

Lessons for Life



**ICRC Secondary School Programme
to promote the basic rules and principles of International Humanitarian Law
in the Russian Federation, the Southern Caucasus and Central Asia**



ICRC

Lessons for Life

Special Report



ICRC

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Executive Summary

Does going to war mean acting “bespredel”?

"When you see your mates drop down on the ground, when you take your dead and wounded to the hospital, this is when hatred rises within you. And the hatred is against all enemies, not just the individuals who killed your friends. This is when bespredel starts."

CIS army officer
(Newspaper interview, September 2000)

Bespredel (byes-pre-dyel) – literally "without limits" – means acting outside the rules, violently and with impunity. This Russian term, coined in the 1990s, sums up the mechanism that sets in whenever inhumane acts are perpetrated by armed people against the defenceless, everywhere, on all sides. To counter the dynamics of *bespredel* is one of the core concerns of international humanitarian law (IHL). In a world of violence, the ICRC, known for its humanitarian action in armed conflict, is committed to promoting IHL concepts among young people.

The secondary school programme in 7 countries of the Commonwealth of Independent States (CIS), begun in 1995, is one of the ICRC's longest-running and most ambitious preventive action programmes, and the only educational programme of such scope run by a single organization in the region. **Every year, it reaches out to more than 5.5 million youngsters aged 11-17 and thousands of teachers in the Russian Federation, the Southern Caucasus and Central Asia.**

To put IHL on the map in this vast region where it was barely known, the ICRC first had to win the trust of the authorities, education specialists and teachers and convince them of the benefits of the programme. It then produced, printed and ensured the distribution of some **11 million course books** for pupils and teachers' guides. Working through local teams of education specialists, it trained hundreds of teachers and teacher trainers. The programme is now up and running in Armenia, Azerbaijan, Georgia, the

Russian Federation, Kyrgyzstan, Tajikistan and Uzbekistan. Independent evaluations have shown the course books developed in the framework of this programme are widely used and appreciated by pupils, teachers and parents, as well as by the authorities. Intensive efforts are being pursued to anchor IHL teaching in national school education standards and course curricula.

In view of the education authorities' scarce resources, the ICRC is determined to ensure the continuation of the programme, consolidating and building on the achievements made during the first phase. As a matter of priority, it will concentrate on strengthening teacher training to build up a large enough network of educators committed to the promotion of humanitarian concepts; develop promotional tools to spark broad interest in IHL; seek to extend IHL education to specialized military secondary schools; pursue efforts to have IHL included in education standards and course curricula, as well as in pre-service and in-service teacher training; and continue to facilitate implementation and provide expertise and technical support. To be able to achieve this, the ICRC is now looking for partners interested in taking over, partially or completely, the financing of the programme.

International Humanitarian Law (IHL): rules to protect human dignity in armed conflict

What is IHL?

- IHL is a set of rules which seek, for humanitarian reasons, to limit the effects of armed conflict. It protects persons who are not or are no longer participating in the hostilities and restricts the means and methods of warfare. IHL is also known as the law of war or the law of armed conflict.
- People protected under IHL – such as civilians, medical and religious military personnel, wounded, shipwrecked and sick combatants and prisoners of war – are entitled to respect for their lives and for their physical and mental integrity. They also enjoy judicial guarantees. They must be protected and treated humanely in all circumstances, without discrimination. Medical supplies, hospitals and ambulances must also all be protected.
- IHL prohibits means and methods of warfare which: fail to discriminate between those who are taking part in the fighting and those who are not, and between military and civilian targets; cause superfluous injury or unnecessary suffering; and cause severe or long-term damage to the environment.
- IHL sets out clearly recognizable emblems and signals which can be used to identify protected people and places. The most prominent are the red cross and red crescent emblems.
- IHL is part of international law, which is the body of rules governing relations between States. It is important to distinguish between IHL and human rights law. While some of their rules are similar, these two bodies of law have developed separately and are contained in different treaties. In particular, human rights law applies in peacetime, while IHL applies during armed conflict.

Where to find it

- IHL is contained in agreements between States - treaties or conventions -, in customary rules, which are considered legally binding on States, and in general principles. A major part of IHL is contained in the four Geneva Conventions of 1949. Nearly every State in the world has agreed to be bound by them. The Conventions have been developed and supplemented by two further agreements: the Additional Protocols of 1977 relating to the protection of victims of armed conflicts. Other agreements prohibit the use of certain weapons and military tactics and protect certain categories of people and goods.

Who implements it

- It is up to the States party to the Geneva Conventions to ensure respect for IHL. They must prevent violations, and punish them if they occur. They have to implement IHL in national legislation. In particular, they must enact laws to punish war crimes. The States must also pass laws to protect the red cross and red crescent emblems. They have an obligation to teach its rules to their armed forces and the general public¹. The ICRC, as the custodian of the Geneva Conventions, assists States in fulfilling their obligations regarding the implementation and promotion of IHL.



IHL rules: reprisals against civilians are prohibited under all circumstances



Prisoners must be treated humanely

¹ Articles 47/48/127/144 respectively of the four Geneva Conventions and Article 83(i) of Additional Protocol I lay down that: "The High Contracting Parties undertake, in time of peace as in time of war, to disseminate the text of the present Convention as widely as possible in their respective countries, and, in particular, to ... military and, if possible, ... to the entire population."

Introduction: ICRC education/communication programmes for young people

IHL: even war has limits

If International Humanitarian Law were to be distilled to its core, leaving aside the volumes, treaties and casebooks defining and dissecting it, its message would read, simply and essentially: the suffering inflicted by human beings on one another in time of war can, and must, be reduced. IHL articulates the need, recognized by virtually all cultures, to establish norms to limit violence.

War is one of the most traumatic collective experiences of human society. The 20th century is widely viewed as having brought a rise in the number of armed conflicts across the world and a significant change in the nature of these conflicts. There has been a proliferation of internal conflicts, often related to the emergence, consolidation or collapse of nation-states. Examples include the wars that followed the break-up of the Soviet Union and Yugoslavia, which sent shockwaves through post-Cold War Europe, where such excesses had been thought to belong to the past. Time and again, across the world hatred flares unchecked among different communities, inflicting suffering on civilians and forcing the international community to realize: far from fulfilling the early optimism it generated, the end of the Cold War has not reversed the trend towards greater political instability, violence and armed conflict.

Attitudes to violence – a matter of education

As urban and residential areas increasingly become theatres of combat in armed conflict, the proportion of civilian victims grows dramatically. Children and young people appear to be ever more exposed to and affected by the violence of armed conflict, not only as victims but also as aggressors, as evidenced by the enrolment and exploitation of children as combatants in many conflicts today. At the same time, even societies

that are not at war are experiencing a rise in violence in schools and on the streets. If this issue remains unaddressed and violence becomes a "normal" form of behaviour in peace time, how can there be hope for violent reflexes to be brought under control once war has broken out? Attitudes to violence are conditioned by social reality, of which formal education is an important part. By encouraging dialogue, discussion and reflection, education can contribute to influencing behaviour.

The ICRC's response: reaching out to young people

Convinced that IHL has crucial elements to contribute to the knowledge, skills and attitudes that constitute the indispensable learning content of basic education², the ICRC is committed to promoting humanitarian concepts among young people.

For an organization traditionally specialized in war-time emergency response, this has meant innovation at various levels. In the early 1990s, as part of its humanitarian mandate, the ICRC intensified the search for ways of preventing, or at least limiting, massive violations of IHL. One such way has been to develop a pro-active approach by



A session on IHL at a Moscow school

² The 1990 World Conference on Education for All defined basic education as encompassing both "essential learning tools (such as literacy, oral expression, numeracy and problem-solving) and the basic learning content (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, to continue learning."

promoting IHL in peace time, over the long term, and broadening its approach to include target audiences other than the armed forces.

The ICRC thus offers structured large-scale programmes reaching out specifically to young people. Schools play a pivotal role in social and civic education and provide the broadest access to a maximum of youngsters in their formative years. While the ICRC has developed different programmes for various cultural and social contexts across the world, the underlying approach is the same. Through a series of ethical explorations relating to the common human experience of armed conflict, education in IHL is intended to foster ideas which enable young people to:

- understand the need to respect life and human dignity
- acquire knowledge of humanitarian norms applicable in times of armed conflict
- think about the consequences of their actions and be prepared to take responsibility for them
- apprehend current events from a humanitarian point of view
- counter indifference and feelings of helplessness with regard to situations of violence
- engage actively in community activities in order to promote solidarity and prevent or defuse violence.

ICRC educational programmes: encouraging youngsters to think for themselves

The ICRC aims to equip educators with tools for encouraging young people, in their thinking about past and present events, to recognize the need to uphold the principle of human dignity and the

relevant rules of law. The hope is that, by looking closely at human behaviour in situations of conflict, both close to home and abroad, young people will – each within his or her own environment – stand up for the principle of human dignity, the basis of IHL.

In all its educational work for young people, the ICRC endeavours to act in close conjunction with the education authorities concerned so as to ensure that IHL and humanitarian action are given a place in State education standards and course curricula. Wherever possible, local partners – in particular the national Red Cross and Red Crescent Societies – play a part.

The ICRC has two large-scale educational programmes:

- the school programme specifically designed for the Commonwealth of Independent States (CIS), which is the subject of the present report
- the worldwide **Exploring Humanitarian Law (EHL)** programme to introduce adolescents to the basic rules and principles of IHL. Building on the experience gained through the CIS school programme, starting in 1998 the ICRC developed the EHL educational package in close association with the Educational Development Center Inc., an international non-profit organization dedicated to enhancing learning, and with the active participation of 20 countries. The module offers material for 30 academic hours. In 2002, efforts were under way in some 50 countries to work towards integrating EHL in secondary school curricula.



- In addition, the ICRC has developed a number of educational tools. One such example is **"Exploitation of Violence - the Violence of Exploitation"**, which offers material for 2 - 4 academic hours. This teaching module, developed in cooperation with Unicef, highlights the plight of children who are exploited in time of peace as child labourers and in time of armed conflict as child soldiers.

For more information, please consult the ICRC website:

<http://www.icrc.org/eng/educYouth>

<http://www.cicr.org/fre/educJeunesse>

Overview of ICRC preventive action programmes in the CIS

The school programme is part of a whole range of interconnected preventive action programmes developed by the ICRC to promote IHL throughout key sectors of society, taking advantage of the opportunities created by the vast reform process under way in these countries.

The ICRC's IHL programmes:

- target the political authorities, the armed forces, universities (particularly law, international relations and journalism faculties) and secondary schools.
- aim to see IHL implemented in national legislation and integrated in military training and university and school curricula, so that the authorities, university professors and students, and officers and troops of the armed and security forces have sound knowledge of IHL, and young people of school age have a basic understanding of the concepts underlying IHL and humanitarian action.
- facilitate dialogue with the authorities and help to generate interest in and support for humanitarian work in general.

ICRC School Programme in the CIS

A classroom journey of discovery

"What springs to your mind when you hear the words "prisoner of war"?"

Scene: a secondary school in Russia. The teacher writes the words "prisoner of war" on the blackboard. The children, 5th graders aged 11 to 12, are asked to give word associations. "War, bombs, camp, death, barbed wire, number, hunger, illness, fear, shooting, ordeal, enemy." More rarely, "coward, traitor". These are the 14 words children most commonly use to describe something they have all heard about from their parents, in history classes, in books and films. Asked to give adjectives, the findings are more limited: "poor thing", "unfortunate". A far cry from the Geneva Conventions?

The result is surprising: in the course of only 3-4 lessons, in which they read and discuss texts about war as well as excerpts from the Geneva Conventions, a remarkable change occurs in the children's mindset. Asked by the teacher if they would like to add anything to the word list, instead of using nouns to describe a situation from the onlooker's point of view, at their own initiative they now draw up a list of action words: "don't kill the prisoner", "help the prisoner", "feed him", "treat his wounds", "respect him as a fellow human".

Thanks to the ICRC school programme, similar scenes are being played out in thousands of classrooms across the largest country in the world. Of course, there are no guaranteed results in education. But if anything at all can be done to build a peaceful future, nurturing the concept of human dignity and respect for others in young minds and encouraging youngsters to think for themselves is surely one of the most effective ways. This is precisely what the ICRC school programme has set out to achieve.

