PROTECTION MAINSTREAMING TRAINING PACKAGE

GLOBAL PROTECTION CLUSTER 2014

Global Protection Cluster

The Global Protection Cluster Protection Mainstreaming Task Team (PMTT) is the global level forum for coordination on protection in humanitarian settings. The PMTT, within the GPC, brings together UN agencies, NGOs and other actors under a shared objective of promoting and supporting the mainstreaming of protection throughout humanitarian action.

http://www.globalprotectioncluster.org/en/areas-of-responsibility/protection-mainstreaming.html

FOREWORD

The humanitarian community, along with the United Nations as a whole, has taken critical steps in the last decade to emphasize the fundamental importance of protection in responses to humanitarian crises. Today, in view of the number of complex and concurrent emergencies, it has never been so critical for all humanitarians to ensure that their activities have a positive impact on the protection of displaced and affected populations.

Protection is a shared responsibility. While there are "protection actors" invested with a protection mandate and expertise, all humanitarians need to ensure that their activities contribute to the overall objective of saving lives, alleviating suffering, restoring dignity and livelihoods and upholding the rights of affected populations. This in turn requires interventions that are safe, impartial, equitable and transparent, and which empower communities to be decision-makers.

Injustice, inequality and marginalization are often the undercurrents of a humanitarian crisis, which the humanitarian community needs to be careful not to compound. By identifying and engaging vulnerable individuals and communities from the outset, humanitarian action can be used to mitigate further exposure to risk, and enhance the protection impact of its programmes and interventions.

To fulfil their collective commitment to prioritize protection, humanitarians need to invest in their skills and knowledge, hence the overarching goal of this Protection Mainstreaming Training Package. Drawing on the expertise of protection actors as well as a community of best practice, the Protection Mainstreaming Training Package is the product of an extensive consultative process. It can be used for the induction of new staff, as well as for planning and team building exercises. I thus encourage humanitarians across all sectors to maximize the versatility of this tool to attain the overall goal of a more effective and appropriate response to the needs of populations affected by humanitarian crises.

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ACKNOWLEDGEMENTS

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The Protection Mainstreaming Task Team would like to thank all agencies and individuals involved in supporting the development of this training package including:

Act for Peace • CARE International • Concern Worldwide • Danish Refugee Council
Gender Standby Capacity Project (GenCap) • Global Communities
Global Protection Cluster Support Cell • Handicap International • Help Age
Humanitarian Advisory Group • Internal Displacement Monitoring Centre (IDMC) • InterAction
International Rescue Committee • Norwegian Refugee Council • Oxfam GB • Oxfam Intermon
Office of the High Commissioner for Human Rights (OHCHR) • Protection Capacity Standby Project (ProCap)
Save the Children • Sphere Project • United Nations High Commissioner for Refugees (UNHCR)
United Nations Office for Coordination of Humanitarian Affairs (UN OCHA)
United Nations Children's Fund (UNICEF) • World Food Program
World Vision Australia • World Vision International

This document was produced with the financial assistance of the European Union. The views expressed herein can in no way be taken to reflect the official opinion of the European Union.

Designed by: A&J Moody Design http://www.ajmd.com.au
Printed by: RAP Spiderweb http://www.rapspiderweb.com

Suggested citation: 'Protection Mainstreaming Training Package, Global Protection Cluster, 2014'

For feedback or suggestions for the improvement of this publication please contact the Protection Mainstreaming Task Team through contacts listed here:
http://www.globalprotectioncluster.org/en/areas-of-responsibility/protection-mainstreaming.html

Produced with funding from the European Union with contributions from International Rescue Committee, World Vision and UNHCR

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INTRODUCTION

Why Mainstream Protection?

"In April 1991, in the midst of the first coalition war against Iraq, a picture of a little girl in the holy city of Safwan made a big impression on humanitarian agencies and political commentators. In a crowd of IDPs, this destitute but dignified child stood with a placard around her neck. On it was an inscription that read: 'We don't need food. We need safety'".[1]

Humanitarian agencies increasingly recognise that it is not acceptable to focus on material needs without considering protection principles. Protection considerations include: safety and dignity, ensuring meaningful access, being accountable, and ensuring participation of all groups in the disaster-affected population. All humanitarian actors have an ethical responsibility to mainstream protection into humanitarian response programs.

The centrality of protection was affirmed in the IASC Principals Statement on Protection in 17 December 2013, which stated that

> "Protection of all persons affected and at risk must inform humanitarian decision-making and response… It must be central to our preparedness efforts, as part of immediate and life-saving activities, and throughout the duration of humanitarian response and beyond."

The Statement further recognised the role of the protection cluster to support protection strategies, including mainstreaming protection throughout all sectors. To support the realisation of this, the Global Protection Cluster has committed to providing support and tools to other clusters, both at the global and field level, to help strengthen their capacity for protection mainstreaming. This training package is a key tool for field clusters to make protection mainstreaming a concrete reality.

Purpose of the training package

This training package has been developed to support field-based capacity-building of United Nations and Non-Governmental Organisational personnel from all sectors in humanitarian (including protracted) emergencies – in both conflict and natural disaster contexts. It can also be used to train government actors that are involved in the design and delivery of humanitarian programs. There are three capacity-building goals. The first is that all participants understand the purpose and methods of mainstreaming protection in humanitarian emergency responses. Secondly, that they develop skills to enable them to mainstream protection. Thirdly, by demonstrating the value and importance of protection mainstreaming, participants are confident to encourage and support others to do the same. The anticipated result of these efforts is that those who participate in these workshops and sessions adopt a protection mainstreaming approach to their coordination and program design and implementation in humanitarian emergencies (both conflict and natural disasters). The specific objectives of the training package are:

- To provide comprehensive instructional materials for trained facilitators to implement training for protection and non-protection staff in the field
- To increase understanding of what protection mainstreaming means in a practical and accessible manner based on local contexts
- To encourage participants to mainstream protection, and encourage others to do so, in their projects
- To enable practitioners to mainstream protection in all stages of the project cycle
- To enable practitioners to support protection mainstreaming efforts within coordination systems
- To increase awareness in the field of materials and resources available, globally and in-country, to support protection mainstreaming efforts
- To support the identification of ways that current programs can better mainstream protection

1 ALNAP (2003) Humanitarian Protection: A Guidance Booklet

Using the Training Package

Structure, Context and Target Groups

- There are four modules that are each targeted to a specific audience for a specific length of time. A training workshop will only use one of the modules.

The training is modular in format. Each module has been designed with a specific target audience in mind and for a prescribed length of time. The modules range from the most basic and introductory (in the form of a 2 hour session aimed at raising awareness of what protection mainstreaming is and why is it critical) to a full two-day workshop. As content in the shorter modules is repeated in the longer modules, facilitators should not attempt to run the blue module followed by the red module etc. Instead, facilitators should choose one module most appropriate to the audience and length of time available. This training package includes session plans, facilitator notes and session resources for each module. An overview of each of the modules and the relevant sessions is included on page 13.

- Resources for all training modules are in the last section of the manual

The resources section at the back of the manual provides all the resources required to deliver any of the training modules. Where a resource is required for an exercise it is noted in the resources section of the session summary and the resources column of the session plan. Some of the resources may be updated over time. In order to access the most recent version of any resource please refer to http://www.globalprotectioncluster.org/en/areas-of-responsibility/protection-mainstreaming.html

- Training modules do not require participants to have prior knowledge or understanding of protection mainstreaming

While one of the modules (red module) has been specifically designed for protection actors, the remaining modules have been designed with all humanitarian actors in mind. Thus, the modules do not presuppose knowledge of protection mainstreaming and do not require prior knowledge of protection concepts or operational approaches. Moreover, while the modules can be implemented for representatives from one particular sector or cluster, they can equally be run for groups consisting of representatives from a range of sectors. Indeed, using a 'mixed' group of participants (particularly groups of protection and non-protection actors) may have additional benefits, including facilitating greater engagement between the two groups and mutual support throughout the training. It also provides an opportunity for inter-agency and inter-sectoral collaboration which will support and facilitate future cooperation in protection mainstreaming efforts as part of a broader humanitarian response.

Planning a Workshop

Conducting a training needs assessment

When protection mainstreaming training is requested, it is important to conduct a basic training needs assessment to further analyse and identify the particular training needs required in the relevant field context. The package has been designed to accommodate various standard training needs based on prior field piloting, however, it should always be adapted to suit the particular needs of those it is aiming to support.

The field protection cluster, other cluster or agency supporting the training should conduct interviews with key relevant actors in-country to tailor the existing package. Interviews should aim to provide information on:

- **Country context**: Facilitators should familiarise themselves with basic country information (e.g. through latest UNOCHA situation reports and other reports). What are the most common protection issues (e.g. see GPC situation reports)? What coordination mechanisms are in place (both sector-specific and inter-agency)? What inter-agency humanitarian strategies and funding mechanisms are in place, such as the Strategic Response Plan (SRP)?
- **Protection Mainstreaming information:** What existing protection mainstreaming plans or activities are in place?

- **Protection Mainstreaming effectiveness:** Where protection mainstreaming activities have been conducted, how effective were they? What analysis has been done in this area? What issues have arisen? What do these issues reflect in terms of knowledge, skills and attitudes that could be improved?
- **Desired Outcome/Impact of training:** What is it hoped/anticipated will be the result of the training? How will this be measured? Who will provide ongoing support to the relevant target group to ensure further action will be taken?
- **Potential target group:** What will the target group look like? Sector-specific? Cluster coordination members? Agency-specific? Inter-agency? National or field level?
- **Potential facilitators:** The ideal composition of the training team is discussed below.
- **Logistical requirements:** What practical issues need to be dealt with to ensure training runs smoothly? For example: what will be the size of the participant group (discussed below)?; the likely location (field? national?); the training facilities and resources required?; translators, access, timing, etc.

These questions will support facilitators to identify the correct module/s to use, to advise on the relevant target participant group and to adapt the training package to support in-country needs.

Selecting Participants

While there are no strict requirements regarding participant numbers, the following should be used as a guide to assist with decision-making:

- Blue and red modules: up to 28 participants
- Yellow and green modules: up to 24 participants.

Throughout the needs assessment, facilitators and training organisers should discuss the composition of the target participant group, based on an understanding of the needs and current skill levels as evidenced by protection mainstreaming activities.

It is recommended that, where possible, groups have reasonably similar levels of knowledge, expertise and positions of seniority. This will better enable the training team to adapt the content of the package to meet participants' needs. Where this is not possible, facilitators should make sure they encourage peer support, feedback and group work to better engage those more experienced and/or knowledgeable.

Facilitation Team

The size and composition of the facilitation team will vary depending on the module selected for implementation. Ideally, the training team should consist of at least two facilitators with some administrative support available in the lead up to the training. At least one facilitator, and ideally both, should be nationals from the country-context and speak the relevant national and local languages. Facilitators should have experience in facilitating training and also be conversant with protection mainstreaming concepts and field-based realities.

Training Venue and Materials

The training venue will vary depending on the module chosen for implementation. All modules will require:

- A training room with sufficient space for tables seating 4-6 people
- Laptop, projector, screen and AV equipment for short films to be shown
- White-board/s, flip-charts and markers
- Sticky tape and/or blu-tack
- Various coloured cards (A5 and A4)

For the green module, it is recommended that the training be residential if possible. This will ensure that participants are able to focus on the training and form stronger connections with other participants. It is also ideal that an additional room (with a printer if possible) be available for facilitators, for administrative requirements.

OVERVIEW OF TRAINING MODULES

There are four modules that are each targeted to a specific audience for a specific length of time. A training workshop will only use one of the following modules

BLUE MODULE: SENSITISATION TO PROTECTION MAINSTREAMING

Length: 2 hours

Target Audience: Non-protection staff including sector cluster leads and sector cluster members

Aim of module: The session introduces the concept of protection mainstreaming in humanitarian operations; why it is important and a responsibility of all humanitarian actors; and how it works in practice. As it is only a brief session, it should not be used for any purpose other than basic familiarisation.

Instructional objectives:

This session will:

- Demonstrate the importance and relevance of protection mainstreaming in humanitarian contexts
- Explain the Global Protection Cluster definition of protection mainstreaming and its application to humanitarian contexts
- Describe the four key elements of protection mainstreaming, highlight the requirements of each and apply them to the specific context
- Encourage a commitment to mainstreaming protection in humanitarian responses

Learning Outcomes:

After this session, participants will be able to:

- Describe what protection mainstreaming in humanitarian responses means
- Acknowledge its relevance and value to humanitarian operations
- Cite examples of protection mainstreaming in practice that are relevant to their current context
- Demonstrate their understanding of the four key elements of protection mainstreaming

RED MODULE: INTRODUCTION TO PROTECTION MAINSTREAMING

Length: 4 hours

Target Audience: Protection actors, Protection cluster leads and members

Aim of Module: This module specifically targets protection actors and assumes a certain level of conceptual and operational knowledge of protection and a basic understanding of protection mainstreaming. The module aims, therefore, to provide a short 'refresher' and update on recent developments in protection mainstreaming from the GPC and within the IASC. It also introduces participants to concrete tools to put protection mainstreaming into practice. Most importantly, the module aims to encourage participants to reflect on their roles and responsibilities to promote protection mainstreaming within their humanitarian operational context, including coordinated funding processes.

Instructional Objectives:
This module will:

- Demonstrate the importance and relevance of protection mainstreaming in humanitarian contexts
- Explain the Global Protection Cluster definition of protection mainstreaming and discuss its relevance and application to the current operational context
- Describe the four key elements of protection mainstreaming, highlight the requirements of each and apply them to the specific context
- Clearly emphasise who has responsibility in the field for protection mainstreaming
- Encourage a commitment to supporting others to mainstream protection and provide ideas on ways this can be achieved
- Highlight tools and resources available globally and in-country to assist with protection mainstreaming

Learning Outcomes:
After this module participants will be able to:

- Describe what protection mainstreaming in humanitarian responses means
- Appreciate the relevance and value of protection mainstreaming to humanitarian operations and promote this to others, including the Humanitarian Country Team, and cluster leads in-country
- Demonstrate their understanding of the four key elements of protection mainstreaming and analyse their practical application throughout the program cycle
- Determine concrete steps to ensure protection is mainstreamed in coordinated funding processes

Module Outline and Suggested Timing:

09:00 – 09:50	Why Mainstream Protection?
09:50 – 11:30	Key Elements of Protection Mainstreaming
11:30 – 12:30	Coordination for Protection Mainstreaming
12:30 – 13.00	Closing and Evaluation

YELLOW MODULE: PROTECTION MAINSTREAMING

Length: 1 day

Target Audience: Protection and non-protection actors working in the field or providing field support for the implementation of protection mainstreaming

Aim of Module: This module aims to provide a basic introduction to protection mainstreaming. It also provides opportunities, through short activities, to practise using some of the tools and resources available to support protection mainstreaming. It is suitable for non-protection actors that require concrete support to mainstream protection into sector programs. However, it is unsuitable for non-protection actors that have little to no knowledge or experience working with protection actors and/or protection mainstreaming concepts who require more in-depth capacity-building.

Instructional Objectives:

This module will:

- Demonstrate the importance and relevance of protection mainstreaming in humanitarian settings
- Explain the Global Protection Cluster definition of protection mainstreaming and discuss its relevance and application to the current operational context
- Describe the four key elements of protection mainstreaming, highlight the requirements of each and apply them to the specific context
- Establish concrete ways to mainstream protection throughout the assessment, design and evaluation phases of a sector program
- Highlight tools and resources available globally and in-country to assist with protection mainstreaming, and demonstrate their value and utility

Learning Outcomes:

After this module participants will be able to:

- Describe what protection mainstreaming in humanitarian responses means
- Appreciate and recognise the relevance and value of protection mainstreaming to humanitarian operations and promote this to others
- Cite concrete examples of protection mainstreaming in practice that are relevant to their current humanitarian operation
- Demonstrate their understanding of the four key elements of protection mainstreaming and analyse their practical application throughout the program cycle
- Recall the different tools and resources they can use to support protection mainstreaming efforts and activities

Module Outline and Suggested Timing:

09:00 – 09:50	Why Mainstream Protection?
09:50 – 10:30	What is Protection Mainstreaming?
10:30 – 10:50	TEA BREAK
10:50 – 12:30	Key Elements of Protection Mainstreaming
12:30 – 13:30	LUNCH
13:30 – 14:40	Protection Mainstreaming in Practice: Assessment and Analysis
14:40 – 15:00	TEA BREAK
15:00 – 16:30	Protection Mainstreaming in Practice: Project Design, Monitoring and Evaluation
16:30 – 17:30	Closing and Evaluation

GREEN MODULE: PRACTICING PROTECTION MAINSTREAMING

Length: 2 days

Target Audience: Protection and non-protection actors working in the field or providing field support for the implementation of protection mainstreaming

Aim of Module: This module aims to provide a comprehensive overview of protection mainstreaming. It has a strong focus on building the capacity of participants to use available tools and resources to practically mainstream protection throughout the project cycle and within coordination mechanisms. It is suitable for protection and non-protection actors and can be used with a combination of participants from both groups. Using a combined target group (protection and non-protection actors) will facilitate greater engagement between the two groups and encourage mutual support throughout the training. It provides opportunities for inter-agency and inter-sectoral collaboration which will facilitate future cooperation in protection mainstreaming efforts as part of a broader humanitarian response.

Instructional Objectives:

This module will:

- Demonstrate the importance and relevance of protection mainstreaming in humanitarian contexts
- Explain the Global Protection Cluster definition of protection mainstreaming and discuss its relevance and application to the current operational context
- Describe the four key elements of protection mainstreaming, highlight the requirements of each and apply them to the specific context
- Establish concrete ways to mainstream protection throughout the assessment, design and evaluation phases of a sector program
- Highlight tools and resources available globally and in-country to assist with protection mainstreaming, and demonstrate their value and utility
- Clearly emphasise who has responsibility in the field for protection mainstreaming and discuss the implications this has for current coordination and response mechanisms
- Encourage a commitment to mainstreaming protection in humanitarian responses

GREEN MODULE: PRACTICING PROTECTION MAINSTREAMING

Learning Outcomes:

After this module participants will be able to:

- Describe what protection mainstreaming in humanitarian responses means
- Appreciate and recognise the relevance and value of protection mainstreaming to humanitarian operations and promote this to others
- Demonstrate their understanding of the four key elements of protection mainstreaming and analyse their practical application throughout the program cycle
- Mainstream key elements of protection mainstreaming within the assessment, design and evaluation of a sector program
- Recall the different tools and resources they can use to support protection mainstreaming efforts and activities

Module Outline and Suggested Timing:

DAY 1

09:00 – 10:00	Why Mainstream Protection?
10:00 – 11:00	What is Protection Mainstreaming?
11:00 – 11:20	TEA BREAK
11:20 – 12:20	Key Elements of Protection Mainstreaming (PART I)
12:20 – 13:20	LUNCH
13:20 – 14:20	Key Elements of Protection Mainstreaming (PART II)
14:20 – 16:00	Protection Mainstreaming: Assessment and Analysis
16:00 – 16:20	TEA BREAK
16:20 – 17:40	Protection Mainstreaming: Project Design, Monitoring and Evaluation

DAY 2

09:00 – 09:50	Review of Day One
09:50 – 10:50	Safe Communication of Protection Incidents
10:50 – 11:10	TEA BREAK
11:10 – 12:00	Focus on Protection from Sexual Exploitation and Abuse (PSEA)
12:00 – 13:00	LUNCH
13:00 – 14:00	Coordination for Protection Mainstreaming
14:00 – 14:20	TEA BREAK
14:20 – 16:00	Mainstreaming Action Plans
16:00 – 17:00	Closing and Evaluation

BLUE MODULE: SENSITISATION

Time: 2 hours

Target Audience: Non-protection staff including sector cluster leads and sector cluster members

Module Aim: The session introduces the concept of protection mainstreaming in humanitarian operations; why it is important and a responsibility of all humanitarian actors; and how it works in practice. As it is only a brief session, it should not be used for any purpose other than basic familiarisation.

Session Type: Presentation / Discussion in pairs / Plenary discussion / Interactive exercises

Session Instructional Objectives	This session will: • Demonstrate the importance and relevance of protection mainstreaming in humanitarian contexts • Explain the Global Protection Cluster definition of protection mainstreaming and its application to humanitarian contexts • Describe the four key elements of protection mainstreaming, highlight the requirements of each and apply them to the specific context • Encourage a commitment to mainstreaming protection in humanitarian responses
Learning Outcomes	After this session, participants will be able to: • Describe what protection mainstreaming in humanitarian responses means • Acknowledge its relevance and value to humanitarian operations • Cite examples of protection mainstreaming in practice that are relevant to their current context • Demonstrate their understanding of the four key elements of protection mainstreaming
Key Messages	➔ Protection mainstreaming enables people to access and enjoy their rights within any sector program. ➔ Protection mainstreaming is defined as: "The process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid." ➔ There are four key elements of protection mainstreaming: Prioritise safety and dignity and avoid causing harm; Meaningful Access; Accountability; and Participation and Empowerment.
Preparation	• Have the photo of the boy from Haiti on a PowerPoint slide or prominently featured somewhere in the training room prior to the session commencing. • Use an alternative locally appropriate photo if available. • Check the *Protection Mainstreaming Video* is working and ready to play.
Resources	*Resource 1: Photo of a Boy from Haiti (pg 156)* *Resource 3: GPC Brief (pg 162)* *Resource 4: Protection Mainstreaming Video (pg 163)* *Resource 5: Good and Poor Protection Mainstreaming Practice (pg 164)* *PPT slide: Module Learning Outcomes* *PPT slide: GPC Brief definition of Protection Mainstreaming* *PPT slide: GPC Brief definition of Accountability* *PPT slide: 5 IASC Commitments* *PPT slide: GPC Brief definition of Participation and Empowerment* *PPT slide: The Participation Ladder* *PPT slide: Summary Statement on Empowerment* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
5 mins	**Welcome and Introduction**	

	• **Introduce** yourself and the training team.
	• **Provide** information on any housekeeping points: bathrooms / tea breaks / emergency exits / contact points for feedback.
	• **Present** Module Learning Outcomes:
	After this session, participants will be able to:
	  • *Describe what protection mainstreaming in humanitarian responses means*
	  • *Acknowledge its relevance and value to humanitarian operations*
	  • *Cite examples of protection mainstreaming in practice that are relevant to their current context*
	  • *Demonstrate their understanding of the four key elements of protection mainstreaming*
	• **Ask** participants to introduce themselves: their name and the agency they are working with.
		PPT slide

10 mins	**Why Mainstream Protection?**	

	• **Explain** that the session will start with exploring why we are all here at this training, and why protection mainstreaming is important.
	• **Show** the picture of the boy from Haiti crossing the waterway on his crutches.
	• **Ask** participants in plenary: Where do you think the boy is going?
	Responses may include: to the health centre / to the market / to his house / to school / to the toilet. The purpose of the question is to elicit a long list of services that could equally be humanitarian services (e.g. health, food security, education, WASH).
	• **Facilitate** a discussion about the boy's journey using some of the following prompt questions:
	  • Do you think he has meaningful access to those services? Why / why not?
	  • What barriers might he experience and why?
	  • Is he safe accessing those services?
	  • Do you think he has been consulted on the location and access routes to those services?
	** See facilitator note 1*
	• **Explain** that each one of these services could also correspond to a humanitarian service:
	  • Going to the toilet = Water, Sanitation and Hygiene (WASH)
	  • Going to school = Education
	  • Going to the health center = Health
	  • etc.
	• **Write** the services on a flipchart.
		Resource 1: Photo of a Boy from Haiti (pg 156)

	• **Ask** participants in plenary: Who is responsible for ensuring he can safely access those services? *Responses often refer to specialised agencies (e.g. Handicap International, UNHCR). The "correct" answer is that all have a measure of responsibility.* ** See facilitator note 2* • **Explain** that specialised agencies may be required for some activities, like building his prosthetic leg, but all actors (i.e. WASH, Education, Health, etc.) have a responsibility to make sure the boy has access to their services. *Give the example of an NGO that is providing education services in a location which has children in wheelchairs (less than 5% of the student body). This NGO made sure to have wheelchairs and child-sized crutches available in the school so that children like the boy from Haiti could easily "access" the service provided. They also made sure that latrines were accessible to persons with disabilities, and that the ground was flat and without gravel.* *Note: If possible use an example from the context where training is being conducted.* • **Explain** that the previous example is an example of protection mainstreaming. Protection mainstreaming is the responsibility of all actors. They may have to work with specialised agencies for some things (e.g. provision of prosthetics), but they are all responsible for ensuring the meaningful access in safety and dignity to their services.	
15 mins	**Understanding Protection Mainstreaming**	

	• **Ask** participants to divide into pairs to discuss what protection mainstreaming means.
	• **Ask** participants to share their ideas in plenary. Identify and reinforce any points that relate to:
	  • including protection principles in programs
	  • safety, dignity and rights in humanitarian programming
	  • ensuring access to services
	  • accountability
	  • participation
	** See facilitator note 3*
	• **Hand out** copies of the *GPC Brief* to all participants and read the GPC definition of protection mainstreaming from a PowerPoint slide:
	  "The process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid."
	• **Explain** that protection mainstreaming focuses not on *what* we do (the product) but rather on *how* we do it (the process) and that protection should be mainstreamed through all sectors and all phases of the program/project cycle.
	• **Explain** that protection mainstreaming is one part of humanitarian protection. It is the part of protection that is the responsibility of all humanitarian practitioners. Protection mainstreaming in your day-to-day work does not require the support of protection specialists.
	** See facilitator note 4*
		Resource 3: GPC Brief (pg 162)
		PPT slide

60 mins	**Four Key Elements of Protection Mainstreaming**	
	• **Hand out** copies of the *GPC Brief* to all participants. • **Read** the four key elements of protection mainstreaming articulated in the *GPC Brief*: 1. Prioritise safety and dignity and avoid causing harm 2. Meaningful access – in proportion to need and without any barriers 3. Accountability 4. Participation and Empowerment. *Note that strong linkages can be made between the GPC's four key elements and Sphere principles and standards.* **See facilitator note 5*	*Resource 3: GPC Brief (pg 162)*
	• **Explain** that a short video will introduce the four key elements of protection mainstreaming before discussion about the key elements. • **Play** the video: *An Introduction to Protection Mainstreaming, Global Protection Cluster 2014*. Available online http://www.globalprotectioncluster.org/en/areas-of-responsibility/protection-mainstreaming.html *Note: Where the video is not available move straight into the plenary discussion.* • **Discuss** *some* of the following questions in plenary, giving plenty of time for questions and discussion. *Note: Select the questions you ask according to how much time you have. If you have little time only ask the questions in relation to the video.* **In relation to the video:** • What are your reflections on the video? • Did it introduce anything that was new / different? • Do you agree with everything in the video? **In relation to 'Prioritise safety and dignity and avoid causing harm':** • How might an agency inadvertently expose people to increased danger or abuse of their rights? ** See facilitator note 6* • What actions can an agency take to avoid or minimise any adverse effects? ** See facilitator note 7* • What actions can an agency take to prioritise safety and dignity in programs? ** See facilitator note 8* • **Summarise** and explain that: 1. Safety can be impeded by physical threats such as violence, assault, coercion and environmental threats. 2. Dignity can be impeded by physical and psychological threats such as lack of respect, lack of confidentiality and privacy, and lack of consultation and participation.	*Resource 4: Protection Mainstreaming Video (pg 163)*

In relation to Meaningful Access:

- Why might some individuals or groups not be able to access humanitarian assistance?

  ** See facilitator note 9*

- What special measures can an agency take to facilitate access for individuals or groups who are excluded or not able to access assistance?

  ** See facilitator note 10*

- **Summarise** and explain that in order for access to be meaningful, assistance and services must be:

  a. Available in sufficient quantity and quality
  b. Provided on the basis of need and without discrimination
  c. Within safe and easy reach
  d. Known by people potentially accessing services
  e. Physically and financially accessible
  f. Culturally relevant and socially acceptable

In relation to Accountability:

- **Ask** why Accountability is important.
- **List** ideas on a flipchart while eliciting responses from the participants.
- **Show** on a PowerPoint slide, and **discuss**, the *GPC Brief* definition of Accountability: *PPT slide*

  Accountability to beneficiaries: set-up appropriate mechanisms through which affected populations can measure the adequacy of interventions, or address concerns and complaints.

- **Ask** what are other ways you can be accountable to the population.
- **Show** on a PowerPoint slide, and **discuss**, the 5 IASC commitments (from Accountability to Affected Populations (AAP) Operational Framework). *PPT slide*

  ** See facilitator note 11*

- **Remind** participants that these are commitments that the entire humanitarian community has already made. Refer them to the AAP Operational Framework found at www.humanitarianinfo.org/iasc

  Note the synergy of Accountability with other key elements of protection mainstreaming – notably Participation.

In relation to Participation and Empowerment:

- **Ask** why Participation and Empowerment are important.
- **List** ideas on a flipchart while eliciting responses from the participants. Make sure that at least the following responses are listed:
  - It builds dignity and self-esteem
  - It helps to ensure that interventions are appropriate and effective
  - It develops skills for life after displacement
  - It puts people back in control of their own lives – decreases dependency and increases self-reliance[a]
- **Show** on a PowerPoint slide, and **discuss**, the *GPC Brief* definition of Participation and Empowerment: *PPT slide*

  Participation and Empowerment: support the development of self-protection capacities and assist people to claim their rights, including - not exclusively - the rights to shelter, food, water and sanitation, health and education.

	• **Show** on a PowerPoint slide, and **discuss**, the Participation ladder.[b] ** See facilitator note 12* • **Remind** participants that we should always strive for ownership. • **Ask** how ownership can be achieved. How can agencies assist people to claim their rights? • **Write** the answers on a flipchart. • **Discuss** the responses, highlighting good practice, as well as points that may have been missed. ** See facilitator note 13* • **Show** on a PowerPoint slide: Empowerment is not something that is "done" to people; it is the process by which individuals in the community analyse their situation, enhance their knowledge and resources, strengthen their capacity to claim their rights, and take action to achieve their goals.	*PPT slide* *PPT slide*
25 mins	**Examples of Good and Poor Protection Mainstreaming Practice**	

	• **Provide** a handout showing examples of good and poor practice for each element of protection mainstreaming.
	• **Ask** participants to work in their groups to identify an additional example of good and poor practice for each element of protection mainstreaming as relevant to their context and/or experience.
	• **Invite** participants to share some of the examples in plenary.
	• **Emphasise** the importance of generic good humanitarian practice to protection mainstreaming (most humanitarian workers are already doing a lot of good protection mainstreaming – as demonstrated through examples):
	  • Meaningful participation throughout the program/project cycle
	  • Inclusion of diverse groups
	  • Disaggregating data by sex, age and diversity
	  • Robust accountability including safe and confidential feedback and response mechanisms
	  • Vulnerability and capacity analysis
	  • Application of conflict sensitive approaches such as Do No Harm/ Local Capacities for Peace
	  • Strengthening local capacity
	  • Taking action in line with guidance for particular populations such as the *Guidelines on Gender-Based Violence*
	• **Reaffirm** that while important, these generic good practices are not enough. Protection mainstreaming is about intentional, proactive steps to support safe and dignified programs.
		Resource 5: Good and Poor Protection Mainstreaming Practice (pg 164)

5 mins	**Summary of Key Messages**	
	➔ Protection mainstreaming enables people to access and enjoy their rights within any sector program. ➔ Protection mainstreaming is defined as: "The process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid." ➔ There are four key elements of protection mainstreaming: Prioritise safety and dignity and avoid causing harm; Meaningful Access; Accountability; and Participation and Empowerment.	*PPT slide*

a. Camp Management Toolkit, NRC, 2008, pages 79-81
b. ibid.

FACILITATOR NOTES

Why Mainstream Protection?

** Facilitator note 1*

The purpose of guiding participants through the series of questions is to elicit some of the key components of protection mainstreaming: safety and dignity, meaningful access, accountability, participation and empowerment.

- In order for access to be meaningful assistance and services must be:
    a. Available in sufficient quantity and quality
    b. Provided on the basis of need and without discrimination
    c. Within safe and easy reach
    d. Known by people potentially accessing services
    e. Physically and financially accessible
    f. Culturally relevant and socially acceptable
- In the case of the boy from Haiti, his access is clearly limited in terms of being in safe and easy reach and being physically accessible.
- The fact that the boy cannot safely access the services suggests that he may not have been involved in a process of identifying suitable locations and access routes. of identifying suitable locations and access routes.

** Facilitator note 2*

The purpose of this question is for participants to identify that all humanitarian actors have a role to play in ensuring that the boy is:

a. consulted on the location and access routes to services
b. able to safely access services
c. is being treated with dignity.

Acknowledge that protection mainstreaming is not solely the role of humanitarian actors; local and national government have primary responsibility. However, in the context of their own programs, WASH, shelter, camp management staff etc. have to recognise the important role they can play.

Understanding Protection Mainstreaming

** Facilitator note 3*

Some ideas about what protection mainstreaming means:

- Including protection considerations in other sectors such as Water, Sanitation and Hygiene (WASH)
- Including protection considerations during all stages of the project cycle (Assessment, Design, Monitoring, Evaluation and Learning)
- Thinking about whether people are safe
- Thinking about whether people's rights are respected in programming
- Ensuring vulnerability is considered in programs and projects
- Ensuring participation of all groups
- Being aware of potential protection risks in programs and projects
- Maximising the positive impacts of existing sector programs and projects on people's safety, dignity and rights

Some participants may work in agencies that use different terminology to convey similar ideas such as 'safe programming', or 'safe and dignified programming'. Be prepared to explain that 'protection mainstreaming' is the agreed terminology of the Inter-Agency Standing Committee (IASC) and the Global Protection Cluster (GPC). Approaches that promote safe and dignified programming do not always include an emphasis on the rights of affected populations, or the importance of humanitarian actors helping people to claim their rights, access remedies and recover from the effects of abuse.

** Facilitator note 4*

During this discussion participants may want to know the definition of protection. The following definition should be provided:

> "All activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and spirit of the relevant bodies of law (i.e., human rights law, international humanitarian law, refugee law)." Inter-Agency Standing Committee (IASC, 1999)

It is not recommended that the training focus on providing a comprehensive explanation of the definition of protection. The trainer should emphasise that protection activities are the responsibility of protection actors and that this training focuses on protection mainstreaming as the responsibility of all humanitarian actors. However, the facilitator should be familiar with the following guidance on the IASC definition in order to respond to any specific questions.

The IASC definition of protection

The Inter-Agency Standing Committee (IASC) is the primary inter-agency coordination mechanism for humanitarian response (it includes representatives from the UN, Red Cross, Red Crescent Movement and NGOs).

The IASC definition is widely regarded as the 'umbrella' definition for humanitarian and human rights actors, and that it is important because it clearly establishes people's rights at the centre of protection work. Many agencies recognise the rights basis to the IASC definition and further develop their own definition of protection to fit with their operational priorities.

Unpacking the IASC definition: 'all activities'

Responsive, remedial and environment-building actions are sometimes described as short-term, medium-term and longer-term respectively.

Examples of activities under the three types of protection action include:

1. **Responsive action** is any immediate activity undertaken in connection with an emerging or established pattern of violation and is aimed at preventing its recurrence, putting a stop to it, and/or alleviating its immediate effects. Responsive activities have a sense of real urgency (but can last for many years) and aim to reach a particular group of civilians suffering the immediate horrors of a violation. They are primarily about stopping, preventing or mitigating a pattern of abuse.

   Example: Safely referring a survivor of a human rights abuse to medical services

   Example: Providing firewood as part of an NFI distribution, so women and adolescent girls do not have to travel outside an IDP camp

2. **Remedial action** is aimed at restoring people's dignity and ensuring adequate living conditions subsequent to a pattern of violation, through rehabilitation, restitution, compensation and repair. Remedial activities are longer term and aim to assist people living with the effects of abuse. This might include the recuperation of their health, tracing of their families, livelihood support, housing, education, judicial investigation and redress.

   Example: Education in health centres to prevent stigmatisation of survivors of sexual violence

   Example: Vocational training and psychosocial support for former combatants as part of a livelihoods program

3. **Environment-building action** is aimed at creating and/or consolidating an environment – political, social, cultural, institutional, economic and legal – conducive to full respect for the rights of the individual. Environment-building is a deeper, more structural process that challenges society as a whole by aiming to change policy, attitude, belief and behavior. It is likely to involve the establishment of more humane political values, improvements in law and legal practice, the training of security forces, and the development of an increasingly non-violent public culture.

   Example: Providing information to people within a WASH project about the Code of Conduct by which NGO and UN staff are expected to abide

   Example: Advocating for prohibitions on sexual violence to be included in domestic legislation

   Example: Advocating for the Guiding Principles on Internal Displacement to be adopted as national policy

Unpacking the IASC definition: The 'rights of the individual' under 'relevant bodies of law'

Relevant bodies of law include:

'Customary international law' is described by the International Court of Justice as "a general practice accepted as law".[2] These are rules that States apply in practice because they believe that such practice is required or prohibited or allowed, depending on the nature of the rule.[3]

International Humanitarian Law, also known as the law of armed conflict, is a set of rules that seek to limit the effects of armed conflict by protecting those who do not, or no longer, participate in hostilities, and by restricting the means and methods of warfare (ICRC). IHL is found primarily in the 1948 Geneva Conventions, the 1979 Additional Protocols and in Customary International Humanitarian Law.

2 ICJ Statute, Article 38 (1)(b).

3 Jean-Marie Henckaerts and Louise Doswald-Beck, *Customary International Humanitarian Law Volume 1: Rules*, ICRC, Cambridge, 2005.

International Human Rights Law sets out the legal obligations of Governments to act in certain ways or refrain from certain acts, in order to protect human rights and fundamental freedoms of individuals and groups (OCHCR). For example, Convention on the Rights of the Child (1989) and Convention on the Elimination of Discrimination Against Women (1979)

Refugee law is found primarily in the 1951 Convention Relating to the Status of Refugees and the 1967 Additional Protocol. Regional refugee rights regimes have established auxiliary rights for refugees in Africa and Latin America. See Organization of African Unity (OAU) Convention 1969, and the Cartagena Declaration 1984.

The Guiding Principles on Internal Displacement restate and compile human rights and humanitarian law relevant to internally displaced persons.

Protection Mainstreaming / Protection Integration / Protection Stand-alone Programming

Some participants may ask about the difference between protection mainstreaming, protection integration and stand-alone protection programming (sometimes referred to as the 'protection continuum').

Protection mainstreaming is the process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid. It is the responsibility of all humanitarian actors.

Protection integration is the design of humanitarian activities to support both protection and assistance objectives, and to actively contribute to reduce the risk and exposure of the affected population.[4] It requires sector specialists and protection specialist staff to work together.

Example: Livelihoods activities with both economic (increase income) and protection objectives (prevent negative coping mechanisms including transactional and survival sex, exploitative/ hazardous labour, child labour). Each case requires GBV and/or child protection expertise in addition to livelihoods expertise.

Stand-alone protection program and projects have specific protection objectives and require a protection specialist.

Examples: Monitoring compliance with International Humanitarian Law; Rule of Law programs; Registering refugees; medical, legal and psychosocial care for survivors of sexual violence.

** Facilitator note 5*

The first two elements of protection mainstreaming in the *GPC Brief* correspond to Sphere Protection Principle 1, 'Avoid exposing people to further harm as a result of your action'; and Protection Principle 2, 'Ensure people's access to impartial assistance – in proportion to need and without discrimination.'

The third element in the *GPC Brief* is covered in Sphere Core Standard 1, 'People-centred humanitarian response' and mainstreamed in the Sphere technical standards. The fourth element in the *GPC Brief* is addressed in Sphere Protection Principle 4, 'Assist people to claim their rights, access available remedies and recover from the effects of abuse'; and Core Standard 1, 'People-centred humanitarian response'.

