EXPLORING THE COMPLEXITIES OF CHILD SOLDIERS IN
THE DEMOCRATIC REPUBLIC OF CONGO
by Katie Zanoni

Introduction
This module presents concepts related to child soldiers within the context of a Peace Studies introductory course at the community college level. Students are provided a case study on the Democratic Republic of Congo to understand the political, social and economic reasons why child soldiers exist within this country in conflict. The journey of a child soldier is described to students through the exploration of news stories, personal narratives, interviews, images, and videos depicting the life of a child soldier in the DRC.

The content for this module uses a case study approach to connect topics on conflict analysis, human rights, international law, justice, and peacebuilding. The curricula can be used in its entirety, condensed down to one lesson that would cover two one hour class periods, or adapted into a lecture.

Topics include: conflict analysis, human rights, children’s rights, international law, justice, demobilization, rehabilitation, and peacebuilding.

Pedagogical Approach
The topic of child soldiers is a challenging one for numerous reasons. Students may not be aware of the extent that children are trafficked as child soldiers not only in the Democratic Republic of Congo, but also in other areas of the world. Uncovering this undesirable truth may move students to experience a strong emotional response to the material being explored. It is essential to allow space for students to work through the emotional response in order for critical learning to take place. To this end, it is essential to start the module where students can establish basic guidelines of respect. One suggested exercise is to invite students to brainstorm methods of positive communication that promote active listening, critical thinking, and responsibility toward one another.

As a result of this exercise, a set of community guidelines is established to follow while implementing the module in an effort to promote a culture of peace in the classroom. A sample set of community guidelines developed with Peace Studies students at San Diego City College is listed below.

- Be present and positive. Arrive on time, come prepared and ready to engage with your community.
- Turn your cell phone off, computers only in use for note taking, leave respectfully with your desks and chairs returned to the original position.
- Respect other’s opinions, beliefs, thoughts and individual truths. Use “I” statements.
• Stay on topic. Maintain focused and concise in your comments.
• Communicate with care. Speak one at a time, allowing classmates time to complete their thoughts. Find a balance of speaking and listening. Engage in active listening and avoid side talking.
• Be open-minded, all ideas are welcome. Be open to exploring alternative points of views.
• Be considerate and empathize with others.
• Upon reaching a disagreement, take a moment and check in with personal intentions and aspirations of learning. Engage the facilitator and seek mediation. Actively work to create a compromise or accept one another’s differences in a respectful manner.
• Practice forgiveness.
• Avoid generalizations. Offer examples to support claims such as personal experience, reference to reputable sources (be prepared to share source), or other method of providing evidence for claims.
• Honor the right to pass in a conversation or a dialogue.
• Leave the room in the original state.

Betty Reardon’s concept of the “edulearner” is introduced to dismantle the traditional hierarchical preconceived notions between the educator and the student. This idea offers an opportunity for a paradigm shift within the classroom as it advocates that an instructor is a student alongside her fellow students. Reardon, well known to be the grandmother of Peace Education, reaffirms that a practitioner’s “primary activity is learning while trying to help other people learn” (Reardon, 1988).

One method to establish the optimal learning environment for students to engage in human rights curricula is through the constructivist approach (Dewey, Vygotsky). Practicing critical pedagogy (Paulo Freire), students are invited to construct their own ideas around human rights and apply them to their own personal environment. A strong emphasis is placed on dialogue to allow students the ability to unpack the harsh realities we face when studying violence, war, and crimes against humanity. For some, these introductory classes in Peace Studies provide empirical evidence to support their assumptions of the existence of structural violence within our global society and their own communities. For others, these courses offer a catalyst to realize their potential as peacebuilders and advocates of human rights within their own communities. For all, these courses are about respect, inclusion and finding one’s voice.

**Essential Questions**

1. What political, social and economic factors force a child into a life as a soldier?
2. How does international law define a child soldier?
3. Why are child soldiers considered trafficking victims?
4. How does the experience of a child soldier differ based upon gender differences?
5. What is the role of the international community in protecting child soldiers?
6. What international instruments are in place to protect children?
7. How does the international community implement the instruments?
8. How does the international community hold leaders responsible for using child soldiers in a conflict?
9. What hope is there for child soldiers to defect from a militia?
10. How does a child soldier reintegrate back into society?
11. What additional steps should be taken to support a former female child soldier when she is returning to a life in civil society?

Learning Outcomes

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<th>Unit</th>
<th>Learning Objective</th>
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<tr>
<td>Unit 1: Human Rights</td>
<td>• Consider the historical development of human rights on a global level. • Examine the Universal Declaration of Human Rights (UDHR) and apply articles within the UDHR to a current event in the DRC.</td>
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<tr>
<td>Unit 2a: Democratic Republic of Congo</td>
<td>• Analyze the root causes of the conflict in the DRC. • Discuss gross human rights violations occurring in the DRC including the use of child soldiers and rape as a weapon of war.</td>
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<tr>
<td>Unit 2b: International Law</td>
<td>• Define international instruments protecting child soldiers. • Consider the impact the International Criminal Court has on holding individuals accountable for crimes against humanity.</td>
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<tr>
<td>Unit 3a: Children’s Rights &amp; Child Soldiers</td>
<td>• Compare and Contrast the articles in the UDHR with the Convention on the Rights of a Child. • Assess the difference between direct violence and structural violence encountered by children in the DRC. • Evaluate how conscripting child soldiers is a form of trafficking. • Evaluate an effective peacebuilding model to rehabilitate child soldiers</td>
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<tr>
<td>Unit 3b: Transitional Justice</td>
<td>• Consider the steps a soldier might take to defect from a militia and begin the process of reintegration into society. • Evaluate the role of Disarmament, Demobilization, and Reintegration programs for child soldiers as a form of transitional justice. • Simulate a conversation with a stakeholder involved in the conflict in the Democratic Republic of Congo such as a child soldier or a militia leader.</td>
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Assessment is completed in a variety of ways throughout the module and include:

- Reading questions for homework (Human Rights Unit)
- In class small group work (Conflict analysis on DRC)
- Reading reflections (International Law Unit)
- In class silent gallery viewing and discussion (Child Soldiers Unit)
- Critical dialogue – a structured discussion focused around essential questions from the module (Child Soldiers Unit)
- Critical dialogue homework questions
REFLECTION

A few notes of reflection on the process of developing the curriculum entitled, Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo, as a 2012-2013 fellow in the Stanford Human Rights Education Initiative (SHREI). Upon receiving the task to develop curricular materials addressing the topic of trafficking, I took a deep breath and realized the depth to which I would need to work with my students in addressing this human rights abuse. In selecting child soldiers as a form of trafficking, I found that this topic, while not an easy one, would compliment many other topics addressed in my Introduction to Peace Studies course at San Diego City College. The journey I embarked upon was one I did not accomplish alone. I would like to thank my students for engaging in this material in a critical manner demonstrating mature academic integrity yet allowing their hearts to open as we delved deeper into the subject matter of child soldiers in the Democratic Republic of Congo.

Student responses to this material ranged from an initial sense of repulsion about the subject, to an emotional response of anger and frustration, to finally a reflective intellectual response of curiosity on how to become more knowledgeable about the topic. At the conclusion of the unit, students ultimately discussed ways to promote constructive social change to eradicate the use of child soldiers in our world. As we worked together many preconceived notions arose and were dispelled. Some included the notion that child soldiers are only found in Africa, that child trafficking does not exist in the United States, and that these young individuals forced into a life of war may not always be forced into a life of a child soldier, but may actually join voluntarily due to the harsh reality that war has imposed upon their world. In order to assist the students in navigating through these preconceived notions, I was required to engage in a reflective practice in a proactive manner to rework the content as a new themes evolved in the classroom that deserved space to unpack. In addition, special attention should be paid to the emotional response that may rise in the students. I found it extremely helpful to create a safe learning environment for the feelings rising within the collective learning community to be expressed in a nonjudgmental manner.

Upon implementing the unit, I found that the feelings that arose in the classroom still needed to be addressed and more content was required. Many students appeared to be motivated to engage in this issue or other similar human rights issues in their communities. Seeking guidance from the SHREI support staff, I was able to devise a discussion around the following themes with these guiding questions:

1) Responsible activism – How do we evaluate our personal intentions when we would like to start volunteering for a social cause?
2) Evaluating non-governmental organizations (NGO) – What strategies can we use to assess the impact of an NGO and evaluate their professional practices to ensure it is a reputable organization?
3) A peace studies perspective on self-empowerment – What is the victim-savior complex and how can we avoid perpetuating this idea by considering the core ideas around peacebuilding through self-empowerment?

