Direction: Humanity

Humanitarian Education Toolkit for Training and Trainers

Contents

Introduction and Relevance of the Topic

Project **Direction: Humanity** was developed not only to promote and raise awareness about **humanitarian principles and values** but also to actively involve students and volunteers into the learning process, encouraging holistic learning approaches such as active participation, idea generation, and various other learning and sharing methods. Education enables young people to learn skills and competencies that are required in order to find appropriate and innovative solutions for all sorts of challenges of the modern world.

This concept is rooted in the idea that humanitarian education / humanity education can offer modern, contemporary forms of teaching: non-formal, attractive, and engaging, as well as stimulating discussions and giving a general understanding of the humanitarian situation in the world. The focus is on enabling children and youth to analyze and apply humanitarian principles and values during inclusive tasks that refer to real-life situations. Additionally, this material is recommended for NGO practitioners working with both local and international volunteers and cultural exchanges.

This education programme offers unique personal and group experiences. It not only improves students' knowledge and understanding, but also develops skills and competencies required for becoming a reflective and respectful citizen in a long term perspective. **Direction: Humanity** enables students with diverse cultural and social backgrounds to meet in a friendly and safe space, and exchange their views face-to-face, share their thoughts and feelings which allow to break stereotypes, gain empathy and understanding towards each other and approach diversity as a positive thing rather than a reason for conflict.

Direction: Humanity is part of the humanitarian educational initiative Project Humanity[1] led by the Institute for International Cooperation in Education IZB (University of Teacher Education Zug, Switzerland) in cooperation with the Swiss Red Cross, the International Committee of the Red Cross and the International Red Cross and Red Crescent Movement.

The **global overarching objective** of Project Humanity is to spread **humanitarian principles and values** throughout national educational systems (such as schools and universities), communities, NGOs working with volunteering abroad and cultural exchange, as well as volunteers themselves.

The framework of this programme can be defined in two levels, **macro and micro** (the local one). The **macro level** contains an objective to address the whole country and its educational system through teacher's education in universities, teachers' qualification centers and strategic planning on governmental level, as well as a manual for NGOs and volunteers. The **micro level** disseminates humanitarian ideas through active learning in schools, communities, voluntary organizations, volunteers themselves etc. The concept is tightly tailored with the international curriculum and acquires knowledge in practice by promoting humanitarian principles and values with the slight intervention in a local high school curricula or non-formal education.

The purpose of Direction: Humanity

Direction: Humanity aims to sensitize the young generation by promoting humanitarian ideas in order to prevent global conflicts and discrimination based on ethnicity, race, class, or religion in the future, by creating an educated and well-oriented generation across the world.

[1] *University of Teacher Education Zug, Project Humanity (https://www.project-humanity.info/en.html)*

On the spectrum of humanity

I really like the following quote by US president Theodore Roosevelt: "To educate a person in the mind but not in morals is to educate a menace to society." I believe it aptly describes the essence of the relationship between people and their values. The values we hold reveal who we really are and how we live as a community. And it is precisely the community – people we meet and with whom we interact throughout our lives – that is the key value.

Values are directly related to humanity which is at the core of this training manual. Humanity is a very wide field which includes not only conflict and post-conflict situations in which people are in need of humanitarian assistance, but also our daily attitudes to various situations and events as well as our actions in response to them.

Humanitarian or humanity education can be further divided into several sub-themes. First of all it has to do with personal and collective values and the universal principles of empathy, solidarity, and encouragement to engage cultures, civilizations, and religions into a dialogue. Humanitarian education also includes humanitarian actions in both real and the digital world, i.e. our behavior in certain daily life situations.

However, humanitarian actions are often interpreted narrowly as providing humanitarian aid to people affected by military conflicts or natural disasters, and rebuilding infrastructure in affected regions in the framework of development cooperation; most often in the Global South, or the so-called "developing countries". Here it is important to highlight that humanitarian aid is only one of many possible humanitarian actions and that their diversity is in fact much more vast (this is further discussed in this training manual). Additionally, given the colossal social inequality and exclusion in the so-called "Western" societies, including Lithuania, and taking into account tragic suicide rates and extremely high levels of bullying in schools, it is clear that for us, too, humanity education is equally relevant and necessary, if not more so. While it is no panacea, promoting the understanding of humanitarian principles and fostering humanitarian values in young people is one of the tools that can help us confront many of our social problems. A very powerful tool indeed.

This training manual was developed firmly grounded in the holistic principle. This methodology is not new in Lithuania as holistic education is being integrated into both formal and informal education systems for some time now. But I strongly believe that fostering humanitarian values will truly enrich our education in this country. After all, it is a very important part of nurturing one's humanity and understanding oneself as an integral part of the community and the world. Humanity education also helps to discover more profound links between a person and the society, develop appropriate behavior models and in doing so, have a positive impact on the environment in which one lives. Humanity education is oriented to both the local and the global levels.

The topic of my Master's thesis was "The interdependence of the pedagogue's attitude towards humanitarian education and reasoning the adaptation of pedagogical methods for humanitarian education by using Global Peace Index report as a tool". One of the goals of my research was to establish whether a useful tool could be found in order to select and adapt educational methodologies for different regions based not only on the "East-West-North-South" approach, but also to evaluate if the level of peace in a given area has any influence on its teachers' attitudes towards educational methodologies and their use in varying geographical regions (this research was conducted with Lithuanian and Kenyan teachers). This Master's degree programme for humanitarian workers was coordinated and implemented by the University of Teacher Education at Zug, Switzerland. Pilot training seminars based on this material were conducted in Lithuania and Cambodia. I have to confess: my biggest challenge during these training courses in both countries was to concentrate the participants' thoughts and sensations on positivity – dialogue, cooperation, values, discoveries, and creating a better future. At the same time, it meant diverting their thoughts away from negative emotions and traumatic social, cultural, national and historical experiences. It is interesting to note that in this regard participants of both groups behaved in a very similar way. To me this confirmed that before starting to work with a group (especially when it is a socially, historically or otherwise sensible group) it is crucial to adequately assess both the group and yourself as the trainer. It is highly likely that as soon as the discussion turns to values, various experiences will surface, some of which may provoke certain reactions. Knowing the group's background in advance will help to control a potentially emotionally challenging situation and help participants learn from it. I highly recommend that trainers thoughtfully apply the principle of "Do No Harm" and the creation of a safe space for the training and its code of conduct; since it is the participants themselves who create these guidelines, in challenging situations they will help return the group's attention to the topic discussed as opposed to judging the personal experiences of others.

Future societies will develop successfully and sustainably only when learners acquire key competencies that are necessary for personal expression, professional career, and active engagement in civil society. That is exactly the humane, civic creativity we are seeking: the ability to project and implement changes in society, to perceive interactions between the global and the local, to take appropriate decisions in multidimensional situations, to adequately manage crises, to constructively cooperate among varying interests, and in doing all this be guided by positive values.

Humanity is an essential part of a sustainable, equality-based society. That is why, when we foster humanitarian values, we are contributing to the creation of a better, more just, and more humane future world. I hope this training manual will become for you one of the principal steps in this path.

Justina Kaluinaitė, Co-Author

In search of humanity: values, linguistic tricks, and diverse attitudes

What is the difference between the meaning of "values" and "principles"? I must confess that this is a slightly provocative question the answer to which you will probably search for later, together with the participants of the training group that you will independently work with. I am sure, however, that the opportunity to interpret the answers to these questions will end up being the most interesting aspect of the whole training process.

So are "values" and "principles" only synonyms the profound meanings of which we shouldn't bother ourselves about? Absolutely not! Everything is much more complicated. We are talking about the difficult choice between personal attitudes and the general understanding of what is acceptable in a society and how the world should be.

The obvious truth must be acknowledged, which is that not everything is as it should be – and here we suddenly reach the end of the road. Human values and personal comprehension can radically differ from what we are accustomed to call norms, rules, or even that strictest of terms, the law.

And this is where a certain term – it can even be called a universal phenomenon – comes in handy: humanitarian principles. They are guidelines that invite us to stop and think: do we really, in our actions, implement the spirit of humanitarian principles? How? This training programme is devoted to the deeper understanding of these principles and their analysis, based on real-life situations.

Having participated in the international Master's degree programme Project Humanity, I have strong memories of the first session of this course, in which humanitarian workers and volunteers with humanitarian organisations gathered from all over the world. During this session we had a very engaged and passionate discussion regarding values and principles. It was provoked by – try to guess – yes, linguistic aspects.

In many languages the words "value" and "principle", according to their explanatory meanings, are interpreted in diverse ways, so it is very interesting to observe how people, whose first language is, for example, Portuguese or Arabic, try to explain the subtleties of these terms from the point of view of their own language and culture, and they do this in a commonly agreed language, in this case English. In such situations disputes start about whether personal and common human values can only be good. Yes, this is what we all wish for. Unfortunately, that is not always the case: someone might value depriving others for the benefit of themselves or deceiving others in order to achieve an egoistic goal.

It is much more interesting to discuss values and principles with young people rather than with mature adults who already have a much more extensive life experience and more knowledge about injustices in the world and the constantly occurring violations of human rights. That is why during my first training course with high school students in the town of Akmenė I often returned, in my memory, to the above-mentioned discussion about the relationship between personal values and common, globally acknowledged humanitarian principles. To me, this was the core base throughout the whole training course: do my personal viewpoints correspond to what has been highlighted by humanitarian principles for decades?
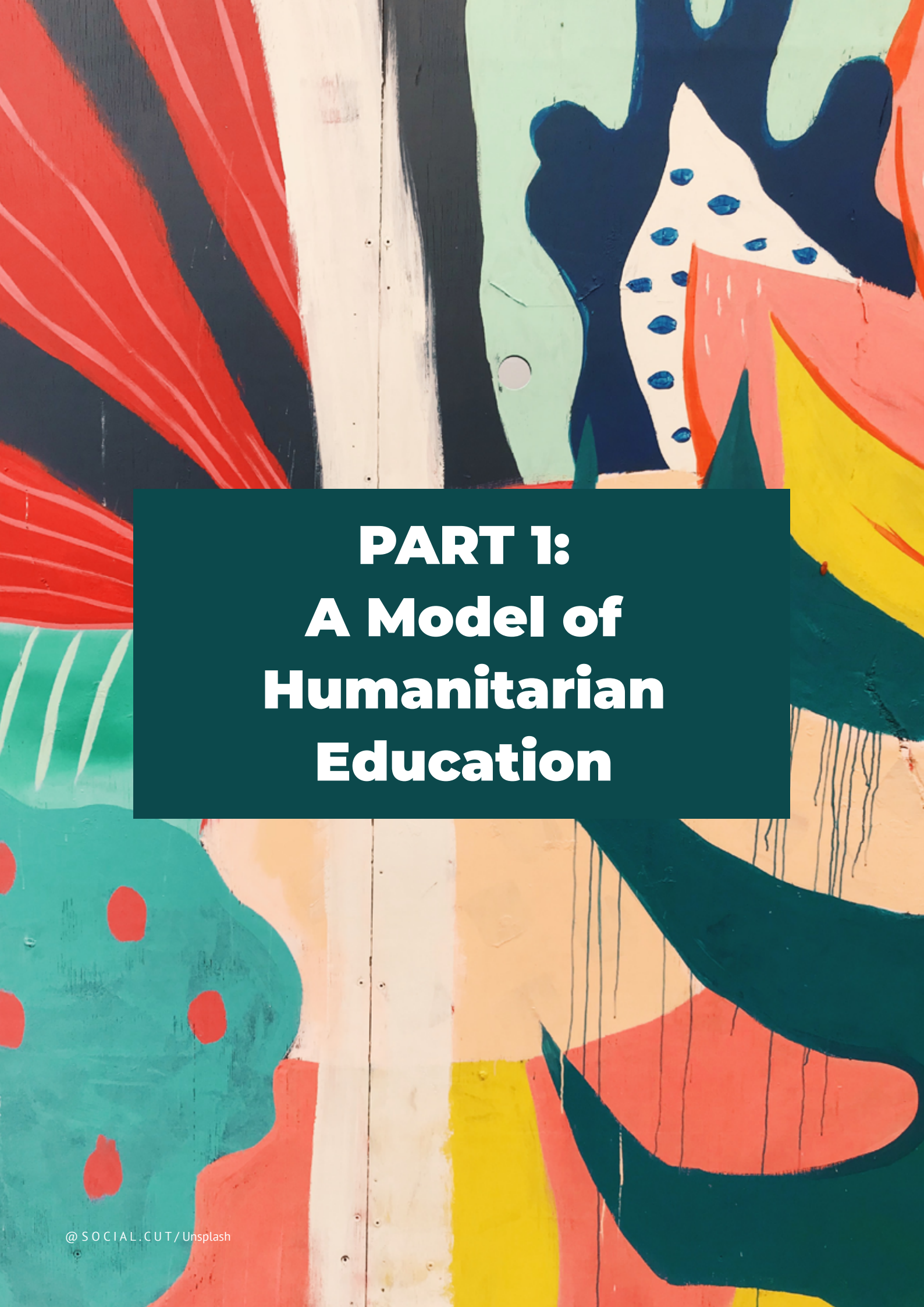
Working with the wonderful students of Akmenė was a unique opportunity for me to test this international training course and its impact, to observe the reactions of Lithuanian students, and to adapt the training manual to the Lithuanian context.

Perhaps you would like to ask: can this training course provide a young, maturing person with tools that will help them think and consciously decide to not participate in negative processes that harm people and nature? I believe it can. For the sake of the well-being of us all we must step back, even if just for a little while, from the fundamental sciences and find space for this interdisciplinary education on humanity, values, and peace. Not all of us have the power to change the world order, dictate the rules or determine people's fates. But we all can – and should – say No to wrong-doing and choose to not participate in it. Refuse to become manipulated masses that have abandoned critical thinking. And that is already a lot. But it can only be done with a strong moral backbone which comes with values instilled by the family, at school, and in other social environments.

After one of the last feedback activities that we had named "Mail" I realized that those intensive training days were not a waste of time. Participants were invited to write each other letters, sharing what they had learned and experienced during this course, and what they had found out about themselves and their friends. When, having returned from Akmenė, I opened that envelope bloating with scribbles on multicolored paper, I was assured that it had not simply been a nice stroll for the students, a chance to skip lessons for a week. Without any preliminary hopes and probably not really wondering about what they could expect from this training course, students sincerely took on this unexpected role and they were open, honest, and concentrated. To me, their feedback was the best assessment of the concept of this international programme, and at the same time the acknowledgment of the relevance of the topic and understanding that it is easily adaptable and truly has an impact.

I honestly wish that you be open to the contents of this training and actually feel their essence. This material is open to improvisation and is easily adaptable to any group. And even though each one of us has a value compass that is very individual and complex, the magnet that is the humanitarian principles balances all the compasses in just the right way.

Stasys Vaitonis, Co-Author

PART 1:
A Model of Humanitarian Education

1. Content, Structure and Objectives
Direction: Humanity

This part presents the training programme, including training modules, methodology, and practical educational material.

The **main goal** of **Direction: Humanity** is to develop a conscious and supportive new generation who are ready not only to solve the existing humanitarian challenges but also to build a positive sense of a common humanity within their communities and beyond.

Table 1. Project content Direction: Humanity

Project Name	Direction: Humanity
Project Duration	Approx. 35 hours
Target Group	Children and youth (12 – 18 years old)
Modules	1. Awareness Raising / 2. Opinion Building / 3. Humanitarian Challenges / 4. Diversity Acceptance / 5. Action Orientation
Set Up	Friendly environment for flexible group and individual work

Table 2. Module content

#1 MODULE	**Awareness Raising**	Getting to know each other, creating safe space, setting up code of conduct, introduction to Humanitarian principles (humanity, neutrality, impartiality and independence). Humanitarian principles and values in education, an appropriate atmosphere for spreading the humanitarian message.
#2 MODULE	**Opinion Building**	Understanding of various values and sharing with group members, exchanges and practical tasks. Personal values and attitudes towards the surrounding environment and other values/ attitudes; finding consensus with different approaches vs common values.
#3 MODULE	**Humanitarian Challenges**	Dwelling deeper into humanitarian principles, field action and humanitarian challenges. Analyzing challenges and incompatibilities.
#4 MODULE	**Diversity Acceptance**	Different perspectives and concepts of diversity, group sharing and action planning. A discussion on how humanitarian principles are inplaced in reality.
#5 MODULE	**Action Orientation**	Reflective practice, evaluation, action presentation. Feedback and ability to contribute to the ideas of humanism, ability to reflect and being engaged in humanitarian organizations, volunteering activities.

1.1. Direction: Humanity. Goals Direction: Humanity

The **overall expectation is promoting Humanitarian Principles and Values**, supporting trainers and students, encouraging discussions, exchanging experiences, providing space for reflective communication and developing a sense of responsibility before calling to action and asking for a full engagement.

The content of **Direction: Humanity** comprises a background of Project Humanity curriculum and also includes new aspects with a reference to value-based teaching and learning.

- **Raise awareness**, sensitization and interest for global processes in humanitarian field;
- **Promote** the importance and the core mission of **Humanitarian Principles and Values;**
- **Analyze practical examples** in humanitarian field;
- **Encourage critical thinking** and ability to select main issues;
- **Teach** group and personal **reflection techniques;**
- **Match** what has been learned **to own personal values** and accept others' values;
- **Develop** a personal way of engagement, present and prove the necessity of it.

2. Methodology and Assessment

Direction: Humanity offers a wide picture of different methodologies and connects different approaches. A complex of combinations could be integrated within a regular Lithuanian educational agenda, e. g. civic education or non-formal education lessons.

This concept combines two main directions – **Holistic Education** and integrated **Value-Based Approach**.

What is the advantage of such a combination? Firstly, it provides balance and sustainability. Different approaches and methodological flexibility create a wide range of learning experiences and provide an opportunity for better feedback and reflection.

Humanitarian Education talks about knowledge, skills and attitudes/values. The following scheme is an attempt to list the key knowledge areas, skills, and attitudes and values that are integral to peace education.

Learning objectives commonly include the development of competencies including attitudes, knowledge, and skills. Methods can typically be associated with particular training approaches. For instance, a prescriptive approach to training will commonly make use of lecturing, while an elective approach will make use of participatory methods such as group work.

Each particular method has strengths and weaknesses, or challenges. In the following table you will find specific examples of methods that are used in the **Direction: Humanity** training field and links to further guidance on how to use them. The purpose is to create a learning space to encourage holistic learning while using various methodologies and methods.

2.1. Value-Based Education

Value-Based Education is highly needed in our modern society because our lives have become more miserable. Values are principles that guide behavior. The focus is on ethical and emotional intelligence, deepened relationships, social cohesion and a strong value-culture. Imbibing the qualities of good conduct, self-confidence and high values would help students earn a significant place in society. Education should make every individual capable physically, mentally, intellectually, emotionally and spiritually. (Dr. Yatin, Y. P. (2013)).