** Facilitator note 6*

Examples[5] of how an agency might inadvertently expose people to increased danger or abuse of their rights include:

- By not consulting sufficiently with different segments of the affected population and therefore reinforcing discrimination and marginalisation of certain individuals or groups
- By setting up programs/projects (such as food distributions or water points) in locations without considering how safe it is for people to travel to and from the project site
- By providing assistance to displaced populations while ignoring the needs of host populations
- By failing to keep sensitive information confidential and not storing it securely

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4 Ibid.

5 See World Vision, *Minimum Inter-Agency Standards for Protection Mainstreaming* (2012).

- By not providing information about program/project entitlements in a language and format that everyone can understand
- By undermining people's self-help efforts (such as setting up new community groups for a project instead of utilising an existing group that is already functioning and effective)
- Through inaction – by ignoring abuse of people's rights.

Note: *If it is raised by participants, it is important to note the distinction between 'avoid causing harm' and 'Do No Harm'. The Do No Harm approach is a conceptual framework for micro-level conflict analysis to assist with project planning and programming in conflict contexts. The concept of 'avoid further harm' reaches beyond conflict analysis to all aspects of aid planning and programming which may cause adverse and unintended effects on the population of concern.*

** Facilitator note 7*

Examples[6] of actions an agency could take to avoid or minimise any adverse effects include:

- Involve representatives of different segments of the population in consultation including:
    - Women, girls, boys and men
    - Different age groups (particularly children, adolescents, youth and older adults)
    - People with physical, mental or intellectual disabilities
    - People living in institutions
    - People living with HIV, chronic illness or other health risks
    - Ethnic, political or religious minorities
    - People of different social, economic or national status or origin
    - Any other individuals or groups who may be marginalised or excluded, or experience discrimination not relating to their needs[7]
- Complete a 'Do No Harm/Local Capacities for Peace' assessment in conflict settings
- Conduct regular risk assessments
- Establish safe and confidential procedures for receiving, managing and responding to any feedback or complaints
- Define targeting criteria for assistance with affected populations
- Assess and regularly monitor safety to and from project sites, as well as at project sites from the perspective of diverse groups

** Facilitator note 8*

Examples of actions an agency could take to prioritise safety and dignity of affected populations:

- Ensure safe location of facilities and services
- Support affected populations to set up safe environments for children
- Ensure all program staff and volunteers are trained on, and aware of, your agency's Code of Conduct
- Implement a child protection policy and train staff and volunteers in child protection measures
- Implement activities in a way that keeps families and kinship groups together, and enable people from the same village or support network to live together
- Ask questions about whether affected populations are safe accessing services and whether changes can be made to improve safety

** Facilitator note 9*

Examples of reasons why some individuals or groups might not be able to access humanitarian assistance include:

- Conflict and/or insecurity and violence, including fear of violence (this may prevent people accessing humanitarian assistance where it is provided, and/or prevent humanitarian actors being able to offer assistance in a particular location)

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6 Ibid.

7 Ibid, Core Standard 2, Guidance Note 3.

- Presence of landmines, checkpoints and blockades
- Remote or inaccessible location (e.g. impassable roads during rainy season, or long distances making it impossible for people with disabilities and chronic illness or older adults to travel to the project site)
- Denial of access (e.g. by authorities or an armed group for the whole affected population or exclusion of a minority ethnic or religious group by a dominant ethnic or religious group)
- Information about entitlements is not in a language or format that all people can understand
- Local power structures may deprive some people of assistance

** Facilitator note 10*

Examples of special measures an agency could take to facilitate access for individuals or groups who are excluded or not able to access assistance include:

- Ensuring program/project information is in a language and format that everyone can understand
- Providing mobile/outreach services
- Promoting universal access to the built environment by practising inclusive planning and design of all buildings and facilities
- Providing safe spaces for at-risk groups (for example, have a safe space set aside for women at food distributions)
- Holding separate women and men's health clinics on different days and/or different times

Note: *Impartial assistance means assistance is provided according to need and without adverse discrimination. This does not mean that identical assistance has to be given to everybody – more or different assistance may be given to people who have greater or different needs.*

** Facilitator note 11*

In December 2011, the IASC Principals endorsed the following 5 commitments, which also outline what agencies can do to ensure accountability to affected populations

The five IASC Accountability Commitments:

- **Leadership/Governance:** Demonstrate their commitment to accountability to affected populations by ensuring feedback and accountability mechanisms are integrated into country strategies, program proposals, monitoring and evaluations, recruitment, staff inductions, trainings and performance management, partnership agreements, and highlighted in reporting.
- **Transparency:** Provide accessible and timely information to affected populations on organisational procedures, structures and processes that affect them to ensure that they can make informed decisions and choices, and facilitate a dialogue between an organisation and its affected populations over information provision.
- **Feedback and complaints:** Actively seek the views of affected populations to improve policy and practice in programming, ensuring that feedback and complaints mechanisms are streamlined, appropriate and robust enough to deal with (communicate, receive, process, respond to and learn from) complaints about breaches in policy and stakeholder dissatisfaction.
- **Participation:** Enable affected populations to play an active role in the decision-making processes that affect them through the establishment of clear guidelines and practices to engage them appropriately and ensure that the most marginalised and affected are represented and have influence.
- **Design, monitoring and evaluation:** Design, monitor and evaluate the goals and objectives of programs with the involvement of affected populations, feeding learning back into the organisation on an on-going basis and reporting on the results of the process.

** Facilitator note 12*

The participation ladder (from the Camp Management Toolkit)

- Ownership - The community controls decision-making.
- Interactive - The community is wholly involved in decision-making with other actors.
- Functional - The community fulfils only a particular role with limited decision-making power (for example, forming a water committee which is then supervised by an NGO staff member).
- Material Motivation - The community receives goods or cash in return for a service or role.
- Consultation - The community is asked for their opinion on what they would like to see, but their opinion has limited sway in decision-making.
- Information Transfer - Information is gathered from the community, but they are not involved in the resulting discussions which inform decisions.
- Passive - The community is informed of decisions and actions, but have no say in either the process or the result.

** Facilitator note 13*

Participants will likely give answers such as: interviews, focus group discussions, etc. And targets will include community leaders, key focal points, women and children. At this point it is good to remind people of the risks of always working through community leaders. Give the example of one NGO that worked in CAR with Christian village chiefs and community leaders. The muslim population, and especially muslim women, were completely excluded from any participation and from the services. It is also a good time to remind people of persons with specific needs, and the different categories of persons that can participate through consultations, focus groups, etc.

- Categories that are always present: men, boys, women, girls, elderly, persons with disabilities
- Categories that are context-dependent: ethnic/religious minorities, vulnerable or marginalised groups (e.g. HIV infected individuals)

In reference to ways in which agencies can assist people to claim their rights, some examples might include:

- Provide information about people's entitlements in a language and format that everyone can understand
- Facilitate human rights education
- Assist people to secure or replace the documentation they need to access their entitlements (e.g. birth certificates, death certificates, marriage certificates, land title) for example by identifying and referring them to the appropriate services
- Engage in meaningful consultation with different segments of the population about decisions that affect them (for example resettlement)
- Ensure appropriate referral of protection issues

RED MODULE: INTRODUCTION TO PROTECTION MAINSTREAMING

Time: 4 hours

Target Audience: Protection actors, protection cluster leads and members

Module Aim: This module specifically targets protection actors, and assumes a certain level of conceptual and operational knowledge of protection and a basic understanding of protection mainstreaming. The module aims, therefore, to provide a short 'refresher' and update on recent developments in protection mainstreaming from the GPC and within the IASC. It also introduces participants to concrete tools to put protection mainstreaming into practice. Most importantly, the module aims to encourage participants to reflect on their roles and responsibilities to promote protection mainstreaming within their humanitarian operational context, including coordinated funding processes.

Module Instructional Objectives	This module will: • Demonstrate the importance and relevance of protection mainstreaming in humanitarian contexts • Explain the Global Protection Cluster definition of protection mainstreaming and discuss its relevance and application to the current operational context • Describe the four key elements of protection mainstreaming, highlight the requirements of each and apply them to the specific context • Clearly emphasise who has responsibility in the field for protection mainstreaming • Encourage a commitment to supporting others to mainstream protection and provide ideas on ways this can be achieved • Highlight tools and resources available globally and in-country to assist with protection mainstreaming
Learning Outcomes	After this module participants will be able to: • Describe what protection mainstreaming in humanitarian responses means • Appreciate the relevance and value of protection mainstreaming to humanitarian operations and promote this to others, including the Humanitarian Country Team (HCT), and cluster leads in-country • Demonstrate their understanding of the four key elements of protection mainstreaming and analyse their practical application throughout the program cycle • Determine concrete steps to ensure protection is mainstreamed in coordinated funding processes
Module Outline and Suggested Timing	09:00 – 09:50 Why Mainstream Protection? 09:50 – 11:30 Key Elements of Protection Mainstreaming 11:30 – 12:30 Coordination for Protection Mainstreaming 12:30 – 13:00 Closing and Evaluation

SESSION 1: WHY MAINSTREAM PROTECTION?

SESSION OVERVIEW

Session Aim: This session introduces the objectives of the workshop and provides participants with an opportunity to meet and learn a little about each other. The session is also critical in framing the training in terms of why protection mainstreaming is important and encouraging participants to reflect on its relevance to their specific context.

Session Length: 50 mins

Session Type: Plenary discussion and work in pairs

Session Instructional Objectives	This session will: • Facilitate introductions between participants and facilitators • Highlight the objectives for the day • Illustrate and emphasise the importance of protection mainstreaming for all humanitarian actors • Encourage reflection on the relevance of protection mainstreaming in a specific context and its operational impact
Learning Outcomes	After this session, participants will be able to: • Appreciate the relevance and value of protection mainstreaming to humanitarian operations • Recognise that protection mainstreaming is the responsibility of all humanitarian actors
Key Messages	➔ All humanitarian actors have a role to play in protection mainstreaming. ➔ By mainstreaming protection actors can support people to safely access and enjoy their rights and humanitarian services.
Preparation	• Have the photo of the boy from Haiti on a PowerPoint slide or prominently featured somewhere in the training room prior to the session commencing. • Use an alternative locally appropriate photo if available. • Prepare an example of a protection issue that participants may have encountered occurring within sector programs in this context.
Resources	*Resource 22: Pre-/Post-Training Survey (pg 226)* *Resource 1: Photo of a Boy from Haiti (pg 156)* *PPT slide: Module Learning Outcomes* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
10 mins	**Welcome and Introduction**	

	• **Introduce** yourself and the training team.
	• **Provide** information on any housekeeping points: bathrooms / tea breaks / emergency exits / contact points for feedback.
	• **Present** Module Learning Outcomes:
	After this module participants will be able to:
	  • *Describe what protection mainstreaming in humanitarian responses means*
	  • *Appreciate the relevance and value of protection mainstreaming to humanitarian operations and promote this to others, including the Humanitarian Country Team, and cluster leads in-country*
	  • *Demonstrate their understanding of the four key elements of protection mainstreaming and analyse their practical application throughout the program cycle*
	  • *Determine concrete steps to ensure protection is mainstreamed in coordinated funding processes*
	• **Ask** participants to complete the *Pre-/Post-Training Survey*. Explain that it is useful for participants and trainers to be able to track learning over the course of the training.
	• **Ask** participants to introduce themselves: their name and the agency they are working with.
		PPT slide
		
		Resource 22: Pre-/Post-Training Survey (pg 226)

35 mins	**Why is Protection Mainstreaming Important in your Context?**	

	• **Explain** that the session will start with exploring why we are all here at this training, and why protection mainstreaming is important.
	• **Show** the picture of the boy from Haiti crossing the waterway on his crutches.
	• **Ask** participants in plenary: Where do you think the boy is going?
	Responses may include: to the health centre / to the market / to his house / to school / to the toilet. The purpose of the question is to elicit a long list of services that could equally be humanitarian services (e.g. health, food security, education, WASH).
	• **Facilitate** a discussion about the boy's journey using some of the following prompt questions:
	  • Do you think he has meaningful access to those services? Why / why not?
	  • What barriers might he experience and why?
	  • Is he safe accessing those services?
	  • Do you think he has been consulted on the location and access routes to those services?
	** See facilitator note 1*
		Resource 1: Photo of a Boy from Haiti (pg 156)

- **Explain** that each one of these services could also correspond to a humanitarian service:
  - Going to the toilet = Water, Sanitation and Hygiene (WASH)
  - Going to school = Education
  - Going to the health center = Health
  - etc.
- **Write** the services on a flipchart.
- **Ask** participants in plenary: Who is responsible for ensuring he can safely access those services?

  Responses often refer to specialised agencies (e.g. Handicap International, UNHCR). The "correct" answer is that all have a measure of responsibility.

  ** See facilitator note 2*
- **Explain** that specialised agencies may be required for some activities, like building his prosthetic leg, but all actors (i.e. WASH, Education, Health, etc.) have a responsibility to make sure the boy has access to their services.

  Give the example of an NGO that is providing education services in a location which has children in wheelchairs (less than 5% of the student body). This NGO made sure to have wheelchairs and child-sized crutches available in the school so that children like the boy from Haiti could easily "access" the service provided. They also made sure that latrines were accessible to persons with disabilities, and that the ground was flat and without gravel.

  Note: If possible use an example from the context where training is being conducted.
- **Explain** that the previous example is an example of protection mainstreaming. Protection mainstreaming is the responsibility of all actors. They may have to work with specialised agencies for some things (e.g. provision of prosthetics), but they are all responsible for ensuring the meaningful access in safety and dignity to their services.
- **Ask** participants to divide into pairs. Ask pairs to discuss concrete examples of protection issues they are aware of within sector programs in this context.

  Provide an example: people being attacked on the way home from food distributions and their food items being stolen. (If possible adapt the example to make it relevant to context.)

  Where participants do not have direct experience of a protection problem, ask them to think of a theoretical example.
- **Ask** pairs to write one example per participant on an A5 piece of card with marker pens so everyone can read it. The example should be relevant to the context where possible.

  A5 pieces of card and marker pens
- **Invite** participants to stand up in pairs and introduce themselves (name and organisation) and explain briefly the example of a protection problem they are aware of within a sector program.

  Note: Stick all the examples up on a wall and leave them up throughout the training to be used as examples when possible and in the closing session of training.
- **Thank** participants for their examples. Explain that we will not be solving them all now but that we will refer back to them during the training.

5 mins	**Summary of Key Messages**	
	➔ All humanitarian actors have a role to play in protection mainstreaming. ➔ By mainstreaming protection actors can support people to safely access and enjoy their rights and humanitarian services.	*PPT slide*

FACILITATOR NOTES

** Facilitator note 1*

The purpose of guiding participants through the series of questions is to elicit some of the key components of protection mainstreaming: safety and dignity, meaningful access, accountability, participation and empowerment.

- In order for access to be meaningful assistance and services must be:
    a. Available in sufficient quantity and quality
    b. Provided on the basis of need and without discrimination
    c. Within safe and easy reach
    d. Known by people potentially accessing services
    e. Physically and financially accessible
    f. Culturally relevant and socially acceptable
- In the case of the boy from Haiti, his access is clearly limited in terms of being in safe and easy reach and being physically accessible.
- The fact that the boy cannot safely access the services suggests that he may not have been involved in a process of identifying suitable locations and access routes. of identifying suitable locations and access routes.

** Facilitator note 2*

The purpose of this question is for participants to identify that all humanitarian actors have a role to play in ensuring that the boy is:

a. consulted on the location and access routes to service
b. able to safely access services
c. is being treated with dignity

Acknowledge that protection mainstreaming is not solely the role of humanitarian actors; local and national government have primary responsibility. However, in the context of their own programs, WASH, shelter, camp management staff etc. have to recognise the important role they can play.

SESSION 2: KEY ELEMENTS OF PROTECTION MAINSTREAMING

SESSION OVERVIEW

Session Aim: This session introduces the definition of protection mainstreaming and the key elements of protection mainstreaming as defined in the *GPC Brief*. It supports participants to reflect on the key elements and to think through concrete examples of good and bad practice.

Session Length: 1 hour 40 mins

Session Type: Small group work / Interactive exercises / Plenary discussion

Session Instructional Objectives	This session will: • Explain the GPC definition and key elements of protection mainstreaming and highlight examples of each element • Critically analyse examples of protection mainstreaming to emphasise best practice • Encourage reflection on the enablers and challenges to protection mainstreaming and the need for proactivity
Learning Outcomes	After this session, participants will be able to: • Describe the key elements of protection mainstreaming in humanitarian responses • Apply the key elements of protection mainstreaming in practical and concrete ways • Recognise that they are already 'doing' a lot of protection mainstreaming • Critically identify some of the enablers and challenges for protection mainstreaming and plan accordingly
Key Messages	➔ There are four key elements critical to protection mainstreaming: Prioritise safety and dignity and avoid causing harm; Meaningful Access; Accountability; and Participation and Empowerment. ➔ Good humanitarian programming is central to protection mainstreaming, but it also requires intentional, proactive steps to support safe and dignified programs.
Preparation	• Check the *Protection Mainstreaming Video* is working and ready to play.

Resources	*Resource 3: GPC Brief (pg 162)* *Resource 4: Protection Mainstreaming Video (pg 163)* *Resource 5: Good and Poor Protection Mainstreaming Practice (pg 164)* *PPT slide: Session Learning Outcomes* *PPT slide: GPC Brief definition of Protection Mainstreaming* *PPT slide: GPC Brief definition of Accountability* *PPT slide: 5 IASC Commitments* *PPT slide: GPC Brief definition of Participation and Empowerment* *PPT slide: The Participation Ladder* *PPT slide: Summary Statement on Empowerment* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
5 mins	**Introduction**	

	• **Present** Session Learning Outcomes on a PowerPoint slide:
	After this session, participants will be able to:
	  • *Describe the key elements of protection mainstreaming in humanitarian responses*
	  • *Apply the key elements of protection mainstreaming in practical and concrete ways*
	  • *Recognise that they are already 'doing' a lot of protection mainstreaming*
	  • *Critically identify some of the enablers and challenges for protection mainstreaming and plan accordingly*
	• **Check** if participants have any questions.
		PPT slide

15 mins	**Understanding Protection Mainstreaming**	
	• **Ask** participants to divide into pairs to discuss what protection mainstreaming means. • **Ask** participants to share their ideas in plenary. Identify and reinforce any points that relate to: including protection principles in programs; safety, dignity and rights in humanitarian programming; ensuring access to services; accountability; and participation. ** See facilitator note 1* • **Hand out** copies of the *GPC Brief* to all participants and read the GPC definition of protection mainstreaming from the PowerPoint slide: "The process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid."	*Resource 3: GPC Brief (pg 162)* *PPT slide*

	• **Explain** that protection mainstreaming focuses not on *what* we do (the product) but rather on *how* we do it (the process) and that protection should be mainstreamed through all sectors and all phases of the program/project cycle.
	• **Ask** participants what distinguishes protection mainstreaming from specialised protection programs/stand-alone protection work? Elicit comments such as:
	  • Protection mainstreaming is the responsibility of all humanitarian actors whereas protection work is undertaken by protection specialists
	  • Specialised protection programs have specific protection objectives
	  • Specialised protection programs have their own set of professional standards.
	• **Explain** that protection mainstreaming is one part of humanitarian protection. It is the part of protection that is the responsibility of all humanitarian practitioners. Protection mainstreaming in your day-to-day work does not require the support of protection specialists.
	** See facilitator note 2*	

60 mins	**Four Key Elements of Protection Mainstreaming**	
	• **Read** the four key elements of protection mainstreaming articulated in the *GPC Brief*: 1. Prioritise safety and dignity and avoid causing harm 2. Meaningful Access – in proportion to need and without any barriers 3. Accountability 4. Participation and Empowerment. *Note that strong linkages can be made between the GPC's four key elements and Sphere principles and standards.* **See facilitator note 3* • **Explain** that a short video will introduce the four key elements of protection mainstreaming before discussion about the key elements. • **Play** the video: *An Introduction to Protection Mainstreaming, Global Protection Cluster 2014*. Available online http://www.globalprotectioncluster.org/en/areas-of-responsibility/protection-mainstreaming.html *Note: Where the video is not available move straight into the plenary discussion.* • **Discuss** *some* of the following questions in plenary, giving plenty of time for questions and discussion. *Note: Select the questions you ask according to how much time you have. If you have little time only ask the questions in relation to the video.* **In relation to the video:** • What are your reflections on the video? • Did it introduce anything that was new / different? • Do you agree with everything in the video?	*Resource 4: Protection Mainstreaming Video (pg 163)*

In relation to 'Prioritise safety and dignity and avoid causing harm':

- How might an agency inadvertently expose people to increased danger or abuse of their rights?

  ** See facilitator note 4*

- What actions can an agency take to avoid or minimise any adverse effects?

  ** See facilitator note 5*

- What actions can an agency take to prioritise safety and dignity in programs?

  ** See facilitator note 6*

- **Summarise** and explain that:

  1. Safety can be impeded by physical threats such as violence, assault, coercion and environmental threats.
  2. Dignity can be impeded by physical and psychological threats such as lack of respect, lack of confidentiality and privacy, and lack of consultation and participation.

In relation to Meaningful Access:

- Why might some individuals or groups not be able to access humanitarian assistance?

  ** See facilitator note 7*

- What special measures can an agency take to facilitate access for individuals or groups who are excluded or not able to access assistance?

  ** See facilitator note 8*

- **Summarise** and explain that in order for access to be meaningful, assistance and services must be:

  a. Available in sufficient quantity and quality
  b. Provided on the basis of need and without discrimination
  c. Within safe and easy reach
  d. Known by people potentially accessing services
  e. Physically and financially accessible
  f. Culturally relevant and socially acceptable

In relation to Accountability:

- **Ask** why Accountability is important.
- **List** ideas on a flipchart while eliciting responses from the participants.
- **Show** on a PowerPoint slide, and **discuss**, the *GPC Brief* definition of Accountability:

  Accountability to beneficiaries: set-up appropriate mechanisms through which affected populations can measure the adequacy of interventions, or address concerns and complaints.

- **Ask** what are other ways you can be accountable to the population.
- **Show** on a PowerPoint slide, and **discuss**, the 5 IASC commitments (from Accountability to Affected Populations (AAP) Operational Framework).

  ** See facilitator note 9.*

PPT slide

PPT slide

	• **Remind** participants that these are commitments that the entire humanitarian community has already made. Refer them to the AAP Operational Framework found at www.humanitarianinfo.org/iasc
	
	Note the synergy of Accountability with other key elements of protection mainstreaming – notably Participation.
	
	In relation to Participation and Empowerment:
	
	• **Ask** why Participation and Empowerment are important.
	
	• **List** ideas on a flipchart while eliciting responses from the participants. Make sure that at least the following responses are listed:
	
	  • It builds dignity and self-esteem
	  • It helps to ensure that interventions are appropriate and effective
	  • It develops skills for life after displacement
	  • It puts people back in control of their own lives – decreases dependency and increases self-reliance[a]
	
	• **Show** on a PowerPoint slide, and **discuss**, the *GPC Brief* definition of Participation and Empowerment:
	
	Participation and Empowerment: support the development of self-protection capacities and assist people to claim their rights, including - not exclusively - the rights to shelter, food, water and sanitation, health and education.
	
	• **Show** on a PowerPoint slide, and **discuss**, the Participation ladder.[b]
	
	** See facilitator note 10*
	
	• **Remind** participants that we should always strive for ownership.
	
	• **Ask** how ownership can be achieved. How can agencies assist people to claim their rights?
	
	• **Write** the answers on a flipchart.
	
	• **Discuss** the responses, highlighting good practice, as well as points that may have been missed.
	
	** See facilitator note 11*
	
	• **Show** on a PowerPoint slide: Empowerment is not something that is "done" to people; it is the process by which individuals in the community analyse their situation, enhance their knowledge and resources, strengthen their capacity to claim their rights, and take action to achieve their goals.
		PPT slide
		
		PPT slide
		
		PPT slide

15 mins	**Examples of Good and Poor Protection Mainstreaming Practice**	

	• **Provide** a handout showing examples of good and poor practice for each element of protection mainstreaming.
	• **Ask** participants to work in their groups to identify an additional example of good and poor practice for each element of protection mainstreaming as relevant to their context and/or experience.
	• **Invite** participants to share some of the examples in plenary.
	• **Emphasise** the importance of generic good humanitarian practice to protection mainstreaming (most humanitarian workers are already doing a lot of good protection mainstreaming – as demonstrated through examples):
	  • Meaningful participation throughout the program/project cycle
	  • Inclusion of diverse groups
	  • Disaggregating data by sex, age and diversity
	  • Robust accountability including safe and confidential feedback and response mechanisms
	  • Vulnerability and capacity analysis
	  • Application of conflict sensitive approaches such as Do No Harm/ Local Capacities for Peace
	  • Strengthening local capacity
	  • Taking action in line with guidance for particular populations such as the *Guidelines on Gender-Based Violence*
	• **Reaffirm** that while important, these generic good practices are not enough. Protection mainstreaming is about intentional, proactive steps to support safe and dignified programs.
		Resource 5: Good and Poor Protection Mainstreaming Practice

5 mins	**Summary of Key Messages**	

	• **Summarise** the session's key messages on a PowerPoint Slide:
	  ➔ There are four key elements critical to protection mainstreaming: Prioritise safety and dignity and avoid causing harm; Meaningful Access; Accountability; and Participation and Empowerment.
	  ➔ Good humanitarian programming is central to protection mainstreaming, but it is also requires intentional, proactive steps to support safe and dignified programs.
		PPT slide

a. Camp Management Toolkit, NRC, 2008, pages 79-81
b. ibid.

FACILITATOR NOTES

Understanding Protection Mainstreaming

** Facilitator note 1*

Some ideas about what protection mainstreaming means:

- Including protection considerations in other sectors such as Water, Sanitation and Hygiene (WASH)
- Including protection considerations during all stages of the project cycle (Assessment, Design, Monitoring, Evaluation and Learning)
- Thinking about whether people are safe
- Thinking about whether people's rights are respected in programming
- Ensuring vulnerability is considered in programs and projects
- Ensuring participation of all groups
- Being aware of potential protection risks in programs and projects
- Maximising the positive impacts of existing sector programs and projects on people's safety, dignity and rights

Some participants may work in agencies that use different terminology to convey similar ideas such as 'safe programming', or 'safe and dignified programming'. Be prepared to explain that 'protection mainstreaming' is the agreed terminology of the Inter-Agency Standing Committee (IASC) and the Global Protection Cluster (GPC). Approaches that promote safe and dignified programming do not always include an emphasis on the rights of affected populations, or the importance of humanitarian actors helping people to claim their rights, access remedies and recover from the effects of abuse.

** Facilitator note 2*

During this discussion participants may want to know the definition of protection. The following definition should be provided:

> "All activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and spirit of the relevant bodies of law (i.e., human rights law, international humanitarian law, refugee law)." Inter-Agency Standing Committee (IASC, 1999)

It is not recommended that the training focus on providing a comprehensive explanation of the definition of protection. The trainer should emphasise that protection activities are the responsibility of protection actors and that this training focuses on protection mainstreaming as the responsibility of all humanitarian actors. However, the facilitator should be familiar with the following guidance on the IASC definition in order to respond to any specific questions.

The IASC definition of protection

The Inter-Agency Standing Committee (IASC) is the primary inter-agency coordination mechanism for humanitarian response (it includes representatives from the UN, Red Cross, Red Crescent Movement and NGOs).

The IASC definition is widely regarded as the 'umbrella' definition for humanitarian and human rights actors, and that it is important because it clearly establishes people's rights at the centre of protection work. Many agencies recognise the rights basis to the IASC definition and further develop their own definition of protection to fit with their operational priorities.

Unpacking the IASC definition: 'all activities'

Responsive, remedial and environment-building actions are sometimes described as short-term, medium-term and longer-term respectively.

Examples of activities under the three types of protection action include:

1. **Responsive action** is any immediate activity undertaken in connection with an emerging or established pattern of violation and is aimed at preventing its recurrence, putting a stop to it, and/or alleviating its immediate effects. Responsive activities have a sense of real urgency (but can last for many years) and aim to reach a particular group of civilians suffering the immediate horrors of a violation. They are primarily about stopping, preventing or mitigating a pattern of abuse.

   Example: Safely referring a survivor of a human rights abuse to medical services

   Example: Providing firewood as part of an NFI distribution, so women and adolescent girls do not have to travel outside an IDP camp

2. **Remedial action** is aimed at restoring people's dignity and ensuring adequate living conditions subsequent to a pattern of violation, through rehabilitation, restitution, compensation and repair. Remedial activities are longer term and aim to assist people living with the effects of abuse. This might include the recuperation of their health, tracing of their families, livelihood support, housing, education, judicial investigation and redress.

   Example: Education in health centres to prevent stigmatisation of survivors of sexual violence

   Example: Vocational training and psychosocial support for former combatants as part of a livelihoods program

3. **Environment-building action** is aimed at creating and/or consolidating an environment – political, social, cultural, institutional, economic and legal – conducive to full respect for the rights of the individual. Environment-building is a deeper, more structural process that challenges society as a whole by aiming to change policy, attitude, belief and behavior. It is likely to involve the establishment of more humane political values, improvements in law and legal practice, the training of security forces, and the development of an increasingly non-violent public culture.

   Example: Providing information to people within a WASH project about the Code of Conduct by which NGO and UN staff are expected to abide

   Example: Advocating for prohibitions on sexual violence to be included in domestic legislation

   Example: Advocating for the Guiding Principles on Internal Displacement to be adopted as national policy

Unpacking the IASC definition: The 'rights of the individual' under 'relevant bodies of law'

Relevant bodies of law include:

'Customary international law' is described by the International Court of Justice as "a general practice accepted as law".[8] This are rules that States apply in practice because they believe that such practice is required or prohibited or allowed, depending on the nature of the rule.[9]

International Humanitarian Law, also known as the law of armed conflict, is a set of rules that seek to limit the effects of armed conflict by protecting those who do not, or no longer, participate in hostilities, and by restricting the means and methods of warfare (ICRC). IHL is found primarily in the 1948 Geneva Conventions, the 1979 Additional Protocols and in Customary International Humanitarian Law.

8 ICJ Statute, Article 38 (1)(b).

9 Jean-Marie Henckaerts and Louise Doswald-Beck, *Customary International Humanitarian Law Volume 1: Rules*, ICRC, Cambridge, 2005.

International Human Rights Law sets out the legal obligations of Governments to act in certain ways or refrain from certain acts, in order to protect human rights and fundamental freedoms of individuals and groups (OCHCR). For example, Convention on the Rights of the Child (1989) and Convention on the Elimination of Discrimination Against Women (1979)

Refugee law is found primarily in the 1951 Convention Relating to the Status of Refugees and the 1967 Additional Protocol. Regional refugee rights regimes have established auxiliary rights for refugees in Africa and Latin America. See Organization of African Unity (OAU) Convention 1969, and the Cartagena Declaration 1984.

The Guiding Principles on Internal Displacement restate and compile human rights and humanitarian law relevant to internally displaced persons.

Protection Mainstreaming / Protection Integration / Protection Stand-alone Programming

Some participants may ask about the difference between protection mainstreaming, protection integration and stand-alone protection programming (sometimes referred to as the 'protection continuum):

Protection mainstreaming is the process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid. It is the responsibility of all humanitarian actors.

Protection integration is the design of humanitarian activities to support both protection and assistance objectives, and to actively contribute to reduce the risk and exposure of the affected population.[10] It requires sector specialist and protection specialist staff to work together.

Example: Livelihoods activities with both economic (increase income) and protection objectives (prevent negative coping mechanisms including transactional and survival sex, exploitative/ hazardous labour, child labour). Each case requires GBV and/or child protection expertise in addition to livelihoods expertise.

Stand-alone protection program and projects have specific protection objectives and require a protection specialist.

Examples: Monitoring compliance with International Humanitarian Law; Rule of Law programs; Registering refugees; medical, legal and psychosocial care for survivors of sexual violence.

** Facilitator note 3*

The first two elements of protection mainstreaming in the *GPC Brief* correspond to Sphere Protection Principle 1, 'Avoid exposing people to further harm as a result of your action'; and Protection Principle 2, 'Ensure people's access to impartial assistance – in proportion to need and without discrimination.'

The third element in the *GPC Brief* is covered in Sphere Core Standard 1, 'People-centred humanitarian response' and mainstreamed in the Sphere technical standards. The fourth element in the *GPC Brief* is addressed in Sphere Protection Principle 4, 'Assist people to claim their rights, access available remedies and recover from the effects of abuse'; and Core Standard 1, 'People-centred humanitarian response'.

** Facilitator note 4*

Examples[11] of how an agency might inadvertently expose people to increased danger or abuse of their rights include:

- By not consulting sufficiently with different segments of the affected population and therefore reinforcing discrimination and marginalisation of certain individuals or groups
- By setting up programs/projects (such as food distributions or water points) in locations without considering how safe it is for people to travel to and from the project site
- By providing assistance to displaced populations while ignoring the needs of host populations
- By failing to keep sensitive information confidential and not storing it securely

10 Ibid.

11 See World Vision, *Minimum Inter-Agency Standards for Protection Mainstreaming* (2012).

- By not providing information about program/project entitlements in a language and format that everyone can understand
- By undermining people's self-help efforts (such as setting up new community groups for a project instead of utilising an existing group that is already functioning and effective)
- Through inaction – by ignoring abuse of people's rights

Note: *If it is raised by participants, it is important to note the distinction between 'avoid causing harm' and 'Do No Harm'. The Do No Harm approach is a conceptual framework for micro-level conflict analysis to assist with project planning and programming in conflict contexts. The concept of 'avoid further harm' reaches beyond conflict analysis to all aspects of aid planning and programming which may cause adverse and unintended effects on the population of concern.*

** Facilitator note 5*

Examples[12] of actions an agency could take to avoid or minimise any adverse effects include:

- Including representatives of different segments of the population in consultation including:
    - Women, girls, boys and men
    - Different age groups (particularly children, adolescents, youth and older adults)
    - People with physical, mental or intellectual disabilities
    - People living in institutions
    - People living with HIV, chronic illness or other health risks
    - Ethnic, political or religious minorities
    - People of different social, economic or national status or origin
    - Any other individuals or groups who may be marginalised or excluded, or experience discrimination not relating to their needs[13]
- Complete a 'Do No Harm/Local Capacities for Peace' assessment in conflict settings
- Conduct regular risk assessments
- Establish safe and confidential procedures for receiving, managing and responding to any feedback or complaints
- Define targeting criteria for assistance with affected populations
- Assess and regularly monitor safety to and from project sites, as well as at project sites from the perspective of diverse groups

** Facilitator note 6*

Examples of actions an agency could take to prioritise the safety and dignity of affected populations:

- Ensure safe location of facilities and services
- Support affected populations to set up safe environments for children
- Implement a Code of Conduct and train staff and volunteers in Protection from Sexual Exploitation and Abuse (PSEA)
- Implement a child protection policy and train staff and volunteers in child protection measures.
- Implement activities in a way that keeps families and kinship groups together, and enable people from the same village or support network to live together
- Ask questions about whether affected populations are safe accessing services and whether changes can be made to improve safety

12 Ibid.

13 Ibid, Core Standard 2, Guidance Note 3.

** Facilitator note 7*

Examples of reasons why some individuals or groups might not be able to access humanitarian assistance include:

- Conflict and/or insecurity and violence, including fear of violence (this may prevent people accessing humanitarian assistance where it is provided, and/or prevent humanitarian actors being able to offer assistance in a particular location)
- Presence of landmines, checkpoints and blockades
- Remote or inaccessible location (e.g. impassable roads during rainy season, or long distances making it impossible for people with disabilities and chronic illness or older adults to travel to the project site)
- Denial of access (e.g. by authorities or an armed group for the whole affected population or exclusion of a minority ethnic or religious group by a dominant ethnic or religious group)
- Information about entitlements is not in a language or format that all people can understand

** Facilitator note 8*

Examples of special measures an agency could take to facilitate access for individuals or groups who are excluded or not able to access assistance include:

- Ensuring program/project information is in a language and format that everyone can understand
- Providing mobile/outreach services
- Promoting universal access to the built environment by practising inclusive planning and design of all buildings and facilities
- Providing safe spaces for at-risk groups (for example, have a safe space set aside for women at food distributions)
- Holding separate women and men's health clinics on different days and/or different times

Note: *Impartial assistance means assistance is provided according to need and without adverse discrimination. This does not mean that identical assistance has to be given to everybody – more or different assistance may be given to people who have greater or different needs.*

** Facilitator note 9*

In December 2011, the IASC Principals endorsed the following 5 commitments, which also outline what agencies can do to ensure accountability to affected populations:

The five IASC Accountability Commitments:

- **Leadership/Governance:** Demonstrate their commitment to accountability to affected populations by ensuring feedback and accountability mechanisms are integrated into country strategies, program proposals, monitoring and evaluations, recruitment, staff inductions, trainings and performance management, partnership agreements, and highlighted in reporting.
- **Transparency:** Provide accessible and timely information to affected populations on organisational procedures, structures and processes that affect them to ensure that they can make informed decisions and choices, and facilitate a dialogue between an organisation and its affected populations over information provision.
- **Feedback and complaints:** Actively seek the views of affected populations to improve policy and practice in programming, ensuring that feedback and complaints mechanisms are streamlined, appropriate and robust enough to deal with (communicate, receive, process, respond to and learn from) complaints about breaches in policy and stakeholder dissatisfaction.
- **Participation:** Enable affected populations to play an active role in the decision-making processes that affect them through the establishment of clear guidelines and practices to engage them appropriately and ensure that the most marginalised and affected are represented and have influence.
- **Design, monitoring and evaluation:** Design, monitor and evaluate the goals and objectives of programs with the involvement of affected populations, feeding learning back into the organisation on an on-going basis and reporting on the results of the process.

** Facilitator note 10*

The participation ladder (from the Camp Management Toolkit)

- Ownership - The community controls decision-making.
- Interactive - The community is wholly involved in decision-making with other actors.
- Functional - The community fulfils only a particular role with limited decision-making power (for example, forming a water committee which is then supervised by an NGO staff member).
- Material Motivation - The community receives goods or cash in return for a service or role.
- Consultation - The community is asked for their opinion on what they would like to see, but their opinion has limited sway in decision-making.
- Information Transfer - Information is gathered from the community, but they are not involved in the resulting discussions which inform decisions.
- Passive - The community is informed of decisions and actions, but have no say in either the process or the result.

** Facilitator note 11*

Participants will likely give answers such as: interviews, focus group discussions, etc. And targets will include community leaders, key focal points, women and children. At this point it is good to remind people of the risks of always working through community leaders. Give the example of one NGO that worked in CAR with Christian village chiefs and community leaders. The muslim population, and especially muslim women, were completely excluded from any participation and from the services. It is also a good time to remind people of persons with specific needs, and the different categories of persons that can participate through consultations, focus groups, etc.

- Categories that are always present: men, boys, women, girls, elderly, persons with disabilities.
- Categories that are context-dependent: ethnic/religious minorities, vulnerable or marginalised groups (e.g. HIV infected individuals)

In reference to ways in which agencies can assist people to claim their rights, some examples might include:

- Provide information about people's entitlements in a language and format that everyone can understand
- Facilitate human rights education
- Assist people to secure or replace the documentation they need to access their entitlements (e.g. birth certificates, death certificates, marriage certificates, land title) for example by identifying and referring them to the appropriate services
- Engage in meaningful consultation with different segments of the population about decisions that affect them (for example resettlement)
- Ensure appropriate referral of protection issues

SESSION 3: COORDINATION FOR PROTECTION MAINSTREAMING

SESSION OVERVIEW

Session Aim: This session articulates which actors are responsible for protection mainstreaming. It provides clear guidance from the IASC and the GPC as a foundation for knowing who needs to be doing what. The session also explores how to ensure that protection is mainstreamed in consolidated appeal processes.

