



150 years of humanitarian action
Council of Delegates of the International
Red Cross and Red Crescent Movement
Sydney, Australia, November 2013



OUTLINE OF WORKSHOP 2

HUMANITARIAN EDUCATION PLATFORM (HEP)

The “Humanitarian Education Platform” is a Movement initiative that aims to promote the sharing of relevant knowledge and experience in humanitarian education and has a particular focus on Innovation. The platform will facilitate the active sharing of ideas, projects, tools, as well as peer to peer initiatives in advancing the range of humanitarian education activities within formal and non-formal education settings, including voluntary service. A special feature of this Platform is the emphasis placed on children.

The Council of Delegates 2013 “Humanitarian Education Platform” workshop will discuss the definition of “humanitarian education, and opportunities to advance on this Movement initiative through maximising this online community as well as peer to peer approaches to networking, knowledge development and coaching.

Organising – co-sponsoring National Societies

National Societies within the HEP-Coordination Group: American, Austrian, British, French, Malaysian, Norwegian, Romanian, Sierra Leone RCRC Societies

Chair: (tbc)

Rapporteur: (tbc)

Rational/Objectives/

At the 31st International Conference in 2011, a panel discussion on "Innovations in Humanitarian Education" was organized jointly by the Austrian, British, Danish and American Red Cross Societies and the ICRC. The side event was attended by over 100 participants.

The panellists proposed a common definition of "Humanitarian Education"¹. The discussions highlighted many innovative approaches for reaching out to young people through Humanitarian Education. Although peer-to-peer approaches to support humanitarian education in both formal and non-formal education systems are increasingly adopted by

¹ Humanitarian Education enables young people and other target groups to analyse events from a humanitarian perspective. It may also mobilize them for humanitarian action in the spirit of the Fundamental Principles and values of the Red Cross and Red Crescent. It may include the basic rules of IHL and other relevant bodies of law, information about community-based health care, methods of providing formal and non-formal education, facilitating voluntary service, measures to strengthen the resilience of communities, intergenerational dialogue, and inclusion of all sectors of society (the definition has been slightly modified by the Humanitarian Education Platform Sounding Board).

National Societies, clearer Movement coordination in the field of Humanitarian Education is needed. Participants shared difficulties experienced by National Societies to access and benefit from existing resources.

Following this side event, interested National Societies, IFRC and ICRC continued to exchange on the topic and supported the joint Movement initiative for the creation of a Humanitarian Education Platform (HEP) on the IFRC Learning Platform. The HEP is being piloted with 25 National Societies and makes accessible information in real-time through the display of a web-based mapping of the National Society initiatives and resources that can be accessed and shared widely. These initiatives focus on: social inclusion, non-violence and peace, Youth as Agents of Behaviour Change (YABC), IHL and Exploring Humanitarian Law, community-based first aid and health, climate change and disaster risk reduction, and voluntary service.

Essentially, the HEP will support the development of a network and partnerships for initiatives falling under the framework of Humanitarian Education, in particular through peer-to-peer support as well as intergenerational dialogue. Moreover, it will create opportunities for promoting Humanitarian Education more effectively and broadly within and beyond the Movement.

The Council of Delegates 2013 “Humanitarian Education Platform” workshop aims to:

- Further clarify the Movement’s understanding of "Humanitarian Education"
- Officially launch the HEP and increase participation of National Societies to achieve global representation
- Encourage online exchange and access to information and resources,
- Facilitate online and web-based networking to further the outreach to children and young people and accessibility to diverse activities and projects on the platform (e.g. project based learning; including promoting voluntary service and Fundamental Principles and humanitarian values).
- Present concrete examples of successful facilitation of peer-to-peer approaches on promoting Humanitarian Education (e.g. voluntary service, joint initiatives and activities in formal and non-formal education systems)

Guiding questions:

1. What do we mean by “Humanitarian Education”?
2. How can the Humanitarian Education Platform (HEP) be a vibrant place for sharing, and promoting innovation, mutual peer learning and joint initiatives on Humanitarian Education used by youth, educators, volunteers and staff of National Societies and external partners?
3. How can the HEP target young children and be integrated in school curricula?
4. How can HEP support the celebration of 50th anniversary of the Fundamental Principles in 2015?

