of violence, usually gang and/or drug-related in places like Bed-Stuy, Baltimore, Chicago and East. St. Louis. In the spring of 1997, LIFE magazine sent myself and a colleague to the Democratic Republic of Congo, then known as Zaire. It was there that I first encountered so-called “child soldiers,” children fighting on the front lines of the civil war then erupting between the government of dictator Mobutu Sese Seko, and a guerilla movement led by Laurent Kabila. Boys and girls in uniform were serving not only as grunt soldiers, but also cooks, porters and scouts.

The process of doing this book was a six-year journey which not only challenged my notion of what childhood should be, but also the true impact of conflict. There’s a line from a poem by Edna St. Vincent Millay where she wrote about childhood being “the kingdom where nobody dies.” Yet, for millions of children throughout the world death and loss are the consuming themes of youth.

There were two levels of risks involved in doing my book. The first was physical. Of course, there were more than a few situations where my life was in physical danger. More than I care to think about, I saw people killed or severely wounded. Some were children and many were victims of children perpetrating violence against others. Those images and feelings stay with you, always. The second level of involved risk is the more difficult, though. That is the level of emotional trauma.

During one of my early trips to Northern Uganda to document the war there spurred by the Lord’s Resistance Army (LRA), a Ugandan man told me that “if a dying man tells you a story and you don’t pass it on, you’ll be haunted.” For a time, I was, as I didn’t know how to process and release the stories I was reporting and in many cases experiencing firsthand. Doing a project like this teaches one that most violent things capable of being done by mankind are by its smallest members, children.

Of course, there are dramatic differences in terms of scope and severity between juvenile violence here in the United States and the wars faced by children overseas. Still, there are parallels between the two in terms of the traumas endured as well as recruitment processes. Unquestionably, there are lessons to be taken and shared in both situations.

I set about writing my book with the hope that if concerned people could figure out a way to protect children from participation in conflict, then maybe there was a chance to stop adults. In the months since publication of “Innocents Lost,” I often find myself questioning if the goals were unrealistic to begin with. At best, I hope it plants seeds of peace and tolerance among youth destined to be leaders in the future. Whenever the opportunity arises, I commit myself to talking with children and youth from college-age to middle school about the issues addressed in this book, and faced by their counterparts throughout the world. If a nine-year-old in East New York can see herself or himself in the lives of kids depicted in “Innocents Lost,” a major step has been taken. Through public advocacy, I’m striving to highlight those connections even for youth whose life experience might outwardly seem too distant from those in places such as Uganda, Colombia, Sri Lanka, and other war-wracked nations.

Sincerely,

Jimmie Briggs



QUESTION	How does involving youth in conflict violate international human rights law?
TIME	One class
OVERVIEW	<p>In this lesson, students will be introduced to the use of children in armed conflict and how it violates international human rights law. Students will demonstrate any prior knowledge (or lack thereof) through an introductory activity in which they will narrate a photo essay with the photographs provided. Students will learn about international human rights law and get background information on Afghanistan through a brief lecture and then explore the issue further through selected readings in, <i>Innocents Lost</i>. Students will then synthesize their knowledge by connecting elements of the selected readings to the Convention on the Rights of the Child (CRC) and the Optional Protocol.</p>
OBJECTIVES	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate knowledge of the CRC by defining its purpose - Demonstrate comprehension of recent Afghan history by explaining the conflict - Analyze why the use of children as combatants is a violation of human rights by answering questions as homework - Evaluate violations of the rights of children in the readings and compare to their own lives by answering questions in the homework
PREPARATION	<p>Resources and Materials</p> <ul style="list-style-type: none"> • <i>Innocents Lost</i>, by Jimmie Briggs (Chapter 5, pages: 147, 150-152, 156-157, and 162-169) • Handout 1.1 – Applied Scenarios • Handout 1.2 – Convention on the Rights of the Child • Handout 1.3 – Critical Questioning • Reference 1.A – The CRC and the Optional Protocol • Reference 1.B – Afghanistan: Context and Facts
PROCEDURE	<ol style="list-style-type: none"> 1. As students enter the room, hand them one of the Applied Scenarios as to divide the groups into groups of about 4 students. Inform students that they are to read the instructions and be prepared to present in 5 minutes. Allow each group to present their photo essay and take note of what prior knowledge students have of child soldiers. 2. Inform students that they will be starting a new unit on child soldiers and ask questions to ascertain any other prior knowledge they might have. Introduce the book, <i>Innocents Lost</i>, and provide a brief background on the author and the purpose/basic premise of the book. 3. Give each student copies of <i>Handout 1.2</i> and <i>Handout 1.3</i>. Briefly lecture students on the the CRC and the Optional Protocol (See <i>Reference 1.A</i>). Give students a brief overview on the situation in Afghanistan from <i>Reference 1.B</i>. 4. Read the selected readings from chapter 5 of <i>Innocents Lost</i> aloud.



5. As a class, read through the CRC and the Optional Protocol and discuss how enlisting child soldiers and specifically the situations they just read and learned about violate it.

HOMEWORK Handout 1.3 – Critical Questioning

EXTENSION Give students a blank world map and have them locate and label each country where child soldiers are used. A visual representation, by region, of each of these countries can be found at the website: www.child-soldiers.org/regions/

RESOURCES

Articles

“Afghanistan: UN making progress in disarmament of child soldiers.” UN Office for the Coordination of Humanitarian Affairs. June 30, 2004

www.irinnews.org/report.asp?ReportID=41934&SelectRegion=Central_Asia&SelectCountry=AFGHANISTAN

“Children on the Frontline: Child Soldiers in Afghanistan.” Center for Defence Information. Oct. 15, 2001

www.cdi.org/terrorism/childsoldiers.cfm

“The Child Soldiers.” Time Asia. Nov. 12, 2001

www.time.com/time/asia/news/magazine/0,9754,182805,00.html

Movies and Documentaries

***Child Soldiers: Invisible Combatants*. 29 mins. ADM: 1997**

www.cdi.org/adm/1042/

Music

Emmanuel Jal, “Ceasefire”

www.npr.org/templates/story/story.php?storyId=4950821

Radio Addresses on National Public Radio

“International Slavery.” April 18, 2001

www.npr.org/templates/story/story.php?storyId=1121622

“Mary Robinson.” September 13, 2000

www.npr.org/templates/story/story.php?storyId=1111434

“US – UN.” November 19, 1999

www.npr.org/templates/story/story.php?storyId=1066880

“Boy Soldiers.” June 7, 2000

www.npr.org/templates/story/story.php?storyId=1075147

Online Resources

Amnesty International – Children’s Rights

www.amnestyusa.org/children/document.do?id=B0275B42F3B4C25380256900006933EF

Amnesty International – Children’s Rights Resources

www.amnestyusa.org/children/links.html

Roots of Our Future: The Human Rights of Children. THIRD Annual Human Rights Summit at SFSU 2006

<http://humanrights.sfsu.edu/documents/crc2006.doc>



SCENARIO #1

Imagine the Following Scenario: You've gotten a summer job at a local newspaper. One day your boss brings some boxes to you and asks you to organize the contents into themes. As you are separating stories, memos, notes, etc. you come across a series of photographs. You know that photo essays are one method used to tell a story, but there is nothing else in the box that gives you an indication of what that story might be. Your boss is out to lunch so you are left to figure out what the photographs mean on your own.

Please take **5 minutes** to invent a storyline, in as much detail as you can, to connect these photographs together. One person in your group should be prepared to present the story to the class.

SCENARIO #2

Imagine the Following Scenario: You've gotten a summer job at a national magazine that reports on current events. One day your boss brings you a box of photographs and asks you to organize the contents into themes. She tells you that photo essays are one method the magazine uses to tell a story and they want one for the upcoming issue. Most of the photos are labeled and the subjects are fairly obvious so you separate them into locations, people, etc. You come across a series that is not labeled and there is nothing else in the box that gives you an indication of what that story might be. Your boss is out to lunch so you are left to figure out what the photographs mean on your own.

Please take **5 minutes** to invent a storyline, in as much detail as you can, to connect these photographs together. One person in your group should be prepared to present the story to the class.



**CONVENTION
ON THE RIGHTS
OF THE CHILD**

Adopted and opened for signature, ratification and accession
by General Assembly resolution 44/25 of 20 November 1989
entry into force 2 September 1990

PREAMBLE

The preamble recalls the basic principles of the United Nations and specific provisions of certain relevant human rights treaties and proclamations. It reaffirms the fact that children, because of their vulnerability, need special care and protection, and it places special emphasis on the primary caring and protective responsibility of the family. It also reaffirms the need for legal and other protection of the child before and after birth, the importance of respect for the cultural values of the child's community, and the vital role of international cooperation in securing children's rights.

ARTICLES

Article 1:

Definition of a child

A child is recognized as a person under 18, unless national laws recognize the age of majority earlier.

Article 2:

Non-discrimination

All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights.

Article 3:

Best interests of the child

All actions concerning the child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents, or others charged with that responsibility, fail to do so.

Article 4:

Implementation of rights

The State must do all it can to implement the rights contained in the Convention.

Article 5:

Parental guidance and the child's evolving capacities

The State must respect the rights and responsibilities of parents and the extended family to provide guidance for the child which is appropriate to her or his evolving capacities.

Article 6:

Survival and development

Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development.

Article 7:

Name and nationality

The child has the right to a name at birth. The child also has the right to acquire a nationality and, as far as possible, to know his or her parents and be cared for by them.

Article 8:

Preservation of identity

The State has an obligation to protect, and if necessary, re-establish basic aspects of the child's identity. This includes name, nationality and family ties.

Article 9:

Separation from parents

The child has a right to live with his or her parents unless this is deemed to be incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.

Article 10:

Family reunification

Children and their parents have the right to leave any country and to enter their own for purposes of reunion or the maintenance of the child-parent relationship.

Article 11:

Illicit transfer and non-return

The State has an obligation to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.



Article 12:

The child's opinion

The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.

Article 13:

Freedom of expression

The child has the right to express his or her views, obtain information, make ideas or information known, regardless of frontiers.

Article 14:

Freedom of thought, conscience and religion

The State shall respect the child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

Article 15:

Freedom of association

Children have a right to meet with others, and to join or form associations.

Article 16:

Protection of privacy

Children have the right to protection from interference with privacy, family, home and correspondence, and from libel or slander.