Therefore, universal Humanitarian Principles should be accepted and promoted by all educators. These Humanitarian Principles build personal and communal values that are crucial for our society and without which we as humanity cannot live in harmony. It promotes the quality of education and holistic development of each student. Finally, the trainer plays a key role in helping and assisting students to analyze their own values. Hereby professional development is a vital one in order to integrate values as a foundation for this concept implementation in the classroom. Understanding principles and sense of values

enables trainers to create an effective learning environment. Values have social, psychological, economic, spiritual and philosophical aspects. They have a wide impact. Value-Based Education promotes a provoking and interactive environment with values incorporated in the curriculum (Hawkes, 2009).

When engaging in Value-Based Education students will have a space to understand expectations and learning goals, be responsible for their own learning process, learn how to reflect and give/receive feedback (personal and peer-to peer and/or group feedback), follow the facilitator and guide the programme together, i. e. be an active part of theireducation process.

What are the benefits of Value-Based Education for students?

- **Cooperation in asking questions.**
- **Responsibility in doing and leading tasks.**
- **Increase capacity to work independently.**
- **Implement their learning in their daily life.**
- **Be attentive in the education process.**
- **Helps students to make their own decisions.**
- **Develops a responsible mind in them.**

Value-Based Education plays a vital role in creating a strong bonding between teacher/trainer and students. It stabilizes the connection between the teacher and the students. They establish an increased capacity to develop their own as well as their peer behavior. Teachers/trainers get strong support and feedback/reflection from students.

Value-Based Education shapes a student's future and adds purpose to their life. It helps them to learn the right way to live their life. It shows them how to deal with their daily challenges and learn responsibility for their behavior.

2.2. Holistic Education

Holistic Education is based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to spiritual values such as compassion and peace.

Holistic Education aims to call forth from people an intrinsic reverence for life and a passionate love of learning. The purpose of holistic education is to prepare students as well as academics to meet the challenges of living.

Holistic Education is based on the belief that it is important for young people to learn:

• **About themselves.**

• **About healthy relationships and pro-social behavior.**

• **Social development.**

• **Emotional development.**

• **Resilience.**

• **To see beauty, have awe, experience transcendence, and appreciate some sense of "truths".**

Holistic Education nurtures a sense of wonder. There is no one way to accomplish this goal, there are many paths of learning and a holistic educator values them all; what is appropriate for some children and adults, in some situations, in some historical and social contexts, may not be best for others. **Holistic Education** places an emphasis on the wholesome growth of a learner instead of emphasizing only specific parts of the human experience. It de-emphasizes materialism while promoting growth in all areas of the human experience: intellectual, emotional, social, and so forth.

The UNESCO Four Pillars of Education outlines 4 Pillars.

2.3. UNESCO Four Pillars of Education

The UNESCO Four Pillars of Education underlie the teaching and learning as well as curriculum design for 21st century education.

> **STATEMENT 1:**
>
> **The four pillars of education (or of learning or of knowledge) are (1) learning to know; (2) learning to do; (3) learning to be; and (4) learning to live together. The pillars should anchor the learning not solely in one phase or not solely in a single place of a person's life.**

> **STATEMENT 2:**
>
> **Periods and fields complement each other and interrelate in a way for all people to get the most out of their contexts through all their lives.**

> **STATEMENT 3:**
>
> **Students' educational environments are specific, temporal, and contextual.**

> **STATEMENT 4:**
>
> **The mastery of learning tools (aka skills) is more about the construction of unstructured knowledge.**

> **STATEMENT 5:**
>
> **The mastery of the learning tools should at least encompass competency and proficiency of the learning tools.**

(Delors, J., 1996)

2.4. Reflection Methods and Assessment

Four types of reflection and assessment are recommended to be used. There's a set of different forms that should match every type of person – from extrovert to introvert and from one who enjoys speaking a lot to another one who prefers silence and written reflection.

• Surveys and questionnaires.

• Self-reflection.

• Group discussion.

• Peer-to-peer discussion.

An assessment is an evaluation, and one type of assessment that is mentioned below is used to measure what someone knows or has learned. During the training process assessment is an important part to collect and measure the progress of learning, participation and progress.

3.1. Participants

Direction: Humanity is designed for secondary and/or high school students (12–18 years old). Subgroup No. 1 (aged 12–15) and sub-group No. 2 (aged 15–18) can be seen from a more detailed perspective.

Target group No. 1 could require more explanatory materials about humanitarian action, and more time for reflection practices and personal reflection. Target group No. 2 could be focused on deeper aspects of humanitarian context as they might be more likely familiar with humanitarian work and require more focus on explanatory tasks.

Aspects to be considered:
• **Gender equality**
• **Different age**

3.2. Timing

The trainer should pay attention to each training timing including preparation time. Preparation timing could be used to evaluate the training environment and meet the community in the training place.

It could be important to meet or ask for information about your future training group and the important aspects to ensure the Do No Harm Approach and evaluate the Conflict Sensitivity aspects. Each training session of each module will be defined in detail in Part 2. The whole programme cycle of training would take approximately 35 hours.

TOTAL: 5 full days or 35 hours, 6–7 hours per day.

3.3. Do No Harm Approach

Do No Harm is an approach that recognizes the presence of 'dividers' and 'connectors' in conflict. It seeks to analyze how an intervention may be implemented in a way that supports individuals to address the underlying causes of conflict rather than exacerbating conflict (Anderson, M., 1999).

Ensuring the Do No Harm approach is highly important from the beginning of the training using the recommended methods such as safe space, code of conduct, and team building exercises.

It is important to keep in mind that each group task, reflection or individual task could be challenging both for you as a trainer and for the group; you should remain open for adaptive solutions. It is important to understand the National Regulation of every context. For example, be aware if people participating in training (below the age of 18 or 16) need to have their parents' permission to attend the training, are you allowed to take pictures or personal records without a parent /institution permission. Also pay attention to the participants' language level, how materials are presented (due to local context and age group), any specific individual situations and special needs of participants.

3.4. Conflict sensitivity

Conflict sensitivity means the ability to understand the context in which you operate; understand the interaction between your intervention and the context (how the context affects the intervention and how the intervention affects the context); act upon the understanding of this interaction, in order to avoid negative impacts and maximize positive impacts (Saferworld, 2006).

> **It is important to think and reflect on the following questions:**
>
> • **What are the possible dividing factors / prejudice in the group knowing the local context or the group? What are connecting factors?**
>
> • **What are possible hot spots and threats to safe space?**
>
> • **What can cause tension to rise during the training?**
>
> • **What brings people together in the group?**
>
> • **Where do the group meet? What do the youth in the group do together?**

Conflict sensitivity and Do No Harm approach refers to understanding and practical examples on how to support interaction with a potential conflict in a particular context, reduce unintended negative impact, also influence conflict positively wherever possible through prevention, positive and responsible attitude in a teaching process. It's highly recommended to keep in mind Conflict sensitivity and Do No Harm approach before, during and after implementing **Direction: Humanity**.

Both approaches are important to understand before working directly with a group due to possible cultural, social, religious, economical and other diverse backgrounds and experiences your participants might be from/familiar with. Working with young people sometimes is challenging as they tend to form they strong identity and personal "values" which are sometimes perceived as untouchable and as part of self-identity. While forming self-identity it is important to avoid criticism and give a wide space to understanding, learning and sharing rather than neglecting and stereotyping the diversity (Saferworld, 2006).

3.5. Implications for ToT
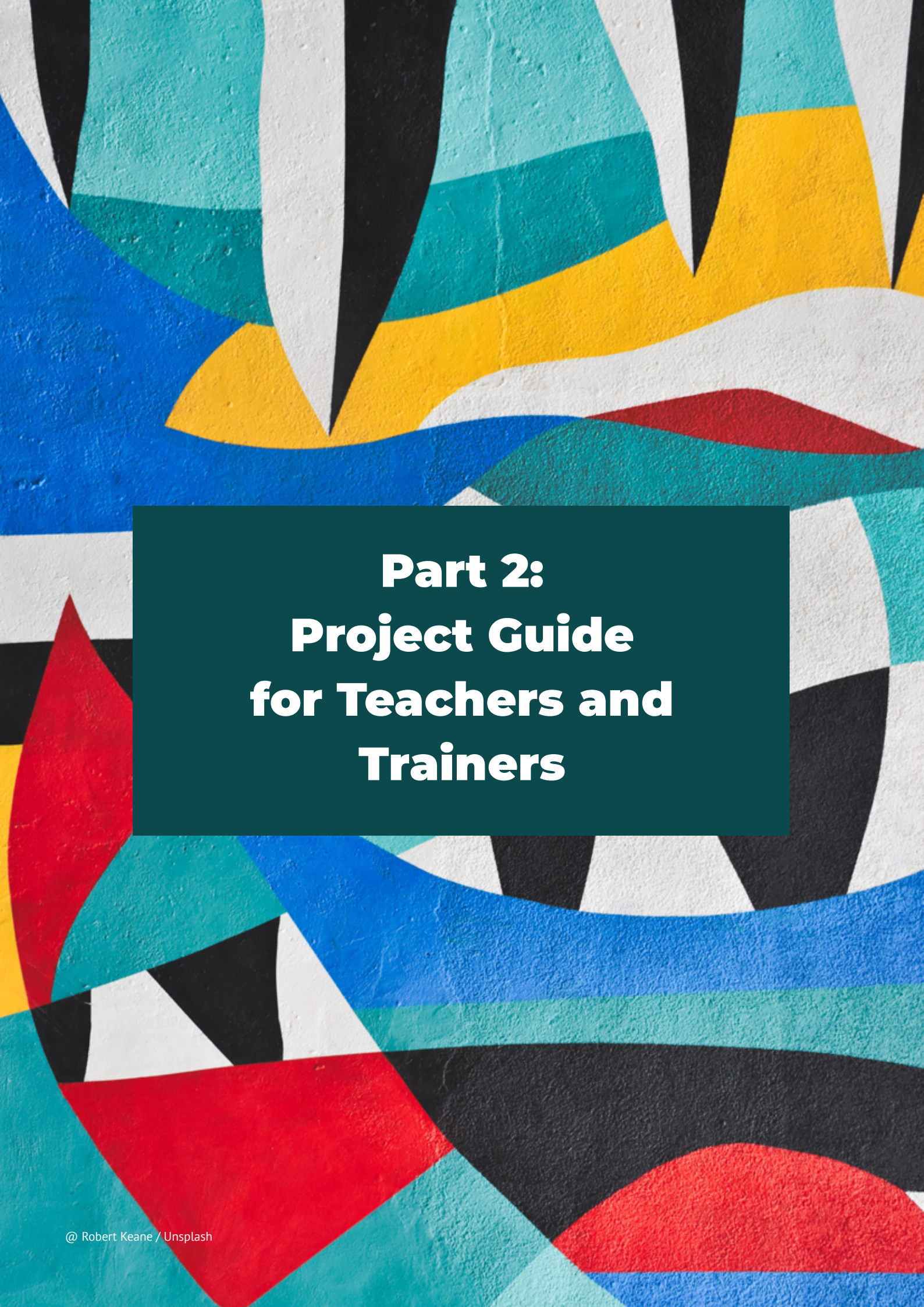
For a professional educator / trainer, the greatest measure of success is the success of the participants. Value-based teaching and learning opens wide possibilities to find solutions and insights from the people's needs based on Humanitarian Principles. While training the trainers we also have to focus on Value-Based Education and the trainer's continuous development. Before testing and developing potential trainers' capacities local knowledge is a crucial factor that allows trainers as well as creators of this concept to understand what might work best in a local context and what might possibly fail. This aspect could empower trainers to communicate with each other, discuss, share knowledge and make collective decisions before implementation. Trainers should also "recruit" their values in terms of relationship, interaction, self-confidence, etc. Trainers' values, beliefs and attitudes could have a great impact on the performance in this work and the progressive transition of students' value-understanding system and self-confidence is predicted, especially after implementing Direction: Humanity (Iyer, 2013).

Another advice is to take into account the methodology. Value-based teaching and learning enables us to find a solution in the light of community needs. This approach always refers consciously to the reflecting practice – the meaning of the meaning. Students and/or trainers who are being prepared to implement **Direction: Humanity** learn from their own values, even though the concept of how to do this was not defined and clarified before. However, their previous experience is very important in order to to develop values through structured learning as well. This is a very important responsibility that relies on ToT.

Humanity in Action is recommended to be considered as part of Civic Education content. Civic Education – as a pedagogical concept – means all the processes that affect people's beliefs, commitments, capabilities, and actions as members or prospective members of communities*. The essence of Civic Education coincides with the concept of Project Humanity and the certain version adapted to any national context – Direction: Humanity.

*Stanford Encyclopedia of Philosophy
https://plato.stanford.edu/entries/civic-education/)
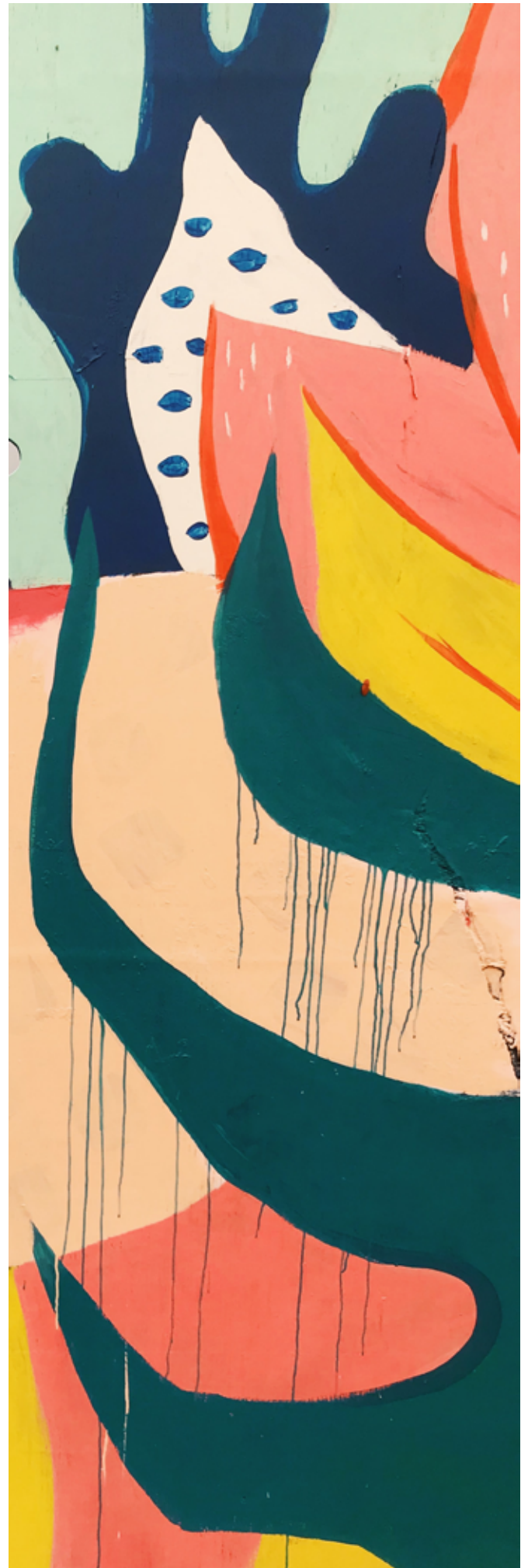
Part 2:
Project Guide
for Teachers and
Trainers

2.1. Module Content

Direction: Humanity

Module	Content	Duration
1 **Awareness Raising**	Approach to humanitarian ideas within education, an appropriate atmosphere to spread the humanitarian mission and familiarization with the basic humanitarian principles: humanity, neutrality, impartiality and independence. **/ WHAT?** **Objective(-s):** (1) introduce students to humanitarian principles, the humanitarian situation in the world, the main humanitarian movements, relate to local context and (2) introduce to various reflective practices.	**1 day / 6 – 7 hours**
2 **Opinion Building**	Analysis of practical examples, questions and dilemmas raised in a field of action. Understanding what's a priority, where the boundaries are and how to define them. **/ WHY?** **Objective(-s):** (1) simulate complicated situations that reveal personal values and show contradiction in collective behavior, personal frustration; (2) provide specific tools and knowledge for monitoring and analyzing.	**1 day / 6 – 7 hours**
3 **Humanitarian Challenges**	Dwelling deeper into humanitarian principles, field action and humanitarian challenges. Deeper analysis of humanitarian aspects. **/ HOW DOES IT CONNECT?** **Objective(-s):** (1) strengthen understanding about humanitarian values and action (2) foster deeper awareness and critical thinking about humanity.	**1 day / 6 – 7 hours**
4 **Diversity Acceptance**	Personal values and attitudes towards the environment around us and the views of others; consideration of one's own values and those of others; agreement on common values from different perspectives and approaches. **/ HOW?** **Objective(-s):** (1) discuss how personal values and principles connect and (2) explain how to implement kind of activities in real life while using personal experience and individual approach; also (3) share practical examples how stereotyping and prejudice reshape the world order.	**1 day / 6 – 7 hours**
5 **Action Orientation**	Our personal ability to contribute to the dissemination and application of humanistic ideas in the immediate environment, involvement in humanitarian organizations, volunteering, etc. **/ WHEN?** **Objective(-s):** (1) familiarize with project management tools; (2) start internal discussion about own small local projects; (3) simulate group work about possible local activities that could help affected people.	**1 day / 6 – 7 hours**

2.2. Direction: Humanity. Scope and Sequences

Module 0				
What?	**Why? (Objective)**	**How?**	**Materials**	**Time**
1. Meeting with school administration / representatives	To get to know more about the school, the students, their expectations and background, Humanitarian Principles and Values in school curricula.	Arranging a meeting at a training location with official representative / coordinator.	Preparatory file / presentation about the content and goals	**60 min**
2. Short meeting with a group of students	First eye-to-eye contact with students can give some useful hints for further preparation.	Informal talk / Survey BEFORE provided.	Printed survey sheets	**60 min**
3. Checking training space	To get acquainted with the space, its capacities, possible sitting positions, checking equipment, IT connections, etc.	Make a checklist for the most important points (size, equipment, additional issues, etc.)	Mobile phone or camera for photos	**60 min**

Module 1	Awareness Raising			
What?	**Why? (Objective)**	**How?**	**Materials**	**Time**
Energizer				
1. Team building				
1.1. Name game and introduction	The aim of the activity is to briefly introduce each other, make name cards in order to get to know each other. The trainer presents themselves and Direction: Humanity.	Making name cards and moving around saying a couple of things about yourself.	Flip chart paper, flip chart markers (different colors)	**20 min**
1.2. Picture game	The aim of the activity is to build relationships in the team, get to know each other more personally.	Presenting one picture before the training and trying to figure out whose picture is presented.	Tape, photos	**20 min**
2. Task SAFE SPACE	The aim is to prepare rules and set up group agreements on ethics (code of conduct) during the training.	Making a list of ideas how the group is going to work together and making agreements. Students list and suggest certain aspects which later on are merged together and the Code of Conduct is prepared.	Flip chart paper, flip chart markers (different colors)	**60 min**
2.1. Reflection after task	The aim is to discuss how the process of suggestion and the final decision was made, group feeling.	Group discussion about Code of Conduct preparation – are they happy with the final material, how did it go.	Notes for trainer, personal project diary	**20 min**
3. Safe circle	To arrange space in a training room called "Safe circle" where anybody could go and ask a question, place a concern or leave a note. Also this circle is used to ask for support if the group has different levels of language knowledge.	Place it with a paper sheet which will be open all the time during the training. Colorful circle could be placed around – a place to raise questions or comments during emergency situations in training.	Flip chart paper, flip chart markers (different colors)	**30 min**
Lunch break				

