

Humanitarian principles school project – raising awareness in the classroom

Module 3: Discussing the application of humanitarian principles

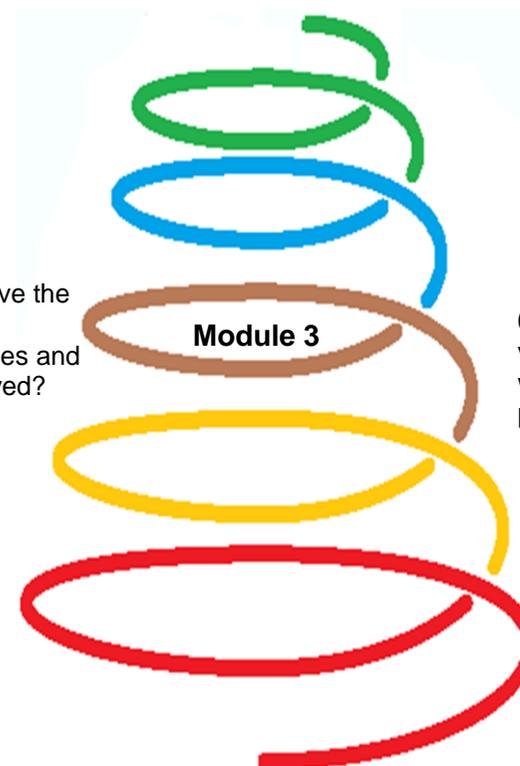
Introduction

The third module builds on the lessons learned and insights from the first two modules. The jointly developed familiarisation 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 first hand 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.

The focus is thus on the reality of different humanitarian contexts. The participants are asked to bring their own personal values and views into the discussion and in this way to relate to the humanitarian principles (as a collective accomplishment).

7) How do we perceive the relevance of applied humanitarian principles and the challenges involved?

6) What do my personal values have in common with the humanitarian principles?



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Learning objectives

Knowledge: The 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.

Reference to overriding competency models

Bildung für Nachhaltige Entwicklung (BNE in Anlehnung an die „Stiftung éducation21“)

http://www.education21.ch/sites/default/files/uploads/pdf-d/HORIZONS21/BNE-Verstaendnis_komplett_2015.pdf

[Education for Sustainable Development (ESD based on the éducation21 foundation concept (in German only)]

Learning from the real object and in concrete situations is emphasised as an educational principle in the concept of “Education for Sustainable Development” (ESD). This “ESD principle” is taken into consideration with the help of purposeful analysis on the basis of actual humanitarian contexts, reinforced by face-to-face exchanges with a practitioner in the field of humanitarian aid. This enables the participants to gain knowledge and insights that would not be possible through discussion or merely by consulting the media. Reflecting on the new discoveries is productive for all concerned.

Entwicklung internationaler Handlungskompetenz (Didaktik-Konzept der „Akademie für internationale Zusammenarbeit“)

http://www.giz.de/akademie/de/downloads/AIZ-Didaktikkonzept_D_150217_SCREEN.pdf (in German only)

In this competency model, “attitude” is placed at the core of international behavioural competency”. It is developed as a central meta-situational steering mechanism that is permanently challenged and developed. The third module attempts such a development or stimulus with the young project participants: they should put forward their values and viewpoints to make discussion of the humanitarian principles as controversial as possible, while continuing to respect and appreciate the values and opinion of others. The required open-mindedness and readiness to see oneself as part of a collective is one of the learning objectives of this module (see above). Module 3, like Module 2, will consciously be developed in the manner of an “appreciative comparison”.