When I implement this unit in the future I will incorporate these three key questions in the beginning of the unit to frame out these concepts ahead of time. As I continue to develop the content of this unit, I invite feedback and suggestions and I am happy to share revised versions of the unit to those who wish to implement the topic of child soldiers into their community college classrooms.
In closing, I am extremely grateful for the support that the SHREI community and Stanford faculty provided while I developed this curriculum. Throughout the year I was able to consult with the following individuals who offered their support, constructive feedback, insightful resources, and valuable guidance: Molly Aufdermauer, Jonas Edman, Karen Fung, Laura Hubbard, Nadejda Marques, Kim Rapp, Elizabeth Sáenz-Ackermann, Helen Stacy, Richard Steinberg, and all of my fellow fellows! Thank you to each one of you and to the International Comparative Area Studies program, Program on Human Rights and Stanford Program for International and Cross-Cultural Education for advancing human rights education in the community college classroom.

Katie Zanoni, 2013
Overview

**Article 1:** All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2:** Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

**Article 3:** Everyone has the right to life, liberty and security of person.

Source: [http://www.un.org/Overview/rights.html](http://www.un.org/Overview/rights.html)

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**Story Board**

**Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo**

**Stanford Human Rights Education Initiative**

**Katie Zanoni**

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**Forms of Violence**

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**Reintegration**

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**International Justice**

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**The Life of a Child Soldier**

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**Module Overview**
# Unit: Human Rights

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<tr>
<td>1. Individual Reading and homework preparation on human rights</td>
<td>Student prep</td>
<td>• Consider the historical development of human rights on a global level.</td>
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<tr>
<td>2. Lecture on human rights</td>
<td>30 mins</td>
<td>• Topics may include: natural law, common law, Geneva Conventions, historical development of the Universal Declaration of Human Rights, international organizations promoting human rights advocacy, cultural relativism, humanitarianism, enforcement of international law versus state sovereignty</td>
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"Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world." - Eleanor Roosevelt

**Purpose:** The purpose of this assignment is to highlight the development of human rights, introduce the Declaration of Human Rights Document and provide an orientation to two key international human rights organizations.

**Instructions:** Follow the directions for each question below and complete the following questions highlighted in **bold**. Each answer should be one to two paragraphs unless otherwise specified in the instructions. Attach the Short Answer Rubric from Blackboard to your answers.

**Readings:**
- "Universal Declarations of Human Rights" [http://www.un.org/Overview/rights.html]
- Blackboard Video: The Story of Human Rights (10 min) [http://www.humanrights.com/#/what-are-human-rights]

**Review:**
- Amnesty International website (or online: http://www.amnestyusa.org/).
- Human Rights Watch website (or online: [http://www.hrw.org/](http://www.hrw.org/)).

1. **Before you engage in the readings and resources provided, brainstorm your own definition of human rights.** The definition should be written in complete sentences.

2. **Read Ch 17 on Human Rights from Peace and Conflict Studies** by Barash and Webel. **Write two paragraphs on how your ideas have changed or evolved after reading this chapter.**

Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo

Human Rights Unit: Activity 1 - Homework Preparation

a. The video discusses how human rights are universal. List and explain three challenges of enforcing these universal human rights on a global level.

b. According to the video, what was the basic purpose of the United Nations?


5. Visit the Amnesty International website at: http://www.amnestyusa.org
   a. Click on the “About Us” tab.
   b. Read the Mission Statement.
   c. Click on the “Issues” tab.
   d. Select Children’s Rights.
   e. Answer the following question: List two ways that you think children's rights may differ from human rights?

   a. Click on the “About Us” tab
   b. Watch the “Uprising” film (10:37) The video can also be found on YouTube at: http://www.youtube.com/watch?v=Z3qiqGxA58Q&feature=player_embedded

   NOTE: Some images are graphic in this video. You may choose not to watch the video due to the nature of the content. If you prefer to find the answers to the below questions by reading the website you may also choose this option. Helpful tabs to click on include, “Frequently Asked Questions” and the “Methodology” tab under “Publications”. If you choose not to watch this video, please write, “I am opting out of watching this video due to the graphic content” in your answer. Points will NOT be deducted if you select not to view this video. However, you are responsible for answering the questions below.

   c. How are representatives from Human Rights Watch documenting human rights abuses?
Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo
Human Rights Unit: Activity 1 - Homework Preparation

d. According to the video or the website, what role is the Human Rights Watch organization playing within the international community to address human rights abuses?
Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo

Human Rights Unit: Activity 1 - Homework Preparation

Student Sample

1. Human rights should be the basic rights to freedom and happiness. This should encompass the basic needs of a human being such as; access to water, food and medicine, but also expand to individual sovereignty rights. I believe all persons born into this earth, should be granted land rights as a birth right, along with international monetary bank credit to assist them in their pursuit of happiness, this is of course as long as other individual rights are not compromised one way or another. I have received harsh criticism over my ambitious ideal but I believe that this is the most humane answer to several issues plaguing humanity presently.

2. To address several lingering questions over funding and enforcing I can quickly note humanities efforts in waging war. We fund war with credit we yet do not posses most times as a necessary tool to win a better outcome that may or may not refund the investment made (War in Iraq). This flawed concept of expensive war mongering can be put to better use; such as addressing the mass poverty within that conflicted area. Promoting growth through micro loans for business and education. I see this human right as a win-win scenario for bankers and investors. I cannot contemplate how an international bank creditor can value precious metals, in this case gold above human ingenuity. As wonderful as the properties of gold are, it is a stationary metal that cannot breed new ideas, expectations or paradigm shifts. On the other hand; humans are capable of outpacing their own weight in gold, given the freedoms and opportunities provided by a humane society. Basic human rights should include a line of credit reasonable by economic standards, I would put that number in developing states around one hundred thousand U.S currency dollars or half a million in developed nations who face a higher living standard. This line of credit would promote value in a child as an investment to humanities progress, it would entitle the government to keep this child safe, educated and healthy through his adulthood. I promote this human right above almost every other, since humans are the greatest assets to a governing body. No government figure would want to govern over an impoverished and decaying society, logic would dictate the opposite.

It has been readily noted that land owners throughout the accounts of history have enjoyed a far better outcome in life then those who have been denied landownership out of one injustice or another. For instance early America was politically driven by those who owned land, therefore paid taxes on land and were entitled to vote because of it. Thankfully this is not the case today, although landowner are still well regarded in capitalist societies today. I propose the next human right should entitle a person to an acre of land. This right comes with great and careful thought, as I have lived and observed countless numbers of families roam the streets of urban cities seeking refuge. This new entitlement would grant land as another birth right, that can either be modified for living, farming or enjoyment. This land title cannot be sold for monetary value, instead it can be traded for an equal amount of land elsewhere until that persons passing. The ideal behind this new enforced land grant is to eliminate homelessness, offer an alternative to urban congested living and promote sustainable communities. There are some technicalities with limited available land in some regions of the world but in this scenario, relocation within the international community is readily available. A humane international society would not discriminate or limit their nation states land to foreigners under this new human right law. We must all be entitled to live somewhere, this
Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo

Human Rights Unit: Activity 1 - Homework Preparation

Student Sample

land grant is the ultimate default home that gives a person a foundation to stand on while they contemplate their own future.

3. Video Response: The Story of Human Rights

A. Enforcing human rights on a global level is met with great animosity. Many nation states feel that they are only responsible for their own citizens. This mindset defaults back to sovereignty. This single entitlement has caused great famine, war and unjust practices within a nation states, a living nightmare for millions of people. Through sovereignty at this macro scale, inhumane conditions can be kept since individual sovereignty is not recognized. Funding a human rights law can be just as difficult with the international community. Ending starvation requires the cooperation of the state facing this dilemma and the state who owns the means to export this needed resource. In this scenario, the state supplying the resources might demand leverage over the impoverished areas they are supplying food to or a government loan through the International Monetary Fund. Finding enough support through awareness might become just as challenging. Governments have been known to downplay a critical circumstance by illustrating the few who are interested in the issue. Public support must be courageously high in order for real change to occur in most circumstances.

