

COURSE MATRIX

IN ALL MODULES				
CONCEPTS	SKILLS			
Human dignity Obstacles to humanitarian behaviour Dilemmas Consequences Multiple perspectives	Discussion Listening Disagreeing respectfully Supporting opinions with reasons Brainstorming	Perspective taking Role playing Story analysis Story telling Dilemma analysis	Identifying consequences Tracing consequences Problem analysis Needs assessment Identifying solutions	Estimating scope Estimating effort Working in groups Planning Journal writing

THE MODULES

MODULE	GUIDING QUESTIONS	CONCEPTS	EXPLORATIONS	OBJECTIVES	KEY IDEAS
INTRODUCTORY EXPLORATION	What are your images of armed conflict? What do you think of attempts to limit the suffering that results from it? What is human dignity?	Limits to armed conflict Human dignity	Images and perceptions	<ul style="list-style-type: none"> ◆ to be aware of central questions that underlie humanitarian law. ◆ to be aware that some of the questions that arise in exploring humanitarian law have no easy answers. ◆ to construct a preliminary definition of human dignity. 	<ul style="list-style-type: none"> ◆ The concept of human dignity is central and will be revisited throughout Exploring humanitarian law (EHL). ◆ Some of the questions that arise in EHL have no single right answer or indeed any easy answers. One of the aims of EHL is to identify such questions and explore them.

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MODULE 1 The humanitarian perspective	<p>What is a bystander?</p> <p>What dilemmas do bystanders face?</p> <p>What effects can bystanders have?</p> <p>What is the nature of humanitarian acts?</p>	<p>Bystander</p> <p>Humanitarian act</p> <p>Social pressure</p>	<p>1A</p> <p>What can bystanders do?</p>	<ul style="list-style-type: none"> ◆ to understand the effect a bystander can have upon the actions of others. ◆ to be aware of examples of bystanders acting in situations of violence to protect life and human dignity. 	<ul style="list-style-type: none"> ◆ Bystanders are ordinary people who, in times of violence, can act to protect the life and human dignity of people they may not know. ◆ Bystanders often act despite possible personal risk or personal loss. ◆ Ordinary people everywhere have stood against inhumane action to protect vulnerable people.
			<p>1B</p> <p>Looking at humanitarian acts</p>	<ul style="list-style-type: none"> ◆ to understand the concept of a humanitarian act. ◆ to understand the influence of social pressure on what to do in situations when someone's life or human dignity is at risk. ◆ to be able to identify humanitarian acts in the news and in everyday life. 	<ul style="list-style-type: none"> ◆ Humanitarian acts are those that protect someone whose life or human dignity is in danger, especially someone who would not ordinarily receive protection. Such acts are likely to involve personal risk. ◆ Humanitarian acts, which aim to protect life and human dignity, may be difficult in some social contexts.
			<p>1C</p> <p>A bystander's dilemma</p>	<ul style="list-style-type: none"> ◆ to recognize complexities bystanders may face when witnessing a threat to human dignity. ◆ to learn how to analyse a dilemma. 	<ul style="list-style-type: none"> ◆ In many humanitarian acts, people face a dilemma of choosing whether or not to protect someone when doing so may involve risk or cost to themselves or to those they are trying to protect. ◆ Either choice can have complex and long-term consequences for all involved.

Exploring humanitarian law
Course matrix

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MODULE 2 Limits in armed conflict	<p>What limits are needed and why?</p> <p>Where do these limits come from?</p> <p>How do laws to limit war develop?</p>	<p>Limits to war</p> <p>Civilians, non-combatants (hors de combat)</p> <p>Human rights</p> <p>Protection</p> <p>Needs of children</p> <p>Indiscriminate weapons</p> <p>Ripple effect</p>	<p>2A</p> <p>Limiting the devastation</p>	<ul style="list-style-type: none"> ◆ to understand some of the reasons why rules are needed for armed conflict. ◆ to understand the complementarity between human rights law and humanitarian law. ◆ to know some of the basic rules of international humanitarian law. 	<ul style="list-style-type: none"> ◆ Humanitarian law aims to protect life and human dignity during armed conflict. This is done by limiting means and methods of warfare to reduce unnecessary suffering in general and to protect noncombatants and those no longer taking part in the fighting in particular. ◆ Both humanitarian law and human rights law share the same basic aim of protecting life and human dignity. Humanitarian law does this exclusively in times of armed conflict because it is specifically designed for such extreme situations, while human rights law applies at all times.
			<p>2B</p> <p>Codes over time</p>	<ul style="list-style-type: none"> ◆ to become aware that in many places and times, people have created codes to regulate armed conflict. ◆ to be aware of some examples of prohibitions and requirements in early codes. ◆ to show the relationship between events and the evolution of humanitarian norms. 	<ul style="list-style-type: none"> ◆ Man's efforts to limit the brutality of war are universal. ◆ History contains multiple examples of codes that aim to restrain the use of violence in order to reduce unnecessary suffering and contain destruction.
			<p>2C</p> <p>Focus on child "soldiers"</p>	<ul style="list-style-type: none"> ◆ to become aware of the scope of the practice of using children as combatants and its consequences. ◆ to understand the need for a minimum age for recruitment. ◆ to know that the recruitment of children under 15 into armed groups is a violation of humanitarian law and that efforts are currently under way to raise the minimum age to 18. 	<ul style="list-style-type: none"> ◆ Children must be protected during times of armed conflict. One form of protection is a minimum age for recruitment into military groups. ◆ The minimum age at the international level is 15. Recruitment of children under 15 (whether "voluntary" or forced) is a war crime. ◆ International efforts are currently under way to raise the minimum age to 18.

