



# EXPLORING HUMANITARIAN LAW

Guidelines for experimentation and evaluation



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# Exploring Humanitarian Law

## Guidelines for experimentation and evaluation

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# Foreword

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Exploring Humanitarian Law (EHL) has been designed as a resource to support the goal of education in humanitarian law becoming fully accepted and integrated as part of basic education in secondary school curricula across the world.

The primary intention of EHL is to help young people embrace the principles of humanity in their daily lives and in the way they assess events at home and abroad. In particular, outcomes should take account of positive changes in levels of:

- understanding of the need to respect life and human dignity, especially in times of violence and armed conflict;
- understanding of humanitarian issues and of the various aspects of IHL as well as of the complexity of its application;
- interest in current events and the capacity to view conflicts at home and abroad from a humanitarian perspective;
- involvement in community service or other activities that serve the most vulnerable members of society.

The Guidelines for experimentation and evaluation are addressed to four specific audiences:

- **The Ministry of Education** or the educational authority introducing EHL
- **The EHL National Coordinator** (i.e., the official responsible for the implementation of EHL in a country)
- **The Evaluation Director** (i.e., the official responsible for the evaluation in one or several schools in a country)
- **ICRC or Red Cross / Red Crescent personnel** acting as lead partners to the education authorities (as a reference document only)

The document has three sections:

- 1 Introducing EHL and planning the experimentation**
- 2 Suggested evaluation instruments and procedures**
- 3 From evaluation to curricular inclusion**

Whereas the *Introduction* brochure\* gives basic information on the rationale, content, and pedagogy of the EHL programme, this document gives more specific guidance for introducing the programme, planning for national experimentation, assessing the experimentation, and planning for curricular inclusion.

However, no one should feel constrained to follow the suggestions in this guide precisely. Field reports of EHL experimentation indicate that some of the experimentation procedures educators develop independently are informative, lively, and relevant to their own ideas, strengths, and needs, and we do not want to pre-empt such initiatives. This guide is intended to be suggestive and to give examples rather than to impose one procedure; readers are encouraged to consider the suggestions presented here as 'guidelines'.

# Foreword

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Three words that will appear often in this document are defined as follows:

- **Implementation** is the global, long-term, gradual process that should lead to integration of EHL into the secondary school curriculum, resulting (a) in its being taught, in whole or in part, as a separate subject, or as part of an existing subject area in all schools, or as an after-school activity, and (b) in all teachers being prepared with the proper training. Experimentation and evaluation are interim steps in the global implementation process.
- **Experimentation** is generally part of the global implementation process; it concerns the testing of the EHL programme in a number of selected areas and schools, once authorization has been granted by education authorities. The experimentation includes both the teacher-training programme and the subsequent teaching of EHL in classrooms.
- **Evaluation** is the examination of the effect of the EHL program that has been experimentally introduced in the classroom, and of the adequacy of the resources needed (e.g., teacher-training, one of the most important resources) to deliver the programme effectively.

“The High Contracting Parties undertake, in time of peace as in time of war, to disseminate the text of the present Convention as widely as possible in their respective countries, and, in particular, to include the study thereof . . . , if possible, (in) civil instruction, so that the principles thereof may become known to the entire population . . . ”

Arts. 47, 48, 127, and 144 of respectively, Geneva Convention I, II, III, & IV

\* Brochure included in the EHL resource pack for teachers

# Table of contents

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<b>1</b>	<b>Introducing EHL and planning the experimentation</b>	<b>8</b>
	Suggested steps	
	1. Identifying the stakeholders and gatekeepers, and their hopes and concerns	8
	2. Setting up an Advisory Committee	8
	3. Appointing a National Coordinator	8
	4. Deciding how many schools and classrooms to use in the experimentation	8
	5. Deciding which EHL explorations to use in the experimentation	9
	6. Deciding when to conduct the experimentation	9
	7. Selecting the region(s) and schools for the experimentation	10
	8. Planning the teacher-training workshops	10
	9. Selecting the teachers for the experimentation	11
	10. Conducting the teacher-training	11
	11. Preparing each school chosen and the surrounding community for the experimentation	12
	12. Planning the evaluation	12
	13. Appointing an Evaluation Director for each school	12
	14. Selecting the classroom observers for the experimentation	14
	15. Selecting the students	14
	16. Making available the necessary media and materials	14
	17. Conducting the evaluation with two principles in mind – flexibility, and consistency with programme goals	14
	18. Writing the evaluation reports	15
	18a. Evaluation report on teacher-training	15
	18b. Evaluation report on experimentation	15

# Table of contents

---

<b>2</b>	<b>Suggested evaluation instruments and procedures</b>	<b>17</b>
	Suggested evaluation tasks and instruments	18
	Evaluation instruments chart	20
	Form T-1: Pre-training questionnaire for teachers	21
	Form T-2: Pre-teaching questionnaire for teachers	23
	Note to evaluators and teachers about the Pre-EHL questionnaire for students	26
	Form L-1: Pre-EHL questionnaire for students	27
	Form S-1: School profile	29
	Form C-1: Classroom observation form	31
	Form L-2: Daily ballot	33
	Note to evaluators and teachers about the Post-EHL questionnaire for students, Parts 1 and 2	34
	Form L-3: Post-EHL questionnaire for students, Parts 1 and 2	35
	Form T-3: Post-teaching questionnaire for teachers	47
<b>3</b>	<b>From evaluation to curricular inclusion</b>	<b>51</b>
	Suggested steps	
	1. Processing the evaluation results	51
	1.1 Adequacy of materials and technology support	51
	1.2 Content	51
	1.3 Student assessment	51
	1.4 Placement in the curriculum	51
	1.5 Teacher-training and support	52
	1.6 Region-specific problems and/or issues	52
	1.7 Quality control over time	52
	2. Developing policy	52
	3. EHL governmental policy development framework	53
	<b>Copyright information</b>	<b>54</b>

## Suggested steps

### 1. IDENTIFYING THE STAKEHOLDERS AND GATEKEEPERS, AND THEIR HOPES AND CONCERNS

A stakeholder, for example may be a teachers' union, concerned that teachers will be given added responsibilities with no added pay. A gatekeeper may be the national Ministry of Education, if the ministry is not, in fact, sponsoring the programme and conducting the experimentation itself; the ministry may be concerned as to whether EHL adds enough value to students' education to merit the time it will need in the curriculum, or may hope that EHL can reinforce other ongoing reforms. Other gatekeepers may be community groups and parents, concerned that EHL may be at odds with community values or hoping that the values taught will be supportive ones and that students will learn new skills.

Address these hopes and concerns in the experimentation plan, and once again in the final evaluation report that results from the experimentation.

### 2. SETTING UP AN ADVISORY COMMITTEE

Such a committee should be tasked with advising on and reviewing the programme throughout its initial implementation. The committee may include curriculum supervisors from such fields as history, social studies, and civic and human rights education; teachers; administrators; and representatives of the National Red Cross or Red Crescent Society, the International Committee of the Red Cross (ICRC), parent groups, youth groups, and/or community groups. In post-conflict situations, where EHL may tap into strong emotions, educators have found it helpful to have a psychologist on board to advise on implementation, participate in the teacher-training, and be available as a resource to schools when the programme is ongoing.

### 3. APPOINTING A NATIONAL COORDINATOR

This person will coordinate and oversee the remaining 15 steps, and will write the evaluation report describing the results of the experimentation.

#### ON CONDUCTING EXPERIMENTATION

Conducting experimentation by using EHL materials in selected classrooms is a good way to examine and demonstrate how EHL will meet with a nation's goals and education practices and determine what resources are needed for implementation.

The goals of experimentation are as follows:

- evaluate what students gained from EHL
- assess the impact of EHL on the knowledge, attitudes and perceptions of students
- assess what training and support teachers need in order to teach the EHL programme
- consider what other resources will be needed

### 4. DECIDING HOW MANY SCHOOLS<sup>1</sup> AND CLASSROOMS TO USE IN THE EXPERIMENTATION

Doing the experimentation requires allocating resources for teacher-training and materials. It is better to teach EHL well in a few classrooms than to spread your resources too thin. You will need three main resources for the experimentation:

- Teacher-training (a one- to two-week workshop, depending on the context), which may require travel for teachers and replacement personnel for their classrooms.
- Materials, which may require translation, adaptation, and printing.
- Classroom time – adequate experimentation takes a minimum of two weeks of hourly sessions to allow students to explore issues, learn skills, seek family reactions, and understand how EHL fits into their own value systems. (Step 6 below discusses the time required in further detail.)