Article 17:

Access to appropriate information

The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social and cultural benefit to the child, and take steps to protect him or her from harmful materials.

Article 18:

Parental responsibilities

Parents have joint primary responsibility for raising the child, and the State shall support them in this.

The State shall provide appropriate assistance to parents in child-raising.

Article 19:

Protection from abuse and neglect

The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programmes for the prevention of abuse and the treatment of victims.

Article 20:

Protection of a child without family

The State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background.

Article 21:

Adoption

In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interests of the child, and then only with the authorization of competent authorities, and safeguards for the child.

Article 22:

Refugee children

Special protection shall be granted to a refugee child or to a child seeking refugee status. It is the State's obligation to co-operate with competent organizations which provide such protection and assistance.

Article 23:

Disabled children

A disabled child has the right to special care, education and training to help him or her enjoy a full and decent life in dignity and achieve the greatest degree of self-reliance and social integration possible.

Article 24:

Health and health services

The child has a right to the highest standard of health and medical care attainable. States shall place special emphasis on the provision of primary and preventive health care, public health education and the reduction of infant mortality. They shall encourage international cooperation in this regard and strive to see that no child is deprived of access to effective health services.

Article 25:

Periodic review of placement

A child who is placed by the State for reasons of care, protection or treatment is entitled to have that placement evaluated regularly.

Article 26:

Social security

The child has the right to benefit from social security including social insurance.

Article 27:

Standard of living

Every child has the right to a standard of living adequate for his or her physical, mental, spiritual, moral and social development. Parents have the primary responsibility to ensure that the child has an adequate standard of living. The State's duty is to ensure that this responsibility can be fulfilled, and is. State responsibility can include material assistance to parents and their children.

Article 28:

Education

The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education available to all on the basis of capacity. School discipline



shall be consistent with the child's rights and dignity. The State shall engage in international co-operation to implement this right.

Article 29:

Aims of education

Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.

Article 30:

Children of minorities or indigenous populations

Children of minority communities and indigenous populations have the right to enjoy their own culture and to practise their own religion and language.

Article 31:

Leisure, recreation and cultural activities

The child has the right to leisure, play and participation in cultural and artistic activities.

Article 32:

Child labor

The child has the right to be protected from work that threatens his or her health, education or development. The State shall set minimum ages for employment and regulate working conditions.

Article 33:

Drug abuse

Children have the right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.

Article 34:

Sexual exploitation

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Article 35:

Sale, trafficking and abduction

It is the State's obligation to make every effort to prevent the sale, trafficking and abduction of children.

Article 36:

Other forms of exploitation

The child has the right to protection from all forms of exploitation prejudicial to any aspects of the child's welfare not covered in articles 32, 33, 34 and 35.

Article 37:

Torture and deprivation of liberty

No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Both capital punishment and life imprisonment without the possibility of release are prohibited for offences committed by persons below 18 years. Any child deprived of liberty shall be separated from adults unless it is considered in the child's best interests not to do so. A child who is detained shall have legal and other assistance as well as contact with the family.

Article 38:

Armed conflicts

States Parties shall take all feasible measures to ensure that children under 15 years of age have no direct part in hostilities. No child below 15 shall be recruited into the armed forces. States shall also ensure the protection and care of children who are affected by armed conflict as described in relevant international law.

Article 39:

Rehabilitative care

The State has an obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate

treatment for their recovery and social reintegration.

Article 40:

Administration of juvenile justice

A child in conflict with the law has the right to treatment which promotes the child's sense of dignity and worth, takes the child's age into account and aims at his or her reintegration into society. The child is entitled to basic guarantees as well as legal or other assistance for his or her defence.

Judicial proceedings and institutional placements shall be avoided wherever possible.

Article 41:

Respect for higher standards

Wherever standards set in applicable national and international law relevant to the rights of the child that are higher than those in this Convention, the higher standard shall always apply.

**CONTEXTUAL****PLEASE ANSWER THE FOLLOWING QUESTIONS:**

1. After looking at the Convention on the Rights of the Child (CRC), what are some rights that can *only* really apply to children? How are children's rights different than basic human rights?
2. According to the CRC, whose responsibility is it to protect children's rights?
3. According to the chapter(s) read to you from *Innocents Lost*, why are child soldiers fighting in Afghanistan? Why is it a problem, and what will happen to the children when/if they survive combat?
4. What specific rights have been taken away from children living in Afghanistan?

CRITICAL THINKING

5. Which children's human rights does the recruitment of child soldiers violate? What, if any, rights do child soldiers still have?
6. Many articles in the CRC mention parents and/or caregivers. Why is family so important to the protection of children's rights? How are children more vulnerable when they do not have a parent/guardian?
7. What does the act of taking away child soldiers from their parents do to the child's rights? Do child soldiers have any protection when they are enlisted?
8. Why are children particularly vulnerable to becoming soldiers in certain countries?

EXTENSION

9. From what you already know, do you think many countries acknowledge children's human rights? In your own experience, do the people in your life respect children's rights (written in the CRC)?
10. Should there be different children's human rights for boys and for girls? Why or why not?
11. Are there any rights that are not mentioned in the CRC, but you think should be?



CONVENTION ON THE RIGHTS OF THE CHILD

On November 20, 1989, the United Nations adopted the Convention on the Rights of the Child, a landmark for human rights. Here for the first time was a treaty that sought to address the particular human rights of children and to set minimum standards for the protection of their rights. It is the only international treaty to guarantee civil and political rights as well as economic, social, and cultural rights.

The Convention on the Rights of the Child is the most widely accepted human rights treaty - of all the United Nations member states, only the United States and the collapsed state of Somalia have not ratified it. The United States continues to lead a defensive action against Children's human Rights lobbying against further measures designed to protect children - most recently against efforts to stop the use of child soldiers.

The last 10 years have seen an enormous growth in awareness of children's rights. Although children's human rights are still a long way from realization – this is a powerful tool for campaigning for the protection of children's human rights in the almost worldwide acceptance of the Convention on the Rights of the Child.

Inspired by the CRC, numerous countries have established and further strengthened laws protecting children in the family and community. Belgium and Germany extended national jurisdiction in cases of child prostitution and pornography by prosecuting individuals involved in "sex tourism." In Sri Lanka, the parliament unanimously passed four bills to radically change existing laws related to child abuse, child labor, and adoption. The Romanian government amended its laws so that the Romanian Committee on Adoptions, a government body chaired by the Ministry of Health, is now the only institution in control of inter-country adoptions, making "private" adoptions illegal.

In Rwanda, UNICEF and the International Committee of the Red Cross have used provisions of the CRC as the basis of their program to transfer some of the children accused of genocide and murder out of the overcrowded adult prisons and into rehabilitation centers.

The CRC has become a living document as it is used to actively promote and enforce children's human rights. Although not fully utilized by all ratifying countries, initial implementation of the CRC reveals its great potential.

Source: www.amnestyusa.org/children/crn_crc.html

OPTIONAL PROTOCOL

In response to growing international pressure to prevent the involvement of children in armed conflicts the UN Commission on Human Rights decided in 1994 to draft an optional protocol on the involvement of children in armed conflicts which would raise the age in which children can be involved in conflict from 15 (in the CRC). Key issues under discussion are whether the prohibition on participation in hostilities should be limited to taking a "direct part in hostilities" or should include taking "any part" in hostilities and the minimum age for voluntary recruitment into government armed forces. Article 38 of the Convention on the Rights of the Child prohibits children under 15 from taking a 'direct part' in hostilities while Additional Protocol II to the 1949 Geneva Convention applicable to internal armed conflict situations, does not include this qualification, stating that children should not be "allowed to take part in hostilities".

The issue, however, which is causing most controversy, is whether the age specified in the text should be 18 years or a lower age. At the Working Group's third session in January 1997 the USA refused to accept a consensus on a minimum age of 18 years for participation in hostilities, While the USA was not alone in preferring the age of 17 years. The USA's position is somewhat ironic given that the protocol is optional and can only be ratified by states which are parties to the Convention on the Rights of the Child.

Source: www.amnestyusa.org/children/document.do?id=0A299D7CC2963C0C8025690000692D06



AFGHANISTAN

“Dry, landlocked, and extremely mountainous with no obvious natural resources of interest to the outside world, Afghanistan has been involved or surrounded by conflict for much of its history. Its value has always been in serving as a central trade route between the Middle East and Central and South Asia, most recently for opium and human trafficking. The British and Russian Empires fought for control over it in the so-called Great Game of the nineteenth century, and more than a hundred years later an invasion by the Soviet Union in 1979 plunged it into a perpetual civil war up through the September 11 attacks.

Following the withdrawal of the Soviet army and their support of a puppet communist regime in 1989, a U.S.-backed Islamic insurgency took control and eventually evolved into the anti-Western, terrorist-friendly Taliban government. The Northern Alliance was the Afghan opposition created in response to the Taliban and led by Masood, a charismatic figure who was assassinated on September 9, 2001, by suspected Taliban agents.

Since the fall of the Taliban, Afghanistan has resumed its production of opium, which stopped after their ascendance to power. Today the nation is the world’s largest supplier of the drug.

More than five million people have been displaced in the recent era of fighting since 1979, half of them children, and nearly two million Afghans have died. Significantly, both the Northern Alliance and the Taliban used children, for the most part boys, throughout their struggles.”

