

THE ARMS TRADE TREATY IN THE PACIFIC:

A Training Guide for Working with Pacific Governments.



THE ARMS TRADE TREATY IN THE PACIFIC:

A Training Guide for Working with Pacific Governments

Published in Australia by the Centre for Armed Violence Reduction

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, including electronic, mechanical, photocopy, recording or otherwise, without prior permission in writing from the publisher.

Author: Laura Spano, Arms Control Manager, Centre for Armed Violence Reduction

Design: Red Lounge Agency

Copy Editor: Candace Wright

Cover Photo Credit: Marsali Mackinnon

This publication has been made possible by a grant from the United Nations Trust Facility Supporting Cooperation on Arms Regulations (UNSCAR). The information and views set out in this publication do not necessarily reflect the official opinion of the donors.

About Us

The Centre for Armed Violence Reduction (CAVR), is an international non-governmental, non-profit organisation, providing evidence-based research and services to prevent and reduce armed violence as a necessary precondition for effective and sustainable development.

Our purpose is to promote public health and safety by encouraging, contributing to and analysing effective armed violence reduction initiatives.

CAVR is the Secretariat of the Pacific Small Arms Action Group (PSAAG). PSAAG is an UNSCAR funded group coordinating implementation of the UN Programme of Action to Prevent, Combat and Eradicate the Illicit Trade in Small Arms and Light Weapons and the Arms Trade Treaty.

PSAAG is also the Pacific regional coordinator for the international coalition Control Arms. As the only Pacific-based coalition focused on armed violence, we facilitate coordination information sharing and lobbying between governments, UN and regional bodies, NGOs and other stakeholders.

PSAAG publishes and disseminates evidence-based research and policy analysis, supports partners in local initiatives to reduce and prevent armed violence, while reducing the proliferation of firearms in our region.



www.avrmonitor.org

www.psaag.org

 [@PSAAGOrg](https://twitter.com/PSAAGOrg)



Table Of Contents

About this Toolkit	5
Toolkit Aim	5
Content Overview	5
A Guide to Each Session	7
Session 1: The Arms Trade Treaty: Why it matters and the current state of play	9
Session 2: Synergies with the UNPoA and other regional frameworks	10
Session 3: The ATT and legal obligations	10
Session 4: Tools to assist with the Implementation of the Arms Trade Treaty	12
Session 5: Implementation of the ATT in detail	14
Session 6: Filling in the ATT Baseline Assessment	15
Session 7: Overcoming challenges to the ATT	16
Session 8: Coordination, capacity building and technical assistance	18
Session 9: Next Steps: Drafting an Action Plan for either the ATT or an entire arms control system	19

Acronyms and Abbreviations

The United Nations Programme of Action to Prevent, Combat and Eradicate the Illicit Trade in Small Arms and Light Weapons in All Its Aspects	UNPoA
Small Arms and Light Weapons	SALW
International Tracing Instrument	ITI
The International Small Arms Control Standards	ISACS
Arms Trade Treaty	ATT
United Nations Office for Disarmament Affairs	UNODA
Arms Trade Treaty Baseline Assessment Project	ATT-BAP

About This Toolkit

This training toolkit focuses on the Arms Trade Treaty, its current state of play, its legal obligations and tools for implementation. This training manual can be used alongside Toolkit 1 – the UN Programme of Action on Small Arms and Light Weapons (UNPoA) – as a way to train government officials on how to build a comprehensive arms control system by identifying gaps in legislation and implementing the UNPoA and the Arms Trade Treaty.

The toolkits focus on working with government officials in the Pacific but can be adapted to the country of context. The toolkit can be used as a single two-day training session or separated into individual training sessions, depending on your aim and the depth required.

The training toolkit directly corresponds to PSAAG's Implementation Guide *Arms and Ammunition in Oceania: A Guide for Governments and accompanying handouts*.

Toolkit Aim

- To increase understanding and knowledge of the Arms Trade Treaty (ATT) amongst Pacific government officials.
- To build the capacity of government officials to advance arms control and to implement the ATT.

Content Overview

Session	Content	Materials
1. The Arms Trade Treaty: Why it matters and the current state of play	<ul style="list-style-type: none"> • Why the ATT matters • The current state of play for the ATT • First Conference of States Parties and rules of procedures • Pacific engagement on the ATT 	<ul style="list-style-type: none"> • PowerPoint – Why the ATT matters and The current state of play • Reference Sheet – Country Profiles: What do we already know?
2. Synergies with the UNPoA and other regional frameworks	<ul style="list-style-type: none"> • Understanding the ATT within a wider arms control framework 	<ul style="list-style-type: none"> • Review Toolkit 1 – The UNPoA in the Pacific
3. The ATT and legal obligations	<ul style="list-style-type: none"> • The legal obligations to signing the ATT • Domesticating the ATT • Model legislation • Example of domesticating the ATT in the Pacific 	<ul style="list-style-type: none"> • PowerPoint – The Arms Trade Treaty and legal obligations • Challenging Q & As • Model Law • Speaking Notes
4. Tools to assist with the implementation of the Arms Trade Treaty	<ul style="list-style-type: none"> • Overview of the ATT Baseline Survey and ISACS • Review the effectiveness of the tools available 	<ul style="list-style-type: none"> • PowerPoint – Tools to assist implementation • PowerPoint – ATT Baseline Survey (provided by ATT-BAP) • PowerPoint – Toolkit 2 – ATT Session 3 – ATT legal obligations (optional) • PowerPoint – Toolkit 1 – UNPoA Session 6 – ISACS (Optional) • Model Legislation • ATT Baseline Assessment Checklist • ATT Baseline Assessment Survey • Example ATT Baseline Report – Kiribati • Working Group session activity sheet – Reviewing the appropriateness and effectiveness of tools • A computer with the ISACS software downloaded and installed (Optional)
5. Implementation of the ATT in detail	<ul style="list-style-type: none"> • Suggested procedures and best practices for implementing the ATT 	<ul style="list-style-type: none"> • PowerPoint – A general overview of implementation • ATT-BAP videos for best practices

