

Refugee Health and Humanitarian Action

MDES-3500 (3 credits)

Morocco: Refugees, Health, and Humanitarian Action

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

This seminar is focused on the study of refugee health care and humanitarian aid with a focus on Jordan and Morocco. Over the last few decades, Jordan has become home to millions of refugees and displaced populations from Palestine and more recently from Iraq and Syria. The seminar provides first-hand exposure to the humanitarian response of various UN agencies in Jordan and Morocco, most notably the United Nations Relief and Works Agency for Palestine Refugees (UNRWA), the United Nations High Commissioner for Refugees (UNHCR), World Health Organization (WHO), and the United Nation's International Children's Emergency Fund (UNICEF), during the emergency and post-emergency, in collaboration with the host government. The seminar also addresses the common principles, rights, and standards governing humanitarian action across the various sectors of humanitarian work, with special emphasis on health and wellbeing. The health status, risk factors, and health services (both physical and mental) available to refugees will be addressed during the emergency and post-emergency phases with special emphasis on vulnerable groups including women and children. The relationship between the social and economic "daily stressors" and war-related traumas on the mental health of refugees will be examined in detail. Due consideration will also be given to the impact of consecutive refugee crises on the health system and the barriers to health care in Jordan and Morocco. The seminar uses an experiential learning model that integrates theory and field-based learning during visits to healthcare facilities providing health services to refugee and vulnerable communities, UN agencies, international relief organizations, and local NGOs.

Learning Outcomes

Upon completion of the course, students will be able to:

- Demonstrate understanding of the common principles, rights, and duties governing humanitarian action as set out in the humanitarian charter.
- Demonstrate knowledge of refugee humanitarian response in Jordan and Morocco and the coordination between host government, UN, and humanitarian agencies.

- Show understanding of the risk factors to the physical, mental, and social health of refugees in camps and host communities.
- Demonstrate understanding of the objectives, priorities, processes, and minimum standards in humanitarian health response during the emergency and post-emergency phases of refugee crises.
- Apply the knowledge gained regarding theoretical frameworks and minimum standards in health, and other humanitarian sectors, to appraise the humanitarian response to the humanitarian refugee crisis in Jordan and the region.

Language of Instruction

This course is taught in English. Students will be exposed to vocabulary related to course content as well as the nuances of health, environmental issues, and community change and development through in-country expert lectures and field visits in a wide range of venues and regional locales.

Instructional Methods

This course is designed around the principle that learning is an active, holistic process that extends well beyond the classroom. Seminars introduce key concepts and interpretive frameworks that are then examined, complicated, and enriched through direct engagement with people, places, and contexts — field visits, expert briefings, guided observation, and community-based learning. Field-based learning is integrated into course design rather than treated as enrichment: faculty prepare students for each engagement, guide interpretation on location, and facilitate the reflection that connects experience to course themes. Students move through cycles of experience, observation, and analysis, progressively taking greater ownership of their own inquiry. This process is not always linear, and that is by design — developing the capacity to learn from unpredictable, context-dependent situations is itself a transferable skill and a foundation for lifelong learning.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

- Leadership Discussion and Synthesis. Students should present and lead a discussion and synthesis session on the readings, make comments, and prepare questions for class discussion.
- Students will be required to write one critical analysis of a question based on lectures and readings assigned. The paper should be seven pages long.
- Following a field site visit assigned by the AD, students will be expected to prepare a four-page reflective analysis paper focusing on observations made during the visit, issues raised during presentations given by health professionals during the visit, and answering the question(s) requested by the AD.
- Students will be required to analyze and present a humanitarian case.
- Attendance during the thematic seminar is mandatory and your grade will reflect your involvement in class and during other activities and excursions.

Assessment:

Discussion Leadership	20%
Critical Analysis Paper	20%
Humanitarian Case Analysis	35%
Field Visit Report	25%

Attendance and Participation

Participation is assessed based on consistent, informed engagement in class sessions, simulation activities, and experiential learning. This includes preparation for discussions, constructive collaboration within teams, responsiveness during simulations, and professional conduct during site visits and guest engagements. Students are expected to contribute thoughtfully, listen actively, and engage respectfully with peers and external partners throughout the course.