Session Length: 1 hour

Session Type: Exercise / Discussion / PowerPoint

Session Instructional Objectives	This session will: • Clearly emphasise who has responsibility in the field for protection mainstreaming • Facilitate sharing of ideas for mainstreaming protection in consolidated appeals processes • Encourage a commitment to supporting others to mainstream protection and provide ideas on ways this can be achieved
Learning Outcomes	After this session, participants will be able to: • Recognise the responsibilities of the protection cluster and the other clusters regarding protection mainstreaming • Contribute protection mainstreaming ideas to the consolidated appeals (now SRP) process in-country and into strategy planning of the Humanitarian Country Team (HCT) and other clusters
Key Messages	➔ Inter-cluster and Intra-cluster coordination is critical to facilitating protection mainstreaming. ➔ The field protection cluster has an important role in supporting other clusters to mainstream protection; it is the responsibility of the cluster leads to ensure protection mainstreaming happens. ➔ Consolidated appeals processes provide an important opportunity to ensure that protection is mainstreamed into humanitarian response.
Preparation	• Research how much protection mainstreaming was included in the most recent consolidated appeals process in context. • Research whether there is a consolidated appeal process on-going or in the near future.
Resources	*Resource 15: Responsibilities and Actions (pg 217)* *Resource 16: IASC Statement 2013 (pg 218)* *Resource 17: GPC Tip Sheet for Protection Clusters (pg 220)* *Resource 18: Extracts from Consolidated Appeal Documents (pg 221)* *PPT slide: Session Learning Outcomes* *PPT slide: Guidance on Protection Mainstreaming in Consolidated Appeals* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
5 mins	**Introduction**	
	• **Present** Session Learning Outcomes on a PowerPoint slide: *After this session, participants will be able to:* • *Recognise the responsibilities of the protection cluster and the other clusters regarding protection mainstreaming* • *Contribute protection mainstreaming ideas to the consolidated appeals (now SRP) process in-country and into strategy planning of HCT and other clusters* • **Check** if participants have any questions.	*PPT slide*
20 mins	**Responsibilities and Actions**	
	• **Brainstorm** who needs to be involved in protection mainstreaming. Write up ideas on flipchart. ** See facilitator note 1* • **Provide** a summary of the key responsibilities and actions by going through the *Responsibilities and Actions* handout. • **Emphasise** that although the sectors themselves are responsible for mainstreaming protection, the protection cluster has an important role to support protection mainstreaming. • **Hand out** copies of the *IASC Statement 2013* and ask someone to read the second to last paragraph on page 2: *"Protection clusters play a critical role in supporting humanitarian actors to develop protection strategies, including to mainstream protection"* • **Explain** that the specific coordination responsibilities of the field protection cluster are detailed in the *GPC Tip Sheet for Protection Clusters*. Provide copies to the participants. • **Give** participants 5-10 minutes to review the handouts and check if participants have any questions.	*Flip chart and marker pens* *Resource 15: Responsibilities and Actions (pg 217)* *Resource 16: IASC Statement 2013 (pg 218)* *Resource 17: GPC Tip Sheet for Protection Clusters (pg 220)*

30 mins	**Coordination for Consolidated Appeals**	
	• **Explain** consolidated appeals provide an important opportunity to ensure that protection is mainstreamed into humanitarian response. • **Present** on a PowerPoint slide, the guidance on protection mainstreaming in consolidated appeals, highlighting key documents and key points: Key documents: • *2014 Strategic Response Planning - Guidance* • *2014 Strategic Response Plan – Template Annotated* • *Guidance Note for Consolidated Appeals for Protection Clusters* • *Strategic Response Plan Guidance for 2015* Key points: • Cluster plans within the SRP must outline plans for protection mainstreaming. • Cluster partners must agree on the terminology for protection mainstreaming as SRP planning commences. *Note: Guidance listed can be found online at www.unocha.org/cap/resources/policy-guidance* • **Divide** participants into groups and give the groups *Extracts from Consolidated Appeal Documents*. Explain that these are examples of how other country programs have incorporated protection mainstreaming into consolidated appeal documents. • **Instruct** groups to review the examples and to discuss in their groups: • How protection mainstreaming is incorporated into the consolidated appeal documents for their context ** See facilitator note 2* • What concrete steps they could take to ensure that protection mainstreaming is better incorporated into the next consolidated appeal process ** See facilitator note 3* • **Discuss** participants ideas in plenary and provide time for any further questions.	*PPT slide* *Resource 18: Extracts from Consolidated Appeal Documents (pg 221)*
5 mins	**Summary of Key Messages**	
	• **Summarise** the session's key messages on a PowerPoint slide: ➔ Inter-cluster and Intra-cluster coordination is critical to facilitating protection mainstreaming. ➔ The field protection cluster has an important role in supporting other clusters to mainstream protection; it is the responsibility of the cluster leads to ensure protection mainstreaming happens. ➔ Consolidated appeals processes provide an important opportunity to ensure that protection is mainstreamed into humanitarian response.	*PPT slide*

FACILITATOR NOTES

Responsibilities and Actions

** Facilitator note 1*

Through the brainstorming session the following actors should be identified:

- Communities
- Civil society actors and CBOs
- Humanitarian community (NGOs, Red Cross and Red Crescent, UN actors)
- Sector staff and coordination bodies
- Protection staff and coordination bodies
- Humanitarian Coordinator and Humanitarian Country Team
- Government at all levels

Note that where clusters have been activated the following also need to be identified:

- Global protection cluster
- Field protection clusters
- Cluster lead agencies
- Cluster members across all sectors
- UN OCHA
- Inter-cluster Coordination Forum (at the strategic level, inter-cluster coordination is led by the HC through the HCT and at the operational level by Cluster Coordinators supported by OCHA)

Draw specific attention to the importance of coordinating with the **Areas of Responsibility:**

Areas of Responsibility

Child Protection

Child Protection in Emergencies refers to the prevention of, and response to, abuse, neglect, exploitation of and violence against children in emergencies. An emergency is defined as 'a situation where lives, physical and mental wellbeing, or development opportunities for children are threatened as a result of armed conflict, disaster or the breakdown of social or legal order, and where local capacity to cope is exceeded or inadequate'.

The protection of children during emergencies is an Area of Responsibility (AoR) within the Global Protection Cluster which is facilitated through the Child Protection Working Group (CPWG). As the designated Focal Point Agency for the Child Protection AoR, UNICEF coordinates the CPWG and is also the provider of last resort.

Gender-Based Violence

Within the Global Protection Cluster, the Area of Responsibility on Gender-Based Violence (GBV) is co-facilitated by the United Nations Children's Fund (UNICEF) and the United Nations Populations Fund (UNFPA) who are the designated Focal Point Agencies at the global level, and providers of last resort.

Gender-based violence (GBV) is a term used to describe any harmful act that is perpetrated against a person's will, and that is based on socially ascribed differences between males and females. While men and boys can be victims/survivors of some types of GBV (particularly sexual violence) around the world, GBV has a greater impact on women and girls. Examples of GBV throughout the lifecycle include (but are not limited to): sex-selective abortion, differential access to food and services, sexual exploitation and abuse, including trafficking, child marriage, female genital mutilation/cutting, sexual harassment, dowry/bride price abuse, honour killing, domestic or intimate partner violence, deprivation of inheritance or property, and elder abuse.

Housing, Land and Property

Housing, land and property (HLP) issues arise in every humanitarian crisis, whether triggered by conflict or disaster.

The Housing, Land and Property Area of Responsibility (HLP AoR) was created in 2007. As the designated HLP Focal Point Agency, the UN Human Settlements Programme (UNHABITAT) coordinates the global HLP AoR, which brings together a wide range of actors.

Mine Action

Mine Action activities in emergencies makes it possible for affected populations to live their daily lives and move without fear, for humanitarian agencies to deliver assistance, and for peacekeepers to carry out patrols. It is imperative that Mine Action is fully integrated in the overall humanitarian response. UNMAS is the global lead on Mine Action and chairs the Area of Responsibility. As the global lead UNMAS is also the provider of last resort

** Facilitator note 2*

Participants may not be aware how well, or whether, protection mainstreaming has been incorporated into previous consolidated appeal processes in context. If this is the case then ask them to move to the next question. However, in the plenary you should be prepared to inform participants of the extent to which protection mainstreaming was included in the last consolidated appeals process.

** Facilitator note 3*

Ideas might include:

- Advocacy for the inclusion of protection mainstreaming in sector plans
- Discussion with sector clusters or coordination mechanisms about how they intend to mainstream protection
- Request to the protection cluster to work with the sector cluster to develop a mainstreaming plan

SESSION 4: CLOSING AND EVALUATION

SESSION PLAN

Session Aim: The Closing and Evaluation session is to remind participants of what they have learned during the training. It also allows the facilitator to congratulate participants on completion of the course and to give them an opportunity to provide feedback.

Session Length: 30 mins

Session Type: Plenary / Evaluation

Resources: *Resource 22: Pre-/Post-Training Survey (pg 226), Resource 23: Course Evaluation (pg 228), PPT slide: Session Learning Outcomes*

TIME	ACTIVITY	RESOURCES
20 mins	**Revisiting Identified Protection Issues**	
	• **Remind** participants that at the beginning of the training they all provided one example of a protection issue that they had experienced in this context. *Note: These issues should still be on the wall on A5 cards.* • **Ask** participants to pair up with someone that they have not had the opportunity to interact with very much during the training. • **Ask** participants working in pairs to pick one of the issues that was identified at the beginning of the training and suggest two actions to respond to the issue based on what they have learned in the training. *Note: Where possible get pairs to pick different issues but it doesn't matter if there is some overlap.* • **Invite** pairs to suggest their actions in plenary.	
10 mins	**Closing**	

	• **Revisit** the intended learning outcomes:
	  • Describe what protection mainstreaming in humanitarian responses means
	  • Appreciate the relevance and value of protection mainstreaming to humanitarian operations and promote this to others, including the Humanitarian Country Team, and cluster leads in-country
	  • Demonstrate their understanding of the four key elements of protection mainstreaming and analyse their practical application throughout the program cycle
	  • Determine concrete steps to ensure protection is mainstreamed in coordinated funding processes
	• **Ask** participants in plenary the extent to which they feel they have met those learning outcomes. Ask if there are any concrete actions they can now take as a result of the training.
	• **Provide** participants with *Pre-/Post-Training Survey* and *Course Evaluation* handouts and ask them to take time to complete them.
	** See facilitator note 1*
	• **Thank** participants for their time.
		PPT slide
		
		Resource 22: Pre-/Post-Training Survey (pg 226)
		
		Resource 23: Course Evaluation (pg 228)

FACILITATOR NOTES

** Facilitator note 1*

Guidance note for *Pre-/Post-Training Survey*

After the Pre- and Post- Surveys have been completed, collect them in and file them for reference later. If desired, you can score the surveys to give you a quantitative measure of change in knowledge and understanding. The following provides a guide for that scoring but it is also requires the discretion of the training team.

1. What is Protection Mainstreaming and what does it mean to your programs/projects and own responsibilities?

   This question is worth two points: one for a strong definition of protection mainstreaming that corresponds with the GPC definition / one for application of definition to an individual's own programs and responsibilities.

2. What do you think are some of the key elements of protection mainstreaming?

   This question is worth five points. One point for listing four relevant elements that might include: safety, dignity, avoiding causing harm, meaningful access, accountability, participation, safe response to human rights abuses, protection from sexual exploitation and abuse. The fifth point is for a respondent covering a good range of the elements (e.g. rather than just focusing on safety elements).

3. Give four (4) concrete examples of how you could apply protection mainstreaming key elements into your intervention throughout the project cycle – one example for each key element.

   This question is worth eight points (potentially 2 per example)

4. True or False Statements.

   This question is worth 5 points (one for each statement). Note that all the statements are false.

YELLOW MODULE: PROTECTION MAINSTREAMING

Time: 1 Day

Target Audience: Protection and non-protection actors working in the field or providing field support on the implementation of protection mainstreaming

Module Aim: This module aims to provide a basic introduction to protection mainstreaming. It also provides opportunities, through short activities, to practise using some of the tools and resources for protection mainstreaming. It is suitable for non-protection actors that require concrete support to mainstream protection into sector programs. However, it is not suitable for non-protection actors who have little knowledge or experience of protection, and who require more in-depth capacity-building.

Module Instructional Objectives	This module will: • Demonstrate the importance and relevance of protection mainstreaming in humanitarian contexts • Explain the Global Protection Cluster definition of protection mainstreaming and discuss its relevance and application to the current operational context • Describe the four key elements of protection mainstreaming, highlight the requirements of each and apply them to the specific context • Establish concrete ways to mainstream protection throughout the assessment, design and evaluation phases of a sector program • Highlight tools and resources available globally and in-country to assist with protection mainstreaming, and demonstrate their value and utility
Learning Outcomes	After this module participants will: • Describe what protection mainstreaming in humanitarian responses means • Appreciate and recognise the relevance and value of protection mainstreaming to humanitarian operations and promote this to others • Cite concrete examples of protection mainstreaming in practice that are relevant to their current humanitarian operation • Demonstrate their understanding of the four key elements of protection mainstreaming and analyse their practical application throughout the program cycle • Recall the different tools and resources they can use to support protection mainstreaming efforts and activities
Module Outline and Suggested Timing	09:00 – 09:50 Why Mainstream Protection? 09:50 – 10:30 What is Protection Mainstreaming? 10:30 – 10:50 TEA BREAK 10:50 – 12:30 Key Elements of Protection Mainstreaming 12:30 – 13:30 LUNCH 13:30 – 14:40 Protection Mainstreaming in Practice: Assessment and Analysis 14:40 – 15:00 TEA BREAK 15:00 – 16:30 Protection Mainstreaming in Practice: Project Design, Monitoring and Evaluation 16:30 – 17:30 Closing and Evaluation

SESSION 1: WHY MAINSTREAM PROTECTION?

SESSION OVERVIEW

Session Aim: This session introduces the objectives of the workshop and provides participants with an opportunity to meet and learn a little about each other. The session is also critical in framing the training in terms of why protection mainstreaming is important and encouraging participants to reflect on its relevance to their specific context. It aims to influence and inform attitudes, set the "tone" for the training and persuade participants as to the value of the training itself.

Session Length: 50 mins

Session Type: Plenary discussion / Paired introductions and exercise

Session Instructional Objectives	This session will: • Facilitate introductions between participants and facilitators • Highlight the objectives for the day • Illustrate and emphasise the importance of protection mainstreaming for all humanitarian actors • Encourage reflection on the relevance of protection mainstreaming in a specific context and its operational impact
Learning Outcomes	After this session, participants will be able to: • Appreciate the relevance and value of protection mainstreaming to humanitarian operations and promote this to others, including the Humanitarian Country Team, and cluster leads in-country • Recognise that protection mainstreaming is the responsibility of all humanitarian actors
Key Messages	➔ All humanitarian actors have a role to play in protection mainstreaming. ➔ By mainstreaming protection actors can support people to safely access and enjoy their rights and humanitarian services.
Preparation	• Have the photo of the boy from Haiti prepared on a PowerPoint slide or prominently featured somewhere in the training room prior to the session commencing. • Use an alternative locally appropriate photo if available.
Resources	*Resource 22: Pre-/Post-Training Survey (pg 226)* *Resource 1: Photo of a Boy from Haiti (pg 156)* *PPT slide: Module Learning Outcomes* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
5 mins	**Welcome and Introduction**	

	• **Introduce** yourself and the training team.
	• **Provide** information on any housekeeping points: bathrooms / tea breaks / emergency exits / contact points for feedback.
	• **Present** Module Learning Outcomes:
	This module will:
	  • *Describe what protection mainstreaming in humanitarian responses means*
	  • *Appreciate and recognise the relevance and value of protection mainstreaming to humanitarian operations and promote this to others*
	  • *Cite concrete examples of protection mainstreaming in practice that are relevant to their current humanitarian operation*
	  • *Demonstrate their understanding of the four key elements of protection mainstreaming and analyse their practical application throughout the program cycle*
	  • *Recall the different tools and resources they can use to support protection mainstreaming efforts and activities*
	• **Ask** participants to complete the *Pre-/Post-Training Survey*. Explain that it is useful for participants and trainers to be able to track learning over the course of the training.
	• **Ask** participants to introduce themselves: their name and the agency they are working with.
		PPT slide
		
		Resource 22: Pre-/Post-Training Survey (pg 226)

15 mins	**Why Mainstream Protection?**	

	• **Explain** that the training will start with exploring why we are all here at this training, and why protection mainstreaming is important.
	• **Show** the picture of the boy from Haiti crossing the waterway on his crutches.
	• **Ask** participants in plenary: Where do you think the boy is going?
	Responses may include: to the health centre / to the market / to his house / to school / to the toilet. The purpose of the question is to elicit a long list of services that could equally be humanitarian services (e.g. health, food security, education, WASH).
	• **Facilitate** a discussion about the boy's journey using some of the following prompt questions:
	  • Do you think he has meaningful access to those services? Why / why not?
	  • What barriers might he experience and why?
	  • Is he safe accessing those services?
	  • Do you think he has been consulted on the location and access routes to those services?
	** See facilitator note 1*
		Resource 1: Photo of a Boy from Haiti (pg 156)

	• **Explain** that each one of these services could also correspond to a humanitarian service:
	  • Going to the toilet = WASH
	  • Going to school = Education
	  • Going to the health center = Health
	  • etc.
	• **Write** the services on a flipchart.
	• **Ask** participants in plenary: Who is responsible for ensuring he can safely access those services?
	Responses often refer to specialised agencies (e.g. Handicap International, UNHCR). The "correct" answer is that all have a measure of responsibility.
	** See facilitator note 2*
	• **Explain** Explain that specialised agencies may be required for some activities, like building his prosthetic leg, but all actors (i.e. WASH, Education, Healt, etc.) have a responsibility to make sure the boy has access to their services.
	Give the example of an NGO that is providing education services in a location which has children in wheelchairs (less than 5% of the student body). This NGO made sure to have wheelchairs and child-sized crutches available in the school so that children like the boy from Haiti could easily "access" the service provided. They also made sure that latrines were accessible to persons with disabilities, and that the ground was flat and without gravel.
	Note: If possible use an example from the context where training is being conducted.
	• **Explain** that the previous example is an example of protection mainstreaming. Protection mainstreaming is the responsibility of all actors. They may have to work with specialised agencies for some things (e.g. provision of prosthetics), but they are all responsible for ensuring the meaningful access in safety and dignity to their services.	

25 mins	**Why is Protection Mainstreaming Important in your Context?**	
	• **Ask** participants to divide into pairs. Ask pairs to discuss concrete examples of protection problems they have encountered in sector programs in this context. *Provide an example: people being attacked on the way home from food distributions and their food items being stolen. (If possible adapt the example to make it relevant to context.)* *Where participants do not have direct experience of a protection problem, ask them to think of a theoretical example.* • **Ask** pairs to write one example per participant on an A5 piece of card with marker pens so everyone can read it. The example should be relevant to the context where possible.	*A5 pieces of card and marker pens*

	• **Invite** participants to stand up in pairs and introduce themselves (name and organisation) and to explain briefly the example of a protection problem they have encountered in a sector program. *Note: Stick all the examples up on a wall and leave them up throughout the training to be used as examples when possible and in the closing session of training.* • **Thank** participants for their examples. Explain that we will not be solving them all now but that we will refer back to them during the training.	
5 mins	**Summary of Key Messages**	
	➔ All humanitarian actors have a role to play in protection mainstreaming. ➔ By mainstreaming protection actors can support people to safely access and enjoy their rights and humanitarian services.	*PPT slide*

FACILITATOR NOTES

Why Mainstream Protection?

** Facilitator note 1*

The purpose of guiding participants through the series of questions is to elicit some of the key components of protection mainstreaming: safety and dignity, meaningful access, accountability, participation and empowerment.

- In order for access to be meaningful assistance and services must be:
    a. Available in sufficient quantity and quality
    b. Provided on the basis of need and without discrimination
    c. Within safe and easy reach
    d. Known by people potentially accessing services
    e. Physically and financially accessible
    f. Culturally relevant and socially acceptable
- In the case of the boy from Haiti, his access is clearly limited in terms of being in safe and easy reach and being physically accessible.
- The fact that the boy cannot safely access the services suggests that he may not have been involved in a process of identifying suitable locations and access routes. of identifying suitable locations and access routes.

** Facilitator note 2*

The purpose of this question is for participants to identify that all humanitarian actors have a role to play in ensuring that the boy is:

a. consulted on the location and access routes to services
b. able to safely access services
c. is being treated with dignity

Acknowledge that protection mainstreaming is not solely the role of humanitarian actors, local and national government has primary responsibility. However, in the context of their own programs, WASH, shelter, camp management staff etc. have to recognise the important role they can play.

SESSION 2: WHAT IS PROTECTION MAINSTREAMING?

SESSION OVERVIEW

Session Aim: This session introduces participants to the concept of protection mainstreaming articulated in the *GPC Brief*. The session explores the GPC definition through the provision of specific, field-based examples of protection mainstreaming.

Session Length: 40 minutes

Session Type: Small group work / Interactive exercises / Plenary discussion

Session Instructional Objectives	This session will: • Introduce and explain the broad concept of 'mainstreaming' • Explain the GPC definition of protection mainstreaming • Illuminate this definition with concrete examples from the field • Reinforce what protection mainstreaming is and is not in practice and the responsibilities that come from this
Learning Outcomes	After this session, participants will be able to: • Describe what protection mainstreaming in humanitarian responses means • Cite concrete examples of protection mainstreaming in practice that are relevant to their current humanitarian operation
Key Messages	➔ The Global Protection Cluster defines protection mainstreaming as "the process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid." ➔ Protection mainstreaming focuses not on *what* we do (the product) but rather on *how* we do it (the process). ➔ Protection should be mainstreamed through all sectors and all phases of the program/project cycle.
Preparation	• Put posters up around the room of examples of protection mainstreaming. For examples see *Resource 2 (pg 157)*.
Resources	*Resource 2: Examples of Protection Mainstreaming (pg 157)* *PPT slide: Session Learning Outcomes* *PPT slide: GPC Brief definition of Protection Mainstreaming* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
5 mins	**Introduction**	

	• **Present** Session Learning Outcomes on a PowerPoint slide:
	After this session, participants will be able to:
	  • *Describe what protection mainstreaming in humanitarian responses means*
	  • *Cite concrete examples of protection mainstreaming in practice that are relevant to their current humanitarian operation*
	• **Check** if participants have any questions.
		PPT slide

10 mins	**Understanding Mainstreaming**	

	• **Ask** participants what they understand by the term 'mainstreaming.'
	** See facilitator note 1*
	• **Write** the ideas from participants on flip chart paper and highlight the following main points:
	  • Mainstreaming seeks to address a certain issue (e.g. gender inequality) or contribute to achieving a certain outcome (gender equality) without creating a specific sector, program or project for it.
	  • Mainstreaming aims to maximise the positive impacts of an existing sector program or project (e.g. a Water, Sanitation and Hygiene project) on the situation or issue being mainstreamed (e.g. gender).
	  • Mainstreaming focuses not on *what* we do (the product), but rather on *how* we do it (the process).
		Flip chart, sticky tape, marker pens

20 mins	**Understanding Protection Mainstreaming**	
	• **Ask** participants to divide into pairs to discuss what protection mainstreaming means. • **Ask** participants to share their ideas in plenary. Identify and reinforce any points that relate to: including protection principles in programs; safety, dignity and rights in humanitarian programming; ensuring access to services; accountability; and participation. ** See facilitator note 2* • **Present** the GPC definition of protection mainstreaming on a PowerPoint slide: "The process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid." • **Explain** that protection mainstreaming focuses not on *what* we do (the product) but rather on *how* we do it (the process) and that protection should be mainstreamed through all sectors and all phases of the program/project cycle. • **Ask** participants to walk around the room and read the concrete examples of protection mainstreaming and think about any examples from their own work. • **Elicit** examples from participants of protection mainstreaming in their own work. • **Ask** participants what distinguishes protection mainstreaming from protection programs/stand-alone protection work? Elicit comments such as: – Protection mainstreaming is the responsibility of all humanitarian actors whereas protection work is undertaken by protection specialists – Protection work has specific protection objectives – Protection work is a specialty area with its own set of professional standards. • **Explain** that protection mainstreaming is one part of humanitarian protection. It is the part of protection that is the responsibility of all humanitarian practitioners. Protection mainstreaming in your day-to-day work does not require the support of protection specialists. ** See facilitator note 3*	*PPT slide* *Resource 2: Examples of Protection Mainstreaming (pg 157)*
5 mins	**Summary of Key Messages**	
	• **Summarise** the session's key messages on a PowerPoint slide: ➔ The Global Protection Cluster defines protection mainstreaming as "the process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid." ➔ Protection mainstreaming focuses not on *what* we do (the product) but rather on *how* we do it (the process). ➔ Protection should be mainstreamed through all sectors and all phases of the program/project cycle.	*PPT slide*

FACILITATOR NOTES

Understanding Mainstreaming

** Facilitator note 1*

To guide the discussion, ask whether the participants have any examples of mainstreaming taking place in the country in which they work? (For example, gender mainstreaming, child protection).

Some different types of mainstreaming in humanitarian action include:

1. **Gender mainstreaming** considers the impacts of activities on men, women, boys and girls at all stages of the program cycle. The aim of gender mainstreaming is to ensure that women's as well as men's practical and strategic needs are recognised and reflected in policy and programming. The IASC Gender Marker is a tool that measures, on a 0-3 scale, whether or not a humanitarian project is designed well enough to ensure that women, girls, boys and men will benefit equally and whether the project will advance gender equality.[14]
2. **Gender-Based Violence (GBV)** is a widespread international public health and human rights issue. The IASC GBV guidelines aim to assist all sectors of humanitarian response as they plan, implement, coordinate, monitor and evaluate essential actions to prevent and mitigate GBV.[15]
3. **Mainstreaming child protection**,'…or ensuring that child protection considerations inform all aspects of humanitarian action, helps to maximise the child protection impacts of the work that all humanitarians do. It also helps to minimise instances in which the risks to children are inadvertently exacerbated by programs designed without proper consideration of children's safety or wellbeing. In other words, mainstreaming child protection is part of compliance with the 'do no harm' principle.' (See Minimum Standards for Child Protection in Humanitarian Action).[16]
4. **HIV and AIDs mainstreaming** is a process that enables development actors to address the causes and effects of AIDS in an effective and sustained manner, both through their usual work and within their workplace…It is essentially a process whereby a sector analyses how HIV and AIDS can impact it now and in the future, and considers how sectoral policies, decisions and actions might influence the longer-term development of the epidemic and the sector.'[17]
5. **Disability mainstreaming** is a strategy for achieving equality for persons with disabilities. Governments, international organisations, organisations of persons with disabilities and other civil society organisations are working with renewed vigour towards the goal of equality, following the adoption of the Convention on the Rights of Persons with Disabilities, in December 2006 (General Assembly resolution 61/106, annex I).
6. The 'Guidelines for **Mental Health and Psychosocial Support (MHPSS)** in Humanitarian Settings' include guidelines for including specific social concerns (safe and appropriate access for all in dignity) within sector activities.[18] The composite term 'mental health and psychosocial support' [MHPSS] is used to describe any type of local or outside support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorder.[19]
7. **Age, gender and diversity mainstreaming**, which UNHCR defines as "a strategy to promote gender equality and respect for human rights, particularly women's and children's rights, and to enhance the protection of all refugees, regardless of their ethnic, social or religious background".[20]

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14 See https://www.humanitarianresponse.info/topics/gender.

15 http://gbvaor.net/tools-resources/ The updated version of hte IASC GBV guidelines is not yet available on line. Once available it will be posted on this site.

16 http://cpwg.net/?get=006914|2014/03/CP-Minimum-Standards-English-2013.pdf.

17 UNAIDS http://www.undp.org/content/dam/aplaws/publication/en/publications/hiv-aids/mainstreaming-hiv-and-aids-in-sectors-and-programmes--guide/19.pdf

18 http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf

19 IASC, Guidelines for Mental Health and Psychosocial Support (MHPSS) in Humanitarian Settings, pg 1-2

20 UNHCR (2006a) The UNHCR Tool for Participatory Assessment in Operations. Geneva: UNHCR.

Understanding Protection Mainstreaming

** Facilitator note 2*

Some ideas about what protection mainstreaming means:

- Including protection considerations in other sectors such as Water, Sanitation and Hygiene (WASH)
- Including protection considerations during all stages of the project cycle (Assessment, Design, Monitoring, Evaluation and Learning)
- Thinking about whether people are safe
- Thinking about whether people's rights are respected in programming
- Ensuring vulnerability is considered in programs and projects
- Ensuring participation of all groups
- Being aware of potential protection risks in programs and projects
- Maximising the positive impacts of existing sector programs and projects on people's safety, dignity and rights.

Some participants may work in agencies that use different terminology to convey similar ideas such as 'safe programming', or 'safe and dignified programming'. Be prepared to explain that 'protection mainstreaming' is the agreed terminology of the Inter-Agency Standing Committee (IASC) and the Global Protection Cluster (GPC). See *GPC Brief* on Protection Mainstreaming http://www.globalprotectioncluster.org/_assets/files/aors/protection_mainstreaming/Brief_on_Protection_Mainstreaming-EN.pdf. Approaches that promote safe and dignified programming do not always include an emphasis on the rights of affected populations, or the importance of humanitarian actors helping people to claim their rights, access remedies and recover from the effects of abuse.

** Facilitator note 3*

During this discussion participants may want to know the definition of protection. The following definition should be provided:

> "All activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and spirit of the relevant bodies of law (i.e., human rights law, international humanitarian law, refugee law)." Inter-Agency Standing Committee (IASC, 1999)

It is not recommended that the training focus on providing a comprehensive explanation of the definition of protection. The trainer should emphasise that protection activities are the responsibility of protection actors and that this training focuses on protection mainstreaming as the responsibility of all humanitarian actors. However, the facilitator should be familiar with the following guidance on the IASC definition in order to respond to any specific questions.

The IASC definition of protection

The Inter-Agency Standing Committee (IASC) is the primary inter-agency coordination mechanism for humanitarian response (it includes representatives from the UN, Red Cross, Red Crescent Movement and NGOs).

The IASC definition is widely regarded as the 'umbrella' definition for humanitarian and human rights actors, and that it is important because it clearly establishes people's rights at the centre of protection work. Many agencies recognise the rights basis to the IASC definition and further develop their own definition of protection to fit with their operational priorities.

Unpacking the IASC definition: 'all activities'

Responsive, remedial and environment-building actions are sometimes described as short-term, medium-term and longer-term respectively.

Examples of activities under the three types of protection action include:

1. **Responsive action** is any immediate activity undertaken in connection with an emerging or established pattern of violation and is aimed at preventing its recurrence, putting a stop to it, and/or alleviating its immediate effects. Responsive activities have a sense of real urgency (but can last for many years) and aim to reach a particular group of civilians suffering the immediate horrors of a violation. They are primarily about stopping, preventing or mitigating a pattern of abuse.

   Example: Safely referring a survivor of a human rights abuse to medical services

   Example: Providing firewood as part of an NFI distribution, so women and adolescent girls do not have to travel outside an IDP camp

2. **Remedial action** is aimed at restoring people's dignity and ensuring adequate living conditions subsequent to a pattern of violation, through rehabilitation, restitution, compensation and repair. Remedial activities are longer term and aim to assist people living with the effects of abuse. This might include the recuperation of their health, tracing of their families, livelihood support, housing, education, judicial investigation and redress.

   Example: Education in health centres to prevent stigmatisation of survivors of sexual violence

   Example: Vocational training and psychosocial support for former combatants as part of a livelihoods program

3. **Environment-building action** is aimed at creating and/or consolidating an environment – political, social, cultural, institutional, economic and legal – conducive to full respect for the rights of the individual. Environment-building is a deeper, more structural process that challenges society as a whole by aiming to change policy, attitude, belief and behavior. It is likely to involve the establishment of more humane political values, improvements in law and legal practice, the training of security forces, and the development of an increasingly non-violent public culture.

   Example: Providing information to people within a WASH project about the Code of Conduct by which NGO and UN staff are expected to abide

   Example: Advocating for prohibitions on sexual violence to be included in domestic legislation

   Example: Advocating for the Guiding Principles on Internal Displacement to be adopted as national policy

Unpacking the IASC definition: The 'rights of the individual' under 'relevant bodies of law'

Relevant bodies of law include:

'Customary international law' is described by the International Court of Justice as "a general practice accepted as law".[21] This are rules that States apply in practice because they believe that such practice is required or prohibited or allowed, depending on the nature of the rule.[22]

International Humanitarian Law, also known as the law of armed conflict, is a set of rules that seek to limit the effects of armed conflict by protecting those who do not, or no longer, participate in hostilities, and by restricting the means and methods of warfare (ICRC). IHL is found primarily in the 1948 Geneva Conventions, the 1979 Additional Protocols and in Customary International Humanitarian Law.

21 ICJ Statute, Article 38 (1)(b).

22 Jean-Marie Henckaerts and Louise Doswald-Beck, *Customary International Humanitarian Law Volume 1: Rules*, ICRC, Cambridge, 2005.

International Human Rights Law sets out the legal obligations of Governments to act in certain ways or refrain from certain acts, in order to protect human rights and fundamental freedoms of individuals and groups (OCHCR). For example, Convention on the Rights of the Child (1989) and Convention on the Elimination of Discrimination Against Women (1979)

Refugee law is found primarily in the 1951 Convention Relating to the Status of Refugees and the 1967 Additional Protocol. Regional refugee rights regimes have established auxiliary rights for refugees in Africa and Latin America. See Organization of African Unity (OAU) Convention 1969, and the Cartagena Declaration 1984.

The Guiding Principles on Internal Displacement restate and compile human rights and humanitarian law relevant to internally displaced persons.

Protection Mainstreaming / Protection Integration / Protection Stand-alone Programming

Some participants may ask about the difference between protection mainstreaming, protection integration and stand-alone protection programming (sometimes referred to as the 'protection continuum):

Protection mainstreaming is the process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid. It is the responsibility of all humanitarian actors.

Protection integration is the design of humanitarian activities to support both protection and assistance objectives, and to actively contribute to reduce the risk and exposure of the affected population.[23] It requires sector specialist and protection specialist staff to work together.

Example: Livelihoods activities with both economic (increase income) and protection objectives (prevent negative coping mechanisms including transactional and survival sex, exploitative/ hazardous labour, child labour). Each case requires GBV and/or child protection expertise in addition to livelihoods expertise.

Stand-alone protection program and projects have specific protection objectives and require a protection specialist.

Examples: Monitoring compliance with International Humanitarian Law; Rule of Law programs; Registering refugees; medical, legal and psychosocial care for survivors of sexual violence.

23 Ibid.

SESSION 3: KEY ELEMENTS OF PROTECTION MAINSTREAMING

SESSION OVERVIEW

Session Aim: This session introduces the key elements of protection mainstreaming as defined in the *GPC Brief*. It supports participants to reflect on the key elements and to think through concrete examples of good and bad practice.

Session Length: 1 hour 40 mins

Session Type: Small group work / Interactive exercises / Plenary discussion

Session Instructional Objectives	This session will: • Explain the key elements of protection mainstreaming and highlight examples of each element • Critically analyse examples of protection mainstreaming to emphasise best practice • Encourage reflection on the enablers and challenges to protection mainstreaming and the need for proactivity
Learning Outcomes	After this session, participants will be able to: • Describe the key elements of protection mainstreaming in humanitarian responses • Apply the key elements of protection mainstreaming in practical and concrete ways • Recognise that they are already 'doing' a lot of protection mainstreaming • Critically identify some of the enablers and challenges for protection mainstreaming and plan accordingly
Key Messages	➔ There are four key elements critical to protection mainstreaming: Prioritise safety and dignity and avoid causing harm; Meaningful Access; Accountability; and Participation and Empowerment. ➔ Good humanitarian programming is central to protection mainstreaming, but it also requires intentional, proactive steps to support safe and dignified programs.
Preparation	• Check the *Protection Mainstreaming Video* is working and ready to play.
Resources	*Resource 3: GPC Brief (pg 162)* *Resource 4: Protection Mainstreaming Video (pg 163)* *Resource 5: Good and Poor Protection Mainstreaming Practice (pg 164)* *PPT slide: Session Learning Outcomes* *PPT slide: GPC Brief definition of Accountability* *PPT slide: 5 IASC Commitments* *PPT slide: GPC Brief definition of Participation and Empowerment* *PPT slide: The Participation Ladder* *PPT slide: Summary Statement on Empowerment* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
5 mins	**Introduction**	
	• **Present** Session Learning Outcomes on a PowerPoint slide: *After this session, participants will be able to:* • *Describe the key elements of protection mainstreaming in humanitarian responses* • *Apply the key elements of protection mainstreaming in practical and concrete ways* • *Recognise that they are already 'doing' a lot of protection mainstreaming* • *Critically identify some of the enablers and challenges for protection mainstreaming and plan accordingly* • **Check** if participants have any questions.	*PPT slide*
60 mins	**Four Key Elements of Protection Mainstreaming**	
	• **Hand out** copies of the *GPC Brief* to all participants. • **Read** the four key elements of protection mainstreaming articulated in the *GPC Brief*: 1. Prioritise safety and dignity and avoid causing harm 2. Meaningful access – in proportion to need and without any barriers 3. Accountability 4. Participation and Empowerment. *Note that strong linkages can be made between the GPC's four key elements and Sphere principles and standards.* **See facilitator note 1* • **Explain** that a short video will introduce the four key elements of protection mainstreaming before discussion about the key elements. • **Play** the video: *An Introduction to Protection Mainstreaming, Global Protection Cluster 2014*. Available online http://www.globalprotectioncluster.org/en/areas-of-responsibility/protection-mainstreaming.html *Note: Where the video is not available move straight into the plenary discussion.* • **Discuss** *some* of the following questions in plenary, giving plenty of time for questions and discussion. *Note: Select the questions you ask according to how much time you have. If you have little time only ask the questions in relation to the video.* **In relation to the video:** • What are your reflections on the video? • Did it introduce anything that was new / different? • Do you agree with everything in the video?	*Resource 3: GPC Brief (pg 162)* *Resource 4: Protection Mainstreaming Video (pg 163)*

In relation to 'Prioritise safety and dignity and avoid causing harm':

- How might an agency inadvertently expose people to increased danger or abuse of their rights?

  ** See facilitator note 2*

- What actions can an agency take to avoid or minimise any adverse effects?

  ** See facilitator note 3*

- What actions can an agency take to prioritise safety and dignity in programs?

  ** See facilitator note 4*

- **Summarise** and explain that:

  1. Safety can be impeded by physical threats such as violence, assault, coercion and environmental threats.
  2. Dignity can be impeded by physical and psychological threats such as lack of respect, lack of confidentiality and privacy, and lack of consultation and participation.

In relation to Meaningful Access:

- Why might some individuals or groups not be able to access humanitarian assistance?

  ** See facilitator note 5*

- What special measures can an agency take to facilitate access for individuals or groups who are excluded or not able to access assistance?

  ** See facilitator note 6*

- **Summarise** and explain that in order for access to be meaningful, assistance and services must be:

  a. Available in sufficient quantity and quality
  b. Provided on the basis of need and without discrimination
  c. Within safe and easy reach
  d. Known by people potentially accessing services
  e. Physically and financially accessible
  f. Culturally relevant and socially acceptable

In relation to Accountability:

- **Ask** why Accountability is important.
- **List** ideas on a flipchart while eliciting responses from the participants.
- **Show** on a PowerPoint slide, and **discuss**, the *GPC Brief* definition of Accountability:

  Accountability to beneficiaries: set-up appropriate mechanisms through which affected populations can measure the adequacy of interventions, or address concerns and complaints.

- **Ask** what are other ways you can be accountable to the population.