A. The school programme at a glance

Start: 1995

- **ICRC staff 2003:** 1 expatriate coordinator based in Moscow and 13 national staff in 7 countries
- **Estimated number of pupils reached** 1995 - end of the 2002/03 school year: over 20 million
- **Estimated number of teachers reached:** 434,000

Programme aims

Direct aim: familiarize young people with the humanitarian concepts underlying IHL through an official educational programme in secondary schools (between 8 and 20 hours of teaching per year).

Indirect aim: encourage the authorities to honour their commitment to respect and ensure respect for IHL and accept independent humanitarian action whenever necessary.

Background

The ICRC's longest-running educational IHL project targets pupils aged between 11 and 17 and their teachers in the Russian Federation, the Southern Caucasus and Central Asia. After starting in Russia, Georgia and Tajikistan in 1995, the project was expanded to Armenia, Azerbaijan, Uzbekistan and Kyrgyzstan. In the Russian Federation, it extends over several grades so as to reinforce the message in the pupils' minds at crucial stages throughout their secondary education. In close cooperation with locally recruited experts, the ICRC set out to find appropriate materials in the cultural heritage of the countries concerned, develop them for the purposes of the school programme, train teachers, set up reliable networks of contacts, win the trust and support of the authorities and work out cooperation agreements with them.



- The school programme is jointly coordinated by an ICRC delegate each based in Moscow and at Geneva headquarters, and local experts based in Tbilisi and Tashkent. The work is carried out by 13 ICRC national staff in cooperation with the ministries of education, pedagogical experts, teachers, regional authorities and the national Red Cross and Red Crescent Societies.

Achievements

- In terms of scope, the school programme is one of the most ambitious preventive action initiatives ever launched by the ICRC, and the largest long-term education programme run by a single organization in CIS countries. The ICRC programme is unique in that it covers all schools and provides as many course books as there are pupils. In the first phase, from 1995 until the end of the 2002/03 school year, over 20 million young people have learned about humanitarian concepts and the rules to limit violence that form the basis of IHL. This has meant producing some 10 million student manuals and 300,000 teachers' guides, as well as organizing extensive teacher training and test runs. With the extension of the programme to the upper school grades in Russia in 2001, the programme has the potential to reach over **9 million pupils each year**.
- Each country has developed its own programme, basing its approach on its own culture and needs, the requirements of the target audience and of the education authorities. In all 7 countries, the first programme phase has been completed, i.e. all course books have been printed and distributed and the programme is now up and running.
- Evaluations confirm that the ICRC course books are known by up to 60% of teachers in the Russian Federation, close to 80% of teachers in the Southern Caucasus and close to 100% in Central Asia. They are widely appreciated by pupils and their teachers, as well as the education authorities.
- The use of the ICRC-sponsored course books is at present obligatory in the Russian Federation (grades 9 and 11), Georgia (grades 6 and 7), Azerbaijan (grades 5 and 6); Uzbekistan (grade 11) and Kyrgyzstan (grade 10).

Country	Number of course books	Introduction of first and last course book	Status/Comments
Georgia (grades 6 and 7)	2	1996 / 2000	Compulsory
Armenia (grades 5 and 7)	2	1997 / 2002	recommended
Azerbaijan (grades 5 and 6)	2	1997 / 2002	compulsory*
Russian Federation (grades 5-9 and 11)	4	1996 / 2002	compulsory in grades 9 and 11 recommended in grades 5 - 8
Tajikistan (grade 8)	1	1999 / 2001	compulsory
Uzbekistan (grade 11)	1	1999 / 2001	compulsory
Kyrgyzstan (grade 10)	1	2002	compulsory

* in the school system in these countries additional hours are allocated to reading and literature. The hours are obligatory, but the choice of teaching material is up to the teacher. In Azerbaijan, the ICRC manuals have been made compulsory for these hours.

Challenge and objectives: where do we go from here?

The school programme is nearing the end of the 10-year period for which it was originally designed. Convinced of the benefits of the programme, the ICRC has decided to give it a "second wind" in order to consolidate the achievements made and ensure its continuation in the long term. The following factors have to be considered:

- **The size of the region covered:** producing and distributing the course books requires considerable financial and logistical resources as well as time and skilled staff to oversee implementation and maintain contact with the network of associated experts.
- **The teachers who work with the ICRC course books in classrooms:** they are key stakeholders in the programme. Especially in those countries and grades where the ICRC course book is only recommended among a number of subjects which the teacher can choose from, teacher motivation is crucial to the success of the programme. Salaries in the

teaching profession tend to be low, and the programme means more work, not more money. Investing effort in teacher training is a vital element in winning teachers' support for the programme, as well as ensuring that they use it to its full capacity.

- **The ongoing reform of the education system:** the far-reaching reforms under way in the countries covered offer unique opportunities for topics such as IHL to be made part of academic curricula. The main external financial support for educational reform in the CIS countries comes from the World Bank and, for Central Asia, the Asian Development Bank. It is on the whole aimed at structural reform and does not cover the provision of course books. A large number of organizations (e.g. Unesco, Unicef, the Council of Europe, Tacis, the British Council and the Soros Foundation) are active in the education sector with projects to promote human rights, civil society and democracy as part of civic education classes. In promoting the introduction of IHL topics into secondary education, the ICRC school programme complements the efforts of these organizations.

In some countries (see table), the education authorities have made the use of the ICRC-sponsored course books a compulsory part of school curricula. However, the current reform process is by no means complete, and continued lobbying is necessary to ensure that IHL has a secure place in definitive State education standards and the respective course curricula.

Over the next five years, in all the countries covered, the ICRC school programme will focus on the following areas:

- training and motivating sufficient numbers of teachers, so as to build up a solid network of education experts associated with the programmes
- reprinting of those course books which are reaching the end of their life span (Armenia, Georgia, Russia, Tajikistan, Uzbekistan)
- lobbying for the introduction of IHL into the educational standards and curricula, wherever possible
- pursuing the dialogue with the education authorities so as to maintain their involvement and commitment to the programme
- extending the programme to secondary schools with a strong military component (see Russian Federation country section p.16)
- setting up structures enabling local partners to take over
- providing expertise in IHL and regarding monitoring and evaluation mechanisms
- continuing to organize/produce promotional events and materials (competitions on humanitarian issues, theatre plays, TV documentaries) and developing new pedagogical tools for teachers.

To ensure that the school programme continues to run successfully, the ICRC proposes to potential donors a partnership agreement along the following lines:

The ICRC will:

- act as a facilitator offering expertise and technical support through its local teams of experts in the various countries, and provide coordination
- ensure that the course books are updated, reprinted and distributed

- conduct teacher training with the aim of expanding and consolidating the network of education experts associated with the programme; and carry out the necessary monitoring and follow up
- where ICRC course books are not yet compulsory, continue to lobby for IHL to be introduced into course curricula and education standards.

The donor will:

- provide financial support for the school programme for the next five years, which corresponds to the average life span of school books; receive regular progress and evaluation reports.

Options may vary for each of the countries, depending on a number of factors such as the economic situation and level of cooperation with the education authorities. For details on the country programmes, see section III.

Programme approach specific to the region

A context of social transition

When the ICRC launched the school programme in 1995, it did so in an environment of political, social and economic transition. Many values and parameters of the previous 70 years were being challenged as the dominant Communist party and State ideology gave way to efforts to create more open, pluralistic societies. Many of the newly independent States experienced instability and social and economic disruption, as well as intercommunity tension and, in some cases, armed conflict.

Focus on schools

In this context opportunities arose for the ICRC to promote humanitarian concepts in the newly independent countries. Despite their great diversity, they had all inherited well-organized education systems and a high percentage of children in full-time education (eight or nine years of compulsory schooling). Schools were therefore the obvious relay through which the greatest possible number of young people could be addressed.

In all the countries, the education system came under intense strain. While education budgets suffered major cuts, the pressure was on to modernize the education system. A combination of factors, such as lack of modern teaching tools, decline in teachers' pay and social status and deep uncertainty about changing values, plunged many educators into great difficulties. In such circumstances, how to convey thinking that could help young people cope with the intercommunal tensions, violence and armed conflict they saw flaring up in their own or neighbouring countries?

Under pressure to adapt to new educational priorities, as well as replace aging textbooks, the education authorities were suddenly facing a huge demand for fresh educational materials and new methods. The ICRC's initiative was therefore a welcome alternative, all the more so since the organization's strategy was to publish as many school manuals as there were pupils attending the course.

Target audience

The main audience are youngsters in secondary education (aged 11-17). However, the real impact of the school programme is much wider in range, reaching teachers, education authorities and the children's families.

The course books: IHL concepts in literature and civic education classes

From the start, the ICRC focused on existing courses and subject matters. In view of the traditional love of books in these cultures and so as to minimize the risk of controversy inherent in other subject matters, literature classes were chosen as the most appropriate for the Russian Federation, Armenia and Azerbaijan. In Georgia, the programme opted for a multidisciplinary approach involving geography, history, literature and foreign languages. In Kyrgyzstan and Uzbekistan, the course books were introduced into civic education classes, and in Tajikistan into tutorial hours.

All students' manuals are accompanied by a teacher's guide. To make the teachers' task easier, the guide not only explains the methodology but also helps them prepare lessons and offers additional information that is often impossible to access in their workplaces.

Cooperation with the education authorities and the National Societies

The development of the programme in each country is based on a cooperation agreement between the ICRC and the Ministry of Education and, where possible, with the national Red Cross or Red Crescent Society. These agreements



Group work forms a central part of the teaching methodology

define the responsibilities of each partner and the steps to be taken. While the education authorities decide how the ICRC course books fit into the existing curriculum, the ICRC teams make recommendations, prepare draft curricula and lobby for IHL to be covered systematically in the curricula and State education standards.

Teacher training and methodology

Training and motivating teacher trainers and teachers are key to the success of the programme. In seminars, courses and workshops, organized and conducted in cooperation with the education authorities and the national Red Cross or Red Crescent Societies, the trainers are acquainted with the ICRC-sponsored course book, its content and methodological approach. In addition, the participants are given information on IHL and the International Red Cross and Red Crescent Movement. While the ICRC does not primarily aim to modernize commonly used methodology, it is nonetheless concerned that the humanitarian message should be conveyed in a way that is in keeping with that very message. That is why in most contexts the course books offer a discussion-centred teaching approach. As interactive methods and group work were little known or little used, methodological aspects rapidly became an integral part of the seminars. Initially, the seminars were held as separate events outside the formal teacher training framework. But in most contexts the response was so positive that the ICRC was requested to prepare training materials that could be incorporated into formal pre- and in-service teacher training. Where IHL had already become part of course curricula and State education standards, its incorporation into formal teacher training courses followed as a matter of course. IHL education has thus been made an integral part of students' training at pedagogical universities and of continued teacher training which experienced teachers are required to attend at regular intervals.

Follow-up

During the school year, the ICRC teams visit schools to sit in on lessons, keep in contact with the teachers, maintain their network of experts associated with the programme and nurture relations with the media. Contact is also maintained with the Ministers and Deputy Ministers of Education, and other high officials, as well as representatives of teacher training institutes and other organizations, both national and international, working in the field of education. In addition, various events and productions are organized to promote the programme. These include theatre plays, national and regional competitions on IHL for pupils, call-in radio programmes and documentaries for local and national TV channels.

Evaluation: is it worthwhile?

As a rule, the ICRC does a first evaluation every time a new course book has been in use in a country for at least one year. It looks at how widely the books are used, how many lessons are given, how the children respond to the topics and methodology and whether the teachers encounter any difficulties.

In addition, an extensive evaluation was conducted in October-November 2000 in the Russian Federation, Georgia and Uzbekistan. It was put together on the basis of questionnaires, surveys, meetings, interviews and group discussions with children, teachers, parents and the authorities.

The resulting report highlights two major trends:

- the school programme as such and the course books in particular are highly appreciated by teachers, pupils, education officials and also by the pupils' parents;
- pupils who have studied using the course book have a basic understanding of IHL, know the main underlying humanitarian concepts (human dignity, compassion, tolerance), and are familiar with the components of the International Red Cross and Red Crescent Movement.