6. Filling in the ATT Baseline Assessment	<ul style="list-style-type: none"> Drafting the ATT Baseline Assessment through a step-by-step guide 	<ul style="list-style-type: none"> ATT-BAP guidance notes: http://www.armstrade.info/resources-2/ Computer access to watch videos ATT-BAP Questionnaire PowerPoint – Tools to assist implementation (see session 4)
7. Overcoming challenges to the ATT	<ul style="list-style-type: none"> Addressing the challenges and misconceptions of the ATT 	<ul style="list-style-type: none"> Challenging Q & As Worksheet – Overcoming challenges to implementing the ATT
8. Coordination, capacity building and technical assistance: The role of civil society and regional groups in arms control	<ul style="list-style-type: none"> Overview of stakeholder engagement in the ATT Understanding how to collaborate with other stakeholders 	<ul style="list-style-type: none"> PowerPoint – Collaboration and assistance Post-it notes (optional) Worksheet – Regional collaboration and assistance (optional) Worksheet – Government-Government collaboration (optional)
9. Next Steps: Drafting an Action Plan for either UNPoA/ATT or an entire arms control system	<ul style="list-style-type: none"> Drafting an Action Plan 	<ul style="list-style-type: none"> Worksheet Option 1 – Creating a national and regional road map for the ATT (or UNPoA) Worksheet Option 2 – Creating a road map for a comprehensive national arms control system Outcome Document template (for additional activity) Evaluation form

Learning Outcomes

By the end of this training a participant should be able to:

- Provide an overview of the ATT and its values.
- Provide an overview of the ATT's current state of play and Pacific engagement to date.
- Outline the key obligations of the ATT and the importance of domesticating the ATT in legislation.
- Identify, evaluate and use tools to assist in the implementation of the ATT.
- Provide an overview of suggested procedures and best practices for implementing the ATT.
- Identify concerns and challenges for implementing the ATT and develop strategies to overcome these challenges.
- Outline how governments can work with regional organisations, civil society organisations and other governments on arms control.
- Identify needs and technical assistance required from regional and international bodies to implement the ATT.
- Identify a plan of action/strategies for advancing the ATT at the national level.

Target Audience

Government officials responsible for arms control in the Pacific – this includes representatives from Ministry of Defence, Ministry of Foreign Affairs, Police and Customs Officers. The workshop can be adapted for use with governments outside the Pacific region and with civil society organisations.

Timeframe: Two days (14 hours)

The toolkit provides 14 hours of content and training, structured into nine sessions. Sessions can be pulled apart and put together to suit the needs of the government and the timeframe allocated. Below is an example of a two-day programme on the ATT.

Day 1

8:00 – 8:30	Introductions/Opening Ceremony
8:30 – 9:30	Session 1: The Arms Trade Treaty: Why it matters and the current state of play
9:30 – 10:00	Coffee break
10:00 – 11:00	Session 2: Synergies with UNPoA and regional frameworks
11:00 – 12:30	Session 3: The ATT and legal obligations
12:30 – 13:30	Lunch
13:30 – 15:30	Session 4: Tools to assist with the implementation of the Arms Trade Treaty
15:30 – 16:00	Coffee break
16:00 – 17:00	Session 5: Implementation of the ATT in detail

Day 2

8:30 – 10:30	Session 6: Filling in the ATT Baseline Assessment – Part 1
10:30 – 11:00	Coffee break
11:00 – 12:00	Session 6: Filling in the ATT Baseline Assessment – Part 2
12:00 – 13:00	Session 7: Overcoming challenges of the ATT
13:00 – 14:00	Lunch
14:00 – 15:00	Session 8: Coordination, capacity building and technical assistance
15:00 – 15:30	Coffee break
15:30 – 17:30	Session 9: Next steps: Drafting an Action Plan for either UNPoA/ATT or an entire arms control system

A Guide To Each Session

Welcome and Introduction - 10 minutes

A brief introduction should be given at the start of each session. If you have worked with the participants before then you can skip introducing yourself. However, it is very important to grab their attention, outline the objectives, structure and speak briefly about why it is important for those attending to be participating in the training.

If you have not met the participants before, it is important when you begin training any audience that you not only introduce yourself, but also provide some information your audience can relate to. Give the audience a reason to like and to listen to you—welcome them, have a friendly tone, show interest in them, and build your credibility by letting them know the level of expertise you have on the subject matter. Building their confidence and trust will ensure an active and positive learning environment.

In addition to introducing yourself as the facilitator and the organisation you work for, if you are training on the ATT only and you would like to provide an introduction to armed violence in the Pacific, please refer to Session 1 Toolkit 1- Advancing the UN Programme of Action in the Pacific. If you are training on both the UNPoA and ATT in the same workshop and you have already given this introduction you can move straight to Session 1 of this Manual – The Arms Trade Treaty: Why it matters and the current state of play.