B. The purpose of the United Nations was to prevent another atrocity from ever occurring again. It was formed to promote an international community who would uphold human rights, as designated by the Universal Declaration of Human Rights charter.

5E. Children's rights may differ from human rights. A child born in undeveloped nation states may be seen as an exploit for labor, trade or organ donors. This horrific reality means that much more attention must be given to children under a reviewed Human rights charter. Children may be seen as a family asset to further economic gain, because of existing corrupt family units everywhere, children differ from human rights since they yield little or no output capacity (voting rights, private ownership and suffrage is excluded from them). They are the first to fall victim to any unstable family unit.

6C. Human rights representatives are documenting abuses by taking in firsthand accounts of all human rights violations and intercepting video images of actual violence by the government regime in power. The rights group accounts for death tolls by visiting hospitals and morgues to begin constructing an actual death count due to human rights violations.

6D. The role that the human rights organization is to expose inhumane treatment or death being committed by an empowered regime. The organization gathers information and presents their findings to the international committee. In the case with Egypt and Syria, the human rights group can pursue the case within the International Criminal Court, a department body within the United Nations. Capturing video, photos and eye witness testimony is a practiced trade within the Human Rights Group. Treating every foul play as a criminal case yields better legal results.
# Unit: Democratic Republic of Congo

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<tr>
<td>1. Individual Reading – Homework Questions</td>
<td>Student prep</td>
<td>• Assess current situation in the Democratic Republic of Congo through an internet search on news related to the conflict in the DRC.</td>
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<tr>
<td>2. Apply the Universal Declaration of Human Rights to current events occurring in the DRC.</td>
<td>60 min</td>
<td>• Examine the Universal Declaration of Human Rights (UDHR) and apply articles within the UDHR to a current event in the DRC.</td>
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<td>• Discuss gross human rights violations occurring in the DRC including the use of child soldiers and rape as a weapon of war.</td>
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<td>3. Lecture or Country Report Student Analysis</td>
<td>30 min</td>
<td>• Analyze the root causes of the conflict in the DRC.</td>
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<td>• Topics may include: examine some preconceived notions around Africa to avoid further promotion of incorrect assumptions and emphasize</td>
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<td>that the DRC is an example of only one small area of the continent, regional historical context including the Rwandan genocide, migration</td>
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<td>within the region due to conflict and refugees versus International Displaced Persons (IDPs), ethnic tensions within the region, natural</td>
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<td>resource analysis to review the abuse of mineral extraction and export in the DRC, United Nations Mission in the DRC, western intervention</td>
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<td>and humanitarian efforts in the DRC, peacemaking in the DRC and peace deals that have been brokered, analysis of the militia groups such</td>
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<td>as the M23.</td>
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<tr>
<td>4. Lecture on international law</td>
<td>30 min</td>
<td>• Define international instruments protecting child soldiers.</td>
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<td>• Consider the impact the International Criminal Court has on holding individuals accountable for crimes against humanity.</td>
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<td>• Complete Reading Reflection assignment on international law</td>
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**Unit: Connecting DRC and UDHR**

**Time:** 60 minutes  

**Purpose:**  
- Examine the Universal Declaration of Human Rights (UDHR) and apply articles within the UDHR to a current event in the DRC.  
- Discuss gross human rights violations occurring in the DRC including the use of child soldiers and rape as a weapon of war.

**Materials needed:**  
- Current articles on the Democratic Republic of Congo to demonstrate the various human rights violations occurring in the DRC due to the intractable nature of the conflict.  
- Copy of the Universal Declaration of Human Rights.

**Examples**  

**Steps to cover:**  
1. Create groups of four students and assign one current news article or human rights report on the DRC and provide each student a copy of the Universal Declaration of Human Rights.  
2. Invite students to read their news article silently. In the small groups answer the following questions:  
   - Based on your article, what human rights abuses are occurring in the DRC?  
   - Match these abuses with articles in the UDHR.  
   - What questions do you have about the DRC?  
3. Have each group select one student to summarize the main points of your article and the human rights violations your group discussed.  
4. Invite students to brainstorm what additional questions they have about the conflict in the DRC which can be addressed in the following class period.
Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo
DRC and International Law Unit: Activity 4 - Reading Reflection

The purpose of this assignment is for you to engage in your reading assignment in a critical manner and to identify new concepts and terms related to the course.

Suggested Reading


Reflection journals must follow the following format:
• Provide the title and author of the reading at the top of the page along with your name and the date the reflection is submitted.
• Write a summary reflection by addressing some of the questions listed below. The reflection must be approximately 350 words, typed double space in 12-point font Times New Roman.
• In addition, identify five (5) new Peace Studies terms and/or concepts encountered throughout the reading. List the terms and/or concepts after the reflection and write a definition or explanation for each term or concept in your own words. Write the author and page number after each term or concept, for example (Barash, p. 37). Do not submit general vocabulary words for this portion of the assignment as the definitions or concepts must be related to Peace Studies. If there is a general vocabulary word that you do not understand, you should simply look up the word for your own understanding.
• You may choose one reading to focus on or write a reflection that references all of the assigned readings.
• Quotes are not required; however, if you directly quote the text you must cite the information properly using MLA or APA format.
• A printed copy of your reflection and 5 definitions and/or concepts is due at the beginning of the class period.
• Staple a rubric to each reflection.
• Add your word count to the bottom of your document for the reflection portion only. Do not include terms and concepts in your word count.

Consider these questions when writing your reflection. You do not have to address all of these questions as long as your reflection demonstrates that you have read the material and critically analyzed the content.

• How has this reading allowed me to thinking more critically about the topic?
• How can I relate this reading to my life? Did any of the content from the reading apply to me personally? If so, explain.
Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo
DRC and International Law Unit: Activity 4 - Reading Reflection

• Are there any current events related to the content that I am able to discuss in my summary reflection?

• What did I learn from this reading? What questions do I still have about this content?

• Do I agree or disagree with the author and the content discussed in this reading? Explain.

• Did the content covered in this week relate to content covered in another week? If so, how? Explain.
Student themes

- New to the concept of international law and the existence of the International Criminal Court (ICC)
- The complexities around the United States involvement in the ICC
- Issues of state sovereignty
- Difference between the International Criminal Court and the International Court of Justice
- International enforcement
- Issues related to sovereignty

Student excerpts

“I was not aware that the International Court existed”

“Before this reading I was not aware of the terms and effects of international law on the international community.”

“I also wonder why it took so long to finally received more than 60 ratifications that were necessary for the establishment of the court.”

“I can see how the International Law is difficult to enforce because this is a world-wide enforcement, and many people do not see this as a law that is truly enforced upon the international community but that it is just an idea that is being recognized.”

“Personally, I was not aware of all the different things that International Law has accomplished.”

Sample Terms Students Selected to Define:

- International law (B&W, p. 340)
- Sovereignty (B&W, p. 343)
- Natural rights (B&W, p. 342)
- Treaties (B&W, p. 340)
- Adjudication (B&W, p. 347)
# Unit: Children’s Rights & Child Soldiers

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<td>1. Individual Reading – Homework Questions</td>
<td>Student prep</td>
<td>• Compare and Contrast the articles in the UDHR with the Convention on the Rights of a Child.</td>
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| 2. Lecture on child soldiers              | 30 mins | • Review legal definitions and international instruments developed to protect child soldiers.  
• Evaluate how conscripting child soldiers is a form of trafficking.  
• Discuss rehabilitating child soldiers and the process of reintegration into society. (Examine Disarmament, Demobilization, and Reintegration programs) |
| 3. Silent Gallery Walk and Group Work     | 50 mins | • Assess the difference between direct violence and structural violence encountered by children in the DRC.  
• Examine the role of the international community in protecting the rights of a child.  
• Evaluate what forms of justice are in place to convict individuals for the use of children in armed conflict.  
• Contemplate the process of rehabilitating child soldiers. |
| 4. Critical Dialogue                      | 85 mins | • Consider the steps a soldier might take to defect from a militia and begin the process of reintegration into society.  
• Evaluate the role of Disarmament, Demobilization, and Reintegration programs for child soldiers as a form of transitional justice. |
Unit on Child Soldiers – Activity 3: Silent Gallery Walk

Time: 85 mins

Purpose: Students view images and narratives coupled with guiding questions about child soldiers in the Democratic Republic of Congo to gain a holistic perspective of the life of a child soldier from the political, social, and economic reasons why children are used as soldiers to how to rehabilitate child soldiers into society.

