

# **MODULE 3**

## **REFUGEE SITUATION IN CONTEXT**



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### **Summary**

This module builds on the foundation laid in **Module 2** about who is a refugee, why they flee, and what happens to them before, during, and after flight, as well as upon their return home.

It provides an opportunity for participants to assess the refugee situation they face in their work in a more structured way. It begins to move the discussion from theory to practice.

The emphasis in this module is to explore participants' experience with refugees by examining **the refugee situation in the country** where the workshop is being held.

This module introduces **a tool for refugee protection analysis** that participants are encouraged to use to understand how to fully analyse the particular refugee context they are working in and to determine protection roles and responsibilities. After introducing this tool for refugee protection analysis, participants work in groups to gain an overview of:

- The refugee situation, including what caused refugees to flee to the area;
- Their current experience;
- Who is involved in protecting them;
- Any security, political, economic, or other factors that affect their reception by the host country, the attitude of the government of the country of origin, etc.

**“Handout 1 - A Tool for Refugee Protection Analysis”** is also useful in additional modules, such as **Module 4** and **Module 5**, and it may also be used as **a framework for action-planning**.

**Learning Objectives**

By the end of this session, participants will:

- Be aware of the main characteristics of the refugee groups in the area;
- Know to what extent protection is afforded to these groups.

**Key Messages**

- Refugees flee for a host of reasons, and each refugee flight has a distinct context;
- The access refugees have to basic services will depend on the context of each refugee flow and the actors involved;
- In order to put in place appropriate refugee protection programmes, the demography of the refugee group/population must be examined;
- Practical issues arise that will define a protection response, such as the type of refugee settlement; the adaptability of assistance to refugee populations, customs, and habits; their mobility in the host country; the legal status granted; and whether they have been issued identity documents, have the right to work, or are provided with access to education.

**Preparation**

- To give an overview of the country context, you may **invite an external person** to deliver this part of the session. A good example would be representatives from the national government and an NGO in order to get two perspectives;
- **Familiarise** yourself with the following points concerning the refugee situation in the country where the workshop is being held: the profile of the refugee groups (how many, why, demographic breakdown, specific vulnerabilities, the specific protection threats and protection sources), the different actors in the country and the social, political and economic environment. Use “**Handout 1 - A Tool for Refugee Protection Analysis**” as a prompt for further detail that may be relevant to research;
- **Write the questions** for **Activities 1 and 2** on the flip chart in advance.

Module 3 Breakdown			
Timing		Method	Resources needed
Activity 1: Overview of the Refugee Situation	15'	Plenary talk	Module3.ppt Country map
Activity 2: Introduction of a Tool for Refugee Protection Analysis	20'	Presentation	Handout 1 - A Tool for Refugee Protection Analysis
Activity 3: Profiling the Refugee Population in Your Area	55'	Group work	Stickers, push pins, or markers to indicate refugee communities
<b>Total: 90 minutes</b>			

Activity 1 - Overview of the Refugee Situation			
Timing		Method	Resources needed
Presentation	15'	Plenary talk led by trainer or external person	Country map
Total: 15 minutes			

### Note to trainer

- ✓ *In this session, it is important to **acknowledge the experience** of participants and to encourage them to see this session as a time for **pooling** their knowledge. You may need to prompt participants and also be aware that they might not all be comfortable speaking due to institutional constraints. It is your role to keep the group concerned with facts and experience and to avoid the politicisation of the session.*
- ✓ *Allow plenty of time for questions and contributions from the group.*

### Plenary talk

Using a map of the country, **provide a brief overview of the refugee situation in the area**. If participants find this too simplistic, then ask how it might be different from other refugee situations they are familiar with.

**Identify the characteristics of the refugee situation** so that the participants can begin to look at what protection responses might be appropriate.

**Mark significant places**, such as **refugee communities**, on the map and build a timeline of important developments and events on a flip chart.