If you are preparing an Outcome Document throughout the workshop, you should nominate or have the host country nominate 2-3 individuals who will be responsible for drafting the Outcome Document. The draft will be shared towards the end of the workshop for all participants to review, discuss and agree on.



Photo credit: Richard Wainwright

Use something to grab their attention

When you begin each session you want to arouse curiosity about what you are going to present in the session and involve the participants immediately. Effective 'grabbers' include but are not limited to:

- A statistic or state a fact about the topic relevant to the participants. This could be a current news event, or ongoing issue within the country.
- A dramatic overhead/visual.
- A question or a quote

Introduce the purpose

Tell participants the purpose of the session and link it to what participants may have already experienced in their day-to-day work. It is important to remember that participants may have previous experience on the subject matter or other knowledge and skills that are relevant. At this point it is important to determine previous knowledge. This could be done by:

- Asking the participants—How do your current responsibilities relate to the Arms Trade Treaty? Have you participated in any of the international negotiations of the ATT?
- Through an activity: For example, ask participants to rate their level of confidence on their knowledge of the topic and ask them to discuss why they feel 'extremely confident', 'halfway' or 'extremely unconfident'.

This way you can get a better understanding of how much they know and how much detail you will need to provide throughout the training. It will help determine the speed at which they may learn the information.

Discuss learning outcomes with participants

It is important that the participants have a clear picture of what they will be doing during the session and what new things they will be expected to learn. You can write the outcomes on a PowerPoint or flipchart to focus attention. Learning outcomes are written at the beginning of each session.

Structure of the session

The structure of the session is written at the beginning of each session.

Stimulate motivation using "What's in it for me?" to encourage input from participants

Motivation is ultimately up to the participants, but you can play a major role in stimulating and encouraging motivations by providing answers to the participant's questions—What is in it for me? How will this help me do my job faster, better, easier? It is important to highlight the benefits of learning the material provided so they feel there is a purpose to them being at the training. Provide an example of why this training is important.

"It is then a good time to open up for questions about the training."

SESSION 1

The Arms Trade Treaty: Why it matters and the current state of play

Learning Outcomes

- Increased understanding of the ATT and its value
- Increased knowledge of the current state of play on the ATT
- Analysis of Pacific ATT engagement

Materials Required

- PowerPoint – Why the ATT matters and the current state of play
- Reference Sheet – Country Profiles: What do we already know?

Time Required - 1 hour

Process

Grabber: Provide a quote or statement by your government or the Pacific on their current position on the Arms Trade Treaty.

Time	Steps	Materials
5 Mins	<ol style="list-style-type: none">1. If the participants have already participated in training on the UNPoA, it is important to explain the link between that training and the present training. Briefly explain the relationship between the UNPoA and the ATT, focusing on how they complement each other.2. State the learning outcomes of the following activity.	
15 Mins	<ol style="list-style-type: none">3. Introduce the history of the ATT and its proposed benefit both globally and for the Pacific.	PowerPoint – Why the ATT matters
5 Mins	<ol style="list-style-type: none">4. Ask participants to brainstorm what they think the benefits of the ATT are/could be or if they do not think it is of benefit. This should only be a short discussion as a later session will further discuss the benefits and challenges to the Treaty in more detail. This step is very important to gauge how supportive of the ATT your participants are and how you may need to tailor the workshop. You may need to inform participants that you will be revisiting this question later.	
5 Mins	<ol style="list-style-type: none">5. Allow time to ask questions about the benefits of the ATT.	
20 Mins	<ol style="list-style-type: none">6. Present the outcomes of the Conference of States Parties and the current state of play of the ATT.	PowerPoint – Why the ATT matters
5 Mins	<ol style="list-style-type: none">7. If there are no questions, continue to present an analysis of the Pacific engagement in the ATT to date.	PowerPoint – Why the ATT matters
5 Mins	<ol style="list-style-type: none">8. If you are working with Melanesian states you can further provide an overview of Melanesian engagement. If you are working with only one country, it is recommended you also provide an overview of that country's engagement with the ATT. You can find this information using the Country Profile provided.	PowerPoint – Why the ATT matters Country Profile: What we already know
5 Mins	<ol style="list-style-type: none">9. Open up for questions	
5 Mins	<ol style="list-style-type: none">10. If there are no more questions - Remind participants that they can refer to <i>Arms and Ammunition in Oceania: A guide for government officials</i> to find out more information on the engagement of the ATT.11. Close the session by summarising the current state of play. Refer back to the learning outcomes of the activity. Ask participants whether they feel comfortable with the material and are ready to move on. If participants do not feel comfortable with the material, you can try to address their concern. Also, inform them that it will become clearer throughout the training. Make sure to leave some time at the end of the training to answer any pending questions or concerns.	

SESSION 2

Synergies with the UNPoA and other Regional Frameworks

Learning Outcomes

- Increased understanding of the global UN arms control infrastructure
- Increased knowledge of how the different arms control mechanisms work together.
- Increased knowledge of how the UNPoA and ATT interact to create a comprehensive arms control system.