Materials needed: Flipboard paper, markers, tape, photos and narratives provided

Steps to cover: Silent Gallery Walk - Select one photo and place in the center of a large piece of flipboard paper. Complete this process with all of the photos provided for this activity. Next, create a gallery of images from the DRC around the classroom spaced out enough for at least 4 students to gather around the photo, view the image and write comments on the flipboard paper. Create the gallery prior to the students’ arrival and cover the photos by folding up the paper and taping the bottom portion of the paper to the top portion. When it is time to start the activity, create groups of 4 students and assign each group to one photo. Allow the students to engage in a silent conversation about the photo using the following instructions and questions. Rotate the students around the room to view the entire gallery or as many photos as time allows.

Instructions and questions for the students: Unveil the photo upon the instructor’s prompt. Silently consider the photo(s) / narrative(s) and the accompanying question. As you are observing, write comments down on the space around the photo. Additional questions to consider include: Notice the environment, the subtle messages the photo might be conveying. What is happening in the photo? What forms of violence are depicted in the images you see? Are these forms of violence structural or direct forms of violence? How does this photo complicate your idea of structural violence?

Upon completion of the silent gallery walk, invite students to sit in their groups and discuss what factors children in the DRC encounter when faced with an invitation to join a militia. Have students rewrite their definitions of structural violence and direct violence. Which of the factors fall into the structural violence category? Which factors fall into the direct violence category?

Assessments: Teachers should pay close attention to student responses the silent gallery walk and may walk around to review the students’ definitions of direct and structural violence to determine if students are grasping the concepts.
Step one: Create groups of 4 students.

Step two: Find your assigned question and group of photos or narratives. Unveil the photo/narrative upon the instructor’s prompt.

Step three: Each group of photos will be accompanied by a question to consider.

Silently consider the photo and contemplate what the image is displaying. As you are observing, write comments down on the space around the photo. Invite others in your group to have a conversation on paper. Initiate a silent conversation through a question or a statement that is open to discussion.

Step four: You may contemplate the additional following questions.

1. Notice the environment, the subtle messages the photo might be conveying.
2. What is happening in the photo?
3. What forms of violence are depicted in the images you see
4. Are these forms of violence structural or direct forms of violence?
5. How does this photo complicate your idea of structural violence?
6. What rights are being violated in this photo?
7. What rights are being protected in this photo?
Silent Gallery Walk
Silent Gallery Walk

KATIE ZANONI
Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo
Children’s Rights and Child Soldiers Unit: Activity 3 – Silent Gallery Walk
Student Reflections

"I really enjoyed the in class gallery because it gave us a chance to voice our opinions on the DRC in a more creative and active way than just writing a paper. I liked that we were able to have a conversation with the members of our group then afterwards others could chime in on the conversation. What I enjoyed most was reading what others had to say about questions that I posted, or conversations that I was a part of. Although we all had different opinions on our solutions to try and fix what is going on in the DRC, we all came to one consensus that it needed to be fixed and it was amazing to see that unfold through the gallery." Student, PEAC 101 S13

"After viewing the in-class gallery on the Democratic Republic of Congo I was immensely discomforted by the reality that people in the DRC live. Being a “silent” gallery made it tough because you could not talk to anyone and the only thing that you could do was ponder, reflect and then start up a silent conversation. It involved massive amounts of thought and focus on the images and text that went along with them.” Student, PEAC 101 S13

"I was also left with a sense of hope due to the fact that an international court has emerged, NGO’s have emerged to help out ex-child soldiers and that are some children that are obtaining second chances to a normal life.” Student, PEAC 101 S13

"I had a really hard time when we were viewing the gallery in the classroom because the stories from some of the child soldiers were horrifying…There are some things in motion to help end children soldiers but it is still not enough, so we must work together to stop the deep pain and suffering of these children. I fell the fear in these children while observing the photos in the silent gallery…” Student, PEAC 101 S13

"The silent gallery walk was something I had never experienced before. I walked [a]way from it learning a lot and with a better understanding of the issues in the DRC and the hard work people like Murhabazi Nabegabe are doing to help child soldiers. Over all I really enjoyed the gallery because there is just something about writing down any questions and comments you might have in an anonymous fashion, along with reading others people’s opinions. It was like creating a critical dialogue on paper.” Student, PEAC 101 S13

"After completing the in class gallery on the Democratic Republic of Congo I came to the realization that this is a very difficult problem to resolve. However I did realize that maybe the point isn’t to resolve the problem but to better the situation. Unfortunately, the gallery turned into a debate because people began to disagree with each other but I guess that is the point of the gallery. I thought the gallery was very informative and made a vivid image about what is going on in DRC.” Student, PEAC 101 S13
Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo
Children’s Rights and Child Soldiers Unit: Activity 3 – Silent Gallery Walk
Student Reflections

“The child soldiers’ topic was basically wrapped up into the last class we had on Tuesday. Just getting to witness the fighting, problem, people helping, and bad guys was a great experience. It wasn’t like a regular everyday class; it was something different, which I like. All students were able to input their emotions, feelings and thoughts, without being afraid in being wrong. I was left with positive impressions from reading some of the messages my classmates were writing. Overall this problem should be brought to our attention, because it is children we are dealing with.” Student, PEAC 101 S13

“The in class gallery on the DRC was a new and unique way of communication and discussing an issue for me. It was interesting to see how students communicated through writing rather than verbally speaking. Also not having to autograph whatever it was that you wrote was liberating to be able to write your opinion without having fear of being judged. A difficult task for many during the in class gallery was to not speak although I did not find it difficult to not verbally speak. This exercise left a powerful impression on me of how words can hold such power.” Student, PEAC 101 S13

“I thoroughly enjoyed participating in this activity. I felt my contributions gave a greater dimension to the issue we had been discussing for the past week concerning the use of child soldiers. I was able to synthesize the accomplishments of the stakeholders who are currently participating in the repatriation of these children. Additionally, I was able to share ideas with my classmates that provided a greater dimension and depth of understanding of the notion of “free expression,” as defined in the CRC and the UDHR.” Student, PEAC 101 S13

“The gallery viewing was exciting! I have never been involved in that much educational interaction with complete silence. In all honesty though, I was a little relieved leaving class yesterday because I have been a bit depressed the past two weeks. It hurts my heart to see these children be in a war like state. The CRC is the hope I needed to feel like something can be done.” Student, PEAC 101 S13

“After the gallery viewing I was very hopeful for the people living in the DRC. There seems to be a shift in the attitude towards women’s and children’s rights. More people are becoming aware of the human rights abuses taking place in the DRC...The situation in the DRC has to be looked at from many different angles...” Student, PEAC 101 S13

“Having seen children die and suffer from war, it is very difficult to view the pictures and read the writings. I find I am depressed and, yet, that I am enraged by the actions of the militia leaders. No child’s innocence should be taken away, especially in the way they do: ripping the children from the families and villages, forcing them to kill their family members and friends to “prove” they can be soldiers, and raping the young ladies into
Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo
Children’s Rights and Child Soldiers Unit: Activity 3 – Silent Gallery Walk
Student Reflections

"submission". I’m disappointed, too, that our nation’s media pays scant attention to this horrible situation.” Student, PEAC 101 S13

“My initial impression was a bit of shock and resentment towards those adults who would corrupt a child and his mind. When the class followed suit with comments and questions, I understood what I wasn’t alone in my thoughts. Many student body members felt the same way. I kept asking divergent questions in my head over who is truly to blame or what can realistically be done to end the horrid child abuse? My answer usually conflicted with state sovereignty or a complete undermining of United Nations regulations. The problem is the region. Relocation outside the continent made more sound sense. I did appreciate several positive comments by the student body members or their concerned questions over specific children within the article.” Student, PEAC 101 S13
Unit on Child Soldiers – Activity 4: Critical Dialogue

**Time:** 85 mins

**Purpose:** Students critically analyze the knowledge gained from viewing the silent gallery by asking essential questions and completing a homework assignment in preparation for the dialogue.