## Suggested steps

### 5. DECIDING WHICH EHL EXPLORATIONS TO USE IN THE EXPERIMENTATION

Lack of time is likely to prevent use of all the Explorations, which represent at least 36 hours of class time. One possible selection that touches on the fundamental issues in humanitarian law and action is a 'short pathway,' consisting of nine explorations;<sup>2</sup> which, in proper depth, would take approximately 14 class hours. The Advisory Committee may be helpful in advising on the selection, noting which explorations they think will be most productive and which, if any, may create social tensions and therefore should be left out, at least for the present.

#### *ON FINDING A PLACE IN THE CURRICULUM*

This is an issue you may need to consider at several stages of planning for EHL.

First, when setting up an experimentation, it helps if the initial teachers are familiar with the subject area in which the programme will be taught; after the experimentation, you will need to decide what will be EHL's subject area home(s).

(See the document *Guidelines for inserting EHL into the curriculum.*)<sup>3</sup>

### 6. DECIDING WHEN TO CONDUCT THE EXPERIMENTATION

Introducing a new programme, especially one that takes serious intellectual endeavor, requires time and enthusiasm on the part of teachers, students, and the community. While it is always difficult to make room in school schedules, avoid choosing a time when students or teachers are exhausted or are preoccupied by something else, such as major examinations.

In planning the schedule of the experimentation, remember that a one- to two-week teacher-training workshop must come first. (Guidelines for this workshop are presented in Step 8 below.)

In presenting EHL to students, it is always best to teach the EHL explorations over at least several months, so that students have a chance to absorb the humanitarian perspective, discuss it with their parents, and "read" the news and relevant material from other courses through their new humanitarian lens. As estimated in the previous section, selections of EHL can take from 14 to 36 hours of class time, and a final class is required for administering the post-EHL questionnaires should an evaluation be carried out. If schools cannot manage a long-term introduction of EHL, an intensive summer session is another possibility; however, this will only work well if teachers are compensated and if students and their parents see the value of their participation, i.e., as an opportunity to learn new concepts important to the adult world and to learn thinking skills important to higher education. While the summer session is not the preferred context for EHL courses for students, it can be an excellent time for a teacher-training workshop.

#### *ON SELECTING SETTINGS AND PERSONNEL*

There are two important considerations when selecting settings and personnel.

First, when deciding on settings for experimentation, you will face the dilemma of whether to choose typical (or even difficult) situations or whether to choose the most favorable situations. While either choice has its merits, favorable situations are recommended over typical or difficult ones. It helps to think of introducing EHL to a country as planting a seed in unaccustomed soil. At first, you need to give it the most favorable conditions. You want to learn whether EHL can take root in your educational environment. If the plant can survive and is desired, then, later on, people who have gained experience in the handling of EHL can plant it and help it thrive in the more challenging settings in your country.

Second, choose schools and staff who understand and can participate in the spirit of EHL, i.e., exploring along with students rather than lecturing to them.

## Suggested steps

### 7. SELECTING THE REGION(S) AND SCHOOLS FOR THE EXPERIMENTATION

We recommend selecting regions or districts that are not beset by conflict or social turmoil, and schools in which the administration and teachers are interested in a new venture.

Should you conduct experimentation in one region/district or several? The advantage of one area is that the teachers involved can all meet as a group; the advantage of several is that each region can become a point of dissemination and teacher-training. Wide social and geographical representation during experimentation will allow a global view of diverse viewpoints, namely in multicultural countries.

If you start planning early enough, you might ask schools to apply to participate in the EHL experimentation, with the principal describing why he or she wants the programme, as well as the time and resources the principal plans to allocate.

### 8. PLANNING THE TEACHER-TRAINING WORKSHOPS

Plans for training the classroom teachers need to take into consideration the following issues:

- **Teacher-training team:** The trainers chosen to train others in the first teacher-training workshop should be qualified teacher educators and fully familiar with the pedagogical techniques involved in EHL. Experience has shown that this first workshop is best facilitated by a team of trainers that includes at least one experienced EHL trainer. A country or region may ask for such an experienced EHL trainer to co-facilitate the initial teacher-training workshop or otherwise, may first send qualified teacher educators to an international EHL trainer-training workshop organized by the ICRC. EHL trainers need not be experts on humanitarian law; however, if they do not have this expertise, resource people, such as university law professors, military legal advisors, ICRC legal advisors, or Red Cross or Red Crescent legal advisors, should be available to answer questions and to come to the workshop on one or two occasions.

The EHL teacher-training team should further include a representative of the education authorities and a representative of the ICRC and/or the Red Cross or Red Crescent. Experience has also shown that a psychologist can be a helpful member of the

training team, especially in post-conflict settings. Furthermore, it is useful to include the future classroom observers (see Step 13) as participants.

- **Timing:** Before teaching EHL, teachers need to practice using the active pedagogical techniques of EHL, have an understanding of EHL concepts and a background in international humanitarian law. Training for teachers who are experienced in the pedagogical techniques can be shorter than training for inexperienced teachers. For them, the opportunity for “hands-on practice”, reflection and discussion is essential. In either case, training personnel need to be prepared to train the classroom teachers at least two weeks before experimentation in the schools begins.

Workshops can be presented in intensive three to five-day sessions with teachers or as a series of two-day sessions on weekends. In both cases, teachers will need to do reading assignments in the evenings. Alternatively, if there is sufficient time for training before teaching is to begin, teachers from one or more schools in a particular region can come together in a weekly workshop for several months during the school year.

- **Setting:** Teacher-training workshops may be organized in association with institutes who offer initial teacher education or professional development courses. Teacher-training colleges, universities or institutes can be a good setting for the training. But so can the schools that will participate in the EHL experimentation. The advantage of collaborating with professional training institutes is that they might be better equipped and can provide qualified teacher educators. The advantage of organizing EHL teacher-training in a school is that teachers will see how teaching can be conducted within the reality of a classroom setting.
- **Training system:** In a three-stage training system, EHL trainer-trainers will train teacher-trainers who will go on to train classroom teachers. In a two-stage plan, teacher-trainers will train classroom teachers directly. In some countries, teachers who have taken EHL teacher-training are asked to further train other teachers. This cascade system has the advantage that many teachers can be trained with few resources. The disadvantage is that many EHL teachers are too new to the EHL content and teaching methods and therefore cannot train other teachers in an effective way.

## Suggested steps

- **Resources:** The *Methodology Guide* provides background materials on the EHL teaching methods as well as a syllabus and plans for 10 teacher-training workshop sessions on EHL pedagogy and concepts.
- **Distance learning support:** The EHL Virtual Campus website ([www.ehl.icrc.org](http://www.ehl.icrc.org)) offers supplementary training to face-to-face workshops. The 10 teacher-training workshops are featured in expanded online versions that enable teachers to familiarize themselves on their own and at their own pace with the EHL pedagogy and concepts.

### 9. SELECTING THE TEACHERS FOR THE EXPERIMENTATION

EHL is a complex programme that asks teachers to stretch their imaginations and expand their teaching repertoires. Since the classroom teachers are at the forefront of the introduction of EHL, they need to be experienced as well as open and flexible. In particular, teachers in the experimentation phase of EHL will be most effective if they are:

- Supported by the education authorities in their areas and by their principals.
- Experienced teachers who are respected in their schools.
- Prepared with a background in history, social studies, civics, philosophy, or the law, from study or life experience.
- Provided with the EHL resource pack for teachers and a reading list on international humanitarian law at least two weeks prior to the training workshop.<sup>4</sup>
- Willing to teach a subject they are not familiar with. (Although it is usually important for teachers to be thoroughly familiar with the subject they are teaching, few teachers will have a background in humanitarian law. In this case, a background in the fields listed above will suffice.)
- Open to trying new and varied pedagogical methods.
- Comfortable in the role of mentor.
- Willing to participate and interested in participating in the experimentation.
- Willing and able to take a broad perspective on local, national, and international issues.

#### ON TEACHERS' MOTIVATION

A helpful procedure in selecting teachers is to have them write about why they are interested in teaching EHL. In that way, teachers can indicate both their interest in and their qualifications for teaching EHL. No teacher should be forced to be trained in or to teach EHL during the experimentation phase.

### 10. CONDUCTING THE TEACHER-TRAINING

The training for the classroom teachers should be conducted before the classroom experimentation begins. Workshops that continue at regular intervals during the experimentation are a support to the teachers, allowing them as a group to share and analyse their experiences, develop alternative approaches, and learn from one another. If the classroom observers can also participate in the training, so much the better, as this will allow them to understand the spirit of the programme.

#### ON PEDAGOGY FOR BOTH TEACHER WORKSHOPS AND SCHOOL CLASSES

Exploring one topic in depth is more important than covering many topics. If students become intrigued with one topic, it is fine, in the spirit of exploration, to allow them to continue down that path. If the workshop thus fails to cover a particular teaching technique, teachers can instead read about it in the *Methodology Guide*.