PPT slide

	• **Show** on a PowerPoint slide, and **discuss**, the 5 IASC commitments (from Accountability to Affected Populations (AAP) Operational Framework).
	** See facilitator note 7*
	• **Remind** participants that these are commitments that the entire humanitarian community has already made. Refer them to the AAP Operational Framework found at www.humanitarianinfo.org/iasc
	Note the synergy of Accountability with other key elements of protection mainstreaming – notably Participation.
	In relation to Participation and Empowerment:
	• **Ask** why Participation and Empowerment are important.
	• **List** ideas on a flipchart while eliciting responses from the participants. Make sure that at least the following responses are listed:
	  • It builds dignity and self-esteem
	  • It helps to ensure that interventions are appropriate and effective
	  • It develops skills for life after displacement
	  • It puts people back in control of their own lives – decreases dependency and increases self-reliance[a]
	• **Show** on a PowerPoint slide, and **discuss**, the *GPC Brief* definition of Participation and Empowerment:
	Participation and Empowerment: support the development of self-protection capacities and assist people to claim their rights, including - not exclusively - the rights to shelter, food, water and sanitation, health and education.
	• **Show** on a PowerPoint slide, and **discuss**, the Participation ladder.[b]
	** See facilitator note 8*
	• **Remind** participants that we should always strive for ownership.
	• **Ask** how ownership can be achieved. How can agencies assist people to claim their rights?
	• **Write** the answers on a flipchart.
	• **Discuss** the responses, highlighting good practice, as well as points that may have been missed.
	** See facilitator note 9*
	• **Show** on a PowerPoint slide: Empowerment is not something that is "done" to people; it is the process by which individuals in the community analyse their situation, enhance their knowledge and resources, strengthen their capacity to claim their rights, and take action to achieve their goals.
		PPT slide
		
		PPT slide
		
		PPT slide
		
		PPT slide

30 mins	**Examples of Good and Poor Protection Mainstreaming Practice**	

	• **Provide** a handout showing examples of good and poor practice for each element of protection mainstreaming.
	• **Ask** participants to work in their groups to identify an additional example of good and poor practice for each element of protection mainstreaming as relevant to their context and/or experience.
	• **Invite** participants to share some of the examples in plenary.
	• **Emphasise** the importance of generic good humanitarian practice to protection mainstreaming (most humanitarian workers are already doing a lot of good protection mainstreaming – as demonstrated through examples):
	  • Meaningful participation throughout the program/project cycle
	  • Inclusion of diverse groups
	  • Disaggregating data by sex, age and diversity
	  • Robust accountability including safe and confidential feedback and response mechanisms
	  • Vulnerability and capacity analysis
	  • Application of conflict sensitive approaches such as Do No Harm/ Local Capacities for Peace
	  • Strengthening local capacity
	  • Taking action in line with guidance for particular populations, such as the *Guidelines on Gender-Based Violence*
	• **Reaffirm** that while important, these generic good practices are not enough. Protection mainstreaming is about intentional, proactive steps to support safe and dignified programs.
		Resource 5: Good and Poor Protection Mainstreaming Practice (pg 164)

5 mins	**Summary of Key Messages**	

	• **Summarise** the session's key messages on a PowerPoint slide:
	  ➔ There are four key elements critical to protection mainstreaming: Prioritise safety and dignity and avoid causing harm; Meaningful Access; Accountability; and Participation and Empowerment.
	  ➔ Good humanitarian programming is central to protection mainstreaming, but it is also requires intentional, proactive steps to support safe and dignified programs.
		PPT slide

a. Camp Management Toolkit, NRC, 2008, pages 79-81
b. ibid.

FACILITATOR NOTES

** Facilitator note 1*

The first two elements of protection mainstreaming in the *GPC Brief* correspond to Sphere Protection Principle 1, 'Avoid exposing people to further harm as a result of your action'; and Protection Principle 2, 'Ensure people's access to impartial assistance – in proportion to need and without discrimination.'

The third element in the *GPC Brief* is covered in Sphere Core Standard 1, 'People-centred humanitarian response' and mainstreamed in the Sphere technical standards. The fourth element in the *GPC Brief* is addressed in Sphere Protection Principle 4, 'Assist people to claim their rights, access available remedies and recover from the effects of abuse'; and Core Standard 1, 'People-centred humanitarian response'.

** Facilitator note 2*

Examples[24] of how an agency might inadvertently expose people to increased danger or abuse of their rights include:

- By not consulting sufficiently with different segments of the affected population and therefore reinforcing discrimination and marginalisation of certain individuals or groups
- By setting up programs/projects (such as food distributions or water points) in locations without considering how safe it is for people to travel to and from the project site
- By providing assistance to displaced populations while ignoring the needs of host populations
- By failing to keep sensitive information confidential and not storing it securely
- By not providing information about program/project entitlements in a language and format that everyone can understand
- By undermining people's self-help efforts (such as setting up new community groups for a project instead of utilising an existing group that is already functioning and effective)
- Through inaction – by ignoring abuse of people's rights

Note: *If it is raised by participants, it is important to note the distinction between 'avoid causing harm' and 'Do No Harm'. The Do No Harm approach is a conceptual framework for micro-level conflict analysis to assist with project planning and programming in conflict contexts. The concept of 'avoid further harm' reaches beyond conflict analysis to all aspects of aid planning and programming which may cause adverse and unintended effects on the population of concern.*

** Facilitator note 3*

Examples[25] of actions an agency could take to avoid or minimise any adverse effects include:

- Involve representatives of different segments of the population in consultation including:
  - Women, girls, boys and men
  - Different age groups (particularly children, adolescents, youth and older adults)
  - People with physical, mental or intellectual disabilities
  - People living in institutions
  - People living with HIV, chronic illness or other health risks
  - Ethnic, political or religious minorities
  - People of different social, economic or national status or origin
  - Any other individuals or groups who may be marginalised or excluded, or experience discrimination not relating to their needs[26]
- Complete a 'Do No Harm/Local Capacities for Peace' assessment in conflict settings
- Conduct regular risk assessments
- Establish safe and confidential procedures for receiving, managing and responding to any feedback or complaints
- Define targeting criteria for assistance with affected populations
- Assess and regularly monitor safety to and from project sites, as well as at project sites from the perspective of diverse groups

** Facilitator note 4*

Examples of actions an agency could take to prioritise safety and dignity of affected populations:

- Ensure safe location of facilities and services
- Support affected populations to set up safe environments for children
- Ensure all program staff and volunteers are trained on, and aware of, your agency's Code of Conduct
- Implement a child protection policy and train staff and volunteers in child protection measures

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24 See World Vision, *Minimum Inter-Agency Standards for Protection Mainstreaming* (2012).

25 Ibid.

26 Ibid, Core Standard 2, Guidance Note 3.

- Implement activities in a way that keeps families and kinship groups together, and enable people from the same village or support network to live together
- Ask questions about whether affected populations are safe accessing services and whether changes can be made to improve safety

** Facilitator note 5*

Examples of reasons why some individuals or groups might not be able to access humanitarian assistance include:

- Conflict and/or insecurity and violence, including fear of violence (this may prevent people accessing humanitarian assistance where it is provided, and/or prevent humanitarian actors being able to offer assistance in a particular location)
- Presence of landmines, checkpoints and blockades
- Remote or inaccessible location (e.g. impassable roads during rainy season, or long distances making it impossible for people with disabilities and chronic illness or older adults to travel to the project site)
- Denial of access (e.g. by authorities or an armed group for the whole affected population or exclusion of a minority ethnic or religious group by a dominant ethnic or religious group)
- Information about entitlements is not in a language or format that all people can understand
- Local power structures may deprive some people of assistance

** Facilitator note 6*

Examples of special measures an agency could take to facilitate access for individuals or groups who are excluded or not able to access assistance include:

- Ensuring program/project information is in a language and format that everyone can understand
- Providing mobile/outreach services
- Promoting universal access to the built environment by practising inclusive planning and design of all buildings and facilities
- Providing safe spaces for at-risk groups (for example, have a safe space set aside for women at food distributions)
- Holding separate women and men's health clinics on different days and/or different times

Note: *Impartial assistance means assistance is provided according to need and without adverse discrimination. This does not mean that identical assistance has to be given to everybody – more or different assistance may be given to people who have greater or different needs.*

** Facilitator note 7*

In December 2011, the IASC Principals endorsed the following 5 commitments, which also outline what agencies can do to ensure accountability to affected populations

The 5 IASC Accountability Commitments:

- **Leadership/Governance:** Demonstrate their commitment to accountability to affected populations by ensuring feedback and accountability mechanisms are integrated into country strategies, program proposals, monitoring and evaluations, recruitment, staff inductions, trainings and performance management, partnership agreements, and highlighted in reporting.
- **Transparency:** Provide accessible and timely information to affected populations on organisational procedures, structures and processes that affect them to ensure that they can make informed decisions and choices, and facilitate a dialogue between an organisation and its affected populations over information provision.
- **Feedback and complaints:** Actively seek the views of affected populations to improve policy and practice in programming, ensuring that feedback and complaints mechanisms are streamlined, appropriate and robust enough to deal with (communicate, receive, process, respond to and learn from) complaints about breaches in policy and stakeholder dissatisfaction.

- **Participation:** Enable affected populations to play an active role in the decision-making processes that affect them through the establishment of clear guidelines and practices to engage them appropriately and ensure that the most marginalised and affected are represented and have influence.
- **Design, monitoring and evaluation:** Design, monitor and evaluate the goals and objectives of programs with the involvement of affected populations, feeding learning back into the organisation on an on-going basis and reporting on the results of the process.

** Facilitator note 8*

The participation ladder (from the Camp Management Toolkit)

- Ownership - The community controls decision-making.
- Interactive - The community is wholly involved in decision-making with other actors.
- Functional - The community fulfils only a particular role with limited decision-making power (for example, forming a water committee which is then supervised by an NGO staff member).
- Material Motivation - The community receives goods or cash in return for a service or role.
- Consultation - The community is asked for their opinion on what they would like to see, but their opinion has limited sway in decision-making.
- Information Transfer - Information is gathered from the community, but they are not involved in the resulting discussions which inform decisions.
- Passive - The community is informed of decisions and actions, but have no say in either the process or the result.

** Facilitator note 9*

Participants will likely give answers such as: interviews, focus group discussions, etc. And targets will include community leaders, key focal points, women and children. At this point it is good to remind people of the risks of always working through community leaders. Give the example of one NGO that worked in CAR with Christian village chiefs and community leaders. The muslim population, and especially muslim women, were completely excluded from any participation and from the services. It is also a good time to remind people of persons with specific needs, and the different categories of persons that can participate through consultations, focus groups, etc.

- Categories that are always present: men, boys, women, girls, elderly, persons with disabilities
- Categories that are context-dependent: ethnic/religious minorities, vulnerable or marginalised groups (e.g. HIV infected individuals)

In reference to ways in which agencies can assist people to claim their rights, some examples might include:

- Provide information about people's entitlements in a language and format that everyone can understand
- Facilitate human rights education
- Assist people to secure or replace the documentation they need to access their entitlements (e.g. birth certificates, death certificates, marriage certificates, land title) for example by identifying and referring them to the appropriate services
- Engage in meaningful consultation with different segments of the population about decisions that affect them (for example resettlement)
- Ensure appropriate referral of protection issues

SESSION 4: PROTECTION MAINSTREAMING IN PRACTICE: ASSESSMENT AND ANALYSIS

SESSION OVERVIEW

Session Aim: This session supports participants to apply the key elements of protection mainstreaming in the first stage of the project cycle. It specifically explores how protection can be mainstreamed into assessment and analysis processes. Through a practical exercise, the session guides participants in a process of analysing a protection risk in a program relevant to the context.

Session Length: 1 hour 10 mins

Session Type: Presentation / Exercise / Discussion / Debrief

Session Instructional Objectives	This session will: • Utilise the key elements of protection mainstreaming in a specific project to illustrate protection mainstreaming in the assessment phase • Explain and demonstrate the use of the risk equation as an analytical tool to highlight and comprehend protection risks
Learning Outcomes	After this session, participants will be able to: • Mainstream protection-related questions within sector program assessments • Analyse a protection risk as the first step of protection mainstreaming
Key Messages	➔ Protection should be mainstreamed in assessment processes. ➔ Protection mainstreaming needs to be informed by an analysis of the real and potential protection risks that may arise in a sector program.
Preparation	• Review the protection issues that were shared in the first session 'Why Mainstream Protection?' and identify issues that can be used to apply the risk equation.
Resources	*Resource 6: Example Assessment Questions from Pakistan (pg 168)* *PPT slide: Session Learning Outcomes* *PPT slide: Risk Equation* *PPT slide: Protection Risk Discussion Questions* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
5 mins	**Introduction**	

	• **Present** Session Learning Outcomes on a PowerPoint slide:
	After this session, participants will be able to:
	  • *Mainstream protection-related questions within sector program assessments*
	  • *Analyse a protection risk as the first step of protection mainstreaming*
	• **Check** if participants have any questions.
		PPT slide

30 mins	**Mainstreaming Protection in Assessments**	

	• **Explain** that the sector staff will not be aware of potential protection risks within their programs unless they are asking the right questions and looking for the right things.
	• **Divide** participants into sector groups and ask each group to think about:
	  a. What questions they could ask in an assessment for a sector program in context that would include the key elements of protection mainstreaming.
	  b. Who should participate in answering those questions.
	• **Ask** groups to write their ideas on flip chart paper.
	• **Provide** groups with the example assessment questions developed in August 2013 in Pakistan to mainstream protection in assessment processes *(Resource 6)*. Ask the group to compare its list of questions to those in the example from Pakistan.
	• **Discuss** in plenary: a) which questions would be most valuable in this context; b) which questions groups had covered; c) which questions groups had missed; and d) who groups proposed to involve in a participatory assessment.
	  ** See facilitator note 1*
	• **Highlight** the fact that some questions that are specific to understanding protection risks should be asked only by protection specialists and are beyond the scope of mainstreaming.
	  ** See facilitator note 2*
	• **Discuss** in plenary some examples of protection risks that might come up in an assessment. Remember to refer to some of the examples that were identified in the first session of the day as relevant to this context.
	  Examples might include:
	  • children with disabilities are unable to access services
	  • women feel unsafe on the walk to the health centre
	  • women from a particular ethnic group are not using the child maternal health services
	  • children are vulnerable to abduction at food distributions because parents are away queuing for food for long periods of time
	• **Identify** with the group four risks that are particularly relevant to the context.
	  Note: This is important preparation for the next exercise. Write the agreed risks up on a separate flip chart.
		Flip chart, marker pens
		
		Resource 6: Example Assessment Questions from Pakistan (pg 168)

30 mins	**Analysing Protection Risks in Program**	
	• **Explain** that once a protection risk has been identified, it is important to analyse the risk in order to work out how to address it. In the next exercise participants will do a simple analysis of a specific protection risk. • **Show** the risk equation on a PowerPoint slide and provide an example (appropriate to context if possible). ** See facilitator note 3* **Threat + Vulnerability / Capacity = RISK** • **Explain** the concept of the risk equation as follows: The **RISK** is the chance that individual(s) will be affected by a **THREAT**. **THREAT** is the potential for physical or psychological harm and/or potential barrier to access. Potential perpetrators could be armed forces, militia groups, community members, family members, or even aid workers. Potential barriers to access could be a physically inaccessible entrance to facilities, or management of a service by a particular ethnic group to the exclusion of other groups. The **VULNERABILITY** is what makes the potential victim susceptible to the risk: e.g. their location, the timing of the activity, lack of knowledge about rights or safe practices, their gender, their age, their ethnic/ religious group, their disability. The **CAPACITIES** represent the strengths both individuals and communities have to keep themselves safe: e.g. designated safe spaces, community plans, linkages with protection-sensitive institutions, awareness of rights and responsibilities. • **Explain** to participants that in order to address the protection risk within a program it is important to identify ways to reduce the threat, reduce the vulnerabilities and increase the capacities. • **Divide** participants into groups and provide each group with one example of a protection risk within a program (taken from the previous exercise on assessments). • **Ask** each group to discuss: ◦ Who or what is the ***threat*** to safety, dignity and/or access? What are their motives, their resources? What can be done to reduce the threat? ◦ Who is ***vulnerable***? Why, when and where? What can be done to reduce the vulnerability? ◦ What ***capacity*** do people have to protect themselves? What are they already doing and what else could they do to increase capacity? *Note: Either write these questions up on a flip chart or have them on a PowerPoint slide.* • **Facilitate** feedback from each group on their ideas for addressing the protection risk as a result of the risk analysis. ** See facilitator note 4*	*PPT slide* *PPT slide*
5 mins	**Summary of Key Messages**	
	• **Summarise** the session's key messages on a PowerPoint slide: ➔ Protection should be mainstreamed in assessment processes. ➔ Protection mainstreaming needs to be informed by an analysis of the real and potential protection risks that may arise in a sector program.	*PPT slide*

FACILITATOR NOTES

Mainstreaming Protection in Assessments

** Facilitator note 1*

In discussing who should be involved in the assessment, emphasise the participatory and representative nature of a strong assessment process.

Categories of people that are always present and should be involved in an assessment include: men, boys, women, girls, elderly and persons with disabilities.

Categories of people that will be context-dependent include: ethnic/religious minorities, vulnerable or marginalised groups.

** Facilitator note 2*

The purpose of including some questions about the four key elements of protection mainstreaming in assessments is so that sector staff are aware of some of the protection issues that are relevant to their program. However, sector staff should not try to run a protection assessment. It is important that as part of avoiding causing harm, participants understand the following:

- Do not ask questions about individual incidents or try to 'investigate' any protection issues.
- Do not ask any specific questions about gender-based violence.
- Ensure that staff involved in the assessment know how to appropriately refer any protection issues that come up in the assessment.

** Facilitator note 3*

If you do not have a local example then the following can be used:

> A woman goes out of her village to collect water. A man blocks her way and threatens her with violence.
>
> The actions of the man are the threat.
>
> The woman may be vulnerable because she is a woman, or from a certain ethnic group, and also because she has no water source in her village. She may also be vulnerable because of the time of day she is travelling to get water and the number of times she needs to go to get water.
>
> The community may have the capacity to organise women to travel to the water source in groups or to advocate to the community leaders for a closer water source.

** Facilitator note 4*

Responses to each protection risk may vary but the following provide some ideas to guide the discussion:

Decrease the threat

- By focusing on those responsible for the protection risk, perpetrators, and those who can influence either group (change behaviour, thinking, making the threat costly)
- By focusing on the barriers to access including physical, social and discrimination barriers

Decrease vulnerabilities

- By adapting daily activities to reduce exposure to risk (time and location)
- By understanding vulnerability factors that are resulting in some groups being more vulnerable than others and where possible addressing vulnerability factors such as poverty and discrimination

Strengthen capacities

- By strengthening community action (movement in groups, community watch groups, building knowledge of legal rights, contingency plans/early warning, advocacy to people with influence - leaders, local police)

SESSION 5: PROTECTION MAINSTREAMING IN PRACTICE: PROJECT DESIGN, MONITORING AND EVALUATION

SESSION OVERVIEW

Session Aim: This session supports participants to apply the key elements of protection within the project cycle. It specifically explores how protection can be mainstreamed into the project design, monitoring and evaluation stages. Through a practical exercise, the session guides participants in a process of identifying concrete actions that can be undertaken to mainstream protection in designing a project, and are then introduced to specific tools that they use to evaluate the project design.

Session Length: 1 hour 30 mins

Session Type: Presentation / Exercise / Discussion / Debrief

Session Instructional Objectives	This session will: • Utilise the key elements of protection mainstreaming in the design and evaluation phase of a sector program • Introduce the tools available to support design, monitoring and evaluation • Encourage participants to reflect on ways to mainstream protection in a project that are currently working on
Learning Outcomes	After this session, participants will be able to: • Identify concrete ways to mainstream protection in the design of sector programs • Know some of the resources available to assist with protection mainstreaming in project design and implementation • Utilise the *GPC Sector Checklists* to review and evaluate the design of sector programs
Key Messages	➔ Protection mainstreaming requires concrete, intentional actions that address all four key elements of protection mainstreaming in the design of a sector project. ➔ The *GPC Sector Checklists* provide a useful tool to assist with and review design processes.
Preparation	• Prepare four tables with flip-chart paper and pens/markers. • Room Walk Evaluation – Prepare a flip chart to record grades.

Resources	*Resource 8: Project Cycle Exercise Case Study (pg 177)* *Resource 9: GPC Sector Checklists (pg 178)* *PPT slide: Session Learning Outcomes* *PPT slide: Design/Implementation Discussion Questions* *PPT slide: Tools available to assist with Protection Mainstreaming* *PPT slide: Protection Mainstreaming Evaluation Questions* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
5 mins	**Introduction**	

	• **Present** Session Learning Outcomes on a PowerPoint slide:
	After this session, participants will be able to:
	  • *Identify concrete ways to mainstream protection in the design of sector programs*
	  • *Know some of the resources available to assist with protection mainstreaming in project design and implementation*
	  • *Utilise the GPC Sector Checklists to review and evaluate the design of sector programs*
	• **Check** if participants have any questions.
		PPT slide

5 mins	**Exercise Preparation**	
	• **Divide** participants into four groups. Assign each group one of the key elements of protection mainstreaming: (I) Prioritise safety and dignity and avoid causing harm; (II) Meaningful Access; (III) Accountability; and (IV) Participation and Empowerment. • **Provide** all participants with a copy of the *Project Cycle Exercise Case Study* and ask one participant to read the handout in plenary: *The country in which you are operating is experiencing armed conflict between the ethnic majority (Alphas) and ethnic minority (Betas). Recent fighting in villages near Nytanga has resulted in significant internal displacement. Many internally displaced have arrived in Nytanga, which is not currently affected by conflict.* *You are working for an NGO that is responsible for <food distribution> in a community that consists of IDPs (the majority of whom are Betas) and host community who are all from the Alpha ethnic group.* *Of the IDP population, those who are Alphas are being sheltered and supported by the host community. Those IDPs that are Betas have set up their own make-shift camp. Your organisation has been asked to design and deliver a <food distribution> project in the area.* Note: The case study can easily be adapted to apply to a different sector. If required replace *<food distribution>* for *<education>* or other sector. • **Explain** that participants will work on the design and implementation stages of the project.	*Resource 8: Project Cycle Exercise Case Study (pg 177)*

30 mins	**Design and Implementation of Sector Program**	
	• **Ask** participants to work in their groups and discuss the following questions: Group 1: How would you design and implement your project to prioritise safety and dignity and avoid causing harm? Group 2: How would you design and implement your project to eliminate or mitigate barriers to access? Group 3: How would you design and implement your project to be accountable? Group 4: How would you design and implement your project to ensure the participation and empowerment of people? ** See facilitator note 1* *Note: Either write these questions up on a flip chart or have them on a PowerPoint slide.* *Note: The participants will not have the results of the assessment, so need to think broadly about activities that could be included in the project design.* • **Provide** participants with an example so that they understand the exercise clearly: Example: Group1 - Prioritise safety and dignity and avoid causing harm Design/Implementation examples: i) Complete a Do No Harm Assessment and ii) Ensure that distribution sites are safely located through strong consultation processes • **Ask** participants to write up their key actions on a flip chart. Ask that the writing be clear so that other people can easily read it. • **Circulate** between groups to ensure that the exercise is clearly understood. Where extra training staff members are available, allocate staff to each group. • **Ask** participants to stick their flipcharts up on the wall when complete.	*PPT slide* *Flip chart and marker pens*
30 mins	**Evaluating the Project**	
	• **Explain** that there are a number of tools available to assist with protection mainstreaming and present the following on a PowerPoint slide: • *Minimum Inter-Agency Standards for Protection Mainstreaming* (WVI) • *Disabilities among refugees and Conflict-Affected Populations – resource Kit for Field Workers* (WRC) • *Minimum Standards for Child Protection in Humanitarian Action* (CPWG) • *GBV Guidelines* (IASC) • *Humanitarian Charter and Minimum Standards in Humanitarian Response* (Sphere) • **Provide** a handout of the GPC Sector Checklist that is relevant to food distribution (or other sector used in case study) and explain that it combines the information from the various resources into one user friendly reference. *Note the way the checklists have been structured – focusing on each of the four key elements of protection mainstreaming.*	*PPT slide* *Resource 9: GPC Sector Checklists (pg 178)*

	• **Divide** participants into pairs and explain that they will now use the GPC Sector Checklist to evaluate the project designed in the previous exercise. Each pair must evaluate the protection mainstreaming component of the food distribution <*or other sector*> program (as a whole considering the input from all the four groups).
	• **Ask** participants to walk around the room and review the design suggestions for all the key elements of protection mainstreaming and evaluate the project against the GPC Sector Checklist. Groups should consider:
	  • What is positive about the design in relation to protection mainstreaming?
	  • What is missing in the design (that is highlighted as important on the tip sheet)?
	  • What overall grade would participants give the project in terms of its protection mainstreaming? (A - excellent to D - inadequate mainstreaming)
	  Note: Either write these questions up on a flip chart or have them on a PowerPoint slide.
	• **Ask** participants in plenary to call out the grades that they gave to the project (from A - excellent to D – inadequate mainstreaming). Put the scores up on the flip chart to give an overall impression of the quality of the designed program. Elicit from pairs:
	  • what was positive
	  • what gaps were there
	  • what would participants change with hindsight
	• **Provide** participants with the checklists for all other sectors.
	Note: This exercise provides a simple approach to evaluating whether protection has been mainstreamed into a program. It does not provide information or resources for monitoring or evaluating the impact of protection mainstreaming. This is an evolving area of work. Please contact the protection mainstreaming task team if you would like more information about measuring the impact of protection mainstreaming.
		PPT slide
		
		Flip chart and marker pens

15 mins	**Personal Reflection**	

	• **Give** participants a few minutes to think of a project that they are currently involved in or have worked on in the recent past.
	Note: Where participants have not worked directly on a project, try to pair them with someone that can describe and share their project experience.
	• **Ask** participants to individually review that project in light of the relevant GPC Sector Checklist. Participants should focus on:
	  • What is positive about the design in relation to protection mainstreaming?
	  • What is missing in the design (that is highlighted as important on the checklist)?
	  • What would they change with hindsight?
	• **Wrap up** the session by asking for one or two participants to share their reflections on the projects that they have been involved in.	

5 mins	**Summary of Key Messages**	
	• **Summarise** the session's key messages on a PowerPoint slide: ➔ Protection mainstreaming requires concrete, intentional actions that address all four key elements of protection mainstreaming in the design of a sector project. ➔ The *GPC Sector Checklists* provide a useful tool to assist with and review design processes.	*PPT slide*

FACILITATOR NOTES

Design and Implementation of Sector Program

** Facilitator note 1*

Design and implementation: What activities could be included in the design and implementation to ensure the assigned element of protection mainstreaming is included in the project?

Element 1

- Complete a 'Do No Harm/ Local Capacities for Peace' assessment and/or regular conflict sensitivity assessments.
- Ensure all staff and agency affiliates understand and sign a Code of Conduct and Child Protection Policy.
- Make the Code of Conduct and Child Protection Policy available to disaster-affected populations in a language and format that can be understood.
- Keep recipient data confidential.
- Have clear policies and procedures in place to guide staff on how to respond if they become aware of, or witness, abuses and on the confidentiality of related information.
- Ensure distribution sites are located in an area that will not expose the population to further harm.
- Assess the safety of all distribution points, including routes to and from.
- Analyse any protection risks that arise using the risk equation.
- Monitor the safety of distribution points and access routes on an on-going basis.
- Organise the food distribution at the safest time of day ensuring enough daylight for travelling.
- Provide information on protection from sexual exploitation and abuse. Ensure staff and others involved in the distribution have been made fully aware of, and signed, a zero tolerance policy on sexual exploitation and abuse.
- Rotate distribution teams regularly and have a balance of male and female staff.
- Ask whether people feel safe prior to, during and after distributions in post distribution monitoring.
- Provide a small budget line for potential corrective action (e.g. the establishment of a child friendly space at the distribution site).

Element 2

- Monitor access of affected population, considering obstacles such as check points, blockades or the presence of landmines.
- Distribute equal amounts of food and NFI, unless justified on basis of unique needs and clearly communicated to all.
- Display food and NFI entitlements clearly at distribution points in relevant language and pictorial form.
- Register women and child-headed households in their own names.
- Implement special measures to facilitate access of vulnerable groups such as provision of safe spaces for children or means to facilitate access for persons with disabilities.
- Distribute food first to individuals and groups with specific needs, such as pregnant and breastfeeding women, the elderly, child-headed households, persons with disabilities.

- When food is distributed to target specific individuals or groups, check the food was received and met their needs during post-distribution monitoring.
- Provide a small budget line for potential corrective action e.g. ramps for access.

Element 3

- Ensure all staff and agency affiliates understand and sign a Code of Conduct and Child Protection Policy.
- Make the Code of Conduct and Child Protection Policy available to disaster-affected populations in a language and format that can be understood.
- Provide information on protection from sexual exploitation and abuse.
- Display food and NFI entitlements clearly at distribution points in relevant language and pictorial form.
- Have clear policies and procedures in place to guide staff on how to respond if they become aware of, or witness, abuses and on the confidentiality of related information.
- Establish safe and confidential procedures for receiving, managing and responding to any feedback or complaints.

Note: Features of effective Feedback and Complaints mechanism include:

a. They have a timely feedback loop
b. They receive complaints (NB no complaints is not evidence of no issues!)
c. They have clear, timely processes for review, action and escalation for serious matters including PSEA
d. They have multiple methods, some examples below:
    - complaints box at distribution/project sites and in office
    - complaints 'hotline' and 'email'
    - leaflets in distributions – informing of contents and also PSEA
    - visible codes of conduct and 'commitments to affected populations' displayed at project sites, offices and organisation websites

Element 4

- Ensure meaningful participation in design, monitoring and evaluation of the project.
- Ensure a balanced representation of vulnerable people in discussions with the disaster-affected population.
- Ensure that women, men, girls and boys are fully involved in decisions relating to their situation.
- Ensure that local authorities and host communities are informed, consulted and included in decisions on location and planning of services.
- Involve all categories of affected persons (such as children, persons with disabilities and older persons) in assessments in order to collect accurate information about their specific needs.

SESSION 6: CLOSING AND EVALUATION

SESSION OVERVIEW

Session Aim: The Closing and Evaluation provides an opportunity to remind participants of what they have learned during the training. It also allows the facilitator to congratulate participants on completion of the course and to give them an opportunity to provide feedback.

Session Length: 60 mins

Session Type: Plenary / Evaluation

Resources: *Resource 22: Pre-/Post-Training Survey (pg 226), Resource 23: Course Evaluation (pg 228), PPT slide: Session Learning Outcomes*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
30 mins	**Revisiting identified protection issues**	
	• **Remind** participants that at the beginning of the training they all provided one example of a protection issue that they had experienced in this context. • **Ask** participants to pair up with someone that they have not had the opportunity to interact with very much during the training. • **Ask** participants working in pairs to pick one of the issues that was identified at the beginning of the training and suggest two actions to respond to the issue based on what they have learned in the training. *Note: Where possible get pairs to pick different issues but it doesn't matter if there is some overlap.* • **Invite** pairs to suggest their actions in plenary. • **Check** with participants that there are no issues that had been raised for which there have been no suggested actions. If this is the case in plenary seek out some ideas for actions.	

30 mins	**Closing**	

	• **Revisit** the intended learning outcomes:
	After this module participants will:
	  • *Describe what protection mainstreaming in humanitarian responses means*
	  • *Appreciate the relevance and value of protection mainstreaming to humanitarian operations and promote this to others, including the Humanitarian Country Team, and cluster leads in-country*
	  • *Demonstrate their understanding of the four key elements of protection mainstreaming and analyse their practical application throughout the program cycle*
	  • *Recall the different tools and resources they can use to support protection mainstreaming efforts and activities*
	• **Ask** participants to discuss in table groups the extent to which they feel they have met those learning outcomes.
	• **Ask** in plenary which outcomes have been achieved from the perspective of participants and which outcomes require more work.
	• **Provide** participants with *Pre-/Post-Training Survey* and *Course Evaluation* handouts and ask them to take time to complete them.
	** See facilitator note 1*
	• **Provide** participants with certificates of completion and thank them for their time.
		PPT slide
		
		Resource 22: Pre-/Post-Training Survey (pg 226)
		
		Resource 23: Course Evaluation (pg 228)

FACILITATOR NOTES

** Facilitator note 1*

Guidance note for *Pre-/Post-Training Survey*

After the Pre- and Post- Surveys have been completed, collect them in and file them for reference later. If desired, you can score the surveys to give you a quantitative measure of change in knowledge and understanding. The following provides a guide for that scoring but it is also requires the discretion of the training team.

1. What is Protection Mainstreaming and what does it mean to your programs/projects and own responsibilities?

   This question is worth two points: one for a strong definition of protection mainstreaming that corresponds with the GPC definition / one for application of definition to an individual's own programs and responsibilities.

2. What do you think are some of the key elements of protection mainstreaming?

   This question is worth five points. One point for listing four relevant elements that might include: safety, dignity, avoiding causing harm, meaningful access, accountability, participation, safe response to human rights abuses, protection from sexual exploitation and abuse. The fifth point is for a respondent covering a good range of the elements (e.g. rather than just focusing on safety elements).

3. Give four (4) concrete examples of how you could apply protection mainstreaming key elements into your intervention throughout the project cycle – one example for each key element.

   This question is worth eight points (potentially 2 per example)

4. True or False Statements.

   This question is worth 5 points (one for each statement). Note that all the statements are false.

GREEN MODULE: PRACTISING PROTECTION MAINSTREAMING

Time: 2 days

Target Audience: Protection and non-protection actors working in the field or providing field support for the implementation of protection mainstreaming

Module Aim: This module aims to provide a comprehensive overview of protection mainstreaming. It has a strong focus on building the capacity of participants to use available tools and resources, to practically mainstream protection through the project cycle and within coordination mechanisms. It is suitable for protection and non-protection actors and can be used with a combination of participants from both groups. Using a combined target group (protection and non-protection actors) will facilitate greater engagement between the two groups and will enable greater support to be provided to each other throughout the training. This mutual support will enhance capacity to understand and apply protection mainstreaming across humanitarian operations. Moreover, it provides opportunities for inter-agency and inter-sectoral collaboration which will support and facilitate future cooperation in protection mainstreaming efforts as part of a broader humanitarian response.

Module Instructional Objectives	This module will: • Demonstrate the importance and relevance of protection mainstreaming in humanitarian contexts • Explain the Global Protection Cluster definition of protection mainstreaming and discuss its relevance and application to the current operational context • Describe the four key elements of protection mainstreaming, highlight the requirements of each and apply them to the specific context • Establish concrete ways to mainstream protection throughout the assessment, design and evaluation phases of a sector program • Highlight tools and resources available globally and in-country to assist with protection mainstreaming, and demonstrate their value and utility • Clearly emphasise who has responsibility in the field for protection mainstreaming and discuss the implications this has for current coordination and response mechanisms • Encourage a commitment to mainstreaming protection in humanitarian responses
Learning Outcomes	After this module participants will be able to: • Describe what protection mainstreaming in humanitarian responses means • Appreciate and recognise the relevance and value of protection mainstreaming to humanitarian operations and promote this to others • Demonstrate their understanding of the four key elements of protection mainstreaming and analyse their practical application throughout the program cycle • Mainstream key elements of protection mainstreaming within the assessment, design and evaluation of a sector program • Recall the different tools and resources they can use to support protection mainstreaming efforts and activities

Module Outline and Suggested Timing

DAY 1

09:00 – 10:00	Why Mainstream Protection?
10:00 – 11:00	What is Protection Mainstreaming?
11:00 – 11:20	TEA BREAK
11:20 – 12:20	Key Elements of Protection Mainstreaming (PART I)
12:20 – 13:20	LUNCH
13:20 – 14:20	Key Elements of Protection Mainstreaming (PART II)
14:20 – 16:00	Protection Mainstreaming: Assessment and Analysis
16:00 – 16:20	TEA BREAK
16:20 – 17:40	Protection Mainstreaming: Project Design, Monitoring and Evaluation

DAY 2

09:00 – 09:50	Review of Day One
09:50 – 10:50	Safe Communication of Protection Incidents
10:50 – 11:10	TEA BREAK
11:10 – 12:00	Focus on Protection from Sexual Exploitation and Abuse (PSEA)
12:00 – 13:00	LUNCH
13:00 – 14:00	Coordination for Protection Mainstreaming
14:00 – 14:20	TEA BREAK
14:20 – 16:00	Mainstreaming Action Plans
16:00 – 17:00	Closing and Evaluation

SESSION 1: WHY MAINSTREAM PROTECTION?

SESSION OVERVIEW

Session Aim: This session introduces the objectives of the workshop and provides participants with an opportunity to meet and learn a little about each other. The session is also critical in framing the training in terms of why protection mainstreaming is important and encouraging participants to reflect on its relevance to their specific context. It aims to influence and inform attitudes, set the "tone" for the training and persuade participants as to the value of the training itself.

Session Length: 60 mins

Session Type: Plenary discussion / Paired introductions and exercise

Session Instructional Objectives	This session will: • Facilitate introductions between participants and facilitators • Highlight the objectives for the day • Illustrate and emphasise the importance of protection mainstreaming for all humanitarian actors • Encourage reflection on the relevance of protection mainstreaming in a specific context and its operational impact
Learning Outcomes	After this session, participants will be able to: • Appreciate the relevance and value of protection mainstreaming to humanitarian operations and promote this to others, including the Humanitarian Country Team, and cluster leads in-country • Recognise that protection mainstreaming is the responsibility of all humanitarian actors
Key Messages	➔ All humanitarian actors have a role to play in protection mainstreaming. ➔ By mainstreaming protection actors can support people to safely access and enjoy their rights and humanitarian services.
Preparation	• Have the photo of the boy from Haiti prepared on a PowerPoint slide or prominently featured somewhere in the training room prior to the session commencing. • Use an alternative locally appropriate photo if available.
Resources	*Resource 22: Pre-/Post-Training Survey (pg 226)* *Resource 1: Photo of a Boy from Haiti (pg 156)* *PPT slide: Module Learning Outcomes* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
10 mins	**Welcome and Introduction**	

	• **Introduce** yourself and the training team.
	• **Provide** information on any housekeeping points: bathrooms / tea breaks / emergency exits / contact points for feedback.
	• **Present** Module Learning Outcomes:
	After this module participants will be able to:
	  • *Describe what protection mainstreaming in humanitarian responses means*
	  • *Appreciate and recognise the relevance and value of protection mainstreaming to humanitarian operations and promote this to others*
	  • *Demonstrate their understanding of the four key elements of protection mainstreaming and analyse their practical application throughout the program cycle*
	  • *Mainstream key elements of protection mainstreaming within the assessment, design and evaluation of a sector program*
	  • *Recall the different tools and resources they can use to support protection mainstreaming efforts and activities*
	• **Ask** participants to complete the *Pre-/Post-Training Survey*. Explain that it is useful for participants and trainers to be able to track learning over the course of the training.
	• **Ask** participants to introduce themselves: their name and the agency they are working with.
		PPT slide
		
		Resource 22: Pre-/Post-Training Survey (pg 226)

20 mins	**Why Mainstream Protection?**	

	• **Explain** that the training will start with exploring why we are all here at this training, and why protection mainstreaming is important.
	• **Show** the picture of the boy from Haiti crossing the waterway on his crutches.
	• **Ask** participants in plenary: Where do you think the boy is going?
	Responses may include: to the health centre / to the market / to his house / to school / to the toilet. The purpose of the question is to elicit a long list of services that could equally be humanitarian services (e.g. health, food security, education, WASH).
	• **Facilitate** a discussion about the boy's journey using some of the following prompt questions:
	  • Do you think he has meaningful access to those services? Why/why not?
	  • What barriers might he experience and why?
	  • Is he safe accessing those services?
	  • Do you think he has been consulted on the location and access routes to those services?
	** See facilitator note 1*
	• **Explain** that each one of these services could also correspond to a humanitarian service:
	  • Going to the toilet = WASH
	  • Going to school = Education
	  • Going to the health center = Health
	  • etc.
		Resource 1: Photo of a Boy from Haiti (pg 156)

	• **Write** the services on a flipchart. • **Ask** participants in plenary: Who is responsible for ensuring he can safely access those services? *Responses often refer to specialised agencies (e.g. Handicap International, UNHCR). The "correct" answer is that all have a measure of responsibility.* ** See facilitator note 2* • **Explain** Explain that specialised agencies may be required for some activities, like building his prosthetic leg, but all actors (i.e. WASH, Education, Health, etc.) have a responsibility to make sure the boy has access to their services. *Give the example of an NGO that is providing education services in a location which has children in wheelchairs (less than 5% of the student body). This NGO made sure to have wheelchairs and child-sized crutches available in the school so that children like the boy from Haiti could easily "access" the service provided. They also made sure that latrines were accessible to persons with disabilities, and that the ground was flat and without gravel.* *Note: If possible use an example from the context where training is being conducted.* • **Explain** that the previous example is an example of protection mainstreaming. Protection mainstreaming is the responsibility of all actors. They may have to work with specialised agencies for some things (e.g. provision of prosthetics), but they are all responsible for ensuring the meaningful access in safety and dignity to their services.	
25 mins	**Why is Protection Mainstreaming Important in your Context?**	
	• **Ask** participants to divide into pairs. Ask pairs to discuss concrete examples of protection problems they have encountered in sector programs in this context. *Provide an example: people being attacked on the way home from food distributions and their food items being stolen. (If possible adapt the example to make it relevant to context.)* *Where participants do not have direct experience of a protection problem, ask them to think of a theoretical example.* • **Ask** pairs to write one example per participant on an A5 piece of card with marker pens so everyone can read it. The example should be relevant to the context where possible. • **Invite** participants to stand in pairs and explain briefly the example of a protection problem they have encountered in a sector program. *Note: Stick all the examples up on a wall and leave them up throughout the training to be used as examples when possible and in the closing session of training.* • **Thank** participants for their examples. Explain that we will not be solving them all now but that we will refer back to them during the training.	*A5 pieces of card and marker pens*
5 mins	**Summary of Key Messages**	
	➔ All humanitarian actors have a role to play in protection mainstreaming. ➔ By mainstreaming protection actors can support people to safely access and enjoy their rights and humanitarian services.	*PPT slide*

FACILITATOR NOTES

Why Mainstream Protection?

