



International Humanitarian Law

Youth Action Campaign

JROTC Track

Handbook for JROTC Cadets



**American
Red Cross**



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Module 1: American Red Cross IHL Youth Action Campaign

Thank you for participating in the International Humanitarian Law (IHL) Youth Action Campaign!

The IHL Youth Action Campaign is an American Red Cross sponsored program that encourages youth and young adults to learn about the rules of armed conflict and empowers them to explore IHL through peer-to-peer campaigns.

JROTC is partnering with the American Red Cross to raise awareness on this topic with your community. As cadets, you are perfectly positioned to learn about the laws of war and can best educate your community about them. We look forward to seeing your creative campaigns come to life and learning about your experiences teaching your peers about IHL.



IHL Youth Action Campaign Program Structure

The IHL Youth Action Campaign encourages youth and young adults ages 13-24 to learn about International Humanitarian Law and empowers participants to explore IHL topics through peer-to-peer education campaigns. As a team member for the IHL Youth Action Campaign, you will go through a training on IHL, learn how to build a campaign, and conduct both in-person and social media activities to promote awareness about IHL in your communities. Each team focuses locally but contributes to a larger movement of IHL advocates that are educating thousands of people.



After the campaigns are complete, JROTC teams will compete to be selected to win awards and to attend the IHL Youth Action Campaign Summer Summit at American Red Cross National Headquarters in Washington, D.C.

International Humanitarian Law

IHL is the body of international law that governs armed conflicts. When fighters follow these rules carefully, there is less suffering for the victims of armed conflicts.

- Fewer civilian deaths.
- Fewer refugees and internally displaced persons.
- Less destruction of societal infrastructure like hospitals and schools.
- A greater opportunity to rebuild after the conflict.

IHL acknowledges the reality of war while attempting to protect lives and preserve humanity.

The Tadić definition of an armed conflict:

“An armed conflict exists whenever there is a resort to armed force between states or protracted armed violence between governmental authorities and organized armed groups or between such groups within a state.”

The American Red Cross

The mission of the American Red Cross is to prevent and alleviate human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors.

Many people associate the American Red Cross with disaster relief, emergency preparedness and blood donations. It often comes as a surprise that the American Red Cross was founded as a response to the humanitarian challenges faced in war. As a national society of the International Red Cross/Red Crescent Movement, the American Red Cross has the mandate to educate the public about IHL. As participants of the IHL Youth Action Campaign, you become our partners in promoting IHL and helping us to carry out this mandate.

The Story of Clara Barton – Founder of the American Red Cross

Clara Barton was working as a recording clerk in the U.S. Patent Office in Washington, D.C. when the first units of federal troops began to appear in the city in 1861. The Civil War had just begun, and as the troops poured in, the residents in the capital were alarmed and confused. In the chaos, Barton perceived an immediate need to provide personal assistance to the men in uniform, some of whom were already wounded.

She started by taking supplies to the young men of the Sixth Massachusetts Infantry who had been attacked in Baltimore, Maryland, by southern sympathizers. Barton provided clothing and assorted foods and supplies to the sick and wounded soldiers as well as personal support to the men in hopes of keeping their spirits up. She read to them, wrote letters for them, listened to their personal problems, and prayed with them.

Knowing that she was needed most on the battlefield, she traveled to northern Virginia in August 1862. After the battle at Cedar Mountain, she appeared at a field hospital at midnight with a wagon-load of supplies drawn by a four-mule team. The surgeon on duty, overwhelmed by the human disaster surrounding him, later recalled:

“I thought that night if heaven ever sent out a[n] . . . angel, she must be one—her assistance was so timely.”

She became known as the “Angel of the Battlefield” as she risked her life to treat the sick and wounded. Once while treating a patient, a bullet went through her sleeve. She recounted:

“I always tried . . . to succor the wounded until medical aid and supplies could come up—I could run the risk; it made no difference to anyone if I were shot or taken prisoner.”

In 1869, Clara Barton traveled to Europe where she was introduced to the International Red Cross/Red Crescent Movement. When the Franco-Prussian War broke out in 1870, Barton was again called to action. Though not yet allied to the Red Cross, Clara Barton served with International Red Cross volunteers and even fashioned a cross with a red ribbon to protect herself with the newly recognized emblem.

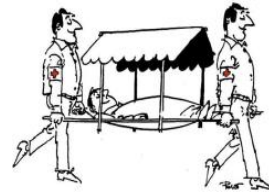
Inspired by her experiences with the Red Cross in Europe, Barton traveled back to the United States of America and formed the American Red Cross. Clara Barton served as the president for thirteen years, working to alleviate human suffering in face of emergencies.

The Seven Fundamental Principles of the Movement

The Seven Fundamental Principles of the Movement are the values that guide The Movement's mission to alleviate human suffering. As volunteers of the American Red Cross, it is important that we use these principles while implementing the campaigns. We can also practice these principles in our own lives.

Humanity

Prevent human suffering wherever it is found



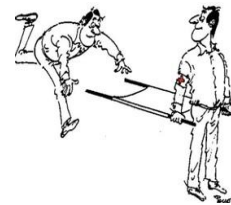
Impartiality

Relieve suffering based on needs, without discrimination



Voluntary Service

Voluntary participation and not for personal gain



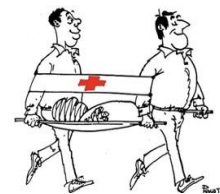
Neutrality

Take no sides in hostilities and controversies



Unity

Only one Red Cross or Red Crescent society in each country, open to all



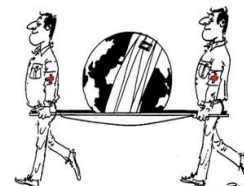
Independence

Maintain autonomy from governments



Universality

Red Cross and Red Crescent societies operate worldwide, and all societies are equal



Module 2: International Humanitarian Law

As long as there have been armed conflicts there have been rules that governed armed conflicts. As armed conflicts have evolved, so have these rules. **International humanitarian law** is a set of rules that seek, for humanitarian reasons, to limit the effects of armed conflict.