Write (in advance) the following questions on a flip chart and ask participants to respond to them:

- What caused the refugees to flee?
- When did the various groups of refugees arrive?
- What kind of settlements do they live in now?
- What are the main political, economic, or other factors affecting the refugee situation?

**Ask** if there are other issues that should be discussed in relation to refugees and their situation in the country.

**Summarise** the discussion before starting “**Activity 2 - Introduction of a Tool for Refugee Protection Analysis**”.

Activity 2 - Introduction of a Tool for Refugee Protection Analysis			
Timing		Method	Resources needed
A tool for refugee protection analysis	20'	Presentation	Module3.ppt
Total: 20 minutes			

### Note to trainer

- ✓ You should explain that this is a tool that encompasses all the steps for analysing refugee protection. In this session, “**Step 1 - Context**” will be covered, so there is no need to panic!
- ✓ Your emphasis should be on highlighting the flow of the analysis on the chart and why it is a helpful tool. It may be overwhelming at first, but show them how it works, how to follow the direction of the arrows, and how each of the four analytical steps – from context to describing activities, effects, and improvements – are linked together.

### Presentation

#### Slide 1: Refugee situation in context

#### Slide 2: A tool for refugee protection analysis

Explain by using **Slide 2** or referring to “**Handout 1 - A Tool for Refugee Protection Analysis**” the following key points based on the four steps of analysis:

#### Step 1 - Context

##### Who is the vulnerable population?

Identify it, for example, women, elderly people, all the refugees in the camp area, urban refugees, etc. Are some groups more affected than others?

##### How are they threatened?

For example, are they at risk of being sent back by the host government, is there a conflict in the area, are they not allowed to work, etc.? See the chart for a list of some sources of threats.

##### Who are the sources of protection?

For example, which actors from the asylum country have responsibility to protect the vulnerable population identified? Are they doing this job according to the appropriate standards for refugee protection?

### Note to trainer

*It might be best to walk through one example in plenary, pointing out how you are using the questions and flowchart in “**Handout 1 - A Tool for Refugee Protection Analysis**”. This should be like telling a story by using one small example.*

*By all means, take more time if needed, as it is important that participants are comfortable with using this chart.*

**Step 2 - Activities**

What are **my organisation's activities**, and what are **the capacities and limits** of my organisation? Who do **we work with**, and what is **the nature of that relationship**? By describing activities and situating ourselves as part of other activities in the refugee situation, we can begin to identify what effect we are having and who else might have a responsibility for refugee protection in that context.

**Step 3 - Effects**

**What effect do we have** on the vulnerable population, on other actors, and on the local environment (socially, economically, and physically)?

By identifying their effect, they are able to **start to analyse their response** to refugee protection needs in the situation they work in and to assess if there are any gaps, harmful effects, or missed opportunities in the provision of refugee protection.

**Identify who has responsibility** for filling any gaps, stopping harmful effects, and exploiting opportunities.

**Identify which refugee protection standards** relate to those with responsibilities.

**Step 4 - Improvement needed**

**How can we improve** our organisation's protection activities, and how can we develop relationships that will improve refugee protection?

**Explain** that the goal of the analysis tool is for the participants to look through the refugee protection lens and to apply refugee protection standards to their own work and that of their organisation and to ensure that the responsible actors work according to refugee protection standards.

**Explain** that the next activity will use **step 1 of the tool**. A simple example in this refugee context using the analytical chart would be as follows in the next activity.

