Do No Harm Trainer's Manual

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Icons used:

- Case Study
- Handout
- Role Play
- Internet Resources
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This Manual is a revised version of CDA’s original Trainer’s Manual of 2002. It is based on the experiences of numerous trainers conducting different types of trainings and workshops for different types of audiences in very different situations since 2001. Particularly, this Manual incorporates some of the experiences of peacebuilding organisations working with Do No Harm.

While conducting Do No Harm trainings and workshops during the past more than 16 years we learned much about the difficulties of “mainstreaming” Do No Harm into an organisation’s procedures and mode of operation. Part of those difficulties we concluded is also the type of process that is suggested in the 2002 Trainer’s Manual. That process of learning was designed to allow participants to discover themselves the key lessons of the Local Capacities for Peace (LCP) Project. That was important in the early years so that participants could discover for themselves the importance and relevance of systematically analysing potential unintended negative effects. Today, the Do No Harm language has become almost as established as Gender language. It is widely accepted that project interventions in any situation may have – and often do have – unintended negative effects. Workshop participants today are more interested in “how do you do it?”.

Therefore, we decided to design a manual for trainings and workshops that address first and foremost this question. Our experience has shown that the “Seven Steps of the Do No Harm-Approach” provide a very practical and useful sequence of steps that allow participants to experience during a workshop how Do No Harm programming (or monitoring) can be done. That additional experience (apart from learning the content matter of Do No Harm) we hope will encourage participants to develop ideas how to integrate Do No Harm in what they do and how they do it.

This manual is structured along the Seven Steps. It presents the LCP project’s findings and the tool developed as participants are following these Steps. Each unit includes suggestions for trainers about how to organise a workshop session so that participants engage with the ideas. The material and the options provided for how to conduct sessions have all been tested in different workshop settings by various trainers and have been found to be useful. However, there are many other ways of organising and conducting sessions. Thus, the suggested options are just that: suggestions.

We thank CDA Collaborative Learning Projects for allowing trainers to work with and adapt the 2002 Trainer's Manual. We thank our trainer colleagues particularly in Africa and South Asia for contributing their suggestions and ideas. And we thank participants of various workshops we conducted over the last three years for allowing us to experiment with elements of this revised manual and for giving us honest and helpful feedback.

Though this revision again was a collaborative project, errors and faults are definitely our responsibility. We appreciate suggestions for improvement.

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