Consistent participation in classes, site visits, and required program activities is essential to the academic experience. Students are expected to participate fully and may not opt out of required components, as these activities are integral to course learning and collective discussion. If circumstances such as illness affect attendance, students must communicate promptly with the Program/Academic/Center Director or a designated staff member. Absences may affect academic performance and course grades, and repeated or unexcused absences may result in additional academic or programmatic consequences. When absences are unavoidable, alternative academic work may be required.

Late Assignments

Because this program integrates classroom learning with site visits and debriefs, assignments are designed to build on one another and connect directly to learning on location. *Timely submission is therefore important for maintaining continuity and full participation in the academic experience.* Extensions may be granted *in limited circumstances and on a case-by-case basis* with approval from the Center/Academic/Program Director or a designated staff member. Requests should be made in writing as early as possible and no later than 12 hours before the posted due date. Students are expected to communicate proactively if challenges arise. Work submitted after an approved extension period may receive a reduced or failing grade, depending on the circumstances.

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D

Program Expectations

To support a respectful, engaging, and academically rigorous learning environment, students are expected to approach this program with professionalism, preparation, and openness. Because this is an intensive, field-based program, individual conduct directly shapes the quality of the shared academic experience.

- **Learning Community:** Students are expected to engage respectfully with differing perspectives, including those of classmates, guest speakers, and local partners. Agreement is not required, but attentive listening, intellectual openness, and respectful dialogue are essential.
- **Content Considerations:** Course materials and activities may engage sensitive or challenging topics. The classroom is a space for thoughtful, respectful engagement with complex ideas. When possible, faculty will flag particularly intense content in advance. Students who find that course content affects their ability to participate or keep up with coursework are encouraged to communicate with faculty and seek appropriate support.
- **Participation and Engagement:** Students are expected to come prepared and to engage actively in classes, discussions, and site-based learning. This includes contributing thoughtfully to discussion, asking questions, and engaging respectfully with faculty, peers, and guest speakers. Meaningful participation supports collective learning and is an essential part of the program experience.
- **Flexibility and Adaptability:** Schedules and activities may change in response to local conditions or logistical realities. Students are expected to approach such adjustments with flexibility and professionalism. Adaptability is considered part of meaningful engagement in the program.
- **Academic Integrity:** Students are expected to complete all work honestly and ethically, in accordance with academic integrity standards outlined in course and program policies (see link to full policy below).
- **Managing Academic Work:** Students are responsible for maintaining reliable access to their academic work by keeping multiple copies using secure storage methods (e.g., cloud-based platforms or the learning management system). Technical issues such as lost files or device failures do not excuse late or missing work.
- **Personal Technology Use:** Personal devices may be used for note-taking and course-related activities. Off-task use is not acceptable, particularly during discussions, site visits, or guest presentations, as it detracts from collective engagement.
- **Course Communication:** Course materials, assignments, and updates will be posted on Canvas. While the course calendar provides a general structure, adjustments may occur based on program flow or site-based learning opportunities. Students are responsible for checking the course site regularly and communicating promptly about access issues.
- **Recording Policy:** To support open discussion, recording of classes or program activities is not permitted without prior written approval from the instructor. Approved recordings are for personal academic use only. Documented academic accommodations may supersede this policy.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Credit Hours: School for International Training (SIT) adheres to the standard that 1 credit hour equals no less than 45 hours of coursework. The calculation is based on the standard 50-minute academic hour. The number of credits each course carries determines how many total hours each course involves in a semester. Of the 45-hours for 1-credit hour, one third is designated for direct faculty instruction. Direct faculty instruction includes all learning activities led by the faculty whether in the classroom or in the field — lectures, guest speakers, site visits, hands-on field activities, etc.

The full policy on credit hours can be found [here](#).

AI Usage: SIT's [policy on Generative AI and Academic Programs](#) is included as an addendum to the academic integrity policy.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Accessibility Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

Course Schedule

**Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs*

Module 1: Humanitarian Response to Refugee and Displaced Populations

This module addresses the common principles, rights, and duties governing humanitarian action as set out in the humanitarian charter. The module examines the major sectors of humanitarian response and investigates the processes, standards, and players in each sector.