## Suggested steps

### 11. PREPARING EACH SCHOOL CHOSEN AND THE SURROUNDING COMMUNITY FOR THE EXPERIMENTATION

Be sure that the entire school staff knows about the programme and that adequate time is allotted for both learning activities and evaluation. In all situations, and especially in post-conflict situations, local media, parents, and relevant community groups should be informed of the new programme, and a time should be provided for people to ask questions, express their views, and generally learn about the programme.

On the next page is a sample letter for introducing EHL, which can be excerpted and adapted to the situation in your country or community. It can be used to initiate contact with the media, parents, and other groups.

#### *ON SUPPORT FROM THE SCHOOL ADMINISTRATION*

It is very important that schools find ways to reduce teachers' normal obligations so that they have adequate preparation time, and to give teachers recognition (perhaps some type of "credit") for taking on this new and substantial assignment. It may be necessary to involve high-level education ministry officials to identify ways of providing both time and recognition.

### 12. PLANNING FOR EVALUATION

Design your evaluation so that it will provide information relevant to national education issues and to future steps to be taken. Remember to take into account the concerns and aspirations of your stakeholders. For example, if curriculum supervisors are concerned about EHL taking time from traditional subjects, include a question that assesses new learning in areas such as history or civic education. If teachers are concerned about learning new pedagogies, use a question that measures their attitudes after teaching the programme. If parents are concerned about community values, have a question for students about how EHL has affected their views.

### 13. APPOINTING EVALUATION DIRECTORS RESPONSIBLE FOR ONE OR SEVERAL SCHOOLS

These could be a district inspector or a school director. The Evaluation Director's responsibilities are as follows:

- Making adequate numbers of copies of the assessment forms.
- Seeing that the forms are distributed at the times needed. (The *Daily ballots* need special attention in that they should be distributed to students and completed daily after each session. In addition, teachers should be aware of the questions and problems students raise in the ballots. The ballots should eventually be in the possession of the Evaluation Director.)
- Delivering all evaluation materials to the official in charge of the experimentation (the National Coordinator).

## Sample letter

Dear Parents and Community Members,

The \_\_\_\_\_ school [or agency] is participating in the introduction of [piloting of, testing of, trial of, experimentation for] an important new curriculum titled Exploring Humanitarian Law (EHL). EHL is sponsored by the International Committee of the Red Cross; it is designed to engage youth around the world in the humanitarian perspective and in a study of the internationally agreed upon rules that limit armed conflict. We are one of 70 countries making plans to implement EHL in the coming year.

Under development for four years, EHL was pilot-tested in Jamaica, Morocco, Northern Ireland, Thailand, South Africa, Switzerland, and the United States of America, and reviewed by countries in Africa, Asia, Europe, Latin America, and the Middle East. Pilot-testing has shown that through studying EHL, students develop an ability to thoughtfully examine ethical dilemmas and an increased respect for the human dignity of others.

EHL was developed in close cooperation with Education Development Center, Inc., a global, non-profit research and development organization. The EHL modules provide opportunities for teachers and students to engage in participatory learning techniques that develop skills in critical thinking, research, problem solving, and communication. At the same time, the Modules respect and invite incorporation of the traditions of students and their communities, wherever they are located on the globe. EHL is open to any national or local adaptation consonant with its spirit and goals. Thus, EHL can introduce students to the thinking skills needed to approach complex problems, as well as help them appreciate the universality of humanitarian principles within their own cultures.

In communities, such as ours, that have recently been involved in armed conflict, EHL can provide a structured and supervised neutral space in which youngsters can give voice to their experience and sort out their reactions to humanitarian issues. A psychologist will be available to provide guidance and counsel to teachers, students, and their parents, as needed.

At home, you may find that your children are asking new questions – questions about your family's experience with armed conflict and dislocation, about current events, about your own views on humanitarian issues. Some of these questions might be hard to answer. In class, the children will learn that while their opinions are valued, no one is obligated to give an opinion if he or she does not wish to. Accordingly, while your experiences and views will be valuable for the students to hear, if you are uncomfortable speaking about them, you might simply say that you are not ready to talk about them at this time.

What will happen in our particular school(s) is as follows: *[give specific details, such as the following]* \_\_\_\_\_ *number of* classes in grade(s) \_\_\_\_\_ will study EHL for \_\_\_\_\_ weeks, beginning on \_\_\_\_\_. The teachers, who have just participated in a training workshop, are \_\_\_\_\_ *name(s)* \_\_\_\_\_. Class(es) will be observed from time to time by evaluators to offer the teacher(s) support and to see how the new programme is working.

There will be a meeting for parents on \_\_\_\_\_ at \_\_\_\_\_, in which we will display the new materials and answer questions about the programme. If you have any questions about the programme, please feel free to contact me [contact information].

*[The letter might be signed by the school system superintendent or school principal.]*

## Suggested steps

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### 14. SELECTING THE CLASSROOM OBSERVERS FOR THE EXPERIMENTATION

Sometimes the best classroom observers can be found right in the local schools. We have found that teachers can sometimes be as effective in this role as evaluation specialists are. Guidance counselors may also be appropriate. Whatever their background, the classroom observers of EHL experimentation classes should have several qualities:

- familiarity with schools and classrooms;
- ability to make experimentation teachers feel comfortable;
- willingness to be active participants in the teacher-training workshop, in order to understand the concepts and methodology of the course;
- willingness to engage in a reflective conversation about teaching and learning with the teachers involved in the experimentation, and ability to talk with teachers about the teachers' fears and concerns;
- ability to step back and take an objective perspective on the results, in order to write fair and useful observations.

Unlike some traditional types of education observation and inspection, the focus of the EHL classroom observer is not on the teacher but rather on the interaction between teachers, students, and materials. The classroom observer fills out the daily *Classroom observation forms* and may also act as Evaluation Coordinator, distributing and collecting *Daily ballots* and *Pre- and Post-EHL questionnaires*.

### 15. SELECTING THE STUDENTS

In the grade level selected for experimentation, it is important to include as many of the students as can be included effectively. If you can't include all the students, you might choose one whole class or select students at random from each EHL class. In selecting students, do not pass over those who may not have traditional academic skills but are otherwise interested and creative. EHL has room for many types of thinkers.

### 16. MAKING AVAILABLE THE NECESSARY MEDIA AND MATERIALS

These include a world map, a video/DVD player if you are planning to use the videos, a blackboard and/or flipchart (many EHL teachers prefer a flipchart, as it allows them to keep and post the day's work), and adequate numbers of copies of student materials from the modules and evaluation instruments (including one *Daily ballot* per student per day). If you are not planning to use the videos, make an alternate plan, such as posting or distributing the photos from the videos, and making copies of the transcripts.

### 17. CONDUCTING THE EVALUATION WITH TWO PRINCIPLES IN MIND – FLEXIBILITY, AND CONSISTENCY WITH PROGRAMME GOALS

- **Flexibility:** An EHL experimentation is not a rigid experiment, but rather an attempt to learn how a new programme can best suit and be suited to a new environment. Do not hesitate to make changes in planned lessons as time goes on and as personnel learn about the reactions and capacity of students. If the class does not get to all of the topics on the *Post-EHL questionnaire*, teachers may compose their own questions (or ask the class to do so) to examine what the class did cover.
- **Consistency with programme goals:** The spirit of teaching and evaluating EHL should be consistent with the goal of the programme, which is to explore humanitarian principles and understand the need for limits to violence and armed conflict. Thus, the rationale underlying the suggested assessment instruments is that general understanding is more important than particular facts and rules and that students may choose among several options to demonstrate what they have learned. (Assessment instruments for students and teachers, and guidelines for teachers to use in interpreting students' responses, are presented in Section II.)

## Suggested steps

### 18. WRITING THE EVALUATION AND FINAL REPORTS

A careful, objective analysis of the evaluation findings, written in a brief, clear, and comprehensive report, is key to furthering the goals of EHL in your country. The Evaluation Director is responsible for collecting, analyzing, and synthesizing information into a final report on the outcome of the experimentation. The Evaluation Director is familiar with a 'normal' classroom and should stand back and get some perspective on the EHL classroom, noting the variety of ways in which it is different.

It is useful to consider a final report for each of two phases of the experimentation: the teacher-training workshop and the experimentation in classrooms.

#### 18A. THE EVALUATION REPORT ON THE TEACHER-TRAINING WORKSHOP

Most countries launch national experimentation with a teacher-training workshop, which then provides the pattern for the introduction of EHL in that country. Thus, the final report of the workshop must record the original plan, the participants, the changes in direction, any wrong turns, and recommendations for the next workshop. Although the final reports may take a variety of forms, here is a suggested outline that has worked well:

##### Goals:

List two or three goals (purposes, aims, objectives) of the training workshop.