FACTS FROM THE BOOK

- The first uniformed US soldier to die in Afghanistan under Operation Enduring Freedom (response to 9-11) was shot by a child soldier
- An estimated 10% of world’s fighting forces are under 18 years old
- The US is only one of two countries that has not ratified the Convention on the Rights of the Child
- 13 more ratifications are needed to bring the International Criminal Court into existence
- Small arms kill half a million people each year
- Afghanistan has an estimated 10 million light weapons
- In Africa, illegal guns fuel 20 conflicts taking place
- Of the 17 countries targeted in a 2003 report on the use of child soldiers, 14 received military aid from the US, including Afghanistan, Colombia, Sri Lanka, Uganda, and Rwanda
- A 1999 study by the Red Cross found that 76% of people surveyed in Afghanistan believed a soldier should be at least 20 years old; 67% of those fighting felt the same
- UNICEF reported that between 5,000 and 10,000 young men, ages 14 to 18 continue to fight in Afghanistan

Source: *Innocents Lost*, Chapter 5



QUESTION	How does small arms trade affect the role of youth in conflict?
TIME	One class
OVERVIEW	In this lesson, students will learn about how trade in small arms affects the role of children in armed conflict. Students will learn basic information about the small arms trade and the conflict in Uganda in a brief lecture then read more in depth on the situation in Uganda in Chapter 4 of <i>Innocents Lost</i> . Students will demonstrate what they have learned and read by extending their knowledge into an applied scenario in which they will be asked to write “talking points” on why small arms trade should be restricted to curb the use of child soldiers.
OBJECTIVES	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate comprehension current events in Uganda by explaining the recent conflicts - Demonstrate comprehension of the connections between small arms and child soldiers by answering questions - Synthesize lecture notes into a concise argument against the small arms trade in an Applied Scenario
PREPARATION	<p>Resources and Materials</p> <ul style="list-style-type: none"> • <i>Innocents Lost</i>, by Jimmie Briggs – Chapter 4 pages: 115-125 (<i>Another Country: Life in Northern Uganda</i>) • Handout 2.1 – Applied Scenarios • Handout 2.2 – Critical Questioning • Reference 2.A – Uganda: Context and Facts • Reference 2.B – Small Arms Trade
PROCEDURE	<ol style="list-style-type: none"> 1. Begin the lesson by briefing students on the background of the conflict in Uganda (See <i>Reference 2.A</i>) 2. Read the selected pages from chapter 4 of <i>Innocents Lost</i> aloud. Allow students to give free response to what they just listened to or ask any questions they might have. 3. Begin the lecture on small arms trade, how it affects child soldiers, and the larger issue of corporate responsibility (See <i>Reference 2.B</i>). 4. Divide the class into small groups of about 4 students each. Give each group one of the Applied Scenarios. They will have 15 minutes to read the directions and prepare to present to the class. 5. Allow each group to share their “talking points” with the class. Compile a list on the blackboard or overhead projector. Make sure students note important points that they did not come up with in their own group.



6. Ask the class if they think there are any solutions to this problem and if they really were part of a youth delegation, how they might go about advocating for these changes.

HOMEWORK Handout 2.2 – Critical Questioning

EXTENSION Explore the role of the arms trade in facilitating human rights abuses deeper with *Making a Killing: An Arms Deal Simulation and Training* at:
www.amnestyusa.org/education/lessonplans/lessonplan.php?id=22

RESOURCES

Articles

- “**Small Arms and Human Rights: The Need for Global Action.**” Human Rights Watch
<http://hrw.org/backgrounder/arms/small-arms-070703-03.htm>
- “**Small arms: Keeping Africa at war?**” BBC News. July 23, 2001
http://news.bbc.co.uk/1/hi/talking_point/debates/african/1441537.stm
- “**Uganda: Child Night Commuters.**” Amnesty International. Nov. 18, 2005
<http://web.amnesty.org/library/Index/ENGAFR590132005?open&of=ENG-364>

Music

- Samite, Embalasa.** “Healing Scars of Child Soldiers, HIV.”
www.npr.org/templates/story/story.php?storyId=5291687

Movies and Documentaries

- Lord of War.** 122 mins. Lions Gate Films: 2005
www.lordofwarthemovie.com/

Radio Addresses

- “**Children at War.**” January 12, 2005
www.npr.org/templates/story/story.php?storyId=4280681
- “**Child Soldiers of the Lord’s Resistance Army.**” August 9, 2005
www.npr.org/templates/story/story.php?storyId=4791635
- “**Kidnappings in Uganda Rise.**” August 18, 2003
www.npr.org/templates/story/story.php?storyId=1399907
- “**Lord of War: An Arms Dealer as Hero.**” September 16, 2005
www.npr.org/templates/story/story.php?storyId=4851189
- “**Proliferation of Small Arms.**” July 10, 2003
www.npr.org/templates/story/story.php?storyId=1329188

Online Resources

- Amnesty International – Corporate Social Responsibility**
www.amnesty.ie/content/view/full/769/
- Amnesty International – International Trade in Arms and Military Training**
www.amnestyusa.org/arms_trade/index.do
- Amnesty International – Lord of War**
www.amnestyusa.org/lordofwar/
- United Nations Conference on the Illicit Trade in Small Arms and Light Weapons in All Aspects**
<http://disarmament.un.org/cab/smallarms/>

**SCENARIO #1**

Imagine the Following Scenario: Your school has been chosen to represent your district in a youth delegation that will travel to Washington, DC to advocate against international trade in small arms. Your class is known to be the brightest and although you have just recently begun learning about this issue, the principal is confident that your class is the best choice. The principal will come to your classroom in **15 minutes** to hear what you have to say about the small arms trade as it relates to child soldiers, and will choose one member of the class to represent the school. Please prepare a list of talking points to present to the principal so s/he can judge whose argument is most convincing and articulate and determine who will be the delegate that will go to DC to represent the school. Organize your talking points around an introduction, facts, analyses of different sides of the debate with rebuttal, and draw a conclusion that includes one recommendation to the policy makers.

*(A talking points memo is a strategy used by politicians and representatives of organizations to simplify the points of their argument or views on an issue so that comments on that issue stay consistent no matter who is talking or to whom they are talking to).

SCENARIO #2

Imagine the Following Scenario: After the lesson today on the affects small arms trade has on the use of child soldiers. You and your classmates decide to take action. As your group is deciding how they can help, one of you notices a newspaper headline talking about the small arms trade. You all decide to write letters-to-the-editor. Unfortunately (or fortunately) school is over soon and you don't have much time to collaborate on the writing. To make sure your letters are all consistent but reflect your own voices, you decide to come up with a list of talking points and then write the letters individually when you get home. Please prepare a list of talking points that includes an introduction, facts, and an analysis of the different sides of the debate (with rebuttal). Draw a conclusion that includes one recommendation to the policy makers. You have **15 minutes** to draft your list.

*(A talking points memo is a strategy used by politicians and representatives of organizations to simplify the points of their argument or views on an issue so that comments on that issue stay consistent no matter who is talking or to whom they are talking to).

**PLEASE ANSWER THE FOLLOWING QUESTIONS:****CONTEXTUAL**

1. After reading about Owo Peter, the ex-child soldier in *Innocents Lost*, you can see the difficulties child soldiers face even if they survive combat. What are Peter's options now? What are some reasons why he can never return to his previous life?
2. From what you have read about the Lord's Resistance Army (LRA), what options – if any – are children left with when they are captured by the army?
3. Do many child soldiers understand why they are fighting? What have you read that supports your response?

CRITICAL THINKING

4. According to what was read to you from *Innocents Lost* about the situation in Uganda, who appear to be the victims? Who are the culprits? Is the government's army helping or creating more problems?
5. What makes the small arms trade Africa so complicated? Is it possible to place the blame on one specific group/individual? Where does the problem start (industrialized countries, corrupt leaders, negligent African governments, warlords, rebels)?
6. Do you think industrialized countries, such as the US, should stop selling arms to African countries? Would this help stop the conflict?

EXTENSION

7. Why is the use of small arms in many cases more dangerous than the use of larger, more technologically advanced weaponry?
8. Can/should countries that sell small arms to countries in conflict be partially blamed for the killings that take place as a result?
9. Why is counseling important for ex-child soldiers in Uganda and other similar war-torn regions?



UGANDA

First explored by European and Arab traders in the mid-1800's, Uganda was formally incorporated into the British Empire in 1890. British Prime Minister Winston Churchill nicknamed it the "Pearl of Africa." The country finally became independent on October 9, 1962. Twice the size of the state of Pennsylvania, it is bordered by five countries, only two of which are at peace. Over a dozen ethnic groups live in Uganda, with none having a sizable majority. The Acholis, of which Joseph Kony was a member, comprised only 4 percent of the population of seven million.

Nine years after independence, army general Idi Amin overthrew the government of Milton Obote and throughout the 1970s led the country with a notoriously cruel and, expelling thousands of Indian residents and murdering political dissidents and civilians. In 1979, Tanzanian soldiers allied with the Uganda National Liberation Army succeeded in ousting Amin and marched into the capital, Kampala. After a succession of short-lived regimes, Yoweri Museveni took over in 1986 and has been president ever since.

When Museveni came to power in 1986, disaffected Acholi in the military left its ranks and started a resistance force, the Ugandan People's Democratic Army (UPDA). The momentum of this movement fluctuated constantly in the face of demoralization and failure to gain ground. During this time a woman named Alice Auma arrived in the forefront of Acholi resistance. Some accounts establish a familial link between Alice and Joseph. Claiming to be a prophetess, she called herself Alice Lakwena and established a movement inspired by the Holy Spirit of God. Her belief was that the Acholi could succeed in defeating Museveni's government by casting off the witchcraft and spiritualism embedded in their culture.

Support of Alice Lakwena's Holy Spirit Mobile Force grew among the Acholi, particularly the youth. In the meantime Kony was thought to have become possessed by spirits. Instead of the typical route of calling in a witch doctor for a cure, he became a spiritual figure, or medium. To the surprise of many, Lakwena scored several key victories on the battlefield against the government's forces and began a march toward Kampala, south of Gulu and Acholiland. Joseph Kony seized upon this opportunity to recruit UPDA and Holy Spirit remnants for his own movement. In 1997, when Lakwena was defeated in Jinja, an hour away from Kampala, and fled to Kenya, Kony became leader of the Holy Spirit Mobile Force II, which eventually became the Lord's Resistance Army.

FACTS FROM THE BOOK

- Approximately 10,000 children have been enlisted or abducted into the Holy Spirit Mobile Force/LRA since 1986
- LRA forces abduct children in night raids to gain new recruits
- Between 1997 and 1999, nearly 4,000 children were abducted

Source: *Innocents Lost*, Chapter 4

**SMALL ARMS
TRADE**

- **Top Five Arms Exporters** (Worldwide, 2004)
 - #1 - United States (\$18.55 billion)
 - #2 - Russia (\$4.6 billion)
 - #3 - France (\$4.4 billion)
 - #4 - United Kingdom (\$1.9 billion)
- **Authorized Small Arms Sales** (Worldwide, Annual): **\$4 billion** (estimate)
- **Illicit Small Arms Sales** (Worldwide, Annual): 10-20% of the total trade in small arms (estimate)
- **Number of Known Small Arms-Producing Countries** (Worldwide, 2003): **92** (estimate)
- **Number of Known Small Arms-Producing Companies** (Worldwide, 2003): **1,249** (estimate)

Source: Small Arms Survey 2004

Small arms are used to kill and injure children and other civilians in armed conflicts and countries at peace. In 1999 alone, Colombia's children were victims of 1,333 homicides, 58 accidents, and 16 suicides in which small arms were used. Between 1987 and 2001, 467 children died in the Israel-Palestine armed conflict as a result of gun-related violence. During the same period, 3,937 children were killed by firearms in the state of Rio de Janeiro. Small arms are also used to commit human rights abuses and cause psychosocial trauma to thousands of children. Children witnessing sustained gun violence can suffer traumatic life-changing effects, which can serve as a key determinant on the decision to become a combatant at an early age, or take up a life based on the gun.