Materials Required

- PowerPoint – Synergies between the UNPoA and other arms control instruments
- Worksheet – Synergies Mini Test
- *Optional Activity: Speaking Notes*

Time Required - 1 hour

Process

Refer to Toolkit 1 – UN Programme of Action on Small Arms and Light Weapons

SESSION 3

The ATT and legal obligations

Learning Outcomes

- Understand the purpose of the Arms Trade Treaty and its key components/obligations
- Understand the importance of domestic legislative implementation of the ATT
- Explore the potential benefits of domestic implementation
- Have increased familiarity with implementation tools, including the model law for the Pacific

Materials Required

- PowerPoint – The Arms Trade Treaty and legal obligations
- Challenging Q & As
- Model Law
- Speaking notes

Time Required - 1.5– 2 hours (a longer session is advised)

Process

Grabber: Provide a quote or statement by the government you are working with or from the Pacific on their current position on the Arms Trade Treaty.

Time	Steps	Resources
5 Mins	<p>1. Link this session on legal obligation with your previous session. Now that we have looked at a general overview of the value of the ATT, the current state of play and its synergies with other arms control frameworks, we are going to look into more specific details of what the legal obligations of the Treaty are. You will also want to explain the link between international and domestic law and the importance of domestic implementation.</p> <p>2. State the learning outcomes of the following activity</p>	
30 Mins NB: This can be extended if time is available	<p>3. Present the key elements for the Arms Trade Treaty, including National Control Systems/lists for exports, regulation of imports, transit/trans-shipment and brokering, diversion preventions, enforcement, record-keeping, reporting, cooperation.</p> <p>NB: This discussion may bring up some challenging questions, particularly about a State's right to self-defence, public versus private reporting, and the relevance of ratifying when major manufacturers are not yet on board. We have completed a 'Challenging Q & A' brief to go along with this toolkit to assist in answering common challenging questions. Also remind participants, if you are planning to facilitate Session 5, it will address the misconceptions of the Treaty and the challenges of implementation.</p>	<p>PowerPoint– The Arms Trade Treaty and legal obligations</p> <p>Challenging Q & As</p>
20 mins NB: This can be extended if time is available	<p>4. Present the practical transit/trans-shipment mock example from the Pacific:</p> <p> Mock Case Study</p> <p>Part 1</p> <p>A foreign-flagged container ship arrives in a port in your country. The ship will be in port for 24 hours to unload cargo and refuel/restock. Your customs agents, who are inspecting the unloaded cargo, notice that the ship's manifest includes an item labelled '300 magazines' bound for Mountainland.</p> <p>Mountainland is a restive country in a neighbouring region. The United Nations Security Council has recently adopted a resolution that indicated it was gravely concerned about widespread human rights abuses committed by the national armed forces as well as organised armed groups in Mountainland.</p> <p>Discuss this scenario using the questions in the accompanied speaking notes for this session.</p> <p>Part 2</p> <p>Upon further investigation, the customs agents confirm that the '300 magazines' do contain ammunition. They also determine that this transfer of ammunition has been facilitated by a company registered and headquartered in your country.</p> <p>In group discussion format ask participants how the ATT would apply in this case. What would some of the practical challenges be?</p>	<p>Case Study</p> <p>Speaking notes</p>
30 Mins	<p> Alternative or Additional Activity</p> <p>This additional activity is useful if you will not be able to fill in the ATT Baseline Assessment. However, if you do have time to fill in the Baseline Assessment, skip this activity and go to Step 8.</p> <p>If the government has requested a review of its current compliance with the ATT and/or would like to identify gaps in legislation/processes prior to ratifying or acceding to the Treaty, you can include the following activity as an additional or alternative activity in the workshop agenda.</p> <p>5. Divide the participants into two to three groups depending on the number of participants. Make sure you have a diversity of participants in each group.</p> <p>6. Hand out the ATT Compliance Worksheet</p> <p>7. Explain that each group will go through the Compliance Worksheet and fill in the table provided.</p> <ul style="list-style-type: none"> ➤ The left column is a list of the "obligations" according to the ATT including the Treaty provision reference. ➤ In the right column each group should fill out whether they believe their government is compliant, partially compliant or non-compliant. For full or partial compliance, they should include sources of compliance, e.g. a reference to legislation or a description of the procedure. <p>Remember this is only a brief activity to get participants familiar with the obligations and it is not expected that they know all the sources of compliance off the top of their heads. Emphasise to participants that they should do this activity again thoroughly after the workshop to determine their compliance and identify any gaps.</p>	<p>Worksheet – ATT compliance</p>
20 mins NB: This can be extended if time permits	<p>8. Present an overview of the Model Legislation. Give every participant a copy, and explain the consultation process in drafting the legislation and how it can/has been used. At this stage you do not need to go into too much detail about the contents, as participants will later be given an opportunity to do so when analysing tools available for effective Treaty implementation.</p>	<p>PowerPoint -The ATT and Legal Obligations.</p> <p>Model Legislation</p>
10 Mins	<p>9. It is now time for questions and for participants to share their experiences.</p>	
5 Mins	<p>10. Remind participants that they can refer to the implementation guide "<i>Arms and Ammunition in Oceania: A guide for government officials</i>" to find out more information on the ATT legal obligations.</p> <p>11. Close the session by summarising the current state of play. Refer back to the learning outcomes of the activity. Ask participants whether they feel comfortable with the material and are ready to move on.</p>	



Photo credit: UN Photo Isaac Billy

SESSION 4

Tools to assist with the implementation of the Arms Trade Treaty

Learning outcomes

- Identify additional tools to assist ATT implementation
- Provide an overview of the ATT Baseline Survey
- Provide an overview of ISACS (This is only if the participants have not already been introduced to ISACS via the UNPoA training module)
- Evaluate the ATT Baseline, ISACS and model legislation as usable tools
- Develop strategies on how participants can use the tools