##### Participants:

List the major stakeholders who attended the national workshop, for example, representatives from the Ministry of Education, the ICRC, the national Red Cross or Red Crescent, regional and local education authorities, and other relevant parties.

The key workshop participants, however, are the teachers who will actually teach the programme during the experimentation and the evaluators who will document the experimentation. List participants' names and affiliations, if appropriate. For the teachers, indicate their subject areas and number of years of teaching experience.

##### Programme:

Summarize the programme to give an indication of the length, location, facilitators, schedule, content (including modules taught), outside experts brought in, and other pertinent aspects of the workshop activities.

##### Areas of concern:

Indicate, from teacher questionnaires and your workshop observations, areas of concern to teachers and programme implementers.

##### Strengths:

From the questionnaires and your observations, identify the major strengths and unexpected high points of the teacher-training workshop.

##### RECOMMENDATION:

As specifically as possible, note how you would improve the next workshop, and include any suggestions and options for expanding this teacher-training.

#### 18B. THE EVALUATION REPORT ON EXPERIMENTATION

Consider whether you wish to assign local school evaluation staff to do some summarizing of the experimentation results at their schools.

Here is a suggested outline that has worked well for final reports on the EHL experimentation:

##### Purpose:

Outline the purpose of the evaluation, for example:

- Ascertain how the EHL materials work with students.
- Assess the impact of EHL on the knowledge, attitudes and perceptions of students.
- Determine what adaptations of the materials or changes in the teacher-training programme are recommended.
- Consider what other resources will be needed.

##### Context:

Using the information from the *School profile*, name the school(s), community(ies), and district(s). Create a brief snapshot of the school(s) and area(s) in the experimentation. Indicate location(s); if urban, rural, or suburban; the age, number, and type of students (e.g., voluntary? academically advanced? a whole class?); the length of the experimentation; and the conditions under which the experimentation was conducted. Give the subject area of the teachers and the number of years they have been teaching. If the experimentation was conducted with out-of-school youth, describe that organization and setting.

## Suggested steps

### Participants:

Indicate the number, age, gender, and type of students in the EHL class.

### Areas of concern:

Indicate, from teacher questionnaires and your workshop observations, areas of concern to teachers and programme implementers.

### EHL materials:

Describe which modules, explorations, and activities were used in the experimentation classrooms. Also, describe any materials that were added.

### Impact on student achievement:

From an analysis of the students' *Pre-* and *Post-EHL questionnaires*, indicate how students' knowledge, understanding, attitudes, and behaviour may have changed as a result of participating in the programme. Be sure to include examples from the *Daily ballot* of questions raised by the students – posing a question is often a powerful indicator of students' lively and thoughtful engagement in a subject.

Before the *Post-EHL questionnaires for students* are delivered to the Evaluation Director, teachers should read and comment on them, because the teachers will know what students mean. Even though questionnaires are filled out anonymously, teachers will be able to comment on a particular student's growth or other individual issues. EHL teachers should then write a brief summary of their impressions of questionnaire results to pass on to the Evaluation Director.

### Strengths:

From careful readings of the classroom observations and the students' and teachers' questionnaire responses, highlight the major strengths of the EHL programme. You might want to use quotations from the teachers and students to illustrate your points.

### Areas of concern:

From your classroom observations and from the questionnaire data, indicate the problems or challenges that came to light during the experimentation. For example, what concepts were confusing to students? Did the teachers receive enough administrative support?

### Preparation of the teachers:

In light of the teachers' performance, consider the strengths and limitations of the teacher-training workshop, bearing in mind the recommendations for revising and expanding this programme. To fully analyse the programme, the Evaluation Director has four major sources of data:

- Self-reports from teachers and students, including *Pre- and Post-teaching* and *Pre- and Post-EHL questionnaires*; common themes should be identified in this material.
- Completed *Classroom observation forms*.
- *Daily ballots* from students, indicating what they learned and what questions they have.
- Personal visits to schools to observe classes and to participate in teacher meetings whenever possible.

Throughout the period of observing the teacher-training workshop, observing classes, and analyzing the responses to the evaluation instruments, evaluators should keep in mind four guiding questions: What went well? What aspects of the teacher-training programme should be kept as they are? What should be done differently? What help do teachers need to teach effectively?

Written final reports should summarize the critical issues in the training workshop and in the schoolbased experimentation. In each case, the report should analyse both the strengths and the areas of concern of the programme, and make recommendations for revisions and future implementation.

#### RECOMMENDATION:

Finally, based on the areas of concern, highlight pertinent recommendations for adapting the materials to the local education context, revising the materials, and improving the teacher-training workshop and classroom teaching, and make suggestions for next steps in terms of implementing EHL in your country.



## Introduction

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All curricula are based on theories about how people learn. We will briefly mention some theories underlying EHL because that helps to explain what we look for when assessing achievement. First, it is important to say that we believe there is no one theory that explains how to educate for a psychosocial change as complex as the development of a humanitarian perspective. EHL is built, rather, on elements from a variety of the theories and best practices we find to be most effective and relevant.

### **These elements include:**

- the development of language, giving students terms to use to express concepts such as human dignity, no easy answers, chain of consequences, side-effects, point-of-view, ethical dilemma;
- the practice of cognitive skills such as those involved in exploring alternatives, tracing outcomes, developing resourcefulness;
- opportunities for many modes of learning and expressing what has been learned, to provide for a variety of learning styles;
- opportunities for the co-construction of knowledge, in the belief that for knowledge to be meaningful and retained, the student must participate in its development;
- opportunities for application of what is learned, which allow students to internalize, realize, and try out the meaning of new perspectives.

The sample evaluation instruments offered here sometimes ask for simple knowledge and attitudinal results, as are needed to test whether a program merits the effort and cost involved; but, as far as possible for testing designed for large-scale use, they provide students with opportunities to use the concepts and skills developed, to respond in a variety of modes, to express and apply what they have learned in individual ways, and to comment on the learning experience.

Quantitative results can be obtained from the many items that require simple checking of alternative responses, whereas qualitative results, for perhaps smaller selected sample groups, can be obtained from in-depth examination of responses to follow-up questions that ask for explanation.

These sample evaluation instruments are based on three assumptions.

**The first assumption** is that the goals of the evaluation are as follows:

- to assess what students achieved from EHL
- to assess its impact on their knowledge, perceptions and attitudes
- to determine what training and support teachers need in order to teach the EHL programme
- to consider what other resources may be needed for implementation
- to provide quantitative as well as qualitative results for the needs of public and official acceptance of EHL

**A second assumption** is that learning in EHL cannot be evaluated simply by short-answer tests. Teachers and evaluators need to know students' reasons for their answers, the situations to which they apply their new EHL understanding, and the questions they raise about the subject.

**A third assumption** relates to how we measure our fondest hopes, i.e., that EHL has not only affected students' knowledge and skills but also their perceptions (or attitudes) and future behaviour with respect to the lives and dignity of others, their interest in and point of view on current events, their compassion for vulnerable members of groups, and their interest in community work on behalf of vulnerable members of society. Although we are aware that such changes are difficult to bring about with one programme and even more difficult to measure (without long-term studies), we do try to see if EHL has begun to lay the foundation for humanitarian behaviour.

To do this, we use such methods as 'unstructured self-reports' asking students how their views have changed, without suggesting what the change should be; asking students about their behaviour in daily situations that pose 'humanitarian' choices; and actually looking at student behaviour in at least one daily situation that EHL aims to affect: how students 'read' the news. In addition, active pedagogies provide a wealth of opportunity for seeing the evidence of changes in student behaviour.<sup>5</sup> The *Classroom observation form* can be used to note questions, statements, and other actions that suggest the development of a humanitarian perspective and humanitarian behaviour.

## Suggested evaluation tasks and instruments

**Eight instruments** have been designed for use in national evaluations, similar to tools that have been used in field tests in Jamaica, South Africa, Morocco, Malaysia, Thailand, and other countries:

- 1 *Pre-training questionnaire for teachers* (Form T-1), to be given before the teacher-training workshop.
- 2 *Pre-teaching questionnaire for teachers* (Form T-2), to be given before teaching commences.
- 3 *Pre-EHL questionnaire for students* (Form L-1), to be given at the beginning of the experimentation.
- 4 *School profile* (Form S-1).
- 5 *Classroom observation form* (Form C-1), to be used by the classroom observer during the observation of a lesson, especially for the first and last few lessons of the programme, and for spot checks during the experimentation.
- 6 *Daily ballot* (Form L-2), to be given to students five minutes before the end of a lesson. The *Daily ballots* are designed to see what students have learned on a daily basis and what questions the explorations raise, which helps teachers build on student knowledge and clarify misconceptions; they are to be used for the first and last few lessons and whenever else a teacher wishes.
- 7 *Post-EHL questionnaire for students*, Parts 1 and 2 (Form L-3), to be given during the final class of the experimentation, allowing 45 minutes, if possible, for completion.
- 8 *Post-teaching questionnaire for teachers* (Form T-3).