IHL acknowledges the reality of armed conflict. During armed conflicts, actions that would never be allowed in peacetime, like killing someone, suddenly become lawful. IHL attempts to protect lives and preserve humanity when it seems like all other rules have broken down. It protects people who are not or are no longer participating in hostilities, like civilians or the sick and the wounded, and restricts the means and methods of warfare in order to limit certain weapons and strategies from causing unnecessary suffering.

IHL is made up of **international treaty law** and **customary international law**. International treaty law includes formal international agreements like the Geneva Conventions. Customary international law is developed when a significant number of nations consistently do a certain practice to the point that it is eventually recognized as an obligation on all nations, despite the fact that it is not written in a formal treaty. It is similar to the way that many people in the United States tend to walk on the right side of the sidewalk. People do this not because it is a written law, but simply because it is a social norm that helps decrease confusion when two people are walking towards each other. When enough nations adhere to the same practice and that practice inspires a sense of obligation to comply with the practice, the practice becomes accepted as customary international law.

IHL has been at the heart of the International Red Cross/Red Crescent Movement since its inception. The Movement continues to promote IHL and educate the public about the laws of armed conflict.



The Geneva Conventions

A year after the International Committee of the Red Cross was founded in Switzerland, the first treaty that championed its ideas was signed by twelve governments in the first Geneva Convention in 1864.

A **convention** is an international agreement between nations. The Geneva Convention of 1864 contained ten brief articles that protect medical personnel and wounded combatants during armed conflicts. It took Clara Barton eighteen years to lobby the U.S. government until President Chester Arthur signed the 1864 Geneva Convention and the Senate ratified them. After the Geneva Convention of 1864, additional treaties in The Hague and Geneva were developed to offer further protections applicable in armed conflicts.

The next major development in IHL occurred after the atrocities of World War II. The Geneva Conventions of 1949 aimed to prevent the atrocities of World War II from ever occurring again by providing the first universally accepted codification of laws that govern armed conflicts. Every nation in the world has signed the 1949 Geneva Conventions and has adopted them as law. These treaties became the cornerstone of modern International Humanitarian Law. The Additional Protocols of 1977 are two additional documents that added to the 1949 Geneva Conventions and further developed the laws that govern armed conflict. However, unlike the 1949 Geneva Conventions, they have not been as widely accepted. Some countries, including the United States, have not ratified them.

These are only a few of the international agreements that make up international humanitarian law. Other treaties and customary international law contribute to a robust body of law that protects the victims of armed conflict.

The United States of America played a key role in drafting the Geneva Conventions and has historically promoted the adoption of international laws that govern armed conflict.

What Happens When IHL is Violated?

States must incorporate the Geneva Conventions into domestic law so violations of IHL can be handled domestically. In the U.S., most of these cases are handled internally through military courts.

Only grave breaches of IHL are considered **war crimes**, and the Geneva Conventions require that states prosecute war crimes. If states are unwilling or unable to hold a trial for a war crime, and have ratified the Rome Statute, the International Criminal Court could try the case. The United States has signed but not ratified the Rome Statute, so Americans that commit war crimes are not tried by the international Criminal Court.

The Four Principles of IHL

There are four principles that form the foundation upon which IHL is built. Sometimes there are clearly right and wrong military actions, but often decisions become difficult in the fog of war. These four principles are at the heart of IHL and guide the decisions parties to a conflict make.



The Principle of Military Necessity

Combatants can engage in military acts necessary to defeat the enemy, provided their actions are not otherwise unlawful under IHL. If achieving a legitimate military objective is not the purpose of their actions or if their actions violate other provisions of IHL, then their actions do not adhere to the Principle of Military Necessity.

Put another way, combatants cannot just attack anyone or anything for no reason. Their actions must have a purpose and the outcome must create a military advantage. They must make the case that the outcome will lead to a military advantage and that the actions are legal under IHL. For example, if during an armed conflict the enemy is just a few miles away, then destroying a bridge to keep the enemy from crossing would probably be in alignment with the Principle of Military Necessity. On the other hand, there is likely no military advantage to destroying a bridge when the enemy is a thousand miles away and is in no danger of crossing it anytime soon, or even at all. That act would be in violation of the Principle of Military Necessity.

The reason that the Principle of Military Necessity is discussed first is because if a military action does not adhere to this principle, there is absolutely no reason to move forward with a military action. There must be an anticipated military advantage to be gained by the action, otherwise the military action is unlawful.

A real-life example of the Principle of Military Necessity in practice was during World War II when the U.S. conducted its first bombing mission in Europe on July 4, 1942. The U.S. targeted German airfields, because they were being used for military action by the German military. Even though the airfields had civilian uses as well, the military use of the airfields determined their status as valid military targets.

The Principle of Distinction

The Principle of Distinction states that all parties to a conflict must distinguish between civilians and combatants and also between military objectives and civilian objects. Combatants must also distinguish themselves from the civilian population while engaged in an attack.

In armed conflicts, there are three categories of people to help distinguish who should be attacked and who should be protected:



- **Combatants** are members of a state's armed forces. They can legally engage in the fighting and can be lawfully targeted. If captured, they must be treated as **Prisoners of War** and cannot be criminally charged for their lawful military actions. Combatants are required to distinguish themselves from civilians, for example, by wearing uniforms.

Sometimes there are people who choose to fight, but who do not have the legal authority to engage in armed conflict. These are often armed groups that are not associated with a government, and in fact often fight government. These people are not considered combatants, because their actions are not legal. How to classify them can get very complicated, so for our purposes, we'll stick with these three categories of people.

- **Non-combatants** are members of armed forces who are medical personnel and chaplains. They may not engage in the fighting and cannot be intentionally targeted. If captured, they must be returned to their side unless they stay to attend to the Prisoners of War from their own countries. The word chaplain as used in IHL applies to all religions.
- **Civilians** include everyone else. In fact, everyone must be assumed to be a civilian, unless there is evidence otherwise. Civilians cannot be directly targeted by parties to a conflict. If civilians participate in an armed conflict, such as participating in a rebel group, they lose their protections as civilians for such time as they directly participate in hostilities.