** Facilitator note 1*

The purpose of guiding participants through the series of questions is to elicit some of the key components of protection mainstreaming: safety and dignity, meaningful access, accountability, participation and empowerment.

- In order for access to be meaningful assistance and services must be:
    a. Available in sufficient quantity and quality
    b. Provided on the basis of need and without discrimination
    c. Within safe and easy reach
    d. Known by people potentially accessing services
    e. Physically and financially accessible
    f. Culturally relevant and socially acceptable
- In the case of the boy from Haiti, his access is clearly limited in terms of being in safe and easy reach and being physically accessible.
- The fact that the boy cannot safely access the services suggests that he may not have been involved in a process of identifying suitable locations and access routes. of identifying suitable locations and access routes.

** Facilitator note 2*

The purpose of this question is for participants to identify that all humanitarian actors have a role to play in ensuring that the boy is:

a. consulted on the location and access routes to services
b. able to safely access services
c. is being treated with dignity

Acknowledge that protection mainstreaming is not solely the role of humanitarian actors, local and national government has primary responsibility. However, in the context of their own programs, WASH, shelter, camp management staff etc. have to recognise the important role they can play.

SESSION 2: WHAT IS PROTECTION MAINSTREAMING?

SESSION OVERVIEW

Session Aim: This session introduces participants to the concept of protection mainstreaming articulated in the *GPC Brief*. The session explores some concrete examples of protection mainstreaming and how these reflect the GPC definition.

Session Length: 60 minutes

Session Type: Small group work / Interactive exercises / Plenary discussion

Session Instructional Objectives	This session will: • Introduce and explain the broad concept of 'mainstreaming' • Explain the GPC definition of protection mainstreaming • Illuminate this definition with concrete examples from the field • Reinforce what protection mainstreaming is and is not in practice and the responsibilities that come from this.
Learning Outcomes	After this session, participants will be able to: • Describe what protection mainstreaming in humanitarian responses means • Cite concrete examples of protection mainstreaming in practice that are relevant to their current humanitarian operation
Key Messages	➔ The Global Protection Cluster defines protection mainstreaming as "the process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid." ➔ Protection mainstreaming focuses not on *what* we do (the product) but rather on *how* we do it (the process). ➔ Protection should be mainstreamed through all sectors and all phases of the program/project cycle.
Preparation	• Put posters up around the room of examples of protection mainstreaming. For examples see *Resource 2 (pg 157)*.
Resources	*Resource 2: Examples of Protection Mainstreaming (pg 157)* *PPT slide: Session Learning Outcomes* *PPT slide: GPC Brief definition of Protection Mainstreaming* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
5 mins	**Introduction**	

	• **Present** Session Learning Outcomes on a PowerPoint slide:
	After this session, participants will be able to:
	  • *Describe what protection mainstreaming in humanitarian responses means*
	  • *Cite concrete examples of protection mainstreaming in practice that are relevant to their current humanitarian operation*
	• **Check** if participants have any questions.
		PPT slide

10 mins	**Understanding Mainstreaming**	

	• **Ask** participants what they understand by the term 'mainstreaming.'
	** See facilitator note 1*
	• **Write** the ideas from participants on flip chart paper and highlight the following main points:
	  • Mainstreaming seeks to address a certain issue (e.g. gender inequality) or contribute to achieving a certain outcome (gender equality) without creating a specific sector, program or project for it.
	  • Mainstreaming aims to maximise the positive impacts of an existing sector program or project (e.g. a Water, Sanitation and Hygiene project) on the situation or issue being mainstreamed (e.g. gender).
	  • Mainstreaming focuses not on *what* we do (the product), but rather on *how* we do it (the process).
		Flip chart, sticky tape, marker pens

20 mins	**Understanding Protection Mainstreaming**	
	• **Ask** participants to divide into pairs to discuss what protection mainstreaming means. • **Ask** participants to share their ideas in plenary. Identify and reinforce any points that relate to: including protection principles in programs; safety, dignity and rights in humanitarian programming; ensuring access to services; accountability; and participation. ** See facilitator note 2* • **Present** the GPC definition of protection mainstreaming on a PowerPoint slide: "The process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid." • **Explain** that protection mainstreaming focuses not on *what* we do (the product) but rather on *how* we do it (the process) and that protection should be mainstreamed through all sectors and all phases of the program/project cycle.	*PPT slide*

	• **Ask** participants what distinguishes protection mainstreaming from protection programs/stand-alone protection work? Elicit comments such as:
	  • Protection mainstreaming is the responsibility of all humanitarian actors whereas protection work is undertaken by protection specialists
	  • Protection work has specific protection objectives
	  • Protection work is a specialty area with its own set of professional standards.
	• **Explain** that protection mainstreaming is one part of humanitarian protection. It is the part of protection that is the responsibility of all humanitarian practitioners. Protection mainstreaming in your day-to-day work does not require the support of protection specialists.
	** See facilitator note 3*	

20 mins	**What does Protection Mainstreaming look like in practice?**	
	• **Ask** participants to walk around the room in the same pairs from the previous exercise and read the examples of protection mainstreaming that are posted on the walls. • **Ask** pairs to reflect on whether the examples reflect the GPC definition of protection mainstreaming and if so, why? • **Discuss** in plenary how the examples reflect the GPC definition of protection mainstreaming. ** See facilitator note 4* • **Explain** that in the next session participants will have an opportunity to share their own examples.	*Resource 2: Examples of Protection Mainstreaming (pg 157)*
5 mins	**Summary of Key Messages**	
	• **Summarise** the session's key messages on a PowerPoint Slide: ➔ The Global Protection Cluster defines protection mainstreaming as "the process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid." ➔ Protection mainstreaming focuses not on *what* we do (the product) but rather on *how* we do it (the process). ➔ Protection should be mainstreamed through all sectors and all phases of the program/project cycle.	*PPT slide*

FACILITATOR NOTES

Understanding Mainstreaming

** Facilitator note 1*

To guide the discussion, ask whether the participants have any examples of mainstreaming taking place in the country in which they work? (For example, gender mainstreaming, child protection).

Some different types of mainstreaming in humanitarian action include:

1. **Gender mainstreaming** considers the impacts of activities on men, women, boys and girls at all stages of the program cycle. The aim of gender mainstreaming is to ensure that women's as well as men's practical and strategic needs are recognised and reflected in policy and programming. The IASC Gender Marker is a tool that measures, on a 0-3 scale, whether or not a humanitarian project is designed well enough to ensure that women, girls, boys and men will benefit equally and whether the project will advance gender equality.[27]
2. **Gender-Based Violence (GBV)** is a widespread international public health and human rights issue. The IASC GBV guidelines aim to assist all sectors of humanitarian response as they plan, implement, coordinate, monitor and evaluate essential actions to prevent and mitigate GBV.[28]
3. **Mainstreaming child protection**, '…or ensuring that child protection considerations inform all aspects of humanitarian action, helps to maximise the child protection impacts of the work that all humanitarians do. It also helps to minimise instances in which the risks to children are inadvertently exacerbated by programs designed without proper consideration of children's safety or wellbeing. In other words, mainstreaming child protection is part of compliance with the 'do no harm' principle.' (See Minimum Standards for Child Protection in Humanitarian Action).[29]
4. **HIV and AIDs mainstreaming** is a process that enables development actors to address the causes and effects of AIDS in an effective and sustained manner, both through their usual work and within their workplace…It is essentially a process whereby a sector analyses how HIV and AIDS can impact it now and in the future, and considers how sectoral policies, decisions and actions might influence the longer-term development of the epidemic and the sector.'[30]
5. **Disability mainstreaming** is a strategy for achieving equality for persons with disabilities. Governments, international organisations, organisations of persons with disabilities and other civil society organisations are working with renewed vigour towards the goal of equality, following the adoption of the Convention on the Rights of Persons with Disabilities, in December 2006 (General Assembly resolution 61/106, annex I).
6. The 'Guidelines for **Mental Health and Psychosocial Support (MHPSS)** in Emergency Settings' include guidelines for including specific social concerns (safe and appropriate access for all in dignity) within sector activities.[31] The composite term 'mental health and psychosocial support' [MHPSS] is used to describe any type of local or outside support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorder.[32]
7. **Age, gender and diversity mainstreaming**, which UNHCR defines as "a strategy to promote gender equality and respect for human rights, particularly women's and children's rights, and to enhance the protection of all refugees, regardless of their ethnic, social or religious background".[33]

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27 See https://www.humanitarianresponse.info/topics/gender.

28 http://gbvaor.net/tools-resources/ The updated version of hte IASC GBV guidelines is not yet available on line. Once available it will be posted on this site.

29 http://cpwg.net/?get=006914|2014/03/CP-Minimum-Standards-English-2013.pdf.

30 UNAIDS http://www.undp.org/content/dam/aplaws/publication/en/publications/hiv-aids/mainstreaming-hiv-and-aids-in-sectors-and-programmes--guide/19.pdf

31 http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf

32 IASC, Guidelines for Mental Health and Psychosocial Support (MHPSS) in Humanitarian Settings, pg 1-2

33 UNHCR (2006a) The UNHCR Tool for Participatory Assessment in Operations. Geneva: UNHCR.

Understanding Protection Mainstreaming

** Facilitator note 2*

Some ideas about what protection mainstreaming means:

- Including protection considerations in other sectors such as Water, Sanitation and Hygiene (WASH)
- Including protection considerations during all stages of the project cycle (Assessment, Design, Monitoring, Evaluation and Learning)
- Thinking about whether people are safe
- Thinking about whether people's rights are respected in programming
- Ensuring vulnerability is considered in programs and projects
- Ensuring participation of all groups
- Being aware of potential protection risks in programs projects
- Maximising the positive impacts of existing sector programs and projects on people's safety, dignity and rights

Some participants may work in agencies that use different terminology to convey similar ideas such as 'safe programming', or 'safe and dignified programming'. Be prepared to explain that 'protection mainstreaming' is the agreed terminology of the Inter-Agency Standing Committee (IASC) and the Global Protection Cluster (GPC). See *GPC Brief* on Protection Mainstreaming http://www.globalprotectioncluster.org/_assets/files/aors/protection_mainstreaming/Brief_on_Protection_Mainstreaming-EN.pdf.

Approaches that promote safe and dignified programming do not always include an emphasis on the rights of affected populations, or the importance of humanitarian actors helping people to claim their rights, access remedies and recover from the effects of abuse.

** Facilitator note 3*

During this discussion participants may want to know the definition of protection. The following definition should be provided:

> "All activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and spirit of the relevant bodies of law (i.e., human rights law, international humanitarian law, refugee law)." Inter-Agency Standing Committee (IASC, 1999)

It is not recommended that the training focus on providing a comprehensive explanation of the definition of protection. The trainer should emphasise that protection activities are the responsibility of protection actors and that this training focuses on protection mainstreaming as the responsibility of all humanitarian actors. However, the facilitator should be familiar with the following guidance on the IASC definition in order to respond to any specific questions.

The IASC definition of protection

The Inter-Agency Standing Committee (IASC) is the primary inter-agency coordination mechanism for humanitarian response and its representative nature (i.e. includes UN, Red Cross, Red Crescent Movement and NGOs).

The IASC definition is widely regarded as the 'umbrella' definition for humanitarian and human rights actors, and that it is important because it clearly establishes people's rights at the centre of protection work. Many agencies recognise the rights basis to the IASC definition and further develop their own definition of protection to fit with their operational priorities.

Unpacking the IASC definition: 'all activities'

Responsive, remedial and environment-building actions are sometimes described as short-term, medium-term and longer-term respectively.

Examples of activities under the three types of protection action include:

1. **Responsive action** is any immediate activity undertaken in connection with an emerging or established pattern of violation and is aimed at preventing its recurrence, putting a stop to it, and/or alleviating its immediate effects. Responsive activities have a sense of real urgency (but can last for many years) and aim to reach a particular group of civilians suffering the immediate horrors of a violation. They are primarily about stopping, preventing or mitigating a pattern of abuse.

   Example: Safely referring a survivor of a human rights abuse to medical services

   Example: Providing firewood as part of an NFI distribution, so women and adolescent girls do not have to travel outside an IDP camp

2. **Remedial action** is aimed at restoring people's dignity and ensuring adequate living conditions subsequent to a pattern of violation, through rehabilitation, restitution, compensation and repair. Remedial activities are longer term and aim to assist people living with the effects of abuse. This might include the recuperation of their health, tracing of their families, livelihood support, housing, education, judicial investigation and redress.

   Example: Education in health centres to prevent stigmatisation of survivors of sexual violence

   Example: Vocational training and psychosocial support for former combatants as part of a livelihoods program

3. **Environment-building action** is aimed at creating and/or consolidating an environment – political, social, cultural, institutional, economic and legal – conducive to full respect for the rights of the individual. Environment-building is a deeper, more structural process that challenges society as a whole by aiming to change policy, attitude, belief and behavior. It is likely to involve the establishment of more humane political values, improvements in law and legal practice, the training of security forces, and the development of an increasingly non-violent public culture.

   Example: Providing information to people within a WASH project about the Code of Conduct by which NGO and UN staff are expected to abide

   Example: Advocating for prohibitions on sexual violence to be included in domestic legislation

   Example: Advocating for the Guiding Principles on Internal Displacement to be adopted as national policy

Unpacking the IASC definition: The 'rights of the individual' under 'relevant bodies of law'

Relevant bodies of law include:

'Customary international law' is described by the International Court of Justice as "a general practice accepted as law".[34] This are rules that States apply in practice because they believe that such practice is required or prohibited or allowed, depending on the nature of the rule.[35]

International Humanitarian Law, also known as the law of armed conflict, is a set of rules that seek to limit the effects of armed conflict by protecting those who do not, or no longer, participate in hostilities, and by restricting the means and methods of warfare (ICRC). IHL is found primarily in the 1948 Geneva Conventions, the 1979 Additional Protocols and in Customary International Humanitarian Law.

34 ICJ Statute, Article 38 (1)(b).

35 Jean-Marie Henckaerts and Louise Doswald-Beck, *Customary International Humanitarian Law Volume 1: Rules*, ICRC, Cambridge, 2005.

International Human Rights Law sets out the legal obligations of Governments to act in certain ways or refrain from certain acts, in order to protect human rights and fundamental freedoms of individuals and groups (OCHCR). For example, Convention on the Rights of the Child (1989) and Convention on the Elimination of Discrimination Against Women (1979)

Refugee law is found primarily in the 1951 Convention Relating to the Status of Refugees and the 1967 Additional Protocol. Regional refugee rights regimes have established auxiliary rights for refugees in Africa and Latin America. See Organization of African Unity (OAU) Convention 1969, and the Cartagena Declaration 1984.

The Guiding Principles on Internal Displacement restate and compile human rights and humanitarian law relevant to internally displaced persons.

Protection Mainstreaming / Protection Integration / Protection Stand-alone Programming

Some participants may ask about the difference between protection mainstreaming, protection integration and stand-alone protection programming (sometimes referred to as the 'protection continuum):

Protection mainstreaming is the process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid. It is the responsibility of all humanitarian actors.

Protection integration is the design of humanitarian activities to support both protection and assistance objectives, and to actively contribute to reduce the risk and exposure of the affected population.[36] It requires sector specialist and protection specialist staff to work together.

Example: Livelihoods activities with both economic (increase income) and protection objectives (prevent negative coping mechanisms including transactional and survival sex, exploitative/ hazardous labour, child labour). Each case requires GBV and/or child protection expertise in addition to livelihoods expertise.

Stand-alone protection program and projects have specific protection objectives and require a protection specialist.

Examples: Monitoring compliance with International Humanitarian Law; Rule of Law programs; Registering refugees; medical, legal and psychosocial care for survivors of sexual violence.

** Facilitator note 4*

Some key points to pull out in the discussion include:

- Most of the examples promote safety and dignity in humanitarian aid (e.g. in Example 2 distribution times were changed to ensure people are safer).
- Examples demonstrate the importance of participation as a central element of protection mainstreaming (e.g. in Example 1 girls were asked about the design of the latrines).
- Examples demonstrate the importance of accountability (e.g. in Example 5 the NGO establishes a feedback mechanism which helps to identify a protection concern within the program).

36 Ibid.

SESSION 3: KEY ELEMENTS OF PROTECTION MAINSTREAMING

SESSION OVERVIEW

Session Aim: This session introduces the key elements of protection mainstreaming as defined in the *GPC Brief*. It supports participants to reflect on the key elements and to think through concrete examples of good and bad practice. It discusses some of the challenges associated with applying these key elements and how they relate to and enforce one other.

Note: In the suggested timing this session is divided into two parts. One hour before lunch and one hour after lunch. The session plan indicates where this break is recommended.

Session Length: 2 hours

Session Type: Small group work / Interactive exercises / Plenary discussion

Session Instructional Objectives	This session will: • Explain the key elements of protection mainstreaming and highlight examples of each element • Critically analyse examples of protection mainstreaming to emphasise best practice and inherent risks to avoid • Encourage reflection on the enablers and challenges to protection mainstreaming and the need for proactivity
Learning Outcomes	After this session, participants will be able to: • Describe the key elements of protection mainstreaming in humanitarian responses • Apply the key elements of protection mainstreaming in practical and concrete ways • Recognise that they are already 'doing' a lot of protection mainstreaming • Critically identify some of the enablers and challenges for protection mainstreaming and plan accordingly
Key Messages	➔ There are four key elements critical to protection mainstreaming: Prioritise safety and dignity and avoid causing harm; Meaningful Access; Accountability; and Participation and Empowerment. ➔ Good humanitarian programming is central to protection mainstreaming, but it also requires intentional, proactive steps to support safe and dignified programs.
Preparation	• Check the *Protection Mainstreaming Video* is working and ready to play. • Write each element and its description on 4 flipcharts and post around the room.

Resources	*Resource 3: GPC Brief (pg 162)* *Resource 4: Protection Mainstreaming Video (pg 163)* *Resource 5: Good and Poor Protection Mainstreaming Practice (pg 164)* *PPT slide: Session Learning Outcomes* *PPT slide: GPC Brief definition of Accountability* *PPT slide: 5 IASC Commitments* *PPT slide: GPC Brief Definition of Participation and Empowerment* *PPT slide: The Participation Ladder* *PPT slide: Summary Statement on Empowerment* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
5 mins	**Introduction**	

	• **Present** Session Learning Outcomes on a PowerPoint slide:
	After this session, participants will be able to:
	  • *Describe the key elements of protection mainstreaming in humanitarian responses*
	  • *Apply the key elements of protection mainstreaming in practical and concrete ways*
	  • *Recognise that they are already 'doing' a lot of protection mainstreaming*
	  • *Critically identify some of the enablers and challenges for protection mainstreaming and plan accordingly*
	• **Check** if participants have any questions.
		PPT slide

60 mins	**Four Key Elements of Protection Mainstreaming**	

	• **Hand out** copies of the *GPC Brief* to all participants.
	• **Read** the four key elements of protection mainstreaming articulated in the *GPC Brief*:
	  1. Prioritise safety and dignity and avoid causing harm
	  2. Meaningful Access – in proportion to need and without any barriers
	  3. Accountability
	  4. Participation and Empowerment.
	Note that strong linkages can be made between the GPC's four key elements and Sphere principles and standards.
	**See facilitator note 1*
	• **Explain** that a short video will introduce the four key elements of protection mainstreaming before discussion about the key elements.
	• **Play** the video: *An Introduction to Protection Mainstreaming, Global Protection Cluster 2014*. Available online http://www.globalprotectioncluster.org/en/areas-of-responsibility/protection-mainstreaming.html
	Note: Where the video is not available move straight into the plenary discussion.
		Resource 3: GPC Brief (pg 162)
		
		Resource 4: Protection Mainstreaming Video (pg 163)

- **Discuss** *some* of the following questions in plenary, giving plenty of time for questions and discussion.

  Note: Select the questions you ask according to how much time you have. If you have little time only ask the questions in relation to the video.

In relation to the video:

- What are your reflections on the video?
- Did it introduce anything that was new / different?
- Do you agree with everything in the video?

In relation to 'Prioritise safety and dignity and avoid causing harm':

- How might an agency inadvertently expose people to increased danger or abuse of their rights?

  ** See facilitator note 2*
- What actions can an agency take to avoid or minimise any adverse effects?

  ** See facilitator note 3*
- What actions can an agency take to prioritise safety and dignity in programs?

  ** See facilitator note 4*
- **Summarise** and explain that:

  1. Safety can be impeded by physical threats such as violence, assault, coercion and environmental threats.
  2. Dignity can be impeded by physical and psychological threats such as lack of respect, lack of confidentiality and privacy, and lack of consultation and participation.

In relation to Meaningful Access:

- Why might some individuals or groups not be able to access humanitarian assistance?

  ** See facilitator note 5*
- What special measures can an agency take to facilitate access for individuals or groups who are excluded or not able to access assistance?

  ** See facilitator note 6*
- **Summarise** and explain that in order for access to be meaningful, assistance and services must be:

  a. Available in sufficient quantity and quality
  b. Provided on the basis of need and without discrimination
  c. Within safe and easy reach
  d. Known by people potentially accessing services
  e. Physically and financially accessible
  f. Culturally relevant and socially acceptable

In relation to Accountability:

- **Ask** why Accountability is important.
- **List** ideas on a flipchart while eliciting responses from the participants.
- **Show** on a PowerPoint slide, and **discuss**, the *GPC Brief* definition of Accountability:

  Accountability to beneficiaries: set-up appropriate mechanisms through which affected populations can measure the adequacy of interventions, or address concerns and complaints.

PPT slide

	• **Ask** what are other ways you can be accountable to the population.
	• **Show** on a PowerPoint slide, and **discuss**, the 5 IASC commitments (from Accountability to Affected Populations (AAP) Operational Framework).
	** See facilitator note 7*
	• **Remind** participants that these are commitments that the entire humanitarian community has already made. Refer them to the AAP Operational Framework found at www.humanitarianinfo.org/iasc
	Note the synergy of Accountability with other key elements of protection mainstreaming – notably Participation.
	In relation to Participation and Empowerment:
	• **Ask** why Participation and Empowerment are important.
	• **List** ideas on a flipchart while eliciting responses from the participants. Make sure that at least the following responses are listed:
	  • It builds dignity and self-esteem
	  • It helps to ensure that interventions are appropriate and effective
	  • It develops skills for life after displacement
	  • It puts people back in control of their own lives – decreases dependency and increases self-reliance[a]
	• **Show** on a PowerPoint slide, and **discuss**, the *GPC Brief* definition of Participation and Empowerment:
	Participation and Empowerment: support the development of self-protection capacities and assist people to claim their rights, including - not exclusively - the rights to shelter, food, water and sanitation, health and education.
	• **Show** on a PowerPoint slide, and **discuss**, the Participation ladder.[b]
	** See facilitator note 8*
	• **Remind** participants that we should always strive for ownership.
	• **Ask** how ownership can be achieved. How can agencies assist people to claim their rights?
	• **Write** the answers on a flipchart.
	• **Discuss** the responses, highlighting good practice, as well as points that may have been missed.
	** See facilitator note 9*
	• **Show** on a PowerPoint slide: Empowerment is not something that is "done" to people; it is the process by which individuals in the community analyse their situation, enhance their knowledge and resources, strengthen their capacity to claim their rights, and take action to achieve their goals.
		PPT slide
		
		PPT slide
		
		PPT slide
		
		PPT slide

Suggested Break

25 mins	**Examples of Good and Poor Protection Mainstreaming Practice**	

	• **Provide** a handout showing examples of good and poor practice for each element of protection mainstreaming.
	• **Ask** participants to work in their groups to identify an additional example of good and poor practice for each element of protection mainstreaming as relevant to their context and/or experience.
	• **Invite** participants to share some of the examples in plenary.
	• **Emphasise** the importance of generic good humanitarian practice to protection mainstreaming (most humanitarian workers are already doing a lot of good protection mainstreaming – as demonstrated through examples):
	  • Meaningful participation throughout the program/project cycle
	  • Inclusion of diverse groups
	  • Disaggregating data by sex, age and diversity
	  • Robust accountability including safe and confidential feedback and response mechanisms
	  • Vulnerability and capacity analysis
	  • Application of conflict sensitive approaches such as Do No Harm/ Local Capacities for Peace
	  • Strengthening local capacity
	  • Taking action in line with guidance for particular populations such as the *Guidelines on Gender-Based Violence*
	• **Reaffirm** that while important, these generic good practices are not enough. Protection mainstreaming is about intentional, proactive steps to support safe and dignified programs.
		Resource 5: Good and Poor Protection Mainstreaming Practice (pg 164)

25 mins	**Exercise: Reflecting on the Key Elements of Protection Mainstreaming**	

	• **Explain** that you will now read out a question and participants need to move to the principle they think is most relevant, based on their own experiences and observations in the field. Tell participants that they'll need to think of *why* they've made a particular choice (to potentially share with the group).
	  Note: Make sure you give people time to think through their choice – they shouldn't be forced to move quickly, as this exercise aims to encourage reflective thinking.
	• **Ask** the following questions:
	  • Which element do you think is the easiest to apply in your work?
	  • Which element is the most difficult to apply?
	  • Which element do you think is most often NOT adhered to?
	  • Which element is the least understood by humanitarians?
	  • Which element resonates with you most?
	• **Facilitate** a 5 minute discussion *for each question* by asking a few participants why they chose one principle over another and for examples of things they've seen/done in their work.
	  ** See facilitator note 10*
		Posters with a description of each key element posted around the room

5 mins	**Summary of Key Messages**	
	• **Summarise** the session's key messages on a PowerPoint slide: ➔ There are four key elements critical to protection mainstreaming: Prioritise safety and dignity and avoid causing harm; Meaningful Access; Accountability; and Participation and Empowerment. ➔ Good humanitarian programming is central to protection mainstreaming, but it also requires intentional, proactive steps to support safe and dignified programs.	*PPT slide*

a. Camp Management Toolkit, NRC, 2008, pages 79-81
b. ibid

FACILITATOR NOTES

** Facilitator note 1*

The first two elements of protection mainstreaming in the *GPC brief* correspond to Sphere Protection Principle 1, 'Avoid exposing people to further harm as a result of your action'; and Protection Principle 2, 'Ensure people's access to impartial assistance – in proportion to need and without discrimination.'

The third element in the *GPC Brief* is covered in Sphere Core Standard 1, 'People-centred humanitarian response' and mainstreamed in the Sphere technical standards. The fourth element in the *GPC Brief* is addressed in Sphere Protection Principle 4, 'Assist people to claim their rights, access available remedies and recover from the effects of abuse'; and Core Standard 1, 'People-centred humanitarian response'.

** Facilitator note 2*

Examples[37] of how an agency might inadvertently expose people to increased danger or abuse of their rights include:

- By not consulting sufficiently with different segments of the affected population and therefore reinforcing discrimination and marginalisation of certain individuals or groups
- By setting up programs/projects (such as food distributions or water points) in locations without considering how safe it is for people to travel to and from the project site
- By providing assistance to displaced populations while ignoring the needs of host populations
- By failing to keep sensitive information confidential and not storing it securely
- By not providing information about program/project entitlements in a language and format that everyone can understand
- By undermining people's self-help efforts (such as setting up new community groups for a project instead of utilising an existing group that is already functioning and effective)
- Through inaction – by ignoring abuse of people's rights

Note: *If it is raised by participants, it is important to note the distinction between 'avoid causing harm' and 'Do No Harm'. The Do No Harm approach is a conceptual framework for micro-level conflict analysis to assist with project planning and programming in conflict contexts. The concept of 'avoid further harm' reaches beyond conflict analysis to all aspects of aid planning and programming which may cause adverse and unintended effects on the population of concern.*

37 See World Vision, *Minimum Inter-Agency Standards for Protection Mainstreaming* (2012).

** Facilitator note 3*

Examples[38] of actions an agency could take to avoid or minimise any adverse effects include:

- Involve representatives of different segments of the population in consultation including:
  - Women, girls, boys and men
  - Different age groups (particularly children, adolescents, youth and older adults)
  - People with physical, mental or intellectual disabilities
  - People living in institutions
  - People living with HIV, chronic illness or other health risks
  - Ethnic, political or religious minorities
  - People of different social, economic or national status or origin
  - Any other individuals or groups who may be marginalised or excluded, or experience discrimination not relating to their needs[39]
- Complete a 'Do No Harm/Local Capacities for Peace' assessment in conflict settings
- Conduct regular risk assessments
- Establish safe and confidential procedures for receiving, managing and responding to any feedback or complaints
- Define targeting criteria for assistance with affected populations
- Assess and regularly monitor safety to and from project sites, as well as at project sites from the perspective of diverse groups

** Facilitator note 4*

Examples of actions an agency could take to prioritise safety and dignity of affected populations:

- Ensure safe location of facilities and services
- Support affected populations to set up safe environments for children
- Ensure all program staff and volunteers are trained on, and aware of, your agency's Code of Conduct
- Implement a child protection policy and train staff and volunteers in child protection measures
- Implement activities in a way that keeps families and kinship groups together, and enable people from the same village or support network to live together
- Ask questions about whether affected populations are safe accessing services and whether changes can be made to improve safety

** Facilitator note 5*

Examples of reasons why some individuals or groups might not be able to access humanitarian assistance include:

- Conflict and/or insecurity and violence, including fear of violence (this may prevent people accessing humanitarian assistance where it is provided, and/or prevent humanitarian actors being able to offer assistance in a particular location)
- Presence of landmines, checkpoints and blockades
- Remote or inaccessible location (e.g. impassable roads during rainy season, or long distances making it impossible for people with disabilities and chronic illness or older adults to travel to the project site)
- Denial of access (e.g. by authorities or an armed group for the whole affected population or exclusion of a minority ethnic or religious group by a dominant ethnic or religious group)
- Information about entitlements is not in a language or format that all people can understand
- Local power structures may deprive some people of assistance

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38 Ibid.

39 Ibid, Core Standard 2, Guidance Note 3.

** Facilitator note 6*

Examples of special measures an agency could take to facilitate access for individuals or groups who are excluded or not able to access assistance include:

- Ensuring program/project information is in a language and format that everyone can understand
- Providing mobile/outreach services
- Promoting universal access to the built environment by practising inclusive planning and design of all buildings and facilities
- Providing safe spaces for at-risk groups (for example, have a safe space set aside for women at food distributions)
- Holding separate women and men's health clinics on different days and/or different times

Note: *Impartial assistance means assistance is provided according to need and without adverse discrimination. This does not mean that identical assistance has to be given to everybody – more or different assistance may be given to people who have greater or different needs.*

** Facilitator note 7*

In December 2011, the IASC Principals endorsed the following 5 commitments, which also outline what agencies can do to ensure accountability to affected populations

The five IASC Accountability Commitments:

- **Leadership/Governance:** Demonstrate their commitment to accountability to affected populations by ensuring feedback and accountability mechanisms are integrated into country strategies, program proposals, monitoring and evaluations, recruitment, staff inductions, trainings and performance management, partnership agreements, and highlighted in reporting.
- **Transparency:** Provide accessible and timely information to affected populations on organisational procedures, structures and processes that affect them, to ensure that they can make informed decisions and choices, and facilitate a dialogue between an organisation and its affected populations over information provision.
- **Feedback and complaints:** Actively seek the views of affected populations to improve policy and practice in programming, ensuring that feedback and complaints mechanisms are streamlined, appropriate and robust enough to deal with (communicate, receive, process, respond to and learn from) complaints about breaches in policy and stakeholder dissatisfaction.
- **Participation:** Enable affected populations to play an active role in the decision-making processes that affect them through the establishment of clear guidelines and practices to engage them appropriately and ensure that the most marginalised and affected are represented and have influence.
- **Design, monitoring and evaluation:** Design, monitor and evaluate the goals and objectives of programs with the involvement of affected populations, feeding learning back into the organisation on an on-going basis and reporting on the results of the process.

** Facilitator note 8*

The participation ladder (from the Camp Management Toolkit)

- Ownership - The community controls decision-making.
- Interactive - The community is wholly involved in decision-making with other actors.
- Functional - The community fulfils only a particular role with limited decision-making power (for example, forming a water committee which is then supervised by an NGO staff member).
- Material Motivation - The community receives goods or cash in return for a service or role.
- Consultation - The community is asked for their opinion on what they would like to see, but their opinion has limited sway in decision-making.
- Information Transfer - Information is gathered from the community, but they are not involved in the resulting discussions which inform decisions.
- Passive - The community is informed of decisions and actions, but have no say in either the process or the result.

** Facilitator note 9*

Participants will likely give answers such as: interviews, focus group discussions, etc. And targets will include community leaders, key focal points, women and children. At this point it is good to remind people of the risks of always working through community leaders. Give the example of one NGO that worked in CAR with Christian village chiefs and community leaders. The muslim population, and especially muslim women, were completely excluded from any participation and from the services. It is also a good time to remind people of persons with specific needs, and the different categories of persons that can participate through consultations, focus groups, etc.

- Categories that are always present: men, boys, women, girls, elderly, persons with disabilities
- Categories that are context-dependent: ethnic/religious minorities, vulnerable or marginalised groups (e.g. HIV infected individuals)

In reference to ways in which agencies can assist people to claim their rights, some examples might include:

- Provide information about people's entitlements in a language and format that everyone can understand
- Facilitate human rights education
- Assist people to secure or replace the documentation they need to access their entitlements (e.g. birth certificates, death certificates, marriage certificates, land title) for example by identifying and referring them to the appropriate services
- Engage in meaningful consultation with different segments of the population about decisions that affect them (for example resettlement)
- Ensure appropriate referral of protection issues

** Facilitator note 10*

During the exercise there are no right or wrong answers. The purpose of the exercise is to encourage participants to apply the key elements to their own areas of work and to reflect on the fact that they are already doing a lot of protection mainstreaming.

SESSION 4: PROTECTION MAINSTREAMING IN PRACTICE: ASSESSMENT AND ANALYSIS

SESSION OVERVIEW

Session Aim: This session supports participants to apply the key elements of protection mainstreaming in the first stage of the project cycle. It specifically explores how protection can be mainstreamed into assessment and analysis processes. Through a practical exercise, the session guides participants in a process of analysing a protection risk in a program relevant to the context.

Session Length: 1 hour 40 mins

Session Type: Presentation / Exercise / Discussion / Debrief

Session Instructional Objectives	This session will: • Utilise the key elements of protection mainstreaming in a specific project to illustrate protection mainstreaming in the assessment phase • Explain and demonstrate the use of the risk equation as an analytical tool to highlight and comprehend protection risks • Encourage participants to think about what makes people vulnerable within humanitarian contexts
Learning Outcomes	After this session, participants will be able to: • Mainstream protection-related questions within sector program assessments • Analyse a protection risk as the first step of protection mainstreaming
Key Messages	➔ Protection should be mainstreamed in assessment processes. ➔ Protection mainstreaming needs to be informed by an analysis of the real and potential protection risks that may arise in a sector program. ➔ Vulnerability is not inherent. ➔ Vulnerability will be determined by a number of factors that will change with context. Factors might include: severe deprivation, serious discrimination, abusive or exploitive relationships, high levels of distress and unsafe or negative coping mechanisms.
Preparation	• Prepare *Resource 7: Cards for Vulnerability Exercise (pg 173)*
Resources	*Resource 6: Example Assessment Questions from Pakistan (pg 168)* *Resource 7: Cards for Vulnerability Exercise (pg 173)* *PPT slide: Session Learning Outcomes* *PPT slide: Risk Equation* *PPT slide: Protection Risk Discussion Questions* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
5 mins	**Introduction**	

	• **Present** Session Learning Outcomes on a PowerPoint slide:
	After this session, participants will be able to:
	  • *Mainstream protection-related questions within sector program assessments*
	  • *Analyse a protection risk as the first step of protection mainstreaming*
	• **Check** if participants have any questions.
		PPT slide

30 mins	**Mainstreaming Protection in Assessments**	

	• **Explain** that the sector staff will not be aware of potential protection risks within their programs unless they are asking the right questions and looking for the right things.
	• **Divide** participants into sector groups and ask each group to think about:
	  a. What questions they could ask in an assessment for a sector program in context that would include the key elements of protection mainstreaming.
	  b. Who should participate in answering the questions.
	• **Ask** groups to write their ideas on flip chart paper.
	• **Provide** groups with the example assessment questions developed in August 2013 in Pakistan to mainstream protection in assessment processes *(Resource 6)*. Ask the group to compare its list of questions to those in the example from Pakistan.
	• **Discuss** in plenary: a) which questions would be most valuable in this context; b) which questions groups had covered; c) which questions groups had missed; and d) who groups proposed to involve in a participatory assessment.
	  ** See facilitator note 1*
	• **Highlight** the fact that some questions that are specific to understanding protection risks should be asked only by protection specialists and are beyond the scope of mainstreaming.
	  ** See facilitator note 2*
	• **Discuss** in plenary some examples of protection risks that might come up in an assessment. Remember to refer to some of the examples that were identified in the first session of the day as relevant to this context.
	  Examples might include:
	  • children with disabilities are unable to access services
	  • women feel unsafe on the walk to the health centre
	  • women from a particular ethnic group are not using the child maternal health services
	  • children are vulnerable to abduction at food distributions because parents are away queuing for food for long periods of time
	• **Identify** with the group four risks that are particularly relevant to the context.
	Note: This is important preparation for the next exercise. Write the agreed risks up on a separate flip chart.
		Flip chart, marker pens
		
		Resource 6: Example Assessment Questions from Pakistan (pg 168)

30 mins	**Understanding Vulnerability**	
	• **Divide** participants into groups. • **Explain** that understanding vulnerability is very important for protection mainstreaming and that the following exercise will explore what vulnerability in this context means. • **Provide** each group with ten white cards each with the details of one individual on the card: a 10 year old girl; a community leader; a farmer; a disabled man; a cleaner at a UN PK base; a worker for a national NGO; a grandmother; a mother with 5 children; an IDP returning to his village; and a newborn baby. Use the white cards from *Resource 7: Cards for Vulnerability (pg 173)*. • **Ask** the group to rank the individuals according to how vulnerable they think they are likely to be (ask participants to think about vulnerability in the context in which the training is being held). Rank from 1 = the most vulnerable to 10 = least vulnerable. • **Ask** each group to provide a summary of their ranking and rationale. At this stage do not facilitate a broader discussion. • **Provide** the group with the grey cards from *Resource 7: Cards for Vulnerability (pg 173),* which provide additional information about each individual. Ask the group to read the additional information and discuss if they would change the ranking based on the additional information. Ask the group if they want to make any changes to the ranking. • **Ask** the groups to give feedback on if and why they made changes to the rankings. • **Facilitate** a discussion in plenary using the following questions: 1. What are some of the factors that make individuals vulnerable? 2. Why do we have to be careful about making assumptions about vulnerability? 3. How can you assess whether an individual or group is vulnerable in a particular context? ** See facilitator note 3*	*Resource 7: Cards for Vulnerability Exercise (pg 173)*
30 mins	**Analysing Protection Risks in Program**	
	• **Explain** that once a protection risk has been identified, it is important to analyse the risk in order to work out how to address it. In the next exercise participants will do a simple analysis of a specific protection risk. • **Show** the risk equation on a PowerPoint slide and provide an example (appropriate to context if possible). ** See facilitator note 4* **Threat + Vulnerability / Capacity = RISK**	*PPT slide*

	• **Explain** the concept of the risk equation as follows:
	
	The **RISK** is the chance that individual(s) will be affected by a **THREAT**.
	