Note that in order for teachers and students to feel free to express their views, names are not requested on any of the questionnaires, even on those that ask solely for information, rather than opinions. This should make clear to everyone that it is not students and teachers who are being tested but rather the materials and the teacher-training process.

In addition to the instruments listed above, the active pedagogy of EHL provides many opportunities for ongoing evaluation of how students are doing. Such opportunities include participation in class and small group discussions; expression of ideas and attitudes through artwork, written essays, or interviews with family and friends; and students' own views of their learning. Moreover, each module ends with a section for teachers on assessment, which includes sample essay and short answer questions specific to that module.

### Suggested evaluation tasks

The following non-observation tasks may be divided flexibly between the classroom observers and the Evaluation Director:

- Establish the evaluation's purpose and procedures. At the beginning of the experimentation, explain the role of evaluation. At the beginning and end of the experimentation sessions, teachers and students will complete questionnaires about the EHL programme. Explain that an observer will be present in some classes, writing down what he or she sees about how students and teachers interact with the EHL materials. At the end of class, students may complete a *Daily ballot* about their views of the lesson.
- Distribute the *Pre-training-questionnaire for teachers* (Form T-1) at the beginning of the training.
- Distribute the *Pre-teaching-questionnaire for teachers* (Form T-2) at the end of the training workshop or before the first class takes place.
- Distribute the *Pre-EHL questionnaire for students* (Form L-1) at the beginning of the first class. Collect the questionnaires for delivery to the Evaluation Director.
- Complete the *School profile* (Form S-1). Interview the school principal about the salient features of the school, and collect any written materials on its history or context. Write a brief paragraph about the context of the experimentation to give a sense of the diversity of the schools involved. If more than one EHL class is being used in the experimentation, assign an "EHL class number" to each class, corresponding to the "Teacher number" on the form. Use this number where requested on the *Classroom observation form*, *Daily ballot*, *Pre- and Post-EHL questionnaire for students*, and *Post-teaching questionnaire for teachers*.
- Observe classes and complete the *Classroom observation form* (Form C-1). Observations are most useful in the first and last few classes of the experimentation, but if the observer is available for all of the classes, so much the better. Sometimes an observation may be requested if the need arises to support the teacher and help him or her analyse the classroom situation. When in class, sit in the back or the side of the room and observe students' reactions to the EHL questions and activities. Complete the form during class (you can keep "running notes" on the back of each page, and notes for what you wish to discuss with the teacher). You will refer to this

## Suggested evaluation tasks and instruments

- form during debriefing sessions with teachers. Keep your completed *Classroom observation forms*. (Take special care in noting student responses during the Introductory exploration from the EHL modules, as this will provide a good base for future comparisons.)
- Hand out *Daily ballots* (Form L-2). Five minutes before the end of each class, give the ballot sheets to the teacher and the students. Make sure that each student answers both questions. If students say they have no questions, urge them to think of something. Assure them that it is not disrespectful to ask questions; in fact, asking questions is a sign of an active, inquiring mind. Staple the ballots together and write on the back of the last ballot in the stack the date, what was taught, and the EHL class number. The ballots might be used in the first and last few classes of the experimentation, as well as in any other classes in which the teacher wishes to use them. Teachers can request ballot forms or ask students to make them up on the spot in classes that the classroom observer is not attending.
  - Read and summarize the *Daily ballots*. At or during the debriefing or before the next class, share with the teacher either the ballots in their entirety or the most important student questions so that the teacher can address them the next day.
  - Participate in debriefing meetings with the teacher(s). After the classes you observe, meet and debrief with the teacher. If several classes are involved, all the EHL teachers and observers can come together at some of the meetings. Ask, "What went well? What was confusing or unexpected?" Using your observation notes, share your observations with the teacher. Ask what further help he or she needs. In post-conflict situations, it may be important to help teachers talk about their emotional reactions to what went on in class.
  - Distribute teacher and student *Post-teaching* and *Post-EHL questionnaires* (Forms T-3 and L-3) at the end of the experimentation. The post-EHL questionnaires take at least 45 minutes and therefore will need most of the final class session. At least 45 minutes before the end of class, hand out the questionnaires to students and teachers. Have the questionnaires completed in your presence, then collect them.
  - Meet with EHL teachers after the experimentation. Get their perspective on students' responses in the *Post-EHL questionnaire*, and make notes on the teachers' views.
  - Write any summary analysis that the Evaluation Director has requested.
  - Deliver all completed assessment forms to the Evaluation Director.

### ENDNOTES

- 1 EHL can be used in settings other than schools, but, for simplicity, the language and examples in this booklet are school-specific.
- 2 These nine explorations are the Introductory exploration; Exploration 1A: What can bystanders do?; Exploration 1B: Looking at humanitarian acts; Exploration 1C: A bystander's dilemma; Exploration 2A: Limiting the devastation of war; Exploration 2C: Focus on child soldiers; Exploration 3A: Identifying violations; Exploration 4A: Rationales and options for dealing with IHL violations and Exploration 5A: Needs that arise from the devastation of war.
- 3 Published by the ICRC in May 2003.
- 4 Required reading should include *International Humanitarian Law: Answers to your questions* and *Summary of the Geneva Conventions of 12 August 1949 and their Additional Protocols*, both available at any ICRC delegation or National Red Cross or Red Crescent Society.
- 5 In the EHL resource pack for teachers, a page titled 'Assessment' provided at the end of each module suggests ways of assessing ongoing learning in the classroom.
- 6 If too late for this, the questionnaire should be given to a similar group of students who have not taken EHL, in order to establish a baseline.

## Evaluation instruments

The following chart lists the evaluation instruments and their uses.

Evaluation instruments chart		
Instrument	Action	When
Form T-1: Pre-training questionnaire for teachers	To be completed by prospective EHL teachers.	Before teacher-training.
Form T-2: Pre-teaching questionnaire for teachers	To be completed by prospective EHL teachers.	After teacher-training and before teaching EHL.
Form L-1: Pre-EHL questionnaire for students	To be given by an evaluator or teacher to students who will be in the EHL class(es).	Before EHL classes start <sup>6</sup> or at the start of the first class.
Form S-1: School profile	To be completed by an evaluator or the classroom observer interviewing the school principal or other administrator.	Before EHL classes start.
Form C-1: Classroom observation form	To be completed by the classroom observer when observing a class; to be referred to by the classroom observer in an after-class meeting with the teacher.	During at least the first and last few classes of the experimentation.
Form L-2: Daily ballot	To be given by the classroom observer or teacher to students to complete during the last five minutes of class.	At the end of at least the first and last few classes of the experimentation, and whenever else the teacher wishes.
Form L-3: Post-EHL questionnaire for students, Parts 1 and 2	To be given to students by the classroom observer or teacher 45 minutes before the end of class. Give students Part 1 first, allowing them 15 minutes to complete it. Then give them Part 2, to complete in the remaining 30 minutes. Evaluator or observer later reviews questionnaires with teacher for teacher's comments.	At the end of the last class of the experimentation. Planners should be aware that, depending on the length of a class period, the questionnaire may take up the entire last session.
Form T-3: Post-teaching questionnaire for teachers	To be completed by EHL teachers.	After the last class in the experimentation

Pre-training questionnaire for teachers (1/2)

(To be completed by prospective EHL teachers before teacher-training workshop)

Country	Date
City/District	School
Teacher's field	Years of experience
Average age of students	
Primary language	Other languages

Please note that this questionnaire is anonymous. We ask these questions to learn about the experience and views of the teachers who will be teaching EHL. Thank you for providing this information!

1. What brings you to this workshop?

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2. What do you expect to learn in the workshop?

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3. What are your impressions of EHL, based on what you've heard?

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4. What are your concerns about EHL?

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## Pre-training questionnaire for teachers (2/2)

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5. Please check how often you use each of the following teaching techniques:

	Often	Sometimes	Not yet
Lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using dilemmas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Role-playing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using stories, photos and videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing and reflecting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gathering stories and news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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6. From what you know of international humanitarian law (IHL), it is a set of rules of law that aim to (*check two below*):

- Protect human beings and their fundamental rights (right to liberty, freedom of thought, freedom of movement, etc.) that favor the development of their potential
  - Limit the right of parties to a conflict in their choice of methods and means of war
  - Help vulnerable populations in times of natural catastrophes
  - Protect persons who do not participate or no longer participate in the fighting of armed conflict
  - Prevent war from taking place
- 

7. What is the main instrument of IHL (*check one below*)?

- The Geneva Conventions of 1949 and their Additional Protocols
  - The 1951 Refugee Convention
  - The Universal Declaration of Human Rights of 1948
- 

8. Is your country a signatory to (*check one for each question*):

	Yes	No	Don't know
The Geneva Conventions of 1949 and their Additional Protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The 1951 Refugee Convention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Universal Declaration of Human Rights of 1948	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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9. What questions do you have about the EHL programme?