IHL also divides objects into classes:

- **Military Objectives** are objects which by their "nature, location, purpose, or use make an effective contribution to military action and whose total or partial destruction, capture or neutralization, in the circumstances ruling at the time, offers a definite military advantage."
- **Civilian Objects** are all objects unless they are distinctly military objectives.

When parties to a conflict conduct an attack, they must distinguish between civilians and combatants and civilian objects and military objectives. Only combatants and military objectives may be deliberately attacked. To use indiscriminate weapons or strategies that cannot distinguish between the status of people or objects is strictly prohibited under IHL.

In 2015, trucks driving oil for ISIS were determined to be valid military objectives by the U.S. However, the drivers of the trucks were civilians, so the U.S. was challenged to destroy the trucks while complying with the principle of distinction and sparing the civilian drivers. The U.S. decided to release leaflets over the moving trucks that essentially said, "Get out of your trucks and run away from them." This warning allowed the truck drivers to get away from their trucks before they were attack. This way the U.S. could direct their attack only on the military objectives while protecting the civilian drivers, thereby abiding by the Principle of Distinction.



The Principle of Proportionality

Combatants must not engage in an attack where the anticipated loss of civilian life, injury to civilians, or damage to civilian objects is excessive in relation to the direct and concrete military advantage that is anticipated by conducting the attack. Even though civilians cannot be targeted purposefully, IHL recognizes that civilians and civilian objects may be inadvertently harmed. This is often referred to as **collateral damage**. Parties to a conflict are obligated to take measures to minimize collateral damage.

The Principle of Proportionality requires parties to a conflict to consider if the collateral damage expected to be caused by a military attack is excessive in relation to the anticipated military advantage. Proportionality is one of the hardest principles to understand and apply because it is a judgement call. There is no recognized metric of the worth of a military advantage in relation to the loss of civilian lives and property.

The Principle of Proportionality is put into practice every day during the current conflict in Afghanistan. For example, US commanders are told that they cannot bomb a place if the commander believes that there will be even one civilian casualty. This is part of the US Secretary of Defense zero-civilian casualty policy for the conflict in Afghanistan. The policy isn't because the law says there must be zero incidental loss of civilian life, but rather because the Secretary of Defense has determined that at this point in the conflict, it isn't proportional to have incidental loss of civilian life and that the US can find ways to accomplish the mission without the loss of civilian life. In other words, by this policy he has made the proportionality decision that obtaining a military objective in this conflict is not proportional to the loss of life for even one civilian.

The Principle of Limiting Unnecessary Suffering

The Principle of Limiting Unnecessary Suffering prohibits means and methods of warfare that would cause unnecessary suffering to combatants or civilians. Means of warfare include tools or weapons used to carry out military attacks. Methods of warfare are the strategies and tactics used when carrying out an attack. This principle recognizes that in armed conflicts a certain amount of suffering will necessarily take place. The idea behind this principle is that the means and methods of warfare should not be designed to cause more suffering than necessary to accomplish military goals.



For example, to shoot a combatant with a normal bullet will cause suffering and maybe even death. While unfortunate, this is permissible under IHL. However, to shoot a combatant with a bullet that is designed to break apart into tiny fragments that are impossible for medical personnel to remove just so that the person will suffer in pain for years, is impermissible. If the only reason to use this type of bullet is to make people suffer more than if they were shot with a regular bullet, then it violates the Principle of Limiting Unnecessary Suffering.

Parties to a conflict should uphold the Principle of Limiting Unnecessary Suffering by conducting reviews of their methods and means of warfare.

A real-life example of the Principle of Limiting Unnecessary Suffering can be seen in the treaty to ban chemical weapons. Chemical weapons, including poisonous gas, had been used in warfare starting in World War I and continued to be used through the Iran-Iraq conflict in the 1980s. These weapons caused a great deal of long-term suffering without increasing military advantage. States joined together and agreed to no longer develop or use this means of warfare and to destroy existing stockpiles of these weapons.

Feasible Precautions

The four principles of IHL are implemented by taking feasible precautions to avoid violating IHL during military operations. To be feasible, precautions must be practicable considering the circumstances ruling at the time.

Precautions when conducting an attack may require that the attacker consider:

1. Cancelling an attack when it is clear the attack will result in a violation of IHL.
2. Choice of military objectives to attack — the objective that results in the least danger to civilians should be chosen.
3. Timing of the attack.
4. Type of weapons used to carry out the attack.

Precautions against the effects of an attack may require that the attacker consider:

1. Removing the civilian population and civilian objects from the vicinity of military objectives.
2. Avoiding placing military objectives near or within densely populated areas.
3. Conducting certain attacks at night to reduce casualties.
4. Publishing a warning of an impending attack via social media or SMS to residents of the target zone.

Module 3: Education in War

In armed conflicts around the world, education is under attack. Children, families, and their communities lose hope as this important societal pillar is destroyed. This year, the IHL Youth Action Campaign will raise awareness about the harm caused to the formal educational sector during armed conflicts and promote the laws of war that protect education.

Children, students, teachers, and staff are being attacked around the world in situations of armed conflict. Schools, school transportation services, roads and the areas around schools are often taken over by armed groups for military use, deliberately targeted, or caught in the crossfire. Providing safe access to education during an armed conflict is a primary humanitarian concern.



Who and What is Harmed?

Students face tremendous risks when schools are attacked or used during wartime. If a school has been taken over or the situation is too dangerous to go to school, students may opt out of school altogether and miss years of education. If they remain in school, they can risk becoming victims of attack, collateral damage, child soldier recruitment, or trafficking.