Approximately 12.8 million refugees and 23 million displaced persons - half of them children - have been forced to flee due in large part to violence and conflict fuelled by small arms.

Children are often recruited for armed service directly from schools, either through kidnappings or coercion. The weight and size of small arms makes them easy for children to use and encourages the use of children as combatants. A child as young as eight years of age can easily be taught to fire an assault rifle.

In some regions, these weapons may create a culture of violence that traps whole societies in an endless cycle of war and conflict. In Iraq, children have been militarized and taught to rely on small arms as tools of dominance and power. Economic instability and lack of economic opportunity deny children, especially adolescents, access to support services and skills training.

Unlike weapons of mass destruction, small arms and many light weapons have legitimate military, law enforcement, and/or sporting and recreational uses so stemming the flow of these weapons is incredibly difficult. Due to their uses, the outright bans on manufacture, stockpiling and sales imposed - with some success - on landmines and chemical and biological weapons are not an option. Instead, the diversion and misuse of SA/LW without unduly infringing upon legitimate use and trade is attempted.

Governments can reduce the supply of, and demand for, these weapons by enacting stronger export and border controls, safeguarding (or destroying) stockpiles, dismantling trafficking networks, and addressing the root causes of the civil conflicts.

Source: www.amnestyusa.org/lordofwar/finalchildren.html



QUESTION	Does the role of girls in armed conflict differ from that of boys?
TIME	One class
OVERVIEW	In this lesson, students will discuss the different roles that young girls and young boys play in armed conflict. In small groups, students will brainstorm what they think, if any, the differences in gender roles are. They will then learn background information on Sri Lanka through a brief lecture and then explore the situation of girl combatants further through selected readings in <i>Innocents Lost</i> . Students will return to their small groups and synthesize their knowledge by answering the question, “Should girl combatants be afforded additional provisions in international human rights law?” through mock interviews.
OBJECTIVES	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate comprehension of the recent history of Sri Lanka by explaining the conflict - Demonstrate comprehension of the different ways in which girls and boys are affected by armed conflict - Synthesize lecture notes and acquired knowledge of the role of girls in armed conflict by developing and presenting mock interviews
PREPARATION	<p>Resources and Materials</p> <ul style="list-style-type: none"> • <i>Innocents Lost</i>, by Jimmie Briggs – Chapter 3 pages:81-83, 91-101 (<i>Ida</i> and <i>A Tamil Camp</i>) • Handout 3.1 – Applied Scenarios • Handout 3.2 – Critical Questioning • Reference 3.A – Girls in Conflict • Reference 3. B – Sri Lanka: Context and Facts • Large sheets of paper, such as butcher paper
PROCEDURE	<ol style="list-style-type: none"> 1. As students enter the room, divide them into an even number of small groups with 3-4 students in each. Have students brainstorm the differences in the roles of girls and boys in conflict on a large sheet of paper. Allow 5 minutes and then have each group present what they said and compile a list on the blackboard or overhead projector. 2. Briefly lecture on the situation in Sri Lanka, international human rights law, and the role of girls in armed conflict (<i>See Reference 3.A</i>). Read the selected pages chapter 3 from <i>Innocents Lost</i>. 3. Revisit the thoughts students brainstormed on the different roles girls and boys play in armed combat. Add or cross-out any ideas that have changed after the reading. 4. In the same small groups as before, hand out an Applied Scenario to each group (<i>See Handout 3.1</i>). Students should read through the scenario and select one member of the group to present to the entire class after 15 minutes. Remind students of how much time they have when there is 10 minutes, 5 minutes, and 2 minutes remaining.



5. Begin with the representatives that had scenarios A.1 and A.2. Ask one representative from each of the group to begin their interview by introducing themselves and then proceeding. Repeat for all groups that had Scenario A, then repeat for all groups that had Scenario B.

6. To close the lesson, ask students how their knowledge and opinions of girls in armed conflict changed during the lesson. Ask the students to take a vote on whether or not girls need special provisions in international human rights law.

HOMEWORK Handout 3.2 – Critical Questioning

EXTENSION Extension Activity TBD

RESOURCES

Articles

“Analysis: Sri Lanka’s child soldiers.” BBC News. January 31, 2003

http://news.bbc.co.uk/2/hi/south_asia/2713035.stm

“Child Soldiers: What about the girls?” The Bulletin. Sept/Oct. 2001

www.thebulletin.org/article.php?art_ofn=so01mazurana

“Group slams use of girl soldiers.” BBC News. March 4, 2004

<http://news.bbc.co.uk/2/hi/africa/3531641.stm>

“Sri Lanka: Tamil Tigers Forcibly Recruit Child Soldiers.” Human Rights Watch. November 11, 2004

<http://hrw.org/english/docs/2004/11/10/slanka9651.htm>

Music

M.I.A. Arular. Rapper and Daughter of a Revolution.

www.npr.org/templates/story/story.php?storyId=4635471

M.I.A. “Activism with a DIY Hip-Hop Beat.”

www.npr.org/templates/story/story.php?storyId=4532506

Radio Addresses

“Innocents Lost: Saving Child Soldiers.” August 9, 2005

www.npr.org/templates/story/story.php?storyId=4791597

“Tamil Rebels Consolidate Power.” January 21, 2004

www.npr.org/templates/story/story.php?storyId=1610045

“U.N. Report on Child Soldiers.” February 16, 2005

www.npr.org/templates/story/story.php?storyId=4501720

Online Resources

Amnesty International – Child Soldiers

<http://web.amnesty.org/pages/childsoldiers-index-eng>

Human Rights Watch – Living in Fear: Child Soldiers and the Tamil Tigers in Sri Lanka

<http://hrw.org/reports/2004/srilanka1104>

War Affected Children – Girls in Militaries, Paramilitaries, and Armed Opposition Groups

www.waraffectedchildren.gc.ca/girls-en.asp

**SCENARIO A.1**

Imagine the Following Scenario: You are an expert on child soldiers and have been asked to be interviewed for a movie on child soldiers. The part of the series you will be interviewed for is on the role of girls in armed conflict. Unfortunately you are very busy so the only time that you can do it is in 15 minutes. Please prepare a list of talking points on girl combatants, the difference in their role compared to boy combatants, and whether or not special provisions for girl combatants should be made in international human rights law. One member of your group must be prepared in **15 minutes** (in character, so also determine personality, background, etc.) when the film's director shows up to interview you.

SCENARIO A.2

Imagine the Following Scenario: You are directing a movie on child soldiers. You have found an expert on girls in armed conflict, one of the parts to your film, who lives in your area. Unfortunately, s/he is very busy and has agreed to be interviewed but only if you can be there in **15 minutes**. Please prepare a list of questions to ask the specialist relating to girl combatants, the difference in their role compared to boy combatants, and whether or not special provisions for girl combatants should be made in international human rights law. Also be prepared to tell the specialist who you are and the details of your project.

SCENARIO B.1

Imagine the Following Scenario: You are an expert on child soldiers and have been asked to be interviewed for a national news show on the role of girls in armed conflict. Your expertise is related to a breaking story so they've asked you to be at the studio in 15 minutes and they have already sent a limo to get you. On the ride there, prepare a list of talking points on girl combatants, the difference in their role compared to boy combatants, and whether or not special provisions for girl combatants should be made in international human rights law. One member of your group must be prepared to introduce themselves on the show and be interviewed **15 minutes** (in character, so also determine personality, background, etc.) when you arrive at the studio.

SCENARIO B.2

Imagine the Following Scenario: You are an anchor for a national news program and a breaking story on child soldiers has just come to your attention. You have located an expert on girls in armed conflict that lives close to the studio so you have sent a limo to pick them up to be interviewed on the show. Please prepare a list of questions to ask the specialist relating to girl combatants, the difference in their role compared to boy combatants, and whether or not special provisions for girl combatants should be made in international human rights law. The show is scheduled to start in **15 minutes**, so be prepared to introduce yourself and the show. Select one member of your group to conduct the interview.



PLEASE ANSWER THE FOLLOWING QUESTIONS:

CONTEXTUAL

1. According to the passages read to you from *Innocents Lost*, why did Sebastiana say she had “lost all faith in human beings”(pg. 95)?
2. How did Ida’s gender as a woman determine her fate? Was she killed because she was a woman or an ex-member of the LTTE?
3. What are some gender-specific roles in armed conflict? In what ways are girls’ experiences often different from boys’?
4. What is the significance of a female LTTE’s hair?

CRITICAL THINKING

5. Drawing upon the materials you have read, do you think joining the LTTE is often a choice, or do you think men and women are forced into it?
6. Do you think that boys and girls are treated better/worse than the other gender during armed conflict? How/why is one gender treated more unfairly than the other?
7. According to what you have read, what are some obstacles that female Tamil Tigers face and males do not?

EXTENSION

8. After reading the materials and learning about girls’ experiences in conflict, do you think the CRC should outline different rights for girls and boys?
9. In Indonesia, does the government have a responsibility to protect women and girls from combat?
10. What are some ways in which girls can be negatively affected by conflict even when they are not necessarily used as combatants?



**FEMALE
COMBATANTS**

The participation of girls in conflict is largely unrecognized. Girls require different protections from being recruited or re-recruited than boys do. Girls are also overlooked in efforts to release child soldiers and support their return home because their roles often do not categorize them as combatants.

Girls often remain invisible in armed groups, partly because so few enroll in formal demobilization processes. Research from the DRC shows a prevailing assumption that girls are used only as sexual possessions (or ‘wives’), and do not serve in active combat roles. While it is true that the vast majority of girls have been raped and subjected to gender-based violence, it is a misconception that girls do not take part in combat. In 2002, nearly half the girls associated with armed groups described their primary role as a ‘fighter’. Others listed other military duties such as portering, cleaning, providing medical assistance, gathering information or cooking.