ICRC School Programme by Country

Russian Federation

Maria wept silently. The death of her husband and son, the enslavement of the village people and the destruction of the village itself, days and nights of martyrdom in the corn field - everything she had gone through in her distressing loneliness broke her down, and she wished to weep away her sorrow, to impart it to a human being, to the only one she happened to meet during those days. And despite the fact that this person was wearing the accursed grey uniform of the enemy, he was badly wounded and appeared to be just a kid, and - from all appearances - couldn't possibly be a killer. And Maria was horrified that only a few minutes ago she, with a sharp-ground pitchfork in her hands, was ready - in a blind impulse of cruelty and revenge - to kill him. It was only the sacred word "mother" and the entreaty the miserable boy had put into his faint choking cry that saved him.

From "The mother of man" by Vitali A. Zakrutkin

Start: 1995

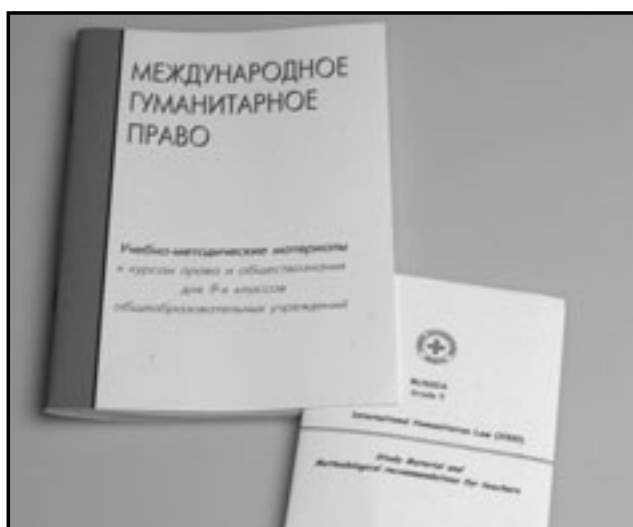
- **ICRC staff in 2003:**
1 expatriate regional coordinator
4 national staff



Course books and resource manuals

- **A world around you** is a series of four course books used in literature classes by pupils in grades 5-8. It contains a selection of texts from Russian and world literature (e.g. Anna Akhmatova, Mikhail Bulgakov, James Fenimore Cooper, Alexandre Dumas, Vassily Grossman, Rudyard Kipling, Andrei Platonov, Lev Tolstoi, Walter Scott, Mikhail Sholokhov, Oscar Wilde) progressively dealing with general humanitarian principles such as respect for human dignity, more concrete situations relating to the protection of prisoners of war and civilians in conflict situations, and the need for rules and accountability for one's acts.

Status: in the Russian system, a number of additional compulsory hours are set aside for the study of literature, in which the teachers are free to choose the topics they wish to study. The Ministry of Education has officially recommended *A world around you* for these hours (10 lessons out of 13- 24 literature lessons per year).



- **International humanitarian law** is a teachers' resource manual with background information and practical exercises on IHL, used in civic education courses and another course entitled

"The basics of living safely", which is taught in grades 9-11. The ICRC team developed the resource manual to allow IHL teaching to begin while the official "Basics of living safely" course textbooks, produced and provided by the Ministry of Education, were being written.

Status: civic education is a compulsory subject. The ICRC team keeps in touch with the authors of the official textbooks to ensure that they include IHL in their textbooks and to assist them in doing so. To date, IHL has been included in the draft federal standards. Once these have been definitely adopted, the ICRC team stands ready to offer its expertise to the authors of official textbooks with a view to ensuring that IHL has its place in them.

Estimated number of pupils reached between 1995 and the end of the 2002/03 school year through literature course books introducing principles of IHL:
over 16 million pupils in grades 5-8

Estimated number of teachers reached through the course books, teachers' guides and the teachers' resource manual:
300,000.

Context

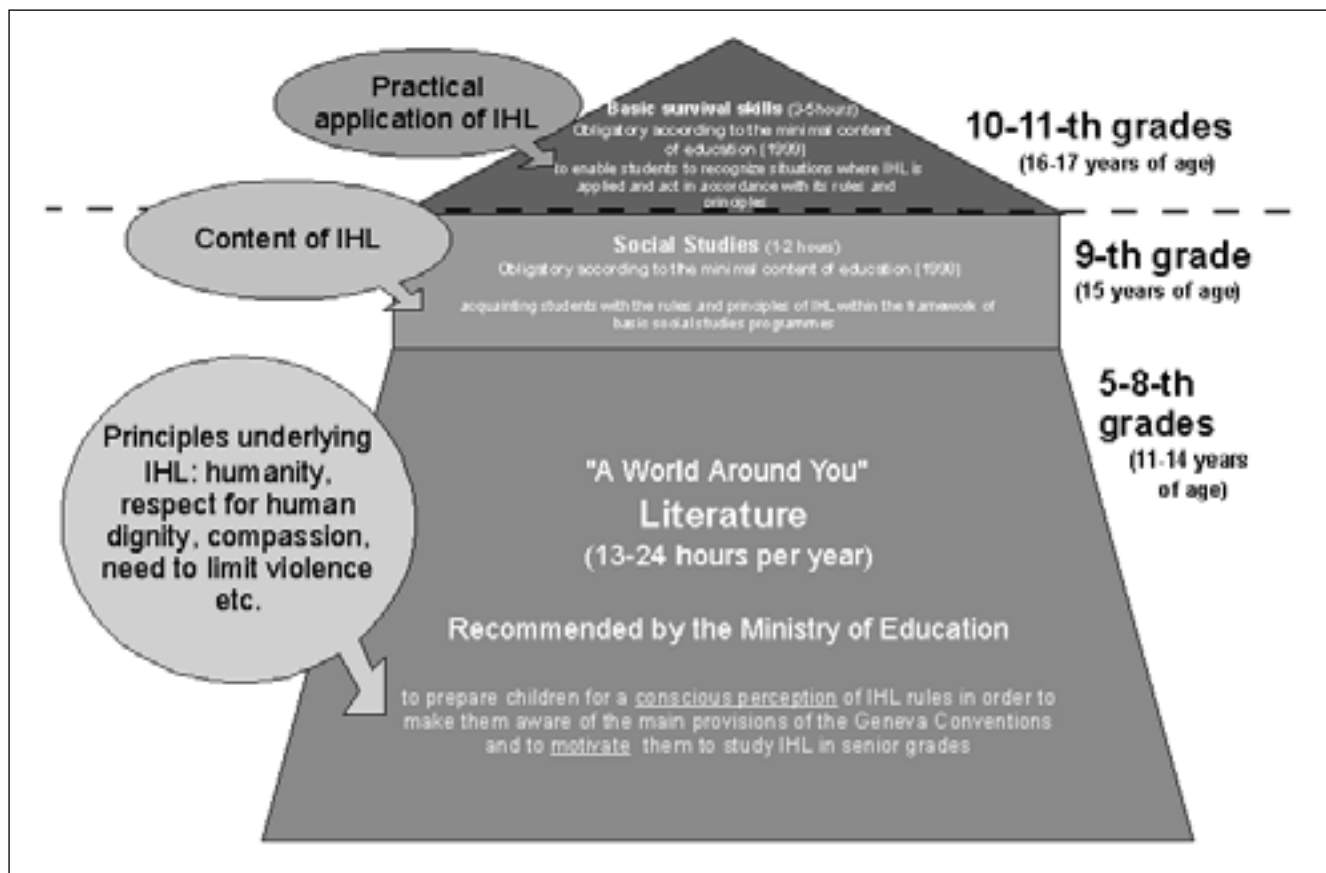
No less than the world's largest country, the Russian Federation has a surface area of some 17 million square km and an ethnically and culturally highly diverse population of about 145 million people. As one of the 15 independent republics emerging from the break-up of the Soviet Union in 1991, it continues to play a leading role in the region as well as in world affairs. The country is emerging from a period of profound institutional and economic reforms following the break-up of the Soviet Union. While the indicators of economic development are encouraging, the gap between rich and poor and cities and rural areas is widening. The Russian Federation has repeatedly experienced hostilities within its own borders, and there is armed confrontation ongoing in the Republic of Chechnya in southern Russia.

Achievements of the ICRC school programme

The rigidly structured Russian education system was the starting point of the ICRC programme to familiarize secondary-school pupils with the basic principles of IHL and humanitarian action, and central programme coordination remains with the ICRC delegation in Moscow.

Together with a team of Russian experts and in cooperation with the Ministry of Education, the ICRC managed to set up the programme over a ten-year period, with the following results:

- Covering 88 of Russia's 89 regions (Chechnya being the only region not covered), the school programme is the only educational programme run by a foreign organization country-wide and **now reaches over 4.5 million pupils per school year**. It familiarizes 5th-graders, and their teachers, with humanitarian principles, and subsequently helps them deepen their knowledge and understanding of IHL rules in grades 6-11. Unlike most educational programmes of other organizations, the ICRC programme makes as many school manuals available as there are students, and extends over several grades so as to ensure that young people are made aware of IHL at crucial stages throughout secondary education, reinforcing the message at every step. This is illustrated by the "pyramid" graph overleaf. Pupils who began their secondary education in 2000/2001 will be the first age group to have benefited from the complete course from grades 5-11.
- Monitoring carried out with the help of the local branches of the Russian Red Cross shows that **between 55% to 60% of all teachers and pupils in grades 5-7 use the ICRC manual**. An external evaluation in 2001 confirmed that it is widely appreciated by pupils, teachers, parents, as well as the education authorities, and that pupils who have taken part in the programme know significantly more about humanitarian principles and issues than those who have not. In 3 of the country's regions, the education authorities have made the programme compulsory.



Structure of the ICRC school programme in Russia

- By September 2002, lessons or paragraphs on IHL had been included in 7 official civic education textbooks for grade 9 (age 14). This represents a marked increase since 2000, when only one book featured IHL. For the "The basics of living safely" course in grade 11 (age 16), 4 textbooks have so far included IHL. At this stage, one batch each of 9th and 11th grade students have had IHL lessons as part of these courses.
- In 2001 the ICRC began to approach **schools offering specialized military training*** with a view to promoting the IHL educational programme. The response was encouraging: in 2001 and 2002, the ICRC was invited to 3 national military skills competitions between military schools in Volgograd, Novorossisk and St Petersburg. At each of these events, the ICRC organized the mandatory part dedicated to IHL.

Programme development

At the outset, the school programme in Russia was inspired by two major impulses, coming from the **military** and the **education authorities**:

- When the ICRC first set up an office in the Russian Federation in 1992, its dissemination efforts focused on promoting IHL among the armed forces. Humanitarian concepts and IHL, especially the notion of limits in war, were until recently not part of general, or military, educational policy. When introduced to IHL, Russian military experts themselves expressed the view that in order to have an impact, the teaching of these principles should start at a much earlier stage in the education process.
- The Ministry of Education showed interest in developing cooperation with the ICRC. In view of Russia's rich literary tradition, **literature classes** were chosen as the most suitable vehicle to convey the humanitarian message.

* some 60 schools across Russia offer this kind of training. These schools are under the responsibility of the Ministry of Education. In addition, there are military schools (e.g. the prestigious Suvorov cadet schools) run by the Ministry of Defence.

ICRC school programme in the Russian Federation			
Course books	printed and distributed	No. books for pupils/ teachers	Reprint
grades 5-8 (ages 11-14) <i>A world around you</i>	1995 - end 2002	9.24 million/ 457,000	1 million course books (grade 6) due in 2004
grades 9 and 11 (ages 15-17) IHL lessons in <i>The basics of living safely</i>	2000/1	70,000 copies for teachers	no immediate plans as the course books are used in fewer lessons and are therefore expected to last longer

This is how the programme's twofold approach evolved:

1. ***A world around you*** (course book for grades 5-8): Starting in 1995, ICRC delegates together with local experts of literature, culture and history developed a series of four literature course books entitled *A world around you* for distribution to pupils in grades 5-8 in Russia's 66,000 schools. In terms of production and distribution, this represents, for each grade, an average of 1.84 million course books for pupils and 100,000 teachers' guides. By 2001, the course books for grades 5-7 had been distributed. With the printing and distribution of the 8th-grade course book for the 2002-2003 school year, the first phase of the programme was complete. Between 1996 and 2002, hundreds of training seminars were organized for some 43,000 teacher trainers and teachers.