What?	Why? (Objective)	How?	Materials	Time
Energizer				
4. Humanitarian principles, humanitarian action and Direction: Humanity	Introduction of **Direction: Humanity** aims and goals and the programme for the week. The aim is to present humanitarian action, humanitarian principles and humanitarian values so students will be familiar with the definitions and practical aspects of the working themes.	Presentation of the project **Direction: Humanity**, presentation about humanitarian action including a discussion with questions about familiar local aspects / global aspects, presentation of Humanitarian principles and values.	PPT or other multimedia presentation if possible / printed info sheets.	**60 min**
5. Group work HUMANITARIAN POSTER	The goal is to create and present humanitarian principles in their personal understanding, using creative tools, improvisations and a flexible attitude.	Preparing posters in small groups and presenting posters in front of the audience.	Flipchart, markers, color paper, scissors, glue, photo / video camera	**90 min**
5.1. Presentation	The aim is to present group work and place posters in a visible location in the training room so the group could memorize the Humanitarian Principles.	Present the principles and have time for Q&A.	Flip chart paper, flip chart markers (different colours)	**30 min**
5.2. Reflection ways	Ability to familiarize with different types and methods of reflection practice (written form, diaries, self-reflection, group reflection).	Showing some examples and introducing the PH platform to create a personal profile (https://www.project-humanity.info/en/login/registration.html).	Multimedia / flip-chart, markers	**20 min**
6. Homework task MY STORY	The intention is to think about one sensitive personal story "How I could help other(s) in a difficult situation" and tell it to others in small groups the following day.	A task to be done at home and bring back to the group the following day.	N/A	**10 min**
Time: 6 hours 45 min – 7 hours				

Notes:

Module 2   Opinion Building

What?	Why? (Objective)	How?	Materials	Time
Energizer				
1. Debriefing on Humanitarian Principles	The aim is to look again at the posters and repeat Humanitarian principles presented the previous day.	Facilitators ask various questions related to the humanitarian principles and students have to choose which statements belong to which principle.	N/A	**20 min**
2. My story – your story	The aim is to present personal humanitarian action in order to think about humanity around us and our values.	Students have individual time to make notes about their simple humanitarian action. After listing the stories students form small groups and present their stories in the group.	Paper	**50 min**
2.1. Reflection after group work	The aim is to reflect on the stories shared.	Groups reflect about their group work and stories shared – feelings, emotions, and new connections.	N/A	**20 min**
3. Role game NEW IN CLASS	The goal is to simulate a complicated situation showing personal values and show contradiction with collective behavior, personal frustration and attempts to be integrated; also to monitor everything.	Group is divided into roles as new students (3–4 people), old students (5–10 people) and observers (2–3 people). Directions for each role are presented separately and the group has to act accordingly to the new role.	Flip chart paper, flip chart markers (different colors).	**45 min**
Lunch break				
Energizer				
4. Speed dating	The aim is to discuss diversity, tolerance, values and their function.	Two circles of chairs facing one another prepared and students sitting in front of each other. Questions are given to discuss and after each question one line is changing its seats. Questions and statements: What is diversity to me? What are prejudices? How can they affect us? Why is it important to understand diversity? What is tolerance and understanding? What is the difference between respect and acceptance? When I do feel I am part of humanity? What is positive action?	N/A	**30 min**
5. Humanitarian videos	The aim is to find out more about humanitarian context and humanitarian action.	Several videos from humanitarian action selected and presented to the group – could be from educational platforms or short documentaries. Children get familiar with more concrete humanitarian context and action.	Multimedia, speakers	**60 min**
Reflection (mandatory)	Personal diary / Trainer invites students to show how they started filling diaries, personal notes, etc.	Encouraging and showing examples from other students, explaining why it's useful.	Notebook and or PC personal project diary	**30 min**
Time: 6 hours 30 min – 7 hours				

Notes:

Module 3 — Humanitarian challenges

What?	Why? (Objective)	How?	Materials	Time
Energizer				
1. Walk path	The aim is to share personal insights on humanitarian action and values based on the questions provided. Continue first reflections with others, walking in pairs. The goal is to discuss how personal values and principles connect, how to implement different kinds of activities in real life, how to use one's own experience and show one's own approach.	Outdoor activity (depending on the weather, can also be done indoors). Students leave the training building in 2–3 min intervals and make a circle, stopping at every place where a paper is posted with a question.	A3 papers, markers, tape, scissors	**60 min**
2. Expert visit – humanitarian actor	The aim is to hear and understand more from humanitarian workers about practical aspects of working in the field, discuss humanitarian action and work.	An expert with experience in humanitarian action is invited. Students are informed in advance to prepare questions and / or topics to discuss.	Upon request	**120 min**
Lunch break				
Energizer				
3. Humanitarian dilemma	The aim is to analyze realistic humanitarian challenges.	Stories from the humanitarian field prepared and presented to students. Differing real examples present various arising humanitarian challenges and during the discussion solutions are generated, opinions shared.	Prepared 3–4 stories	**90 min**
4. Group reflection	The aim is to reflect on previous two tasks on humanitarian challenges and mediation.	The group is asked to share their views about Humanitarian dilemmas and videos presented.	N/A	**40 min**
5. Reflection (mandatory)	The aim is to reflect on the lessons and insights of the day.	Filling personal diary (notebook or online).	Notebook and or PC, personal diary	**30 min**
Time: 6 hours 30 min – 7 hours				

Notes:

Module 4	Diversity Acceptance			
What?	**Why? (Objective)**	**How?**	**Materials**	**Time**
Energizer				
1. Journey of Direction: Humanity	The aim is to rethink and reflect personally on the path of **Direction: Humanity**.	Students sitting in circle and facilitator in the middle. Students are asked to close their eyes, the facilitator is leading the task. Calm music is heard in the background. Facilitator asks students to follow the learning path of **Direction: Humanity** from the first day to this moment.	Music player	**30 min**
2. Task PREJUDICE EFFECT	The goal is to experimentally look at how we can change personal behavior after asking personally and asking in front of an audience. Explanation on what leads a person to change their preferences and stereotypes.	Trainer shows some pictures, reads quotes and asks students to evaluate them on a scale from 1 to 5 (personally and for the group) and explain personal decisions.	Multimedia / Flipchart, markers	**60 min**
Lunch break				
Energizer				
3. Task RACISM ALPHABET	The goal is to discuss possible ways to eradicate racism and stereotypical thinking within society.	Trainer provides different cards to students and they explore examples of racism, consider perspectives about racism by writing a story.	Cards, paper, pens	**60 min**
4. Preparation of action plan	The aim is to work on positive humanitarian action implemented by individuals / smaller groups.	Participants are asked to form smaller groups or work individually to think, plan and summarize their own initiative – a positive humanitarian action. Guiding structure and project plan framework are presented. Facilitator creates a "help desk" where students can ask for clarification and support whenever needed.	N/A	**60 min**
5. Project plan revision	The aim is to present personal / group project plans and finalize their details.	Project plans are presented, questions and concerns discussed, project plan developed into action plan.	N/A	**60 min**
Reflection (mandatory)	The aim is to reflect on the lessons and insights of the day.	Filling personal diary (notebook or online)	Notebook and / or PC	**30 min**
Time: 6 hours				

Notes:

Module 5   Action Orientation

What?	Why? (Objective)	How?	Materials	Time
Energizer				
1. Task SIMULATING PROJECT PLAN	The goal is to create projects in small groups, ready to present them in front of an audience and accept constructive criticism and recommendations for optimization.	Students split up into small groups, create their projects, present them in front of the audience and note remarks on what needs to be optimized.	Flipchart, markers, A3 papers, tape, color papers	**120 min**
2. Positive flow	The aim is to encourage students to share positive thoughts about each other.	Each participant has a paper stacked on their back and students walk around and write short notes about the person in a positive manner. Music in the background.	Papers, tape, markers	**30 min**
Lunch break				
Energizer				
3. Task LETTER TO MYSELF	The aim is to finallize reflections, feedback, and discussions with the trainer, as well as write down one's own. It can be useful for internal discussions in school without the trainer's participation.	Students write their expressions on a paper which they do not share with others.	Papers, pens / laptops, tablets	**50 min**
4. Task PACKING LUGGAGE	The goal is to separate negative and positive emotions and summarize them.	Students sit in a circle, the trainer puts a suitcase and a dustbin in the middle. Everybody writes on two sheets of paper one thing that they would like to take for future meetings (good emotions, memories) and one thing that they perceived negative in these training sessions. Positive goes to the suitcase, negative – to the dustbin.	Suitcase, A4 papers, markers	**30 min**
5. Task MAIL	To provide feedback for each other; to thank participants for their collaboration by writing short letters or greetings to each participant, including the facilitator and their assistant.	An improvised mail service is created. Participants write greetings or express their thanks to all the other participant. Everything that has been created is put into separate envelopes for each participant. After the task is completed, every participant takes the envelope with their name written on it that contains messages from the rest of the group addressed specifically to them. This is a symbolic part of the memories associated with the training.	Paper, scissors, scotch tape, markers, pens, other symbolic things such as candy, postcards, stickers, etc.	**Open space. Can take up the whole day.**
Reflection (mandatory)	The goal is to collect written feedback and analyze it afterwards.	Survey AFTER + Evaluation questionnaire	N/A	**30 min**
Total time (additional Q&A at the end): 6 hours				

Notes:

_____

_____

_____

_____

_____

1

Development of a learning atmosphere and understanding the principles /

Awareness Raising

Processing the preparatory file which can be done individually or in small groups enables project participants to have an initial exposure to the themes of humanitarian action and the humanitarian principles. Approach to humanitarian ideas within education, an appropriate atmosphere to spread the humanitarian mission and familiarization with the basic humanitarian principles: humanity, neutrality, impartiality and independence. **/ WHAT?**

?

Relevant awareness serves as the basis for a differentiated approach in the following four modules as stated in Project Humanity.

• How do we want to work together during the project?

• With what should we concern ourselves, and why?

• How successful has our familiarisation with the humanitarian principles been?

1. Module objectives

1. Introduce students to humanitarian principles, humanitarian situation in the world, existing main humanitarian movements, relate to local context.

2. Introduce to various reflective practices.

2. Learning objectives

• Knowledge

Participants understand what the humanitarian principles stand for, and acknowledge the complexity of their application.

• Skills and competencies

Participants may contribute any relevant prior knowledge in class in a way that is understandable.

• Attitude

They accept responsibility in negotiating the procedural rules, taking into account the requirements of others.

Detailed description of activities

1.1. PHOTOS   🕐 20 min

Short description	The aim of the activity is to build relationships in the team, get to know each other more personally. Before the training, each participant selects and presents an image (a photograph or other) of what Humanity means to them. Before starting the workshop the group comes together and tries to guess who picked which image, what it represents, what Humanity means and how Humanity is visualized in the image.
Steps	Select the photos and present them in a visible location. Then going either one by one from the beginning or selecting in random order analyze it briefly. Questions as following could be asked:
	What is represented in the image? What is humanity in the image? What could this image represent to a person?
	After a short group discussion the participant who selected the image shortly explains his/her choice.

🔍 **Key words**
Humanity

👥 **Number of Participants**
Whole group

✏️ **Materials**
Tape, printed photos

1.2. SAFE SPACE   🕐 60 min

Short description	The goal is to prepare rules and set up group agreements on ethics (code of conduct) during the training.
	Participants discuss, negotiate and reach an agreement on the rules of conduct for interaction within the group. In the course of the project they will frequently be called on to express their personal opinions and there will be many discussions. Adopting a critical but constructive and respectful attitude towards one another will make it easier for the participants to stand up in front of the group and express themselves.
Steps	The whole group, including the teacher, sit in a circle (without tables). In front of the participants' feet there is a rope on the ground, which serves to mark out more clearly the circle that has been formed. Each of the students says what he or she would need in order to feel as safe and as uninhibited as possible when standing before the class. The use of a symbol that is passed from one participant to the next to indicate who has the floor at any given time (e.g. a 'talking stick') can be helpful in this context. Different personal needs and concerns that have been expressed are then written down on small (green) slips of paper and placed in the center of the circle. These then serve as the basis for coming to an agreement on the rules of conduct in the group. The rules are to be written out on a large poster, which will be hung on the wall in the classroom and signed by all of the participants. The activity can be concluded by having each of the participants take his or her place alone in the center of the circle and telling the group with as much self-confidence as possible something that he or she considers important.
	Outlook:
	Particularly in the second module, in which the students will be called on to reflect upon their own values and the values of the other participants, it can be helpful and very instructive for the students to refer back to the rules of conduct that were discussed and agreed on in this earlier learning stage. In addition, this exercise can be brought into connection with any other development topics that may have already been dealt with in the class/group at an earlier time signed by all of the participants. The activity can be concluded by having each of the participants take his or her place alone in the center of the circle and telling the group with as much self-confidence as possible something that he or she considers important.

🔍 **Key words**
Group Work, Inclusion,
Do No Harm

👥 **Number of Participants**
Whole group

✏️ **Materials**
Flip chart paper and markers (various colors), A3 and A4 paper (various colors)

1.3. SAFE CIRCLE   🕐 30 min

Short description	To arrange space in a training room called "Safe Circle" where anybody could go and ask a question, place a concern or leave a note. Also a circle is used if the group has a varying levels of knowledge or experience in language for example.
Steps	The group selects a space for the "safe circle" which will be there throughout the whole training. Draw a colorful circle on the sheet flip chart paper and place it in the room. Groups discuss and decide the rules for the circle: the purpose of the circle is if anytime during the training any of the participants

feels uncomfortable, excluded, confused, misunderstood or has any negative feelings they could step inside the circle and raise a question or produce a statement and have a group discussion about the situation.

If a person does not feel like stepping into the circle, he / she can leave a note for group discussion.

Key words
Do No Harm, safe space, inclusion

Number of Participants
Whole group

Materials
- Flip chart paper and markers (various colors)

1.4. HUMANITARIAN PRINCIPLES, HUMANITARIAN ACTION | ⏱ 60 min

Short description
Participants discuss the substance of each of the four Humanitarian Principles, and try to express this in their own words. The interpretations which result are presented in the group.

Steps
Each of the small groups discusses one of the Humanitarian Principles (humanity, impartiality, neutrality, independence). The participants are prepared for the discussion in the following manner: 1. The teacher provides a brief input as to why the humanitarian principles are of central importance as agreements by which all humanitarian aid actors must abide for the success of humanitarian actions. The relevant information can be found in the Introduction for Teachers and the Preparatory Materials for Pupils. 2. For each of the principles the small groups look at a cartoon produced by the Swiss Red Cross. This illustration is to enable participants to orient themselves in the discussion on a given subject. The agreed interpretations are summarised on a poster. Finally, they are presented to the group, each presentation starting with showing the relevant cartoon so that other participants can have a visual impression of the principle concerned.

Look for Annex 1: Humanitarian Principles.

The interpretations presented can be brought into sharper focus by means of questions from the teacher or participants, which are not to be thought of as corrections. At this stage in the learning process, it is out of the question to label the interpretations as either true or false. At this stage it is more a matter of enabling the participants to obtain a first impression of what the principles represent in practice. Contrasting interpretations should be allowed to stand at this stage.

Outlook:

The self-formulated (provisional) interpretations will be developed further in the third module.

Key words
Humanitarian Principles, Humanitarian Action

Number of Participants
Small groups, 3-4 participants

Materials
- Images with the principles (see bellow), flip chart paper, flip chart marker (various colors), pin boards, adhesive tape

1.5. GROUP WORK "HUMANITARIAN POSTER" | ⏱ 90 min

Short description
The goal is to create and present humanitarian principles in their personal understanding, using creative tools, improvisations and a flexible attitude.

Steps
Preparing posters in small groups and presenting posters in front of the audience.

Key words
Humanitarian Principles, Humanitarian Values

Number of Participants
Small groups of 5-6 participants

Materials
- Flipchart, markers, color paper, scissors, glue, photo/video camera

1.6. HOMEWORK TASK: MY STORY | Home work

Short description
Task that has to be done at home and students have to bring it back the following day. Personal experience related with the idea of helping and supporting others.

Steps
The intention is to remember one sensitive personal story "How could I help other(s) in a difficult situation" and tell it to others in small groups the following day. Students can think about it or write it down.

Key words
Humanity, Values

Number of Participants
Whole group

Materials
- N/A

MODULE

2

Considering Values / Opinion-Building

The teaching focus of the second module is self-confrontation in light of the preceding discussion of humanitarian contexts. Participants become increasingly aware of their own values, taken as the characteristics they see as desirable from a moral viewpoint. Analysis of practical examples, questions and dilemmas raised in a field of action. Understanding what's a priority, where the boundaries are and how to define them **/ WHY?**

They realize and reflect upon the subjective nature of values and in this way learn to perceive and appreciate similarities and differences. The relevant attitudinal aspects and individual competencies are pinpointed in the discussions and reflected upon in various exercises and throughout the training as stated in Project Humanity.

?

Questions:

• What are my personal values and how do they influence my behavior?

• And how do my fellow project participants view this?

1. Module objectives

1. Simulate complicated situations that reveal personal values and show contradiction in collective behavior, personal frustration.
2. Provide specific tools and knowledge for monitoring and analyzing.

2. Learning objectives

• Knowledge
Participants acknowledge the function of values in shaping viewpoints and actions and the subjectivity of personal values.

• Knowledge
Furthermore they acknowledge the constructive potential of shared values and intentions as well as the conflict potential of discordant values.

• Skills and competencies
Participants can identify their own values and clearly explain their development.

Attitude: Participants acknowledge other value systems and can appreciate the perceived differences appropriately.