“When the war came, I was captured and forced to be one of the wives of the commander of the NPFL [a militia group]. Besides being his wife, I also received military training for fighting. I also used to guard the main gate to the camp. I fought for the NPFL several times but I eventually escaped to Cote d’Ivoire.”

Rose, Liberia

There is an obligation for all children associated with armed groups to be treated equally. But all too often military officials do not release girls during formal processes at the end of a conflict. Most assume ownership of girls under their command, claiming that they are their ‘wives’ and are therefore different to boys, whom they are obliged to release.

Source: www.savethechildren.org.uk/temp/scuk/cache/cmsattach/2698_GAAF%20report.pdf

In some armies, girls and boys are treated equally as combatants.

“At the camp we did exercise. We got the metal parts for the weapons, and learned how to dismantle and put them back together again. We did target shooting. If we didn’t shoot at the correct target, then we were punished. We were hit. We had to do sit-ups. One punishment was to crawl on our elbows and knees. This happened to me. We also had to dig bunkers in the ground. We had training on war tactics: if there is an army camp, how to approach, kill, plan the attack.”

“The training was very difficult. They don’t care if it’s a rainy or sunny day. If you get too tired and can’t continue, they will beat you. Once when I first joined, I was dizzy. I couldn’t continue and asked for a rest. They said, “This is the LTTE. You have to face problems. You can’t take a rest.” They hit me four or five times with their hands.”

Another former child soldier trained in late 2002 said, “The hardest thing was crawling to enter enemy camps. We learned to use weapons but not real bullets. I was very unhappy, but we couldn’t express our feelings.”

Source: http://hrw.org/reports/2004/srilanka1104/6.htm#_Toc86826244

While other armies have special roles for girls

In addition to fighting, girls are often subjected to sexual abuse, and in some cases are taken as mistresses or “wives” by army leaders. Human Rights Watch reports having interviewed girls who were impregnated by their commanders, then forced into combat with their babies strapped to their backs.

Source: www.cfr.org/publication/9331/#5

**SRI LANKA**

Tear-shaped, Sri Lanka is a lush, agriculturally rich nation known for its production of tea, mangos, spices, and seafood. Perhaps the greatest resource of all are its scenic coastlines. The beaches in the south of the country draw surfing enthusiasts from all over the world, and European tourists flock year-round to the colonial-style estates in existence since before the British left in the late 1950's.

At the same time that people from around the world have been venturing to Sri Lanka for a genteel holiday, a harrowing battle between Hindu Tamils seeking a separate, independent state and the ruling Buddhist Sinhala government has claimed the lives of over sixty thousand civilians and displaced an estimated six hundred thousand from their homes since 1983. Tamils comprise nearly one-sixth of the country's 18.6 million people. Many Tamil children have been recruited or conscripted into the LTTE cadres and drawn into combat.

The Tamil Tigers have waged a hugely successful campaign employing conventional warfare, guerilla hit-and-run attacks, and suicide bombings – even through they are vastly outnumbered by the government's forces.

Since 1985, the LTTE has maintained a Women's Front – female fighters who are also sometimes called the "Liberation Birds." Today, these young girls form the core element of the Tigers' forces and have gained an international reputation as among the toughest, most committed warriors in the world. In any given attack, half of the guerillas are women armed with rifles, grenades, or bombs. Once they have undergone ruthless physical and mental training, a closing ceremony takes place: Each girl is given a cyanide capsule to wear on a string around her neck. If captured, she must swallow it.

Virtually all Tamil girls in Sri Lanka, particularly those in rural areas, wear their hair very long. As part of their indoctrination, girls are typically given very short haircuts after they become part of the LTTE's forces. So unless they were long-time LTTE cadres, the girls released from Karuna's forces all had very short hair when they returned home and were instantly identifiable as former LTTE cadres.

Source: *Innocents Lost*, Chapter 3

Many girls are extremely self-conscious of their short hair and believe it increases their risk of re-recruitment. One girl, interviewed in the safe environment of a residential vocational training program, said, "We want to increase the duration [of the program] to one year, because in six months, our hair won't grow enough. We can be easily identified."

Many felt they could make no definite plans for the future until their hair grew longer. Eighteen-year-old Vimala said, "There are eleven members of my family. Only my father has a job. Because of the situation, I can't go out to get a job at a shop or a garment factory. I have to wait until my hair grows."

Source: Human Rights Watch http://hrw.org/reports/2004/srilanka1104/8.htm#_Toc86826257

**FACTS FROM
THE BOOK**

- The first female Tiger was killed in 1987
- In 1993, only 30% of the LTTE's casualties were female
- In 1999, 60% of the LTTE's casualties were female
- In 1999 there were 6 clinical psychologist for the entire country and 20 psychiatrists

Source: *Innocents Lost*, Chapter 3



QUESTION	Should child soldiers and those who enlist them be held accountable?
TIME	One class
OVERVIEW	<p>In this lesson, students will discuss whether or not children should be held accountable for their participation in armed conflicts and question how those who enlist children in their armies are or are not held accountable. Students will get background information on the International Justice System and the 1994 genocide in Rwanda through a lecture and then explore these issues further through selected readings from <i>Innocents Lost</i>. Students will then synthesize what they have learned in an Applied Scenario in which they will be asked to present two opposing points of view answering the question, “Should child soldiers and those who enlist them be held accountable?” as well as make recommendations.</p>
OBJECTIVES	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate knowledge of international justice and impunity by defining the terms - Demonstrate comprehension of recent Rwandan history by explaining the 1994 genocide - Synthesize knowledge learned in this lesson composing two opposing points of view answering the topic question - Evaluate the topic question by making recommendations in an Applied Scenario
PREPARATION	<p>Resources and Materials</p> <ul style="list-style-type: none"> • <i>Innocents Lost</i>, by Jimmie Briggs – Chapter 1 pages: 1-2, 18-25 (<i>Survival and Trauma</i>, 36-38 (<i>Francois</i>)) • Handout 4.1 – Applied Scenarios • Handout 4.2 – Critical Questioning • Reference 4.A – The International Justice System • Reference 4.B – Rwanda: Context and Facts
PROCEDURE	<ol style="list-style-type: none"> 1. As students enter the room or begin the lesson, hand out the Applied Scenarios as to divide the class into small groups of about 4 students. 2. Inform the students that they are to read through the scenarios and follow the instructions given. Each group will select one member to report to the entire class after 15 minutes. Remind students of how much time they have when there is 10 minutes, 5 minutes, and 2 minutes remaining. 3. Begin with Scenario #1 and ask the representative from one group to read the scenario aloud to the class and report on what their group came up with. Each subsequent group that had the same scenario should add anything they had that was different from what the previous group(s) had said. If they do not have anything to add, allow them to comment on why they agree. Repeat for Scenario #2 until all groups have reported. 4. Briefly lecture on the context of the conflict in Rwanda, international justice and impunity (see <i>Reference 4.A</i>). Students should also take notes to use later on.



5. Read aloud from chapter 1 of *Innocents Lost* (If there is access to the internet, consider listening to the Author read a selection on the website listed below). Have students take notes on anything to do with the issues of justice and impunity.

6. Create a t-chart on the blackboard or overhead projector with one column for “child soldiers should not be held accountable” and one for “child soldiers should be held accountable.” Revisit the Applied Scenarios and encourage students to cite examples from the lecture and readings to fill in the columns with bullet points. Create a list of recommendations.

7. Ask students what their opinions are and if/how their recommendations changed from the beginning of the class.

HOMEWORK Handout 4.2 – Critical Questioning

EXTENSION Explore the genocide in Rwanda further by watching *Hotel Rwanda* along with Amnesty International’s Teacher’s Guide at: www.hotelrwanda.com/rwanda_brochuredivided.pdf

RESOURCES

Books

Hear Briggs Read an Excerpt from *Innocents Lost: When Child Soldiers Go to War*
www.npr.org/templates/story/story.php?storyId=4791597

Movies and Documentaries

***Hotel Rwanda*. 121 mins. United Artists: 2004**
www.hotelrwanda.com

Radio Addresses

“An Ordinary Man’ Navigates Rwanda’s Genocide.” April 10, 2006
www.npr.org/templates/story/story.php?storyId=5334369

“Former Warlord Tried for Forcing Children to War.” March 21, 2006
www.npr.org/templates/story/story.php?storyId=5292632

“Liberian President Targets Taylor for War Crimes Trial.” March 18, 2006
www.npr.org/templates/story/story.php?storyId=5288432

“Prosecuting Liberia’s Charles Taylor.” April 5, 2006
www.npr.org/templates/story/story.php?storyId=5324678

“U.S. Shows Little Movement on Guantánamo Detainees.” May 10, 2003
www.npr.org/templates/story/story.php?storyId=1259563

“War Crimes Trials in Sierra Leone.” June 6, 2003
www.npr.org/templates/story/story.php?storyId=1289885

Online Resources

Amnesty International – International Criminal Court
www.amnestyusa.org/icc/index.do

Amnesty International – International Justice
www.amnestyusa.org/international_justice/index.do

Amnesty International – Hotel Rwanda
www.amnestyusa.org/countries/sudan/hotelrwanda.html



SCENARIO #1

Imagine the Following Scenario: You are trying to figure out what you want to study in college and have applied for an internship at an international human rights organization to get some experience and see if that interests you. The organization deals with a lot of cases involving human rights violations of young adults and they would like to have perspective of someone your age. You have made it through the first round of interviews and they have asked you to stay for the second round which will evaluate your ability to clearly convey your position on issues that you may be asked your opinion on. They hand you the following question and tell you that they will call you into the office in 15 minutes for you to present your views.

Should child soldiers be held accountable for the human rights violations they commit? If so, how? If not, what should be done with them?

SCENARIO #2

Imagine the Following Scenario: You are trying to figure out what you want to study in college and have applied for an internship at an international human rights organization to get some experience and see if that interests you. The organization deals with a lot of cases involving human rights violations of young adults and they would like to have perspective of someone your age. You have made it through the first round of interviews and they have asked you to stay for the second round which will evaluate your ability to clearly convey your position on issues that you may be asked your opinion on. They hand you the following question and tell you that they will call you into the office in 15 minutes for you to present your views.

Should those who enlist child soldiers to fight for them be held accountable? How? Why or why not?