2. ***International humanitarian law*** (teacher's resource manual for grades 9-11): In addition to

the literature programme, the ICRC received the approval of the Ministry of Education for IHL topics to be included in civic education classes and the "Basics of living safely" course for grades 9 and 11 starting in 2000. While the Ministry of Education was producing the official course textbooks, the ICRC team developed a teachers' support manual with background information and practical exercises on IHL. This meant that teaching could begin immediately. Some 70,000 copies of the support manual were distributed in 2000. At the same time, the ICRC team kept in touch with the authors of the official textbooks to ensure that they included IHL in their textbooks and to assist them in doing so.

Through continued lobbying, the ICRC is seeking to convince the education authorities of the need to include the basic principles of IHL in federal education standards for grades 9-11. At the end of 2002, a decision is still outstanding.

Teacher training

Teacher training plays an essential part as, for the time being, it is up to the teachers to decide whether to use the ICRC course books for grades 5-8 or not. Beyond familiarizing teachers with the content of the course books, training aims to stimulate their interest and motivate them for the programme.

At the request of the regional ministries of education, the ICRC team conducts seminars for teachers of literature, civic education, and history. In addition, the ICRC has taken a systematic approach towards the vast majority of **regional institutes for in-service teacher training**, which every teacher is required to attend for one month at least every five years. Through these institutes, the ICRC has set up a network of **regional school programme coordinators**. These experienced educators interface with the ICRC and the teachers using the manual. It is their responsibility to train and motivate teachers in specialized seminars lasting several days. A special effort is therefore required to prepare these intermediaries and support them in this key role.

Cooperation with the education authorities and the National Society

The ICRC school programme is based on two types of cooperation agreements:

- A framework agreement between the ICRC, the federal Ministry of Education and the Russian Red Cross, which defines the general terms of cooperation. The content of the school manuals is defined at the federal level. The ICRC is in regular contact with the department concerned to promote the inclusion of IHL in the final official version of the federal standards of education.
- Cooperation agreements between the ICRC, the regional ministries of education and local branches of the Russian Red Cross which define the details of programme development on a yearly basis. The hands-on work is carried out in the regions, which makes it necessary for the ICRC to foster a solid network of contacts in each one of them. The ICRC team visits up to 30 regions per year. In future, the ICRC intends to focus on strengthening the



A young student participating in an IHL class at his Moscow school

programmes in key regions such as Moscow and the northern Caucasus and others which have shown particularly strong commitment.

The Russian Red Cross is the ICRC's partner in the school programme:

- At the **federal** level, ICRC school programme staff includes a Russian Red Cross representative who ensures close cooperation between the ICRC and the Russian Red Cross Society. At the **regional** level, the regional branches of the Russian Red Cross Society supervise the distribution of the manuals, organize evaluations, arrange seminars and liaise with the media. National Society involvement varies greatly from region to region, depending on the level of professionalism and dedication.

Promotional activities

- Production of a 16-minute video illustrating the programme (2001).

Challenges and prospects

- The Russian Federation has vast numbers of armed forces personnel, recruited from all parts of the country. As stated above, humanitarian concepts and IHL, especially the notion of limits in war, were until recently not part of general, or military, educational policy.
- The Ministry of Education has held out the prospect of IHL topics being written into the new federal education standards and the respective curricula. A definitive decision is still outstanding. If it were to be the case, every youngster in secondary education would be introduced to basic humanitarian concepts and provisions of IHL. This is particularly important as military draft, which is compulsory, begins straight after school at age 18.

Determined to ensure the programme's continuation and quality, the ICRC is looking for a partner to take over the financing for it for the next 5 years. Its own role will consist in facilitating and overseeing implementation and providing expertise through its national teams.

The ICRC is planning:

in 2003

- 40 travel assignments in the Russian Federation and the region
- training seminars for regional programme coordinators and for education specialists for grades 9 and 11
- promotional activities (new activities: set up a website; organize a competition on IHL for pupils in grades 5-8 at general secondary schools, and take part in a competition for pupils at specialized military schools; participate in the Pan-Siberian Fair)
- production of teacher training support materials.

over the next 5 years

- to ensure deeper and broader implementation at the regional level, to **focus on** strengthening the programme in some of the **70 key regions** where the Ministries of Education have either made IHL topics compulsory in literature classes for grades 5-8, or have expressed an interest in doing so, and where promoting the programme is a priority for the ICRC, for example in Moscow and the northern Caucasus
- maintain **contact with coordinators** in the other regions
- concentrate on **teacher training and motivation**, so as to involve an increasing number of teachers in the programme
- conduct an **evaluation over 4-5 years**, taking a sample of pupils and following the development of their knowledge and attitudes through the course of their studying the four literature manuals (the group that started grade 5 in September 2001 will be the first group to have had the opportunity to study 4 manuals by grade 8).

ICRC School Programme in the Southern Caucasus (Armenia, Azerbaijan, Georgia)

Start: 1995 in Georgia, Armenia and Azerbaijan

The programme

The programme involves the promotion of humanitarian concepts and basic knowledge of IHL by introducing school course books based on samples of each country's literary heritage and world literature. The course books offer between 14 and 18 lessons per school year. Their use in Georgia has been made obligatory in grades 6 and 7 and in additional literature classes for grades 5 and 6 in Azerbaijan. Although it is not compulsory, the course book is officially recommended in grades 5 and 7 in Armenia.

Target audience:

Children aged between 11 and 14 (grades 5-7), and, by extension, their teachers and parents

Estimated number of pupils reached

1995 - end of 2002/03 school year:
1.988 million

Estimated number of teachers reached:

92,000

ICRC staff: 5 national staff
plus 2 consultants

divisive issues have not been resolved. All three countries are mired in a prolonged economic and social crisis.

The ongoing reform process has been slow and fraught with difficulties, and much of the population has yet to see the benefits. Poverty is widespread, and living conditions are difficult, especially in winter when electricity shortages and lack of heating cause additional hardship. There are great disparities between cities and rural areas. In the struggle for better material conditions, education has been weakened by a variety of factors. Attitudes towards education are still marked by the previous system in which the individual was completely taken charge of by the State and the concept of individual and civic responsibility was not developed. The level of teacher training is declining, teaching is poorly paid and no longer a sought-after profession. The dearth of resources for public education translates into a lack of adequate teaching materials and poor maintenance of school buildings.

Reforms in the education sector are under way, with financial support mainly from the World Bank. In Armenia, reform plans include adding an 11th school year (compulsory schooling goes up to grade 8) and introducing new teaching methods and new subjects, both sciences and humanities. In Azerbaijan, little information is at present available about reform plans. In Georgia, the reform programme drawn up by the Ministry of Education includes adding a 12th school year, raising the age of compulsory schooling from 14 to 16 years and introducing civic education classes for all grades as well as new methodological approaches. However, despite the authorities' willingness to go ahead with reforms, the means are lacking and the process is slow.

A number of foreign organizations (Unesco, Unicef, the Soros Foundation, Norwegian Refugee Council, British Council, Save the Children, BP/Amoco) are present in the educational field.

Context

Despite their cultural differences, the three countries of the southern Caucasus have a number of points in common. Following the disintegration of the Soviet Union they have experienced the resurgence of nationalist trends and armed conflict. The Nagorny Karabakh conflict between Armenia and Azerbaijan and the hostilities between Georgia and its breakaway regions of Abkhazia and South Ossetia date back to the early 1990s. Although there is no longer any open military confrontation, no peace agreement has been signed in any of these contexts, and the

Why the ICRC school programme is important in the southern Caucasus

- Given the tensions still prevailing in the region, it is particularly important that youngsters learn to be aware of the consequences of their actions and to behave responsibly. The promotion of IHL principles thus remains a very real need.
- As confirmed by internal and external evaluations, the school programme enjoys broad support among teachers, pupils and education authorities, and has contributed to better knowledge and understanding of IHL among young people.
- Book supplies are diminishing as the course books reach the end of their five-to-six year lifespan. Because of a lack of resources, the Ministries of Education are unable for the time being to take over the programme, especially the reprinting of the course books. These remain the essential support material for IHL education. Continued efforts have to be made to ensure that IHL is permanently anchored in State civic education standards and course curricula. The ongoing reform process needs

to be closely monitored with a view to seizing any such opportunities.

- Teachers need to be trained and motivated to ensure that they support the programme and have a sound understanding of the key concepts of IHL and the interactive methodology proposed. Considerable progress has already been made in Georgia, whereas much remains to be done in Armenia and Azerbaijan.

Convinced of the positive long-term impact of the school programme and determined to ensure its continuation, the ICRC wishes to keep up its overall support for the programme for five more years. This will allow more time to involve larger numbers of teachers in the programme and increase opportunities for IHL topics to be approved by the Ministries of Education for inclusion in official school textbooks and subject matters.

The ICRC is now looking for donors interested in taking over the financing, particularly printing costs which account for the largest part of the budget.



**Today's students are tomorrow's soldiers:
teaching international humanitarian law to Armenian recruits.**

ICRC School Programme in Armenia

Their uniforms were different. Just hours earlier they had been enemies, ready to lunge at each other with their sabres, and now they were looking at one another as if they wanted to talk, say at least something, only sadly they couldn't understand each other because of the language. Suddenly, with some difficulty the younger man shifted, moved closer to the enemy and offered him some water, then tried to staunch the blood flowing from his wound.

from "Enemies" by V. Garchin (free translation)

At last they got there. It was a sombre autumn night when they arrived in Tbilisi. Zano thought that people would welcome her ... but no-one came. People passed them by without looking. Those who did come closer gave them things and treated them like poor people. That's when she understood for the first time that father wasn't father, Surik wasn't Surik, and even she herself wasn't Zano, but that they were all "refugees".

from "Joyous night" by H. Tumanian (free translation)

Excerpts from the ICRC-sponsored literature course books for 7th-grade pupils

Start: 1995

Course books

- *My little planet* (for pupils in grade 5, age 11) and *Man for man* (for pupils in grade 7, age 13). Both are based on Armenian and foreign literature (e.g. Hovhannes Tumanian, William Saroyan, Jean-Paul Sartre, Victor Hugo, Antoine St Exupéry) and deal with humanitarian principles. The second course book, while still literature-based, focuses more on basic rules of IHL.

Status: optional but officially recommended by the Ministry of Education, 17-20 lessons (out of 100) per year for grade 5; 10-12 lessons (out of 96) for grade 7.

Estimated number of pupils reached

1997 - end of 2002/03 school year:
410,000

Estimated number of teachers reached:
12,000

ICRC staff : 1 national staff based in Yerevan, 1 external consultant



Context

Armenia, with a population of some 3.4 million (official estimate), is experiencing a deep economic crisis which has prompted many of its inhabitants to emigrate in recent years. The unresolved conflict with neighbouring Azerbaijan over the Nagorny Karabakh region is one of the factors hindering economic development, although a cease-fire has been in place since 1994.

The education system still bears the marks of the Soviet past, both in terms of content and methods. The country as a whole is locked in a political and economic crisis which also affects the education sector. Schools in rural areas are in poor condition, books and other supplies are lacking and teachers' salaries are low.

Teacher training

Teacher training is conducted for methodology specialists, who then go on to train the teachers. Between 1996 and 2002, four seminars were organized for methodology specialists, and some 3,350 teachers were trained in 37 seminars. For the second course book, the plan is to decentralize training and organize another 37 seminars in Armenia's various regions, to enable intensive work with teachers in smaller groups.

Cooperation with the education authorities and the National Society

The ICRC signed cooperation agreements with the Armenian Ministry of Education regarding the use of the two course books in 1996 and 2002.

ICRC school programme Armenia			
Course books	Printed and distributed	No. books for pupils/ teachers	Reprint
grade 5 age 11 <i>My little planet</i>	1997/98	73,000/ 4,000	due in 2004
grade 7 age 13 <i>Man for man</i>	2002/3	75,000/ 4,000	due in 2008

Programme development

Between 1996 and 2002 the ICRC team together with local experts prepared two literature course books for pupils in grades 5 and 7. Of the 5th-grade course book, 73,000 copies were printed and distributed to 1,550 schools across Armenia, along with some 4,000 teachers' guides. In 2002-2003, the schools received the textbook for the 7th grade (75,000 copies plus 4,000 teachers' guides).