	THREAT is the potential for physical or psychological harm and/or potential barrier to access. Potential perpetrators could be armed forces, militia groups, community members, family members, or even aid workers. Potential barriers to access could be a physically inaccessible entrance to facilities, or management of a service by a particular ethnic group to the exclusion of other groups.
	
	The **VULNERABILITY** is what makes the potential victim susceptible to the risk: e.g. their location, the timing of the activity, lack of knowledge about rights or safe practices, their gender, their age, their ethnic/ religious group, their disability.
	
	The **CAPACITIES** represent the strengths both individuals and communities have to keep themselves safe: e.g. designated safe spaces, community plans, linkages with protection-sensitive institutions, awareness of rights and responsibilities.
	• **Explain** to participants that in order to address the protection risk within a program it is important to identify ways to reduce the threat, reduce the vulnerabilities and increase the capacities.
	• **Divide** participants into groups and provide each group with one example of a protection risk within a program (taken from the previous exercise on assessments).
	• **Ask** each group to discuss:
	  • Who or what is the ***threat*** to safety, dignity and/or access? What are their motives, their resources? What can be done to reduce the threat?
	  • Who is ***vulnerable***? Why, when and where? What can be done to reduce the vulnerability?
	  • What ***capacity*** do people have to protect themselves? What are they already doing and what else could they do to increase capacity?
	  Note: Either write these questions up on a flipchart or have them on a PowerPoint slide.
	• **Facilitate** feedback from each group on their ideas for addressing the protection risk as a result of the risk analysis.
	** See facilitator note 5*
		PPT slide

5 mins	**Summary of Key Messages**	
	• **Summarise** the session's key messages on a PowerPoint slide: ➔ Protection should be mainstreamed in assessment processes. ➔ Protection mainstreaming needs to be informed by an analysis of the real and potential protection risks that may arise in a sector program. ➔ Vulnerability is not inherent. ➔ Vulnerability will be determined by a number of factors that will change with context. Factors might include: severe deprivation, serious discrimination, abusive or exploitive relationships, high levels of distress and unsafe or negative coping mechanisms.	*PPT slide*

FACILITATOR NOTES

Mainstreaming Protection in Assessments

** Facilitator note 1*

In discussing who should be involved in the assessment, emphasise the participatory and representative nature of a strong assessment process.

Categories of people that are always present and should be involved in an assessment include: men, boys, women, girls, elderly and persons with disabilities.

Categories of people that will be context-dependent include: ethnic/religious minorities, vulnerable or marginalised groups.

** Facilitator note 2*

The purpose of including some questions about the four key elements of protection mainstreaming in assessments is so that sector staff are aware of some of the protection issues that are relevant to their program. However, sector staff should not try to run a protection assessment. It is important that as part of avoiding causing harm participants understand the following:

- Do not ask questions about individual incidents or try to 'investigate' any protection issues.
- Do not ask any specific questions about gender-based violence.
- Ensure that staff involved in the assessment know how to appropriately refer any protection issues that come up in the assessment.

** Facilitator note 3*

Key points for plenary discussion

- Vulnerability will be determined by a number of factors that will change with context. Factors might include: severe deprivation, serious discrimination, abusive or exploitive relationships, high levels of distress and unsafe or negative coping mechanisms.
- A thorough context analysis is critical before designing any program in order to identify and respond to vulnerability factors.
- Vulnerability may change over time. It is important that assessment of vulnerability is reviewed regularly.

** Facilitator note 4*

If you do not have a local example then the following can be used:

> A woman goes out of her village to collect water. A man blocks her way and threatens her with violence.
>
> The actions of the man are the threat.
>
> The woman may be vulnerable because she is a woman, or from a certain ethnic group, and also because she has no water source in her village. She may also be vulnerable because of the time of day she is travelling to get water and the number of times she needs to go to get water.
>
> The community may have the capacity to organise women to travel to the water source in groups or to advocate to the community leaders for a closer water source.

** Facilitator note 5*

Responses to each protection risk may vary but the following provide some ideas to guide the discussion:

Decrease the threat

- By focusing on those responsible for the protection risk, perpetrators, and those who can influence either group (change behaviour, thinking, making the threat costly)
- By focusing on the barriers to access including physical, social and discrimination barriers

Decrease vulnerabilities

- By adapting daily activities to reduce exposure to risk (time and location)
- By understanding vulnerability factors that are resulting in some groups being more vulnerable than others and where possible addressing vulnerability factors such as poverty and discrimination

Strengthen capacities

- By strengthening community action (movement in groups, community watch groups, building knowledge of legal rights, contingency plans/early warning, advocacy to people with influence - leaders, local police)

SESSION 5: PROTECTION MAINSTREAMING IN PRACTICE: PROJECT DESIGN, MONITORING AND EVALUATION

SESSION OVERVIEW

Session Aim: This session supports participants to apply the key elements of protection within the project cycle. It specifically explores how protection can be mainstreamed into the project design, monitoring and evaluation stages. Through a practical exercise, the session guides participants in a process of identifying concrete actions that can be undertaken to mainstream protection in designing a project, and then introduces them to specific tools that they use to evaluate the project design.

Session Length: 1 hour 20 mins

Session Type: Presentation / Exercise / Discussion / Debrief

Session Instructional Objectives	This session will: • Utilise the key elements of protection mainstreaming in the design and evaluation phase of a sector program • Introduce the tools available to support design, monitoring and evaluation • Encourage participants to reflect on ways to mainstream protection in a project that they are currently working on
Learning Outcomes	After this session, participants will: • Identify concrete ways to mainstream protection in the design of sector programs • Know some of the resources available to assist with protection mainstreaming in project design and implementation • Utilise the *GPC Sector Checklists* to review and evaluate the design of sector programs
Key Messages	➔ Protection mainstreaming requires concrete, intentional actions that address all four key elements of protection mainstreaming in the design of a sector project. ➔ The *GPC Sector Checklists* provide a useful tool to assist with and review design processes.
Preparation	• Prepare four tables with flipchart paper and pens/markers. • Room Walk Evaluation – Prepare a flipchart to record grades.

Resources	*Resource 8: Project Cycle Exercise Case Study (pg 177)* *Resource 9: GPC Sector Checklists (pg 178)* *PPT slide: Session Learning Outcomes* *PPT slide: Design/Implementation Discussion Questions* *PPT slide: Tools available to assist with Protection Mainstreaming* *PPT slide: Protection Mainstreaming Evaluation Questions* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
5 mins	**Introduction**	

	• **Present** Session Learning Outcomes on a PowerPoint slide:
	After this session, participants will:
	  • *Identify concrete ways to mainstream protection in the design of sector programs*
	  • *Know some of the resources available to assist with protection mainstreaming in project design and implementation*
	  • *Utilise the GPC Sector Checklists to review and evaluate the design of sector programs*
	• **Check** if participants have any questions.
		PPT slide

5 mins	**Exercise Preparation**	
	• **Divide** participants into four groups. Assign each group one of the key elements of protection mainstreaming: (I) Prioritise safety and dignity and avoid causing harm; (II) Meaningful Access; (III) Accountability; and (IV) Participation and Empowerment. • **Provide** all participants with a copy of the *Project Cycle Exercise Case Study* and ask one participant to read the handout in plenary: *The country in which you are operating is experiencing armed conflict between the ethnic majority (Alphas) and ethnic minority (Betas). Recent fighting in villages near Nytanga has resulted in significant internal displacement. Many internally displaced have arrived in Nytanga, which is not currently affected by conflict.* *You are working for an NGO that is responsible for <food distribution> in a community that consists of IDPs (the majority of whom are Betas) and host community who are all from the Alpha ethnic group.* *Of the IDP population, those who are Alphas are being sheltered and supported by the host community. Those IDPs that are Betas have set up their own make-shift camp. Your organisation has been asked to design and deliver a <food distribution> project in the area.* Note: The case study can easily be adapted to apply to a different sector. If required replace *<food distribution>* for *<education>* or other sector. • **Explain** that participants will work on the design and implementation stages of the project.	*Resource 8: Project Cycle Exercise Case Study (pg 177)*

30 mins	**Design/Implementation of Sector Program**	

	• **Ask** participants to work in their groups and discuss the following questions:
	  • Group 1: How would you design and implement your project to prioritise safety and dignity and avoid causing harm?
	  • Group 2: How would you design and implement your project to eliminate or mitigate barriers to access?
	  • Group 3: How would you design and implement your project to be accountable?
	  • Group 4: How would you design and implement your project to ensure the participation and empowerment of people?
	** See facilitator note 1*
	Note: Either write these questions up on a flip chart or have them on a PowerPoint slide.
	Note: The participants will not have the results of the assessment, so need to think broadly about activities that could be included in the project design.
	• **Provide** participants with an example so that they understand the exercise clearly:
	Example: Group1 - Prioritise safety and dignity and avoid causing harm
	Design/Implementation examples:
	i) Complete a Do No Harm Assessment and
	ii) Ensure that distribution sites are safely located through strong consultation processes
	• **Ask** participants to write up their key actions on a flip chart. Ask that the writing be clear so that other people can easily read it.
	• **Circulate** between groups to ensure that the exercise is clearly understood. Where extra training staff members are available, allocate staff to each group.
	• **Ask** participants to stick their flipcharts up on the wall when complete.
		PPT slide
		
		Flip chart and marker pens

30 mins	**Evaluating the Project**	

	• **Explain** that there are a number of tools available to assist with protection mainstreaming, and present the following on a PowerPoint slide:
	  • *Minimum Inter-Agency Standards for Protection Mainstreaming* (WVI)
	  • *Disabilities among refugees and Conflict-Affected Populations – resource Kit for Field Workers* (WRC)
	  • *Minimum Standards for Child Protection in Humanitarian Action* (CPWG)
	  • *GBV Guidelines* (IASC)
	  • *Humanitarian Charter and Minimum Standards in Humanitarian Response* (Sphere)
	• **Provide** a handout of the GPC Sector Checklist that is relevant to food distribution (or other sector used in case study) and explain that it combines the information from the various resources into one user friendly reference.
	Note the way the checklists have been structured – focusing on each of the four key elements of protection mainstreaming.
		PPT slide
		
		Resource 9: GPC Sector Checklists (pg 178)

	• **Divide** participants into pairs and explain that they will now use the GPC Sector Checklist to evaluate the project designed in the previous exercise. Each pair must evaluate the protection mainstreaming component of the food distribution <*or other sector*> program (as a whole project response, considering the input from all the four groups).
	• **Ask** participants to walk around the room and review the design suggestions for all the key elements of protection mainstreaming and evaluate the project against the GPC Sector Checklist. Groups should consider:
	  • What is positive about the design in relation to protection mainstreaming?
	  • What is missing in the design (that is highlighted as important on the checklist)?
	  • What overall grade would participants give the project in terms of its protection mainstreaming? (A - excellent to D - inadequate mainstreaming)
	Note: Either write these questions up on a flip chart or have them on a PowerPoint slide.
	• **Ask** participants in plenary to call out the grades that they gave to the project (from A - excellent to D – inadequate mainstreaming). Put the scores up on the flip chart to give an overall impression of the quality of the designed program. Elicit from pairs:
	  • what was positive
	  • what gaps were there
	  • what would participants change with hindsight
	• **Provide** participants with the checklists for all other sectors.
	Note: This exercise provides a simple approach to evaluating whether protection has been mainstreamed into a program. It does not provide information or resources for monitoring or evaluating the impact of protection mainstreaming. This is an evolving area of work. Please contact the protection mainstreaming task team if you would like more information about measuring the impact of protection mainstreaming
		PPT slide
		
		Flip chart and marker pens

10 mins	**Summary of Key Messages**	

	• **Summarise** the session's key messages on a PowerPoint slide:
	  ➔ Protection mainstreaming requires concrete, intentional actions that address all four key elements of protection mainstreaming in the design of a sector project.
	  ➔ The *GPC Sector Checklists* provide a useful tool to assist with and review design processes.
		PPT slide

FACILITATOR NOTES

Design and Implementation of Sector Program

** Facilitator note 1*

Design and implementation: What activities could be included in the design and implementation to ensure the assigned element of protection mainstreaming is included in the project?

Element 1

- Complete a 'Do No Harm/ Local Capacities for Peace' assessment and/or regular conflict sensitivity assessments.
- Ensure all staff and agency affiliates understand and sign a Code of Conduct and Child Protection Policy.
- Make the Code of Conduct and Child Protection Policy available to disaster-affected populations in a language and format that can be understood.
- Keep recipient data confidential.
- Have clear policies and procedures in place to guide staff on how to respond if they become aware of, or witness, abuses and on the confidentiality of related information.
- Ensure distribution sites are located in an area that will not expose the population to further harm.
- Assess the safety of all distribution points, including routes to and from.
- Analyse any protection risks that arise using the risk equation.
- Monitor the safety of distribution points and access routes on an on-going basis.
- Organise the food distribution at the safest time of day ensuring enough daylight for travelling.
- Provide information on protection from sexual exploitation and abuse. Ensure staff and others involved in the distribution have been made fully aware of, and signed, a zero tolerance policy on sexual exploitation and abuse.
- Rotate distribution teams regularly and have a balance of male and female staff.
- Ask whether people feel safe prior to, during and after distributions in post-distribution monitoring.
- Provide a small budget line for potential corrective action (e.g. the establishment of a child friendly space at the distribution site).

Element 2

- Monitor access of affected population, considering obstacles such as check points, blockades or the presence of landmines.
- Distribute equal amounts of food and NFI, unless justified on basis of unique needs and clearly communicated to all.
- Display food and NFI entitlements clearly at distribution points in relevant language and pictorial form.
- Register women and child-headed households in their own names.
- Implement special measures to facilitate access of vulnerable groups such as provision of safe spaces for children or means to facilitate access for persons with disabilities.
- Distribute food first to individuals and groups with specific needs, such as pregnant and breastfeeding women, the elderly, child-headed households, persons with disabilities.
- When food is distributed to target specific individuals or groups, check the food was received and met their needs during post-distribution monitoring.
- Provide a small budget line for potential corrective action (e.g. ramps for access).

Element 3

- Ensure all staff and agency affiliates understand and sign a Code of Conduct and Child Protection Policy.
- Make the Code of Conduct and Child Protection Policy available to disaster-affected populations in a language and format that can be understood.
- Provide information on protection from sexual exploitation and abuse.
- Display food and NFI entitlements clearly at distribution points in relevant language and pictorial form.

- Have clear policies and procedures in place to guide staff on how to respond if they become aware of, or witness, abuses and on the confidentiality of related information.
- Establish safe and confidential procedures for receiving, managing and responding to any feedback or complaints.

Note: Features of effective Feedback and Complaints mechanism include:

a. They have a timely feedback loop
b. They receive complaints (NB no complaints is not evidence of no issues!)
c. They have clear, timely processes for review, action and escalation for serious matters including PSEA.
d. They have multiple methods, some examples below:
    - complaints box at distribution/project sites and in office
    - complaints 'hotline' and 'email'
    - leaflets in distributions – informing of contents and also PSEA
    - visible codes of conduct and 'commitments to affected populations' displayed at project sites, offices and organisation websites.

Element 4

- Ensure meaningful participation in design, monitoring and evaluation of the project.
- Ensure a balanced representation of vulnerable people in discussions with the disaster-affected population.
- Ensure that women, men, girls and boys are fully involved in decisions relating to their situation.
- Ensure that local authorities and host communities are informed, consulted and included in decisions on location and planning of services.
- Involve all categories of affected persons (such as children, persons with disabilities and older persons) in assessments in order to collect accurate information about their specific needs.

SESSION 6: REVIEW OF DAY ONE

SESSION OVERVIEW

Session Aim: This session is intended to provide participants with the opportunity to reflect on learning from Day One and apply it to a particular project that they are working on. The outputs from this session will be used later in the day to prepare a mainstreaming action plan.

Session Length: 50 minutes

Session Type: Individual or pair work

Session Instructional Objectives	This session will: • Highlight the learning outcomes from Day One of the training • Support participants to identify the protection mainstreaming gaps in a project that they have been working on
Learning Outcomes	After this session, participants will be able to: • Apply learning on protection mainstreaming and the key principles to a project that are working on • Recognise the existing protection mainstreaming gaps in projects
Key Messages	➔ Projects often fail to consider important protection issues in their design. ➔ By identifying the protection mainstreaming gaps, concrete steps can be taken to address them.
Preparation	• Have spare copies of *GPC Sector Checklists* in case participants do not have previously distributed copies with them.
Resources	*Resource 9: GPC Sector Checklists (pg 178)* *PPT slide: Session Learning Outcomes* *PPT slide: Sector Checklist Exercise Instructions* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
5 mins	**Introduction**	

	• **Explain** that before starting Day Two you want to give participants an opportunity to reflect on Day One of the training.
	• **Ask** participants to turn to their neighbour and discuss: 'What was the most important thing I learned yesterday?'
	• **Encourage** some of the participants to share their reflections.
	• **Present** Session Learning Outcomes on a PowerPoint slide:
	After this session, participants will be able to:
	  • *Apply learning on protection mainstreaming and the key principles to a project they are working on*
	  • *Recognise the existing protection mainstreaming gaps in projects*
		PPT slide

40 mins	**Identifying Mainstreaming Gaps in a Project / Program**	
	• **Ask** participants to spend 5 minutes thinking about a project they have recently worked on (or are currently working on). Where a couple of participants have worked on / are working on the same project / program they should join together. If a participant has not worked on a project / program that they can recall clearly, they should link up with another participant to work on their project / program. *Note: Participants are given 5 minutes so they can think of a strong example and not just the first one that comes to mind. Encourage reflection and discussion about the project choice.* **Ask** participants to write a two-line description of the project, including the project sector and an assessment of how well they thought protection was mainstreamed into the project. Read out the following example: *A WASH project to provide WASH facilities to a population of 2,000 IDPs in a camp outside Dili. Protection was partially mainstreamed but there were some significant gaps.* • **Refer** participants to the *GPC Sector Checklists* that they were given in the previous exercise • Go through the sector checklist relevant to your project and note down any actions that were not met during the project. Outcome: list of mainstreaming actions that are not met by the project. *Note: Provide this instruction on a PowerPoint slide.* • **Move** around the room and check the work of the individuals or pairs to make sure participants understand the exercise. • **Ask** some pairs and individuals to share their project description and a sample of the unmet actions in plenary. • **Explain** that participants will be using the gaps identified for an exercise later in the day – they need to keep hold of their written ideas.	*Resource 9: GPC Sector Checklists (pg 178)* *PPT slide*
5 mins	**Summary of Key Messages**	

	• **Summarise** the session's key messages on a PowerPoint slide:
	  ➔ Projects often fail to consider important protection issues in their design.
	  ➔ By identifying the protection mainstreaming gaps, concrete steps can be taken to address them.
		PPT slide

SESSION 7: SAFE COMMUNICATION OF PROTECTION INCIDENTS

SESSION OVERVIEW

Session Aim: This session provides participants with the skills to respond safely and ethically to protection incidents that they may encounter in the field. It recognises that often staff members hear about, or witness, protection incidents and that by responding in the wrong way they may further expose survivors to harm.

**Note this training module is adapted from the Australian Red Cross 'International Humanitarian Protection Training'.*

Session Length: 60 minutes

Session Type: Exercise / Plenary discussion

Session Instructional Objectives	This session will: • Introduce participants to practices that avoid causing harm • Provide participants with practical examples to discuss appropriate response and referral
Learning Outcomes	After this session, participants will be able to: • Confidently understand how to safely and ethically respond to protection incidents that they may hear about or witness in the field
Key Messages	➔ Avoid causing harm should be central to all agency responses to allegations or incidents of abuse. ➔ Agencies should document referral pathways and contact details for specialist medical, legal, psychosocial and protection services, ensuring this information is regularly updated and available to all staff. ➔ Only agencies with special mandates or trained human rights or protection monitors should engage in systematic monitoring and reporting of human rights violations.
Preparation	• Identify referral pathways documents and guidance that exist in context. • Prepare *Resource 10: Cards for Safe Response to Protection Incidents (pg 209).*
Resources	*Resource 10: Cards for Safe Response to Protection Incidents (pg 209)* *Resource 11: PFA Handout (Page 55-56 PFA Guide) (pg 210)* *Resource 12: Sample SOP (pg 212)* *PPT slide: Session Learning Outcomes* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
5 mins	**Introduction**	
	• **Present** Session Learning Outcomes on a PowerPoint slide: *After this session, participants will be able to:* • *Confidently understand how to safely and ethically respond to protection incidents that they may hear about or witness in the field* • **Check** if participants have any questions.	*PPT slide*
20 mins	**Safe and Ethical Response**	

	• **Divide** participants into groups. Explain that in the course of day-to-day work humanitarian staff may be exposed to protection incidents – either directly witnessing them or hearing about them. It is important that staff respond in the right way.
	• **Read** aloud the following scenario:
	You are a food security advisor with no specific expertise in protection. You are visiting a livelihoods project early in the morning. While you are there a boy runs over to your group and tells your team that a woman has been attacked earlier that morning. He takes you to see the woman who is highly distressed.
	• **Give** the group the white cards from *Resource 10: Cards for Safe Response to Protection Incidents*. Ask them to read each response card and for each one discuss the following questions:
	  • Is the suggested action safe or unsafe?
	  • Why is the action safe / unsafe?
		Resource 10: Cards for Safe Response to Protection Incidents (pg 209)

30 mins	**Discussion**	
	• **Lead** plenary discussion - going through each action and asking the groups if they felt the action was safe or unsafe. ** See facilitator note 1* • **Direct** participants to resources that might help them, including: *Psychological First Aid: Guide for Field Workers and Psychological First Aid: Facilitators Manual for Orienting Field Workers* and provide a handout of the PFA Action Principles *(Resource 11)* http://whqlibdoc.who.int/publications/2011/9789241548205_eng.pdf • **Hand out** copies of the *Sample SOP* for Responding to Allegations or Incidents of Human Rights Abuses. • **Ask** if participants are aware of any context-specific guidance on how to respond to protection incidents, including referral contacts and pathways. *Note: If you have been able to identify any context-specific resources take time to share them with participants now.* • **Give** participants 5-10 minutes to review the handouts and check if participants have any questions.	*Resource 11: PFA Handout (Page 55-56 PFA Guide) (pg 210)* *Resource 12: Sample SOP (pg 212)*

5 mins	**Summary of Key Messages**	
	• **Summarise** the session's key messages on a PowerPoint slide: ➔ Avoiding causing harm should be central to all agency responses to allegations or incidents of abuse. ➔ Agencies should document referral pathways and contact details for specialist medical, legal, psychosocial and protection services, ensuring this information is regularly updated and available to all staff. ➔ Only agencies with special mandates or trained human rights or protection monitors should engage in systematic monitoring and reporting of human rights violations.	*PPT slide*

FACILITATOR NOTES

Discussion

** Facilitator note 1*

You must be prepared to comment on each of the response cards – see guidance below:

RESPONSE CARD	GUIDANCE FOR FACILITATOR
Ask the woman if she is hurt	Checking if a survivor has any immediate medical needs is a first step in response.
Ask for details of what happened	Without proper training to interview survivors of rights abuses, staff should never attempt to interview or gain further information about an incident.
Ask who is responsible for attacking her.	Without proper training to interview survivors of rights abuses, staff should never attempt to interview or gain further information about an incident.
Ask survivor for details of when and where it happened.	Without proper training to interview survivors of rights abuses, staff should never attempt to interview or gain further information about an incident.
Ask what specific help/assistance she needs. Ask if she is happy for you to contact someone to get support or help.	Trying to help a survivor access appropriate services (medical; counseling; legal) is an important step. Staff should be provided with a list of services that can be referred to in the area they are working. You must ask the survivor for informed consent before contacting any service providers.
Give the person contact information for health, counseling or other relevant services.	If the survivor is not comfortable with you contacting service providers on their behalf you can provide them with contact information of service providers that may be able to help them.
Don't say anything at the time, but later call the police from somewhere private.	You should not call the police on behalf of the survivor unless they have requested that you do so and have provided informed consent.

Report the incident to your manager / Protection staff member and ask for advice	You should always report the incident to your manager or a protection staff member. They will be able to provide you will further support on the appropriate way to respond.
Do nothing if it is a domestic violence or family/ community matter.	Domestic violence is a serious offence in most countries. You should provide the same support to a survivor of domestic violence as any other human rights violation. Ignoring domestic violence is not acceptable.
Check safety: your safety, the safety of other staff members and the safety of the affected person and the community.	Before taking any action you should check that you, other staff, the survivor and the other community members are safe.

SESSION 8: FOCUS ON PROTECTION FROM SEXUAL EXPLOITATION AND ABUSE (PSEA)

SESSION OVERVIEW

Session Aim: The session raises awareness of the importance of PSEA for humanitarian workers and explains six core PSEA principles. It challenges participants to consider what they individually, and as organisations, can do to prevent Sexual Exploitation and Abuse (SEA).

**Note this training module is adapted from the training guide originally created by the Executive Committees on Humanitarian Affairs and Peace and Security (ECHA/ECPS) UN and NGO Task Force on PSEA in 2008. It was updated in 2013 by the IASC Task Force on PSEA to accommodate for the updated version of the film "To Serve with Pride".*

Session Length: 50 minutes

Session Type: DVD / Plenary discussion

Session Instructional Objectives	This session will: • Raise awareness among staff of the occurrence of sexual exploitation and abuse, the seriousness of the problem and what should be done to prevent and respond to it • Explain the main principles of the *Secretary-General's Bulletin on Special Measures for Protection from Sexual Exploitation and Sexual Abuse* (STSGB/2003/13) (the SGB) with focus on the prohibition of exchanging money, employment, goods or services for sexual favours or other forms of humiliating, degrading or exploitative behaviour • Highlight the impact of sexual exploitation and abuse (for survivors as well as perpetrators) and the importance of staff complying with the SGB's provisions or organisational specific code of conduct
Learning Outcomes	After this session, participants will be able to: • Understand the six core principles relating to Sexual Exploitation and Abuse • Recognise what individuals and organisations can do to prevent and respond to Sexual Exploitation and Abuse

Key Messages	➔ SEA by humanitarian workers constitute acts of gross misconduct and are therefore grounds for termination of employment. ➔ Sexual activity with children (persons under the age of 18) are prohibited regardless of the age of majority or age of consent locally. Mistaken belief regarding the age of a child is not a defence. ➔ Exchange of money, employment goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour is prohibited. This includes exchange of assistance that is due to affected populations. ➔ Sexual relationships between humanitarian workers and affected populations are strongly discouraged since they are based on inherently unequal power dynamics. Such relationships undermine the credibility and integrity of humanitarian aid work. ➔ Where a humanitarian worker develops concerns or suspicions regarding SEA by a fellow worker, whether in the same agency or not, he or she must report such concerns via established agency reporting mechanisms. ➔ Humanitarian workers are obliged to create and maintain an environment which prevents SEA and promotes the implementation of their code of conduct. Managers at all levels have particular responsibilities to support and develop systems which maintain this environment.
Preparation	• View the *To Serve with Pride* DVD in advance of the training to ensure familiarity with the content. • Ensure reliable internet access will be available during training OR access the *To Serve with Pride* DVD. • Identify if there are any contact persons to assist with PSEA questions / concerns in-country prior to the training session. • For facilitators who are not familiar with PSEA, reviewing a Frequently Asked Questions (FAQ) guide in advance, is recommended. The IASC's developed FAQ can be found online: http://www.pseataskforce.org/uploads/tools/faqsseabyunpersonnelandpartners_echaecpsunandngotaskforceonpsea_english.pdf
Resources	*Resource 13: To Serve with Pride DVD (pg 213)* *Resource 14: Secretary-General's Bulletin on Special Measures for Protection from Sexual Exploitation and Sexual Abuse (pg 214)* *PPT slide: Session Learning Outcomes* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
5 mins	**Introduction**	

	• **Present** Session Learning Outcomes on a PowerPoint slide:
	After this session, participants will be able to:
	  • *Understand the six core principles relating to Sexual Exploitation and Abuse*
	  • *Recognise what individuals and organisations can do to prevent and respond to Sexual Exploitation and Abuse*
	• **Check** if participants have any questions.
		PPT slide

20 mins	**DVD: To Serve with Pride**	
	• **Explain** to participants that the film they are going to watch has been developed by the IASC task Force and is intended for the UN, NGOs and IOM. It will be followed by a discussion in plenary. • **Play** *To Serve with Pride* DVD video sourced at: http://www.pseataskforce.org	*Resource 13: To Serve with Pride DVD (pg 213)*
20 mins	**Discussion**	

	• **Lead** a group discussion about the film. Use the following questions as prompts:
	  • What do you think about the film? Is anything surprising? Confusing? Unclear? What images struck you the most? What did you get out of it? Did you learn anything new?
	  • Does the film raise any questions, concerns, doubts?
	  • What do you think is the impact of sexual exploitation and abuse? On victims? On communities? On our work? On our relationship with government?
	  • We all have an obligation to create and maintain an environment that prevents sexual exploitation and abuse. How do you think you could personally contribute to such an environment?
	** See facilitator note 1*
	• **Provide** the handout *Secretary-General's Bulletin on Special Measures for Protection from Sexual Exploitation and Sexual Abuse* (ST/SGB/2003/13) (SGB).
	• **Ask** one participant to read the definitions of sexual exploitation and sexual abuse in Section 1 of the *Secretary-General's Bulletin*. Ensure understanding of the terms.
	** See facilitator note 2*
	• **Share** information about any country-specific resources and/or contact persons that can help with PSEA questions / concerns.
		Resource 14: Secretary-General's Bulletin (pg 214)

5 mins	**Summary of Key Messages**	
	• **Summarise** the session's key messages on a PowerPoint slide: ➔ SEA by humanitarian workers constitute acts of gross misconduct and are therefore grounds for termination of employment. ➔ Sexual activity with children (persons under the age of 18) are prohibited regardless of the age of majority or age of consent locally. Mistaken belief regarding the age of a child is not a defence. ➔ Exchange of money, employment goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour is prohibited. This includes exchange of assistance that is due to affected populations. ➔ Sexual relationships between humanitarian workers and affected populations are strongly discouraged since they are based on inherently unequal power dynamics. Such relationships undermine the credibility and integrity of humanitarian aid work. ➔ Where a humanitarian worker develops concerns or suspicions regarding SEA by a fellow worker, whether in the same agency or not, he or she must report such concerns via established agency reporting mechanisms. ➔ Humanitarian workers are obliged to create and maintain an environment which prevents SEA and promotes the implementation of their code of conduct. Managers at all levels have particular responsibilities to support and develop systems which maintain this environment.	PPT slide

FACILITATOR NOTES

** Facilitator note 1*

We all have an obligation to create and maintain an environment that prevents sexual exploitation and abuse. How do you think you could personally contribute to such an environment?

Responses might include:

- Signing a Code of Conduct and being aware of its contents
- Requesting training on the Code of Conduct
- Making yourself aware of how to report any suspicions
- Reporting (but not trying to investigate) any suspicions
- As a manager, ensuring that your teams are aware of the Code of Conduct, PSEA principles and how to prevent and respond

** Facilitator note 2*

Sexual exploitation

> *"Any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to profiting monetarily, socially, or politically from the sexual exploitation of another."*

A couple of examples of relationships that might be exploitative include relationships with potential contractors, affected populations living in refugee/IDP camps, victims of humanitarian crises, sex workers.

- Note that as personnel working amongst vulnerable populations, we are almost always in positions of power or trust compared to those we are there to assist. It is this position that creates the potential for

abuse and requires our judgment and vigilance. Also note that even if someone is not directly involved in the sexual act (or the attempted sexual act) but profits from it in one of the 3 ways identified above, then his/her conduct also constitutes sexual exploitation.

Sexual Abuse

> *"The actual or threatened physical intrusion of a sexual nature, which can occur by force, under unequal conditions, or under coercive conditions."*

This means that actual force isn't necessary for sexual abuse to occur. It can also occur where there are unequal conditions or coercive conditions.

An example of unequal conditions might be adult-to-child relationship.

An example of coercive conditions might be an aid worker refusing rations unless a beneficiary agrees to sex, or an aid worker giving extra rations if a beneficiary agrees to sex.

- Note that under both definitions, sexual exploitation and sexual abuse can occur even if only an attempt is made or threatened but is not successful. For example, simply asking for sex with a child is a prohibited act.
- Note that under both definitions, sexual exploitation can occur between males and females, and also amongst those of the same sex. The SGB includes homosexual sexual exploitation and abuse.
- Note that consent, or what is often referred to as informed consent, is not mentioned in the definitions and is irrelevant. (Facilitator(s) may wish to clarify here informed consent entails 1) the person giving consent understands the implications of that to which he/she is agreeing; and 2) the person giving consent understands and is able to exercise his/her right to say no.) *Children (persons under the age of 18 according to the standards set forth in the Convention on the Rights of the Child) are unable to give consent because they do not have the maturity to understand the implications of that to which they are agreeing.* In the case of adults, even if an adult gives informed consent for sex, it can still constitute sexual exploitation or sexual abuse if the other conditions—such as unequal and/or coercisve conditions--exist.

SESSION 9: COORDINATION FOR PROTECTION MAINSTREAMING

SESSION OVERVIEW

Session Aim: This session articulates which actors are responsible for protection mainstreaming. It provides clear guidance from the IASC and the GPC as a foundation for knowing who needs to be doing what. The session also explores how to ensure that protection is mainstreamed in consolidated appeals processes.

Session Length: 1 hour

Session Type: Exercise / Discussion / PowerPoint

Session Instructional Objectives	This session will: • Clearly emphasise who has responsibility in the field for protection mainstreaming • Facilitate sharing of ideas for mainstreaming protection in consolidated appeals processes • Encourage a commitment to supporting others to mainstream protection and provide ideas on ways this can be achieved
Learning Outcomes	After this session, participants will be able to: • Recognise the responsibilities of the protection cluster and the other clusters regarding protection mainstreaming • Contribute protection mainstreaming ideas to the consolidated appeals (now SRP) process in-country and into strategy planning of the Humanitarian Country Team (HCT) and other clusters
Key Messages	➔ Inter-cluster and Intra-cluster coordination is critical to facilitating protection mainstreaming. ➔ The field protection cluster has an important role in supporting other clusters to mainstream protection; it is the responsibility of the cluster leads to ensure protection mainstreaming happens. ➔ Consolidated appeals processes provide an important opportunity to ensure that protection is mainstreamed into humanitarian response.
Preparation	• Research how much protection mainstreaming was included in the most recent consolidated appeals process in context. • Research whether there is a consolidated appeal process on-going or in the near future.
Resources	*Resource 15: Responsibilities and Actions (pg 217)* *Resource 16: IASC Statement 2013 (pg 218)* *Resource 17: GPC Tip Sheet for Protection Clusters (pg 220)* *Resource 18: Extracts from Consolidated Appeal Documents (pg 221)* *PPT slide: Session Learning Outcomes* *PPT slide: Guidance on Protection Mainstreaming in Consolidated Appeals* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
5 mins	**Introduction**	

	• **Present** Session Learning Outcomes on a PowerPoint slide:
	After this session, participants will be able to:
	  • *Recognise the responsibilities of the protection cluster and the other clusters regarding protection mainstreaming*
	  • *Contribute protection mainstreaming ideas to the consolidated appeals (now SRP) process in-country and into strategy planning of HCT and other clusters*
	• **Check** if participants have any questions.
		PPT slide

20 mins	**Responsibilities and Actions**	
	• **Brainstorm** who needs to be involved in protection mainstreaming. Write up ideas on flipchart. ** See facilitator note 1* • **Provide** a summary of the key responsibilities and actions by going through the *Responsibilities and Actions* handout. • **Emphasise** that although the sectors themselves are responsible for mainstreaming protection, the protection cluster has an important role to support protection mainstreaming. • **Hand out** copies of the *IASC Statement 2013* and ask someone to read the second to last paragraph on page 2: *"Protection clusters play a critical role in supporting humanitarian actors to develop protection strategies, including to mainstream protection"* • **Explain** that the specific coordination responsibilities of the field protection cluster are detailed in the *GPC Tip Sheet for Protection Clusters*. Provide copies to the participants. • **Give** participants 5-10 minutes to review the handouts and check if participants have any questions.	*Flip chart and marker pens* *Resource 15: Responsibilities and Actions (pg 217)* *Resource 16: IASC Statement 2013 (pg 218)* *Resource 17: GPC Tip Sheet for Protection Clusters (pg 220)*

30 mins	**Coordination for Consolidated Appeals**	
	• **Explain** consolidated appeals provide an important opportunity to ensure that protection is mainstreamed into humanitarian response. • **Present** on a PowerPoint slide, the guidance on protection mainstreaming in consolidated appeals, highlighting key documents and key points: Key documents: • *2014 Strategic Response Planning - Guidance* • *2014 Strategic Response Plan – Template Annotated* • *Guidance Note for Consolidated Appeals for Protection Clusters* • *Strategic Response Plan Guidance for 2015* Key points: • Cluster plans within the SRP must outline plans for protection mainstreaming. • Cluster partners must agree on the terminology for protection mainstreaming as SRP planning commences. *Note: Guidance listed can be found online at www.unocha.org/cap/resources/policy-guidance* • **Divide** participants into groups and give the groups *Extracts from Consolidated Appeal Documents*. Explain that these are examples of how other country programs have incorporated protection mainstreaming into consolidated appeal documents. • **Instruct** groups to review the examples and to discuss in their groups: • How protection mainstreaming is incorporated into the consolidated appeal documents for their context. ** See facilitator note 2* • What concrete steps they could take to ensure that protection mainstreaming is better incorporated into the next consolidated appeal process. ** See facilitator note 3* • **Discuss** participants' ideas in plenary and provide time for any further questions.	*PPT slide* *Resource 18: Extracts from Consolidated Appeal Documents (pg 221)*
5 mins	**Summary of Key Messages**	
	• **Summarise** the session's key messages on a PowerPoint slide: ➔ Inter-cluster and Intra-cluster coordination is critical to facilitating protection mainstreaming. ➔ The field protection cluster has an important role in supporting other clusters to mainstream protection; it is the responsibility of the cluster leads to ensure protection mainstreaming happens. ➔ Consolidated appeals processes provide an important opportunity to ensure that protection is mainstreamed into humanitarian response.	*PPT slide*

FACILITATOR NOTES

Responsibilities and Actions

** Facilitator note 1*

Through the brainstorming session the following actors should be identified:

- Communities
- Civil society actors and CBOs
- Humanitarian community (NGOs, Red Cross and Red Crescent, UN actors)
- Sector staff and coordination bodies
- Protection staff and coordination bodies
- Humanitarian Coordinator and Humanitarian Country Team
- Government at all levels

Note that where clusters have been activated the following also need to be identified:

- Global protection cluster
- Field protection clusters
- Cluster lead agencies
- Cluster members across all sectors
- UN OCHA
- Inter-cluster Coordination Forum (at the strategic level, inter-cluster coordination is led by the HC through the HCT and at the operational level by Cluster Coordinators supported by OCHA)

Draw specific attention to the importance of coordinating with the **Areas of Responsibility:**

Areas of Responsibility

Child Protection

Child Protection in Emergencies refers to the prevention of, and response to, abuse, neglect, exploitation of and violence against children in emergencies. An emergency is defined as 'a situation where lives, physical and mental wellbeing, or development opportunities for children are threatened as a result of armed conflict, disaster or the breakdown of social or legal order, and where local capacity to cope is exceeded or inadequate'.