Teachers are often threatened and killed by armed groups. Furthermore, when schools and learning materials are destroyed, it inhibits teachers from adequately teaching children. Teachers may also be forced to throw out their previous curriculum altogether and teach propaganda. Another challenge that greatly impacts teachers is the disruption to salaries; in some cases, teachers have continued to teach without pay for years.

Parents are often afraid of sending their child to school during wartime. They also may not be able to work if they must stay home with their children. In some cases, families flee during war and have difficulty providing their child with an education, especially if relocating to a new region where gaining access to the local school system is challenging or to a refugee camp that does not have a school at all. Financial hardship is another obstacle parents might face when trying to provide education for their child.

Educational facilities can be attacked, taken over by the enemy, or used as recruiting grounds. Even when not deliberately targeted, schools may be unintentionally damaged or destroyed when fighting occurs around them.

Society loses out when entire generations go without education for too long. Highly skilled professionals such as doctors and nurses may be killed or flee during a conflict, and it is difficult and costly to replace them without an educational system. The entire community suffers when educational systems are harmed or destroyed.^{i ii iii}

Long-term Impacts of Education

Wars can last decades, so, what happens when entire generations go without school for years? Society is greatly harmed when educational systems cease to function or are destroyed. Education is vital to economic growth; it increases income for individuals and is a key factor in decreasing poverty.^{iv} It is also related to positive health outcomes, especially the education of women is significantly correlated with diminished rates of child mortality.^{vi} Furthermore, education greatly reduces the risk of armed conflicts and is also considered by some to be valuable in countering and preventing violent extremism.^{vii viii} Without a strong educational system, societies may struggle to maintain economic stability, a healthy population, and peace.

IHL and Education

Education is a vital humanitarian need during an armed conflict. IHL safeguards education during war through three main measures - IHL protects, ensures, and prohibits.

Facts:

- 37 million children of primary and lower secondary age were out of school in crisis affected countries in 2016. (ODI)
- Girls are 2.5 times more likely to not attend school than boys in conflict-ridden countries. (ODI)
- In 70 countries, educational facilities, students, and staff were deliberately targeted by armed groups between 2003-2013. (GCPEA).
- In 30 countries, the attacks were systemic between 2003-2013. (GCPEA)
- 99% of youth in crisis circumstances view education as a priority. Parents and local adults agree. (Save the Children)



Protects: IHL protects education by requiring parties to an armed conflict to identify schools, school buses, and other education-related material as civilian objects. Civilian objects cannot be attacked without reason. The protection of schools during armed conflict is so important that the UN Security Council, the principal body of the UN responsible for ensuring peace and security, has identified attacks on schools as a grave violation of IHL during an armed conflict. Therefore, parties to an armed conflict that have deliberately targeted and destroyed a school during an armed conflict could be subject to criminal prosecution for war crimes.^{ix}

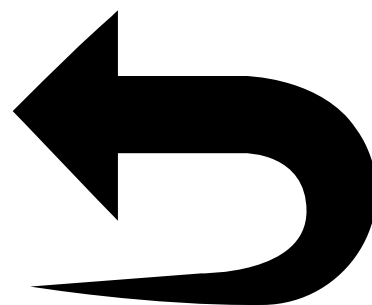
Like many legal protections in armed conflicts, the laws protecting schools are not without limits. If any civilian objects, including schools, are used for a military purpose, it loses its protected status. For example, if a school basement was used by one of the parties to an armed conflict to store weapons, then the school could be lawfully targeted and destroyed. Of course, all the principles of IHL must be applied first and precautions must be taken if an educational facility is to be attacked. If there is uncertainty as to whether a school has lost its protection the fighting parties should presume that the school is still protected.^x

Faculty, staff, and students of educational institutions also have protected status as civilians. Civilians are entitled to protection from direct attack as long as they do not directly take part in hostilities.^{xi} Let's take the example of the school that lost its protected status when the basement began to store weapons and ammunition. The parties to the armed conflict must still take all feasible precautions to minimize harm to students and educators who may be present in the building. These precautions could include attacking the school at night or on a weekend when teachers, staff, and students are away.^{xii}

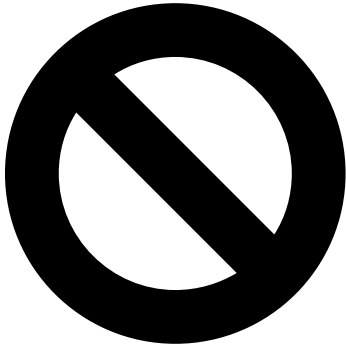
Ensures: Sometimes in an armed conflict one of the fighting parties may occupy the land of their enemy. When there is an occupation, IHL works to ensure that access to education is still available to children. During occupation, the party that has control over an area where children live may continuously change. Regardless of who controls the area, children must have access to adequate educational materials. IHL works to ensure that access to education is available to a child no matter who is governing the area.

The Geneva Conventions of 1949 state: "During an occupation the occupying force shall, with the co-operation of the national and local authorities, facilitate the proper working of all institutions devoted to the care and education of children... Should the local institutions be inadequate for the purpose, the Occupying Power shall make arrangements for the maintenance and education, if possible by persons of their own nationality, language and religion, of children who are orphaned or separated from their parents as a result of the war and who cannot be adequately cared for by a near relative or friend." ^{xiii}

According to the 1977 Additional Protocols to the Geneva Conventions, if a child is forced to evacuate or flee from an armed conflict the controlling party of the new area shall ensure that "...each child's education, including his religious and moral education...shall be provided while he [or she] is away with the greatest possible continuity." ^{xiv} In armed conflicts where fighting parties are both part of the same nation, the controlling armed group must ensure that children receive an education, including religious and moral education, in keeping with the wishes of their parents, or in the absence of



parents, of those responsible for their care.^{xv}



Prohibits: IHL prohibits the conscription of the majority of school aged children into the armed forces. Sadly, in some armed conflicts many children have been forced to join in the hostilities. Commonly known as child soldiers, these children lose the opportunity to any type of formal or non-formal education. IHL further protects children and education by outlawing minors from being forced to join the hostilities.