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## Pre-teaching questionnaire for teachers (1/2)

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*(To be completed by teachers after teacher-training and before teaching EHL)*

Country

Date

City/District

School

Teacher's field

Years of experience

**1.** List the three most important things you learned in the EHL training workshop.

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**2.** Were any concerns you had about teaching EHL prior to coming to this training addressed today? If not, what concern(s) do you still have about teaching EHL?

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**3.** What questions do you have before teaching EHL?

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**4.** What topics do you think will be most interesting to the students?

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**5.** What recommendations do you have for improving this teacher-training in the future?

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## Pre-teaching questionnaire for teachers (2/2)

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6. Please rate how we met your expectations to:

	<b>Not met at all</b>	<b>2</b>	<b>Partially met</b>	<b>3</b>	<b>4</b>	<b>Completely met</b>	<b>5</b>
Learn the basic rules of international humanitarian law (IHL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn how to use the active pedagogical techniques for Exploring Humanitarian Law (EHL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the concepts and perspective of EHL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See where EHL will fit in your school's curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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7. Do you have any additional comments?

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## Note to evaluators and teachers about the Pre-EHL questionnaire for students

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In order to establish a baseline for exploring the effect of EHL on student achievement, it is useful to give a Pre-EHL questionnaire to the students who will take the experimentation classes before they start (or, if too late for that, to a group of students of similar age and academic background).

Suggestions for questionnaires are included on the following pages.

## Pre-EHL questionnaire for students (1/2)

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*(To be completed by students before taking EHL)*

School

Date

EHL class #

Grade

Student age

Gender  M  F

1. Should there be rules on how combatants must behave in armed conflict?

Yes  No

Why or why not?

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Are there such rules?

Yes  No

2. Bystanders who see a vulnerable person being threatened (*check one below*):

Probably CAN make a difference in what happens to that person

Probably CAN NOT make a difference in what happens to that person

Explain your answer.

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3. How should prisoners taken in war be treated, and why should they be treated this way?

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## Pre-EHL questionnaire for students (2/2)

4. Indicate for each of the following categories whether you think they (or it) *should not* be attacked or if they (or it) *can* be attacked in armed conflict.

	Should not be attacked	Can be attacked	Don't know
Civilians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Military aircraft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wounded enemy combatants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Armed enemy combatants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enemy combatants who surrender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious places of worship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refugee camps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Army materials and barracks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical personnel (doctors, nurses, paramedics, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The water distribution system of a town or village	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An ambulance transporting wounded enemies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Would you yourself help in the following situations? Please answer what you truly believe you would do.

	Yes, I would	Maybe – it depends	No, I would not	I don't know
Trying to help a classmate you don't like when he or she is being beaten by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trying to stop your friend, who is hitting an unknown boy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interfering when two classmates are fighting in the school yard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inviting a refugee or migrant family who is new in your community to your home for a visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spending some of your holidays doing, without pay, community work for underprivileged persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School profile (1/2)

(To be completed by the evaluator/observer)

Country \_\_\_\_\_ Date \_\_\_\_\_

City/District \_\_\_\_\_

1. Context

School (name, location) \_\_\_\_\_

Type of school \_\_\_\_\_

EHL teacher(s)	# years teaching	Subject area
Teacher #1	_____	_____
Teacher #2	_____	_____
Teacher #3	_____	_____

(If there are more teachers, please add their details on the back of this page.)

Subject area(s) of experimentation in the school \_\_\_\_\_

Language of instruction of experimentation \_\_\_\_\_

Is this the students' first language?  Yes  No

If not, indicate first language \_\_\_\_\_

Students: Number in school. \_\_\_\_\_ Gender  M  F

Has the local area had experience of conflict?  Yes  No

Please give details: \_\_\_\_\_

\_\_\_\_\_

2. How were students selected for the experimentation?

\_\_\_\_\_

\_\_\_\_\_

3. How were teachers selected for the experimentation?

\_\_\_\_\_

\_\_\_\_\_

## School profile (2/2)

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4. Describe the school (brief history, location, number of students, grades, criteria for selection, urban or rural, religious affiliation). (Collect any written documents on the school's history for use in the final report, in the section on 'context')

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5. Indicate the timeframe of the experimentation (i.e., how many days, how many hours per day) (check one below):

Short term (2–3 weeks)

Long term (3 weeks–9 months)

6. Are there any factors to note that would affect this school's experience with EHL?

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7. In order to see whether teacher background affects the outcome of EHL classes, please assign each EHL class a number that corresponds to the 'Teacher #' on page 1 of this form.

(If a class has more than one teacher, you could add an A, B, etc. to the Teacher #.) For example:

EHL Class # **1**      Teacher # **1A**      Subject area: **History**      Years teaching: **7**

EHL Class # **1**      Teacher # **1B**      Subject area: **Literature**      Years teaching: **3**

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EHL Class #	: Teacher #	Subject area	Years teaching
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EHL Class #	: Teacher #	Subject area	Years teaching
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EHL Class #	: Teacher #	Subject area	Years teaching
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(If there are more teachers, add their details below.)

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## Classroom observation form (1/2)

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*(To be completed by the classroom observer)*

Name of person filling out form

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Who is the observer attached to (if not the school)?

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### 1. School

Name of school

EHL class #

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Class (subject area)

Grade level

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Students: Age

Number in EHL class

Gender

**M**

**F**

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2. Describe the classroom (its physical layout and resources [e.g., blackboard, world map, video player]; if the same classroom is used each time, simply complete this section once).

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3. Topic of the EHL lesson (Module and Exploration #)

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4. Check which teaching methods were used during this class:

Lecture

Discussion

Brainstorming

Using dilemmas

Role-playing

Using stories, photos, and videos

Writing and reflecting

Interviewing

Small groups

Gathering stories and news

Other (specify)

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## Classroom observation form (2/2)

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5. Did the students take an active role in class discussions?

Yes  No

Give an example.

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6. What questions did the students ask?

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7. In your judgment, what were the strengths of the class?

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8. What do you think the students learned?

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9. Did any emotionally challenging situations come up?

Yes  No

If so, please describe what they were and how they were handled.

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10. Do you have any additional comments?

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## Daily ballot (1/1)

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*(To be completed by students at the end of a class)*

School \_\_\_\_\_

EHL class # \_\_\_\_\_

Date \_\_\_\_\_

Grade \_\_\_\_\_

Student age \_\_\_\_\_

Gender  M  F

Today I learned:

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Questions I have about today's class:

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## Note to evaluators and teachers about the *Post-EHL questionnaire for students, parts 1 and 2*

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Give the students Part 1 first, and allow them 15 minutes to answer the questions.

Give out Part 2 after the students have completed Part 1. In Part 2, all students should answer the first five questions. After that, they should choose *one* question from each Module studied. Providing this choice is important, because individual students may have focused on different aspects of the material. Give students only question pages for the Modules studied. So that students don't run out of time to answer a question from each module, you might note their progress and suggest when it is time to go on to the pages of a new module.

If students spend around 3 minutes on each question, Part 2 will take about 30 minutes. If you have less time, assign fewer questions.

Post-EHL questionnaire for students, Part 1 (1/2)

(To be completed by students at the end of EHL classes, before starting Part 2 of the questionnaire)

School	EHL class #
Date	Grade
Student age	Gender <input type="checkbox"/> M <input type="checkbox"/> F

1. What have you learned from Exploring Humanitarian Law (EHL)?

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2. Has EHL resulted in your seeing life/people/issues in a different way? Give an example.

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Post-EHL questionnaire for students, Part 1 (2/2)

3. Would you recommend EHL to your friends?

Yes  No

What would you tell your friends about EHL?

Horizontal lines for writing the answer to question 3.

4. How is EHL different from the subjects you normally learn?

Horizontal lines for writing the answer to question 4.

5. What recommendations do you have for improving the EHL classes?

Horizontal lines for writing the answer to question 5.

## Post-EHL questionnaire for students, Part 2 (1/9)

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*(To be completed by students at the end of EHL classes, after completing Part 1 of the questionnaire)*

School \_\_\_\_\_ Date \_\_\_\_\_

EHL class # \_\_\_\_\_ Grade \_\_\_\_\_

Student age \_\_\_\_\_ Gender  M  F

1. Should there be rules on how combatants must behave in armed conflict?  Yes  No

Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_

Are there such rules?  Yes  No

2. Bystanders who see a vulnerable person being threatened (*check one below*):

- Probably CAN make a difference to what happens to that person  
 Probably CANNOT make a difference to what happens to that person

Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How should prisoners taken in war be treated, and why should they be treated this way?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Post-EHL questionnaire for students, Part 2 (2/9)

4. Indicate for each of the following categories whether you think they (or it) *should not* be attacked or if they (or it) *can* be attacked in armed conflict.