The protection of children during emergencies is an Area of Responsibility (AoR) within the Global Protection Cluster which is facilitated through the Child Protection Working Group (CPWG). As the designated Focal Point Agency for the Child Protection AoR, UNICEF coordinates the CPWG and is also the provider of last resort.

Gender-Based Violence

Within the Global Protection Cluster, the Area of Responsibility on Gender-Based Violence (GBV) is co-facilitated by the United Nations Children's Fund (UNICEF) and the United Nations Populations Fund (UNFPA) who are the designated Focal Point Agencies at the global level, and providers of last resort.

Gender-based violence (GBV) is a term used to describe any harmful act that is perpetrated against a person's will, and that is based on socially ascribed differences between males and females. While men and boys can be victims/survivors of some types of GBV (particularly sexual violence) around the world, GBV has a greater impact on women and girls. Examples of GBV throughout the lifecycle include (but are not limited to): sex-selective abortion, differential access to food and services, sexual exploitation and abuse, including trafficking, child marriage, female genital mutilation/cutting, sexual harassment, dowry/bride price abuse, honour killing, domestic or intimate partner violence, deprivation of inheritance or property, and elder abuse.

Housing, Land and Property

Housing, land and property (HLP) issues arise in every humanitarian crisis, whether triggered by conflict or disaster.

The Housing, Land and Property Area of Responsibility (HLP AoR) was created in 2007. As the designated HLP Focal Point Agency, the UN Human Settlements Programme (UNHABITAT) coordinates the global HLP AoR, which brings together a wide range of actors.

Mine Action

Mine Action activities in emergencies makes it possible for affected populations to live their daily lives and move without fear, for humanitarian agencies to deliver assistance, and for peacekeepers to carry out patrols. It is imperative that Mine Action is fully integrated in the overall humanitarian response. UNMAS is the global lead on Mine Action and chairs the Area of Responsibility. As the global lead UNMAS is also the provider of last resort

** Facilitator note 2*

Participants may not be aware how well, or whether, protection mainstreaming has been incorporated into previous consolidated appeal processes in context. If this is the case then ask them to move to the next question. However, in the plenary you should be prepared to inform participants of the extent to which protection mainstreaming was included in the last consolidated appeals process.

** Facilitator note 3*

Ideas might include:

- Advocacy for the inclusion of protection mainstreaming in sector plans
- Discussion with sector clusters or coordination mechanisms about how they intend to mainstream protection
- Request to the protection cluster to work with the sector cluster to develop a mainstreaming plan

SESSION 10: MAINSTREAMING ACTION PLANS

SESSION OVERVIEW

Session Aim: The session demonstrates how to mainstream protection at a program or project level as well as at a strategic and coordination level through the use of a practical tool. Participants are introduced to mainstreaming action plans and are guided through an exercise to develop a mainstreaming action plan of relevance to a project or program that they are familiar with.

Session Length: 1 hour 40 mins

Session Type: Group Discussion / Exercise / Debrief / PowerPoint

Session Instructional Objectives	This session will: • Introduce participants to Mainstreaming Action Plans • Explain and demonstrate the use of the *GPC Sector Checklists* and the *Minimum Inter-Agency Standards for Protection Mainstreaming* to plan for protection mainstreaming • Support participants to develop their own Mainstreaming Action Plans in relation to a specific project or program
Learning Outcomes	After this session, participants will be able to: • Have an awareness and understanding of the *GPC Sector Checklists* and the *Minimum Inter-Agency Standards for Protection Mainstreaming* • Utilise these checklists and standards in their own work • Develop a Mainstreaming Action Plan
Key Messages	➔ For protection mainstreaming to be effective it needs to be linked to specific and concrete actions. ➔ Actions to mainstream protection need to be properly supported with time, personnel and resources.
Preparation	• Have a partially completed MAP (with the gaps already identified) in the event that participants struggle with identifying mainstreaming gaps in the first stage of the exercise. • Have copies of *GPC Sector Checklists* and *Minimum Inter-Agency Standards for Protection Mainstreaming* available for reference if participants don't have individual copies.
Resources	*Resource 9: GPC Sector Checklists (pg 178)* *Resource 19: Minimum Inter-Agency Standards for Protection Mainstreaming (pg 222)* *Resource 20: Blank Mainstreaming Action Plan (pg 223)* *Resource 21: Minimum Standards Sample MAP (pg 224)* *PPT slide: Session Learning Outcomes* *PPT slide: Action Plan Exercise Instructions* *PPT slide: Summary of Key Messages*

SESSION PLAN

TIME	ACTIVITY	RESOURCES
5 mins	**Introduction**	

	• **Present** Session Learning Outcomes on a PowerPoint slide:
	After this session, participants will be able to:
	  • *Have an awareness and understanding of the GPC Sector Checklists and the Minimum Inter-Agency Standards for Protection Mainstreaming*
	  • *Utilise these checklists and standards in their own work*
	  • *Develop a Mainstreaming Action Plan*
	• **Ensure** all participants have copies of *GPC Sector Checklists* and *Minimum Inter-Agency Standards for Protection Mainstreaming.*
	• **Check** if participants have any questions.
		PPT slide
		Resource 9: GPC Sector Checklists (pg 178)
		Resource 19: Minimum Inter-Agency Standards for Protection Mainstreaming (pg 222)

10 mins	**Introducing a Mainstreaming Action Plan**	

	• **Explain** that for protection mainstreaming to be effective it needs to be linked to specific and concrete actions. Mainstreaming Action Plans provide a structure for planned actions – they have proven to be useful tools in the field testing of the Minimum Standards and in the pilot GPC training workshops.
	** See facilitator note 1*
	• **Elicit** from participants in plenary discussion what makes a successful action plan (of any description). Ideas might include:
	  • Time bound actions
	  • Responsibility for implementation
	  • Specific actions
	  • Achievable actions
	  • Identification of partners and coordination required
	  • Allocation of budget
	• **Summarise** that in order for a Mainstreaming Action Plan to be successful it must:
	  • Be based on understood gaps through an assessment or baseline study
	  • Be timebound
	  • Be costed if necessary (some actions will not have financial implications)
	  • Be realistic
	  • Be measurable
	  • Have management support
	  • Have a monitoring system to track change	

80 mins	**Developing a Mainstreaming Action Plan**	
40 mins	• **Ask** participants to look at the gaps that they identified earlier in the day, and to use these as the basis for this next exercise. • **Provide** participants with a handout of a blank Mainstreaming Action Plan *(Resource 20)* and explain that this will be used as a template for the next exercise. • **Show** participants the *Minimum Standards Sample MAP* and explain that producing a similar MAP relevant to their own project / program is the intended outcome of the exercise. • **Re-check** the groupings of participants. Ask if anyone would like to work in a pair/group with other participants on a similar sector program. Where participants want to work alone this is fine, but where possible join people up for morale support in the exercise. • **Ask** participants to take the gaps identified in the previous exercise and fill in the Standard, Indicator and Baseline Findings sections of the MAP. Where there are several gaps you can suggest that they just complete the MAP for up to 5 identified gaps. • **Ask** participants to use the *GPC Sector Checklists* and the *Minimum Standards Sample MAP* and other resources to suggest planned activities to address each gap along with the timeframes and resources. Suggest that participants think about both short term and long term activities. *Note: Have the instructions up on a PowerPoint slide.* • **Move** around the room and check the work of the individuals or pairs to make sure participants understand the exercise.	*Resource 20: Blank Mainstreaming Action Plan (pg 223)* *Resource 21: Minimum Standards Sample MAP (pg 224)* *PPT slide*
20 mins	• **Ask** pairs / individuals to link up with another pair / individual and to present their work to each other. Encourage participants to provide each other with feedback and ask questions. Ask each participant to identify the most innovative or creative idea that someone else has presented in their MAP.	

20 mins	• **De-brief** on the MAP development in plenary. Ask the following questions:
	  • What was the most innovative / creative idea that you came across in someone else's MAP?
	  • What did you find useful about the development of the MAPs?
	  • What did you find challenging about the development of the MAPs?
	  • Do you think it would be easy to implement the MAP? What challenges and enablers would you encounter?
	  • Any other reflection or comments on MAP development?
	• **Ask** participants for permission to take a picture or copy of the developed MAPs.
	** See facilitator note 2*	

5 mins	**Summary of Key Messages**	
	• **Summarise** the session's key messages on a PowerPoint slide: ➔ For protection mainstreaming to be effective it needs to be linked to specific and concrete actions. ➔ Actions to mainstream protection need to be properly supported with time, personnel and resources.	*PPT slide*

FACILITATOR NOTES

Introducing a Mainstreaming Action Plan

** Facilitator note 1*

A key lesson from field-testing the Minimum Standards, that was reinforced in the pilot rollout, is that effective protection mainstreaming requires both training and tools. Mainstreaming Action Plans (MAP) were identified as one of the most useful tools by field staff. These findings were further supported following feedback from the pilot rollouts for this training package. A MAP enables the participant and/or cluster to leave the training with some concrete actions to mainstream protection in their work. A MAP can capture quick fixes with monetary costs (e.g. install wheelchair access ramps in all facilities, design and print information, education and communication materials for complaints mechanisms) or long-term initiatives with no monetary cost (e.g. establish Protection Mainstreaming as an agenda item in inter-agency coordination meetings, systematise collection of gender, age, disability and diversity disaggregated data in all assessment and monitoring activities, etc.). The latter type of activities would be more relevant at the cluster coordination level.

** Facilitator note 2*

Photos of copies of MAPs should be stored electronically, along with reports and evaluations from the training. The facilitator can use the MAPs to follow up with participants some months after the training, to see what actions have been achieved and to determine whether further support can be provided.

SESSION 11: CLOSING AND EVALUATION

SESSION OVERVIEW

Session Aim: The Closing and Evaluation provides an opportunity to remind participants of what they have learned during the training. It also allows the facilitator to congratulate participants on completion of the course and to give them an opportunity to provide feedback.

Session Length: 60 mins

Session Type: Plenary / Evaluation

Resources: *Resource 22: Pre-/Post-Training Survey (pg 226), Resource 23: Course Evaluation (pg 228), PPT slide: Session Learning Outcomes*

TIME	ACTIVITY	RESOURCES
30 mins	**Revisiting Identified Protection Issues**	
	• **Remind** participants that at the beginning of the training they all provided one example of a protection issue that they had experienced in this context. • **Ask** participants to pair up with someone that they have not had the opportunity to interact with very much during the training. • **Ask** participants working in pairs to pick one of the issues that was identified at the beginning of the training and suggest two actions to respond to the issue based on what they have learned in the training. *Note: Where possible get pairs to pick different issues but it doesn't matter if there is some overlap.* • **Invite** pairs to suggest their actions in plenary. • **Check** with participants that there are no issues that have been raised for which there have been no suggested actions. If this is the case in plenary seek out some ideas for actions.	

30 mins	**Closing**	
	• **Revisit** the intended learning outcomes: *After this module participants will be able to:* • *Describe what protection mainstreaming in humanitarian responses means* • *Appreciate and recognise the relevance and value of protection mainstreaming to humanitarian operations and promote this to others* • *Demonstrate their understanding of the four key elements of protection mainstreaming and analyse their practical application throughout the program cycle* • *Mainstream key elements of protection mainstreaming within the assessment, design and evaluation of a sector program* • *Recall the different tools and resources they can use to support protection mainstreaming efforts and activities* • **Ask** participants to discuss in groups the extent to which they feel they have met those learning outcomes. • **Ask** in plenary which outcomes have been achieved from perspective of participants and which outcomes require more work. • **Provide** participants with *Pre-/Post-Training Survey* and *Course Evaluation* handouts and ask them to take time to complete them. ** See facilitator note 1* • **Provide** participants with certificates of completion and thank them for their time.	*PPT slide* *Resource 22: Pre-/Post-Training Survey (pg 226)* *Resource 23: Course Evaluation (pg 228)*

FACILITATOR NOTES

** Facilitator note 1*

Guidance note for *Pre-/Post-Training Survey*

After the Pre- and Post- Surveys have been completed, collect them in and file them for reference later. If desired, you can score the surveys to give you a quantitative measure of change in knowledge and understanding. The following provides a guide for that scoring but it is also requires the discretion of the training team.

1. What is Protection Mainstreaming and what does it mean to your programs/projects and own responsibilities?

   This question is worth two points: one for a strong definition of protection mainstreaming that corresponds with the GPC definition / one for application of definition to an individual's own programs and responsibilities.

2. What do you think are some of the key elements of protection mainstreaming?

   This question is worth five points. One point for listing four relevant elements that might include: safety, dignity, avoiding causing harm, meaningful access, accountability, participation, safe response to human rights abuses, protection from sexual exploitation and abuse. The fifth point is for a respondent covering a good range of the elements (e.g. rather than just focusing on safety elements).

3. Give four (4) concrete examples of how you could apply protection mainstreaming key elements into your intervention throughout the project cycle – one example for each key element.

   This question is worth eight points (potentially 2 per example)

4. True or False Statements.

   This question is worth 5 points (one for each statement). Note that all the statements are false.

TRAINING RESOURCES

In order to access the most up-to-date versions of the training resources, please check online at:
www.globalprotectioncluster.org/en/areas-of-responsibility/protection-mainstreaming.html

Resource 1: Photo of a Boy from Haiti
Resource 2: Examples of Protection Mainstreaming
Resource 3: GPC Brief
Resource 4: Protection Mainstreaming Video
Resource 5: Good and Poor Protection Mainstreaming Practice
Resource 6: Example Assessment Questions from Pakistan
Resource 7: Cards for Vulnerability Exercise
Resource 8: Project Cycle Exercise Case Study
Resource 9: GPC Sector Checklists
Resource 10: Cards for Safe Response to Protection Incidents
Resource 11: PFA Handout (Page 55-56 PFA Guide)
Resource 12: Sample SOP
Resource 13: To Serve with Pride DVD
Resource 14: Secretary-General's Bulletin on Special Measures for Protection from Sexual Exploitation and Sexual Abuse
Resource 15: Responsibilities and Actions
Resource 16: IASC Statement 2013
Resource 17: GPC Tip Sheet for Protection Clusters
Resource 18: Extracts from Consolidated Appeal Documents
Resource 19: Minimum Inter-Agency Standards for Protection Mainstreaming
Resource 20: Blank Mainstreaming Action Plan
Resource 21: Minimum Standards Sample MAP
Resource 22: Pre-/Post-Training Survey
Resource 23: Course Evaluation

RESOURCE 1: PHOTO OF A BOY FROM HAITI

Photo Credit: CBM/Shelley

RESOURCE 2: EXAMPLES OF PROTECTION MAINSTREAMING

1. WASH PROGRAM

In Cote d'Ivoire, a water and sanitation program was building latrines in new schools. Girls were asked about the design of latrines. The first design was changed following the girls' requests. Girls were given several options and the one they had chosen was cheaper and was also likely better from the protection point of view. They chose a latrine without doors (snake entrance with a simple rope to indicate if it was being used) so they could not be trapped inside or feel claustrophobic; the entrance was also modified so while boys' entrance was in the back, the girls' entrance was in the front, more visible to outsiders and far from the boys' entrance.

(taken from inter-agency child protection mainstreaming training)

2. FOOD DISTRIBUTION PROGRAM

In Kenya women walking back from the food distributions in Turkana said that they felt unsafe because it was late in the day when they left distributions and they often had to walk home in the dark. The agency running distributions changed the time of the distribution to earlier in the day to enable women to collect food and get home before dark.

3. NFI DISTRIBUTIONS

In Kenya, following the post-election violence in 2008, some girls in the IDP camps reported being sexually exploited as a prerequisite for receiving non-food items. The information was gathered during focus group discussions with women in the camps. The NGO realised that it hadn't provided any training to its distribution staff on how to prevent and respond to incidents of sexual exploitation. All NGO staff were subsequently required to sign a code of conduct and provided with training on appropriate response to protection incidents. The girls were referred to support services.

4. HEALTH SERVICES IN AN IDP CAMP IN HERAT, AFGHANISTAN

A health NGO was providing health services to an IDP camp, housing 10,000 IDPs on the outskirts of Herat. All the health services were being provided out of a permanent structure to the west of the camp that also provided adequate shelter and easy vehicle access. After 6 months of operation, through feedback sought from IDP leaders, the NGO realised that the Hazara population of the camp were not accessing the health centre, as they were located on the east side of the camp and did not walk through the Pashtun dominated section of the camp. Walking around the edge of the camp to access the health services would have taken over an hour. The NGO developed a health outreach service that went to the west side of the camp twice a week to ensure the Hazara population was also accessing health care.

5. WASH

In Timor Leste an NGO worked with the IDPs in a camp in 2006 to build a toilet block and washing facilities. They also provided cleaning materials to five IDP representatives. After two months of the facilities being opened, the IDPs were not using the new facilities but instead were still using the local school WASH facilities. The NGO decided to put in place a feedback mechanism so IDPs could communicate anonymously about the WASH facilities. They provided comments boxes and a phone number for feedback. They discovered that the five cleaners were charging IDPs to use the new facilities and were threatening the IDPs that tried to use the school instead. The NGO sought advice from a local organisation that suggested the cleaning materials were stored in a cabinet in the facilities and all IDPs could clean the facilities as and when required.

RESOURCE 3: GPC BRIEF

What is Protection Mainstreaming?

Protection mainstreaming is the process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid. The following elements must be taken into account in all humanitarian activities:

1. **Prioritise safety and dignity, and avoid causing harm:** prevent and minimise as much as possible any unintended negative effects of your intervention which can increase people's vulnerability to both physical and psychosocial risks
2. **Meaningful Access:** arrange for people's access to assistance and services - in proportion to need and without any barriers (e.g. discrimination). Pay special attention to individuals and groups who may be particularly vulnerable or have difficulty accessing assistance and services.
3. **Accountability:** set-up appropriate mechanisms through which affected populations can measure the adequacy of interventions, and address concerns and complaints
4. **Participation and Empowerment:** support the development of self protection capacities and assist people to claim their rights, including - not exclusively - the rights to shelter, food, water and sanitation, health, and education

Why should we mainstream protection?

Mainstreaming protection ensures that the protective impact of aid programming is maximised.

Through the incorporation of protection principles into aid delivery, humanitarian actors can ensure that their activities target the most vulnerable, enhance safety, dignity, and promote and protect the human rights of the beneficiaries without contributing to or perpetuating discrimination, abuse, violence, neglect and exploitation.

How do we mainstream protection?

Protection can be mainstreamed:

- By including the above elements in the general project management as central to delivering humanitarian aid;
- By incorporating the above elements into project cycle management through protection mainstreaming indicators for each sector.

Who should mainstream protection?

All humanitarian actors share an ethical responsibility for mainstreaming protection across the humanitarian response, including general and sector staff, programming staff, advocacy staff, design, monitoring and evaluation staff, and their managers. Cluster lead agencies and partners are responsible for ensuring that activities within their respective sector are carried out with a "protection lens", and in particular for ensuring that their activities integrate protection principles. Field Protection Clusters can provide advice, guidance and training on protection mainstreaming.

What support is available for Protection Mainstreaming?

The Global Protection Cluster maintains a Support Package which includes:

- A tip sheet for field protection clusters in support of protection mainstreaming efforts
- Protection checklists with specific measures for other humanitarian sectors/cluster
- An annotated reference list of protection mainstreaming guidance, tools, and manuals
- A collection of examples of protection mainstreaming tools developed at country level
- Training manuals and modules on protection mainstreaming in humanitarian response

RESOURCE 4: PROTECTION MAINSTREAMING VIDEO

An Introduction to Protection Mainstreaming, Global Protection Cluster 2014

Available online http://www.globalprotectioncluster.org/en/areas-of-responsibility/

RESOURCE 5: GOOD AND POOR PROTECTION MAINSTREAMING PRACTICE

Prioritise safety and dignity and avoid causing harm

- **Good Protection Mainstreaming Practice:**

  An NGO set up a series of consultations with men, women and children in a displaced community to discover the best way to distribute food items to the community. They proposed to the community that they distribute rice, beans and oil from a community center that was easy walking distance from most of the displaced population. The women in the consultations requested very strongly that they were not required to come and pick up valuable commodities from a central location and have to walk up to 30 minutes to get back home through potentially dangerous neighborhoods. They said that their risk of being attacked and their food looted on the way home was very high. The NGO reconsidered their approach to food distributions and provided cooked food at kitchens at various locations through the neighborhood.

- Alternative example:

  'Safe-scaping' in refugee camps for Somali refugees in Ethiopia

  A safe-scaping exercise was undertaken by the Women's Refugee Commission as part of research into the safety of adolescent Somali girls in refugee camps. It is a useful methodology that could be integrated into standard assessment and monitoring processes. The process included interviews with adolescent girls, as well as adolescent boys and adult key informants, gender-segregated focus group discussions and a 'safe-scaping' mapping exercise which identified places where girls and boys felt unsafe in accessing WASH facilities and in other aspects of camp life, and gave girls the opportunity to identify ways to increase their safety. [40]

- **Poor Protection Mainstreaming Practice:**

  In a WASH program the NGO established a committee and provided the community with cleaning materials to keep the facilities hygienic. The provision of materials was not accompanied with any instruction and the bottles had instructions in English on them. They were kept on the floor under the sinks in the male and female toilets. In one case two children playing near the toilets took the bottles and were making soup with the cleaning fluids. Both children had to be rushed to the hospitals to have their stomachs pumped.

- Alternative example:

  An NGO organised NFI and food distributions to start from about 12 noon in a displacement camp. Due to the fact that the camp was a 2 hour drive from the city center and they had to pack the trucks in the morning they sometimes arrived after 2pm. By the time distributions had been completed families often had to walk home in the dark with valuable commodities. Families were attacked on the way home and their possessions looted, women were also subjected to sexual violence walking home in the dark.

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40 *Sarah House, Suzanne Ferron, Marni Sommer and Sue Cavill, Violence, Gender and WASH, Humanitarian Exchange, Issue 60, Feb 2014*

Meaningful Access

- **Good protection mainstreaming practice:**

  Working with older people to reach and assist the most vulnerable in Haiti – HelpAge International[41]

  After the earthquake in Haiti in 2010, reaching vulnerable groups such as older people was a real challenge. Most humanitarian agencies went through camp committees to identify the most vulnerable groups, and were not necessarily aware of the needs or even of the existence of these vulnerable people. In its earthquake emergency response, HelpAge International relied on a network of older women and men to identify the vulnerable older people in the camps and ensure their registration to access relief distribution. Through this solidarity network, older people were able to accompany the most vulnerable to the distribution points, identify additional issues affecting them, and ensure an adequate referral either to HelpAge teams or to other organisations working in the camps. In 2011, when Hurricane Thomas threatened the camps with heavy rain and wind, the older people's network was active in warning older displaced people and their relatives of the upcoming danger, and helping them identify preventive measures.

- **Poor Protection Mainstreaming Practice:**

  In an IDP camp, water and sanitation engineers built wells in locations that made most sense from a technical point of view. However, those locations all fell within an area where the majority ethnic group resided. This group then decided to charge fees for the minority group to gain access to the wells. Tensions between the two groups increased dramatically.

41 HelpAge International, Protection interventions for older people in emergencies, London, 2013, p.29.

Accountability

- **Good Protection Mainstreaming Practice:**

  In Timor Leste four agencies undertook a series workshops with community groups to establish Codes of Conduct for agency staff that worked in their communities. The workshop introduced some of the standards of behaviour expected by the agency, including actions to meet the commitment to protection from sexual exploitation and abuse. Some of the behaviours included prohibition on sexual relations with program affected populations, discrimination, and soliciting of personal gifts. Community members were invited to add behaviours that they expected from staff working in their communities and to suggest how staff might be held accountable for those behaviours. The codes of conduct were translated and given to the community members at the end of the process as well as being shared with all staff working in the communities.

- **Poor Protection Mainstreaming Practice:**

  During the distribution of food and non-food items a number of individuals became very angry with the NGO workers. The situation escalated and the NGO staff had to withdraw halfway through the distributions because these individuals were getting very angry and threatening violence. In a security de-briefing the staff members were asked what had happened. They recounted that individuals had been shouting at the staff because they were not clear why some people were being given more food than others. In addition, they felt that one particular ethnic group had been prioritised in the distribution. The agency had not provided information about the distribution: how much affected populations should expect to receive and how the distribution would be organised.

Participation and Empowerment

- **Good Protection Mainstreaming Practice:**

  An NGO worked with local authorities in establishing and providing support to a local primary school. Program staff familiarised themselves with all aspects of the right to education, both national and international. They then met with community leaders, parents and others to discuss opening the school. This discussion emphasised children's rights to education, requirements that parents send their children to school, and then opened up to a discussion on where the school would be located, the components of the educational curricula, standards for teachers required by the government and that tuition was free. Other forms of disseminating information once major decisions had been made were used including signs and events within the community.

- **Poor Protection Mainstreaming Practice:**

  In communities in southern Sudan, an NGO was responsible for distributing food to large numbers of IDPs in formal and informal settlements. The NGO had received large donations of mixed beans from different donors. The beans were sent to the distribution sites and over the first month of distributions each family was given 1kg of mixed beans. At the end of the first month the Education Ministry came to speak with the NGOs involved in food distributions. They had reports from the local schools that none of the IDP children were able to attend schools to continue their education – the reason given by parents was that they were required at home for cooking. It transpired that the beans that had been distributed were not the beans normally used by the IDP population and they required much longer for cooking – furthermore the types of beans that were mixed together required different lengths of time for cooking. Mothers said their children needed to sort the beans before cooking every day; it was a lengthy and tedious job.

RESOURCE 6: EXAMPLE ASSESSMENT QUESTIONS FROM PAKISTAN

Assessment Tool Development (Questionnaire/ Guidelines for discussion)

The choice and type of questions in an assessment will vary according to the technical sector and situation assessed. Questions will also vary whether the assessment is conducted through quantitative methods or more qualitative methods (e.g. FGDs). However, some general principles are worth considering:

- Questions should be designed to enhance participation
- They should be objectively stated, without bias or attempt to lead to a specific answer
- They may have to be concise (length of questionnaire)
- Questions should be simply worded, particularly for young participants and also as they will require translation
- More sensitive questions may be placed at the end of the survey, in case the respondents may not be willing to answer such questions. In this way the core of the assessment will still be validly covered by the necessary representative sample of respondents/KI
- It is useful to make all possible use of local knowledge to determine the cultural appropriateness of the questions

Every cluster/ sector will have its own specific technical questions/ issues to be included in the questionnaire/ list of topics for discussion. It is out of the competency of the Protection Cluster to touch upon such technical aspects. However, some questions may bring a specific value in integrating protection principles in the assessment. The following are examples of possible questions to be considered for inclusion. The list does not intend to be exhaustive or to be rigidly interpreted. Some of the questions will be more suitable for need assessments before the start of an intervention; others will be more suitable for assessments and monitoring during the implementation of programs/ interventions.

Access to food and non-food item distribution

- Are communities reaching the food distribution easily (e.g. walking distance)?
- Are food distribution points far from military installations? (this can also be part of observations)
- Does the community feel that everyone is properly informed about the locations and the timing of the food/ NFI distribution?
- Are distribution sites clearly marked, advertised? (this can also be part of observations)
- Is the crowd control system efficient? Have there ever been incidents/ disturbances?
- Are the staff distributing the food technically prepared? Are they well prepared to interact with children? Are they able to advise vulnerable cases?
- Does the location of the food / NFI distribution pose security issues for women and girls?
- Does the location of the food / NFI distribution pose security issues for other categories of population (other than women and girls)? If so, who is affected?
- Is the distribution logistically accessible to women and girls (e.g. separate spaces, queuing areas, female staff in the distribution) etc.? If not, what are the main shortcomings?
- Is the distribution logistically and safely accessible to children (heading households/ unaccompanied/ separated)?
- Is the distribution logistically accessible to persons with disabilities?
- Is the distribution logistically accessible to older persons?
- Is the timing of the distribution appropriate? If not, what are the main problems?
- Are there mechanisms during the distribution to prioritise persons with specific needs such as older persons, persons with disabilities, unaccompanied and separated children, pregnant and lactating women?
- Has there been a significant change in the percentage of women or children collecting food? If so, is it increasing or decreasing?
- Are spouses (wives) also mentioned in the ration card?

RESOURCE 6: EXAMPLE ASSESSMENT QUESTIONS FROM PAKISTAN

- Is the ration size/ assistance size suitable to be transported back with no additional physical or financial burden?
- Is there any security risk associated with the transport of food / NFI back to homes?
- Do the NFI packages include suitable items to cover the specific needs of women and girls (e.g. sanitary pads)? If not, what is missing?
- Do the NFI Packages include suitable items to cover the specific needs of children?
- If people experience problems during food / NFI distribution is there a mechanism to report?
- Have women, children and caregivers been involved in the design and distribution process?
- Are there any suggestions for improving the food/NFI distribution?
- Do coping mechanisms developed during an emergency/ displacement phase put women or girls at risk?
- What are the coping mechanisms of the population to face the lack of food?
- Do these coping mechanisms developed during an emergency/ displacement phase put specific categories of population at risk (other than women/ girls)?
- Do women participate in food for work projects? If not, what are the main obstacles to their participation?

Access to water and sanitation

- Are water points accessible to women?
- Are water points accessible for children?
- Have women/ children/ older persons/ persons with disability been consulted on the location and type of wash facilities?
- Are WASH facilities available at schools and protective spaces for children and women?
- Are water points safe for children?
- Are water points accessible to older persons and persons with disabilities?
- Are separate sanitation facilities accessible to women and girls?
- Does the layout of the sanitation facilities guarantee privacy and protection for women and children?
- Are latrines safe for children? Have there been any safety incidents involving children?
- Is the practice of water collection exposing children to hazardous / heavy labour? Is the practice of water collection having an impact on children's attendance at school?
- Are sanitation facilities accessible for older persons and persons with disabilities?
- Do women/ girls feel safe when they use latrines and sanitation facilities?
- If not, what types of problems do they encounter/ report?
- Are there any suggestions for improving access and quality of water and sanitation facilities for the emergency-affected/ displaced population?
- Are there items for women and girls available in the hygiene kits?
- Are there any suggestions for improving the quality of hygiene kits for women and girls?

Health

- Are health facilities accessible to women and children at convenient times and locations?
- Are health facilities accessible to older persons and persons with disabilities?
- Are Reproductive Health services available in the health facilities?
- Is there a presence of female staff in the health facilities? What is the ratio? Is it sufficient?
- Are there specialised services and staff for mental health and psychosocial support available at public health facilities?
- Is there a system to refer and report these cases?
- Do health facilities have spaces where women, children or any other person can report in confidentiality? Does the health staff respect the confidentiality?
- What are the main obstacles for women and girls to access health facilities? (e.g. distance, cost, lack of female staff, cultural restrictions, lack of specialised services...)
- Do affected populations face HIV/AIDS and Sexually Transmitted Infections [STIs]-related protection risks? Are cases referred safely and with confidentiality to appropriate HIV services?

RESOURCE 6: EXAMPLE ASSESSMENT QUESTIONS FROM PAKISTAN

- Have children, women and PWDs participated in making suggestions for improving access and quality of health facilities for the emergency-affected/ displaced population? What suggestions have been made, if any?
- Are health-service providers able and trained to detect, respond to and refer protection cases?
- Are there specialised, age-appropriate services for survivors of landmines and ERWs?

Education

- If cultural norms so require, are there separate schools for girls present in the area?
- Are there enough female teachers? What is the ratio? Is it sufficient?
- Are there any security problems for girls and boys to get to and from school safely?
- Do schools have separate and locked sanitation facilities for girls?
- Is there a difference between enrolment rates for displaced and non-displaced children? If so, why?
- Is there a difference between enrolment rates for unaccompanied and separated children? If so, why?
- Are there any obstacles to school enrolment and/or completion (e.g. fees, school books and materials, uniforms, specific documentation requested to IDPs)?
- Are teachers treating all students equally in their teaching?
- Are teachers sensitised to issues of displacement?
- Are teachers able to detect, respond to and refer cases of violence, abuse, exploitation or neglect?
- Has there been any report of child mistreatment/ abuse by teachers?
- Have teachers been trained in positive discipline and ending corporal punishment?
- Have teachers and school personnel signed a code of conduct?
- Do teachers and students know how and where to report protection concerns?
- Is mine risk education included in the educational activities?
- Are there any suggestions from children for improving access and quality of education facilities for the emergency-affected/ displaced children?

Adequate Shelter

- Have women and children being involved in decision-making processes regarding shelter?
- Does available accommodation allow for family unity and privacy for women and girls?
- Does available accommodation take into account the circumstances of persons with disabilities?
- Does it offer sufficient space for education, recreation and other children's activities?
- What are the main concerns for women and girls relating to housing?
- What are the main concerns for persons with disabilities relating to housing?
- Rank the 3 top housing concerns for disaster-affected population/ IDPs (e.g. Overcrowding/ Privacy; Security; Lack of water and sanitation; Lack of cooking facilities/ Utensils; Cost of rent; Relation with/ attitude of the landlord)
- Is it particularly difficult for some segments of the population to find / rent accommodation? If so, for whom? (e.g. women heading households, children heading households, ethnic/religious minorities....)
- Do evictions of IDPs occur? What are the causes?
- Do evictions affect particular groups of IDPs?
- Are evictions lawful (i.e. due to the tenant breach of the agreement, with due notice especially if without a cause)?
- If lawful, is there any support provided to mitigate the situation?
- Are women allowed to own land?
- Are women allowed to benefit from a shelter project?
- Have specific programs been established to provide permanent land/housing to IDPs in areas of displacement? Do IDPs have titles on such land plots / housing? Is security of tenure guaranteed?
- Have specific programs been established to provide permanent land/housing to returnees? Do returnees have titles on such land plots / housing? Is security of tenure guaranteed?
- Is there any compensation mechanism in place for lost / damaged houses? Do affected populations know about it? How many families have applied? How many families have received the compensation?

RESOURCE 6: EXAMPLE ASSESSMENT QUESTIONS FROM PAKISTAN

Camp Coordination /Relief sites

- Do women and girls feel that the space arrangements in the camp/ relief site are adequate to respect privacy/ cultural norms?
- Do women and girls feel that the sanitation facilities are adequately constructed to provide adequate privacy? If not, what is the problem (e.g. not adequate distance from male facilities; too few/ distant; not adequately lighted; not lockable…)
- Do women and girls feel that the washing and sanitation facilities are sufficiently lighted?
- Is the layout of the camp/ relief site adequate to avoid inter-communal tensions?
- Have children (girls and boys), women and persons with disabilities participated in camp design and layout?
- Are authorities providing security to the camp/ relief sites?
- Are there any forms of communal security (e.g. patrol groups) coordinated to support prevention of forced recruitment, looting, gender-based violence (particularly sexual harassment and rape), or other threats?
- Are camp management staff able to detect, respond to or refer protection cases (violence, abuses, neglect etc.)?
- Have people been registered by the authorities in the camp/ relief site? Is the population record of the camp disaggregated by age, gender and disability?
- Have persons with specific needs (e.g. separated and unaccompanied children) been identified and assisted during the registration?
- Do authorities visit the camp/ relief site regularly? Are the Department of Social Welfare staff periodically monitoring and visiting the camp/ relief site?
- Are there any suggestions for improving the layout of the camp/ relief sites?

Specifically on evacuation from relief sites

- Have people in camps/ relief sites been asked to vacate the site/ premises? Who did this request come from (e.g. local authorities, landlord, police, military, school officials, other)
- How much notice was given (e.g. less than one day, less than one week, 1-2 weeks, less than a month, more than a month)?
- Was there any prior consultation with the displaced population?
- Is force being threatened/ used during the involuntary evacuation?
- Is there any alternative solution proposed by the authorities?
- Is there any assistance provided by the authorities?

Nutrition

- Are there safe spaces for women to breastfeed?
- Are there any reports or indications that women are stopping or reducing breast feeding?
- Are there observed/reported cases of unaccompanied infants (0-6 months) who are not being breastfed?
- Are there any differences in breastfeeding practices for baby girls or baby boys?
- Are children screened for acute malnutrition and referred to nutrition centres/community management of acute malnutrition sites?
- How is food distributed within the home between women, girls, boys and men?
- Who within the household has controls over resources? Does this impact on access to food and feeding habits?
- Has the emergency caused any change in the roles and responsibility in securing food for the family?
- Are there differences for women, girls, boys and men in terms of access to food?
- Are there any challenges for women heading households in having access to food?
- If boys and men are separated from families can they prepare food for themselves?
- How do elderly women and men have access to food? Does the food basket meet their specific needs?
- What nutrition interventions were in place before the current emergency? How were they organised?
- How do school children access meals while in schools?
- Do households have access to micronutrients sources?

RESOURCE 6: EXAMPLE ASSESSMENT QUESTIONS FROM PAKISTAN

Economic recovery / livelihood

- Are children engaging in hazardous forms of child labour? If so, is this affecting more girls or boys?
- What types of hazardous labour are children engaging in? (i.e. ration collection, construction projects, agricultural work, mining, transport)
- Has children's engagement in hazardous work increased since the emergency/ disaster?
- Is child labour preventing children in the community accessing education? If so, is this affecting more girls or boys?
- Are people generally aware that hazardous child labour may be harmful to the children?
- Are there awareness programs on hazardous child labour for the community?
- Are women able/ allowed to participate to CFW / vocational training programs? If not, why?
- What is the age and gender composition of the Cash for Work (CFW) / vocational training project? (% of children, women, persons with disabilities)
- What % of the CFW/vocational training participants are female Heads of Households?
- What % of the CFW/vocational training are children Heads of Households?
- Are "Cash Grants" being offered to the most vulnerable Women Heading Households (e.g. to prevent their children engaging in hazardous work; to protect them from GBV)?
- Have women and children been consulted in the design of the CFW/ vocational training intervention?
- How many children benefitting from CFW programs have started to go to school after being selected?
- How many children benefitting from CFW programs / vocational training programs have dropped off school after being selected?

RESOURCE 7: CARDS FOR VULNERABILITY EXERCISE

Profile 1: **A 10 year old girl**	Additional Information Profile 1: This 10-year old girl has a mother and father and is currently able to access school on a regular basis
Profile 2: **A local committee member**	Additional Information Profile 2: This local committee member is a woman who has been supported by an NGO trying to fulfill gender balance in local committees, but she is from an ethnic minority group that is discriminated against. As a result she is being verbally abused and targeted by men in the community as she tries to do her job.
Profile 3: **A farmer**	Additional Information Profile 3: This farmer had to leave his land to seek a safer location for his family. He had all his crops destroyed and farming equipment stolen. He has no access to land in his current location.

Profile 4: **A man with a disability**	Additional Information Profile 4: This man with a disability has a job working with the local Red Crescent society.
Profile 5: **A cleaner at a UN PK base**	Additional Information Profile 5: This cleaner is being coerced to provide sexual favours to one of the UN workers, she feels she might lose her job if she refuses or complains.
Profile 6: **A worker for a national NGO**	Additional Information Profile 6: This worker is employed by a local human rights NGO that is being targeted by the government. A couple of his colleagues were arrested last month.

Profile 7: **A grandmother**	Additional Information Profile 7: This grandmother is living with her daughter and her family. They have adequate food and support.
Profile 8: **A mother with 5 children**	Additional Information Profile 8: This mother has lost her husband and two children are missing after recent flooding. She has no stable income to support her remaining 3 children and is in a very distressed state.
Profile 9: **An IDP returning to his place of origin**	Additional Information Profile 9: This IDP has received a support package to return to his place of origin. It will allow him to rebuild his home and buy some livestock.

Profile 10:
A newborn baby

Additional Information Profile 10:

This newborn baby is the daughter of a family that has just been recognised as refugees by the UNHCR and will shortly be moving to Norway.

