

TO: Participants in the Regional Seminar on Disarmament Education
Caracas 4-7 October 1983

FROM: Betty Reardon, Professor, Columbia University, Teacher's College

RE: Suggestions for Program and Curriculum Design for Disarmament
Education

One of the objectives of the seminar is to permit participants to become familiar with United Nations Information Materials on Disarmament. These materials are listed in Fact Sheet No. 29 which will be available with the other publications of the Department for Disarmament Affairs at the seminar.

Another objective to which we will devote primary attention in the working groups is planning study programs, learning units and course outlines for purposes of testing and implementation. They will be based upon and many will include United Nations publications. Some ideas and directions will also come from the sample materials sent for display by participants and other NGO's and from the exemplar programs presented for discussion in the working groups.

In order to provide you with a short and simple sample of the kind of syllabus and learning units that would be useful, attached you will find three units based on UN materials. I would like you to review them, to suggest revisions and alternatives and to bring or send other units on the same topic to the seminar. Each of these units is intended as a component of a larger program or course.

Encl. Learning Unit for Secondary Schools
 Learning Unit for Adult Education
 Learning Unit for Higher Education

/.....

LEARNING UNIT FOR ADULT EDUCATION

Subject: Disarmament, Development and Security

Learning Objective: Knowledge of the nature, costs and consequences of military expenditure, their effects on the industrial and developing nations and the relationship between these factors and world security.

Materials: UN Fact Sheets 21, 22 and 27 and the UNESCO Courier, March 1982, "The Sinews of War".

Time: Six 1 to 1 1/2 hour sessions.

Procedures: It is suggested that "The Sinews of War" be used as the main text for an adult learning group, to be supplemented by UN Fact Sheets, and UN Expert Reports for those intensely interested and any of the relevant publications produced by NGO's for the use of adult learners. The group could hold six sessions of no less than 60 and no more than 90 minutes each basing each session on the discussion of one chapter.

The following questions are suggested as possibilities for guiding discussion on the economic and social consequences of military spending.

1. What is the general global economic environment in which military expenditures are increasing?
- . What factor in military spending has actually declined?
- . Where is the lion's share of military production?
- . Who reaps the economic benefits of this production?
- . How do the planners and procurers, policy makers and ordinary citizens appeal military spending?
- . How does military spending affect labour, purchasing power and other sections of the economy in the weapons producing nations?

/.....

- . What are the economic costs and benefits of military research and development?
- . How do military expenditures and arms imports effect developing countries with regard to balance of payments, social expenditures, economic growth and development patterns?
- . How should we assess the future consequences of a continued increase in military expenditures? What are the alternatives?

LEARNING UNIT FOR HIGHER EDUCATION

Subject: The Relationship between Disarmament and Development

Learning Objective: Factual knowledge regarding military expenditures and resource allocation to military purposes: Information about the economic consequences: Familiarity with United Nations expert studies and the conclusion of the Expert Study on The Relationship between Disarmament and Development.

Materials: Core readings from United Nations Disarmament Study Series No. 5. Assign also the Final Document of SSOD I, Fact Sheets 21, 23, 26, 27, 29 and any collateral readings deemed relevant by the instructor. Bibliographies on economic and social consequences of the arms race.

Time Required: Three seminar sessions of one and a half to two hours each.

Procedures: Distribute the assignments early enough so that students who wish to do so may read from the bibliographies as well as the core reading.

Session 1

1.1 For the first session assign Fact Sheets 29, 23, 26 pp. iii-vii and pp. 1-8 and the Final Document of SSOD I to provide an overview of the origins and purposes of the studies in general and No. 5 in particular.

1.2 The instructor might offer a lecture on the backgrounds and conclusions of the two special sessions on disarmament or assign one to three students to present the background for discussion.

1.3 Main points for discussion: the trends and conditions leading to SSOD I with special emphasis on the concerns of the developing nations: the need for and procedures for producing the expert studies: the make-up and competence of the expert panel on disarmament and development; previous research and objectives of the study.

Session 2

2.1 For the second session assign Fact Sheet No. 27 and pp. 9-100 of the Study. All students should read all

90 pages for background.