The course books were prepared in cooperation with Armenia's Educational Reform Centre. As for teacher training, the ICRC is actively cooperating with 12 methodologists from institutes in 11 regions and Yerevan city. In addition, the ICRC cooperates with the regional education departments, which promote the distribution of books and organize seminars.

Armenia's Red Cross Society, well known in the country for its work for earthquake victims, is active in a variety of sectors such as disaster preparedness, restoring family links, dissemination, first aid and social welfare. The dissemination department of the Armenian National Society is familiar with the ICRC school programme and takes part in activities such as organizing competitions for young people on humanitarian themes.

Achievements, challenges and prospects

- Armenia's unresolved conflict with Azerbaijan remains a source of tension. The need to educate young people, many of whom are future weapon bearers, about IHL remains very real.
- In 2003 the ICRC school programme is completing its first phase — that of printing and distribution of two course books and teacher training. The programme is well perceived in Armenia. An internal evaluation by the ICRC team in 1998 showed that all teachers who had received the ICRC-sponsored course books were using them. Teachers cited the fact that the book is based on Armenian literature as a strong incentive for using it, given the major role the national literary heritage plays in Armenian culture.
- The cooperation agreement with the education authorities was renewed in August 2002. The first course book is coming up for reprinting in 2004. The Ministry of Education lacks the resources to take over the programme, of which reprinting the books is the costliest part. Providing the course books will remain an essential part of the programme, at least until IHL lessons can gain entry into civic education classes, which would be taken charge of by the Ministry of Education with other external support. To date, at its own initiative, the Ministry of Education has included a chapter on IHL in human rights instruction which is obligatory in grade 8 (one lesson out of 108). Further opportunities may arise to anchor IHL firmly in secondary education as reforms progress.

Determined to ensure the continuation of the programme, the ICRC is looking for a partner to take over the financing of it for the next five years.

The ICRC is planning:

in 2003

- 2 three-day seminars for methodologists and 1 seminar for National Society dissemination officers in charge of programme monitoring
- evaluation by a local consultancy agency
- complete distribution of seventh-grade course books across Armenia; teacher training

over the next 5 years

- concentrate on teacher training and refresher courses with a view to improving the quality of teaching, letting the programme "sink in" and keeping teachers motivated
- closely follow the reform process with a view to seizing opportunities for IHL to be made part of civic education programmes, and thereafter, of formal teacher training.

ICRC School Programme in Azerbaijan

War is an incurable disease of mankind. People have fought in the past, they are fighting now and alas, they will fight in the future. But there is something even worse than war. That's war fought without any rules. All too often we hear of children being killed, women abused, and unarmed civilians suffering atrocities in armed conflict.

Nowadays, words such as honour and compassion are very rarely used. And why not ask recognized international organizations like the UN and the ICRC to propose that States introduce into schools and military schools such concepts as "officer's honour" and "combatant's honour" so that, in the event of war, those who fight do it according to the rules? A lot has already been done here. Weapons of mass destruction, such as chemical and biological weapons, are prohibited. But this is not enough. Everybody stands to gain if active participants in war understand that it is in the interest of their own safety not to throw a grenade into a basement where unarmed civilians might be hiding. I'm not naive, I realize full well that it's impossible to revive knights' rules of combat. Nonetheless, basic standards of civilized behaviour must be upheld even in time of war.

War benefits neither the winner, nor the defeated. War changes people: it makes them cruel and callous, they have little left to give to their country. War means not only material damage, but moral and ethical loss too. Let's always bear this in mind.

**Quote by Maksud Ibrahimbekov,
writer and parliamentary deputy (free translation)**

Start: 1995

Course book

- *We are all rays of the same sun* and *Your world, my world* for grades 5 and 6 (pupils aged 11-12) are based on Azeri and foreign literature (e.g. Dzhingis Aitmatov, Maksud Ibrahimbekov; Antoine de St Exupéry) and deal with humanitarian principles. The course book for grade 6 focuses more on IHL rules.

Status: both are obligatory in optional literature classes, 14 lessons (out of 14) per year.

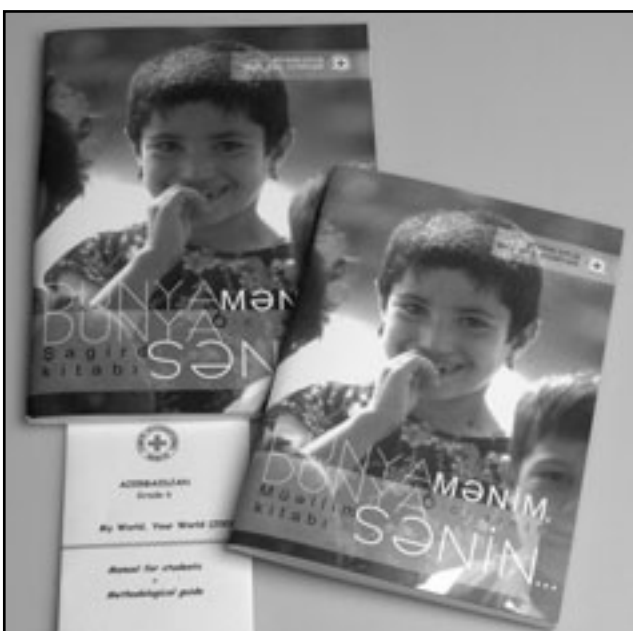
Estimated number of pupils reached

1997 - end of 2002/03 school year:
888,000

Estimated number of teachers reached:

30,000

ICRC staff: 2 national staff



Context

Azerbaijan's population of nearly eight million is mainly of Turkic origin. Despite a cease-fire agreed in 1994, the country has yet to resolve its conflict with neighbouring Armenia over the Nagorny Karabakh region. Azerbaijan is left with a legacy of some 750,000 refugees and internally displaced people. Hopes of widespread wealth from Azerbaijan's petrol resources have so far remained unfulfilled and much of the population outside the capital Baku continues to live in difficult conditions. Increased poverty is affecting education. Schools in rural areas are far worse off than those in Baku, and teachers have little or no access to reference materials and up-to-date information. The overall level of teaching has declined.

Programme development

Between 1996 and 2001 the ICRC team, in co-operation with local experts, prepared two course

of the 6th-grade course book (3,000 copies plus 200 teachers' guides) was tested in 33 schools in Baku and Guba. In April 2002 the final version (190,000 copies plus 12,000 teachers' guides) of this course book was distributed to schools countrywide, including the Autonomous Republic of Nakhichevan.

Teacher training

Between 1997 and 2002, one general and eight decentralized training seminars were held for some 240 methodology specialists on *We are all rays of the same sun* (grade 5 course book). For *Your world, my world* (grade 6 course book), 310 methodology specialists were trained in two general seminars and 17 decentralized seminars in the country's eight regions. The methodology experts in their turn held seminars for literature teachers from their respective regions. A special effort is required in terms of motivation and support so as to involve sufficient numbers of teachers to allow the programme to continue. The

ICRC school programme Azerbaijan			
Course books	Printed and distributed	No. books for pupils/ teachers	Reprint
grade 5 age 11 <i>We are all rays of the same sun</i>	Sept. 1997	150,000/ 6,000	2001 176,000/ 8,500
grade 6 age 12 <i>Your world, my world</i>	2002	190,000/ 12,000	due in 2007

books for pupils in grades 5-6. The course book for the 5th grade plus teachers' guides was distributed to 4,561 schools across Azerbaijan, a first edition in 1997, a second four years later. In 2001 the Latin alphabet officially replaced the cyrillic script. However, in reality both continue to exist one alongside the other. All new course books are printed using Latin script; the ICRC-sponsored ones therefore likewise. The fact that they are distributed free of charge is an added attraction, as above 4th grade, pupils have to buy their own schoolbooks. In 2001, the pilot version

teachers' guide for the 6th-grade course book is particularly detailed and contains the answers to all exercises and questions.

Cooperation with the education authorities

School reform has been in progress since 2000 with financial support from the World Bank. Teaching of human rights as well as of IHL is part of the ongoing reform. The ICRC signed cooperation agreements with the Azerbaijan Ministry of Education in 1995, 1996 and 2002. The general

objective of the 2002 agreement is to ensure IHL teaching in schools. In addition, the Ministry of Education issues methodological recommendations regarding the use of the ICRC course books to teach key IHL concepts in literature lessons over a five-year period.

Regarding seminars and distribution of the books, the ICRC cooperates with: the Ministry of Education, the methodology centre of the Ministry's institute for educational problems; the Ministry's department for material and technical supply; the regional education departments; the Baku education department and the Ministry of Education of the Nakhichevan Autonomous Republic; the Azerbaijan teachers' institute and the Azerbaijan Tusi teacher training institute.



Azeri schoolgirls discuss the latest edition of their IHL course book



Promotional activities

- A pantomime entitled "Mangurt", based on Dzhingis Aitmatov's novel *A day longer than a century* which deals with the rights of prisoners of war
- Articles published in a teachers' journal
- A 15-minute documentary "Your world - my world" shown on national TV.

Achievements, challenges and prospects

- Azerbaijan's unresolved conflict with Armenia remains a source of tension. The need to educate young people, many of whom are potentially future bearers of weapons, about IHL remains very real.
- The ICRC school programme is completing its first phase. The Ministry of Education has shown strong support for the programme and the teachers particularly appreciate the ICRC course book, which has been made a compulsory part of additional classes allocated to literature and reading in grades 5 and 6. The course books for the 5th and 6th grades are

due to be reprinted in 2007. The Ministry of Education lacks the resources to take over the programme, of which reprinting the course books is the costliest part. Providing the course books will remain an essential part of the programme at least until IHL lessons can gain entry into civic education classes, which would be taken charge of by the Ministry of Education with other external support.

- The current nationwide school campaign aimed at updating school curricula and books, funded by the World Bank, adds to the ICRC course books' chances of becoming compulsory in core teaching programmes; in addition, educational reforms offer potential opportunities to anchor IHL in other compulsory subjects such as civic education.

Determined to ensure the programme's continuation, the ICRC is looking for a partner to take over the financing of the programme over the next five years.

The ICRC is planning:

in 2003

- 13 four-day training courses in Baku and all the country's districts for literature teachers working with the ICRC course books
- evaluation by a local consultancy agency
- promotional activities (showing a documentary on the school programme on TV; "Mangurt" pantomime performances; regional competitions in Baku city and other regions of Azerbaijan)

over the next five years

- concentrate on teacher training and refresher courses with a view to improving the quality of teaching, letting the programme "sink in" and keeping teachers motivated
- closely follow the reform process with a view to seizing opportunities for IHL to be made part of civic education programmes.



Armed forces are another important target group for ICRC's efforts to promote IHL

ICRC School Programme in Georgia

Excerpt from a focus group discussion with 10 schoolchildren who took part in the ICRC school programme (Tbilisi, autumn 2000):

Question: *Why is this course so important?*

A boy: *To avoid human suffering in wartime and render assistance to those who need it.*

Question: *Can you imagine finding yourself in a war situation?*

Eight of the pupils think that they may well happen to find themselves in a war situation.