Session 1: Introduction to Humanitarian Action

This session provides a general introduction to the common principles, rights, and duties governing humanitarian action as set out in the humanitarian charter and the core standards in humanitarian response. The session also introduces the top priorities of intervention in a refugee relief program and the minimum standards of humanitarian response including core standards and sector-specific standards. Furthermore, the session introduces the origins of the

international humanitarian system and explores the coordination and accountability approaches to humanitarian responses.

Required Reading:

- Toole, M. & Waldman., R. (2020). Complex Emergencies. In Merson, M., Black, R.& Mills, A. (Eds). Global Health, Programs, Systems and Policies. (Ch 12. pp 537-595). Jones & Bartlett Learning (ISBN-13:978-0-7637-8559-8).
- Maxwell, D.G. & Gelsdorf, K. (2019) Understanding the Humanitarian World (Global Institutions). Routledge; 1st Edition. Abingdon. eBook. Chapter 1: The Origins of Contemporary Humanitarian Action: from the Early Beginning to World War II. pp. 14-30.

Session 2: Contemporary Humanitarian Architecture

This session explores the how the global humanitarian network is organized and coordinated including the United Nations established coordination system and coordination outside the UN system. The session also focusses on what happens in a humanitarian response.

Required Readings:

- Maxwell, D.G. & Gelsdorf, K. (2019) Understanding the Humanitarian World (Global Institutions). Routledge; 1st Edition. Abingdon. eBook. Chapter 5: Contemporary Humanitarian Architecture & Action. Pp 120-145.

Recommended Readings:

[Global Humanitarian Overview 2022 | OCHA \(unocha.org\)](https://www.unocha.org/global-humanitarian-overview-2022)

UNHCR (2026) The Preparedness Package for Refugee Emergencies: A Reference Guide for Preparedness.

Session 3: Humanitarian Response in the Water Supply, Sanitation, and Hygiene Sector-

This session introduces Sphere's minimum standards in WASH and focuses on WASH response in Jordan, one of the most water poor countries in the world, including providing water and waste management in Zaatari refugee camp and other humanitarian contexts.

Required Readings:

- Sphere Project. (2018). Minimum Standards in Water Supply, Sanitation and Hygiene Promotion. In: Humanitarian charter and minimum standards in disaster response. Geneva, Switzerland: Author.
- Neumann-Silkow, F., Hussein, H., Hamdam, I., & Abu-Ashour, J. (2022). Tapped out: The costs of water stress in Jordan. UNICEF.

Recommended Readings:

- Al-Harashseh, S., Al-Adamat, R. and Abdullah, S. (2015) The Impact of Za'atari Refugee Camp on the Water Quality in Amman-Zarqa Basin. Journal of Environmental Protection. Vol.06 No.01.
- Alqadi, K., Kumar, L. & Al-zu'bi, J. (2013). Changing demographics, expanding urban areas and modified agricultural extents and their impacts on water availability and water quality in Jordan. African Journal of Agricultural Research. 8(25), (3193-3201). (3193-3201).

Session 4: Humanitarian Response in the Food Security, Nutrition, and Food Aid Sector

This session introduces the minimum standards in food aid, nutrition, and food security according to the principles embodied in the Humanitarian Charter. The session also examines food aid intervention and refugee food security and nutrition status in Jordan and Morocco.

Required Readings:

Atayoglu, A. T., Firat, Y., Kaya, N., Basmisirli, E. et al. (2023). Evaluation of nutritional status with Healthy Eating Index (Hei-2010) of Syrian refugees living outside the Refugee Camps. International journal of environmental research and public health. Int J Environ Res Public Health. 2023 Jan; 20(1): 849.

Recommended Readings:

Ministry of Health MOH. Interagency Nutrition Surveys among Syrian Refugees in Jordan. Nov 2016.

Hosseini, M. M., Leidman, E., Kingori, J. Hurn, A and Bilukha, O.O. (2016). Nutritional situation among Syrian refugees hosted in Iraq, Jordan, and Lebanon: cross sectional surveys. Conflict & Health 10:26.