	Should not be attacked	Can be attacked	Don't know
Civilians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Military aircraft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wounded enemy combatants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Armed enemy combatants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enemy combatants who surrender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious places of worship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refugee camps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Army materials and barracks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical personnel (doctors, nurses, paramedics, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The water distribution system of a town or village	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An ambulance transporting wounded enemies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Would you yourself help in the following situations? Please answer what you truly believe you would do.

	Yes, I would	Maybe – it depends	No, I would not	I don't know
Trying to help a classmate you don't like when he or she is being beaten by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trying to stop your friend, who is hitting an unknown boy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interfering when two classmates are fighting in the school yard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inviting a refugee or migrant family who is new in your community to your home for a visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spending some of your holidays doing, without pay, community work for underprivileged persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Post-EHL questionnaire for students, Part 2 (3/9)

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### For Module 1

Answer **one** of Questions 1a–1c.

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**1a.** In the story “Alone on the Bench”, why do you think the mob allowed Grace to help Elizabeth to safety?

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**1b.** Give an example of a humanitarian act that occurred in your family or community, or a humanitarian act that you learned of from the news media, a book, or a movie. Write what the humanitarian act was, and what you think the obstacles to this act were.

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**1c.** List three things that make it difficult to perform humanitarian acts (three obstacles).

1.

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2.

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3.

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Post-EHL questionnaire for students, Part 2 (4/9)

**For Module 2**

Answer **one** of questions 2a–2f.

**2a.** What is the purpose of international humanitarian law?

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**2b.** List three consequences to a country of recruiting and using children in war.

**1.**

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**2.**

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**3.**

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**2c.** Give examples of weapons that you think are indiscriminate or cause unnecessary suffering.

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**2d.** What is human dignity, and why is it particularly vulnerable during armed conflict?

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## Post-EHL questionnaire for students, Part 2 (5/9)

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2e. Indicate whether each action is permitted or forbidden in time of war:

	Permitted	Forbidden	Don't know
To take enemy civilians as hostages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To capture and disarm enemy combatants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To loot private houses in an enemy village	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To force the inhabitants of an enemy village to leave their homes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2f. From what you know of international humanitarian law (IHL), it is a set of rules of law that aim to (*check two below*):

- Protect human beings and their fundamental rights (right to liberty, freedom of thought, freedom of movement, etc.) that favor the development of their potential
- Limit the right of parties to a conflict in their choice of methods and means of war
- Help vulnerable populations in times of natural catastrophes
- Protect persons who do not participate or no longer participate in the fighting of armed conflict
- Prevent war from taking place

## Post-EHL questionnaire for students, Part 2 (6/9)

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### For Module 3

Answer **one** of questions 3a–3g.

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**3a.** Give three reasons that explain why combatants sometimes violate the rules of international humanitarian law.

1.

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2.

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3.

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**3b.** Give an example of how one violation of international humanitarian law leads to another.

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**3c.** What is a dilemma? Explain what a dilemma is, and give an example from armed conflict.

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**3d.** In the news media, have you heard of a violation of international humanitarian law? What was the violation?

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## Post-EHL questionnaire for students, Part 2 (7/9)

**3e.** For each statement, indicate whether you completely agree, agree, disagree, or completely disagree.

	<b>Completely agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Completely disagree</b>
In war, enemy civilians should never be attacked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In war, enemy civilians can be attacked only when enemy combatants are among them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enemy prisoners should not be tortured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enemy prisoners can be tortured only when the other side is torturing our prisoners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In war, wounded civilians should be helped and treated, even if they are our enemy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wounded enemy combatants should be helped and treated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In war, you are allowed to torture civilians from the enemy side if they can reveal important information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civilians can be attacked if the other side does the same	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civilians can be attacked if there are no children among them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3f.** A soldier says, "All firing from the bunker had ceased when we surrounded it and approached. We called out for anyone inside to come out with their hands up. A man and two women emerged. Inside the bunker, we found two dead soldiers, along with weapons. We knew that our prisoners were enemy combatants. After all, they were captured with their weapons still hot! I decided to . . ."

What would you do with them, and *why* would you do that?

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**3g.** Give two examples each for responsibilities for violating IHL as commanding officer and as ordinary soldier.

1.

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2.

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## Post-EHL questionnaire for students, Part 2 (8/9)

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### For Module 4

Answer **one** of questions 4a–4d. Use the other side of the paper if you need more space.

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**4a.** Below are two opposing views on how people who have committed war crimes should be treated when a war is over.

Thibaud: "Once a war is over, one must forgive and forget".

Joinet: "Too much forgiving and forgetting stops the wound from healing".

Decide which quote is closer to your own views, and give your reasons.

Check one: Thibaud  Joinet  is closer to my views because:

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**4b.** Compare national courts with international tribunals for the purpose of trying people accused of war crimes. What are the advantages and disadvantages of each?

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**4c.** Describe some advances that have been made in recent years in bringing war criminals to court.

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**4d.** What are some ways that a truth and reconciliation commission differs from a court?

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## Post-EHL questionnaire for students, Part 2 (9/9)

### For Module 5

Answer **one** of questions 5a–5c.

**5a.** Give an example of a village resource destroyed by war, and describe the other losses that are likely to result.

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**5b.** Describe how the experience of having to flee one's home can affect human dignity.

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**5c.** *Treatment of enemy prisoners taken in war:* For each statement, indicate if the action is permitted, if the action is not permitted, if it depends on the situation, or if you don't know.

	Yes, it's permitted	No, it's not permitted	It depends on the situation	Don't know
Giving them medical treatment when they are ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harming them to get important information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving them free food and water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letting them exchange messages with their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asking them to follow the religion of the camp guards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letting them take walks or exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing them in a prison that is close to the fighting zone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Torturing them, if their side is doing the same to your prisoners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Post-teaching questionnaire for teachers (1/4)

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*(To be completed by teachers after teaching EHL)*

Country	Date
City/District	School
Teacher's field	Years of experience
EHL class #(s)	

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1. List the three most important things you learned as a result of teaching EHL.

1.

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2.

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3.

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2. In what ways did teaching the EHL programme differ from your expectations? What surprised you most about teaching EHL?

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3. What about the EHL programme/materials sparked the students' interest?

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4. Has your involvement in the EHL programme resulted in your seeing life/people/issues in a different way?  Yes  No

Give an example.

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Post-teaching questionnaire for teachers (2/4)

5. List the three most important things the students gained from studying EHL.

1.

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2.

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3.

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6. In your opinion, did the students change their attitudes about the topics raised by EHL?

Yes  No

Please explain, giving examples.

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7. Is this programme different from what you usually teach and how you usually teach it?

Yes  No

If yes, how is it different?

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8. Which concepts were most difficult to teach? Why?

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## Post-teaching questionnaire for teachers (3/4)

9. Teaching methods: check which you used and which were new to you.

	<b>Used</b>	<b>New to you</b>
Lecture	<input type="checkbox"/>	<input type="checkbox"/>
Discussion	<input type="checkbox"/>	<input type="checkbox"/>
Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>
Using dilemmas	<input type="checkbox"/>	<input type="checkbox"/>
Role-playing	<input type="checkbox"/>	<input type="checkbox"/>
Using stories, photos, and videos	<input type="checkbox"/>	<input type="checkbox"/>
Writing and reflecting	<input type="checkbox"/>	<input type="checkbox"/>
Interviewing	<input type="checkbox"/>	<input type="checkbox"/>
Small groups	<input type="checkbox"/>	<input type="checkbox"/>
Gathering stories and news	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>

10. Would you like to use any of these techniques again?

Yes  No

Please explain.

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11. Were the explanations on the various teaching methods in the *Methodology Guide* helpful?

Yes  No

In what ways?

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Did you need help beyond these explanations?

Yes  No

Please explain what you needed.

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## Post-teaching questionnaire for teachers (4/4)

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12. What recommendations do you have for improving your training as an EHL teacher?

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13. What advice would you give to new EHL teachers?

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14. Please rate how this teaching experience met your expectations to:

	<b>Not met at all</b>		<b>Partially met</b>		<b>Completely met</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Be able to use the EHL explorations productively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be able to use active pedagogical techniques successfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be able to take the role of mentor as well as lecturer to the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be able to impart the spirit of EHL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# From evaluation to curricular inclusion

## Suggested steps

### 1. PROCESSING THE EVALUATION RESULTS

The evaluation reports are living documents that should serve as guideposts for implementing EHL in your education system. Here are some suggestions on how best to use the final reports:

- Convene the Advisory Committee set up to guide the introduction of EHL in your country.
- Ask committee members to read the evaluation reports of the training workshops and the experimentation.
- After all committee members have had an opportunity to voice their views, meet and prioritize the recommendations.