The 1977 Additional Protocols to the Geneva Conventions were the first international treaties to address the issue of child soldiers. They prohibit the recruitment and participation in hostilities of children under the age of 15.^{xvi} Additionally, under the Statute of the International Criminal Court, “conscripting or enlisting children” into

armed forces or groups constitutes a war crime in both international and non-international armed conflicts. The prohibition of the recruitment and use of child soldiers is international customary law, evidenced by its prohibition in several military manuals, including those which are applicable in non-international armed conflicts, and under the legislation of many states.

IHL Principles and Education

Read the following stories and discuss how the four principles of IHL apply to each story.

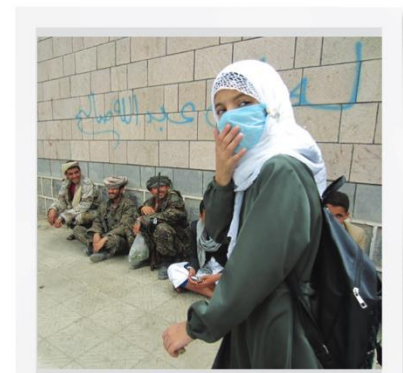
I. BINTU



This is Bintu. She is 13 years old and lives in Banki in northeastern Nigeria. An armed group called the Boko Haram has been fighting Nigerian government forces in Northern Nigeria. The group attacked Bintu’s village four years ago: “On the day they [the insurgents] came, I was in school in the morning and then I went home and then [the insurgents came] and we ran, everyone ran,” she says. “They burnt the school down. I was so upset, I felt like my dreams would never be achieved. We spent two years at my uncle’s place in Cameroon. Life was very difficult there I didn’t go to school.”^{xvii}

II. FATIMA

Fatima attends al-Furadh School, in Sanaa, Yemen. Yemen has been engaged in a civil war that has lasted near a decade, and soldiers now routinely hang out by Fatima’s school walls. These soldiers also have been living in classrooms on the third floor of Fatima’s school for several months. It is widely known that not only are soldiers housed at the school and loitering outside but also that during after school hours these soldiers use these classrooms as places to store weapons for planned attacks.^{xviii}





III. SONIA

This is Sonia. She is 14 years old and lives in Eastern Ukraine, where a civil war has raged for years. In the first half of 2019, at least 12 schools like the one Sonia attended have been damaged or destroyed due to their proximity to military sites. In her situation, the school was not the intended target of an attack, but it was clear before the attack that if the fighters targeted the building near her school that her school would be damaged or destroyed.^{xix}

IV. LIONEL

Lionel was just 11 when he became a child soldier. He lives in the Central African Republic and soldiers threatened to hurt his family if he did not “volunteer” to be a soldier. Thousands of children like Lionel are forced join fighting forces every year, effectively depriving them of formal education, and forcing them instead to be part of unspeakable atrocities. Many child soldiers are wounded or killed before they become adults.^{xx}



How does the Red Cross and Red Crescent Movement Protect Education?



The Red Cross and Red Crescent Movement views protecting education as a priority in humanitarian crisis. The Movement is made up of three parts: the International Committee of the Red Cross (ICRC), National Societies (like the American Red Cross), and the International Federation of the Red Cross (IFRC). Each part of the Red Cross Movement responds to education-related humanitarian needs according to their areas of expertise within the Movement’s mission.

The ICRC works in armed conflicts and focuses on providing access to education and the operational activities surrounding education. The ICRC urges parties to an armed conflict to protect educational systems, offers economic and material support to children and youth, and provides assistance to vulnerable populations like detainees, children connected to armed groups and unaccompanied children.

Red Cross and Red Crescent National Societies address the education-related humanitarian needs pertinent to their country. They support the work of public authorities and educational institutions to provide education, develop educational curriculum and provide vocational training on topics such as health, nutrition, water, sanitation and hygiene, shelter, road safety and risk reduction, to migration, international humanitarian law and principles, gender, respect for diversity, intercultural dialogue, social inclusion and violence prevention.

As the coordinating body of the movement, the IFRC develops strategies, frameworks, and educational materials and initiatives. The Federation also promotes humanitarian skills and values-based education as well as inclusive gender and diversity approaches in the formal education sector. They are an advocate for education in global discourse.^{xxi}

Module 4: Build Your IHL Campaign

What is a campaign?

A campaign is an organized course of action to reach a particular goal.

What is the goal of the IHL YAC?

To raise awareness in your communities about the rules of war and special theme for the year.

Roles and Responsibilities

Campaign organizers must understand their responsibility as disseminators of knowledge. It is important to take your role seriously by following the Seven Fundamental Principles of the Red Cross Movement and by using accurate information.

The Team

JROTC Cadets will form teams to compete to create the best campaign and have the greatest impact. Your role as a Team Member for the IHL Youth Action Campaign is to educate your community about a special theme within IHL. Find creative ways to engage your peers in discourse about IHL through educational in-person and social media activities.

The Coach

The Coach is the JROTC Instructor, parent, or volunteer who will guide you through the training and help you to implement your IHL Campaign.

Campaign Activities Best Practices

Adapt to your Local Context

Think about the community you are seeking to educate and remember to use the tools, strategies, and language that makes sense for your audience. For example, don't use Facebook if all your friends are on Instagram; don't do a large simulation after school if you know that your peers tend to have sports practice and won't be around; and don't use legal language during your campaign that no one will understand. Be aware of the reality of your community and plan accordingly.

Utilize Multiple Strategies

The best campaigns use multiple methods to reach the same goals. One tactic won't work for everyone in your community, and the more exposure you can give your target population to the topic, the more they will retain the message. Using multiple strategies will also help you to determine what tactics work best for your population.

Avoid Oversimplifying or Overcomplicating your Message

Sometimes oversimplifying a message can lead to misconceptions or stereotypes. For example, if you use images of people from a single armed conflict, you might unintentionally reinforce a bias that this kind of violence only occurs with one group of people.