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<p>MODULE 2</p> <p>Limits in armed conflict</p> <p><i>(continued)</i></p>			<p>2D</p> <p>Focus on anti-personnel landmines</p>	<ul style="list-style-type: none"> ◆ to understand why certain weapons that cannot discriminate and that cause unnecessary suffering are prohibited. ◆ to be able to trace consequences ("ripple effect") of the use of landmines. ◆ to understand how public opinion and popular mobilization may contribute to advancing humanitarian law. 	<ul style="list-style-type: none"> ◆ Weapons such as landmines and biological and chemical weapons are prohibited because they are indiscriminate — they do not distinguish between combatants and civilians — and because they cause unnecessary suffering. ◆ In addition to medical and psychological consequences for the victims, the use of landmines also has social and economic consequences for individuals, their families, their communities, countries and the international community. ◆ The banning of the production and use of anti-personnel landmines (1997 Ottawa Treaty) is an illustration of the way international humanitarian law may evolve as a result of popular mobilization.
<p>MODULE 3</p> <p>The law in action</p>	<p>Which rules are most often violated and why?</p> <p>What dilemmas do combatants face?</p> <p>Who is responsible for seeing that international humanitarian law is respected?</p>	<p>Violation</p> <p>Civilian/combatant distinction</p> <p>Chain reaction</p>	<p>3A</p> <p>Identifying violations</p>	<ul style="list-style-type: none"> ◆ to be able to identify some violations of international humanitarian law. ◆ to recognize examples of how one violation leads to another — to apply the concept of consequences that have a "chain reaction". 	<ul style="list-style-type: none"> ◆ The rules of international humanitarian law are designed specifically for situations of armed conflict. ◆ Violations of humanitarian law often lead to a chain reaction of further violations. ◆ People give a variety of reasons for violations sometimes taking place. Such reasons include revenge, combat in residential areas, thinking civilians are aiding the enemy, illegal orders from superiors, etc.

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MODULE 3 The law in action (continued)			3B From the perspective of combatants	<ul style="list-style-type: none"> ◆ to recognize dilemmas and consequences in combat situations where one goal is to abide by international humanitarian law. ◆ to recognize problems in upholding humanitarian law when the difference between civilian and combatant is unclear. 	<ul style="list-style-type: none"> ◆ Following the rules of international humanitarian law in situations of armed conflict sometimes involves dilemmas. ◆ Many dilemmas result from the difficulty of distinguishing between combatants and civilians. ◆ Sometimes people blur the distinction intentionally, and sometimes it is blurred when fighting takes place in residential areas.
			3C Who is responsible?	<ul style="list-style-type: none"> ◆ to understand who in the military is responsible for seeing that the rules are obeyed. ◆ to identify how that responsibility is carried out. 	<ul style="list-style-type: none"> ◆ For international humanitarian law to be respected, many people have responsibilities to fulfil. Although a single person can violate humanitarian law, it takes combined efforts of government officials, military leaders and individual combatants to ensure that the law is respected. ◆ It is in a nation's best interest to support international humanitarian law.
			3D A case study — My Lai: What went wrong? What went right?	<ul style="list-style-type: none"> ◆ to be aware of the range of ways in which ordinary human beings respond when facing grave breaches of humanitarian law. ◆ to understand some of the issues and dilemmas involved in implementation and enforcement of humanitarian law. 	<ul style="list-style-type: none"> ◆ Combatants do not have to obey an illegal order. ◆ The realities of modern combat situations can make implementation of humanitarian law very difficult. ◆ Countries can face obstacles in efforts to bring members of their own military to justice for violations of humanitarian law.