Instructions for each activity

2.1. "MY STORY – YOUR STORY" 🕐 **50 min**

Short description	Participants tell their stories as described in the preparation, in a small group under the title "In this situation I myself provided assistance: …" They pay attention moreover to the stories of others, actively listening, asking questions and answering any questions put to them.
Steps	Participants find themselves in small groups of three or four. Whether or not groups are self-selected or their composition is required to meet certain criteria (e.g. gender mix) is decided by the teacher. At this point participants tell their personal stories on a given topic. This should be done in a quiet setting, if possible chosen by group members themselves, so that they can work without disturbances. The stories can be freely chosen, and may if preferred be read from the project diary. As per the original mandate (see preparatory file) this should include a description of the assistance provided and above all an explanation of why and how the desire to help came about. At the end of each narrative, if there is sufficient interest in the group, questions may be asked, followed by a brief discussion. Once again however evaluations by listeners are to be avoided as much as possible. It is more important for each individual to have the courage to relate his or her own story, respond to questions, learn to appreciate and to show respect. This should be made clear by the teacher when explaining the exercise. The exercise can be rounded off harmoniously with a brief discussion in the plenum.
	Outlook: Growing awareness of the subjectivity of personal values, which is expected to become further developed in the following learning steps, as will the recognition that one of the functions of personal values is to help for intentions and guide actions

🔍 **Key words**
Personal sharing, Humanitarian Action, Personal Values

👥 **Number of Participants**
Small groups,
4-5 participants

✏️ **Materials**
- Personal project diary

2.2. ROLE GAME "NEWCOMER TO THE CLASS" 🕐 **50 min**

Short description	Participants experience through role play the influence that shared values can have on people's thoughts and behavior. On the other hand they are able to experience what a clash of values can lead to, what it means to belong to a minority that is subject to strong influence of the thinking and behavior of the majority, on which it is also dependent.
Steps	*Starting point for the role play:*
	It is the first day of school after summer holidays. Three new girls and/or boys are waiting in front of the school for their new teacher. The rest of the class is already waiting for the teacher in the classroom to arrive soon and begin the lesson. The three new students do not know each other. The class on the other hand is already an established group after two years together. They know each other well, or even extremely well, having had many experiences together. Shortly before the holidays the teacher mentioned that three new individuals would be joining the class and need to be integrated into the group.
	Exercise leadership:
	The role of the class teacher can be taken by the teaching assistant in person or entrusted to a volunteer. The role is entirely passive, there being no planned interventions by the class teacher in the role play. He/she is rather a passive, detached observer.
	How are groups formed and constructed?
	Three volunteers form small group of new students. Only when they have been moved to a different room are they informed of the starting situation and assigned their task, which is to integrate in the class as quickly as possible. They would then after about 10 minutes be brought into the class, which would be busy discussing a task assigned before the holidays. This is a good opportunity, says the teacher, to join in and contribute to the discussion. If they (the new students) find it difficult they should give each other a little support. And if it doesn't go well straight away they must persevere nonetheless. It is perfectly normal at the beginning, and is a challenge also for the class to accept new members. The class teacher will soon join them to bring them to their new class.
	The existing class must have significantly more participants than the new group.
	At least four times as many participants in the class (at least 12 in the case of three new students).
	Task: the class is to discuss an agreed topic (e.g. planning a school trip), with a code substituted for three constantly recurring words: e. g. class=cheese sandwich, train=nail, school trip=TV. A consequence of the consistent use of these three code words is that the new students have no chance to join in the discussion. But what can the "old" class members do when the new ones begin to ask questions or to change the subject in an effort to find another way to gain access?
	In such case they should adopt a disinterested and dismissive behaviour, but in a subtle rather than an extreme manner. Now and then they should accept a question or take note of a reference, welcoming

the new participants but with a basic attitude that remains dismissive, disinterested and unfriendly.

There will also be observers. At least two persons are to observe the "old" class and its behaviour and at least two others are to observe the three new members and their behaviour. The observers remain as far as possible from the scene and take notes (key words).

The task for the observers of both groups: Note what behaviour leads to what reaction, in particular, who is dominant in both groups, how this is manifested, who "just lets it happen", who is really passive, how the discussion proceeds in the class, and how, how long and how persistent the new students are in seeking access to the class. It is also incumbent on the observers after the role play to put their notes regarding these questions into some order and to present them briefly to the plenum.

Instruction for the exercise leader:

The main purpose of this role play is on the one hand to enable the participants to experience the potential of shared values, but also to experience values that at some point in time are irreconcilable. In a final reflection it should be a matter of finding answers to the following questions: What were the shared values on both sides (in the "old" class as well as the new group)? Were there indeed any? Were there perhaps differences within the two interest groups? How were these expressed in the behaviour of the individuals? How did the "old" feel in their assigned role? How did the new ones feel in theirs? In this exposure to value differences did the new students try to integrate the success factors identified in the previous exercise in their behavior? If yes, what was the effect? If not, does it make sense even to maintain these with regard to future challenges?

| Reflection | Reflecting together is indispensable following this role play, since it can lead to ambivalent and perhaps quite diffuse emotions. The intensity of the effect is difficult to evaluate as it depends above all on the readiness of the participants to enter into the role play and how closely they followed the instructions as to the roles.

The setting however is designed for emotional learning, which is why plenty of room must be provided for reflection.

The participants must have the opportunity to express themselves and it must be possible to "peel away" the roles. There are many ways in which the teacher can support this process, allowing plenty of time for reflection and ensuring that all participants are able to express themselves. Openly receive feedback from all participants so that they can say they are being taken seriously. Point out that this has been an exercise and that both sides were acting on the basis of clear instructions. It would make sense at the end of the period of reflection for all concerned to leave the exercise room together, rounding off this intensive sequence with a brief and enjoyable group activity.

Outlook: Reference can be made to the insights gained from this exercise in the subsequent modules in various contexts. |

Key words
Inclusion, Role Play

Number of Participants
Unlimited, whole group

Materials
Flip chart paper and marker, personal project diary

2.3. SPEED DATING   🕐 30 min

| Short description | The aim is to discuss diversity, tolerance, values and their function. Inside the class in certain timing participants changing the order and having a short discussion about certain aspects. |
| Steps | Two circles of chairs facing one another are prepared and students are sitting in front of each other. Questions are given for discussion and after each question one line is changing its seats.

Questions and statements: What is diversity to me? What are prejudices? How do these affect us? Why is it important to understand diversity? What is tolerance and understanding? What is the difference between respect and acceptance? When I do feel I am part of humanity? What is positive action? |

Key words
Inclusion, Role Play

Number of Participants
Unlimited, whole group

Materials
Chairs

2.4. HUMANITARIAN VIDEOS   🕐 60 min

| Short description | Videos from humanitarian action selected and presented to the group to inspire and encourage discussion and debates. |
| Steps | Selected videos from an online platform and follow the suggested guiding questions in Annex 3. |

Key words
Humanity, Action

Number of Participants
Whole group

Materials
Videos

MODULE
3

Humanitarian Challenges

The third module builds on the insights and the lessons learned from the first two modules. The jointly developed familiarization with the humanitarian principles together with a detailed examination of one's own values and those of others provides the basis for an in-depth understanding of the principles in action. These learning sequences reflect the function and meaning of the principles from two distinct viewpoints. On the one hand, the participants discuss humanitarian crises or disasters, those affected by them and their need for assistance. Then they learn firsthand through direct contact with a professional from the field of humanitarian aid about how and in what conditions the humanitarian principles are implemented in the field.

?

Questions:

• **What do my personal values have in common with the Humanitarian Principles?**

• **How do we perceive the relevance of applied Humanitarian Principles and the challenges involved?**

1. Module objectives

1. Strengthen understanding about humanitarian values and action
2. Foster deeper awareness and critical thinking about humanity

2. Learning objectives

• **Knowledge**
Participants understand why observing and respecting the Humanitarian Principles, although often extremely challenging, is essential for the success of humanitarian aid.

• **Skills and competencies**
The participants can relate their personal values to the humanitarian principles.

• **Attitude:**
They are open-minded enough to see themselves and their value systems as part of a collective system or systems.

Instruction for each activity

3.1. WALK PATH
🕐 **60 min**

Short description	Continue first reflections with others, walking in pairs. The goal is to discuss how personal values and principles connect, how to implement kinds of activities in real life, how to use your experience and show your approach.
Steps	Outdoor activity or outside the class activity could be made in spaces close-by. Students in pairs leave the class and follow the path where they find certain statements to have a discussion about.
	Statements have to be prepared in advance and hung in the walking path. Statements could include "Humanity in my life", "Humanitarian action and my community", etc.

🔍 **Key words**
Personal Values,
Humanitarian Principles

👥 **Number of Participants**
Pairs of two

✏️ **Materials**
A3 papers, markers, tape, scissors

3.2. EXPERT VISIT. SAMPLE DISCUSSION SETTING: PART 1
🕐 **120 min**

Short description	Together, participants watch selected film material on specific humanitarian contexts. They then discuss two questions: What effect do the applied humanitarian principles have in the actions? What is their importance for the people in need of assistance?
Steps	Learning with real objects: With the help of visual material about existing humanitarian contexts and on the basis of earlier developed prior knowledge (in the framework of the preparatory work on the project and Module 1), the group discusses the two questions on the function and importance of applied humanitarian principles. In the course of this discussion the interpretations of the principles developed working with Module 1 should be re-examined. For this purpose, in the second stage of this exercise the participants will again form the same small groups in which they developed an interpretation of a principle in Module 1. The interpretations which were then developed on a provisional basis and presented to the class are critically discussed and possibly even entirely reformulated. The new interpretations will be briefly presented in the plenum, focusing in particular on the reasons for any changes made. At this stage critical questions may be put by other participants or the teacher. Note is then taken of the results presented for further thoughtful work in the form of posters.
	Outlook:
	This learning step is also designed as a preparatory element for the following activity (exchange with an expert in humanitarian assistance).

🔍 **Key words**
Humanitarian Principles,
Humanitarian Contexts,
Humanitarian Action

👥 **Number of Participants**
Unlimited, whole group

✏️ **Materials**
Selection of short films on humanitarian contexts (see annex), PC, projector, internet access, flip chart paper and marker (various colors), pin board, personal project diary.

Notes:

3.3. EXPERT VISIT. SAMPLE DISCUSSION SETTING: PART 2

🕐 **120–180 min**

Short description	Participants exchange views with an expert from SDC Humanitarian Aid or relevant national Red Cross or Red Crescent Society. In this way they will have a firsthand opinion as to why respect for and observance of humanitarian principles is essential for the success of humanitarian actions.
Steps	Subsequent to the above activities, aimed at bringing into sharper focus the principles developed so far in only a provisional manner (exercise 3.2), the principles will now be commented upon from the viewpoint of a person with experience in the field. Participants have the opportunity to take advantage of professional experiences of a specialist and in this way to obtain a true picture of the many challenges involved in the application of humanitarian principles. In this exercise the focus is not only on those affected by disasters and crises but also on humanitarian workers and their employers, the humanitarian organizations.
	The invited expert will also answer questions prepared beforehand by the class. Finally, the interpretations of the principles expressed in the participants' own words will be completed with the help of the insights gained in this sequence. It will then be up to the participants to decide on the form the complementary material will take in the existing posters of the small groups (exercises 1.4 and 3.2). The product developed in the three learning steps, representing the nominal definition of the humanitarian principles, is of great importance for the entire learning process. Thanks to the largely independent development in several steps, the participants have arrived at interpretations of the principles that are comprehensible and easy to apply.
	They have had the benefit of a variety of perspectives on humanitarian contexts and principles, which was necessary to ensure the substantive quality of the result.

🔍 **Key words**
Humanitarian Principles, Humanitarian Actions

👥 **Number of Participants**
Whole group

✏️ **Materials**
Poster with groups' interpretations, personal project diary

3.4. EXPERT VISIT. SAMPLE DISCUSSION SETTING: PART 3

🕐 **60–75 min**

Short description	While walking in pairs in a natural setting the participants think about how they can relate their personal values to the humanitarian principles, and exchange ideas. In the discussion they address key questions posted along the paths.
Steps	This activity should enable the participants to put what they have learned in a form more suitable to themselves. In a tranquil atmosphere, they will be asked to follow a well-known or a clearly indicated path, to reflect in pairs and without haste on questions they will come across at regular intervals. They should exchange insights and assessments on the questions and record their findings in the project diary. It is recommended to deal with only a few questions (max. three or four) that enable indepth reflection. The questions must relate to topics covered during the process and be formulated in a concrete manner. For example: "In which of your personal values is the principle of humanity expressed?" Or: "What personal use can you make from what you have learned so far, and why?" Or: "If you were to become personally involved in humanitarian work, which of your qualities would serve you best?"
	The teacher should prepare the questions right before the exercise, being careful to take the appropriate level and the learning process into account. Upon returning from the walk it is advisable to seek feedback in the plenum in a relaxed atmosphere – whether this is done on a voluntary basis or through a round of presentations should be decided depending on the situation.
	Outlook:
	This sequence helps with the desired individualization of mental preparation for Module 4 (opinion forming and intention development).

🔍 **Key words**
Humanitarian Principles, Personal Values, Reflection

👥 **Number of Participants**
Small group, 2 participants

✏️ **Materials**
N/A

Notes:

3.5. HUMANITARIAN DILEMMA 🕐 60 min

Short description	Finally, continuing their work the participants deal with a real "dilemma story" and a situation involving many challenges for the observance of the humanitarian principles. They take into account the connection established between their personal values and the principles.
Steps	These activities can also be rescheduled, for example before or immediately after the intensive exchange with a humanitarian aid specialist. The aim is to achieve a clearer or more solid understanding of the fact that, while it is of crucial importance, respect for and observance of the humanitarian principles is often also extremely challenging. While in their reflection on the principles the participants should indeed develop optimistic impressions, they should not come away with their minds filled with unrealistic and overly harmonious images. The differentiated approach adopted throughout the learning process enables the participants to deal with this ambivalence. Behind these testimonies is the idea that through serious confrontation with the realities one can reach genuine personal standpoints, opinions and even intentions.

The two participants read the selected or assigned "dilemma story" to each other, so that the story is read and heard twice over. Subsequently they discuss the situation described, focusing on the roles and behavior of the actors. Their findings are recorded in the project diary. Conclusion with short presentations in the plenum is optional.

Outlook:

This sequence also serves the desired purpose of individualization and consolidation of the mental preparation for Module 4 (opinion forming and intention development) which applies to personal opinion forming. |

Look for Annex 4: Dilemma story

Introduce the concept of dilemma. Use familiar sayings to illustrate this concept.

For example, "I'm damned if I do and damned if I don't" or "Between a rock and a hard place;" add something from your students' local culture. Encourage students to suggest what a dilemma is. Ask them to give examples, and explain why certain examples are dilemmas.

Identify the main features of a dilemma:

• a situation that requires making a choice among alternative actions (including choosing to do nothing);

• all options have advantages and disadvantages.

Point out that in a dilemma, even "making the best of a bad situation" may seem impossible because:

• every option seems likely to cause problems;

• the consequences of all available options are uncertain.

Use one of the stories in the module or a dilemma contributed by the students themselves. Have students propose several actions in response to the dilemma. Then, for each action, use these questions:

• What is the desired consequence of your proposed action?

• Might there be other consequences? (Explore the chains of consequences that might result.)

• What are the unknown or unpredictable elements in the situation?

• Who else is involved? How will they be affected by your action? How will they view your action? How will the views of others affect the outcome?

Example: "He was having some fun"

During apartheid in South Africa, Wendy, who is white, was trying to visit a black friend who had been imprisoned for his political activity. She was told by the whites in charge of the prison that whites are never allowed to visit blacks there. She went to the prison's commandant, who invited her into his office. Perhaps because her husband was the editor of one of the city's newspapers, he agreed to let her see her friend. She returned to the entrance passage of the prison to wait for the friend she hoped to visit. This is her account of what happened next.

"As I waited, I noticed a young black prisoner in prison khaki shorts and overshirt standing a little way down the passage. He looked anxious and submissive – the look of someone waiting to accommodate the mood or whim of the white 'Baas'.* He stood there as if he had been told to stand there and wait. A white warder appeared, and as he strolled past the prisoner, he suddenly made a threatening lunge at him and started shouting at him."

* 'Baas', the person in charge, came to mean 'oppressor' in the context of apartheid.

🔍 **Key words**	👥 **Number of Participants**	✏️ **Materials**
Humanitarian Principles, Humanitarian Actions, Personal Values, Reflection	Small group, 2 participants	Selection of "dilemma stories", personal project diary

MODULE
4

Diversity Acceptance

The participants have dealt extensively with the application of the humanitarian principles in the preceding module, therefore the purpose of the fourth module is dual. Firstly, it should enable participants to develop a personal perspective and opinion on the subject matter. Secondly, it is on this basis that they can make their standpoints known and applicable in a self-defined project group. Ideally the many experiences and insights gained in the first three modules will result in a project intended to make a small personal contribution to raising awareness on the humanitarian principles. Open-mindedness and improved reasoning power developed in the course of the project facilitate the participants in planning and implementing the contribution they have decided upon and developed themselves.

?

Queastions:

• How can I/ we contribute personally to raising awareness of the humanitarian principles?

• And how can I/ we put my/ your ideas and intentions into practice?

1. Module objectives

1. Discuss how personal values and principles connect.

2. Explain how to implement these kinds of activities in real life while using personal experience and individual approach.

3. Share practical examples of how stereotyping and prejudice reshape the world order.

2. Learning objectives

• Knowledge
Participants understand how they as a group can translate a variety of viewpoints and ideas into a common purpose.

• Skills and competencies
Participants can work constructively as a team and make purposeful use of their resources.

• Attitude
You are ready not only to learn from fellow project participants but also to willingly give them your support.

Instruction for each activity

4.1. JOURNEY OF DIRECTION: HUMANITY   🕐 30 min

Short description	Participants are guided through everything they have experienced together to date with the help of images, words and occasionally music. This "journey" and the following activity not only makes it possible to develop a personal orientation and form an opinion on the subject matter but also serves as the basis for further work.
Steps	In this activity, at the very beginning of Module 4, participants once again review the learning process to date in a retrospective manner. They recline on sheets previously arranged either in the classroom or in natural surroundings, making themselves comfortable, resting with their eyes closed and listening to the music and the words of the teacher.
	The aim is to bring to mind the insights developed together in the course of the project and perceived as particularly important, embellishing them with mental images and if so desired orchestrating them with music. The motto here: less is more! It is not the aim of this exercise to prepare a project report in rich detail, using many words. It is rather a matter of evoking moments of shared learning, perhaps about one or more thought-about questions, giving the participants additional time so as to allow what they experienced to have an impact and enabling them to formulate their own thoughts on the matter. The teachers are free to shape the activity and text intended for the participants. However, the atmosphere must be one of peace, serenity and concentration so that the young participants may commit themselves to the "journey" they are making together to the greatest possible extent. It is not necessary to seek feedback at the end of the exercise. The next activity, also already prepared, can begin immediately. The effect of this relaxed reflection and the atmosphere of concentration in the group will be beneficial to the next activity. Note: occasional disturbances are understandable and to be expected. Here too it is best to remain calm and carry on serenely with the exercise.

🔍 **Key words**
Humanitarian Principles, Reflection

👥 **Number of Participants**
Unlimited, whole group

✏️ **Materials**
Old but clean sheets (as floor covering), pillows (if available), music, prepared text (written or mental)

4.2. PREJUDICE EFFECT   🕐 60 min

Short description	At this point participants should exchange views on specific questions. Controlling prejudice element and stereotypical thinking on specific questions, controlling possible prejudice elements and stereotypical thinking.
Steps	1) Trainer gives every participant special cards to mark on and starts with an introduction.
	2) Trainer shows some pictures or reads aloud quotes one by one (showing everything on the screen in front).
Look for Annex 6: Prejudice Effect Task	3) Trainer asks students to evaluate every newly mentioned fact in a scale from 1 to 5.
	4) Students do it personally and after the last provided fact the trainer starts a discussion about the prejudice effect.
	5) Trainer asks to share opinions for those who want to talk in public. Everybody agrees to respect those who decide not to show their results.