It is also important not to over-complicate your message at the risk of people misunderstanding your campaign or simply ignoring it. For example, providing youth with a 20-page paper from the ICRC website may cause your peers to quickly lose interest and forget the topic.



Strategy 1: In-person Activities

In-person activities offer the opportunity to educate your peers about International Humanitarian Law through creative and engaging projects. The in-person activity ***must include a component of participation***. It can't just be an art display or a video screening; invite peers to join in an activity or conversation. It further needs to track how many people are participating and measure the success of the campaign.

Some examples of in-person activities include:

1. Conduct a scavenger hunt
2. Design a simulation
3. Write a play with audience participation
4. Create an art piece that invites others to contribute
5. Design a board game
6. Conduct a school survey
7. Host a Spoken Word/Open mike night
8. Create a presentation with questions for classrooms
9. Host a movie screening and discussion

Marketing Events

Create a Marketing Timeline: For large events, you will need to begin marketing one month in advance. Start with regular messaging and pick up the consistency as the day gets closer.

Build your Brand: A name and image for your campaign will go a long way. If you create posters, ensure the style and theme are consistent. Design engaging content, using emotional appeals and personal stories can be particularly powerful.

RSVPs: RSVPs can be very useful in allowing you to track if you are reaching your numerical goals. If you are one week out from the event and you only have a few RSVPs, you may need to step up your marketing game.

Use Existing Networks: Reaching large numbers will be easier if you can use existing networks. Ask to have a timeslot at an assembly, or partner with another large event. Work with like-minded organizations and clubs to put something together. You could even partner with other Red Cross activities, like a blood drive or preparedness course to reach more people. Further, word of mouth is the best way to get people to show up. Use your personal networks to spread the word and don't be shy to be persistent with your messaging!

Offer Incentives: Offering incentives can be a good way to encourage participation, but you have to be careful about the way this comes off. For example, you don't want to cheapen the purpose of the campaign by posting flyers that feature pizza, while putting the topic of your campaign in the corner. A good example of using an incentive could be asking a teacher/professor to offer extra credit for attending an event.

Utilize the 40/60 Rule: Marketing is hard work! Ideally, 40% of your time should be spent on content creation for the event and 60% on marketing. Getting people in the door is incredibly important. No matter how great your program is, it won't do much good if no one shows up. You could even designate members of your team to just focus on marketing.

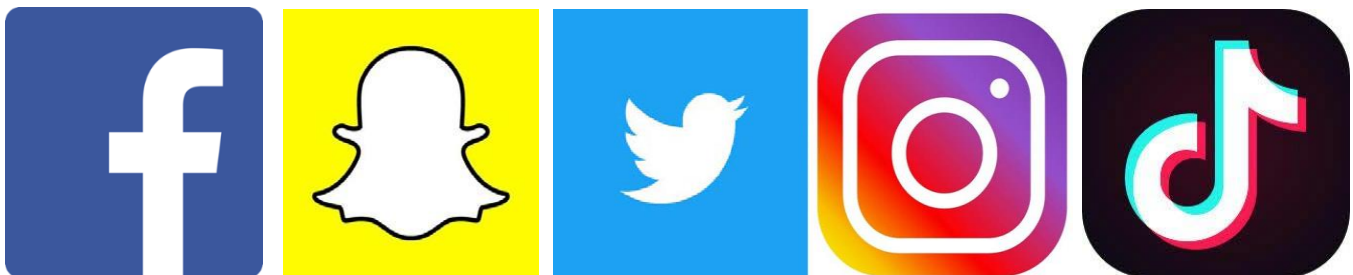
Strategy 2: Social Media Activities

Your social media activities can reach large audiences and quickly raise awareness about International Humanitarian Law. Social media is most effective when it has a call to action, or it invites the participation of the viewer. However, not all people who see your message will want to engage with the topic. It is, therefore, important to reach large numbers because only a small percentage will be inspired to act. This is why as a team you will count both the views and engagements of your social media reach.

- **View:** A view is defined as receiving and acknowledging a post and/or taking some low level of action.
- **Engagements:** A social media engagement is more than just a view. An engagement is defined as seeing a post and demonstrating active participation in IHL discourse.

Ways to engage peers through social media activities:

1. Ask a question to your peers on an IHL topic
2. Ask friends to take a survey on a topic
3. Post a video or image and ask peers how the video or image made them feel
4. Shares of content
5. Get your peers to follow the ICRC's social media accounts



What counts as a *view* or an *engagement* on social media platforms?

Platform	Action	Count
Instagram		
View	Post a video or photo on your Story, livestream	Views, likes
Engage	Ask a question, create a poll, write a post that starts a discussion	Responses, comments on a post
Facebook		
View	Post a photo or video, livestream	Likes
Engage	Pose a question or create a survey, write a post a that starts a discussion	Responses, comments on a post, shares
SnapChat		
View	Send Snaps, post on Story	Opened Snap, View on Story
Engage	Send snaps, post on Story	Response related to topic
Twitter		
View	Photos, Videos, Posts	Likes
Engage	Photos, Videos, Posts	Shares, responses
Blog		
View	Post content	Views, site visits
Engage	Post content	Comments on blog
Tik Tok		
View	Post content	Views, likes
Engage	Post content	Comments
ICRC		
Engage	Ask friends to follow ICRC social media accounts	Follows/shares of content

Social Media Best Practices

Social media campaigns have the power to communicate messages on a massive scale and quickly raise awareness. Social media platforms are virtual spaces that can empower people to connect, build relationships, and create value through online conversation and collaboration.

Be mindful of School Guidelines, the American Red Cross Brand, and JROTC Brand

Social media impacts people's relationships with each other and institutions. As JROTC cadets participating in an American Red Cross program, you must be aware of how the content you post reflects on these organizations. Please check the content of your social media campaign with your Coach and be sure to follow your school's social media rules.