For analyzing implementation issues and planning, guidelines follow the transition from evaluation to curricular inclusion. These guidelines are formulated as key points for review, discussion, and analysis.

#### 1.1 Adequacy of materials and technology support (translation, production of materials, copying facilities, video, website)

- **Translation:** think through its acceptability for national and regional use, consider the additional translation work to be done.
- **Production of materials:** As all teachers will need the EHL teaching materials and a *Methodology Guide* (either those provided in the EHL resource pack for teachers or the locally adapted version), consider how these will be provided.
- **Copying facilities:** Take into account where copies (i.e., of student materials and student copies for each class) should be made — schools or a central location?
- **Video:** Is a video/DVD player available in each school to use with the curriculum? If not, teachers should prepare to use transcripts in an interesting way, such as having students read different parts, making posters from the photos to post in front of the class, or having students draw some of the scenes evoked by the transcript.
- **Website:** Verify whether the resources of the EHL Virtual Campus website are adequate for your national use. If not, think of the prospect of providing teachers with sources that are available locally either on the Ministry's Web site or through teacher-training sites.

### 1.2 Content

Examine whether controversial issues surface during the experimentation. How will they be resolved (e.g., by receiving special attention in teacher-training; by deciding to avoid some sections in the EHL syllabus at this time; by having available special resource people, such as a legal advisor or psychologist)?

### 1.3 Student assessment

Measure conceptual thinking against knowledge. Take into consideration the standards for assessing students' work, with special emphasis on reasoning. How clearly, consistently and logically were the students able to develop and uphold an argument? How open were they to other perspectives or points of view? How significant were their contributions and how realistic were their positions? How well articulated were their interventions?

### 1.4 Placement in the curriculum

On the basis of the evaluation results, determine the appropriate grade level for the EHL modules. Was any guidance on this provided by the experimentation? Have you considered students' interests and priorities at different grades?

Examine what subject area(s) in the national curriculum framework provide the best home for EHL. In that subject, are teachers available who will be open to active pedagogy and the role of mentor rather than expert? As EHL was tested, did teachers make recommendations regarding learning areas or links to existing subjects? (A good resource on this topic is the document *Guidelines for inserting EHL into the curriculum*.)

#### NOTE

If you choose to teach EHL across several areas, this will require coordination for sequencing of activities and sharing of materials between teachers.

## Suggested steps

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### 1.5 Teacher-training and support

Plan the organization of teacher-training. Who will start the teacher-training? If the answer is Teacher educators from the country, where will they receive their training?

Who will continue the training? Will it be a cascade system, where the first teachers trained go on to train the next ones, fanning out to different areas of the country? Or will the same Teacher educators provide workshops in specified areas each time?

*WILL TEACHERS TRAVEL FOR THE WORKSHOPS?*

How will teachers' time be covered? Will substitutes cover their classes, or will the workshops be held when school is not in session? If the latter, will teachers be compensated for their time?

*WHAT WILL THE EXPENSES BE?*

What steps will be needed to include EHL and IHL in teacher education (pre-service education and in-service professional development)? Plan for the establishment of a network of resource personnel including trained teachers, school inspectors, pedagogical advisors, legal experts, etc. for each teacher-training session.

### 1.6 Region-specific problems and/or issues

Are there any regions in which the programme will elicit particular sensitivities or political reactions? What preparation will help EHL make a positive contribution in those regions?

### 1.7 Quality control over time

As EHL is implemented in a large number of schools, is there a way to ensure that the messages remain as intended at the start and the quality of teaching remains high? (An oversight committee? Teacher educators or supervisors visiting a selected number of programmes each? Regular evaluations? Integration into standards and curricula? Student competitions, regional seminars and curricula? Student competitions, regional seminars or summer university courses for teachers? etc.)

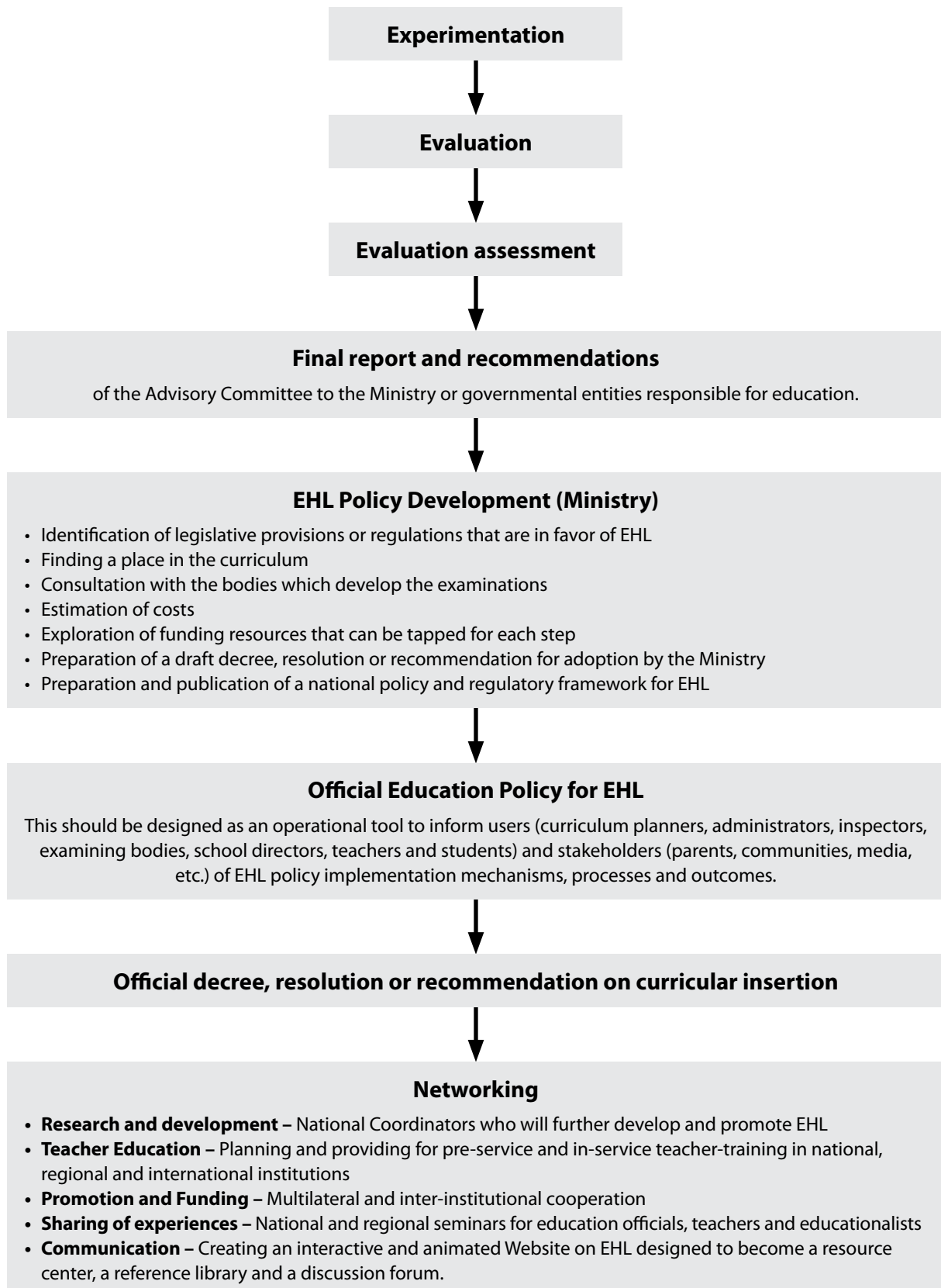
## 2. DEVELOPING POLICY

The decision to include EHL in the curriculum of secondary education lies first and foremost with the national education authorities, as does the management of the implementation process. As mentioned earlier, EHL is a pedagogical tool designed to facilitate the inclusion of the study of humanitarian law and related issues in civil instruction, as a contribution to citizenship education in general, and in accordance with the mandatory obligations of the ICRC, National Red Cross and Red Crescent Societies and States party to the Geneva Conventions and their Additional Protocols in particular.

Policy issues related to the implementation and delivery of EHL rest entirely on national education authorities and on their ability to gauge its relevance and feasibility for their respective education systems, contexts, standards and aspirations.

It is with this in mind that the policy development chart on the next page was designed. It suggests a framework based on current best practices for EHL but does NOT, in any manner, intend to impose a 'universal' model on any given country or entity.

## EHL Governmental Policy Development Framework



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