🔍 **Key words**
Personal Values, Debate, Prejudices

👥 **Number of Participants**
Whole group

✏️ **Materials**
Multimedia, flipchart, markers, additional material

Notes:

4.3. RACISM ALPHABET   🕐 75 min

Short description	Facing a negative part of our world through different scenarios. Discussion on possible ways to eradicate racism and stereotypical thinking within society.
Steps	1) Trainer shows a pack of cards with capital letters and specific terms, related to negative words (racism, xenophobia, apartheid, etc.). 2) Trainer invites every student to take one card from a bag.
Look for Annex 7: Racism Alphabet Task	3) Students have to analyze terms written in the collected card, especially if the term is not well-known. Students can use Internet search engines. 4) Students explore examples of intolerance and consider perspectives about it by writing a short story or example how it happens in real world – nowadays or historically. 5) Students present their findings one by one to the whole group.

🔍 **Key words**
Personal Values, Stereotypes

👥 **Number of Participants**
Individual work

✏️ **Materials**
Flipchart, markers, paper, prepared cards with letters and terms

4.4. Preparation for action plan (1)
BRAINSTORMING ▶ DEBATE ▶ DECISION   🕐 15 min

Short description	Participants divide themselves into small groups for the purpose of preparing their own small contribution to raising awareness on humanitarian principles. They exchange ideas, discuss them and decide together which ones they want to implement.
Steps	It is up to the teacher to decide whether or not to try to influence the composition of the groups. Ideally it should be the participants themselves who decide with whom they wish to collaborate. The three tasks in this learning sequence are to be assigned in stages to make sure that essential development steps are not in some way skipped. As soon as the groups have been formed the teacher first of all assigns the task for the group work in hand: "The aim is to come up with an idea together as to how you personally can help to ensure that other people understand the importance of the humanitarian principles and are ready to interact with them." Subsequently, questions from participants are to be addressed, such as "What exactly should we do?" "How are we to do it?" "For whom are we to do it?". It is important at this stage to deal with these questions as openly as possible. The ideas will take more concrete form in the next learning step. It will then be discovered whether or not they can be put into practice. The openness of the findings is of central importance, for the willingness to make one's own contribution is in itself remarkable. The individual working stages are subsequently to be introduced briefly in the form of advice or success factors. Some proposals: "Brainstorming: collect and list ideas – not (yet) to be evaluated – everyone should contribute ideas"; "Debate: explain what is so great about each idea – ideas to be presented as precisely as possible – discuss pros and cons"; "Decision: everyone should name their own favorite idea, and explain why"; finally, a decision is to be reached democratically, e.g. by a vote. In each learning step the teacher goes from group to group, providing support where needed.

🔍 **Key words**
Humanitarian Principles, Humanitarian Actions, Personal Values, Debate

👥 **Number of Participants**
Small groups, 3-4 participants

✏️ **Materials**
Flip chart paper (for keyword style answers to the four main questions), markers (various colours) personal project diary

Notes:

4.5. Preparation for action plan (2)
BRAINSTORMING ▶ DEBATE ▶ DECISION
🕐 **45 min**

Short description	On the basis of the decision taken during the previous activity as to which project idea the group would like to implement, small groups will now develop their own action plans. The planning procedure will be made clear by the teacher when assigning tasks (see below).
Steps	Before the project groups are given the task of planning their contribution in a concrete way, the following instruction to the participants is of central importance: "Whatever its content, the contribution must not be large. The sensible thing to do is to plan realistically, as the time available for implementation is limited. It is important to assess the available resources as accurately as possible in the planning. A small but ample project that is capable of implementation is to be preferred to one so ambitious that it will probably overstretch the resources available." This recommendation should in no way demotivate the participants; it is based on the general rule that many good project ideas come to nothing because of having been planned with too little care or too much enthusiasm.
	The task of concrete planning: project groups will be asked to give precise answers to the following four questions: "**What** do we want to do?" "**Why** is this contribution important to us?" "**For whom** is our contribution intended?" "**How** do we wish to proceed with the implementation?"
Look for Annex 8: Plan of action template	A help desk is available to the project groups for this work sequence whenever needed. It is up to the groups to decide whether or not to take advantage of this offer and if so how. The help desk will be operated by the teacher(s) and possibly other available specialists (e.g. school social workers).
	The answers provided to the four key questions mentioned above are to be recorded in a clear and comprehensible way on a poster so that they may be presented in the plenum in the framework of the following exercise.

🔍 **Key words**
Raising Awareness of the Humanitarian Principles, Project Management

👥 **Number of Participants**
Small groups, 3-4 participants

✏️ **Materials**
Flip chart paper (for keyword style answers to the four main questions), markers (various colours) personal project diary

4.6. PROJECT PLAN REVISION
🕐 **60 min**

Short description	Action plans prepared in the preceding activity are presented in the plenum making use of the posters. These structured presentations make it possible for the listeners to provide suitable feedback.
Steps	The structure of group presentations is identical to that of the action plan. The statements reflect the key questions from Annex 7: Plan of action template. The groups have a maximum of three minutes to present their project to the class. This means that the presenters must focus on essentials, which must be made as understandable as possible. In view of the conclusive nature of the presentations required, the project groups must be given time to prepare.
	How the presentation is made is up to them. They must also decide if this task is to be taken on by one group member or as a collective effort in a creative and cooperative manner.
Look for Annex 8: Plan of action template	The only requirements are respecting the time limit and reference to the structure of the action plan. Following each presentation, it should be possible for participants in other groups to ask questions and provide feedback. Here too the time frame should also be short, as discussions are not desirable at this stage and effort is required to keep this rather long exercise of presentations rolling along. Answers to questions should be as precise as possible and feedback accepted without comment. Both types of response from listeners will be discussed in the project groups following the presentations and either adopted for optimization of the action plans or consciously rejected. Naturally, teachers are free to ask questions and provide feedback.
	Most important, however, in this learning step are the questions from classmates (peer-to-peer). Moreover in Module 5 the teachers have once again the possibility via the help desk to influence the design and implementation of the contribution.

🔍 **Key words**
Readiness to Learn and Offer Support, Project Management

👥 **Number of Participants**
Unlimited, whole group

✏️ **Materials**
Posters prepared for the actions plans, personal project diary

MODULE
5

Action Orientation

In the final module participants are expected to implement well considered and targeted contributions as documented in the action plans. In this context it is essential to take into consideration and make use of individual resources in the organization of the work. Furthermore it is important to keep an overview of the entire implementation process in order to plan in good time any steps that need to be developed independently after the project ends and be able to reach a binding agreement. The project management know-how acquired in Module 4 and support material provided assist participants in this process. Furthermore a teacher-operated Help Desk is available both in the planning and implementation stages. The participants are requested to make use of this under their own responsibility. Finally, the contributions, completed or as implemented so far, are to be presented to the plenum in order to provide an overview.

Is our plan achievable?
Let's do it!

1. Module objectives

1. Familiarize with project management tools.
2. Start internal discussion about small local projects.
3. Simulate group work about possible local activities that could help affected people.

2. Learning objectives

• Knowledge
Participants understand that thanks to task sharing and the use of individual resources they are able to work efficiently.

• Abilities and competencies
Participants are able work in a team on the basis of a plan and plausibly report on the state of development.

• Attitude
They are willing and ready to accept the support offered and use it independently for the project work.

Instruction for each activity

5.1. SIMULATING PROJECT PLAN ⏱ 120 min

Short description	Action plans are optimized taking into account feedback to the presentations of previous project plans. Here the organization of the work, proactive introduction and utilization of individual resources is the main focus of interest.
Steps	There are three aspects to consider in the framework of this work sequence for the implementation of the project: The actual implementation: Participants develop their plan-based contribution in small groups. In parallel with the actual implementation, groups that have planned implementation over the long term need to clarify the later steps with the help desk and reach a binding agreement. Finally, short presentations will be made. The groups inform the plenum about contributions that are ready, or what the current stage of development is and what additional project work is planned. The presentation should take place in an appropriate setting. 1) Students divide in small groups. 2) Students create their own projects related to a local context and social challenges that they're planning to try to deal with. 3) Every group has to present their project in front of the audience and pay attention to comments on what needs to be optimized. 4) Trainer and other students comment and share some advice if needed.

🔍 **Key words**
Project Management, Work Organization, Readiness to Learn

👥 **Number of Participants**
Small groups, 3-4 participants

✏ **Materials**
Flipchart, markers, A3 papers, tape, color papers

5.2. POSITIVE FLOW ⏱ 30 min

Short description	This exercise seeks to reflect about the learning process, learning outcomes and goals achieved.
Steps	Each participant has a paper stacked on their back and students walk around and write short notes about the person in a positive manner. Music in the background. Students walk freely.

🔍 **Key words**
Reflection, Positivity

👥 **Number of Participants**
Unlimited, whole group

✏ **Materials**
Papers, tape, markers

5.3. LETTER TO MYSELF ⏱ 50 min

Short description	Summarizing personal experience according to diaries and other self-reflection forms during these 5 days
Steps	Students write their expressions on a paper and do not share it with others. The intention is to finalize reflections, feedback, discussions with a trainer and write something on your own. It can be useful for internal discussions in a school without a trainer's participation.

🔍 **Key words**
Personal Evaluation

👥 **Number of Participants**
Individual work

✏ **Materials**
Papers, pens, laptops, tablets (individual choice).

5.4. PACK SUITCASE | CLOSING 🕐 30 min

Short description	Participants exchange views on what they personally, and as a class, will take from the project and what significance it might have for their future. This should make it possible to bring the project to an end in a light-hearted and constructive atmosphere.
Steps	Participants are asked to describe on the red paper, using keywords, the most difficult circumstances during the school project, when no solution could be found.
	On the green paper they should describe their most memorable personal learning moment. And on the yellow paper they write in what way the class has made progress, in their view. For each color the participants should make one choice. Then, in a brief round of presentations they will exchange and take note of each other's first impressions on personal development and the learning process.
	These brief presentations are conducted as follows: First, the most difficult circumstances are presented, following which the red paper is torn up and put in the rubbish bin. Next, the most memorable personal learning moment is presented, and the green paper is placed in the open suitcase in the middle of the circle of chairs. Finally, the class' perceived collective progress is presented and the yellow paper is likewise placed in the open suitcase.
	The three statements are presented consecutively. They are not interrupted as this is not the moment for commentaries or interventions. On the contrary this last round should take place in an attentive and appreciative atmosphere. Applause for the last of so many presentations will be good for all concerned. Teachers are also invited to participate in this exercise. The rubbish bin with its unpleasant memories is "disposed of" outside the room at the end of the exercise, while the suitcase, packed with important learning experiences, is closed and now stands alone in the middle of the circle. It is brought by the class to a place where what has been learned will remain available.

🔍 **Key words**
Brief Evaluation, Closing Together

👥 **Number of Participants**
Unlimited, whole group

✏️ **Materials**
Empty suitcase, rubbish bin, personal project diary, A5 paper (red, green and yellow), writing materials

5.5. MAIL 🕐 60 min

Short description	To provide feedback for each other; to thank participants for their collaboration by writing short letters or greetings to each participant, including the facilitator and their assistant.
Steps	An improvised mail service is created. Participants write greetings or express their thanks to all the other participants. Everything that has been created is put into separate envelopes for each participant. After the task is completed, every participant takes the envelope with their name written on it that contains messages from the rest of the group addressed specifically to them. This is a symbolic part of the memories associated with the training.
	Could be all day, 60 minutes for final notes at the end.

🔍 **Key words**
Evaluation, Reflection, Appreciations, Memories

👥 **Number of Participants**
Individual work

✏️ **Materials**
Papers, pens, laptops, tablets (individual choice).

Annexes

Humanity

The Red Cross, born of a desire to bring assistance without discrimination to the wounded on the battlefield, – in its international and national capacity – to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.
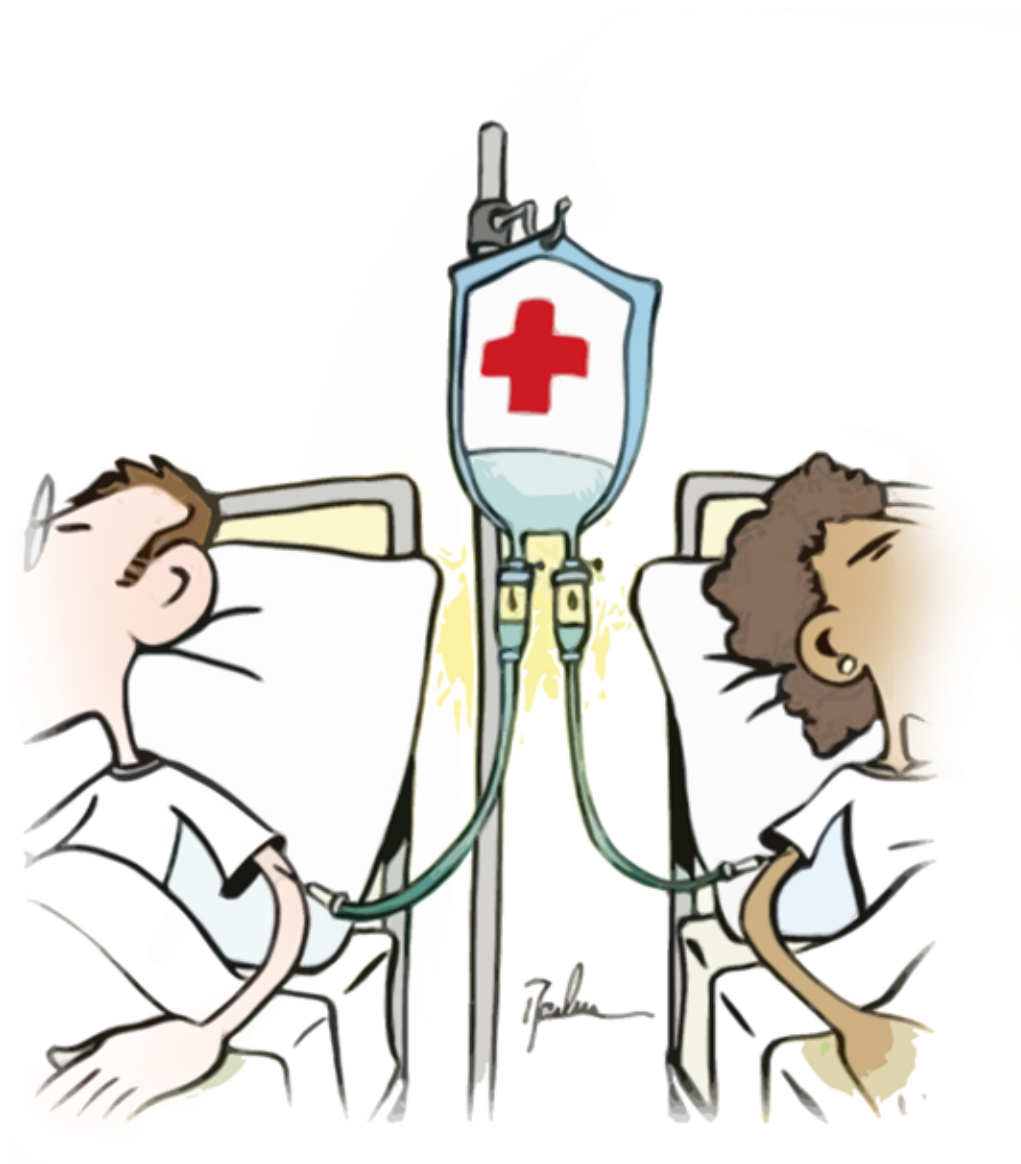
Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours only to relieve suffering, giving priority to the most urgent cases of distress.

Neutrality

In order to continue to enjoy the confidence of all, the Red Cross may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.
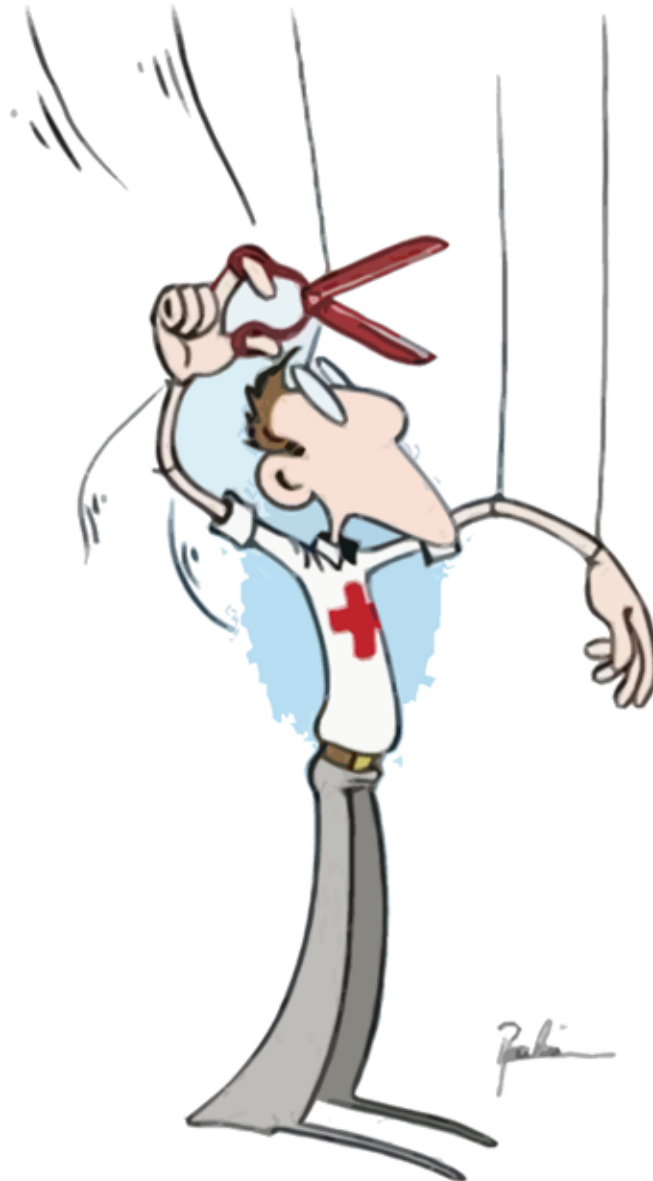
Independence

The Red Cross is independent. National Societies, while auxiliaries in the humanitarian services of their Governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with Red Cross principles.

@ International Federation of Red Cross and Red Crescent Societies

Introductory games, energizers, team-building games

Introductory games

Guess who you are

Aim: to chat to as many participants as possible

20 min 🕐

Materials: stick-it notes and pens.

Each participant has a stick-it note put on their forehead or on their back that says who this person is (characters can be chosen under a certain theme, e. g. historical figures, politicians, characters from cartoons, feature films of books, etc.). The aim for each participant is to find out "who" they are. To achieve this everyone has to approach each other and ask questions. The only possible answers to these questions are Yes or No. One player can only ask one question per person. After they've heard the answer they have to move on to another player to ask a different question.