Materials required

- PowerPoints
 - PowerPoint – Tools to assist implementation
 - PowerPoint – ATT Baseline Survey (Provided by ATT-BAP)
 - PowerPoint – Toolkit 2 – ATT Session 3 – ATT legal obligations (optional)
 - PowerPoint – Toolkit 1 – UNPoA Session 6 – ISACS (optional)
- Model legislation
- ATT Baseline Assessment Checklist
- ATT Baseline Assessment Survey
- Example ATT Baseline Report – Kiribati
- Working Group session activity sheet – Reviewing the appropriateness and effectiveness of tools
- A computer with the ISACS software downloaded and installed (optional)

Time required - 2 hours

Process

Time	Steps	Resources
5 Mins	<ol style="list-style-type: none"> 1. Link this session to the previous session on legal obligations for the ATT, outlining that this session will look at tools that can assist in meeting these obligations. 2. State the learning outcomes of the following activity. 	
20 Mins	<ol style="list-style-type: none"> 3. Present on the ATT Baseline Survey. It is ideal to have representatives from ATT-BAP to present at the workshop. 4. If you are able you could also include here a presentation by a country representative who has filled out the survey to outline how their government used the Baseline Assessment and how beneficial it was. 	PowerPoint-Tools to assist implementation PowerPoint – ATT Baseline
10 - 15 Mins (Adjust the timing accordingly if you chose to include these steps)	<ol style="list-style-type: none"> 5. If the participants have not already been introduced to the ISACS and how they can be used to implement the ATT, you can now present on the ISACS. Please see Toolkit 1 on UNPoA for the PowerPoint. 	PowerPoint – Toolkit 1 - ISACS
5 Mins	<ol style="list-style-type: none"> 6. Split participants into two or more groups (this depends on how many tools you wish to evaluate). Ensure you have a cross-section of delegates in each group. 7. Provide an explanation of the working group session and hand out instruction sheet. <p> Working Group session: Reviewing the appropriateness & effectiveness of tools</p> <p>Group 1: Review the Model Legislation, discuss its appropriateness and develop strategies to use the model.</p> <p>Group 2: Review the ATT Baseline Survey, assess your States capacity to use it and create a strategy for completing the survey.</p> <p>Group 3 (If your session is also focusing on ISACS): Review the ISACS software, assess your State's capacity to use it and create a strategy for using it.</p>	Working Group session activity sheet – Reviewing the appropriateness and effectiveness of tools Computer with ISACS software
45 Mins	<ol style="list-style-type: none"> 8. Each group has 45 minutes to review their tool, discuss its appropriateness for the government and develop a strategy for how their government can use the tool. Each group should nominate a rapporteur to present to the group at the end of the 45 minutes. 	
20 Mins	<ol style="list-style-type: none"> 9. Each group will present their evaluation of the tool and what steps/strategies they came up with in order for their government to use the tool. While each person is presenting, write on a board the recommendations made by each group. After each presentation the larger group should have time to provide comments and ask questions. 	Whiteboard or Flip chart
5 – 10 Mins	<ol style="list-style-type: none"> 10. Ask participants if they have any final comments or questions. Summarise the recommendations of the session. 11. Refer back to the learning outcomes of the activity. Ask participants whether they feel comfortable with the material and are ready to move on. 	

SESSION 5

Implementation of the ATT in Detail

The aim of this session is to present elements of the ATT implementation in detail, including suggested procedures and best practices. This session will depend largely on the requesting government and their priority areas. For Pacific states it is likely this session could focus on:

- Building a National Control System
- Transshipment
- Brokering
- Imports
- Diversion
- Reporting

Learning Outcomes

- Increased knowledge on practices for the implementation of the ATT
- Identify which best practices may work within the government context

Materials Required

- PowerPoint – A general overview of implementation*
- ATT-BAP videos for best practices

*We have developed a PowerPoint which briefly covers implementation and suggested requirements. In the future, PowerPoints will be developed to focus on the different elements of the ATT in detail. For example, there will be a mini-PowerPoint on procedures for assessing the risk of a transfer, which will include examples of state practices. As implementation of the Treaty is fairly new, this information will evolve and therefore must be adapted for each workshop.

Time required - 1 hour

Process

Time	Steps	Resources
5 Mins	1. Link this session with the previous sessions. Now that we have discussed some of the legal obligations of the Treaty, this session will look at how to implement provisions of the Treaty obligations.	
45 – 50 Mins	<p>Option 1: Government representative</p> <p>2. Where possible it is always best to invite a guest speaker here who has intimate knowledge of the technical aspect/s you will be discussing. A government representative from a country with a similar government structure is best, or a friendly neighbouring country in the region. If this is not possible, use the PowerPoint provided or develop your own.</p> <p>3. If government representatives speak here, allow them to direct the session as they wish, ensuring it meets the needs of the participants and there is time for discussion and answers. It is also possible to extend this training session if participants wish to go into more depth.</p> <p>4. If you cannot get a government representative to attend you could ask a representative if they could film a video of a training session.</p> <p>Option 2: PowerPoint</p> <p>5. Using the PowerPoint, review the obligations of the Treaty and outline suggested practices for the key obligations. Before reviewing each section, ask participants if they have any procedures such as those to be discussed.</p> <p>6. At the end of reviewing each obligation stop and ask participants if they have any questions regarding the different technical elements. Also ask participants how they feel about the suggested practices and how they fit within their current system.</p> <p>NB: If the government has requested in-depth training on a specific provision of the Treaty, this is where you would include the training.</p> <p>7. If you have additional time you could have a brainstorm on which practices the government still needs to implement and how the government might go about adopting those practices.</p>	PowerPoint – A general overview of implementation
5 Mins	8. Ask participants if they have any final comments or questions. 9. Refer back to the learning outcomes of the activity. Ask participants whether they feel comfortable with the material and are ready to move on.	