PLEASE ANSWER THE FOLLOWING QUESTIONS:

CONTEXTUAL

1. According to the materials you have read, what are some reasons why child soldiers should not be held accountable for their violent actions?
2. What is the International Criminal Court (ICC)? How is it determined whether an individual is sent to the ICC?
3. What, if any, are the problems associated with sending ex-child soldiers to prison without any other form of treatment or counseling?

CRITICAL THINKING

4. Why could it be considered dangerous to let child soldiers go free without holding them accountable for their actions?
5. Even if children volunteer to join the army, should they still be held accountable for their actions? Is it possible to name an exact age when children know the difference between “right” and “wrong”?
7. After a conflict, why is it sometimes difficult to determine who is guilty/innocent? What about during mass genocide, as in Rwanda, where many citizens killed one another?

EXTENSION

8. What will happen to the future of populations in which children are growing up and become adults while still suffering from the trauma of war?
10. If child soldiers should not be put back into the community or placed into prisons, what are some other solutions?
11. Is the process of accountability always necessary in order to insure lasting peace and stability?



RWANDA

Over the span of one hundred days in 1994, one of the most brutal events of the twentieth century unfolded in a country the size of New Hampshire. Rwanda had withstood decades of civil strife – a legacy of colonial rule and influence, a textbook case of divide and conquer. In 1959, the majority Hutu population overthrew the ruling Tutsi king. Three years later the country gained its independence from Belgium. During the next several years thousands of minority Tutsis were killed, and another 150,000 went into exile. Exiles and their children formed the Rwandan Patriotic Front (RPF), a group that began a resilient insurgency in 1990. The war and other constant political and economic crises exacerbated ethnic tensions. On April 6, 1994, Juvenal Habyarimana, the Rwandan president who had led a Hutu-dominated government for two decades, was killed in a plane crash at the national airport in the capital of Kigali. The Hutus instigated their campaign of terror against the Tutsis the following day.

Within hours of the incident, which many Rwandans and international observers suspected wasn't accidental, roving bands of Hutu militia known as "Interhamwe" invaded cities and rural communes exhorting Hutus to kill. In scenes reminiscent of the film *Apocalypse Now*, with bloodied corpses strewn on the ground, neighbors turned on each other with cutting tools. Machetes were the weapons of choice, but panga sticks – wooden clubs with nails or spikes – were also used. Families, neighbors, and coworkers who had existed alongside each other for years now turned on one another in a murderous rampage. According to Human Rights Watch, thousands of Tutsi women were raped or sexually assaulted, leading to the births of thousands of children, known as *enfants mauvais souvenirs*, "the children of bad memories."

People were burned alive or butchered in their homes. Women were gang-raped and mutilated with farm tools. Churches, normally safe havens in times of conflict and disaster, became morgues as members of the predominantly Catholic clergy allowed murderers inside. Millions of Tutsis fled into neighboring Tanzania, Zaire, and Kenya. The national radio station, RTLM, broadcasted lists of the dead and encouraged people to especially target the "cockroaches," the Tutsi children who could grow up to become adults seeking revenge.

FACTS FROM
THE BOOK

- Approximately 1 million children in Rwanda are at risk of being displaced from their homes, not attending school, being exploited, living in poverty, or contracting diseases
- Since the genocide, several hundred thousand children were forced to survive without one or both parents
- ¼ if a million girls and women were raped and sexually assaulted
- Since then, between ½ million and 1 million Rwandans tested positive for HIV/AIDS
- Several thousand children were born as a result of the rapes
- Of the 65 thousand confessions after the genocide, only 9 were to sexual violence
- Over 95% of children had seen someone beaten or killed in the genocide
- 80% of children experienced the death of someone in their immediate family
- 31% of children witnessed rape
- There were about 937,000 confirmed victims of the genocide
- 2/3 of Rwanda's judges were killed leaving few to hear cases
- Under Rwandan Penal Code, the harshest sentence a 14-18 year old can receive is 20 years in prison

Source: *Innocents Lost*, Chapter 1



GENEVA CONVENTIONS

1977 Additional Protocols to the four Geneva Conventions and the Convention on the Rights of the Child (1989): Both use a 15-year minimum age for recruitment and participation in hostilities. Article 38 of the Convention is derived from Article 77(2) of Additional Protocol I of 1977 to the four Geneva Conventions of 1949. It states:

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.
2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of 15 years do not take a direct part in hostilities.
3. States Parties shall refrain from recruiting any person who has not attained the age of 15 years into their armed forces. In recruiting among those persons who have attained the age of 15 years but who have not attained the age of 18 years, States Parties shall endeavour to give priority to those who are oldest.

Additional Protocol II (applicable in non-international armed conflicts) is similar. Article 4(3)(c) states:

"children who have not attained the age of 15 years shall neither be recruited in the armed forces or groups nor allowed to take part in hostilities."

The Convention's Article 38 is an anomaly in using a 15-year age minimum; in all other respects, the Convention's general definition of a child is any person under the age of 18 (unless under the law applicable to the child, majority it attained earlier). (Article 1)

The Convention applies to all children in all circumstances, with the exceptions only of the United States and Somalia - the two countries not yet parties to it.

AFRICAN CHARTER

The African Charter on the Rights and Welfare of the Child is the only regional treaty in the world which addresses the issue of child soldiers. It was adopted by the Organization of African Unity (OAU) in 1990 and came into force in November 1999. It is clear and specific, that a "child" is anyone below 18 years of age without exception. It goes on to state:

"States parties to the present Charter shall take all necessary measures to ensure that no child shall take a direct part in hostilities and refrain in particular, from recruiting any child."

ICJ

The International Court of Justice is the principle judicial organ of the United Nations that arbitrates disputes between sovereign states. Only states may be brought before the ICJ (not individuals) and no state may be brought before the ICJ without its consent. The court has no powers of enforcement and therefore compliance with the ICJ's judgments is voluntary.

ICC

The International Criminal Court was established to prosecute and adjudicate individuals accused of genocide, war crimes, and crimes against humanity as a court of last resort in cases where national courts fail to act. Unlike the ICJ which hears disputes between states, the ICC handles prosecutions of individuals. The courts jurisdiction extends to offences that occurred either in a state that has ratified the agreement or by a national of such a state.

The Rome Statute of the International Criminal Court (1998) gives the court jurisdiction over the war crime of conscription or enlisting children under 15 years into national armed forces or armed groups, or using them to participate actively in hostilities. (Article 8) Although the Statute uses the terminology of "conscription" or "enlistment" of under-15s, this is accepted as meaning the same as "recruitment" in the other treaties.

Sources: Encyclopaedia Britannica Online <http://search.eb.com/eb/article-9042581>
Human Rights Watch <http://hrw.org/campaigns/crp/int-law.htm>

LESSON 5

REINTEGRATION AND RECOVERY



QUESTION	What are the lifelong consequences and struggles of being a child soldier?
TIME	1 class period
OVERVIEW	In this lesson, students will explore the complexities of demobilizing and reintegrating child soldiers. Students will learn the current challenges in DDR facing governments, NGOs, and families, and the children themselves through selected readings and discussion. The emphasis of this lesson will be on the challenges to re-socialization and rehabilitation after child soldiers are demobilized. Students will learn about DDR and the conflict in Colombia and then explore the issues further through selected readings in <i>Innocents Lost</i> . Students will conclude this lesson and the unit by narrating another photo essay demonstrating the knowledge they have acquired.
OBJECTIVES	Students will be able to: <ul style="list-style-type: none">- Demonstrate knowledge of re-socialization, reintegration, rehabilitation, demobilization, and recovery as it applies to child soldiers by defining the terms- Demonstrate comprehension of DDR by explaining current issues surrounding DDR- Apply the challenges of reintegration to situations in their own lives and/or communities through- Analyze the current efforts in Colombia to facilitate the process of demobilization and reintegration in an Applied Scenario
PREPARATION	Resources and Materials <ul style="list-style-type: none">• <i>Innocents Lost</i>, by Jimmie Briggs (Chapter 2, pages: 39-40, 58-64 (<i>Bienestar Familiar</i>, and <i>Scarred Minds</i>),• Handout 5.1 – Applied Scenarios• Handout 5.2 – Critical Questioning• Reference 5.A – DDR• Reference 5.B – Colombia: Context and Facts
PROCEDURES	<ol style="list-style-type: none">1. Begin the lesson with a brief lecture on the background on Colombia, and DDR.2. Read aloud from chapter 2 of <i>Innocents Lost</i>. Students should be taking notes on the challenges to DDR.3. Citing examples from the text have students create a list on the blackboard of the top issues, concerns, difficulties, and challenges in disarming, demobilizing and reintegrating child combatants.4. Next, hand out the Applied Scenarios as to divide the class into small groups of about 4 students.5. Inform the students that they are to read through the scenarios and using their notes and knowledge learned from the past lessons, follow the instructions given. Each group will select one member to report to the entire class after 15 minutes. Remind students of how much time they have when there is 10 minutes, 5 minutes, and 2 minutes remaining.



6. Begin with *Scenario #1* and ask a representative from the first group to read their scenario and present their photo essay. Repeat for all groups.

7. Discuss how the photo essays have changed since the beginning of the unit.

HOMEWORK Handout 5.2 – Critical Questioning

EXTENSION Listen to the NPR radio addresses below, specifically *Sierra Leone Child Soldiers*, and report on another example of youth empowering themselves to overcome a situation either in the U.S. or abroad.