**Outcomes of the Critical Dialogue:**
* Students are able to reflect upon the process of the silent gallery walk during the critical dialogue and unpack any emotional responses to the gallery through this format.
* Students consider the methods of demobilizing child soldiers in the DRC including the United Nations Organization Stabilization Mission in the DRC (MONUSCO) initiative to use radio to broadcast messages of successfully repatriated former combatants as a method to convince soldiers to defect from the militia.
* Students write a letter to be broadcast by radio in the DRC by MONUSCO in an effort to promote the demobilization of former child soldiers who are now adults or current child soldiers.

**Instructions:** See student instructions for further details.

**Materials needed:** Handout of student instruction sheet for the critical dialogue homework, handout for the critical dialogue assessment sheet, access to a room where the desks and chairs can be moved into two concentric circles.

**Steps to cover:**
Provide students with the handout of student instructions one to two days prior to the critical dialogue in order to provide time for students to prepare their homework assignments and write their letters.
On the day of the dialogue, move the chairs into two concentric circles and invite students to find a partner. Once all of the students have a partner, invite one group of students into the inner circle and the other group into the outer circle. The role of the outer circle is to listen and conduct a peer evaluation. Initiate the dialogue and remind students to state their name before speaking and allow at least everyone in the inner circle to speak first before allowing a student to speak more than one turn. Request a time-keeper in the outer circle to notify when a speaker in the discussion exceeds two minutes. After thirty minutes, switch circles and continue the dialogue.

**Assessments:**
Students are graded based on their contributions to the dialogue and their understanding of the readings and other homework preparation. Students offer peer evaluation, but the instructor ultimately assigns a grade for the dialogue.
Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo

Child Soldiers Unit: Activity 4 – Critical Dialogue

Critical Dialogue

The purpose of this activity is to critically analyze the material covered in this course by asking essential questions and responding to the readings. You will be graded based on your contributions to the dialogue and your understanding of the readings and other material covered in the course. Preparation simply involves attending class, completing the assignments and a willingness to contribute to the dialogue in a thoughtful manner.

Instructions: Please come to class prepared. Upon entering the class, please help arrange the classroom into two large circles, one inside the other (20 chairs on the outside and 20 chairs on the inside). Find a partner to conduct the peer evaluation with during the dialogue. Once everyone is seated, the questions will be posted and the dialogue will begin with the inner circle. The role of the outer circle is to listen, observe, and take notes as a peer evaluator.* Each dialogue will last 20 – 30 minutes. Each person is expected to make at least one comment, offer one response or pose one question in order to receive full credit. Please do not speak a second time until everyone in the inner circle has had at least one turn in the dialogue. Be mindful to keep your comments to a maximum of 1.5 minutes long and stay on the topic presented. Once the inner circle has completed their dialogue, the peer evaluators will turn in the assessment criteria sheet and the roles will switch.

Community Guidelines

1. Be present and positive. Arrive on time, come prepared and ready to engage with your community.
2. Technology - turn your cell phone off and use computers only for note taking.
3. Respect other’s opinions, beliefs, thoughts and individual truths. Use “I” statements.
4. Stay on topic. Maintain focused and concise in your comments.
5. Communicate with care. Speak one at a time, allowing classmates time to complete their thoughts. Find a balance of speaking and listening. Engage in active listening and avoid side talking.
6. Be open-minded, all ideas are welcome. Be open to exploring alternative points of views.
7. Be considerate and empathize with others.
8. Upon reaching a disagreement, take a moment and check in with personal intentions and aspirations of learning. Engage the facilitator and seek mediation. Actively work to create a compromise or accept one another’s differences in a respectful manner.
9. Practice forgiveness.
10. Avoid generalizations. Offer examples to support claims such as personal experience, reference to reputable sources (be prepared to share source), or other method of providing evidence for claims.
11. Honor the right to pass in a conversation or a dialogue.
12. Leave the room in the original state and leave respectfully.

*While the peer evaluator’s comments will be considered, the final grade will be determined by the instructor.
Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo
Child Soldiers Unit: Activity 4 – Critical Dialogue

Critical Dialogue – Assessment Criteria

A- excellent
Does not interrupt other speakers ________
Refers to the readings ________
Builds on others’ comments ________
Reflects an open-minded stance on issues ________
Asks meaningful questions ________
Addresses the entire circle ________

B – good
Begins speaking before other is done ________
Does not refer to the readings ________
Contradicts, but does so civilly ________
Does not ask questions or comment on others’ comments ________
Appears close-minded in stance on issues ________

C – fair
Often interrupts others ________
Comments relate only marginally ________
Puts down others’ comments ________
Refuses to consider other viewpoints ________

D – unsatisfactory
Attempts to dominate the dialogue ________
Unprepared ________

Please document one interesting point/comment/topic that was raised by the person you are peer evaluating:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

First and last name of student evaluated (inner circle): ________________________________

First and last name of evaluator (outer circle): ________________________________________

Overall suggested grade: _______
Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo
Child Soldiers Unit: Activity 4 – Critical Dialogue Homework Preparation

Critical Dialogue Homework Preparation Instructions

There are two steps to the preparation of this Critical Dialogue.

1. The first step is to answer the two questions listed below. (10 points)
   a. What impressions were you left with upon completion of viewing the in-class gallery on the DRC?
   b. Refer to the Convention on the Rights of the Child (CRC). How does this document compliment the Universal Declaration of Human Rights? How does the CRC serve to protect the rights of child soldiers?

2. The second step is to write a brief letter to be broadcast over a radio in the Democratic Republic of Congo (DRC) for the purpose of releasing child soldiers from militia groups. The letter should be at least three paragraphs with each paragraph from 3-5 sentences. Be prepared to share your letter in class during the critical dialogue. (15 points)

Background information:
Murhabazi Nabegabe is the founder of Bureau pour le Volontariat au Service de l'Enfance et de la Santé, (BVES), and has successfully rehabilitated over 4,000 former child soldiers and over 4,5000 girls who were sexually violated in the Democratic Republic of Congo. Mr. Nabegabe works to combat the use of child soldiers in his country in the following ways:
   1. Educates the public in the DRC about the Convention on the Rights of the Child.
   2. Negotiates with militia leaders to release children from the rebel forces.
   3. Rehabilitates children through methods of cleansing ceremonies to burn their uniforms and replace them new school uniforms, offers psychological assistance, and creates educational and vocational opportunities for their future. (http://worldschildrensprize.org/murhabazinamegabe)

Another method used by the UN Organization Stabilization Mission in the DRC (MONUSCO) to dismantle militia groups is to broadcast messages over the radio to share success stories of soldiers who defected and repatriated back to their country of origin. According to Sébastien Lapierre, the information officer for MONUC and the leader of Radio Okapi which broadcasts the messages, “Several former combatants have said that they had decided to return to Rwanda with their dependants or their family after hearing a radio report on the successful return of a close family member or an acquaintance”. (http://reliefweb.int/report/burundi/interview-monusco's-chief-ddrrr)

If your voice could be heard on a MONUSCO radio broadcast as a member of the international community, what would you say?
Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo

Child Soldiers Unit: Activity 4 – Critical Dialogue Homework Preparation

Instructions for the letter:
As a member of the international community, write a letter to one of the following audiences offered in options A-C:

Option A:
Write a letter to the militia leaders to convince them to release children from their armed forces who are considered child soldiers according to the definition below.

'child soldier’ as any child – boy or girl – under 18 years of age, who is part of any kind of regular or irregular armed force or armed group in any capacity, including, but not limited to: cooks, porters, messengers, and anyone accompanying such groups other than family members. It includes girls and boys recruited for forced sexual purposes and/or forced marriage. The definition, therefore, does not only refer to a child who is carrying, or has carried, weapons. (Based on the ‘Cape Town Principles’, 1997) http://www.unicef.org/emerg/files/childsoldiers.pdf

Option B:
Write a letter to convince young soldiers who entered into the militia (either through force or voluntarily) to defect and seek assistance either through a rehabilitation center for children or at a Disarmament, Demobilization, Repatriation, Reintegration, and Resettlement (DDR/RR) center for adults.

Option C:
Write a letter to girls and women forced into the militia to expand upon their understanding about the Universal Declaration of Human Rights and the Convention on the Rights of the Child in order to create awareness around international efforts to protect their rights.

You might consider the following:
• Who will be listening? Some potential listeners include: commanders of the militia, girls who have been abducted and abused sexually, boys who are forced to fight in the conflict, children who have been born into the militia.