Paper on your head

Aim: to memorise names, to get to know other participants better

15 min 🕐

Materials: A4 size paper and a pen for each participant

Every participant writes their name in large capital letters on an A4 size sheet of paper provided to them. Then everyone stands up, puts the paper on their head and starts walking around. It is not allowed to hold on to the paper with your hand or in any other way. When the paper falls off their head, the participant in question cannot pick it up themself. It can only be done by another participant. Once they pick it up from the floor, they read the name written on the paper, address the person by their name, ask them a question about them, write the answer down on the paper, put the paper back on the head of the other participant and continue walking.

Peter ate our sandwich

Aim: to memorise names.

10 min 🕐

Everyone is sitting in a circle. A name is chosen from one of the participants, e. g. John. All the participants start clapping their hands to their thighs and chant rhythmically: "John ate our sandwich". Then John asks: "Who, me?" The answer from the group is: "Yes, you". John replies: "No, it wasn't me." Everyone: "Then who?" John then quickly points at another participants and says their name loudly, e. g. Peter! The game continues as the whole group clap their hands to their thighs, chanting: "Peter ate our sandwich"... Until everyone's names have been pronounced.

Date of birth

Aim: To split the group into 2 or 4 smaller groups

1 min 🕐

Type 1. Those born on an even day of the month form one group, those born on an odd day of the month – another group. Type 2. To form 4 groups, participants divide themselves up according to the season they were born in: spring, summer, autumn, or winter. Note: group sizes might significantly differ.

Stickers

Aim: to divide the group into pairs – or in threes or fours.

3 min 🕐

Materials: cards with stickers on them

Every card has a sticker on it. The cards are paired: two (or three, four) cards have the same sticker on them. A funnier option would be to have emoticons with varying expressions instead of stickers.

All the cards are put together in a bag or a bowl. With their eyes closed, every participant picks up a card each and then starts searching for the person(s) with the same sticker/emoticon. This will be their group. A funnier option would be for all the participants to make the same facial expression that the emoticon on their card has. This would require looking attentively to the facial expressions of others until recognising the one needed.

Figures

Aim: to actively create a cozy atmosphere.

10–15 min 🕐

A) When the facilitator says "Move", everyone starts moving (or jumping, stooping, crawling...). When the facilitator says "Stop", everyone freezes in the exact position they were in.

B) When the facilitator says "Go", everyone starts making figures composed of 2–3 people or the whole teams makes one figure together. When the facilitator says "Stop", everyone freezes in the exact position they were in.

C) When the facilitator says "Go", everyone starts making a funny sound. When the facilitator says "Another one", everyone starts making a different funny sound.

To lift a stone

Aim: to build self-confidence and trust in others; to feel one's own body.

7 min 🕐

The group is divided into smaller groups, 3 persons each. One of the persons from each group lays down on the ground as a large stone and tenses up their muscles. The other two members of the group have to lift "the stone" up. It is most common to lift (push) the person up from their shoulders, scaffolding their back carefully. If the person laying down has tensed up their muscles properly, it is not difficult at all to put them on their feet. This exercise is an intro to the following trust and confidence exercises. It helps to warm up and get a better sense of one's body.

---

25 min 🕐

Little ball

Aim: to learn to work collaboratively; to learn to plan work and implement it according to the plan; to make conclusions and recommendations for further work together.
Size of the group: 8–18 people.

Materials: a small ball (a tennis ball or any other); a chronometer.

Duration: 5 min for initial planning and discussion; 10 min for practical attempts; 10 min for reflection.

The group receives a ball. It is explained that their task is for everyone in the group to touch the ball in as little time as possible. Only one person at a time can touch the ball. This game is a way to prompt participants to take up challenges. In this way, they are learning to put forward their own goals and try to achieve them. It is recommended to allow the group time to discuss their strategy, to practise a little bit and finally to set up their goal: how many seconds do they think it would take them to fulfill the task?

N/A 🕐

Little monsters

Aim: to learn to work together and make collaborative decisions; to cultivate creativity.

Duration: time is not limited. 10–20 min for preparations, 3–5 min for action. If the group is really large, it should be split up into smaller groups of 10–12 people each. A large space is required, preferably outside.

The task for each group is to create a Little Monster using only their own bodies, with no additional materials. A Little Monster composed by 10 people can touch the ground with 9 legs, 6 hands, 3 heads and 1 tail (open for improvisation). A larger group would require a higher number of hands and legs that are allowed to touch the ground. Other conditions:

• Every person has to be touching at least 2 other members of their group. This is to ensure that the Little Monster is a continuous being.

• Little Monsters have to move from appointed point A to point B, which would be the distance, in steps, of the number of people forming the monster x1.5. For example, a Monster of 10 persons would have to move for 15 steps. However, in calculating the distance the group's physical abilities should be taken into consideration.

• All Little Monsters start moving from the Start line at the same time. When there are two or more Monsters, they can start moving from opposite "river banks" (directions) and meet in the middle.

• When crossing the river, the Little Monsters have to sing, loudly and clearly, their chosen song. Another option: Little Monsters have to cross a real river or a swimming pool. The rules in this case remain the same. This exercise is usually a lot of fun and provides positive emotions. It unites the group and helps participants to become friendlier with each other.

Film No. 1:
For a better livelihood in Northwestern Pakistan

For a better livelihood in Northwestern Pakistan

Link:
https://www.youtube.com/watch?v=-wnYudbs4XM

In 2010, in the north of Pakistan, unusually heavy monsoon rains led to major flooding.

What were the main consequences of the floods that are mentioned in the film?

• Increase in poverty.

• Food insecurity because the local population is mainly dependent on their own food production.

• Erosion caused by deforestation and intensive farming made the impact of the floods even worse.

The Swiss Agency for Development and Cooperation (SDC) joined with the World Food Program in responding to the floods.

What were the main measures that were taken?

• The main measures were taken in the form of two projects. One was an integrated food security program, the other was a DRR (disaster risk reduction) program.

• The integrated food security program makes it possible, in emergency or disaster situations, to send vital food supplies to the people hit by the disaster.

• The core mission of the SDC is disaster risk reduction. For this reason, as part of the DRR program, slopes and embankments were reinforced, which it is hoped will better protect the local population against future disasters.

Film No. 2:
Schools for Syrian Refugee Children in Jordan

Schools for Syrian Refugee Children in Jordan

Link:
https://www.youtube.com/watch?v=pX_r_r0p6NY

As a result of war in Syria, families with children were compelled to leave their country. For that reason, the SDC supports schools for Syrian children in the neighbouring country of Jordan.

What problems already existed at schools in Jordan even before the outbreak of Syrian war, and how did the arrival of Syrian refugee children make those problems a greater challenge?

• Jordanian state-run schools were overcrowded even before the war in Syria started. The arrival of Syrian children significantly increased overcrowding.

• The infrastructure in state-run schools was inadequate.

What measures did the SDC take in order to help overcome those challenges?

• The SDC is providing support for repair of the roofs, walls and classrooms in 21 state schools, so that the learning environment for the students can be improved.

• The SDC is providing school material for both the children of the Syrian refugees and for Jordanian children. Support is being provided for all of the children in order to avoid giving the Jordanian students the feeling that they are not being treated as well as the refugee children.

During apartheid in South Africa, Wendy, who is white, was trying to visit a black friend who had been imprisoned for his political activity. She was told by the whites in charge of the prison that whites are never allowed to visit blacks there. She went to the prison's commandant, who invited her into his office. Perhaps because her husband was the editor of one of the city's newspapers, he agreed to let her see her friend. She returned to the entrance passage of the prison to wait for the friend she hoped to visit. This is her account of what happened next.

"As I waited, I noticed a young black prisoner in prison khaki shorts and overshirt standing a little way down the passage. He looked anxious and submissive – the look of someone waiting to accommodate the mood or whim of the white 'Baas'.*

He stood there as if he had been told to stand there and wait. A white warder appeared, and as he strolled past the prisoner, he suddenly made a threatening lunge at him and started shouting at him.

There was no anger in this warder – he was merely having some fun. The prisoner's arms lifted at once to shield his body from the blows he expected from the warder. One arm curved around the stomach and the other rose to the head, and the prisoner stammered out answers to the questions and taunts being thrown at him.

Then the warder strolled on, walking toward me. He saw me staring at him and, as he looked at me, I realized that not only was there no shame, but that in his eyes, my white skin made me an automatic accomplice in what he had just done. He strolled past, bored, disappeared for a few moments and then came back toward the black man. As he got near, the black man started cringing, his arms taking their protective positions again. The warder was enjoying himself hugely. The audience (me) was making it that much more pleasurable for him."

Question:
What do you think Wendy should do?

Possible point of view to consider:

• **The guard's;**

• **The prisoner's;**

• **Wendy's imprisoned friend's;**

• **The prison commandant's.**

* 'Baas', the person in charge, came to mean 'oppressor' in the context of apartheid.

Source: Donald Woods, Biko, Paddington Press Ltd, London, 1978.

@ Cris Dinoto / Unsplash

Dilemma Worksheet to fill or draw on a flipchart

Situation:

Problem:

Possible action:	Reasons for choosing it:	Reasons for choosing it:
Possible action:	Reasons for choosing it:	Reasons for choosing it:
Possible action:	Reasons for choosing it:	Reasons for choosing it:
The action we took:	**Reasons:**	

© 2017 Private

© 2015 Human Rights Watch

Devastation

Fatimah, 17, talking about the death of her brother, Mohammed, 10

"In every home, there is sadness and fear. In every home, there is someone injured," Fatimah told Human Rights Watch by text in 2017 while talking about a school bombing that killed her ten-year-old brother, Mohammed.

The attack on the school happened during the Syrian-Russian military alliance's takeover of Eastern Ghouta, an anti-government enclave near Damascus. As in other cases, the attack used banned weapons such as cluster munitions, restricted humanitarian aid to starve the population into surrendering, and indiscriminately attacked places essential to daily life, like Mohamed's school.

Five other children from Mohammed's primary school were killed when a mortar round exploded right outside the entrance just as the children, all under 12, finished class and were waiting to buy sweets from a street vendor, who also died. At least 20 students were injured. "People in the town started looking for their children in the emergency [rooms] and in front of the school, because there were many children who were injured or who died," Fatimah wrote.

"Mohamad was the only boy in our family."

Disappeared

Ahmad al-Musalmani, 14

Photographs of the bodies of more than 6,786 people who died in government custody that were smuggled out of Syria by a defector, code-named "Caesar," first came to public attention in January 2014 and became known as the Caesar photographs.

Among them was a picture of Ahmad al-Musalmani, a 14-year-old boy who disappeared when he was travelling from Lebanon to Syria to attend his mother's funeral.

The last time he was seen, Ahmad was on a minibus with five other people when an officer at a checkpoint took the passengers' phones and found an anti-Assad song on Ahmad's. The officer dragged Ahmad into a small room at the checkpoint, a fellow passenger told the family a day later.

Ahmad's uncle, Dahi al-Musalmani, told Human Rights Watch that he went to see several government officials after Ahmad's disappearance. He learned that Ahmad was likely in Air Force Intelligence custody and he paid more than US$14,000 in bribes in an attempt to secure Ahmad's release, without success.

When the Caesar photographs were released, Dahi searched for Ahmad:
"I went directly to the folder of the Air Force Intelligence, and I found him. Oh, it was the shock of my life to see him here. I looked for him, 950 days I looked for him. I counted each day. When his mother was dying, she told me: 'I leave him under your protection.' What protection could I give?"

© 2014 Michael Christopher Brown/Magnum

© 2016 Human Rights Watch

Unknown Fates

Ibrahim, 15

Human Rights Watch met Ibrahim and his older brother Omar, then 27, in 2015. Omar was acting as the primary caretaker for the family – which also included their mother and a younger brother.

They fled after government aircraft dropped a barrel bomb filled with explosives and nails 25 meters from the family's pharmacy. Improvised, unguided, and hugely destructive, barrel bombs are an unlawful staple of government airstrikes. The devastation they bring is indiscriminate, meaning the bombs will hit children, families, and fighters alike. Families cannot remain safely in targeted areas.

Ibrahim's family found temporary refuge in the Aleppo countryside. Then the Islamic State (also known as ISIS) took over that area, imposing a reign of systematic atrocities, and so they ran to Turkey, where Ibrahim, who should have been in 9th grade, found work painting cars.

He was already suffering health issues back then. His legs ached and his chest got tight from breathing in the toxic paint fumes.

"God willing in a month or so from now, when there is no ISIS around, we will go back to Syria," Omar said at the time, adding that his brothers hoped to go back to school once they got home.

We may never know what happened to Ibrahim and his family, or others like them. That he ever made it back to school is doubtful. Nearly 900,000 Syrian children are out of school, slowly being robbed of their futures, because of lack of resources and impossible bureaucracy.

Child Labor

Yousef, 11, and Nizar, 10

Even when they make it out of Syria, Syrian children face seemingly insurmountable challenges. Every day, brothers Yousef and Nizar passed by the school gates near their temporary home in Mount Lebanon, but they never got to set foot in a classroom.

Instead, they went to sell gum on the streets to support their family. Both boys had been robbed and violently attacked in the streets, and also detained by police while trying to raise enough money for the family to eat and live.

"Sometimes men take their money off them, they come home empty-handed," their mother Muna told Human Rights Watch in 2016. "They beat up Yousef and broke his arm."

Even though their 16-year-old brother was also working, the boys' father had epilepsy and struggled to find the medication he needed.

"Even if everything was free, the children couldn't go to school. They are the only ones that can work," Muna said.

Opinion: From Cox's Bazar — how to address refugee needs amid COVID-19

By Hasina Akhter // 12 August 2020

Addressing the needs of the largest refugee settlement in the world is daunting enough. Now, the challenge is compounded by the coronavirus pandemic. The combination is a crisis within a crisis.

The largest refugee settlement in the world is in Cox's Bazar, Bangladesh, where around 900,000 Rohingya refugees from Myanmar are sheltering. As of June 30, 50 cases of COVID-19 had been confirmed in the Rohingya settlements, but the full extent of infection is not known. The pandemic is widespread in Bangladesh — with more than 260,000 cases confirmed — and the tightly packed conditions of the camps make their residents especially vulnerable.

To address this extraordinary set of circumstances, BRAC — the largest nongovernment responder to the humanitarian crisis in Cox's Bazar — has developed a three-pronged approach that reflects its experience creating programs in the global south by listening to those most in need. The approach may prove instructive to aid workers facing other challenging settings around the world.

Prioritizing primary health care

First, one of the lessons we learned from the West African Ebola crisis was the importance of maintaining essential primary health services.

More than 11,000 people died from the 2014-2016 Ebola outbreak, but the closure of health facilities resulted in thousands more preventable deaths. Pregnant women who lacked medical care, for instance, were found lying unconscious outside of closed maternity centers. The COVID-19 pandemic similarly threatens the availability of primary health services and, with them, more lives.

Amid the pandemic, 11 health facilities we run in the Cox's Bazar refugee camps, including two primary health care centers and nine health posts, are open. Each has a maternity unit providing essential health care to pregnant and lactating women, while also making contraceptives available to help reduce the risk of pregnancy and limit the number of babies being delivered during the health crisis.

To maximize safety at maternity units, each patient must call in advance to book an appointment, at which time a midwife asks questions to determine if the patient has symptoms of COVID-19. When screened patients arrive, they must immediately wash their hands, their shoes and sandals are sprayed with disinfectant, and they are met by midwives in personal protective equipment. The clinics are also sprayed with bleaching powder on a regular basis.

By maintaining and scaling primary health services, responders facing the pandemic in the most challenging situations can reduce excess preventable deaths.

Innovating to adapt preventive measures

Second, aid groups should prioritize adapting preventive measures for challenging contexts, such as facilitating hand-washing without running water in environments where water is scarce.

Masks are also a critical preventive tool. Amid global shortages of personal protective equipment, one innovative solution has found a way to provide masks for refugee families.

Through a program funded by UN Women and led by BRAC, women in the camps of Cox's Bazar are learning to make reusable cloth masks, enabling 127 refugee women to earn income to support their families while sewing masks for camp residents. Mask-making began in April and operates in women's centers in two camps, with hygiene measures maintained to keep the women safe from the virus. Together, refugee women have made more than 30,000 masks.

By adopting creative and cost-effective preventive solutions that enable hand-washing and mask-wearing in even the most under-resourced contexts, we can save countless lives.

Spreading essential knowledge through community-based outreach

Finally, the need to educate the public is essential and ongoing. This has two key components: conveying vital information about COVID-19 and dispelling myths that can become dangerous.

In Cox's Bazar, we must draw on the expertise of the refugee camps' community health workers, who are part of the largest nongovernmental pool of community health workers in the world. These health workers, who live and work in the communities they serve, are trained to make regular visits to households, provide basic health information and screenings, and link the households to institutional care.

Since the onset of COVID-19, community health workers have played a critical role in sharing information about how the virus spreads, educating refugee families on its symptoms, and instructing them on what to do if they get sick. Community health workers know the ins and outs of the refugee settlements and how people communicate within them, enabling them to dispel rumors and myths about the spread of the virus.

Responding to COVID-19 in an already dire humanitarian crisis is an unprecedented challenge. Refugee needs are extraordinary without a pandemic, and COVID-19 only adds to the complexity. But by using lessons learned from experience providing health services, engaging refugees in taking preventive measures, and drawing on the network of community health workers, we can help create the conditions needed to defeat the pandemic.

Girls studying at a mosque in the Balukhali Rohingya refugee camp in Cox's Bazar, Bangladesh. Photo by: UN Women / Allison Joyce / CC BY-NC-ND

Prejudice Effect Task

1 step: visit Equality & Human Rights Commission website (www.equalityhumanrights.com/en)

2 step: visit "Lesson 5 – Prejudice and stereotypes" (www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes) and get familiar with parts "Overview", "Learning objectives", "Resources".

3 step: download material from part "Resources" ("Lesson 5 teacher notes", "Worksheet 14 – The Apprentice" and "Slides: Lesson 5") and print the necessary ones.

4 step: follow instructions.

Ali	**Patrick**
Jamie	**David**
Adriana	**Delroy**

Step 1. Visit Institute for Humane Education website.
Step 2. follow instructions.
Step 3. Print alphabet cards *(see below)*.

Link:

A	B	C
Apartheid	**Biology**	**Caste**
D	**E**	**F**
"Driving While Black"	**Ethnic cleansing**	**Faith**
G	**H**	**I**
Genocide	**Hate speech**	**Imperialism**
J	**K**	**L**
J'accuse	**Ku Klux Klan**	**Language**
M	**N**	**O**
Miscegenation	**Non-violence**	**On the Origin of Species**
P	**Q**	**R**
Porraimos	**Queer**	**Rape**
S	**T**	**U**
Slavery	**Truth**	**Underground railroad**
V	**W**	**X**
Volk	**White man's burden**	**Xenophobia**
Y	**Z**	
Yellow peril	**ZOG**	

Plan of Action template

Plan of Action

Contacts and General Information

High School		
Class		
Teachers		
Project Start		
Project End		
Names of team members		

Project idea and objectives

What do we want to do?

Why is it important?

Who we are addressing?

What are our activities?

What support do we need? When? *add potential partners*

When and where will we start acting?