RESOURCES

Articles

"Child Soldiers to Be Disarmed," BBC News. May 25, 2000

<http://news.bbc.co.uk/1/hi/uk/764230.stm>

"Child Soldiers to Swap guns for PCs." BBC News. May 25, 2002

<http://news.bbc.co.uk/1/hi/world/africa/1886248.stm>

"Congo Demobilizes Child Soldiers." BBC News. December 18, 2001

<http://news.bbc.co.uk/1/hi/world/africa/1718545.stm>

"Rehabilitating Sudan's Boy Soldiers." BBC News. May 4, 2001

<http://news.bbc.co.uk/1/hi/world/africa/1313271.stm>

Movies and Documentaries

Demobilization of Child Soldiers in Southern Sudan. 26 mins. UNICEF: 2001

<http://www.unicef.org/vidcat/order.html>

What's Going On? Child Soldiers in Sierra Leone (with Michael Douglas)

Radio Addresses

"Innocents Lost: Saving Child Soldiers." August 9, 2005

<http://www.npr.org/templates/story/story.php?storyId=4791597>

"Child Soldiers Rehab." July 6, 2000

<http://www.npr.org/templates/story/story.php?storyId=1076296>

"Saving the Child Victims of Uganda's Civil War." April 24, 2005

<http://www.npr.org/templates/story/story.php?storyId=4617565>

"Sierra Leone Child Soldiers." September 1, 2003

<http://www.npr.org/templates/story/story.php?storyId=1417144>

Online Resources

Global Information Networks in Education: *Child and Young Adult Soldiers – Recruitment Prevention, Demobilization Procedures and Reintegration*

www.ginie.org/ginie-crisis-links/childsoldiers/

Human Rights Watch: *Child Soldiers Used on All Sides in Colombia's Armed Conflict*

<http://hrw.org/english/docs/1998/10/08/colomb1365.htm>

Human Rights Watch: *You'll Learn Not To Cry*

<http://hrw.org/reports/2003/colombia0903/index.htm>

UN – African Renewal: *The Road from Soldier Back to Child*

www.un.org/ecosocdev/geninfo/afrec/vol15no3/153chil2.htm

World Bank: *Child Soldiers: Preventing, Demobilizing and Reintegrating*

www.worldbank.org/afr/wps/wp23.pdf

**SCENARIO #1**

Imagine the Following Scenario: The summer is almost over and your job at the newspaper has gone really well. The editor wants to include a photo essay in the next paper about child soldiers and asks you to choose the photographs for it. She hands you some photographs and asks you to choose 5 of them. You will be meeting with her in **15 minutes** to discuss which photographs you have chosen and she asks you to rationalize why you chose certain photographs by narrating the photo essay, demonstrating what you have learned so far about youth in conflict, international human rights, small arms trade, girls in conflict, international justice, and DDR.

SCENARIO #2

Imagine the Following Scenario: The summer is almost over and your job at the national news magazine has gone really well. The editor wants to include a photo essay in the next paper about child soldiers and asks you to choose the photographs for it. She hands you some photographs and asks you to choose 5 of them. You will be meeting with her in **15 minutes** to discuss which photographs you have chosen and she asks you to rationalize why you chose certain photographs by narrating the photo essay, demonstrating what you have learned so far about youth in conflict, international human rights, small arms trade, girls in conflict, international justice, and DDR.

**CONTEXTUAL**

1. What are some of the difficulties in rehabilitating child soldiers?
2. How do organizations or governments attempt to rehabilitate or reintegrate former child soldiers?
3. What do children who grow up involved in war learn about life? How might their views be different than if they did not?

CRITICAL THINKING

4. How does this affect the child's future? How does it affect society's future?
5. How do demobilization and reintegration programs affect the child's future? What about society's future?
6. What would be the effects of only the demobilization of child soldiers with no rehabilitation or reintegration programs?
7. What is socialization? What are some things in which former combatants would need to be re-socialized to?

EXTENSION

8. What is an example of re-socialization that takes place in your own community or in the United States? **incarceration, participation in a war both to go there and come back, high school to college, immigration, etc*
9. Think of an example in which a particular person or group might need reintegration back into your own community. Do you think this group always gets the attention they need? What are the implications if they do not?



DDR | What does DDR mean?

Disarmament: The collection of small arms and weapons within a conflict zone. It can also involve arms management programs that include their safe storage and/or destruction. However, many child soldiers do not carry their own weapons and therefore disarmament should not be a prerequisite for the demobilization and reintegration projects.

Demobilization: The formal or informal process of being released from military service. Objectives of demobilization should be to verify the child's participation in armed conflict, to establish the child's identity, to assess immediate needs, and to provide the former combatant with information about what is likely to happen next.

Reintegration: The processes of giving former combatants a viable alternative to their involvement in armed conflict and help them resume life in civil society. Elements of reintegration often include reuniting children with family, finding alternative care if reunification is not possible, providing education and training, and in some cases providing psycho-social support. (Also sometimes referred to as *Reinsertion*).

Other terms often used with this concept are:

Recovery or Rehabilitation: Generally accepted to mean the act of re-socializing former child combatants to participate competently in society; to re-adapt to social norms and values; restore to good mental and physical health and restore capacity.

“Successful demobilization and reintegration can help to prevent continuing cycles of violence. Child soldier demobilization and reintegration during and after conflict continues to be a complex and challenging process and the humanitarian community continues to seek to integrate lessons learned from the demobilization and reintegration processes in Cambodia, El Salvador, Liberia, Mozambique, Rwanda and other conflict zones.

Among the key challenges for the agencies and donors attempting to plan an appropriate demobilization and reintegration program for child soldiers is the daunting lack of basic information on the key characteristics of the children to be demobilized and the best means to ensure their reintegration. Among the initial lessons learned from the demobilization and reintegration program built into the 1999 Lomé Peace Agreement in Sierra Leone is that such efforts should be characterized by a distinct demobilization and reintegration process for children within the framework of the broader program for all combatants, a focus on the reintegration of children into their communities of origin, and support for existing cultural values and mechanisms such as traditional healing, community mediation and reconciliation.

The particular situation of girls continues to require advocacy and new approaches. As disarmament and demobilization programmes are implemented, it is difficult to identify and gain access to women and girls who may have been abducted and taken as "wives" or dependants of the combatants. These women, girls and their children, often referred to as "camp followers", move from place to place with their abductors, perpetuating a cycle of dependence.”

Source: www.un.org/special-rep/children-armed-conflict/index.html



COLOMBIA

“Colombia has been at war since it gained independence from Spain in 1810, nearly two hundred years ago, and for about sixty years, it has endured ‘La Violencia.’ This period of strife began after the 1948 assassination of Jorge Eliecer Gaitan, a Liberal Party presidential candidate. Several hundred thousand Colombians died in the fighting that immediately followed Gaitan’s death. Despite a brokered political agreement, social inequities were not fully addressed, and in 1964, sixteen years after the start of La Violencia, fighting resumed, as abandoned communist insurgents created FARC. A year later, the ELN (Ejercito Nacional de Liberacion or National Liberation Army) was formed as an alternative leftist revolutionary organization, but like the FARC it fought against wealth landowners and a conservative government. The FARC claims to be fighting on behalf of the common people’s economic and political rights but has no qualms about using terror, kidnapping, and drug trafficking to succeed. Of the two, it is considerably larger and better known internationally that ELN.

As a defense against the leftists, businessmen, property owners, and sympathetic army commanders created the AUC (Autodefensas Unidas del Sur del Casanare, or United Self-Defense Forces of Colombia), a right-wing coalition of paramilitary groups allied with the state. In the current military dynamic, government forces are fighting both the ELN and the FARC, with the unofficial support of the paramilitary AUC. All three non-governmental forces are on the U.S. State Department list of terrorists, through the Colombian government has moved to disarm and quell the activities of the paramilitaries, most often blamed for abuses and civilian massacres.

The majority of child soldiers in Colombia are members of FARC, and a much smaller fraction serve in the ELN. Through its involvement in drug trafficking to the international community, the FARC has become one of the wealthiest guerilla groups in the world, and its ranks in the last decade are thought to be between fifteen thousand and twenty thousand, a significant percentage of them children.

Boys and girls as young as eight years old are recruited by the FARC, AUC, and the ELN, often forcibly. These kids face harsh punishment, including death, if they try to return to civilian life. Not just used as fighters, child soldiers in Colombia spy, carry messages, guard kidnap victims, and place bombs.”