A girl: *I've already been in such a situation.*

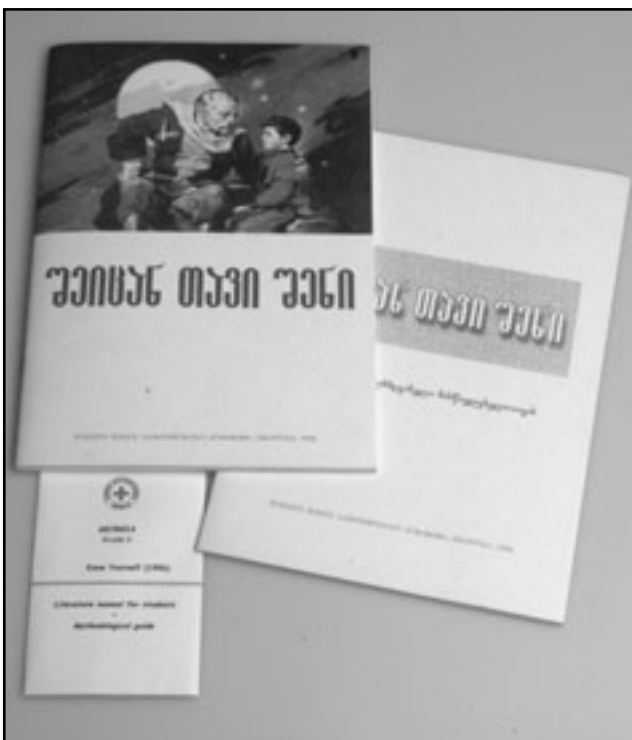
A boy: *I was in Gagra (Abkhazia) and saw people dying. I was deeply shocked.*

Start: 1995

Course books

- *Know yourself* is a course book for the 6th grade and contains a selection of texts from Georgian literature (e.g. Ilya Chavchavadze, Nodar Dumbadze) illustrating humanitarian principles, such as compassion and respect for the dignity of others. *What hate destroys*, a 7th-grade course book, deals with basic rules of IHL and humanitarian principles. The books address pupils aged 11-13.

The compulsory literature lessons for grade 6 added to the teachers' workload, without extra payment. To lighten the teachers' burden and diversify content, for the 7th grade it was decided to divide the 18 course hours up among a variety of subjects, ranging from Georgian literature, history and geography (e.g. migration and refugees) to Russian and other foreign languages. Georgia is the only country where the school programme takes this multidisciplinary approach.



Status: at present compulsory

Estimated number of pupils reached

1996 - end of 2002/03 school year: 690,000

Estimated number of teachers reached:

50,000

ICRC staff: 2 national staff (including
1 regional programme coordinator)

Context

Since reaching independence in 1991 Georgia has experienced armed conflict with two of its regions, Abkhazia and South Ossetia. The status of these breakaway regions is still unsettled and remains a source of tension, as well as an obstacle to economic improvement. In addition, there is tension between Georgia and Russia as a result of the situation in Chechnya.

Georgia, with its population of some 5.4 million, is a multi-ethnic State, with strong Armenian, Russian and Azeri minorities. Each linguistic community has its own schools where children can be educated in their native language. Despite its many natural resources, Georgia faces huge economic problems so that poverty has become

a way of life for large parts of the population. The situation in the isolated regions of Abkhazia and South Ossetia is even worse. Many school buildings are derelict and are occasionally closed in winter for lack of heating.

Programme development

Between 1996 and 2000, the ICRC team together with experts from the Gogebashvili National Institute of Pedagogics, the Institute of teacher training of the Tbilisi city education department, the Central institute for teacher training and the Sulkhan Saba Orbeliani State pedagogical university prepared two course books for pupils in grades 6 and 7. After a test run, 147,000 copies were printed and distributed to Georgia's 3,000 schools. The 7th-grade course book was adapted and translated into Armenian, Azeri and Russian. This has allowed youngsters across Georgia, whatever their first language, to be included in the programme. In Abkhazia and South Ossetia, the programme uses the same 5th and 6th grade literature course books and teachers' guides as in the Russian Federation. Two compulsory lessons from the course book used in the Russian 9th grade have now been included in civic education classes in Abkhazia.

ICRC school programme Georgia			
Course books	Printed and distributed	No. books for pupils/ teachers	Reprint
grade 6 (age 12) <i>Know yourself</i>	1996-1999	77,000/ 5,000	Due in 2003/4
grade 7 (age 13) <i>What hate destroys</i>		70,000 5,000	
grade 7 (minority languages)	2000	14,600/ 1,200	due in 2006/7
Abkhazia 5th and 6th grades (ages 11 - 12)	1998-1999	6,000/ 350	2004/5 (Course books used: same as 6th Grade Russian Federation)
South Ossetia	2002	1600/	

Teacher training: key to the success of the programme

Teacher training has been conducted in three stages: general information seminars; promotion of the programme among a specialized audience; in-depth training. Stages 1 and 2 (1996-2000) included over 160 seminars and lectures for some 1,200 teachers, including those teaching at minority language schools, and regional methodology experts specialized in literature and other subjects. The third stage began in 2001, after printing and distribution of the last batch of course books. To date (January 2003), some 600 teachers have been trained in five-day intensive courses, and 18 teacher trainers have been trained in 10-day trainers' courses. Training began in Tbilisi. In the course of 2001-2002 it was extended to the Kutaisi, Zugdidi and Batumi regions, where nine of the teacher trainers are now working. In 2003, training will be further extended to eastern and southern Georgia.

Cooperation with the education authorities

The ICRC signed cooperation agreements with the Georgian Ministry of Education in 1995, 1998 and 2001. The Ministry of Education has made the course books compulsory in grades 6 and 7. Based on the 2001 agreement, IHL-related issues stand a good chance of being integrated in educational reform documents as part of the future compulsory curriculum. In addition, the ICRC cooperates with the regional education departments, which promote the distribution of books and organize seminars. At the level of teacher training, the ICRC is actively cooperating with two teacher training and methodology institutes in Tbilisi and one in Batumi.

Promotional activities

- A 15-minute TV documentary on the ICRC school programme, shown several times on Georgian State TV
- "People and War": a travelling ICRC photo exhibition shown in cities across Georgia (1998)
- A countrywide essay-writing and painting competition for 7th-graders on the theme "People and War" (2000).



Question time - sixth-graders want to know the "whys" and "wherefores" during an IHL class in Tbilisi, Georgia

Achievements, challenges and prospects

- Georgia's two frozen conflicts with the separatist regions of Abkhazia and South Ossetia remain a constant source of tension, with occasional outbursts of violence in the case of Abkhazia. There remains a very real need to educate young people, many of whom are potentially future weapon bearers, about IHL.
- Georgia was the first country to make the school programme compulsory after the ICRC course books had gone through their initial test runs there. It is the only country where the ICRC programme is taught not only as part of literature or civics classes, but also as part of other subjects. The ICRC programme takes account of the regional differences by providing course books to the various communities in their own languages.
- Annual surveys conducted by the ICRC between 1996-99 regarding the use of the course books for grades 6 and 7, and an extensive evaluation in 2000 confirmed:
 - the school programme, in terms of content, presentation and methodology, enjoys the broad support of teachers, pupils, parents and the Ministry of Education. Some 80% of the teachers and pupils regularly use the ICRC-sponsored course books;
 - the overwhelming majority of pupils had understood the fundamental ideas contained in the course book; had grasped the relevance of the values underlying IHL;

were able to name some of the basic rights and obligations of combatants in times of war; and knew about the International Red Cross and Red Crescent Movement;

- pupils who have taken part in the programme know significantly more about IHL and understand humanitarian issues better than those who have not.
- The school programme in Georgia is in the second phase, where the emphasis is on teacher training. Fourteen ICRC-trained teachers are already working independently as teachers trainers in Tbilisi, Kutaisi, Zugdidi and Batumi; by 2003 a network of teacher trainers can be expected to cover other regions.
- The cooperation agreement with the education authorities is coming up for renewal in 2004 and the course books for the 6th and 7th grade are nearing the end of their five-to-six-year life span. The Ministry of Education, engaged in a laborious process of educational reform, lacks the resources to take over the programme, of which reprinting the course books is the costliest part. However, the reform process could open up opportunities for IHL lessons to be included in official textbooks for civic education courses from the 1st grade (primary school) to the final school grade. Until such time, providing the course books will remain an essential part of the programme.

Determined to ensure the programme's continuation, the ICRC is looking for a partner to take over the financing of it for the next five years.

The ICRC is planning:

in 2003

- 1 seminar for 11 regional coordinators who monitor the programme in schools; 45 refresher courses for small groups of teachers and for 5 groups of teacher trainers; 3 seminars for teachers in Abkhazia and South Ossetia

over the next five years

- concentrate on teacher training and refresher courses with a view to improving the quality of teaching, letting the programme "sink in" and keeping teachers motivated
- closely follow the reform process with a view to seizing opportunities for IHL to be made part of civic education programmes.

ICRC School Programme in Central Asia

Kyrgyzstan, Tajikistan, Uzbekistan

Start: 1996 in Tajikistan and Uzbekistan, and 2000 in Kyrgyzstan

ICRC staff: 6 national staff in the three countries, including 1 regional programme coordinator based in Tashkent

The programme

The programme involves the use of ICRC-developed civic education/literature-based course books which link the values underlying international humanitarian law (IHL) to values found in the countries' cultural heritage. Between 9 and 18 hours per school year, compulsory in Uzbekistan, Kyrgyzstan and Tajikistan.

Target audience

Pupils aged between 14 (grade 8 in Tajikistan) and 17 (grades 10 and 11 in Kyrgyzstan and Uzbekistan), and, by extension, their teachers and parents.

Estimated number of pupils reached
1999 - end of 2002/03 school year:
1.761 million

Estimated number of teachers reached :
over 42,000

Why the ICRC school programme is important in Central Asia

Independence in 1991 marked the beginning of a search for ways to unite multiethnic populations so as to shape a national identity. An important aspect of this process are reforms in the educational sector. Education standards and academic curricula are being revised, new school manuals are being developed, and there is an increasing interest in participatory, that is, interactive teaching methods. The humanities — such subjects as history, literature and civics — are liable to experience the most profound changes.

By using examples from the historical and cultural heritage of Central Asian peoples and drawing parallels between the past and contemporary events, the ICRC school programme underlines the universality of humanitarian ideas. The programme provides a forum for discussion and encourages pupils to reflect on and develop an understanding of social rules. Through the concept of human dignity as an inviolable quality of every human being, the pupils are introduced to IHL, i.e. the rules that stipulate that those not or no longer participating in combat should be spared and treated humanely. A large-scale

Context

All three republics face problems similar to those experienced by other countries emerging from the break-up of the Soviet Union: political tension, poverty, mass unemployment, large-scale migration, and a lack of skilled workers and resources affecting all sectors of society, including the education sector. While Tajikistan was racked by a violent civil war between 1992 and 1997, Kyrgyzstan and Uzbekistan have been suffering from repeated incursions by armed opposition groups in recent years. The densely populated and traditionally volatile Fergana valley has been the main focus of these incursions.



external evaluation carried out in 2000 has shown the programme to be very popular among the education authorities, teachers, students and their parents. It also highlights a significant increase in knowledge of IHL among pupils participating in the programme compared with pupils from a control group who had not studied with the course book.

In the Central Asian context where poverty is widespread and parents have to buy textbooks for their children, a major advantage of the ICRC programme is that it provides the course books free of charge and that it supplies as many books as there are pupils in that age group. In all three countries, the programmes are implemented in cooperation with the Ministries of Education and with the assistance of the national Red Crescent Societies. IHL has been included in curricula and normative guidelines, and the focus today is on

training teachers, in both pre-service and in-service training institutes, and on gradually transferring responsibility for the programme to the local authorities.

Given the sombre economic prospects and the tension still prevailing in the region, the promotion of IHL principles in the long term remains a very real need. In addressing this need, the ICRC school programme complements other education efforts, such as those of international and non-governmental organizations (e.g. Unesco, Unicef, the Open Society Institute).

The ICRC is determined to keep up its support for the programme for another five years. It is now looking for donors interested in taking over the financing of the programme, particularly the costs for replacing overused course books, continuous teacher training and monitoring efforts.



Lively exchange of views in an IHL class in Bishkek, the capital of Kyrgyzstan

ICRC School Programme in Kyrgyzstan

If mankind does not learn to live in peace, it will perish. The atmosphere of mistrust (and) confrontation is one of the most dangerous threats to mankind's peaceful and prosperous life.

From "And the day lasts more than a hundred years..." by Dzhingis Aitmatov (* 1928)

Start: 2000

ICRC staff: 2 national staff; coordination by a regional programme coordinator based in Tashkent (Uzbekistan)

Course book: *Through humanity to peace* (for 10th grade pupils aged 16).

Content: course book quoting from works of Kyrgyz authors and using excerpts from the epic poems *Manas* and *Er Toshtuk*, drawing parallels between local traditions and the basic humanitarian principles articulated in IHL.

Status: compulsory for the 10th-grade course "Individual and Society", 18 out of 36 civic education lessons per year.