Survey before training

Anonymous Questionnaire:
Youth Approach to Migration Process from the Local Perspective

Gender:

Age:

High School:

Please tick your selected answer. Only one answer per question.

1. Have you ever encountered migrants in any situation?

☐ Yes, many times

☐ Yes, once

☐ No, never

☐ I don't remember

2. How many migrants do you know in your community?

☐ More than 5

☐ 3–5

☐ 1–2

☐ 0

3. What is your personal attitude to migrants in your community?

☐ Positive

☐ Neutral

☐ More negative than positive

☐ I have no opinion

4. What is your personal attitude towards migrants across the country?

☐ Positive

☐ Neutral

☐ More negative than positive

☐ I have no opinion

5. What is your opinion on global migration processes in general?

☐ Migration promotes knowledge of other cultures, exchange of experience, tolerance

☐ Migration allows people to move and work wherever they want

☐ Migrants take away our jobs or become dependents of the state

☐ Migrants spread a peculiar culture that is intimidating and unacceptable to us

6. How do people around you view migrants in your community?

☐ Positive and supportive

☐ Neutral

☐ More negative than positive

☐ I've never heard anyone around me discuss that

7. How do people around you view migrants across the country?

☐ Positive and supportive

☐ Neutral

☐ More negative than positive

☐ I've never heard anyone around me discuss that

8. Do you have any topics or discussions about migration in your school?

☐ Yes, quite frequently

☐ Yes, sometimes

☐ No, never

☐ I don't remember anything in recent years

9. If your previous answer was YES – continue, if NO – skip this question.
What's the approach in your school regarding migration processes in general?

☐ Only positive

☐ Rather positive

☐ Neutral and/or varying

☐ Negative

10. Would you feel comfortable personally to see a new family living in your neighborhood which seems to be culturally quite similar to your community?

☐ Yes

☐ Most likely yes

☐ Most likely no

☐ I have no opinion

11. If the answer was negative – try to explain why, if positive – skip this and move on to the next one.
Why wouldn't you feel comfortable?

☐ Usually I avoid people who speak a different language and I feel the language barrier

☐ I'm not sure if these people are friendly and not a threat to others

☐ I don't like foreigners at all, no matter where they come from

☐ I don't like newcomers in general and those whom I don't know well

12. Would you feel comfortable personally to see a new family living in your neighborhood which seems to be culturally very different to your community?

- ☐ Yes
- ☐ Most likely yes
- ☐ Most likely no
- ☐ I can't say

13. If the answer was negative – try to explain why, if positive – skip this and move on to the next one.
Why wouldn't you feel comfortable?

- ☐ I feel strange because of the different skin color
- ☐ I feel afraid of different religions and traditions
- ☐ I don't like when people wear clothes in a strange manner or cover their faces
- ☐ I don't like foreigners at all, no matter where they come from

14. Would you approach a young migrant, to communicate with him/her, to support them, etc.?

- ☐ Yes
- ☐ Most likely yes
- ☐ Most likely no
- ☐ I don't know

15. Would you approach a young migrant to communicate with him or her and/or support them, if you knew that people close to you – your family, friends, relatives – are against that?

- ☐ Yes, I don't care what others think or say
- ☐ Yes, I would try to argue with them and change their opinion
- ☐ No, because I take it to heart what my family / friends say
- ☐ I don't know

16. How would you react if you saw other students teasing a newcomer migrant in your school?

- ☐ I would try to stop them and talk to them about it
- ☐ I would inform a teacher or school administration
- ☐ I would ignore that
- ☐ I don't know

Add other thoughts or comments that you wish to express:

Thank you for your time!

Survey after training

Anonymous Questionnaire:

Youth approach to Migration Process from the Local Perspective

Gender:

Age:

High School:

Please tick your selected answer. Only one answer per question.

1. Have your attitudes towards migration processes changed after this training?

☐ Yes, a lot

☐ Yes, a bit

☐ No, I still think in the same way

☐ I don't know / I can't evaluate

2. Have these trainings changed your attitude towards the migrants themselves?

☐ Yes, a lot

☐ Yes, a bit

☐ No, I still think in the same way

☐ I don't know / I can't evaluate

3. Do you think that humanitarian principles should apply to migrants?

☐ Yes, of course

☐ Probably

☐ Probably, but with some exceptions

☐ I have no opinion

4. Would you like to join a humanitarian movement as a volunteer?

☐ Yes

☐ Maybe, if I had more time

☐ Probably not

☐ I don't know yet

5. Could you imagine your life working in the humanitarian field?

☐ Yes, that's my goal!

☐ Maybe, if I got bored in another field

☐ Probably not

☐ I haven't thought about it yet

6. Would you like to get in touch with migrants living in your community / town / city?

☐ Yes

☐ I would like to, but I don't know how

☐ Probably not

☐ I haven't thought about it yet

7. Were these trainings interesting to you and have they broadened your horizons?

☐ Yes, very interesting and useful

☐ It was interesting, but not very useful

☐ Not much, it was quite boring

☐ I have no opinion, it didn't touch me personally at all

8. How would you evaluate other students and their participation in these trainings?

☐ I was surprised about their engagement and activeness

☐ They were the same as I expected

☐ Other students were quite passive and bored

☐ I was disappointed about their engagement level

Add other thoughts or comments that you wish to express:

Thank you for your time!

Evaluation Form

Gender:

Age:

Learning reflection

High School:

Explain in your own words the term Humanitarian Principles.

This answer is... *(Check the appropriate box and write your answer in the section below)*

☐ ...easy

☐ ...somewhat difficult

☐ ...very difficult

Why is it important to know the Humanitarian Principles?

This answer is... *(Check the appropriate box and write your answer in the section below)*

☐ ...easy

☐ ...somewhat difficult

☐ ...very difficult

When do you encounter Humanitarian Principles in your everyday life? Please state a specific example.

This answer is... *(Check the appropriate box and write your answer in the section below)*

☐ ...easy

☐ ...somewhat difficult

☐ ...very difficult

Give an example from your everyday life in which it becomes apparent that different people have different values.

This answer is... *(Check the appropriate box and write your answer in the section below)*

☐ ...easy

☐ ...somewhat difficult

☐ ...very difficult

Your class / group is made up of different personal values. What are the advantages and the disadvantages of this reality?

This answer is... *(Check the appropriate box and write your answer in the section below)*

- ☐ ...easy
- ☐ ...somewhat difficult
- ☐ ...very difficult

Julia, a volunteer for the Red Cross, encounters three refugees on the beach: a small boy, an old frail man and a soldier. All of them seem to be seriously injured. What would you do if you were Julia?

This answer is... *(Check the appropriate box and write your answer in the section below)*

- ☐ ...easy
- ☐ ...somewhat difficult
- ☐ ...very difficult

You have developed your own project. Which idea did you agree on?

This answer is... *(Check the appropriate box and write your answer in the section below)*

- ☐ ...easy
- ☐ ...somewhat difficult
- ☐ ...very difficult

What do you expect from your own project?

This answer is... *(Check the appropriate box and write your answer in the section below)*

- ☐ ...easy
- ☐ ...somewhat difficult
- ☐ ...very difficult

What do you think of the following statement: "Teamwork is when everyone wants the same as I do".

This answer is... *(Check the appropriate box and write your answer in the section below)*

- ☐ ...easy
- ☐ ...somewhat difficult
- ☐ ...very difficult

Part 3:
Manual for ToT

3.1. Introduction

In the final Part 3 the ToT manual will present the key recommendations for trainers / educators / facilitators.

The key aims for Part 3:

• To outline the required competencies for teachers and trainers;

• To describe how these competencies could be acquired (methodology);

• To define key elements of a ToT;

• To present a schedule of a ToT.

Contrary to initial concerns, the materials presented in Project Humanity have proven to be reasonable and applicable in almost every region and conflict constellation. On the one hand, this is due to the visual nature of the material; on the other hand, the learning media is designed for thematic introductions and it is accepted as such by the participants. Nevertheless, for deeper examination of the issues, the need for adaptation arises (e.g. questions concerning specific conflict transformation strategies). Ideas for a specific adaptation of the material for the respective country and conflict context can be discussed during the workshop and can be designed and implemented in the further course of the cooperation.

Preparation of **Direction: Humanity** trainers is based on SALTO-YOUTH standards. SALTO-YOUTH is a network of six resource centers working on European priority areas within the youth field. As part of the European Commission's Training Strategy, SALTO-YOUTH provides non-formal learning resources for youth workers and youth leaders and organizes training and contact-making activities to support organizations within the frame of the European Commission's Erasmus+ Youth and other European Commission's programs (SALTO-YOUTH Resource Centres, Erasmus+).

3.2. Competencies to be acquired through the ToT

In accordance to the ToT Project Humanity manual, the following competencies are to be acquired after completing pilot programmes / implementation recommendations for trainers in **Direction: Humanity**

1. The trainers / facilitators / educators are able to understand, analyze and select suitable pedagogical methodologies for project (considering evaluation after the implementation with the youth group).

2. They are able to use the findings of their analysis in a productive way for their own teaching, for the evaluation of teaching outputs and adaptation of an education project in **Direction: Humanity** concept.

3. They are able to analyze, synergize and evaluate existing tools and approaches in ToT Manual;

4. They are able to select the most suitable tools and approaches for their context based on a reasoned decision and transform them into an appropriate training package for Education in Humanitarian Principles and Values.

5. They are able to select the most suitable content materials such as documentaries, readings, additional information and have a thematic insight on humanitarian topics.

> **!** The term "competences" refers to a system of values, attitudes and beliefs, skills and knowledge that can be applied in practice to manage various complex situations or tasks successfully. Confidence, motivation and well-being are important prerequisites for applying existing competences.

ToT should be familiar with presenting training methodologies. The trainer should feel comfortable in working with students from a local/foreign context; they should be aware of potential hot spots, sensitive aspects, and challenges for young people in local context. The trainer should be ready to engage students in active learning and guide and lead them through the process, and be careful not to dictate or present everything from his/her own perspective.

According to SALTO-YOUTH, trainers and their competences are the core element when it comes to European youth work, particularly in the field of non-formal learning. Professional expertise combined with the ability to perform within an educational framework affects the quality of any training activities in a proper manner. That is why the Competence Model for Trainers was developed as part of the European Training Strategy (here and after – ETS). This set of competences serves as a dynamic framework to be consulted by trainers as well as institutions and organizations that are planning non-formal education training activities (SALTO-YOUTH Resource Centres, Erasmus+).

The ETS Competence Model defines seven competence areas:
Understanding and facilitating individual and group learning processes *(refer to European Training Strategy II, pages 5-8)*
Learning to learn *(refer to European Training Strategy II, pages 9-11)*
Designing educational programs *(refer to European Training Strategy II, pages 12-15)*
Cooperating successfully in teams *(refer to European Training Strategy II, pages 16-18)*
Communicating meaningfully with others *(refer to European Training Strategy II, pages 19-21)*
Intercultural competence *(refer to European Training Strategy II, pages 22-24)*
Being civically engaged *(refer to European Training Strategy II, pages 25-28)*

SALTO-YOUTH Resource Centres, Erasmus+
https://www.salto-youth.net/rc/training-and-cooperation/trainingstrategy/

3.3. Required pre-knowledge and skills for trainers

It is important that the trainer who is going to teach others is guided by these aspects:

• **Trainer's professional experience working with a group** (especially youth) / minimum standards require a test training with other trainers who are able to evaluate;

• **Relevance** (the trainer needs a learning motive and enthusiasm to teach others) / personal one-on-one interview is recommended (preferred to be encouraged by ToT);

• **Applicability** (learning has to be adapted later in trainers' work or other positions) / losing a trainer after one attempt is not adequate;

• **Personalization** (learning has to be tailored to individual needs) / even though the Concept is already created it should be as flexible as possible to be adapted by any trainer according to his or her style and teaching manner;

• **Transparency** (learning objectives and expected learning outcomes) / required pre-discussion with a trainer about expectations and objectives, from the perspective of both sides;

• **Access to learning** / all the material has to be clear and accessible for the trainer, including self-evaluation and supervisions from ToT;

• **Ease of learning** / openness for improvisation, discussions and argumentation;

• **Testimony** / validation of acquired skills

Neale, Spencer-Armell, Wilson, 2008: 223

Assistant

It's highly recommended to find a trainer's assistant who would help him or her during this five-day training period, especially working with a bigger group (e. g. 15-20 students).

The assistant should help trainers to organize technical issues (preparing the training space, printing, delivering material during sessions, etc.). The assistant may take a more involved role if he or she is familiar enough with the content. The assistant could become like an additional instructor, e. g. introducing part of students for the task "First school day in a new class", when the group splits up into different spaces. The assistant might also highlight some points on the flip chart when the main trainer is speaking or when students express their opinion and the trainer needs to follow up and write comments.

One of the most crucial roles during the implementation is documenting: taking photos and/or videos, taking notes and observing the group's behavior. Normally the pace of training doesn't allow the trainer to concentrate on this additional work in a qualitative manner and the assistant may fill this gap.

Pre-knowledge and skills

Social sensitivity	Be able to establish connection with participants and create equal safe space for participation, understanding of Do No Harm approach
Facilitation	Engage, manage and include individuals and the team into the learning process by creative active learning space rather than presenting all the information
Communication skills	Communicate with clarity, respect and equality
Creativity	Creativity to handle situations on the spot
Local context	Understanding and evaluating background and context of participants and possible hot spots
Active listening	Listen in a way to understand and respond accordingly
Work with children / youth	Experience in work with children or youth in addressing various topics
Continuous learning	Engage in learning continuously to further develop skills and competencies
Time management	Priorities, set goals, organize group work for better productivity
Goal oriented	Set up learning goals, be open and receive reflection for productivity
Adaptively	Be able to adapt to personal needs and the group flow

3.4. Content of the ToT

The content of **Direction: Humanity** is overlapping with Value-based teaching and learning approach. Measuring values in education with support from **Direction: Humanity** is mainly about identifying values with responsibility and academic forms, models and practical examples. People who are being guided by internationally recognized Humanitarian Principles and Values and also use certain verified methods, are able to take care of others through the education process.

Such skills could be developed into value-oriented and value-enhancing education through this training package. **Direction: Humanity** consists of a diverse set of activities and a learning variety. Interaction and interpretation are two core elements coming through this five-day training.

3.4.1. Circle of learning for ToT

The cycle developed by David A. Kolb (1984) states that learning has four phases. The concrete here and now experience is the basis for observation and reflection. These observations are translated into a theory, a pattern, or a model. From these hypotheses, new plans and ideas are derived. The new ideas are tested in active experimentation. This testing leads to new experiences.

To get an optimal learning process, an individual must have four different learning capacities in the four fields of the learning cycle. In reality we see that people excel in one or two ways of learning, and do not use the other learning possibilities (Kolb, D. A., 1984).

ACTIVITIES FORMAT AND LEARNING VARIETY FOR CLASSES:

Universal Humanitarian Principles and Values, their visualization
Red Cross / Red Crescent and the objectives of the humanitarian organization(s)
Humanism in our society: how adults and children participate in a local context
Open discussions
Games / intense activities
Dialogues / discussions with guests, live video conferences
Film / article review and group work
Simulations / interpretations

In general teaching and learning aims at effective change in three domains:
• Cognitive (Knowledge) / **"Head"**
• Psychomotor (Skills) / **"Hand"**
• Affective (Attitudes) / **"Heart"**
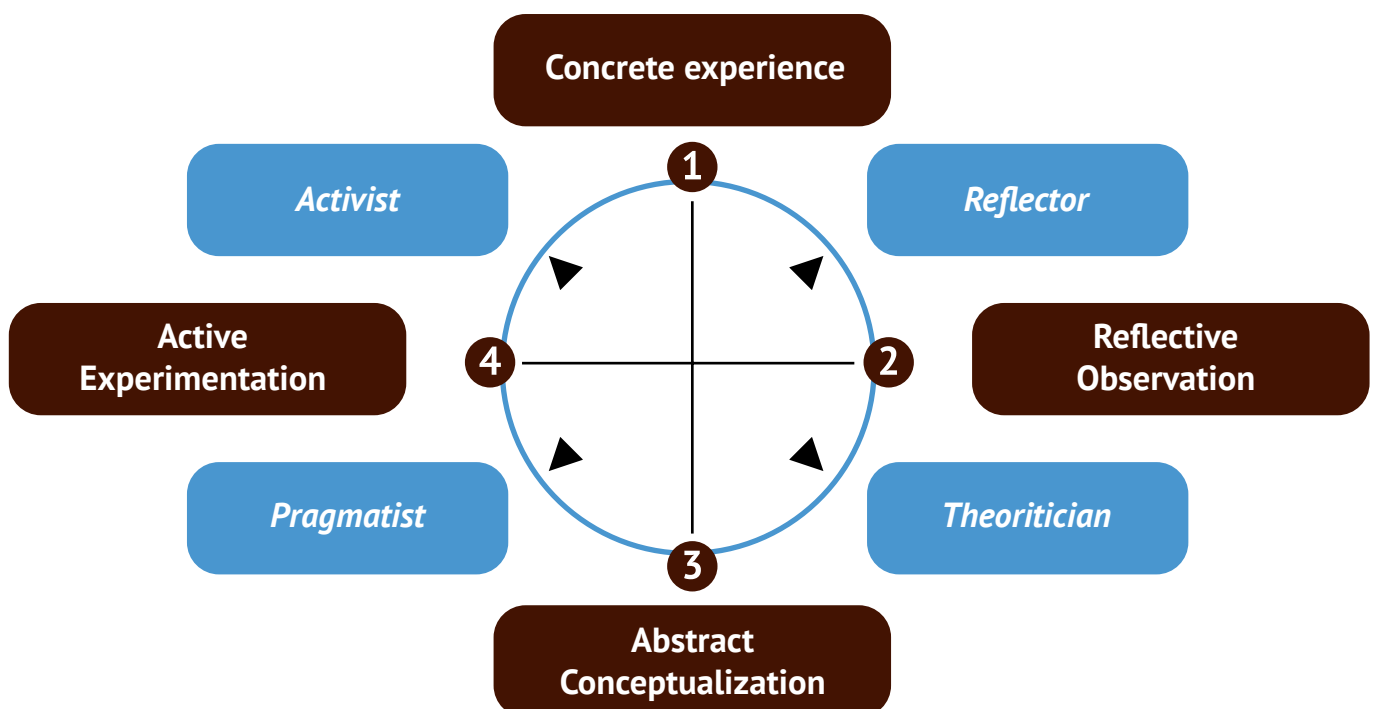
Value-based teaching and learning opens the wide possibilities to find solutions and insights from the needs of people based on humanitarian principles (Dr. Yatin, Y. P., 2013).

3.5. Reflection Methods

Four types of reflection delivered for prepared trainers could be used. There's a set of different forms that should match every type of person – from extrovert to introvert, from one who likes speaking a lot to another one who prefers written reflection.

• **Surveys and questionnaires.** This written form reflection gives an opportunity for students to think about this or that topic in a private, not stressful position when there's no need to express feelings in words, in front of a trainer and other students, especially an unknown audience, etc. The time given is an important factor to revise, remember special moments, etc.