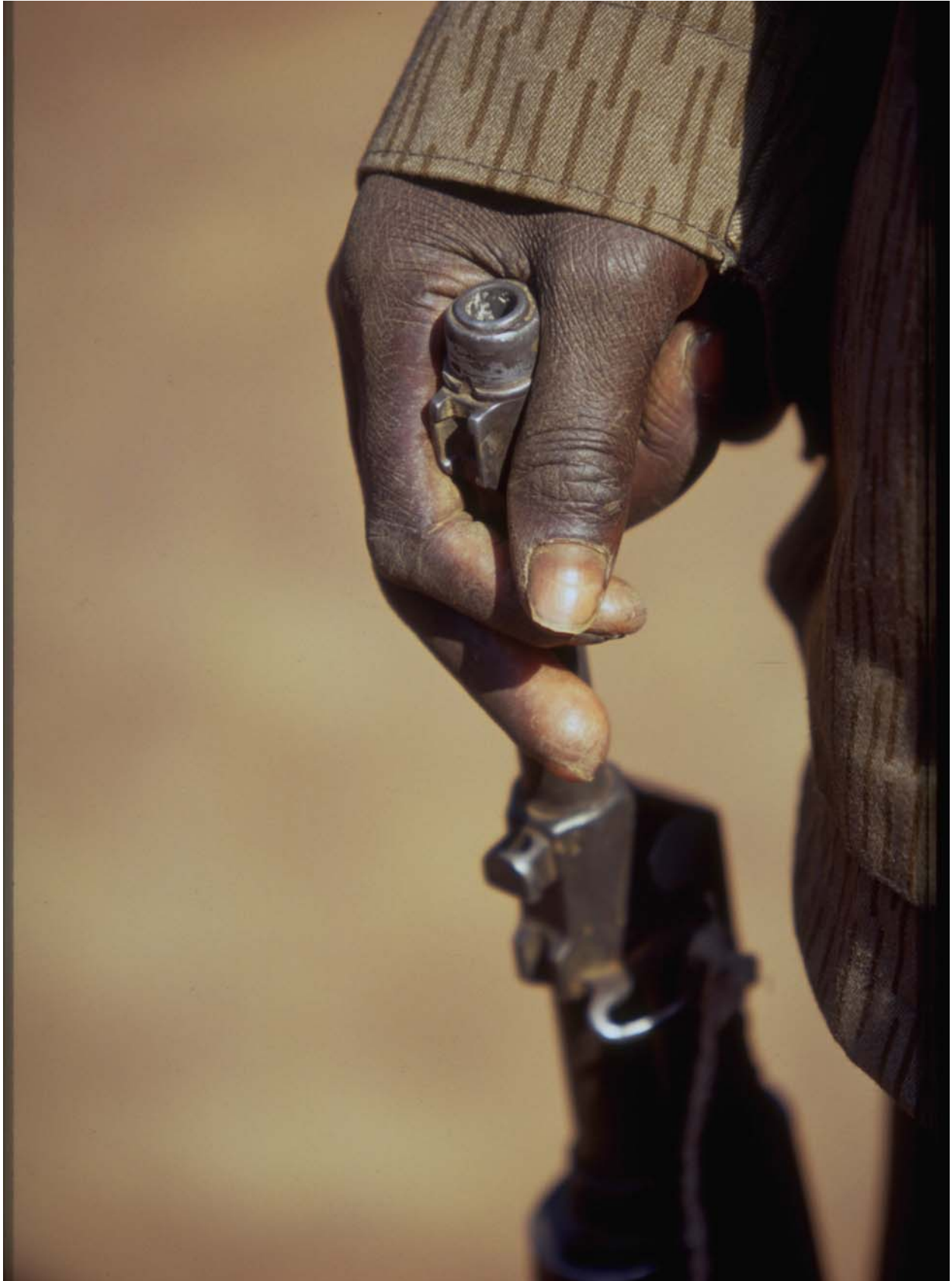
FACTS FROM THE BOOK

- Between 6,000 and 14,000 Colombians under the age of 18 are members of armed groups
- 2 million civilians have been displaced from their homes
- 3 million children do not have access to educational opportunities
- 2004, the UN declared Colombia the largest human right’s crisis in the Western Hemisphere
- Between 15,000 and 20,000 members in FARC
- Colombia supplies 90% of the cocaine in the US
- Nearly 83% of children who join illegal armed groups do so voluntarily (but as a result of social exclusion, mistreatment, lack of educational opportunities, lack of jobs)
- An estimated 5 Colombian children are killed every day in the war
- An estimated 40% of slain guerillas – FARC and ELN – are under the age of 18
- 34 kidnappings each day
- 4,000 children die annually, primarily from war-related causes and diseases (UNICEF)
- Prior to 2001, 16,000 youths has served in Colombian armed forces but after protests the government announced this age group no longer recruitable and for most part has upheld this
- Medellín averages 300 murders per month/Chicago 50
- Medellín has a 60% malnutrition rate and 40% unemployment rate
- An estimated 7,000 youths are involved in one of the three factions in Medellín

Source: *Innocents Lost*, Chapter 2







**CHILD SOLDIERS COALITION**

- **USA:** <http://www.us-childsoldiers.org>
- **General:** <http://www.redhandday.org>

CHILD SOLDIERS COALITION - STEERING COMMITTEE ORGANIZATIONS

- **Amnesty International:** <http://www.amnesty.org>
- **Defence for Children International (DCI):** <http://www.dci-is.org>
- **Human Rights Watch:** <http://www.hrw.org>
- **International Federation Terre des Hommes:** <http://www.kindersoldaten.de>
- **International Save the Children Alliance:** <http://www.savethechildren.net/alliance/>
- **Jesuit Refugee Service:** <http://www.jrs.net>
- **Quakers United Nations Office (QUNO):** <http://www.geneva.quono.info>

DDR AND PSYCHOSOCIAL WEBSITES

- **Children and War Foundation (Bergen, Norway):** <http://www.childrenandwar.org>
- **Children's Psychological Health Center (California, USA):** <http://www.cphc-sf.org/index.shtml>
- **European Society for Traumatic Stress Studies:** <http://www.estss.org/>
- **Health and Human Rights Information:** <http://www.hhri.org>
- **Refugee Studies Centre, University of Oxford:** <http://www.rsc.ox.ac.uk>
- **UNDP - DDR Resource Centre:** <http://www.undp.org/bcpr/ddr>
- **Women's Commission for Refugee Women and Children:** <http://www.womenscommission.org/>

GOVERNMENTS

- **Canada's website on Children and Armed Conflict:** <http://www.waraffectedchildren.gc.ca/menu-en.asp>
- **Multi-country Demobilization and Reintegration Programme in the Great Lakes Region (MDRP):** <http://www.mdrp.org>

INTERNATIONAL INFORMATION NETWORKS ON CHILDREN AND ARMED CONFLICT

- **Child Rights Information Network (CRIN):** <http://www.crin.org>
- **Crisis States Programme: Military Training for Children on Armed Conflict:** <http://www.crisisstates.com/associated/Kuper/index.html>
- **Human Rights Information and Documentation Systems (HURIDOCS):** <http://www.huridocs.org>
- **Integrated Regional Information Networks (IRIN), coordinated by OCHA:** <http://www.irinnews.org/webspecials/childsoldiers>
- **Inter-Agency Network for Education in Emergencies (INEE):** <http://www.ineesite.org>
- **Watchlist on children and armed conflict:** <http://www.watchlist.org>

INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS

- **Anti-Slavery International:** <http://www.antislavery.org>
- **Children and Armed Conflict Working Group:** <http://www.peacebuild.ca>
- **Geneva Call:** <http://www.genevacall.org>
- **Internal Displacement Monitoring Centre:** <http://www.internal-displacement.org>
- **Internally Displaced Peoples' Global Project:** <http://www.idpproject.org/index.htm>
- **International action network on small arms (IANSA):** <http://www.iansa.org>
- **International Bureau for Children's Rights (IBCR):** <http://www.ibcr.org>
- **International Committee of the Red Cross (ICRC): International Humanitarian Law -** <http://www.icrc.org/eng/ihl/>; **Children in war -** <http://www.icrc.org/eng/children>
- **International Institute for the Rights of the Child (IDE):** <http://www.childsrights.org>
- **International Rescue Committee (IRC):** <http://www.theirc.org/Children>
- **Mandat International:** <http://www.mandint.org>

**REGIONAL NON-GOVERNMENTAL ORGANIZATIONS**

- **Asia-Pacific Regional Resource Center for Human Rights Education (ARRC):** http://www.arrc-hre.com/home_frameset.html
- **Center for Justice and International Law (CEJIL), thematic files-children:** <http://www.cejil.org/carpetas.cfm?id=18>
- **Child Protection in the Philippines - Philippine Resource Network:** <http://www.childprotection.org.ph>
- **Children and Organized Armed Violence (COAV):** <http://www.coav.org.br>
- **Child Workers in Asia (CWA):** <http://www.cwa.tnet.co.th>
- **Comisión Andina de Juristas (Andean Jurists' Commission), Peru:** <http://www.cajpe.org.pe/Homepage.htm>
- **Desarme, portal on disarmament and human security issues (Spanish/Portuguese):** <http://www.desarme.org>
- **Institute for Security Studies (ISS), Africa:** <http://www.iss.org.za>
- **smallarmsnet.org (Institute for Security Studies, ISS - Africa):** <http://www.smallarmsnet.org>
- **UP CIDS-PST, Philippines:** <http://www.psychosocialnetwork.org/PhilQuezon.htm>
- **Viva Rio (Brazil):** <http://www.vivario.org.br>

UNITED NATIONS AND OTHER INTER-GOVERNMENTAL ORGANIZATIONS

- **European Union:** <http://europa.eu.int/>
- **Innocenti Research Centre, European Research Network for children in armed conflict:** <http://www.childreninarmedconflict.org>
- **International Criminal Court:** <http://www.icc-cpi.int>
- **International Labour Organization:** <http://www.ilo.org>
- **IPEC - International Program on the Elimination of Child Labor:** <http://www.ilo.org/public/english/standards/ipecc>
- **Organization of American States:** <http://www.oas.org>
- **UNICEF - United Nations Children's Fund:** <http://www.unicef.org>
- **UNDP - United Nations Development Programme, DDR Resource Centre:** <http://www.undp.org/bcpr/ddr>
- **OCHA - United Nations Office for the Coordination of Humanitarian Affairs:** <http://ochaonline.un.org/index.htm>
- **UNHCR - Office of the United Nations High Commissioner for Refugees:** <http://www.unhcr.ch/cgi-bin/texis/vtx/home>
- **UNHCHR - Office of the United Nations High Commissioner for Human Rights:** <http://www.ohchr.org/english>
- **Office of the Special Representative of the Secretary-General for Children and Armed Conflict:** <http://www.un.org/children/conflict>
- **UNITAR - United Nations Institute for Training and Research: Training Programme for Civilian Personnel in Peacekeeping Operations on the Special Needs of Women and Children in Conflict** <http://www.unitar.org/wcc>

UNIVERSITIES AND INSTITUTES

- **Armed Groups Project, based at UBC, Canada:** <http://www.armedgroups.org>
- **Children & Armed Conflict: Impact, Protection and Rehabilitation Research Project, University of Alberta:** <http://www.arts.ualberta.ca/childrenandwar>
- **Children and Armed Conflict Unit, University of Essex, United Kingdom:** <http://www.essex.ac.uk/armedcon>
- **International Institute for Strategic Studies:** <http://www.iiss.org>
- **Netherlands Institute of Human Rights (University of Utrecht):** <http://www.uu.nl/uupublish/homerechtsgeleer/onderzoek/onderzoekscholen/sim/english/18199main.html>
- **Social Sciences Research Council:** <http://www.ssrc.org/programs/children>

**WEBSITES FOR SCHOOLS AND STUDENTS**

- **Advocates for Children in the Crossfire, by students from John F Kennedy High School in Silver Spring, Maryland, USA:**
http://www.mcps.k12.md.us/schools/kennedyhs/acad/liti/liti_source/projects/csa/main.htm
- **Amnesty International Human Rights Education:** www.amnestyusa.org/education/index.html
- **Canadian Government's Human Security website, youth zone:**
<http://www.humansecurity.gc.ca/jeunesse-en.asp>
- **Canadian Government's Youth Companion to the Machel Review:**
http://www.waraffectedchildren.gc.ca/machel_review-en.asp
- **Cultivating Peace - classroom-ready resources for schools to assist teachers and community leaders to educate for change:** <http://www.cultivatingpeace.ca>
- **Human Rights Education Associates, over 2,000 resources for teaching/learning about human rights:** <http://www.hrea.org/erc/Library/index.php>
- **No War Zone - youth network for peace and human rights:** <http://www.nowarzone.org/index.aspx>
- **UNICEF - links to useful websites on the Convention of the Rights of the Child:**
<http://www.unicef.org/crc>
- **UNICEF - small arms and children:** http://www.unicef.org/emerg/index_smallarms.html
- **University for Peace (short courses on children, youth and armed conflict):** <http://www.upeace.org>
- **"Wars for Africa's Wealth", New Internationalist magazine, May 2004:**
<http://www.newint.org/issue367/action.htm>