Use the Seven Fundamental Principles of the Red Cross Movement

Your campaign should be guided by the Seven Fundamental Principles at all times. For example, you must be careful not to compromise our neutrality mandate by posting something that shows a preference for or against a government or armed group. Never post something like, "Stop terrorists from harming medical workers!" because it uses legally inaccurate language and targets one group rather than addressing the problem as a whole. **Never refer to a specific armed group in postings as this could put Red Cross and Red Crescent staff members and volunteers in danger abroad. Do not berate individual decision-makers or governments.**

Respond to Comments with Caution and Respect

While running a social media campaign, you might receive negative or hurtful comments from people. Report any abuses or episodes of cyber bullying immediately to your Coach. If a comment is just a little negative or reflects a view about IHL that is uninformed, be sure to respond with respect and stick to facts rather than opinions. If someone finds one of your posts harmful or offensive, apologize when appropriate.

Social Media Do's

- Use your own personal pages and profiles
- Check social media content with your Coach
- Use the Seven Fundamental Principles to guide your posts
- Follow the American Red Cross Social Media Guidelines
- Provide accurate facts and information from sources like the ICRC or American Red Cross
- Report abusive or bullying comments to your Coach

Social Media Don'ts

- DO NOT create a new American Red Cross or JROTC page or profile
- DO NOT create content and post it without checking with your Coach
- DO NOT post interpretations or call out specific armed groups or violations of IHL
- DO NOT post opinions or personal beliefs
- DO NOT respond aggressively or defensively if you receive a negative or uninformed comment

Campaign Summary Project PowerPoint or Video

As our partners in disseminating IHL, it is vital that we learn from your valuable experience and are able to share your story. This summary project will also be used to learn about your campaign when determining who will win the competition. Once you have completed your campaign, please create a short video or PowerPoint presentation demonstrating your accomplishments!

Please include in your video or presentation:

- What was the problem your campaign was trying to solve?
- What campaign activities did you do?
- How were you successful?
- How many people did you engage through in-person activities? How many views did you get through social media? How many engagements did you get through social media?
- What could you do better next time?
- What was the best part of the IHL Youth Action Campaign, or what accomplishment are you proudest of?

The Competition

Throughout the campaign, teams will track the number of people their team reaches in-person and/or online. Throughout the campaign, teams report their campaign activities through the IHL Youth Action Campaign Website and at the end of the campaign they will create and turn in the Campaign Summary Project. Campaigns must be complete and summary projects turned in by April 1st. The team that has the greatest reach and most compelling campaign within the Red Cross Division where their school is located will be selected a division winner, and the best of the division winners will become national champion. The American Red Cross will pay to send up to five members of the national winning team to Washington D.C. for the Summit.



IHL Youth Action Campaign Checklist

- ☐ Work through the steps in your Design Thinking Campaign Building Tool and Step-By-Step Activity Plan.
- ☐ Check your campaign with your Coach.
- ☐ Implement your campaign!
- ☐ Track and record data.
- ☐ Create your Summary Project and compete to go to Washington, D.C.!

Design Thinking Campaign Building Tool

Are you ready to raise awareness about IHL? Use design thinking to build your IHL Youth Action Campaign.

Design thinking is a process of problem solving that puts the human experience at the center of finding solutions. Though it will be difficult to implement the entire design thinking process to your campaign, you and your team will go through a simplified version of the steps to design activities that place your community and mission at the heart of your campaign.

You may want to use some large pieces of paper or a whiteboard to explore the steps with your team.

Step 1 - Empathize

The first step of design thinking is to empathize with your community and identify a target audience. Usually, design thinkers will observe their population and conduct interviews. For our purposes, simply explore the following questions with your team:

- Who is your target audience?
- What does your target audience care about?
- Where does your target audience usually gather?
- What kinds of activities does your target audience like to do?
- What social media platforms do they use?
- What gaps of knowledge do they have about IHL?

After reflecting on the questions, describe your target audience here:

Step 2 - Define

Keeping your target audience in mind, define exactly what problem your campaign will address:

- What would you like your community to know about IHL and the special theme?
- What information would be particularly useful or interesting to them?
- What kind of action would you like them to take?
- How can you measure if your goal has been accomplished?

Please write a statement describing the problem you would like to solve:

Please write a statement describing how will you will measure the success of your campaign:

Step 3 - Ideate

Now that you have defined your problem, it is time to brainstorm solutions.

Part 1. As quickly as possible and without judgement come up with as many in-person and social media activities as you can. Create your own ideas and refer to the activity guides and social media tool kit for support.

Please write down as many ideas as you can in the space below:

Part 2. When you have exhausted the possibilities, go back through the list and evaluate each option:

- Which of these ideas solves your problems best?
- Which ones can you do with the time and resources you have?
- How will you track participation? Will these activities reach the numerical goals you have set?

Part 3. When you have finished evaluating, decide which activities you would like to complete for the campaign, keep in mind that your ideas may change as you continue through the design thinking process.

Please list the activities you would like to include in your campaign below:

Step 4 - Prototype

The next stage of the design thinking process is to map it out. Visualize what the different components of your campaign will look like. Ask your Coach for any materials you might need and draw pictures, build models, and write sample social media posts.

In the next phase you will be testing your ideas in a simplified form on the other participants. Be prepared to explain your plan and how it meets your goals.

Step 5 - Test

The fifth phase of design thinking is testing your product. You may not have time to run through the entire campaign with a sample group but test your ideas the best you can. Test the ideas on the other participants at the training or ask your friends what they think of the activities and social media posts. Make sure to get feedback on the appropriateness of your content, if the activities are feasible, and if the campaign will meet your goals.

Please write your feedback here:

Step 6 - Implement

After you've gotten feedback on your campaign activities, incorporate any changes you would like to make.

The Design Thinking Campaign Building Tool will be submitted to the Coach, and after it is approved, you can continue to plan the various activities of your campaign and complete the Step-by-Step Activity Plan Forms.

Now, implement your campaign!