SESSION 6

Filling in the ATT Baseline Assessment

If the government requests assistance with filling in the ATT Baseline Assessment, or you have time in your workshop agenda, you could follow the additional activity below. It is preferable to invite the team from ATT-BAP to facilitate this session. However, if this is not possible, follow these steps:

Learning outcomes

- Able to fill in the Baseline Assessment
- Able to identify gaps in information and where follow up steps are required.

Materials required

- ATT-BAP Guidance Notes: <http://www.armstrade.info/resources-2/>
- Computer access to watch videos
- ATT-BAP Questionnaire
- PowerPoint – Tools to assist implementation (See Session 4)

Time required - 2-3 hours (no less than two hours)

Process

Time	Steps	Resources
5 Mins	<ol style="list-style-type: none"> 1. Link this session to the previous session on evaluating the usefulness of the ATT Baseline Assessment. Now that they have evaluated the tool, they will attempt to fill out the Assessment to further discover its value. 2. State the learning outcomes of the following activity. 	
1.5 hours (If you have more time you may want to extend this session)	<ol style="list-style-type: none"> 3. Start by explaining the ATT-BAP has Guidance Notes and videos to help fill out the Questionnaire. Show the first video as a demonstration and provide each participant with a handout of the Guidance Notes. 3. If the participants do not have access to computers, you can play the entire video for everyone before commencing the activity. 5. Divide the participants into three groups, ensure each group reflects an interagency spread. Explain that each group will be responsible for filling out three sections of the ATT Baseline Survey. Each group should watch the video and read the Guidance Notes for their sections. They should then attempt to fill in the information for their section on the ATT-BAP Survey. <p>NB: Depending on the time available, the number of participants, and the participants' responsibilities in government, you can also do this activity as a large group, taking participants through each section of the Baseline Assessment, showing the video and going through each question step-by-step – explaining the Treaty references before answering the question together.</p>	ATT-BAP Guidance Notes Computer ATT-BAP Questionnaire and Videos
1 hour (If you have more time you may want to extend this session)	<ol style="list-style-type: none"> 6. It is not expected that the participants will necessarily be able to fill out all the information. However, upon completing the activity the groups will be asked to present how they answered the questions in their sections of the Survey, including identifying gaps in information. This will allow participants from other groups who may have access to that information to provide it. This should be closely facilitated to avoid participants going off track. 	
15 Mins	<ol style="list-style-type: none"> 7. During this discussion someone should be nominated to take note of information gaps. This allows participants to see which areas they will need to follow up on. 8. After going through the Survey, summarise the areas that have been completed and the areas where more information is needed. Identify who within the participants will be responsible for following up on this. 	
5 Mins	<ol style="list-style-type: none"> 9. Ask participants if they have any final comments or questions. 10. Refer back to the learning outcomes of the activity. Ask participants whether they feel comfortable with the material and are ready to move on. 	

SESSION 7

Overcoming challenges to the ATT

Learning outcomes

- Identify concerns and/or challenges for implementing the ATT
- Address misconceptions/concerns regarding the ATT
- Identify potential solutions for overcoming challenges

Materials required

- Challenging Q & As
- Worksheet – Overcoming challenges to implementing the ATT

Time required - 1 hour

Process

Time	Steps	Resources
5 Mins	<ol style="list-style-type: none"> 1. Inform participants that after reviewing several elements of the Treaty, this session is a good time to brainstorm challenges and ask any questions about the Treaty. 2. State the learning outcomes of the following activity. After learning about the 'ins' and 'outs' of the ATT, participants may have a number of questions about implementing the Treaty. Perhaps they came to the workshop with concerns that have not yet been addressed. This session will look at those concerns – some of them may be formed from misconceptions about the Treaty, others may have formed from reflecting on the practical elements of the Treaty. During this session, try not to focus on the misconceptions or present the challenges as negative. Allow participants to voice their concerns but focus this session on constructive ways to deal with those concerns. Depending on the concerns this may simply be clarifying key points about the Treaty. 3. Start the session by asking participants to each think of a question or a challenge that have regarding the implementation of the Treaty. 	
20 Mins	<ol style="list-style-type: none"> 4. Once the participants have written down their question or the challenge they perceive, have them fold their paper in half and put their response in a basket. 5. Once all participants have written down their question or challenge – pull a piece of paper out of the basket one at a time. 6. Read the concern/challenge to the group. <ul style="list-style-type: none"> ➡ If it is a challenge – ask the group if they all agree this is a challenge. Then pin the challenge up on a board to create a list of potential challenges. You will come back to address the challenges after reviewing all the questions/concerns in the basket. ➡ If it is a concern – ask the group if they all agree this is a concern. Then facilitate a discussion on the concern. If this concern is a misconception you should clarify with the correct information immediately. <p>For example:</p> <p>Concern: Implementing the ATT will mean my government cannot buy weapons for self-defence/military.</p> <p>Response: The ATT does not prevent a government for importing weapons for the purpose of self-defence of sovereignty or for its military – unless it is perceived the weapons will be used for grave human rights abuses.</p> <p>NB. If the concern is a legitimate hurdle in the implementation of the Treaty, it becomes a challenge. Pin the question up on the board with the list of challenges. For example, "I am concerned about the vast oceans we have to monitor".</p> <p>Word of warning: You may here be asked some complex questions and it is good to have the "Challenging Q & A" Brief on hand to answer any you can't answer off the top of your head. Do not answer anything you do not know for sure – it is better to advise participants that you are unsure and will look for the appropriate answer to inform them at a later stage. This may be at the end of the workshop or via email in the workshop follow up.</p> 	Challenging Q & As