World Food Program. (2017) State of Food Insecurity in Yemen: based on the emergency food security & nutrition assessment (EFSNA). April 2017. UNFAO. Turkey: Syrian Refugee Resilience Plan 2018-2019. Food & Agriculture Organization of the United Nations.

Session 5: Shelter and non-food items-

This session introduces the humanitarian response relating to shelter and nonfood items. The session also discusses camp coordination and camp management.

Required Readings:

Sphere Project. (2018). Minimum Standards in Shelter and Non-food items. In: Humanitarian charter and minimum standards in disaster response. Geneva, Switzerland: Author.

Reach Initiative. (2014) Market Assessment in Al-Zaatari Refugee Camp in Jordan.

CAMP Handbook (spherestandards.org)

UNHCR Emergency Handbook. (2022) Camp Coordination and Camp Management.

Module 2: Emergency and Post-Emergency Refugee Health

This module addresses the objectives, priorities, processes, and minimum standards in humanitarian health response during the emergency and post-emergency phases of refugee crises. The role of the Jordanian Ministry of Health (MOH) in coordinating humanitarian aid in the health sector will be explored as well as the challenges of providing quality and sustainable

health care services to refugees in Jordan. The session explores the health status and barriers to providing health care to migrants and asylum seekers in Morocco.

Session 1: Introduction to the Health Systems in Jordan and Morocco

This session explores key components of the health system: organization, financing, delivery of services, access to medicines; health system goals; health care personnel, status of the components of health system: public health, primary care and hospital care and their providers.

Required Reading:

Headway, UNHCR in Jordan 2023. Health Access and Utilization Survey among non-Syrian Refugees - Jordan - 2023 Survey Report.

Hayate Koubri, Abdelmajid Soulaymani Kouartey, N. et al. (2025) Migrant Health in Morocco: Between Law and Reality *International Journal of Research and Scientific Innovation (IJRSI)*. ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XII Issue X October 2025.

Recommended Readings:

World Health Organization. 2015. Climate & Health Country Profile-Jordan.

Ajlouni, M. (2011) Jordan Health System Profile. WHO EMRO (World Health Organization) Geneva, Switzerland.

Murshidi, M., Hijjawi, B., Jeriesat, S. et al. (2013) Syrian Refugees & Jordan's Health Sector. *The Lancet* 382, (Jul 20,2013): 206-207.

U.S. Department of Health and Human Services Centers for Disease Control and Prevention (2016) Syrian Refugees Health Profile

Session 2: Health Response -Providing Health Services for Displaced Populations-Visit to an NGO providing health care to migrants in Tangier.

This session will look at the acute and long-term consequences of conflict and displacement on health and the public health interventions and health care services available in Syrian refugee settlements in Jordan. The session includes a visit to health Clinics providing health care to migrants in Tangier.

Required Readings:

Essayagh F, Essayagh T, Essayagh M, Khouchoua M, Lemriss H, Rattal M, et al. (2023) Disease burden among migrants in Morocco in 2021: A cross-sectional study. *PLoS ONE* 18(1): e0281129. <https://doi.org/10.1371/journal.pone.0281129>

Chaudhri, S., Cordes, K., & Miller, N. (2019). Humanitarian health programming and monitoring in inaccessible conflict settings: a literature review. *Journal of International Humanitarian Action*, 4(1). <https://doi.org/10.1186/s41018-019-0055-x>

UNHCR. (2024, October 14). Health access and utilization survey among “Zaatari Camp refugees” Jordan. ReliefWeb. <https://reliefweb.int/report/jordan/health-access-andutilization-survey-among-zaatari-camp-refugees-jordan-july-2024>

Session 3: Health Care for Refugee Children

This session addresses risk factors for developing health problems and common illnesses in children living in refugee camps. The session also discusses the pediatric curative care, immunization, and therapeutic and supplementary feeding programs available for Syrian refugee children in camps and host communities. The status and services available for migrant children in Morocco will also be explored.

Required Reading:

Ibrahim A, Linton JM, Dawson-Hahn E. Providing Compassionate, Evidence-Based Care for Refugee, Immigrant, and Migrant Children. *Adv Pediatr*. 2024 Aug;71(1):1-16. doi: 10.1016/j.yapd.2024.01.001. Epub 2024 Feb 29. PMID: 38944476.