Step-by-Step Activity Plan

Team name:

Team members:

Activity Title:

Activity Date(s):

Include a brief description of the activity

What is it?

Explain how this activity addresses the problem you are trying to solve

How does it help?

How many of your
peers will you try to
reach? How will you
track you reach?



What materials will you need?

How much will it cost?

Total cost:

What steps do you need to take?	By when?	By whom?



Campaign Activity Ideas

1. Scavenger Hunt

Create a scavenger hunt where each hidden clue educates participants about IHL. One possibility is to give moral dilemmas within IHL. Ask questions, and if participants guess correctly, provide the clue to the next location. Another format is to mark locations with distinctive images and have the answer to the clue be the image for the next station.

2. Simulation Activity

Your team can take participants through a simulated journey of a humanitarian worker, fighter, or civilian during an armed conflict. Create different scenarios and have participants face challenges while learning about IHL. Use the American Red Cross Raid Cross Program, the ICRC virtual reality tools or create your own simulative experience. Ask your local Red Cross Chapter about these activities.

Teams that do a simulation should use the following statement in communicating the sensitive nature of simulations to participants: Participants should note that some of the activities during the training simulate situations of violence and they may touch on sensitive issues related to armed conflict or situations of insecurity. While the facilitators will take every precaution to ensure that all participants in the simulation are comfortable throughout the activity, participants who would like to opt out of the activity may do so at any time.

*Please note that the use of fake or simulated weapons is strictly prohibited and that before the simulation the audience must be made aware of the nature of the simulation and be given the opportunity to opt out if they do not wish to take part.

3. Theater Performance

Create a play that includes the principles of IHL. Be sure to highlight when IHL is being respected and when it is not. Follow a narrative of a fighter, humanitarian worker, or civilian in an armed conflict and educate the audience about IHL.

4. Interactive Art Display

Design an art display that requires some form of participation. People could be asked to answer a question through art, draw how they feel after watching a video about IHL, or demonstrate their support for the victims of armed conflicts.

5. Board Game

Audience members can progress through a board game by making choices and solving dilemmas faced in an armed conflict. The game could include activities, tasks, and questions. By the end, the board game could also reveal ways in which players can learn more about IHL. The instructions for the board game should be written up so it is easy to understand and can be replicated.



6. School Survey

Your team could design a survey and analyze the results. In order to educate your peers on IHL, have participants take the survey, and then facilitate an activity to increase the knowledge of IHL among the audience members. After the activity is complete, the team can ask the same audience members to take the survey again. Your team can analyze the results and decide if your campaign activity was effective in increasing knowledge of IHL.

7. Flash Mob

Your team could plan and carry out a flash mob demonstration of an IHL principle. Creative scenery, props, and costumes are encouraged. Team members should engage the audience in a conversation and pass out flyers with more information.

8. Spoken Word/ Open Mic

Organize a spoken word night or open mic session and invite peers to participate. A workshop could help participants to learn about IHL and then offer the participants time to write a song, piece of poetry, or monologue.

9. Host a Movie Screening with a Discussion

Screen a movie about armed conflicts, real or fiction. Start with a presentation about IHL to give context and prepare questions for a discussion after the movie is complete.

Movies could include:

- Beasts of No Nation
- The Colors of the Mountains
- Hacksaw Ridge
- Unbroken

Questions could Include:

- What challenges did the characters face during the armed conflict?
- When did IHL apply during the movie?
- Were there instances where IHL was violated? Where it was upheld?
- How could the parties to the conflict in the movie take feasible precautions to lessen collateral damage?



Campaign Activity Data

Name of Activity	Date of activity	How was data tracked?	In-person count
<i>ex: IHL Movie night</i>	<i>1/30/19</i>	<i>Number of people that signed in</i>	<i>24</i>

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- ⁱⁱⁱ “What do Children Want in Times of Emergency and Crisis?”, Save the Children, June 2015, pp. 1 and 16, <https://www.savethechildren.org/content/dam/global/reports/education-and-child-protection/what-children-want.pdf>
- ^{iv} “Education Counts: Towards the Millennium Development Goals,” UNESCO, Paris, 2011, p. 7 <http://unesdoc.unesco.org/images/0019/001902/190214e.pdf>.
- ^v “Education for people and planet: creating sustainable futures for all, global education monitoring report” UNESCO, 2016. p.38
- ^{vi} International Commission on Financing Global Education Opportunity, *The Learning Generation: Investing in education for a changing world*, International Commission on Financing Global Education Opportunity, p. 99 <http://report.educationcommission.org/report>
- ^{vii} Collier, Paul. “Doing Well out of War.” World Bank, April 10, 1999. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.475.2663&rep=rep1&type=pdf>
- ^{viii} Brockhoff *et al.* “Great Expectations and Hard Times: The (Nontrivial) Impact of Education on Domestic Terrorism”, *Journal of Conflict Resolution*, Vol. 59, October 2015.
- ^{ix} Geneva Convention IV, 1949, art. 147; Additional Protocol I to the Geneva Conventions, art. 85
- ^x Additional Protocol I to the Geneva Conventions, art. 52(3)
- ^{xi} Additional Protocol I to the Geneva Conventions, art. 51(3)
- ^{xii} Additional Protocol I to the Geneva Conventions, 8 June 1977, art. 48
- ^{xiii} Geneva IV, Article 50
- ^{xiv} Additional Protocol I, Article 78(2)
- ^{xv} Additional Protocol II, Article 4(3)(a)
- ^{xvi} Additional Protocol II to the Geneva Conventions, 8 June 1977, art. 4(3)(c)
- ^{xvii} Nathalie Weizmann, “When War Comes to School.” Just Security, May 29, 2019. <https://www.justsecurity.org/64344/when-war-comes-to-school/>.
- ^{xviii} “Lessons in War 2015 Military Use of Schools and Universities during Armed Conflict.” Global Coalition to Protect Education from Attack, May 2015. https://www.scholarsatrisk.org/wp-content/uploads/2016/05/Lessons_in_War_2015.pdf.
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