Expected outcome

- A strong signal received for National Societies to engage, take ownership and contribute their expertise and experience to the HEP;
- Commitment from Movement partners enabling the HEP to be a dynamic place for exchange of National Societies and partner organisations. targeting at children and young people;
- Avenues identified for targeting young people in formal and non-formal education settings so that by 2020 all schools will have HE programmes as part of their curriculum;
- Concrete ideas are generated on celebrating the 50th anniversary of the Fundamental Principles at HEP.

ANNEX

Humanitarian Education Platform (HEP) concept paper (update)

This paper is the reference working-document for the Humanitarian Education Platform (HEP). It is intended to provide the Movement members with a common understanding of the HEP goals, structure and activities.

Introduction

At the 31st International Conference of the Red Cross and Red Crescent Movement, (Geneva, 28 November-1 December 2011), an event on "Innovations in Humanitarian Education" was held, jointly organised by the Austrian, British, Danish and American Red Cross Societies, and the ICRC. During the Side event, the need to improve networking and cooperation, as well as having better access to existing Red Cross and Red Crescent (RCRC) Humanitarian Education materials, was confirmed. This event represented an initial step towards the creation of the HEP.

The HEP aims at providing a coherent Movement approach in the field of Humanitarian Education. While focusing on existing tools and activities and enlarging the scope to include community action through volunteering, it aims at generating several benefits for its members, such as: knowledge development and sharing of good practices; exchanges and a peer to peer approaches to expand the field of Humanitarian Education (HE); initiatives to facilitate volunteering; and enhancing networking and partnerships with RCRC and external partners.

The mid-term objective identified is to have a Movement definition of Humanitarian Education adopted during the Council of Delegates in November 2013 and the HEP officially launched on this occasion, with a strong recommendation by the Council of Delegates to all National Societies to join the Platform.

A key opportunity for the promotion of the HEP would be the celebration of the 50th anniversary of the Fundamental Principles in 2015.

1. Humanitarian Education tools?

Non exhaustive list of existing HE tools: "Vibrant Blood", "FRIENDS", "YABC" (IFRC), "(Mini) EHL" (ICRC), "Raid Cross", "Limito" (French RC), "Even War has Limits", "Paxium" (Canadian RC), "Justice and Fairness", "Positive Images" (British RC), "When War Rages" (Danish RC), "RCA PHV" (Macedonian RC), "Action, Humanity in schools" (Swiss RCS), "Save a Mate" (Australian RCS) ...

2. Raison d'être of such a Movement initiative

The HEP is a Movement approach. This initiative aims to bring Red Cross and Red Crescent (RCRC) Fundamental Principles (FP) and humanitarian values to life. It is an opportunity to promote the FP to children, young people, RCRC volunteers and staff and to encourage RCRC voluntary service amongst communities. Every National Society sees an interest to engage in the dissemination of the FP and has a clear responsibility to ensure that its staff and volunteers know about these FP and translate them into their work and activities. The International Federation of the Red Cross and Red Crescent Societies (IFRC) has a clear role when it comes to supporting and working with volunteers and youth on global, regional and national levels. Finally, the International Committee of the Red Cross (ICRC) has a mandate for the dissemination of International Humanitarian Law and Fundamental Principles.

Thus, in the past decades, several tools of promotion of the FP and dissemination of IHL were created, implemented and evaluated within the Movement. Based on these experiences, several avenues for improvement were identified. These include the following, to:

- Provide further opportunities for exchanging and sharing experiences within the Movement, with a peer-to-peer approach e. g. YABC and other youth-led initiatives;
- Identify and build upon already existing tools and programmes through a mapping of Humanitarian Education Tools available;
- Develop tools and programmes fitting existing needs, to avoid donor-driven approaches and thus enhance ownership, relevance as well as sustainability;
- Take into account the specific contexts of each NS and promote an adaptation of tools to these contexts;
- Provide proper guidance for implementation and adaptation.