Number of pupils involved in the test phase in 2001: around 800

Estimated number of pupils reached in the 2002/03 school year: around 75,000

Estimated number of teachers reached in the 2002/03 school year: around 3,300

Context

The Kyrgyz Republic is a small mountainous country with a predominantly agricultural economy. It has a population of 4.8 million, of whom over half are Kyrgyz, 18% Russian and 13% Uzbek, followed by a number of smaller minority groups.

Following the break-up of the Soviet Union, Kyrgyzstan became an independent State in 1991. Tension between the Kyrgyz and Uzbek populations of the southern town of Osh led to violent clashes in the early 90s, an antagonism that has not fully been forgotten or forgiven. In addition, there are disparities between the northern and southern Kyrgyz populations. Kyrgyzstan has a number of unresolved problems with its neighbours related to natural gas and water resources and border demarcation. In 1999 and 2000 the country's southwestern provinces suffered incursions from Uzbek opposition fighters that led to combat with the Kyrgyz armed forces. Thousands of Kyrgyz civilians had to be temporarily evacuated from their villages.

Programme development

The course book *Through humanity to peace*, developed by the ICRC team in cooperation with local experts, is Kyrgyzstan's first schoolbook on international humanitarian law (IHL). As required by the Kyrgyz Ministry of Education, Culture and Science, the team of authors integrated the IHL-specific information in a more general context, thus making *Through humanity to peace* a truly interdisciplinary course book.

During the first test run in April/May 2001, the course book enjoyed such success that the participating teachers addressed an open letter to the Ministry asking for the book to be integrated without delay into the teaching process. In the course of the test run the ICRC team also collected and analysed over 850 questionnaires, so as to enrich and enhance the quality of the course book. The Ministry not only approved the course book, but also introduced a completely



new "Individual and Society" course in the 10th grade dedicated to the study of IHL through the ICRC manual. Previously this course was only taught in grades 9 and 11. The Kyrgyz publishing house nominated the course book for an international exhibition as its best product in 2002.

By the end of 2002, a total of 78,200 course books and 3,250 teachers' guides had been printed and distributed (44,000 in Kyrgyz, 24,200 in Russian and 10,000 in Uzbek).

Teacher training

During the test run in 2001, the ICRC team trained 100 teachers of the "Individual and Society" course and methodology specialists from the Ministry of Education, Culture and Science in the basics of IHL, the International Red Cross and Red Crescent Movement and interactive methodology. After publication of the first edition, more teachers began their training. Some 750 teachers and methodologists were trained in some 15 seminars during the school year 2002-03.

Cooperation with the education authorities and the Red Crescent Society of Kyrgyzstan

A cooperation agreement between the ICRC, the Ministry of Education and the Red Crescent Society of Kyrgyzstan concluded in 1999 paved the way for the publication of the course book. The current agreement (2001-2003) covers the inclusion of IHL in curriculum and State standards of education, as well as the integration of the course book, and/or its topics, into the course programme for in-service teacher training at Kyrgyzstan's advanced teacher training institutes. The Red Crescent Society of Kyrgyzstan plays a supporting role, especially regarding the organization of seminars and media work.

Promotional activities

- Public launch of the course book through a media campaign including a press conference in November 2002
- First three-stage competition on the basics of IHL for pupils, with the final round to be held in the Kyrgyz capital Bishkek on 8 May 2003, World Red Cross and Red Crescent Day
- Distribution of ICRC publications on IHL and related issues to the main public libraries and educational institutes.



Children playing in Naryn, central Kyrgyzstan

Challenges and prospects

- Kyrgyz society is not only facing a profound economic and social crisis but also suffers from inter-communal tensions, and - twice in recent years - incursions of armed groups in the country's southwest. As pointed out by pupils and teachers, by drawing on examples from local as well as foreign sources, the course book helps to promote understanding between the different communities and cultures.
- The Ministry of Education has shown its commitment to the programme and the underlying ideas by adopting the curriculum "Kyrgyzstan and International Humanitarian Law" in April 2002, even before the final version of the course book had been published. In accordance with the 2001 Agreement, the inclusion of knowledge of IHL and the Movement in the national education standards should follow in 2003.

In 2003 the ICRC is planning to:

- concentrate on training teacher trainers from the three major language communities (Kyrgyz, Russian and Uzbek)
- examine ways of integrating the course book/topics into the course programme for in-service teacher training at Kyrgyzstan's advanced teacher training institutes and at the Bishkek State University and pedagogical universities
- look into prospects for further developing cooperation with the Kyrgyz State National Military Lyceum.

ICRC School Programme in Tajikistan

*Offending a weak person is not a brave act,
It is not worthy of a strong man.
Show mercy, let your heart speak,
And you will deserve a blessing.*
From "Shahnoma" by A. Firdausi (c. 934-1020)

Start: 1995

ICRC staff: 1 national staff member; coordination by the regional programme coordinator based in Tashkent (Uzbekistan); support by other departments at the ICRC mission in Tajikistan

Course book: *Look at the world with wise eyes* (for 8th-grade pupils, 13-14 years, in tutorial hours)

Content: Course book based on Tajik and Persian literature and traditions, drawing parallels between the local culture and the basic humanitarian principles articulated in IHL. Materials for 16 out of 34 academic hours per year

Status: compulsory for the 8th grade in mandatory classes aimed at developing pupils' civic responsibility and cultural awareness

Estimated number of pupils reached
1999 - end of the 2002/03 school year:
434,000

Estimated number of class tutors reached: 12,000

Context

The population of the Republic of Tajikistan is estimated at around 6.7 million. 65% are Tajiks and 25% Uzbeks. Following the break-up of the Soviet Union, Tajikistan became an independent State in 1991. It soon found itself facing an acute economic crisis as the previous central planning system fell apart and Soviet funding discontinued. Social tensions mounted and in 1992 a bitter civil war erupted with over 100,000 casualties, the majority of whom were civilians. A peace

agreement concluded in June 1997 was the starting point for a slow process of stabilization. While the overall security situation has steadily improved, irregular armed groups remain active especially across the mountainous regions.

Economically speaking, Tajikistan is the weakest of the CIS countries. Ailing infrastructure and high unemployment are problems common to the region, but in the case of Tajikistan, they have been exacerbated by the after-effects of the civil war. Lack of job prospects drive many Tajik citizens to seek employment abroad, mostly in the form of unskilled labour in Siberia, Russia. The general lack of resources badly affects the education system.

Achievements of the ICRC school programme

- The ICRC course book on norms and principles underlying international humanitarian law (IHL) is compulsory teaching material for tutorial classes in the 8th grade (13-14 years) in schools across the country and is, consequently, widely used.



Programme development

In order to support educators in teaching young people values aimed at helping them learn to act responsibly, the ICRC, together with locally recruited experts, developed a secondary school course book. After a test run in 1997, the Ministry of Education approved it and made the course book compulsory for tutorial classes in 1998. Tutorial classes are mandatory for all pupils in grades 4–11. The Tajik version of the course book has reached over 95,000 pupils in 3,000 schools across Tajikistan. An Uzbek version of the course book (25,000 copies) was published in 2001 for the country's linguistic minority.

Teacher training

In spring 1999, the course book was printed and distributed to all municipalities of the country. At the same time, the ICRC started a series of seminars for methodology specialists with the aim of creating a network of local experts in the school programme who would act as teacher trainers. A total of 85 methodologists were trained. These experts then went on to train some 3,000 8th-grade teachers at the beginning of each school year. Teacher training mainly focused on the content of the course book but also incorporated lectures on IHL, the International Red Cross and Red Crescent Movement and interactive methodology.

In 2002, the ICRC shifted its training efforts to advanced teacher training institutes and pedagogical universities in order to have the teaching of IHL and related issues integrated into the State's pre- and in-service teacher training institutes. This implied handing part of the responsibility for IHL teaching over to the government. A pilot course at the central institute for advanced teacher training in April 2002 was attended by some 70 class teachers and school directors. The course is now held regularly at the Central and the Dushanbe city institutes. In addition, in the first half of 2002 the ICRC held a first 12-hour course for 120 graduate students of history and civics at the Tajik State Pedagogical University. The course is being repeated in 2002 - 2003.

Cooperation with the education authorities

A first cooperation agreement between the ICRC and the Ministry of Education was signed in 1998, defining the tasks of each of the parties throughout the test phase. After the test phase, a new agreement was concluded in 2001 in order to:

- ensure official recognition of the course book as a compulsory teaching tool for tutorial hours
- ensure the integration of IHL teaching by means of the course book into pre-service and in-service teacher training.



It's never too late to begin IHL Education - a combatant in the Garm Valley

Promotional activities

- Yearly contests and quizzes on humanitarian issues among pupils, production of posters, calendars, and press releases
- Theatre performance on issues related to IHL and the Movement
- Distribution of ICRC publications on IHL and related issues to the main public libraries and to educational institutes.

Challenges and prospects

- Tajikistan has experienced, and is still weakened by the consequences of, civil war and intercommunal tension. It is therefore essential that young people learn to think about the consequences of their actions and the need to behave responsibly
- On 14 January 2003 the Central Advanced Training Institute approved the *Model plan for tutorial work in the 8th grade* drafted by the ICRC. The plan draws on humanitarian concepts underlying the themes dealt with in the ICRC course books and may be equated to a curriculum. The reviewers considered the plan "timely and adequate", and have recommended it for publication and distribution to Tajikistan's secondary schools.

In 2003 the ICRC is planning to:

- continue to train 8th-grade class tutors at the advanced teacher training institutes, and senior students of the humanities at the Tajik State Pedagogical University, before their first assignment as class tutors
- continue to monitor the programme's implementation all over the country
- work towards permanently anchoring the basics of IHL in the normative guidelines issued by the Ministry of Education for tutorial work in the 8th grade.

ICRC School Programme in Uzbekistan

*And Alexander (the Great) said:
I will not let my army into the city,
Let them spend the night in the forest.
For if they enter the city,
They may harm the people.*

From "Iskandar's Wall" by Alisher Navoi (1441-1501)

Start: 1996

Course book: *Individual and Society* (target group: 11th-grade pupils aged 17 in civic education classes)

Content: the course book draws parallels between local cultural and historical values and traditions and the basic humanitarian principles articulated in IHL

Status: the course book is obligatory in that its main topics have been included in school curricula as well as national education standards. 80% of the course books are used in secondary schools (in 9 out of 34 civic education lessons) and 20% at lyceums and colleges (18 out of 40 lessons)

ICRC staff: 3 national staff including 1 regional programme coordinator based in Tashkent

Estimated number of pupils reached 1999 - end of 2002/03 school year: 1,250,000

Estimated number of teachers reached: 27,000

In 1999 and in 2000, Uzbekistan's southern and eastern regions suffered incursions by Uzbek armed opposition groups operating from Taliban-controlled Afghanistan and rebel-held areas in Tajikistan. While casualties remained relatively low, these incursions have led to a general feeling of insecurity, and an increased readiness by the government to crack down heavily on alleged opposition members. These factors, combined with the government's extremely cautious approach to the privatization of State-owned enterprises and free convertibility of the national currency, have discouraged potential investors.

Achievements of the ICRC school programme

- Uzbekistan's Ministries of Public and of Higher Education have made IHL topics compulsory in the final grades of secondary schools, colleges and lyceums, and in 2001 extended IHL teaching to the country's Tajik schools and all 5 specialized military colleges. The programme now covers the whole 11th-grade school population
- as borne out by an external evaluation, the programme is well known and appreciated by pupils, teachers and parents as a genuine contribution to the development of young Uzbek citizens' outlook on the world.

Context

Uzbekistan has a population of some 25 million. Uzbeks make up 80%, followed by Russian, Tajik, Korean, Karakalpak and other minorities. During the Soviet era, intensive production of cotton and grain led to overuse of agrochemicals and the depletion of water supplies. Now the country seeks to lessen its dependence on agriculture by intensifying the extraction of its mineral and petroleum reserves.



Programme development

In 1997, the Ministry of Public Education and the ICRC opted for the 11th-grade civics course "Individual and Society" as the most appropriate for the introduction of a course book on IHL themes, considering pupils aged 16-17 to be mature enough to understand some of the complexity of the issues. Following a first agreement between the ICRC, the Ministry of Public Education and the national Red Crescent Society, an Uzbek, Russian and Karakalpak version of the course book were produced. A Tajik version followed in 2001. The overall circulation of more than 400,000 course books reflects Uzbekistan's multilingual context: 350,000 copies in Uzbek; 34,000 copies in Russian; 14,000 copies in Karakalpak; and 13,000 copies in Tajik.