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MODULE 4 Ensuring justice	Why is justice needed? How can justice be achieved? Who should judge the accused?	Implementation Enforcement Civilian/ combatant distinction Illegal order Social pressure Individual responsibility Leadership responsibility	4A Rationales for justice	<ul style="list-style-type: none"> ◆ to understand how dealing with violators can affect the well-being of a society after armed conflict. 	<ul style="list-style-type: none"> ◆ Humanitarian law requires that people who commit or order grave breaches be brought to justice. ◆ Each State signatory of the Geneva Conventions is responsible for disseminating, respecting and enforcing international humanitarian law.
			4B The evolution of international tribunals	<ul style="list-style-type: none"> ◆ to understand the evolution of international efforts to bring war criminals to justice. ◆ to be aware of some of the issues involved in judging war crimes. 	<ul style="list-style-type: none"> ◆ International criminal courts have evolved as a solution to many problems involved in identifying an authority to judge and punish war crimes. ◆ When judges reason about guilt, they consider whether the defendant knowingly committed the violation of the law of which he is accused. Neither following orders nor the precedent of similar violations committed by others can absolve any individual violator from guilt.
MODULE 5 Responding to the consequences of war	What are the consequences of war? What effort is required to respond to them? What dilemmas are involved in humanitarian action?	Basic needs Non-material needs Refugees, displaced persons Neutrality Impartiality	5A Needs that arise from the devastation of war	<ul style="list-style-type: none"> ◆ to understand how war disrupts the normal supports of life. ◆ to become aware of the scope of humanitarian action needed to reduce and prevent the suffering caused by armed conflict. 	<ul style="list-style-type: none"> ◆ Armed conflict results in tremendous losses in resources and disrupts the normal supports of life. ◆ When armed conflict breaks out, life and human dignity become vulnerable and need special protection. ◆ The task of repairing the normal supports of life requires the joint action of numerous humanitarian agencies.

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MODULE 5 Responding to the consequences of war <i>(continued)</i>			5B Planning a camp for displaced people	<ul style="list-style-type: none"> ◆ to be aware of the scale of effort required to meet human needs resulting from displacement, including security. ◆ to be aware of some of the aspects of assistance and protection that people need when armed conflict displaces them from their homes. 	<ul style="list-style-type: none"> ◆ Responding to the needs of people displaced by armed conflict requires a great deal of planning and effort. ◆ In addition to immediate biological needs (water, food, shelter, medical care, etc.), social and psychological needs must also be addressed. These include enabling people to regain their autonomy as quickly as possible.
			5C Focus on protecting prisoners	<ul style="list-style-type: none"> ◆ to be aware of some ways humanitarian law protects the lives and human dignity of prisoners. ◆ to understand some dilemmas that humanitarian workers face in protecting prisoners. 	<ul style="list-style-type: none"> ◆ The life and human dignity of people taken prisoner as a result of armed conflict are at risk. ◆ International humanitarian law mandates protections for prisoners and prison visits by humanitarian representatives to verify that these protections are being provided. ◆ Humanitarian workers visiting prisoners may face difficult dilemmas in their work.
			5D Focus on restoring family links	<ul style="list-style-type: none"> ◆ to be aware of the plight of families separated by war. ◆ to understand the scale of effort required to reunify families separated by war. 	<ul style="list-style-type: none"> ◆ Armed conflict results in vast numbers of people becoming separated from their families with no means of communicating with them. ◆ Humanitarian law requires action to restore and maintain family links, including reuniting families. ◆ Many steps are required to trace and reunite a single family.

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MODULE 5 Responding to the consequences of war <i>(continued)</i>			5E Ethics of humanitarian action	<ul style="list-style-type: none"> ◆ to be aware of some of the principles, such as those of neutrality and impartiality, that guide humanitarian action. ◆ to understand some of the dilemmas that humanitarian workers may face in performing their work. 	<ul style="list-style-type: none"> ◆ Some code of conduct is needed for humanitarian organizations. ◆ Humanitarian workers must be neutral and impartial in providing protection and aid in order to gain and maintain the confidence of all parties to a conflict. ◆ Humanitarian workers experience ethical dilemmas in their work. Although there may be no clear best answers or decisions, it is important to recognize that not doing anything is also a decision that has consequences.
CLOSING EXPLORATION	How can you promote respect for human dignity? What can you do to make a difference? How can you develop awareness in others?	Youth mobilization Target population Project goal Community strengths and resources	Where do we go from here?	<ul style="list-style-type: none"> ◆ to apply something of what has been learned to planning a project that promotes human dignity. ◆ to carry out a project that promotes human dignity. 	<ul style="list-style-type: none"> ◆ There are many different things a person can do to actively support human dignity, and it is possible to participate in a project that corresponds to one's skills and interests. ◆ When working on behalf of other people, it is essential to consider their perspective. ◆ As a project proceeds, it is helpful to periodically assess results and review future plans.