• **Self-reflection.** This is a personal reflection form that is inframed in other possible forms. One of them could be Project Humanity diary (www.project-humanity.info/en/login/registration.html). Students create their own profiles and fill his or her portfolio regularly during the training period. Alternatively, they could use personal notes, underlining the most important points. Another personal reflection is the so-called Letter to Myself. This is a very private form used for collecting personal feelings, emotions, experiences that have occurred throughout the training. It is kept for future use when it might be necessary to reflect back.

• **Group discussion.** It's highly recommended to use group discussion after every practical assignment, teamwork task, simulation, etc. Group discussion empowers every student to express himself or herself immediately when all the emotions are still fresh. This reflection form can strengthen the team spirit and common understanding.

• **Peer-to-peer discussion.** Students are invited to share their expressions with a close friend or with a person whom they trust and can talk privately together. The key factor is feeling absolutely safe and not worrying if your partner could understand you incorrectly.

It's recommended for ToT to simulate and test all the reflection techniques with trainers in order to be familiar with them personally before starting to work with students.

3.6. Explanation of Key Element(s)

Offering understanding to another person is a potent form of empowerment. We need not agree with others to empower them in this way; we need only to make it clear through our eyes, body posture and tone of voice that we want to see the world from their perspective. Our interactions with others must come from a point of deep, non-judgmental interest. The key is to grasp the why behind what is being said or done in order to gain insight into the deeper interests and needs of the person with whom we are communicating.

From the moment that people feel you are truly seeking to understand, they begin dealing with problems and other people more constructively. Good listening skills are used throughout any process designed to constructively resolve conflict. Good listening is, perhaps, the most significant skill a mediator or facilitator brings to assist parties in conflict. Active listening is a communication skill used by mediators and facilitators to aid communication by helping parties deliver clear messages and know that their messages were heard correctly.

To create an environment in which the speaker feels **free and safe** to talk about a situation (School of Advanced International Studies, 2005).

Active listening takes place on four levels:

• **'The head':** listening for facts and other forms of information.

• **'The heart':** listening for feelings.

• **'The stomach':** listening for basic human needs. Identify what basic needs are driving the conflict and distinguish between needs and satisfiers.

• **'The feet':** listening for intention or will. Identify in which direction the person/group is moving and how strong their commitment is.

Diversity

One of the key elements is the diversity of groups that the trainer is going to work with during these four days. In other words, the group could be homogeneous or extremely diverse. Direction: Humanity as a concept highly encourages and welcomes diversity and the idea of forming diverse groups.

On the other hand, the criteria of reasonableness and proportionality should be maintained based on the trainer's experience. A decision to organize a mixed group can be challenging. In some cases (e. g., gathering a group from different schools) students in the class may not know each other or only part of them may know each other. All the risks should be evaluated before the implementation.

Age

The trainer's approach for interaction with students could differ according to the age aspect as well. When working with 12–18 years old students it is recommended to avoid hard terminology that could confuse the audience and be misinterpreted. Working with 15–18 years old students a contact with them might be slightly different according to their wider knowledge of historical, political, geographical, socio-economic context. Otherwise it may provoke an unexpected discussion or uneasy questions (e. g. political conjunction, world order, inequality, prioritizing, etc.). The trainer needs to be qualified enough to facilitate such potentially hard discussions.

Another possible challenge is different ages among the participants. Besides this, it is recommended to watch carefully and not manipulate a lot when splitting groups in smaller teams or ask students to change their seating position. Students feel safe and secure when they can rely on those whom they trust and know well.

All in all, in **Direction: Humanity** training sessions students will learn as much from each other as from the trainer. A little bit of control could help trainers to ensure that everything works well and that the students' different backgrounds is an opportunity, not a barrier for effective teaching.

3.7. Schedule of ToT

For the trainers a tentative schedule of preparation to conduct pilot training is very important. This leads to an explanatory process of methods and implementation, evaluation of the context and your own way of **Direction: Humanity**.

Recommended ToT Schedule

Direction: Humanity			
Topic	**Duration**	**Responsibility**	**Comments**
1. **Personal interview with trainer(s)**	1.5–2 hours	ToT	Group meeting (up to 5 trainers) and/or individual meeting(s)
2. **Familiarizing with Humanity in Action concept and material (together and individually)**	4 hours	ToT	Training package material could be delivered
3. **A short test / Try-out in a group of trainers**	3–4 hours	ToT	Trying to test some main parts of the Concepts, Q&A session
4. **Familiarizing with a school / meeting space for implementation (I)**	1 hour	Prepared Trainers *(with support of ToT)*	A brief information and investigation before choosing a certain school
5. **Familiarizing with a school / meeting space for implementation (II)**	1 hour	Prepared trainers	Continuation (if necessary) to compare some potential points
6. **Meeting with school administration / representatives (Q&A)**	2 hours	Prepared trainers *(with support of ToT if needed)*	Recommended to prepare a short presentation about the Concept *(use Part 1: General Information)*
7. **A short introduction to students' group (Q&A)**	1–2 hours	Prepared trainers	Content, expectations, consultancies
8. **Meeting with parents**	N/A	Prepared trainers	Not mandatory

Content and Pace for ToT meetings

Direction: Humanity *(Responsibility – ToT)*	
Topic	**Content**
1. **Personal interview with trainer(s)**	**Questions to be considered:** • Motivation; • Previous experience; • Psychological preparedness; • Commitment; • Additional learning; • Time management; • Relations, contacts, target schools.
2. **Familiarizing with Direction: Humanity concept and material (together and individually)**	**Framework:** • **Direction: Humanity** background; • Local context and educational system; • **Direction: Humanity** concept; • Goals and objectives of concept; • Four modules; • Detailed content (day by day); • Necessary tools and equipment; • Timeline; • Reflections; + homework / familiarizing with Training Package, additional material, annexes, etc. to study

3. **A short test / Try-out in a group of trainers**	**The most important details to test in advance:**
	Module 1
	  • Elements of the first introducing presentation
	  • Safe Space
	  • Creating Code of Conduct
	Module 2
	  • My Story – Your Story
	  • First School Day in a New Class
	Module 3
	  • Walking in Pairs (if possible)
	  • Prejudice Effect
	  • Racism Alphabet
	Module 4
	  • Simulating Project Plan
	  • Silent Walking (if possible)
	  • Packing Luggage

4. **Familiarizing with a school / space for implementation**	**Aspects to check:** • School curriculum; • School location and safety conditions for trainer(s); • School approach, openness and general interest in humanitarian issues (participation in various projects, contests, etc.); • Students' evaluation; • Additional time for implementation with school agenda; • Possible space(s) for trainings.

Elements to be considered before, during and after implementing the project

Target group is youth aged 14-18. It's a period when young people deny authority, search for their personal influencers, iconic persons on social media, etc. It's also a period of transition from teenager to adult when opinion-building and self-expression is at a higher sensibility level and may do harm for students.

Every discussion, group work, workshop, team building activity itself is a specific intervention and must be done in a conflict-sensitive manner. If possible, it is highly recommended to check the list of students in advance and try to anticipate potential sources of tension or division that might exist in a training space, and also identify any potential risk points for negative interaction. These tensions could come from cultural and ethical and/or gender differences, also language differences (dominating ethnic majority vs ethnic minorities), etc.

Not only the school administration and teachers but also parents might be interviewed (especially if the context is very sensitive). Parents have the right to know the content of this additional teaching material included in their children's regular education curriculum.

Some tips for a double-check before the start (preparation process and interviews with school administration and/or teachers):
What are students' capacities (language, discussion, reflection, team work, etc.)?
Is translation necessary (some of the material could be not in their native language)?
What are essential differences in that particular group (gender, age, grade, notations, etc.)?
What are the potential dividers and connectors in the group, also the extrovert/introvert factor?
What is their previous experience from personal life (sensitive issues related to family, etc.)?

(Do No Harm Workshop Trainer's Manual, 2016: 7)

3.8. Assessment

An assessment is an evaluation, and one type of assessment is used to measure what someone knows or has learned. During the training process assessment is an important part to collect and measure the progress of learning, participation and progress.

Assessment methods are the strategies, techniques, tools and instruments for collecting information to determine the extent to which your students demonstrate desired learning outcomes (Gordijn, Eernstman, Helder, & Brouwer, 2018). Choosing the assessment method which is the most suitable for you will help to improve the training process, improve and adapt the training. Several methods should be used to assess student learning outcomes. Relying on only one method to provide information about the program will only reflect a part of students' achievement (Nightingale, Te Wiata, Toohey, Ryan, Hughes, & Magin, 1996).

3.8.1. Assessment Methods

The main goal of trainers' assessment is to collect relevant information about their preparedness and further performance in four phases:

• **Before training / preparation;**

• **During training / preparation;**

• **After training / preparation;**

• **After Direction: Humanity implementation.**

ToT is obliged to follow up and make reflections on the trainer's, learning process, especially the individual one. Specific insights taken from one or another part of these four phases enable ToT to evaluate whether a trainer is ready to implement the **Direction: Humanity** concept. The same situation applies after implementation as well. A proper assessment could provide indications of whether the trainer can do it again or it could be obvious that the previous implementation wasn't successful. Additional improvement is always welcome and corrections for further implementations could be done.

Without exception, after every training session there should be extra time allocated for questions and answers, depending on the context and the situation. Every participant can ask ToT personally for clarifications and to share his or her opinion on the previous material learned, workshops and tests done, etc. After implementation (the final phase), a survey should be provided for participants in order to evaluate the group, the training space, the material,

Aspects to be considered in reflection sessions:

| **Personal emotions and feelings** | **Self-confidence and personal motivation** | **Support from others** (ToT, school administration, teachers, assistant, etc.) | **Students' behavior:** reactions, approach, attitude, engagement, activeness | **Knowledge and level of understanding of content,** additional questions from implementation | **Technical limitations** (space, equipment, tools, etc.) | **Lessons learned** |

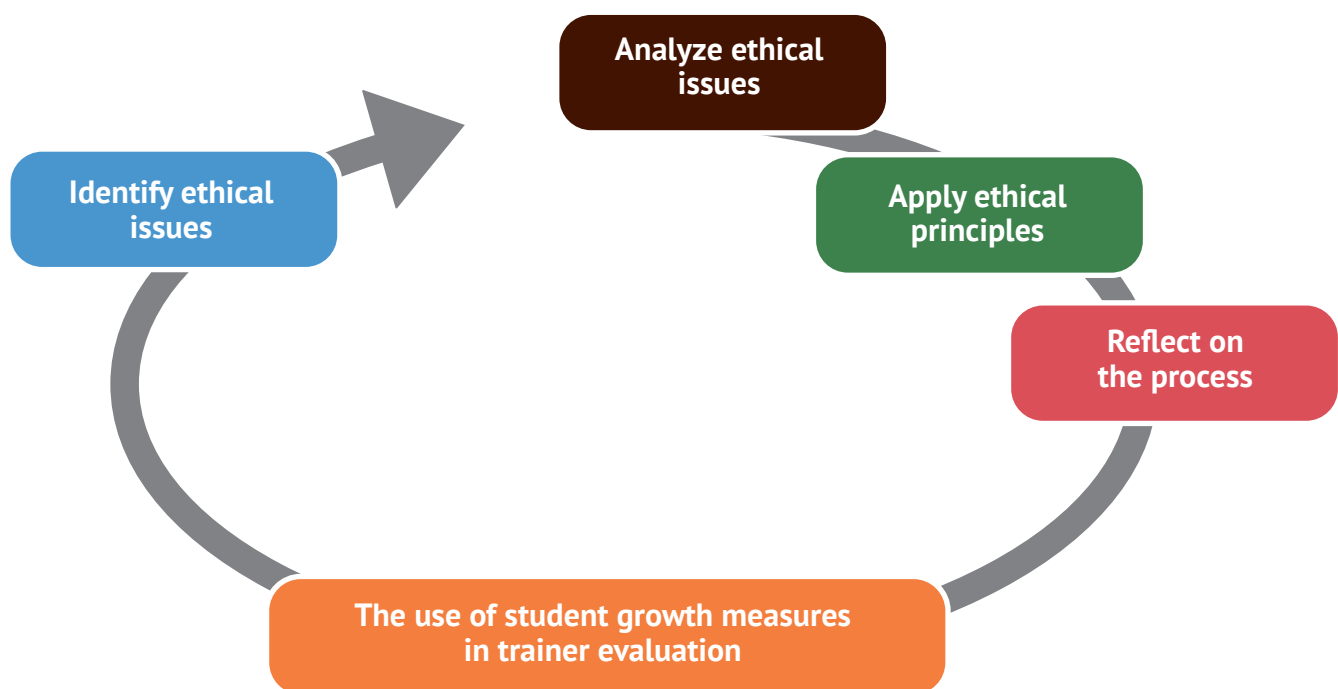the content, forms of learning and reflection level, etc.

Another very important aspect is ethical impacts of trainers' evaluation in a framework of feedback and reflective practice. After familiarizing with trainers' reflection it's recommended to have a separate session which has a key goal to strengthen the Concept and improve the teaching level.

It's very important to use the Do No Harm approach for the trainers' evaluation, not to criticize them directly, discuss and analyze together with trainer(s), also provide points that could be improved, but not highlight mistakes and/ or failures.

This framework includes:

- **identifying ethical issues;**
- **analyzing ethical issues;**
- **applying ethical principles;**
- **reflecting on the process.**

(Evans, Caines, Thompson, 2016: 7)

Identify ethical issues

Analyze ethical issues

Apply ethical principles

Reflect on the process

The use of student growth measures in trainer evaluation

Training Evaluation Survey

Training evaluations assess participants' experience and satisfaction with the training. One is recommended after half of the training and one in the end in order to be able to adapt or modify the programme accordingly.

Group reflections

Minimum 2 longer reflections per day. Recommended after the half day (bigger tasks) and at the end of the day. If the day contains more separate thematic activities, include more group reflection. It will allow you to follow the group's mood, atmosphere, and learning process.

Observations

Personal assessment framework to mark and outline important aspects while observing the group work, tasks, implementation.

Reflective practice

As a personal diary and/or letter to myself. It will allow students also to reflect and answer many arising questions by themselves.

Individual reflection

If needed there should be time for individual reflection sessions with the trainer. It will allow us to understand specific personal matters and needs.

Open journal/produce a poster

Open space in the training room for students to be able to note and leave comments, feelings, and notes during the programme. It would allow you to follow the programme and react to arising situations.

Final project

Final action – a project by students is also a great assessment to evaluate the skills, competencies, knowledge they gained and how they have turned it into practical action.

Training evaluation surveys could be anonymous if students do not wish to indicate their names. It would allow you not only to evaluate the process but also re-ask important aspects from training (such as Humanitarian Principles, practical questions / situations and etc.) to assess the information perceived. When choosing methods it is important to offer a variety for learners in the way they demonstrate their learning, and to help them to develop a well-rounded set of abilities by the time they graduate.

3.8.2. Notes for trainers

It is important to always keep in mind your final goal: what is it you want the participants to have gained by the end of the workshop; what change in knowledge/attitudes/behavior do you want them to exhibit?

Knowing how much to include in a workshop is a matter of experience. It is often useful to know the very key items that you want to present, and make sure that there is time for them. Then have other topics for discussion or presentation prepared that may or may not be used depending on how quickly or slowly the group moves.

Be ready to spend more time than you planned on key topics if it is clear the group needs more time to work through ideas or needs more time to practice; it is better to do a few things well than to speed through the entire curriculum and "lose" the group. If most of the group seems to understand and is ready to move on, but a few still seem confused or unsure, meet with them over breaks or in the evening to spend more time with them to ensure that everyone understands the key concepts and skills.

On the one hand, be flexible enough to go with the group if something not planned seems important to them to work with. However, also continue to focus on that final goal: is the diversion helpful in reaching that goal? If it is just an interesting conversation but doesn't contribute to reaching the goal, suggest that it be moved to a lunch or evening discussion.

List of References

Anderson, M. (1999). Do no harm, how aid can support peace – or war. Boulder: Lynne Reinner Publishers.

CDA Collaborative Learning Projects (2016). Do No Harm Workshop Trainer's Manual. Cambridge, MA: CDA. Retrieved from https://www.cdacollaborative.org/publication/no-harm-workshop-trainers-manual-2016/

Delors, J. (1996). Learning: the treasure within; report to UNESCO of the International Commission on Education for the Twenty-first Century, ED.96/WS/9.

Department for International Development (2002). Conducting conflict assessments: guidance notes. London: Conflict and Humanitarian Affairs Department, DFID.

Dr. Yatin, Y. P. (2013). Role of Value-Based Education In Society. For the International Conference on „Leadership and management through spiritual wisdom", At School of management, Varanasi city office, Varanasi – 221001. DOI:10.13140/RG.2.1.1847.6885. Retrieved from https://bit.ly/2St6ZCR.

ETS Competence Model for Trainers. Retrieved from https://www.salto-youth.net/rc/training-and-cooperation/trainercompetencedevelopment/trainercompetences/ & https://www.salto-youth.net/downloads/4-17-3862/ETS-Competence-Model%20_Trainers_Amended_version.pdf

Evans, C. M., Caines, J., & Thompson, W. C. (2016). First, Do No Harm?: A Framework for Ethical Decision-Making in Teacher Evaluation. New York: Palgrave Macmillan.

Gordijn, F., Eernstman, N., Helder, J. & Brouwer, H. (2018). Reflection Methods. Tools to make learning more meaningful. Practical Guide for Trainers and Facilitators. Wageningen University.

Hawkes, C. (2004). Linking movement behaviour, dispersal and population processes: Is individual variation a key? Journal of Animal Ecology, 78(5), pp. 894-90.

Institute for International Cooperation in Education (IZB). Project humanity. University of Teacher Education Zug. Retrieved from. www.project-humanity.info.

Kolb, D.A (1984). Experiential Learning: experience as the source of learning and development. Englewood Cliffs, Prentice Hall.

Neale St., Spencer-Armell L., Wilson L. (2008). Emocinis intelektas ir ugdymas: Efektyvesniam vadovų, ugdymo konsultantų ir personalo specialistų darbui [Emotional Intelligence Coaching: Improving Performance for Leaders, Coaches and the Individual]. Vilnius: Verslo žinios.

Nightingale, P., Te Wiata, I.T., Toohey, S., Ryan, G., Hughes, C. & Magin, D. (1996). Assessing Learning. Universities Professional Development Centre, University of New South Wales, Australia.

Saferworld (2004). Conflict-sensitive approaches to development, humanitarian assistance and peacebuilding: A resource pack. Africa Peace Forum, Center for Conflict Resolution, Consortium of Humanitarian Agencies, Forum on Early Warning and Early Response, International Alert. Retrieved from https://www.participatorymethods.org/resource/conflict-sensitive-approaches-development-humanitarian-assistance-and-peacebuilding

Saferworld (2005). Training for action.

Saferworld (2006). Conflict prevention and conflict-sensitive development.

School of Advanced International Studies SAIS (2005). The Conflict Management Toolkit. Johns Hopkins University. Retrieved from http://www.sais-jhu.edu

Notes and ideas