Photo credit: Philip Alpers

<p>25 Mins</p>	<p>7. After going through as many of the concerns/questions or challenges as you can in the timeframe, you should have a list of challenges on the board. Remind the group of the list of challenges and ask if there are any other challenges to implementing the Treaty that they can think of. These could be very broad, from "it is an administrative burden to report annually," to "we do not have a national control list," to "our legislation currently does not cover brokering". If after asking the group for any other challenges and you do not have any challenges – this is fantastic, it means they are sold on the idea of the Treaty and believe their government has the capacity to implement the Treaty.</p> <p>8. Depending on how many challenges the group has come up with divide the participants in two or three groups.</p> <p>9. Provide each group with a few of the challenges.</p> <p>10. Once the group has their challenges they will be tasked with reviewing the challenge and reflecting on what steps the government could take to overcome this challenge. You can suggest ideas to them.</p> <p>For example: Challenge: "We do not have a national control list." Overcome challenge: Investigate how other states set up a national control list, request training from PSAAG or from another government on setting up a national control list and best practices. Challenge: "Our legislation does not cover brokering." Overcome challenge: Depending on how the government legislation is created, you could suggest proposing an amendment to current legislation, or it may be required to draft a new bill. You can provide the example of Fiji, which only needs to make amendments to existing legislation to include the term brokering, whereas Samoa has written an entirely new bill.</p>	<p>Worksheet – Overcoming challenges to implementing the ATT</p>
<p>10 Mins</p>	<p>11. Once the participants have attempted to overcome challenges, have a representative from each group provide an overview on their discussion and how they propose to overcome the challenges.</p> <p>12. At this stage you may want to remind participants that you understand it is not as simple as creating a plan to overcome these challenges; that you are aware that there may be capacity and financial problems in addressing further challenges. The idea of the session is to identify what the challenges are, then begin brainstorming how to overcome them. You could also propose ideas or share best practices from other governments.</p> <p>13. Also advise participants that your next session will look at how cooperation with regional organisations, governments and civil society organisations can help support their implementation of the Treaty.</p>	
<p>5 Mins</p>	<p>14. Ask participants if they have any final comments or questions.</p> <p>15. Refer back to the learning outcomes of the activity. Ask participants whether they feel comfortable with the material and are ready to move on.</p>	

SESSION 8

Coordination, collaboration and technical assistance

Learning outcomes

- Increased understanding of how governments can work with regional organisations, civil society and other governments on arms control.

Materials required

- PowerPoint – Collaboration and Assistance
- Post-it notes (optional)
- Worksheet – Regional collaboration and assistance (optional)
- Worksheet – Government-Government collaboration (optional)

Time required: 1 hour

Process:

Time	Steps	Resources
5 Mins	1. Link this session to your previous sessions. Now that we have talked about the obligations of the government and different departments, as well as some of the challenges to implementing the Treaty, this session will look at how regional organisations, civil society and other governments can play a supportive role in assisting with arms control.	
20 Mins	2. Present how regional organisations, particularly the Pacific Island Forum and the Melanesian Spearhead Group, and civil society organisations have been involved in arms control in the region already. If possible, you could organise for a representative from a CSO, from a regional organisation and/or government to come and speak to the group about what they have done, and are currently doing on arms control. 3. This is also a good time to speak about some of the local civil society organisations in the country/region who are working on the issue. 4. At this time ask the participants about their current collaboration with stakeholders.	PowerPoint – Collaboration and assistance
20 Mins	5. After presenting on what stakeholders have already done, you should now turn attention to how organisations/governments can collaborate with governments in the future. 6. Below are two optional activities you can do. Optional activities Option 1: General collaboration <ul style="list-style-type: none"> ➤ Hand three post-it notes to each participant and ask them to spend a few minutes writing down one way in which their government could collaborate with a regional organisation, a CSO and a government. ➤ At the front of the room on three separate pieces of flip chart write "How can we collaborate with CSOs", "How can we collaborate with regional organisations" and "How can we collaborate with other governments". ➤ Once participants have finished writing down their ideas, ask the participants to stick their post-its onto the corresponding flip chart. ➤ Ask a representative to read out the responses on each flip chart. Using these responses, you can generate a discussion about future collaboration with regional organisations and CSOs. 	Post-it notes Flip Chart