Recommended Reading:

Boukari Y, Kadir A, Waterston T, et al. Gaza Armed Conflict and Child Health. *BMJ Paediatrics Open* 2024; 8:1–5.

Baauw, A., et al. "Health Needs of Refugee Children." *BMJ Paediatrics Open*, vol. 3, 2019.

Sahin, E. et al. (2020). Vulnerabilities of Syrian refugee children in Turkey and actions taken for prevention and management in terms of health and wellbeing. *Child Abuse & Neglect*

Devakumar, D., Birch, M., Rubenstein, L. S., et al. (2015). Child health in Syria: recognizing the lasting effects of warfare on health. *Conflict and Health*, 9, 34.

Session 4: Refugee Women Health Care

This session explores reproductive health care services available for Syrian refugee women in refugee camps and host communities. The prevention and response relating to high birth rate, early pregnancies, gender-based violence, and increased sexual and domestic violence in the refugee community will be discussed. Sexual and reproductive health for female migrants in Morocco will be explored including available services and barriers to access.

Required Reading:

Acharai, L., et al. (2023). Sexual and reproductive health and gender-based violence among female migrants in Morocco: a cross-sectional survey. *BMC women's health*, 23(1), 174.

Çöl, M., Bilgili Aykut, N., Usturalı, A.N. et al. N. (2020) Sexual and reproductive health of Syrian refugee women in Turkey: a scoping review within the framework of the MISP objectives. *Reproductive Health* volume 17, 99, 1-12.

Recommended Readings:

Meagher, K., Khaity, M., Hafez, S. et al. (2023) Strengthening health systems and peacebuilding through women's leadership: a qualitative study. *Global Health* 19, 21. <https://doi.org/10.1186/s12992-023-00920-1>

Amiri, M., El-Mowafi, L., Chahien, T. et al. (2020) An overview of the sexual and reproductive health status and service delivery among Syrian refugees in Jordan, nine years since the crisis: a systematic literature review. *Reproductive Health* volume 17, 166 (2020).

Ades, V., Wu, S. X., Rabinowitz, E., Chemouni Bach, S., Goddard, B., Pearson Ayala, S., & Greene, J. (2019). An Integrated, Trauma-Informed Care Model for Female Survivors of Sexual Violence: The Engage, Motivate, Protect, Organize, Self-Worth, Educate, Respect

(EMPOWER) Clinic. Obstetrics and gynecology, 133(4), 803–809. <https://doi-org.ccl.idm.oclc.org/10.1097/AOG.00000000000003186>

Session 5: UNRWA Health Care and Social Services Provision to Palestine Refugees

This session, which consists of a site visit to the UNRWA Health Center, provides students with the opportunity to learn first-hand about health care systems and medical services available to Palestinian refugees. The field visit is followed by a reflection session that provides the students with a forum to debrief and analyze the challenges of delivering health care to refugee populations.

Required Reading:

Seita, A. (2015) Governing the Reform of the United Nations Health Systems for Palestine Refugees: Moving Mountains. In Reich, M. & Takemi, K. (Eds) Governing Health Systems for Nations and Communities Around the World. (267-292). Lampery & Lee.

Recommended Reading:

United Nations Relief and Works Agency for Palestine Refugees in the Near East. Annual report of the Department of Health 2025: UNRWA Health Department; 2026.

Module 3: Mental Health in Conflict

Session 1: Mental Health and Psychosocial Challenges in Refugee Populations

This session discusses the risk factors and prevalence of mental illness in refugees, including conflict-related traumas and the psychosocial challenges of immigration and assimilation. The session will also explore the mental health care services available for refugees living in refugee camps and host communities in Jordan and the perceptions of refugees regarding mental health interventions available in Jordan. Mental health and psychosocial support for asylum seekers and sub-Saharan migrants in Morocco will be explored.

Required Reading:

Cratsley, K., Brooks, M. A., & Mackey, T. K. (2021). Refugee Mental Health, global health policy, and the Syrian crisis. *Frontiers in Public Health*, 9. <https://doi.org/10.3389/fpubh.2021.676000>

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Recommended Reading:

Hijazi, Z. and Weissbecker, I. (2015) Syria Crisis: Addressing regional mental health needs and gaps in the context of the Syria crisis. 2015, International Medical Corps: Washington, DC.