2.2 Groups of two students should be assigned to prepare to present the main points and lead a discussion on one chapter per group, allowing about a half hour for the discussion of each of the three chapters II, III and IV.

2.3 The main points for discussion: the basic assertion that arms accumulation hinders development and the indicators used to validate the assertion: why "this broadly moral and logical argument" has not outweighed "the concern with military security." Concepts of and challenge to security: quantity and nature of resources used for military production: portion of global economic activity involved with military preparedness: effects of military expenditures on capital formation, inflation, employment and development

Session 3

3.1 For the third session assign pp. 101-170

3.2 Have students form teams of three or four to work together on one of two possible presentations for discussion. Try to have at least two presentations on each of the two topics. The first topic might be a review and critique of the concepts and possibilities for economic conversion contained in the report and/or a critique of the conclusions. The second topic might be the presentation of original plans and strategies for concern.

3.3 Main points for discussion: how these concepts and proposals would affect industrial and developing nations: what political steps need be taken to make it possible to undertake conversion proposals.

LEARNING UNIT FOR SECONDARY SCHOOLS

- Subject:** The Relationship between Disarmament and Development
- Learning Objective:** Knowledge of the world's economic imbalance, and information on the effects of military expenditures on the world economy: knowledge of the main factors considered in assessing the health of the world's economy and the volume of military expenditures.
- Materials:** UNESCO Courier, March 1982* "Swords into Plowshares", section on "The Sinews of War"
- Time Required:** An Introduction and three fifty minute classroom periods in a senior high school course in history, civics, global issues, modern problems, current events, social studies or economics.
- Procedures:** Distribute copies of the Courier or reproductions of the three articles to be assigned. Introduce the topic of the arms race and the world economic crisis. Assess student knowledge of recent developments in the arms race and the world economy. Provide background through lecture or films (See films listed in United Nations Fact Sheet No. 29).
- Session 1**
- 1.1 For the first session assign "Manpower" pp. 11-12. Provide definitions and clarifications of unfamiliar terms and core concepts such as "para-military", "billion", "civilian economic utility", NATO and WTO, etc.
- 1.2 Review with the students the categories of labour involved in the military, the kind of work they do and how many there are employed in each sector globally. Ask them to research how many are involved nationally in their country.

*Note: this publication will be available at the seminar.

1.3 Discuss with the students the following questions:

1.3.1 What must a day's work be like for these military workers? How satisfying would you find this work? Do you know people who do this kind of work? Are they well paid? Do they like their work?

1.3.2 What benefits and effects does the work in each of these categories have on the workers, the localities in which the work is done, the whole nation, the world?

1.3.3 What effects would you expect if this work were no longer available? Could the same skills be used for other jobs? Who would need retraining for employment? Who should provide the training? When should it be provided?

Session 2

2.1 For the second session assign "Military Industrial Production", pp. 14-15. Provide definitions and clarification of important terms and concepts such as "procurement", "suppliers", "components" etc.

2.2 Review with the students the role of procurement in military budgets, the amount spent per annum on military production, the percentage of the total per annum military expenditures, the ranking of nations in military production.

2.3 Discuss with the students the following questions:

Of what use is the production of items manufactured for the military? What happens to these items? Could they be used for other purposes? Should food consumed by military personnel be considered military production? What about food consumed by civilian personnel working for the military? How should military production be defined?

2.4 What alternative uses might be made of the funds and resources used on the military? Should we spend more or less on the military? Why? Would we be more or less secure if we reduced military expenditures?

Session 3

- 3.1 For session three assign any of the four remaining articles in "Sinews of War" series. Provide clarifications and definitions.
- 3.2 Review the basic content.
- 3.3 Discuss some of the main issues and questions raised.
- 3.4 Lead the students through a discussion of the interrelationships between and consequences of the six factors treated in the series. If you assign all six articles save the synthesis and conclusion session till the end. However, it would be well to point out the central relationships as you move from one topic to the next.
- 3.5 Ask the students to present ideas about how citizens should respond to the conditions they have learned about. What policies would they like to see adopted? How could such policies be made acceptable to the public and to governments? What can the students themselves do?