• What is the intent of your message? Are you hoping to tell the listener that there is an alternative life for them outside of the militia if they enter into the DDR/RR program? Do you wish to inform the listeners about their rights as Murhabazi Namegabe does? Would you like to let the listeners know that students in the United States are monitoring the human rights abuses in the DRC and care about their livelihood?
Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo
Child Soldiers Unit: Activity 4 – Critical Dialogue Homework Preparation

Optional resources:

• Domeniconi, Marco. The role of the media in the disarmament, demobilization, repatriation, reintegration or resettlement (DDRRR) process in the Democratic Republic of the Congo.


• Radio Okapi: http://radiookapi.net/ (use google translate to view in English)

• Visit Worlds Children's Prize to learn more about Murhabazi Namegabe – view the magazine at the bottom of the page for more details on the children who have been impacted by this war. http://worldschildreensprize.org/murhabazinamegabe

Required relevant reading from the PEAC 101 S13 schedule:


Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo
Child Soldiers Unit: Activity 4 – Critical Dialogue Homework Preparation
Student Sample (1)

1. What impressions were you left with upon completion of viewing the in-class gallery on the DRC?

   My initial impression was of a bit of shock and resentment towards those adults who would corrupt a child and his mind. When the class followed suit with comments and questions, I understood that I wasn't alone in my thoughts. Many student body members felt the same way. I kept asking divergent questions in my head over who is truly to blame or what can realistically be done to end the horrid child abuse? My answer usually conflicted with state sovereignty or a complete undermining of United Nations regulations. The problem is the region. Relocation outside the continent made more sound sense. I did appreciate several positive comments by the student body members or their concerned questions over specific children within the article.

2. How does the convention on the rights of a child, compliment the Universal Declaration of Human rights? How does the CRC serve to protect the rights of child soldiers?

   The children's convention of 1989 was a much needed discourse in the international community. Spot lighting the abuse and negligence taken by certain governments is key to reforming them. Children under the CRC provision have re illuminated vague articles in the Universal Declaration of Human rights. The latter convention made great efforts to protect already existing adults, who may freely have children under cultural traditions. The CRC elaborates on the actual rights all children under the age of 18. Such as protection from other adults, negligence and proper development. The CRC protects the rights of child soldiers as victims of war, who have been perverted with inhumane propaganda. Rehabilitation is a vital right to children. No matter the circumstance.

   Children's Right Letter for Radio Broadcast

   To whom it may concern, I direct this broadcast to all those who have recruited children as an ends to a mean. I wish to plead with your sense of rational thinking, to reach a basic
Exploring the Complexities of Child Soldiers in the Democratic Republic of Congo

Child Soldiers Unit: Activity 4 – Critical Dialogue Homework Preparation
Student Sample (1)

moral understanding of children's' rights. I first would like to illustrate that the American public has been made aware of these child abuse cases and swift but harsh rhetoric is building up. Politics is heating up within the international communities, in a post civil rights era, child soldiers, recruits or workers is a completely unacceptable practice.

To compromise with your groups ideals, I have proposed an exchange program. Supplies in the form medical equipment, food rations and outdoor camping equipment, an exchange for the youngest members of your crowd. Children are not the resource you may think you have. Unstable psychological growth in children may backfire within your own collective. If that reality is hard to grasp, then consider the previous statement of American intelligence seeking your whereabouts. We can deliver those supplies near a neutral zone that you may designate, we only ask you bring those children you have taken. The intention is to bring the children back to safety, it is not to engage your forces in any way or form. Consider those children as valuable assets for the exchange program or a perilous compromise to your organizations safe keeping.

Delivering these children to our organization will demonstrate true moral dialogue with a higher respect to your sense of ethics. The task we are asking of you will insure your safety, this is of course if the children are unharmed. Boys and girls under your collective, under the age of 18 must be present at the exchange program in order to receive all supplies. Releasing any children back into their respected villages is also acceptable. I make this broadcast on behalf of UNICEF activist who only strive to rehabilitate children, we are not your enemy. I plead with you to release these children from your grip and consider the full scope of the situation. Come to your senses and realize your actions, children are not the outcome you had wished for. Please, for the sake of your own life's, commit to the exchange as a win-win outcome for everyone. We await your transmission.
Dear Militia Leaders of the Democratic Republic of Congo,

It saddens me deeply to hear of the atrocities occurring in your country, but what saddens me more is the way you’re choosing to handle the situations. Conscripting young children to join your armed forces then abusing them physically, sexually, and mentally is not only immoral it is illegal. Children all over the world have rights including those you are taking advantage of. The Convention on the Rights of the Child and the Universal Declaration of Human Rights protect children from war and armed conflicts, drug abuse, sexual exploitation, abduction, sale and trafficking, and other forms of exploitation which you are subjecting them to, which means you are in violation of the law. The International Criminal Court has the authority to try you and convict you for all of the inhumane acts you have inflicted on the kids of the Congo but what I want to know is how will you face your moral punishment?

Your actions have brought up questions that I need to be answered. What if that little boy or girl was your son or daughter, or your niece or nephew? Does that hold anymore meaning to you than a random child you picked up off the street or from the fields? What in your mind makes these children any different? I don’t understand how you can look a child in the face and order them to do such horrible things like kill their family members or another child soldier. Or take a young girl and enslave her to be your wife or your sexual property. How do you not feel disgusted in what you’re doing? You are demeaning these kids to living in adult situations when they should just be enjoying their childhoods. You are traumatizing them by choosing their paths in life and that is not only unfair but also it’s not your decision to make.

It may seem like the problems going on in your country have reached a point of no return and all the violence and war might be the solution to fix it, but what about the children of your country? You’re looking at future leaders and politicians who can one day bring change to your country and restore what once was. Why would you want to deny the world but most importantly your country that opportunity by taking away these children’s futures? Why don’t you give them the chance to make a difference using all the traditions, customs and values your people instilled in them? We lead by example, so what kind of example do you think your setting for them if you continue to put them into or around battle? That is all they’re going to know and if you think the issues you’re facing now is bad, then you haven’t seen how bad it can actually get. You were once a child so you understand how important that time is in a person’s life. It’s the time where you come into your own and established who you’re going to be for the rest of your life, and it’s time you are taking away that they will never get back. Do what’s right and leave the kids out of the violence, the battle, the war. If you want them to help change what is going on in your country, than fine, but let them do it with their minds and their voices, not some weapon you put into their hands. Let these kids be the change you want to see happen and let them create better tomorrows for you and your country. Let them be children with rights.
Gallery Walk Photos and Narratives
Congo Statistics

- Around 5.4 million people have died, either in the fighting or from disease and starvation as a direct result of the war.

- At its worst there were over 30,000 child soldiers in the country. Thousands of them have yet to be reunited with their families. The UN reports that 848 children were forced to be soldiers in 2009.

- Some 200,000 rapes have been reported since the war began, but many believe that a lot more women and girls have been exploited. In 2009, half of the victims were children.

- Over 1.5 million people in DR Congo are refugees.

- Over 5 million children in DR Congo do not go to school.

http://worldschildrensprize.org/facts-war
“‘child soldier’ as any child – boy or girl – under 18 years of age, who is part of any kind of regular or irregular armed force or armed group in any capacity, including, but not limited to: cooks, porters, messengers, and anyone accompanying such groups other than family members. It includes girls and boys recruited for forced sexual purposes and/or forced marriage. The definition, therefore, does not only refer to a child who is carrying, or has carried, weapons. (Based on the ‘Cape Town Principles’, 1997)

Question to consider:

Brainstorm what political, social and economic factors force a child into a life as a soldier in the DRC.

Forms of Violence in the DRC (2)

- What forms of structural violence do you see depicted in this image?
- What forms of direct violence do you see depicted in this image?
Refugee Camp – UNHCR

Source: Nadejda Marques – Stanford Human Rights Project - 2012
Refugee Camp – UNHCR

Source: Nadejda Marques – Stanford Human Rights Project - 2012
Refugee Camp - UNHCR

Source: Nadejda Marques – Stanford Human Rights Project - 2012
Medical Supplies – Refugee Camp (2)

Source: Nadejda Marques – Stanford Human Rights Project - 2012
Protecting Schools in North Kivu (2)

http://blogs.ushmm.org/WorldsWitness/update/24yPw/
Examples of Classrooms – DRC (2)

Source: Nadejda Marques – Stanford Human Rights Project - 2012
What role do you believe the International Community ought to have in protecting child soldiers in the DRC?
UN Peacekeepers in DRC


http://www.reuters.com/article/2013/03/07/us-congo-democratic-rapes-un-idUSBRE9261CK20130307
What messages are you receiving from mainstream media on issues related to the DRC?