In an attempt to address these issues and building on the:

- “Skills and values based education Pledge” - presented at the 31st IC, 2011,
- Resolution N° 4 “Furthering the auxiliary role: Partnership for Stronger National Societies and volunteering development” (31st IC, 2011);
- Federation's Strategy 2020 - especially Strategic Aim 3 “Promote social inclusion and a culture of non-violence and peace” as well as contributing towards the 50 years celebration of Fundamental Principles in 2015 including to keep their application relevant,
- and ICRC Prevention Policy (2010);

The IFRC and the ICRC are initiating the creation of a Humanitarian Education Platform. Following this initial boost, National Societies would take ownership of this Platform, while both the IFRC and the ICRC will remain supportive partners of it.

3. Terms of Reference for the HEP

HEP is a community of practice specifically created with the goal of developing knowledge in the domain of humanitarian education via a peer-to-peer approach. Through the process of sharing information and experiences the participants of the HEP learn from each other, and have an opportunity to expand their expertise and capacity. An interactive world map representing the status of HE in each country will serve as the primary tool for facilitating knowledge exchange.

3.1. HEP composition

The HEP is made up of two components: a group of HE focal persons from every National Society and Coordination Group.

a) Focal person

Ideally, this group is comprised of HE representatives from all National Societies. Every National Society should appoint such a **focal person**, whose main task is to provide input on the progress of HE in her/his country by updating the interactive map at least once a year. It is up to the National Society to identify whom this person would be, depending on which department hosts HE within its organizational structure (e.g. dissemination, youth, training of staff and volunteers, international department, etc.). Hence, the focal person would be somebody already working in the HE field. Her/his participation to the HEP should be considered part of her/his regular activities and not additional costs to the National Society.

b) Coordination Group

HEP is supported by **Coordination Group**. National Society representatives will alternately chair this Coordination Group, for a period of two years. Ideally, the group comprises of a minimum of eight members, representatives of:

- the ICRC,
- the IFRC Secretariat,
- a minimum of five NS representatives, at least one per region (according to the IFRC regional division).

Ideally, the Coordination group would include a fully funded staff on loan, working as a technical administrator, based in the Secretariat of the IFRC.

NS involvement in the Coordination Group is based on the voluntary decision of the National Society to invest in the platform, i.e.:

- To integrate the participation of one of its staff or volunteers to the Coordination Group of the HEP into her/his job description.
- To support the participation of its representative at the annual meeting of the Coordination Group of the HEP.

External organisations can be invited by the Coordination Group to attend the annual coordination group meeting as relevant (e.g. the International Olympic Committee).

Criteria for involvement in the Coordination Group:

- Good knowledge of the topic and active role in the fields of Dissemination, working with Youth and/or Volunteering Development or other relevant areas;
- Strong support of the National Society who has HE as one of its priorities;
- National Society is able to fully cover the participation cost of their representative at the annual event; and
- Representation of IFRC Secretariat and ICRC.

Mechanism(s) should be put in place to ensure that all the IFRC zones are represented in the Coordination Group.

Based on the abovementioned criteria, the Coordination Group would draft the internal regulations of the HEP, detailing the basic functioning and administrative procedures of its components.

3.2. HEP objective:

To promote HE by mapping HE initiatives and facilitating the exchange of experiences, knowledge, practices, lessons learned and resources.

3.3. HEP activities:

Every focal person of the HEP updates the interactive map (at least once per year) by indicating the progress of HE programme(s) in her/his own country and uploading lessons learned and other relevant information. The focal person also acts as a technical reference point for her/his peers.

The role of the Coordination Group is to:

- promote and further develop the definition of HE and adapt it to different cultures;
- assist National Society focal points, if necessary, in using the interactive map;
- prepare guidelines for updating the interactive map;
- meet at least once per year during an existing international event;
- facilitate and advocate to expand the HEP membership to other NS; and
- encourage the exchange of practices, tools and lessons learned among HEP members.

3.4. HEP pilot

In order to submit to the Council of Delegates a concrete example of the HEP functioning, the platform will start in 2013 as a pilot: during the first half of the year, National Societies from different regions will be called upon to join the HEP on a voluntary basis.

A pilot activity report will then be provided to the Council of Delegates in order to inform their decision for a formal recognition of both the HE definition and the HEP.