	<p>Option 2: Regional collaboration</p> <p>Where a more regional approach is appropriate you could focus your activity on regional organisations using the worksheet provided.</p> <ul style="list-style-type: none"> ➤ Divide the participants into three or four groups depending on how many participants there are. Each group should nominate a rapporteur. ➤ Hand each participant a worksheet. ➤ On the worksheet will be a table. ➤ On the left is a list of regional organisations. ➤ In the centre there is space to write how the government already works with each regional organisations. ➤ On the right there is space to brainstorm how the government could work with the regional organisations further. ➤ After 20 minutes ask each group to briefly present on their discussion – writing a list of all the recommendations for further collaboration. <p>NB: These activities can be altered to focus on government-government collaboration, government-CSO collaboration, government-regional organisation collaboration or all three forms of collaboration. You can also focus on inter-regional cooperation – for example with the Caribbean .</p>	<p>Worksheet – Regional collaboration and assistance (optional)</p> <p>Worksheet – Government-Government collaboration</p>
10 Mins	<p>7. After the discussion you should have a list of ways in which governments can collaborate with regional organisations, CSOs and bilateral donor assistance. Review this list at the end of the activity to see if anything was missed.</p> <p>8. At the end present a few examples of collaborations that exist if they have not come up already– for example between UNRCDP and the government of the Philippines.</p>	
5 Mins	<p>9. Ask participants if they have any final comments or questions.</p> <p>10. Refer back to the learning outcomes of the activity. Ask participants whether they feel comfortable with the material and are ready to move on.</p>	

SESSION 9

Next Steps: Drafting an Action Plan for either PoA/ATT or an entire arms control system

Learning outcomes

- Identify a plan of action each member can take at a national level to advance the ATT and/or the UNPoA
- Identify needs and technical assistance required from regional or international bodies
- Summarise conclusions and review an Outcome Document

Materials required

- Worksheet Option 1 – Creating a national and regional road map for the ATT (or UNPoA)
- Worksheet Option 2 – Creating a road map for a comprehensive national arms control system
- Outcome Document template (for additional activity)
- Evaluation form

Time required - 2-3 hours

Process

Time	Steps	Resources
5 Mins	<ol style="list-style-type: none"> 1. Link this session to all the previous sessions. Now that you have reviewed the ATT (and in some cases UNPoA), the current state of play, the provisions, implementation, and challenges, this session will bring everything together to develop next steps to advance the implementation of the ATT and/or UNPoA at the national level. 2. State the Learning Outcomes of this session. 	

5 Mins	<p>3. Split participants into two groups, ensuring each group is a mix of delegations/ departments/representatives.</p> <p>4. Provide an explanation of each working group and the instructions. Hand out instructions sheets. Each group should nominate a rapporteur before starting the activity.</p>	<p>Worksheets</p> <p>Option 1 – Creating a national and regional road map for the ATT (or UNPoA)</p> <p>Option 2 – Creating a road map for a comprehensive national arms control system</p>
<p>55 Mins</p> <p>You can adjust this to be more or less time depending on the agenda.</p>	<p>5. You have options for working group sessions depending on whether you are focusing only on the ATT or both the ATT and the UNPoA.</p> <p>Option 1 - Creating a road map for the ATT (or UNPoA) regionally and nationally .</p> <p>Group 1</p> <p>Working group brainstorms recommendations for national engagement in the ATT including national-level next steps.</p> <p>Group 2</p> <p>Working group brainstorms recommendation/needs for further external assistance – both regional and international – to implement the ATT.</p> <p>Option 2 - Creating a Road Map for a comprehensive national arms control system</p> <p>Group 1</p> <p>Working group brainstorms recommendations for national engagement in the ATT. This should take into account the current arms control infrastructure and the interaction with the UNPoA.</p> <p>Group 2</p> <p>Working group brainstorms recommendations for national engagement in the UNPoA. This should take into account the current arms control infrastructure and interaction with the ATT.</p>	
45 Mins	<p>6. Each working group presents a summary of their discussion and their recommendations on each area discussed. Each group will have an opportunity to respond to the other group's presentation. As each group is presenting make sure to note down their main recommendations.</p>	
10 Mins	<p>7. Following the discussion, you should summarise the recommendations on a flip chart at the front of the room and confirm that everyone agrees.</p>	
<p>20 – 40 Mins</p> <p>(This depends on how long the training is and how many recommendations there are to review.)</p>	<p>Additional Activity – Outcome Document (Skip to Step 10 if you are not doing this activity)</p> <p>If you have agreed to produce an Outcome Document, you may want to take a break here for the Outcome Document team to meet to finalise it. While this happens you can ask participants to fill out an Evaluation Form for the workshop. Once you have finalised the Outcome Document, with a summary from each session and all the recommendations, bring the group back together to present it.</p> <p>Make sure that after each list of recommendations, you discuss with the group whether or not they agree and make any changes directly on the screen (the document should be projected for all participants to see).</p>	<p>Outcome Document Template</p> <p>Workshop Evaluation</p>
10 Mins	<p>Once the Outcome Document is final and participants are happy with the content, it's time to sum up the workshop, outlining the main outcomes and the next steps.</p> <p>Ask if participants have any last questions or comments.</p> <p>Make sure to thank the participants for their time and provide them with any information they need to get in contact with you.</p>	

“Remember to thank all the participants for coming to the workshop. Provide your contact details. Undertake to share a list of the coordinates of all participants later, by e-mail.”



Centre for Armed Violence Reduction

Locked Bag 199, QVB, Sydney NSW 1230 Australia

Ph: +61 2 8259 0800 | ABN: 62 161 762 778

✉ info@avrmonitor.org

www.ArmedViolenceReduction.org | [@AVRMonitor](https://twitter.com/AVRMonitor)

[f](#) Centre for Armed Violence Reduction

Secretariat for the Pacific Small Arms Action Group

✉ info@psaag.org | www.psaag.org

[@PSAAGOrg](https://twitter.com/PSAAGOrg) | [f](#) PSAAG