Activity 3 - Profiling the Refugee Population in Your Area			
Timing		Method	Resources needed
Instructions	5'	Instructions	Country map
Group work	25'	Group work	Handout 1 - A Tool for Refugee Protection Analysis
Feedback	20'	Report back to plenary	Stickers, push pins, or markers to indicate refugee communities
Wrap-up	5'		
Total: 55 minutes			

### Note to trainer

- ✓ *This session is intended to **build on the experience of participants** and to get them to pay close attention to the distinct aspects of the refugee population they are protecting and assisting.*
- ✓ *You may wish to adjust the following questions according to how the groups respond to certain ideas or trigger words. For example, **questions 2 and 3** need not be separated if this seems an artificial distinction.*
- ✓ *Explain that the questions are taken from “**Handout 1 - A Tool for Refugee Protection Analysis**”.*
- ✓ *You do not want the group to focus on identifying potential protection providers or activities at this stage, as they will do so as part of the actor-mapping in **Module 4**.*

### Instructions (5 minutes)

Divide the participants into groups of similar geographical area and/or with the same group of refugees. Those working countrywide or with several different refugee groups should choose one area/group for this exercise.

Ask each group to answer the following questions:

**1. Briefly describe the refugee population in your area;**

For example: the size of the group, demographic breakdown, language, religion, country of origin, ethnicity, etc.

**2. How are they vulnerable?**

For example: What factors in their demographic, cultural, and social make-up or their background make them more vulnerable than, say, the local population?

**3. What are the threats to their protection?**

For example: Who or what does/may violate their rights or fail to fulfil them? Are there threats in the context originating from their country of origin, country of asylum, other refugees, the local population, armed groups, NGOs/INGOs/RC?

**4. What are their sources of protection?**

For example: What refugee legal standards relate to them; who or what is currently mitigating or responding to threats to their protection or is helping to decrease their vulnerability?

### Group work (25 minutes)

Tell the groups they have 25 minutes for discussion. They should summarise their thoughts with specific points and examples as necessary on flip-chart paper to feed back to the group.

**Feedback (20 minutes)**

**Give each group approximately five minutes** to give feedback to the plenary, commenting and asking questions to clarify for the group as necessary (in particular, ask any key questions that have not been covered).

Record their comments on a flip chart according to the following headings:

- The demographic breakdown;
- The main social/cultural features of each refugee group;
- Practical aspects limiting their protection;
- Extent of access to basic services and to freedom to move within the country;
- Legal norms and institutional mechanisms in place and if delivered.

**Wrap-up (5 minutes)**

**Summarise the key points** made by participants in the session, **pointing out** any similarities and/or differences relating to the protection of the various refugee groups.

## Handout 1 - A Tool for Refugee Protection Analysis

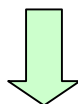
**Step 1: Analyse the historical and current context****Threats**

Are there threats in the context originating from:

- Country of origin
- Country of asylum
- Other refugees
- Local population
- Armed groups
- NGO/INGO/RC activities

**Vulnerable population**

- Who is affected?
- How are they vulnerable?

**Sources of protection**

In what ways do these actors offer protection?

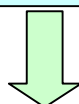
- Country of origin
- Country of asylum
- Other refugees
- Local population
- Armed groups
- NGO/INGO/RC activities

**Step 2: Describe your activities****Your organisation**

What are your capacities and limitations?

- Mandate
- Staff make-up and capacity
- Organisational culture
- Relationship with headquarters
- Resources
- Access

- **Why?**
- **What?**
- **Who?**
- **How?**
- **When?**
- **Where?**

**Your relationships**

- Who do you work with?
- Who don't you work with?
- How are you perceived?
- What kind of information do you share and how?
- How do you share resources and skills?
- How do you share lessons learned?

**Step 3: What are your effects on****The social, economic, and physical environment?**

How do you affect trade and production? Politics and participation?

**The vulnerable population?**

And their prospects for a solution?

**Other actors and groups in the context?**

Whom have you supported?  
Made responsible?  
Undermined?  
Ignored? Worked with?

**Do your activities respond to the protection problems you identified? Are there:****Harmful effects**

On the environment, the vulnerable population, or others?

**Gaps**

In the protection coverage or in your information?

**Missed opportunities**

Where you could provide protection?

**Step 4: How can you improve**

**Your organisation?**

**Your activities?**

**Your relationships?**