Tahir, Roheena et. al (2022). "Understanding mental health from the perception of Middle Eastern refugee women: A critical systematic review." *SSM Mental Health*, Vol. 2, 100130, ISSN 2666-5603.

Session 2: Responding to Psychosocial Challenges of Conflict and Displacement-Psychological First Aid and Counseling Skills

The session combines a lecture and field visit to an NGO, which provides counseling and psychosocial support for Syrian refugees living in Jordanian host communities. The session will introduce the students to psychological first aid, stress management and coping mechanisms for aid workers and the refugee population.

Required Reading:

La Corte, P.C. and Jalonen, A. (2017) A Practical Guide to Therapeutic Work with Asylum Seekers and Refugees. Part 2: Three Core Principles. Jessica Kingsley Publishers. London and Philadelphia.

IASC Reference Group for Mental Health and Psychosocial Support in Emergency Settings. (2010). Mental Health and Psychosocial Support in Humanitarian Emergencies: What Should Humanitarian Health Actors Know? Geneva.

Recommended Reading:

Hassan, G., et al., (2015) Culture, Context, and the Mental Health and Psychosocial Wellbeing of Syrians: A Review of Mental Health and Psychosocial Support staff working with Syrians Affected by Armed Conflict. 2015, United Nations High Commissioner for Refugees: Geneva.

Session 3: Trauma Care-Narrative Exposure Therapy

This session introduces the students to trauma symptoms and the various therapies and interventions most commonly used for treating trauma. The session will focus on narrative exposure therapy which is currently one of the most common techniques for trauma therapy.

Required Reading:

Kaltenbach, E., McGratha, P.J., Schauer, M. et al. (2021) Practical guidelines for online Narrative Exposure Therapy (e-NET) – a short- term treatment for posttraumatic stress disorder adapted for remote delivery. European Journal of Psychotraumatology. VOL. 12, 1881728.

Session 4: Psychosocial Interventions for Displaced and Resettled Refugees -Field Visit

The session combines a lecture and field visit to an institution that provides protection and psychosocial support for refugee children and women.

Required Reading:

Inter-Agency Standing Committee (IASC) (2007) IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings. Geneva: IASC.

Module 4: Humanitarian Action and Refugee Health: Global Health and International NGOs s- Geneva Excursion

This module takes place during the excursion to Geneva and will provide an opportunity to visit UN and other main international agencies and NGOs mandated with refugee protection and relief to learn first-hand about their missions, mandates, roles and activities. The module will focus on humanitarian medical aid and will examine the role of WHO as Health cluster lead in emergencies, as well as exploring the mandate and challenges facing international agencies providing medical assistance in emergency situations.

Session 1: Humanitarian Emergencies Medical Aid-Visit to MSF Geneva The session explores the central role played by doctors without borders (MSF), an INGO focused on providing emergency health response in humanitarian settings as well as advocacy for the rights of disaster-stricken populations.

Required Reading:

Hémono, Relyea, B., Scott, J. et al. (2018) The needs have clearly evolved as time has gone on.”: A qualitative study to explore stakeholders’ perspectives on the health needs of Syrian refugees in Greece following the 2016 European Union-Turkey agreement. Hémono et al. Conflict and Health (2018) 12: 2.pdf.

Trelle, M. et al. (2015) Providing surgery in a war-torn context: the Médecins Sans Frontières experience in Syria. Conflict and Health (2015) 9:36 .pdf

Session 2: Field Visit to International Red Cross and Red Crescent Museum-Geneva

The field visit to the International Red Cross and Red Crescent Museum provides an opportunity for better understanding of the history, current events and challenges of humanitarian aid. An exhibition named “The Humanitarian Adventure” presents three contemporary problems through three distinct spaces: Defending human dignity, reconstructing family links, and reducing natural risks.

Required Reading:

Safe Homes: Key Lessons from Hosting People Displaced from Ukraine in Private Homes

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The IFRC shelter commitment.

<https://youtu.be/0-PwP1ruzL0>