Optional: How does cultural relativism impact the narrative conveyed by reporters and activists promoting peace in the DRC?
Reporting on the DRC


http://www.cnn.com/CNN/Programs/anderson.cooper.360/blog/uploaded_images/congo4-781187.jpg

http://specials-images.forbes.com/imageserve/07vAdmn6DAdnh/o6o0.jpg?fit=scale&background=000000

Tools to protect the rights of a child (4)

- Universal Declaration of Human Rights
- Convention on the Rights of the Child
- International laws against trafficking
- International Criminal Court – Rome Statute

How can the international community reinforce these tools to protect children’s rights in the DRC?
Protocol to Prevent, Suppress and Punish Trafficking in Persons

- Article 3, paragraph (a) of the Protocol to Prevent, Suppress and Punish Trafficking in Persons defines Trafficking in Persons as the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. 
  Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.”

Protocol to Prevent, Suppress and Punish Trafficking in Persons (4)
The Rome Statute criminalizes the conscription, enlistment or use in active hostilities of child soldiers under the age of fifteen years, both in international and non-international armed conflicts.

2006: 1st case: Thomas Lubanga - leader of militia group in the Democratic Rep. of Congo tried for three war crimes:

1) enlisting children under the age of fifteen;
2) conscripting children under the age of fifteen
3) using children under the age of fifteen to participate actively in hostilities.

March 2012, found guilty – Sentenced to 14 years of imprisonment
The first warrant of arrest for Bosco Ntaganda lists three counts of war crimes on the basis of his individual criminal responsibility under article 25 (3) (a) of the Rome Statute:

- The enlistment of children under the age of fifteen;
- The conscription of children under the age of; and
- Using children under the age of fifteen to participate actively in hostilities
Efforts to Dismantle Direct forms of Violence (5)

Preparation of Critical Dialogue:

If your voice could be heard on a MONUSCO radio broadcast as a member of the international community, what would you say?

Key to terms:

- UN Organization Stabilization Mission in the DRC (MONUSCO)
- DDR (Disarmament, Demobilization, Reintegration of Congolese armed groups)
- DD/RRR (Disarmament, Demobilization, Repatriation, Reintegration, and Resettlement) of foreign armed groups
“DDR/RR uses a variety of methods to convince combatants to return. The first is through radio broadcasts on 14 mobile FM radios deployed at the field team site level. These radios transmit messages from ex-combatants, their family members and local authorities to urge the combatants to leave the forest and return to civilian life. These messages are also broadcast on Radio Okapi.”

Disarmament – DRC

Consider the graphic flyer that is distributed in the DRC to recruit soldiers to enter the DD/RRR program.

What do you see? What impressions do you have of the messages being conveyed in the flyer?
Reflect upon your assigned readings. What kind of challenges do former child soldiers face when they are attempting to reintegrate into society?

“When the mayi-mayi attacked my village, we all ran away...the soldiers captured all the girls, even the very young. Once with the soldiers, you were forced to "marry" one of the soldiers...If you refused, they would kill you...They would slaughter people like chickens.... Wherever we were fighting, along the way, they would take the women and girls working in the fields...They would take young girls, remove their clothes, and then would rape them...My "husband" did not beat me too often. ..But one day, he was killed in an attack. I felt I was in danger and I should leave. On the way, as I was pregnant, I had my baby. I was alone in the bush, without medication. I still have pain from this. Then I went to the village of my "husband", but his parents rejected me and my child, after taking all my belongings. They blamed me for his death. I wanted to go to my home, but it is so far away, I was afraid the mayi-mayi would find me and capture me again."

-Jasime, from DRC, was recruited in June 2002 by an insurgent group (mayi-mayi) in South-Kivu, when she was 12. She is now 16 and has a four-month-old baby.

(From AI Report: Democratic Republic of Congo: Children at War, creating hope for the future)

"I remember the day I decided to join the mayi-mayi. It was after an attack on my village. My parents, and also my grandfather were killed and I was running. I was so scared. I lost everyone; I had nowhere to go and no food to eat. In the mayi-mayi I thought I would be protected, but it was hard. I would see others die in front of me. I was hungry very often, and I was scared. Sometimes they would whip me, sometimes very hard. They used to say that it would make me a better fighter. One day, they whipped my [11-year-old] friend to death because he had not killed the enemy. Also, what I did not like is to hear the girls, our friends, crying because the soldiers would rape them." -Jacques, from DRC, was recruited into an insurgent group (mayi-mayi) when he was 10 years old (From AI Report: Democratic Republic of Congo: Children at War, creating hope for the future)

Consider the work that Mr. Namegabe is doing at BVES. What thoughts come to mind when you learn about his efforts to rehabilitate child soldiers?

“The fight for children’s rights here is a matter of life and death. And I’m prepared to die in that fight, every day,” says Murhabazi Namegabe.

Review the work of Mr. Namegabe at at http://worldschildrensprize.org/murhabazinamegabe
Murhabazi Nabegabe is the founder of Bureau pour le Volontariat au Service de l’Enfance et de la Santé, (BVES).

Mr. Nabegabe works in the following ways:

1. Educates the public about the Convention on the Rights of the Child.
2. Negotiates with militia leaders to release children from the rebel forces.
3. Rehabilitates children through methods of cleansing ceremonies to burn their uniforms and replace them new school uniforms, offers psychological assistance, and creates educational and vocational opportunities for their future.

Mr. Nabegabe has help free 4,000 child soldiers and 4,500 girls who were victims of sexual assault by armed groups

http://worldschildrensprize.org/murhabazinamegabe
We’re going home!

Dreamed of school

“School is the most important thing in life. I want to be a soldier and I want to have a good life. I want to be a doctor. I want to help people.”

Longing for peace

“When I was a soldier, there was war every day. Never peace. Apart from my mum and dad, it was peace that I missed most of all. I suffered from the war. It was terrible. I’m happy to finally be able to go home. I’m hoping that my life will be good now. That I will be able to go to school again and make lots of friends. But my parents are old and not very well. I’m afraid of what will happen to me when they die. When it happens I’ll contact Murhabazi straight away, because I know he’ll give me good advice. I love him, he saved my life. I’m going to miss him.”

Amani, 15, spent 2 years as a child soldier

Misses his mother

“I’m longing to see my mum! I thought about her all the time during the war. I used to help her in the fields and fetch the water before I was forced to be a soldier. I was always worrying about how she would cope while I was away, because my dad died when I was little. I talk to my mum a lot, and I love her. I feel calm and safe when I’m with her. Now I just want to get home and be near her again. What worries me is leaving all my friends here. We’ve been able to talk to each other about our terrible experiences, and that’s been great. It won’t be like that at home. The boys in the village who haven’t been soldiers will never understand what I’ve been through.”

Asauman, 15, spent 2 years as a child soldier

School gives you lots of opportunities in life. I’d like to be president when I grow up. The first thing I’d do would be to free all children who were forced to be soldiers. I would help them to find their families and let children start school again. My biggest fear now is that I will be taken by soldiers and forced to fight again. I would be devastated if that happened.”

Obedi, 15, spent 2 years as a child soldier

Wants to laugh and play

“I really miss my friends at home. We haven’t seen each other for over four years, and I really hope they remember me. I also hope that they aren’t afraid of me now because I’ve been a soldier. I’m a bit worried about that. Because I’ve really missed my friends. Just being able to chat and play football and play. There was no place for laughter and play when I was a soldier.”

School – Yes! Military camp – NEVER AGAIN!

Military uniform – never again!
Debrief

- When you are prompted to complete your discussions, please go back to one group discussion that you would like to debrief on with your fellow classmates.

- Discuss what comments were shared. Did you have any questions? What was your impression of the overall silent discussion?

- Share out a brief overview from your group to the large class.

- How has this exercise challenged your ideas around child soldiers?
SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Peace Studies 101

COURSE TITLE: Introduction to Peace Studies

Units: 3
Letter Grade or Credit/No Credit Option

CATALOG COURSE DESCRIPTION:

This course provides an overview of the field of peace studies and offers an in-depth look into theories related to peace, conflict studies and non-violence. Students gain an understanding of the various tools and processes that are used internationally in working towards a more equitable, just and peaceful world. Contemporary case studies are explored offering students an interdisciplinary approach to the field in order to address the four main pillars of the Peace Studies program which are human rights, conflict studies, peace processes and the concept of justice in relation to peace.