After a test run at 180 schools in 1999, the ICRC signed an implementation agreement, this time also including the Ministry of Higher Education in charge of colleges and lyceums. The agreement provides for both Ministries of Education to use the course book for at least four consecutive school years, starting in 1999/2000.

In October 2000, knowledge of IHL and the International Red Cross and Red Crescent Movement was integrated into the national secondary education standards, and thus became an obligatory subject in all secondary school establishments, including academic lyceums and professional colleges. In 2001/2002 the programme was extended to Uzbekistan's five military lyceums. In addition, Uzbekistan's three leading pedagogical universities in Tashkent, Bukhara and Fergana initiated a course for future teachers based on the course book.

Teacher training

Teacher training is mainly conducted by ICRC-trained trainers. These trainers are themselves experienced teachers as well as methodology specialists. The training sessions focus on the content of the course book (basic principles and values underlying IHL) and the use of interactive methodology. Since the programme started, over 2,000 teacher trainers, teachers and school



Youngsters in Bukhara, Uzbekistan

directors have been trained by the ICRC team directly, while an estimated 6,000 teachers have been trained by the trainers.

Future teachers of the "Individual and Society" course and the compulsory pre-draft military classes are trained at the country's three leading pedagogical universities. After running some test seminars in 2001/2002, the ICRC concluded agreements with the education authorities providing for the inclusion of these courses in the programmes of pedagogical universities (pre-service training). Similar agreements were concluded regarding the training of experienced teachers who attend in-service training at advanced teacher training institutes every five years. In 2001/02, the ICRC extended training to teachers at Uzbekistan's five military lyceums.

Cooperation with the education authorities and the Red Crescent Society of Uzbekistan

In 1997, the ICRC, the Ministry of Education and the Red Crescent Society of Uzbekistan signed a first cooperation agreement defining the tasks of each party during the textbook's test run. After the test phase, a new agreement was concluded in 2001 aiming to:

- ensure the inclusion of IHL in State education standards and the course curriculum, thereby making the course book a compulsory tool for the course "Individual and Society"
- ensure that IHL teaching by means of the course book is integrated into pre-service and in-service teacher training
- secure the invaluable support of the Red Crescent Society of Uzbekistan (assistance in seminars, media work, networking with the authorities).

Promotional activities

- Yearly four-stage competition on humanitarian issues, based on the "Individual and Society" course book, held for all 11th-grade students at secondary schools, colleges and lyceums, and, since 2001, also military lyceums; organized by the ICRC in cooperation with the Ministries of Education and the Uzbek Red Crescent Society
- Quiz competitions on the basics of IHL and the International Red Cross and Red Crescent Movement, conducted through the national radio and newspapers
- Distribution of ICRC publications on IHL and related issues to the main public libraries and to education institutes.

Challenges and prospects

- In view of the conflict potential in the region, it is particularly important that youngsters learn to be aware of the consequences of their actions and to behave responsibly.
- The ICRC-sponsored course book is the only mandatory source of information on social sciences. In December 2000, the Cabinet of Ministers approved the national standards of secondary education and the curriculum of the course "Individual and Society". The education standards explicitly mention IHL and the International Red Cross and Red Crescent Movement.

In 2003 the ICRC is planning to:

- train secondary school "Individual and Society" teachers at advanced teacher training institutes
- train future teachers studying at pedagogical universities
- organize the annual nationwide contest for pupils on the basics of IHL (in close cooperation with the Ministries of Education and the Red Crescent Society of Uzbekistan)
- evaluate how the course book is used in the various types of schools, with a view to eventually handing the programme over to the Ministries of Education
- find a donor to finance printing the Uzbek version of the course book in Latin script¹.

¹ In 1993 the Uzbek authorities decided to switch from the Cyrillic to the Latin script. The generation of pupils who have only learned to read and write Uzbek in Latin script will reach grade 11 in 2004/2005; it will therefore become necessary to reedit the Uzbek version of the course book in Latin script (some 400,000 copies)

Donor information

Budget forecast 2003-2007* Secondary School Programme in CIS countries

		2003	2004	2005	2006	2007	Total USD	Total CHF	Total EUR
Southern Caucasus	ARM	31,000	181,000	76,000	26,000	26,000	340,000	461,380	315,366
	or				36,000	36,000	360,000	488,520	333,917
	AZE	195,000	190,000	90,000	55,000	55,000	585,000	793,845	542,614
	or	45,000	90,000				335,000	454,595	310,728
	GEO	149,000	157,000	42,000	37,000	37,000	422,000	572,654	391,424
Subtotal							1,347,000	1,827,879	1,249,405
Subtotal with option							1,117,000	1,515,769	1,036,069
Russian Federation	RUS	300,000	693,000	1,362,000	2,330,000	550,000	5,235,000	7,103,895	4,855,704
	Subtotal						5,235,000	7,103,895	4,855,704
Central Asia	KYR	18,900	40,900	18,900	17,900	17,900	114,500	155,377	106,204
	UZB	18,800	370,800	20,800	17,800	17,800	446,000	605,222	413,686
	TAJ	10,750	12,000	112,000	9,500	9,500	153,750	208,639	142,610
	Subtotal						714,250	969,237	662,500
Global Total School programme							7,296,250	9,901,011	6,767,609
Global Total School programme with option							7,066,250	9,588,901	6,554,273

* The budget figures 2004-2007 are projections and liable to change

For options in italics, see explanation under country heading

Internal ICRC exchange rates in March 2003: USD 1 = CHF 1.357 / EUR 1 = CHF 1.463

Please note: the school programme budgets per country are part of the preventive action programmes for the respective regions (see ICRC preventive action programmes p. 49).

Comments and explanations

The budget forecast for each country depends on a number of factors such as the need for course books to be printed, additional tools for teachers and students to be developed and the number of teacher trainers still to be trained. The question of whether IHL has been, or has chances of being, included in definite education standards and course curricula plays a crucial role in defining the level of further ICRC involvement in and support for the programme. Permanent integration of IHL is the key to sustainable IHL education and proof of governments' willingness to comply actively with their obligation to spread awareness of the basic norms of that law.

For each country, the budget covers both regular running costs and expenses linked to specific productions and activities. Regular expenses comprise staff salaries, travel costs, training of teacher trainers etc. Specific activities include updating and reprinting existing ICRC course books and developing additional pedagogical tools. In 2003, the ICRC's regional delegation in Central Asia produced special pedagogical guides for teacher trainers at pedagogical universities (pre-service training) and advanced teachers trainers institutes (in-service training). In Moscow, a similar tool was developed in 1999, in order to provide civics teachers with exercises and background information on IHL. All activities in the programme's second phase (2003 - 2007) are aimed at making IHL education sustainable and handing the programme over to the local authorities.

Armenia

2003-2004: updating and reprinting of the course book for grade 5.

2005: evaluation of the programme, continued monitoring and provision of expertise to partner(s).

2006-2007: The budget will be maintained at USD 10,000 (CHF 13,570 / EUR 9,275) for each of the two years.

Azerbaijan

2003-2005: no reprinting of existing manuals. Assessment of the Ministry's request regarding the production of a new course book for grade 7. If this project goes ahead, the budget for 2004 would amount to USD 305,000 (CHF 413,885 / EUR 282,901). In addition, the Ministry has plans regarding the inclusion of some texts from the ICRC course books into new schoolbooks for literature classes of grades 5 and 6. If a consensus can be reached regarding certain aspects, the ICRC may contribute USD 50,000 (CHF 67,850 / EUR 46,377) to the printing costs.

2006-2007: the budget covers the provision of expertise should opportunities arise to include IHL lessons in civic education/social science courses in the upper classes.

Georgia

2003-2004: updating, reprinting and distribution of the ICRC course books for grades 6 and 7.

2005: evaluation of the programme by external consultants from Georgia.

2006-2007: possible support and expertise for the Ministry of Education regarding the production of a new civic education course book, in line with the requirements of reformed school curricula.

Russian Federation

2003-2004: reprinting of ICRC course books for grade 6. Participation in developing a CD-ROM for regular schools (civics course in grade 9 and 10, pre-military training courses etc.) and cadet schools.

2005: reprinting of the course books for grades 5,7 and 8. Programme evaluation by external consultants from Russia.

2006: current reform plans include the introduction of a 12th grade into the school system. This would have an impact on the curricula of grades 9 and 10, which would then start offering optional subjects, including humanitarian themes. In that event, the ICRC would be involved in producing the official course book. The printing costs would amount to an estimated USD 1.98 million (CHF 2.69 million / EUR 1.84 million).

2007: Possible production of a CD-ROM (40,000 copies).

Kyrgyzstan

2002-2003: first school year in which the ICRC course book for grade 10 is used in schools. As of January 2003, some 700 teachers have been trained in the basics of IHL, and about twice as many still need to be trained over the next few years.

2004: printing and distribution of an additional 25,000 Kyrgyz language course books plus methodology guides (USD 20,000 / CHF 27,140 / EUR 18,550).

2005-2007: possible participation in development of a CD-ROM for teacher trainers and teachers. Support to an IHL resource centre in the capital Bishkek.

Tajikistan

2003-2004: teacher training. Possible updating of course book and teachers guides for grade 8.

2005: printing and distribution of the updated course book and teachers' guides. (Estimated cost: USD 100,000 / CHF 135,000 / EUR 92,754.)

2006-2007: support for the production of pedagogical guides and development of IHL standards and curricula for pedagogical universities, so as to facilitate the hand-over of the programme to the Ministry of Education.

Uzbekistan

2003: teacher training and programme evaluation, updating of course books and teachers' guides.

2004: printing and distribution of about 400,000 updated course books and teachers' guides in Latin script plus 50,000 Russian course books. (Estimated cost: USD 350,000 / CHF 474,950 / EUR 324,641.) Alternatively, the content of the course books might be included in the main official "Individual and Society" course book which is in the process of being written. The ICRC would then participate proportionally in the printing cost.

2005-07: support for the production of pedagogical guides and possible contribution to the development of a CD-ROM.

ICRC preventive action programmes

The secondary school education project in the CIS described above and the corresponding budgets form part of the ICRC's broader programme of "preventive action".

The 2003 budgets for preventive action in CIS countries are outlined in the relevant country chapters of the Emergency Appeals 2003, as summarized in the table below.

Emergency Appeals 2003				
Region	Preventive action programme budget 2003		Overall budget	
Southern Caucasus (Armenia, Azerbaijan, Georgia)	CHF	3,961,471	CHF	26,929,853
	USD	2,919,286	USD	19,845,139
	EUR	2,707,772	EUR	18,407,282
Moscow regional	CHF	6,136,935	CHF	47,457,415
	USD	4,522,428	USD	34,972,303
	EUR	4,194,761	EUR	32,438,424
Tashkent regional (covering Kyrgyzstan, Tajikistan and Uzbekistan)	CHF	2,623,346	CHF	7,509,052
	USD	1,933,195	USD	5,533,568
	EUR	1,793,128	EUR	5,132,640

As the ICRC only accepts earmarking down to programme level, donations to the secondary schools education project would thus be registered as a contribution to the preventive action programme.

Although the cost of the project over a five-year period has been presented, the ICRC would require donors to make their pledges on a yearly basis, in accordance with the annual Emergency Appeal.

Estimated cost of the CIS school project 1995-2002		
Southern Caucasus (Armenia, Azerbaijan, Georgia)	CHF	2,483,310
	USD	1,830,000
	EUR	1,697,409
Moscow regional	CHF	6,785,000
	USD	5,000,000
	EUR	4,637,731
Tashkent regional (covering Kyrgyzstan, Tajikistan and Uzbekistan)	CHF	2,900,000
	USD	2,137,067
	EUR	1,982,228



ICRC

International Committee of the Red Cross, External Resources, 19 Avenue de la Paix, 1202 Geneva, Switzerland, T + 41 22 734 6001, E-mail: rex.gva@icrc.org, www.icrc.org