REQUISITES:

Advisory:
ENGL 101 with a grade of "C" or better, or equivalent or Assessment Skill Level R6/W6

FIELD TRIP REQUIREMENTS: May be required

TRANSFER APPLICABILITY: Associate Degree Credit & transfer to CSU and/or private colleges and universities
CSU General Education IGETC UC Transfer Course List

CAN DATA:

TOTAL LECTURE HOURS: 48 - 54

TOTAL LAB HOURS:

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

1. Explain the theoretical basis of the interdisciplinary nature of peace studies.
2. Analyze international peace processes on an intra and inter state level.
3. Define [potential] root causes of war and identify common responses employed to address conflict.
4. Analyze methods of conflict prevention, management and resolution through the analysis of case studies.
5. Apply positive and negative peace theories to one or more regional case studies related to contemporary international conflicts as they affect the cultural, biological and physical environment.
6. Trace the development of human rights throughout history.
7. Evaluate one’s beliefs and positions regarding contemporary definitions of human rights.
8. Assess the role of international institutions and the application of international law during times of war and peace.
9. Analyze the possible relationships between peace and justice.
10. Articulate, analyze and evaluate violent and nonviolent reactions to conflict.
SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Introduction to the field of Peace Studies
   A. The evolution of the field of Peace Studies
   B. Prominent scholars in the field
   C. Definitions of peace
   D. Positive peace
   E. Negative peace

II. Introduction to interdisciplinary approach to Peace Studies Certificate
   A. Cultural Anthropology, peaceful societies, and cross-cultural methods of conflict resolution
   B. Environmental Science – degradation and preservation of the environment
   C. War and peace literature
   D. Philosophy and ethics of war and peace
   E. Peace Studies Service Learning course

III. Conflict
   A. Definitions of conflict
   B. Case studies related to the following:
      1. Conflict resulting in violence
      2. Conflict resulting in war
      3. Conflict resulting in peace
      4. Unresolved contemporary conflict
   C. Conflict Studies
      1. Conflict Prevention
      2. Conflict Management
      3. Conflict Resolution

IV. War, Conflict and Violence
   A. Defining war
      1. Theories of the justification of war
         a. Just war theory
         b. Morality and war
      2. A historical perspective
      3. Case study review of a contemporary war
   B. Causes of conflict
      1. Structural violence
      2. Resource distribution
      3. Religion
      4. Territory
      5. Power
      6. Dogmatic views of ethical / cultural differences
      7. Economic disparity
      8. Environmental degradation
      9. Poverty
      10. Hunger
      11. Sovereignty / boundary issues
   C. Violence
      1. What is violence?
         a. Torture
         b. Genocide
         c. Gender and age-based violence
         d. Terrorism

V. Addressing Conflict, War and Violence
   A. Operational Prevention (Carnegie Commission)
1. Early warning
2. Preventative diplomacy
3. Economic measures
4. Forceful measures

B. Structural Prevention (Carnegie Commission)
   1. Security
   2. Well-being
   3. Justice

C. Mediation

D. Negotiation

VI. History of regional conflicts
   A. Regions may include any combination of the following:
      1. Africa
      2. Europe
      3. North America
      4. Central America
      5. South America
      6. Asia
      7. Middle East

   B. Issues related to the conflict may include:
      1. History of past grievances
      2. Previous methods and tactics to address the grievances
      3. Root causes of the conflict
      4. Efforts made to manage the conflict
      5. The impact of the conflict on one of the following areas:
         a. The environment
         b. The culture
         c. The civil society
         d. Human rights
      6. New methods and ideas to resolve the conflict

VII. Theories of ethics and their application to war and peace
   A. Rule oriented theories
   B. Consequentialist theories
   C. Rights and duties

VIII. Justice
   A. Social justice
   B. Transitional justice
   C. Truth commissions
   D. The intersection of peace and justice

IX. The Impact of War
   A. Forced migration – a human perspective
      1. Refugees / asylees
      2. Internally displaced persons (IDP’s)
      3. Repatriation
      4. Resettlement

   B. Environmental degradation
   C. Displacement and destruction of intellectual, literary, and cultural resources

X. Peacekeeping
   A. International peace keeping organizations
      1. The League of Nations
      2. The United Nations

   B. International law
      1. Nuremberg principles
      2. The International Criminal Court
      3. Tribunals
      4. State sovereignty

   C. International tools / standards
      2. United Nations Millennium Development Goals
      3. UN Security Council Resolution 1325 on Women, Peace and Security
4. Universal Declaration of Human Rights
5. Law of the Commons

D. Civil Society
1. Definition of civil society
2. Seville Statement on Violence
3. The role of civil society in escalating or de-escalating a conflict

XI. Peace Building
A. Reconciliation and memory
B. Forgiveness
C. Peace Education
D. Peace research
E. Peace Psychology
F. “Peace culture” vs. “war culture”

XII. Non-Violence
A. Principles and theory of non-violence
B. Peaceful societies
C. Non-violent communication
D. Leaders in non-violence
   1. Mahatma Gandhi
   2. Martin Luther King Junior
   3. Thich Nhat Hanh
E. Application of non-violence in the world today

B. Reading Assignments:
Reading assignments are required and may include but, are not limited to, the following:

I. Readings from assigned text(s) as indicated in the course syllabus.
II. Readings assigned by the instructor from current publications within the field.
III. Internet sources such as websites that feature relevant information related to the course. Some examples may include: the United States Institute of Peace (www.usip.org), the Peace and Justice Studies Association (www.peacejusticestudies.org) and the Joan B. Kroc Institute for Peace and Justice at the University of San Diego (http://peace.sandiego.org).

C. Writing Assignments:
Writing assignments are required and may include, but are not limited to, the following:

I. Article reviews on topics of peace, conflict studies and non-violence.
II. Research papers related to human rights, conflict studies, peace processes and the concept of justice in relation to peace.
III. Position papers addressing conflict, peacekeeping, peace building and non-violence.
IV. Written reviews of outside lectures or presentations related to peace studies.
V. Journal entries.

D. Appropriate Outside Assignments:
Outside assignments may include, but are not limited to, the following:

I. Read assignments as indicated in the course syllabus in order to critically analyze the content of required written materials.
II. Create position papers and presentations on related topics in the course.
III. Develop a semester project to examine a case study related to a current contemporary conflict.
IV. Conduct research using electronic and print sources and personal interviews to complete assignments as indicated in course syllabus.
V. Participate in “learning group” activities.
VI. Identify employment opportunities within the field.
VII. Participate in field trips.

E. Appropriate Assignments that Demonstrate Critical Thinking:
Critical thinking assignments are required and may include, but are not limited to, the following:
I. Analyze and formulate personal point of view in order to participate in a critical dialogue regarding issues/topics covered in the course syllabus.
II. Engage in class discussions on issues/topics covered in course syllabus to promote critical analysis of theories related to peace studies.
III. Compare and contrast methods of conflict prevention, management, and resolution employed in international peace processes.
IV. Examine root causes of conflict, violence and war and determine what peace processes might be used to address the issues.
V. Present findings of semester project of an analysis of a contemporary conflict.
VI. Critical readings and analysis.
VII. Trace and critically analyze the theoretical basis for the creation of institutions, documents and international tools to promote a more peaceful, equitable and just world.
VIII. Participate in group work.
IX. Analyze case studies.

2. METHODS OF EVALUATION:
A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

   I. Performance on written and oral quizzes, and examinations.
   II. Performance on outside assignments including research, writing and field assignments.
   III. Class attendance and participation in class discussions.
   IV. Participation in group projects.
   V. Reading and/or reviewing articles in professional journals and/or current periodicals.
   VI. Reporting about field trips to lectures/presentations on topics related to issues studied in the course.

3. METHODS OF INSTRUCTION:
Methods of instruction may include, but are not limited to, the following:

* Computer Assisted Instruction
* Lecture Discussion
* Audio-Visual
* Collaborative Learning
* Lecture
* Other (Specify)
* Whole class and small group work
* Local, national, and international field trips
* Guest speakers
* Peer education

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

**TEXTBOOKS:**

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Katie Zanoni

DATE: 05/18/2007