RESOURCE 8: PROJECT CYCLE EXERCISE CASE STUDY

The country in which you are operating is experiencing armed conflict between the ethnic majority (Alphas) and ethnic minority (Betas). Recent fighting in villages near Nytanga has resulted in significant internal displacement. Many internally displaced have arrived in Nytanga, which is not currently affected by conflict.

You are working for an NGO that is responsible for food distribution in a community that consists of IDPs (the majority of whom are Betas) and host community who are all from the Alpha ethnic group.

Of the IDP population, those who are Alphas are being sheltered and supported by the host community. Those IDPs that are Betas have set up their own make-shift camp.

Your organisation has been asked to design and deliver a food distribution project in the area.

RESOURCE 9: GPC SECTOR CHECKLISTS

Protection Programs

Tips for Protection Mainstreaming

Edition 1 (May 2014)

The content for this note is taken mainly from the following sources:

- Minimum Inter-Agency Standards for Protection Mainstreaming (WVI)
- Disabilities among Refugees and Conflict-Affected Populations - Resource Kit for Fieldworkers (WRC)
- Minimum Standards for Child Protection in Humanitarian Action (CPWG)
- GBV Guidelines (IASC)
- Humanitarian Charter & Minimum Standards in Humanitarian Response (Sphere)

This note is divided into three sections, representing the four key elements of Protection Mainstreaming. The content is not meant to be exhaustive, but presents examples of key actions that should be taken to ensure the integration of protection principles *in the delivery of humanitarian assistance.*

Although each action described should be considered throughout implementation, there are some key actions which are especially important to consider during emergencies and during the assessment/project design stage of the project cycle. These are highlighted with the following symbol-codes:

- Emergencies ⚠
- Assessment & Project Design Stage

Some actions can be sensitive by their nature. In these cases, it is suggested to reach out to a Protection specialist. These are highlighted with the following symbol:

Prioritise safety and dignity, and avoid doing harm

- Ensure the location of facilities and the routes to them are distant from threats of violence; especially the risk or threat of gender-based violence (GBV) and attacks from armed groups.

  Notes:
  - *Talk to different groups of community members separately to identify/map safe and unsafe areas (elderly men, elderly women, adult men, adult women, adolescent boys, adolescent girls, boys, girls, disabled males, disabled females, minorities).*
  - *Ensure lighting is provided along the route to minimise night-time risks. Make considerable efforts to light and/or protect unsafe areas and routes. Examples could include installing lights, distributing personal flashlights, incorporating a buddy system, advocating for community watch or security personnel to monitor areas regularly.*
  - *Do not place facilities near possible perpetrators.* ⚠ ***N.B.*** *The police and armed forces are often seen as perpetrators of violations. Whether they provide a reassuring feeling or instill fear depends on the context. It is important to consult the community and potential beneficiaries about their preferences.*
  - *Arrange appropriate policing if required.* ⚠

- Make **infrastructure** adaptations such as fitting ramps and railings to facilities so that all individuals and groups can access and use the facilities in safety and with dignity.

  Notes:
  - *Use direct observation and discussion groups with persons with disabilities in the community to identify the type of adaptations that are needed.*

- Ensure that **confidentiality and privacy** are respected in all forms of consultation, counseling and personal information sharing.

  Notes:
  - *Ensure rooms are well separated from public spaces or the waiting area.*
  - *If separate rooms cannot be provided, consider establishing a wall or at least put up a curtain.*
  - *Ensure that an information sharing protocol is established so that a survivor of violations will not need to repeat their story, potentially exposing them to further trauma.*
  - *Do not collect information that is not needed to contribute towards promoting the well-being of the individual.*
  - *Talk with women and girls about privacy norms in shared shelters, latrines, wash areas, etc.*
  - *Advocate for, or install, partition walls, doors and locks.*

- Do not share **identifiable information** (e.g. names, addresses, or traits and characteristics about the case that can lead to identification etc.) unless consent has been given by the beneficiary

  Notes:
  - *If requesting consent to collect and use data, make sure the beneficiary is clearly informed of all services and has the capacity to give informed consent (e.g. children or persons with intellectual disabilities may give consent without fully understanding or having the capacity to do so).*
  - *Make sure that data storage is secure and that contingency plans are in place to secure, move or destroy the data in the event that the area must be evacuated.*

- Make sure that only qualified psychosocial workers are on staff to receive and counsel survivors of violations, especially when dealing with children and/or survivors of GBV.

  Notes:
  - *When working with children ensure there are trained child advocates/counselors on staff or who can be easily referred to.*
  - *Ensure that staff are aware of and can easily refer to staff or other service providers who are trained specifically to counsel and support GBV survivors.*

- Make sure that there is a variety of staff (male, female, members of minorities) who have firsthand knowledge of gender and cultural sensitivities.

- If NFIs or prizes are distributed during awareness-raising sessions, make sure the value of the items do not create tension or added risk for the beneficiaries (e.g. pushing and shoving to reach prizes, theft of the prizes following the event, etc.). Pay special attention to vulnerable groups such as women, the elderly or children.

  Notes:
  - *If valuable gifts are distributed, consider delivering these at home away from the public eye.*
  - *Make sure the NFIs are of appropriate size so that women, children, the elderly andthe disabled can carry them.*
  - *Develop strategies to distribute to population with special needs such as pregnant women, children, single parents with young children, elderly, sick, disabled and marginal populations.*

Meaningful Access

- Ensure that services are provided at an **adequate time** when individuals can realistically access them.

  Notes:
  - *Consider the provision of services outside of work hours (e.g. working through focal points or providing services at night/on weekends). For example, if a service or registration only takes places from 9:00 to 17:00, what procedures are in place to ensure the protection of individuals arriving at 17:01? Do these procedures take into consideration age and gender? Establish flexible staff schedules to allow them to access key clients within their time schedule and calendar.*
  - *Is there 24/7 access to emergency protection services? (e.g. medical care)*
  - *Consider the use of mobile technologies for beneficiaries to access services.*

- Ensure that services can be accessed by **women and girls**

  Notes:
  - *Consider that in most contexts, women and girls are restricted from accessing services simply because of their gender. Talk to women and girls directly, and separately from men and boys, to understand what barriers they face. Take into consideration the protection issues that come along with talking to women/ girls alone. Have same sex staff. Prepare work with community leaders to ensure access to women and girls alone.*

- Ensure that services can be accessed by **persons with reduced mobility** (e.g. persons with physical disabilities, the elderly, bed-ridden individuals)

  Notes:
  - *Make access paths smooth and fit ramps for wheelchair access. Consider different physical disabilities. Different wheelchairs may require different amounts of space. Artificial limbs may make even relatively short distances difficult. Talk to persons with physical disabilities about what solutions would best fit their needs.*
  - *For individuals who cannot access the services, ensure that special arrangements are made to make them available (e.g. mobile counseling centers, home visits).*
  - *Recognise that protection issues can be exacerbated for persons with disabilities. Women with disabilities and girls are at higher risk of GBV.*
  - *Team up with a local NGO working with persons with disabilities to train staff and mobilise individuals for home counseling and services.*

- Ensure that services can be accessed by **persons with non-mobility-related disabilities** (e.g. the blind, hard of hearing, intellectually disabled)

  Notes:
  - *Provide information about services in both verbal and written form. Consider developing pictorial representations and explanations (e.g. of referral pathways to services)*
  - *Ensure that staff are trained to work with individuals with intellectual disabilities, including how to ensure proper confidentiality and informed consent. Local NGOs often already have the technical knowledge.*
  - *Recognise that protection issues can be exacerbated for persons with disabilities. Women with disabilities and girls are at higher risk of GBV.*

- Ensure that **Lesbians, Gays, Bi-Sexuals, Transgender, and Intersex individuals** (LGBTI) have access to services

  Notes:
  - *Engage staff in discussions on the inclusion of Lesbian, Gay, Bi, Transgender, and Intersex (LGBTI) individuals in program activities and services. LGBTI individuals are regularly excluded from assistance, often because they believe they will be refused assistance because of their identity. However, unlike other minority groups that are discriminated against or ignored, in many countries, LGBTI individuals risk direct attack and violence or even persecution through national laws. Such attitudes are also prevalent amongst aid workers. At all times, it is important to prioritise safety, and not put individuals at further risk (e.g. It is important to support LGBTI individuals' access to services, but do not reveal their gender identity without their clear consent.)*

- Ensure that lack of **documentation** does not exclude individuals from accessing services.

  Notes:
  - *Consider that lack of documentation can affect access to services and attendance. E.g. in Pakistan, parents without documentation had no access to food distributions, and sent their children to work instead of school*
  - *Some of the most marginalised people are under-schooled or illiterate so may not have school certifications. Consider whether these certifications are absolutely necessary, so that they are not unnecessarily excluded from services.*
  - *Beneficiaries should be assisted to obtain documentation or referred to an organisation that does.*

- Ensure that beneficiaries **know** their rights and **how to assert** them (e.g. accessing your services).

  Notes:
  - *In assessments, lack of awareness about rights and services is regularly identified.*
  - *Rights awareness should be provided in sufficient quantity in languages understandable to all beneficiaries, especially to new arrivals in displacement settings.*
  - *Consider literacy levels when developing materials for printing. Printed materials should consider literacy levels (e.g. use of pictograms instead of text). Lack of awareness about rights and services is regularly a gap identified in assessments.*

- **Monitor** access and discrimination.

  Notes:
  - *Ensure project indicators (e.g. number of individuals accessing services) are disaggregated by age, gender, and location or specific group (e.g. persons with disabilities, ethnic minorities).*
  - *Where possible train the protection committees and beneficiaries to monitor access*
  - *Make sure services reach the most vulnerable.*

Accountability, Participation and Empowerment

- Identify the **power dynamics** within the intervention area. What are the minority groups and who is vulnerable or marginalised? Do they have access to your services?

  Notes:
  - *Consult with the Protection Cluster/ Protection Actors, including the GBV and Child Protection sub-clusters, about power dynamics in the area of intervention.*
  - *Use this information to inform monitoring activities and identify any barriers to access or discrimination against particular groups.*

- Identify **local authorities and civil society** specialised in working with persons with disabilities. Strengthen and support their role, and learn from them.

  Notes:
  - *Coordinate with specialised agencies to identify low-mobility individuals and include them in the program assistance. Most countries already have national or local NGOs offering services to vulnerable groups. These may not operate in the same areas, but could become a valuable resource for the training of staff and the referral of cases.*
  - *Actors operating in the same locality could help mobilizing low-mobility individuals for key activities.*
  - *International NGOs working on these issues include Handicap International and HelpAge*

- **Report and share protection concerns** with the Protection cluster, including the GBV and Child Protection sub-clusters. Other actors may be able to provide assistance.

  Notes:
  - *Cases of violations should be referred promptly and in accordance with standard operating procedures established in the area.*

- Make sure to **consult** all layers of society when identifying and responding to Protection needs

  Notes:
  - *Different criteria may affect the power dynamics in an intervention area. For example, in some places it will be important to consult different socio-economic groups (e.g. ethnic or economic minorities). In all situations, one should include women, men, boys, girls, the elderly, and persons with disabilities to understand their needs and preferences for location, design, and methodology of assistance.*
  - *Beyond engaging with and considering the protection needs of different groups, it is also important to involve members in identifying possible solutions. In addition to making the response more relevant and potentially durable, this will build the confidence and self-esteem of the beneficiaries concerned.*

- Find out what are the different community groups' **coping strategies**. Are beneficiaries placing their safety and dignity at risk? Risks must be recognised as soon as possible and interventions undertaken to help people avoid resorting to or mitigating the risk of coping strategies that could have a negative impact. Promote and support self-protection capacities wherever possible.

  Notes:
  - *In one IDP camp, documentation had to be renewed after marriage. The delay caused beneficiaries to stop receiving food rations, which in turn led parents to send their children to work. Actors in the camp successfully campaigned the distribution agency to temporarily continue to deliver food until documentation could be obtained.*

- If protection committees are established, promote **meaningful representation** of all layers of society and that all members are trained on "protection mainstreaming principles".

  Notes:
  - *Members of protection committees can play a key role in identifying issues related to exclusion and discrimination.*
  - *It might be necessary to be proactive and actively recruit representation/participation because some segments of the population may not feel that they have the right to speak up and participate even when the door open to them because of cultural norms and marginalisation.*

- Set up accessible, well understood mechanisms for **suggestions and complaints**

  Notes:
  - *Do not assume an "open door" policy is enough. Make sure that there are other possibilities for submitting complaints that do not require the beneficiaries to expoess themselves to project staff.*
  - *RESPOND to complaints, regardless of whether corrective measures can/need to be put in place*
  - *Staff the mechanism with both men and women and ensure it is accessible for children.*
  - *Organise awareness raising sessions so that people know the mechanisms works.*

WASH Programs

Tips for Protection Mainstreaming

Edition 1 (May 2014)

The content for this note is taken mainly from the following sources:

- Minimum Inter-Agency Standards for Protection Mainstreaming (WVI)
- Disabilities among Refugees and Conflict-Affected Populations - Resource Kit for Fieldworkers (WRC)
- Minimum Standards for Child Protection in Humanitarian Action (CPWG)
- GBV Guidelines (IASC)
- Humanitarian Charter & Minimum Standards in Humanitarian Response (Sphere)

This note is meant to be used as part of the GPC Protection Mainstreaming Training. It is divided into three sections, representing the four key elements of Protection Mainstreaming. The content is not meant to be exhaustive, but presents examples of key actions that should be taken to ensure the integration of protection principles in the delivery of humanitarian assistance.

Although each action described should be considered throughout implementation, there are some key actions which are especially important to consider during emergencies and during the assessment/project design stage of the project cycle. These are highlighted with the following symbol-codes:

- Emergencies ⚠
- Assessment & Project Design Stage

Some actions can be sensitive by their nature. In these cases, it is suggested to reach out to a Protection specialist. These are highlighted with the following symbol:

Prioritise safety and dignity, and avoid doing harm

- Ensure, the **location** of EH facilities and routes to them are away from actual or potential threats such as violence; especially the risk or threat of gender-based violence (GBV), and attacks from armed groups. ⚠

  Notes:
  - *Consider installing lights near the latrines, especially if these are communal or away from homes. If lighting is not possible, consider alternatives such as providing torches for each household. Be careful not to put individuals at risk with valuable assets.*
  - *Do not place facilities near possible perpetrators. N.B. The police and armed forces are often seen as perpetrators of violations. Whether they provide a reassuring feeling or instill fear depends on the location. It is important to consult the community and potential beneficiaries about their preferences.*
  - *Consider ways to reduce/manage/cope with these threats, including location, accompaniment (e.g. fetching water in groups, formation of water committees, etc.)*
  - *Arrange appropriate policing if required (e.g. water monitors)*

- Make **infrastructure** adaptations such as ramps and railings to EH facilities so that all individuals and groups can access and use facilities in safety and dignity. Use discussion groups and observation to detect/discuss this and ask the community to come up with solutions.

- **Latrines design** must preserve the safety and dignity of its users. ⚠

  Notes:
  - *If an individual does not feel safe or dignified in using the latrine, (s)he may go elsewhere, potentially exposing themselves or others to harm.*
  - *Physically separate and label the latrines "male" and "female".*
  - *Ensure latrine design accounts for children (e.g. size of pits may present a safety risk for children).*
  - *It is preferable that latrines and showers can be locked from the inside to ensure privacy. Discuss with beneficiaries what they would prefer. Example: Children in one country were reluctant to use traditional sliding locks and had alternative ideas (e.g. wood and nails).*

- **EH facilities design** must preserve the safety and dignity of its users.

  Notes:
  - *Raised platforms and ramps at water points to ensure safe manual lifting to all, especially children, pregnant women, and persons with disabilities.*
  - *Discuss latrine/bathing station design with various groups – including children and people with disabilities – and adapt the design, if necessary, to accommodate their specific needs. In one education program, the staff knew that children would need latrines. They did not talk to the children, who it was later found out were afraid of the size of the hole. Children continued to defecate outside the latrines, which created a hygiene problem.*
  - *Ensure separate toilet and bathing facilities for males and females. Make sure they are clearly marked in pictorial form and work with the community to ensure they are used by the indicated sex.*
  - ***Consider that women and children are the most likely to be collecting water**, and might be waiting in the sun for hours for a turn to fill their jerry can. Establish safe and shaded waiting areas where possible.*
  - *Schedule water collection times to limit overcrowding at the water points; collection in shifts.*
  - *Children should not carry jerrycans. However, assuming they will be forced to do so, make sure that jerrycans are not so large as to cause injury.*
  - *Ask individuals collecting water when they would prefer taps/pumps to be open. Recognise that different people have different work schedules; women and girls, who are typically the water collectors, have specific times when they are busy making meals.*
  - *Ensure that you have discussions on latrine/shower design with various groups and adapt the design, if necessary, to accommodate their specific needs. Topics to discuss include: privacy (make sure 'walls' are providing sufficient/safe cover), that persons with disabilities can access the services without or with minimal additional help. Consult the community on their preferences regarding the design. In one Burmese camp, women requested walls for privacy, but without a locking door, which was felt could create an environment for assault. In several other settings, beneficiaries especially requested locking doors.*
  - *Foresee menstrual hygiene needs for women and provide appropriate hygiene materials to individuals and groups with unique needs. Include strategies to dispose of hygiene materials.*

- If setting up EH facilities for displaced communities, consult them as well as host communities about EH needs so as to **avoid community tensions**. Make sure that there is no tension or inequality that could lead to violence and harassment of one group or another.

  Notes:
  - *Assess whether inequitable access to water and / or sanitation facilities is causing tension or conflict within the community AND with other surrounding communities.*
  - *In camp settings, consider providing services to the local community as well.*
  - *Example: In one program, an agency built latrines for IDPs living with the host community. Once the latrines were built, the host community prevented IDPs from accessing the latrines.*

- Ensure **cleaning chemicals** are stored safely (e.g. for cleaning EH facilities)

  Notes:
  - *Children and adolescents can mistake chemicals – especially water purifying tablets – for candy or prophylactics. Proper awareness raising combined with proper storage can prevent improper use.*

Meaningful Access

- Ensure that the **location** of water points and latrines are accessible to all.

  Notes:
  - *Discuss with all representative samples of society (e.g. men, women, girls, boys, elderly, ethnic groups, persons with disabilities) that should have access to the service. Adapt the location to reduce the distance and to ensure that the most vulnerable/marginalised have access.*
  - *Considering that most often women and children collect water, talk to them directly about the safety of the location and the routes to the location.*

- Ensure that services can be accessed by **persons with reduced mobility** (e.g. persons with physical disabilities, the elderly, bed-ridden individuals)

  Notes:
  - *Make access paths smooth and fit ramps for wheelchair access. Consider different physical disabilities. Hand pedal wheelchairs require more space. Artificial limbs may make even relatively short distances difficult. Talk to persons with physical disabilities about what solutions would best fit their needs.*
  - *Install handlebars and removable seats in latrines for persons with disabilities. Permanent seats risk being removed or unused if it does not fit with traditional practice.*
  - *Provide bed pans for bed-ridden individuals.*
  - *If some cannot access the services, ensure that special arrangements are made to bring water to them. It should not be assumed that friends and family will do it, as this can result in children being forced to carry heavy jerrycans. In Darfur, donkey carts were hired to carry water once per week to low-mobility individuals.*

- Ensure that beneficiaries **know** their right to safe drinking water, and where/how to obtain it.

  Notes:
  - *Rights awareness should be provided in sufficient quantity in languages understandable to all beneficiaries, especially to new arrivals in displacement settings.*
  - *Printed materials should consider literacy levels (e.g. use of pictograms or verbal communication instead of text). Lack of awareness about rights and services is regularly a gap identified in assessments.*
  - *Consider public private partnership approaches in water service provision in non-emergency settings as this will ensure that right to adequate water is commensurate to responsibility of individuals and communities in ensuring that safe water is provided and maintained*

- **Monitor** access, discrimination, and whether any water or other services are being diverted.

  Notes:
  - *Ensure project indicators (e.g. number of individuals accessing services) are disaggregated by age, gender, and location or specific group (e.g. persons with disabilities, ethnic minorities).*
  - *Compare usage figures to existing demographic data. Discrepancies can tell you which groups do not have access.*
  - *Where possible train the EH committees and beneficiaries to do this. Committees can work with contractors to make sure designs are disability friendly.*
  - *Make sure services are reaching the most vulnerable.*

- Identify what are the **power dynamics** within the intervention area. Who has access to water resources? Who has access to decision-making and the ability to influence decisions on water resources?

  Notes:
  - *Consult with the Protection Cluster/ Protection Actors, including the GBV and Child Protection sub-clusters, about power dynamics in the area of intervention.*
  - *Consult community members on power dyamnics as perceived by them and how equity can be achieved in their perspective.*
  - *Use this information to inform monitoring activities and identify any barriers to access or discrimination against particular groups. Take this into consideration when determining locations for EH facilities.*

Accountability, Participation and Empowerment

- Identify **local authorities and civil society** specialised in working with **persons with low mobility or disabilities.** Strengthen and support their role, and learn from their experience how to improve service delivery.

  Notes:
  - *Coordinate with specialised agencies to identify low-mobility individuals and include them in the program assistance. Most countries already have national or local NGOs offering services to vulnerable groups. These may not operate in the same areas, but could become a valuable resource for the training of staff and the referral of cases.*

- *Actors operating in the same locality could help mobilizing low-mobility individuals for key activities.*
- *Notable international NGOs working on these issues include Handicap International and HelpAge.*
- *Ensure inclusion of people with special needs in management committees for EH facilities.*

- Coordinate with local authorities, as well as the education and health sectors to **ensure that public spaces, schools, and health posts also have EH services.**

- Before leaving an area, make sure that the responsible actors and systems for EH facility **maintenance** are in place.

  Notes:
  - *This will involve coordination with local authorities and possibly suppliers, but should focus on community capacities to maintain the structures in place (e.g. EH committees).*
  - *In schools, student environment committees can be made responsible to monitor hygiene of EH facilities and report to the persons responsible for maintenance.*
  - *Identify patrons in schools to guide activities of the school health/environmental clubs/committees.*

- **Report and share protection concerns** with the Protection cluster, including the GBV and Child Protection sub-clusters. Other actors may be able to provide assistance.

  Notes:
  - *Cases of violations should be referred promptly and in accordance with standard operating procedures established in the area.*
  - *Sensitise communities on what constitutes violation.*

- Set up accessible, well understood **mechanisms for suggestions and complaints.**

  Notes:
  - *Do not assume an "open door" policy is enough. Make sure that there are other possibilities for submitting complaints that do not require the beneficiary exposing themselves to project staff.*
  - *RESPOND to complaints, regardless of whether corrective measures can/need to be put in place.*
  - *Staff the mechanism with both men and women and ensure it is accessible for children.*
  - *Organise awareness raising sessions so that people know how it works.*
  - *Consider a joint complaints mechanism with other sectors (e.g. Protection) to minimise confusion.*

- Make sure to **consult** all layers of society when identifying and responding to EH needs.

  Notes:
  - *Different criteria may affect the power dynamics. For example, in some places it will be important to consult different socio-economic groups (e.g. ethnic or economic minorities). In all situations, one should include women, men, boys, girls, the elderly, and persons with disabilities to understand their needs and preferences for location, design, and methodology of EH assistance.*
  - *It is not enough to just consider the EH needs of all layers of society. They have to be involved in identifying the solutions. In addition to making the response more relevant and potentially durable, this will build the confidence and self-esteem of the beneficiaries concerned. Example: In one Education program, the staff knew that children would need latrines. They did not talk to the children, who it was later found out were afraid of the size of the hole. Children continued to defecate outside the latrines, which created a hygiene problem.*

- Find out what are the **coping strategies**. Where do people get water when there is shortage? Where do people go to the toilet? Are they placing their safety and dignity at risk? Risks must be recognised as soon as possible and interventions undertaken to help people avoid resorting to negative coping strategies.

  Notes:
  - *If there is a water shortage, do women travel long distances to get water and are they at risk? Consider accompaniment or water deliveries.*
  - *During migration in search pasture and water, are women and children left behind? If so, what are their coping mechanisms then?*
  - *Consider learning from local practice. Certain local plants combined with water boiling can create a filtering effect (e.g. Morninga Seeds). Displaced communities especially may not know these techniques that could help mitigate water born diseases in cases of water shortage.*

- Ensure that EH committees are representative of all layers of society (e.g. gender, age, ethnicity, socio-economic group, etc.) and that all members are trained in "protection mainstreaming principles".

  Notes:
  - *They can play a key role in identifying issues related to exclusion, discrimination.*
  - *If at all possible, provide the water committee with guidance on 'peaceful' resolution of conflicts (e.g. in managing queues, etc.)*
  - *Sometimes it is necessary to be proactive to ensure meaningful participation from groups that don't traditionally speak out.*
  - *Insure that the voice of minority groups is represented in all committees managing EH facilities.*

CCCM Programs

Tips for Protection Mainstreaming

Edition 1 (May 2014)

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This note is divided into three sections, representing the four key elements of Protection Mainstreaming. The content is not meant to be exhaustive, but presents examples of key actions that should be taken to ensure the integration of protection principles in the delivery of humanitarian assistance.

Although each action described should be considered throughout implementation, there are some key actions which are especially important to consider during emergencies and during the assessment/project design stage of the project cycle. These are highlighted with the following symbol-codes:

- Emergencies ⚠
- Assessment & Project Design Stage

Some actions can be sensitive by their nature. In these cases, it is suggested to reach out to a Protection specialist. These are highlighted with the following symbol:

Prioritise safety and dignity, and avoid doing harm

- Ensure camps and camp-like settings meet standards for distance from borders and conflict frontlines. Consider safety risks associated with landmines, explosive remnants of war (ERW), and natural hazards. If the area of intervention is mined or contaminated by ERW, please refer to Mine Action working group / organisations.
- Carefully examine risks of violence, especially gender-based violence (GBV), to boys, girls, men and women in their daily activities (e.g. fetching water, going to the market or to school, collecting firewood or getting fuel), and work with them and protection actors to identify preventive measures and responses.
- Ensure that effective security measures are in place, especially at night, such as police and/or community patrols where possible, adequate lighting or other security measures. Monitor high-risk security zones regularly and at different times of day (e.g. around showers, latrines, child-friendly spaces, schools and routes to schools, health facilities, water collection points, etc.).
- Be aware of existing land and property tenure arrangements, including statutory/legislative and customary access rights to land when selecting sites. If the land or property is privately held, consult with relevant stakeholders to obtain authorisation and formal agreement from owners. For technical support, refer to the working group or actors specialised in Housing, Land and Property within the Protection Cluster.
- Be aware of existing tensions between different ethnic, religious or other groups and consider cultural practices within the affected community. Regularly monitor and discuss with beneficiaries if they feel pressured, directly or indirectly, to return to their place of origin or relocate, or if they feel prevented from leaving the camp.

Meaningful Access ⚠

- Treat all displaced persons equitably, regardless of their living situation (i.e. host-families, collective centers, are self-settled in urban or rural locations, or are living in spontaneous sites or planned camps.
- Make sure that a comprehensive registration system is in place, enabling women to be registered in their own name, and provisions are made for child-headed households. Ensure that the purpose of registration is properly communicated to all groups and that effective data protection measures are applied.

- Ensure that information about camp/site facilities and services is accessible to everyone, including persons with disabilities (sensorial impairments) and other persons with specific needs.
- Ensure that the design of the camp/site set-up and services are accessible to all categories of beneficiaries. Carry-out regular spot-checks as part of ongoing monitoring in the camp/site, to collect information – disaggregated by age and sex – from the various services and assistance providers.
- Ensure that service providers consider the needs of different ethnic, racial, national or social groups and ensure that the quality of their services is equitable.
- Ensure that all persons have equal access to work opportunities in the camp. Consult with all actors operating in the camp to determine whether monetary compensation will be offered for work, and ensure consistency in agreed approach. If compensation is offered, ensure equal payment for all persons without discrimination.

Accountability, Participation and Empowerment

- Set-up referral systems in partnership with protection actors to provide an appropriate response and specialised assistance to persons with specific needs. Apply standards on data management and implement measures to secure referral data i.e. to ensure that personal data and lists of beneficiaries of specialist protection interventions are kept confidential and stored in a secured manner to avoid unintended uses.

  Notes:
  - *A referral mechanism is not a rigid structure but a dynamic and inclusive process, which should incorporate: a) guidance on how to identify and appropriately treat persons with specific needs and survivors while respecting their rights and giving them power over decisions that affect their lives; b) a protocol or "pathway" to refer persons with specific needs and survivors to local and/or international agencies providing specialist protection and assistance, including medical, psycho-social and legal counselling services.*

- Set-up feedback and complaints mechanism to receive and investigate requests and grievances regarding CCCM interventions, facilities and services at the displacement sites, as well a allegations of intimidation, coercion, violence and sexual exploitation and abuse experienced by women, girls, boys and men in receiving assistance. Respond to all complaints, regardless of whether corrective measures can/need to be put in place.

  Notes:
  - *Note: A complaints mechanism should a) include a standard complaints form; however all complaints should be reviewed, regardless of format; b) give persons submitting a complaint the opportunity to identify themselves whilst respecting their anonymity should they fear retaliation; c) include provisions to submit complaints through a person other than the one about whom the complaint is made; and d) must incorporate appropriate procedures for effective follow-up. The complaints mechanism should be staffed with both men and women, and it should be accessible for children and persons with specific needs.*

- Ensure that camp/site managers and coordinators have signed a code of conduct stating their commitment to respect and foster humanitarian standards and the rights of beneficiaries. Train managers and coordinators on the code of conduct and effectively monitor their adherence to the code. Compliance with the requirement to have a code of conduct is a non-derogatory criterion for the selection of all service providers.
- In partnership with protection actors, identify dedicated focal points and raise awareness about Prevention of Sexual Exploitation and Abuse (PSEA) by UN staff members, related personnel and partners. Provide clear information on the fact that beneficiaries do not have to provide services or favors in exchange for receiving services or accessing facilities.
- Ensure that women, men, girls and boys are fully involved in decisions relating to their situation, such as the development of camp/site policy, management, and site closure.

- Establish appropriate and sustainable mechanisms for meaningful dialogue with different age, gender, diverse groups of beneficiaries. To incorporate the views of persons with specific needs in decision-making processes, designate focal points within camp/site management structures and beneficiaries' committees.
- Ensure that local authorities and host communities are informed, consulted and included in decisions on site location and planning in order to reduce tensions between host communities and displaced populations.
- Involve all categories of affected persons (such as children, persons with disabilities and older persons) in assessments in order to collect accurate information about their specific needs.
- Provide appropriate support to national/local authorities and stakeholders, including capacity building, and encourage government ownership of the protection and assistance strategy for camps and settlements.

Health Programs

Tips for Protection Mainstreaming

Edition 1 (May 2014)

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- Emergencies ⚠
- Assessment & Project Design Stage

Some actions can be sensitive by their nature. In these cases, it is suggested to reach out to a Protection specialist. These are highlighted with the following symbol:

Prioritise safety and dignity, and avoid doing harm

- Ensure that the **location** of health facilities and routes to them are away from actual or potential threats such as violence; especially the risk or threat of gender-based violence (GBV), and attacks from armed groups. ⚠

  Notes:
  - *Identify areas in and around the clinic that could be potentially unsafe like dark alleys, proximity to the bush and mount lights or place security around them.*
  - *Consider installing lights near health centers, especially if lighting is not possible, consider alternatives such as providing torches for each household. Be careful not to put individuals at risk with valuable assets*
  - *Do not place facilities near possible perpetrators. N.B. The police and armed forces are often seen as perpetrators of violations. Whether they provide a reassuring feeling or instill fear depends on the location. It is important to consult the community and potential beneficiaries about their preferences.*
  - *Arrange appropriate policing if required.*

- Make **infrastructure** adaptations such as ramps and railings to health facilities and latrines so that all individuals and groups can access and use them in safety and dignity. Use direct observation and discussion groups with persons with disabilities in the community to identify the type of adaptations that are needed.

- Ensure that the health services are **respectful and inclusive of cultural and religious practice.**

  Notes:
  - *Consider the Power Dynamics between health staff and the patient. How can this affect the patient's responses, behavior, and general attitude towards the staff and services provided?*
  - *Consider separate waiting areas (male/female).*
  - *Employ female health staff members with skills and experience working with women.*
  - *Employ health staff members with skills and experience working with children.*

- Ensure that **confidentiality and privacy** is respected in any form of consultation, counseling or personal information sharing.

  Notes:
  - *Ensure examination rooms are well separated from public spaces or the waiting area.*
  - *If separate rooms cannot be provided, consider establishing a dry-wall or at least put up a curtain.*
  - *Ensure that an information sharing protocol is established so that a survivor of abuse will not need to repeat their story, potentially exposing them to further trauma; and all efforts are made to ensure her confidentiality.*
  - *Do not collect information which is not needed to contribute towards promoting the well-being of the individual.*

- Do not share **identifiable information** unless consent has been given by the beneficiary (e.g. names, addresses, or traits and characteristics about the case that can lead to identification, etc.).

  Notes:
  - *If requesting consent to collect and use data, make sure it is properly informed and that the beneficiary has the capacity to give consent (e.g. children or persons with intellectual disabilities may give consent without fully understanding or having the capacity to do so).*
  - *Make sure that data storage is secure and that contingency plans are in place to secure, move or destroy the data in the event that the area must be evacuated.*

- Health facilities need latrines. **design** must preserve the safety and dignity of its users.

  Notes:
  - *Physically separate and label the latrines "male" and "female". Have separate latrine/toilets for males and females and make sure they are labeled clearly for all literacy levels.*
  - *Ensure latrine design accounts for children (e.g. size of pits may present a safety risk for children)*
  - *It is preferable that latrines and showers can be locked from the inside to ensure privacy. Discuss this with beneficiaries what they would prefer. Example: Children in one country were reluctant to use traditional sliding locks and had alternative ideas (e.g. wood and nails)*

- If setting up Health facilities for displaced communities, consult them as well as host communities about health needs so as to **avoid community tensions.** Make sure that there is no tension or inequality that could lead to violence and harassment of one group or another.

  Notes:
  - *Assess whether inequitable access to health care is causing tension or conflict within the community AND with other surrounding communities.*
  - *In camp settings, consider also providing services to the local/host community.*

- Employ female health **staff** members with skills and experience working with women and children.

- Put in place guidelines and mechanisms for monitoring and reporting instances of abuse and exploitation.

  Notes:
  - *Ensure all staff sign and adhere to a code of conduct that includes a "whistle blower" policy.*
  - *Establish an accessible and well understood mechanism for complaints.*
  - *Ensure staff understand and sign the code of conduct.*
  - *There should be annual meetings on the code of conduct to remind everyone of their obligations.*

Meaningful Access ⚠

- Ensure that the health facilities are accessible to all

  Notes:
  - *Discuss with all representative samples of society (e.g. men, women, girls, boys, the elderly, ethnic groups, persons with disabilities) that should have access to the services we provide. If necessary, adapt the location to reduce the distance and to ensure that the most vulnerable/marginalised have access.*
  - *Consider how seasonal environmental conditions can prevent access to secondary health care centers and hospitals (e.g. floods). Are transport mechanisms in place to make access possible in these conditions?*
  - *Organise transport if necessary.* ⚠ *In non-emergency contexts, consider pooled funds for emergency transport services.*

- Ensure that services can be accessed by **persons with reduced mobility** (e.g. persons with physical disabilities, the elderly, bed-ridden individuals)

  Notes:
  - *Make access paths smooth and fit ramps for wheelchair access. Consider different physical disabilities. Different wheelchairs may require different amounts of space. Artificial limbs may make even relatively short distances difficult. Talk to persons with disabilities about what solutions would best fit their needs.*
  - *If some individuals cannot access the services, ensure that special arrangements are made to make them available (e.g. mobile health teams).*
  - *Team up with a local NGO working with persons with disabilities to train staff and mobilise individuals for home counseling and services.*

- Ensure that services can be accessed **by persons with non-mobility-related disabilities** (e.g. the blind, hard of hearing, intellectually disabled).

  Notes:
  - *Provide information about services in both verbal and written form.*
  - *Ensure that staff is trained to work with individuals with intellectual disabilities, including on how to ensure proper confidentiality and informed consent. Local NGOs often already have the technical knowledge.*

- Ensure that health **staff** are representative of gender and ethnic differences.

  Notes:
  - *Health centers should have both male and female doctors/nurses. If female doctors/nurses are not available, consider advocating with the authorities to organise a female doctor rotation between locations. In this case, women must be adequately informed of which days a female doctor will be available.*

- Ensure that health **staff** know how to respond to the specific needs of victims of grave human rights violations, including rape and physical abuse.

  Notes:
  - *Staff should be trained and capable of providing psychosocial support to reduce trauma. If staff are not trained, they should have the information to refer patients to these services. To avoid trauma and reduce the chance of being singled out in the health center, victims of grave human rights violations should be prioritised.*
  - *Staff should ensure the confidentiality of survivors and respect the wishes about the care provided.*
  - *Train health staff to identify and respond to traditional harmful practices.*
  - *Set up referral networks for services required in response to instances of abuse and exploitation in line with best practice.*
  - *Special consideration should be given to the design of rooms, type of furnishings and equipment etc. that are in the examination/consultation rooms used for survivors of torture. This should be considered in design phase. Must avoid possibility of re-traumatisation.*

- Ensure that beneficiaries **know** their right to health care, and where/how to obtain it.

  Notes:
  - *Rights awareness should be provided in sufficient quantity in languages understandable to all beneficiaries, especially to new arrivals in displacement settings.*
  - *Printed materials should consider literacy levels (e.g. use of pictograms instead of text). Lack of awareness about rights and services is regularly a gap identified in assessments.*

- **Monitor** access, discrimination, and whether any services are being diverted.

  Notes:
  - *Ensure project indicators (e.g. number of individuals accessing services) are disaggregated by age, gender, and location or specific group (e.g. persons with disabilities, ethnic minorities).*
  - *Compare disaggregated client numbers to existing demographic data. Discrepancies can tell you which groups do not have access.*
  - *Where possible train the health committees and beneficiaries to do this. Committees can also work with contractors to make sure designs are disability-friendly.*
  - *Make sure services are reaching the most vulnerable.*

- Identify what are the **power dynamics** within the intervention area. Who has access to health care?

  Notes:
  - *Consult with the Protection Cluster/ Protection Actors, including the GBV and Child Protection sub-clusters, about power dynamics in the area of intervention.*
  - *Use this information to inform monitoring activities and identify any barriers to access or discrimination against particular groups.*

Accountability, Participation and Empowerment

- Identify **local authorities and civil society** specialised in working with **persons with low mobility or disabilities.** Strengthen and support their role, and learn from their experience how to improve service delivery.

  Notes:
  - *Coordinate with specialised agencies to identify low-mobility individuals and include them in the program assistance. Most countries already have national or local NGOs offering services to vulnerable groups. These may not operate in the same areas, but could become a valuable resource for the training of staff and the referral of cases.*
  - *Especially around reproductive health and family planning it is important to consult with boy and girl adolescents but make sure that girls are consulted separately. It might be useful to use NGO's working with youth but also recognise that the most at risk youth are more likely not associated with a group.*
  - *Actors operating in the same locality could help mobilising low-mobility individuals for key activities.*
  - *Key international NGOs working on these issues include Handicap International and HelpAge.*

- Ensure that Health **staff** and committees are representative of all layers of society (e.g. gender, age, ethnicity, socio-economic group, persons with disabilities, etc.).

- Before leaving an area, make sure that the responsible actors and systems for health care are in place.

  Notes:
  - *This will involve coordination with local authorities and possibly suppliers, but should focus on community capacities to maintain the structures in place (e.g. health committees).*
  - *The plan on how to go about doing this should be spelled out during the design phase.*

- **Report and share protection concerns** with the protection cluster, including the GBV and Child Protection sub-clusters. Other actors may be able to provide assistance.

  Notes:
  - *Cases of violations should be referred promptly and in accordance with standard operating procedures established in the area, always keeping in mind the abovementioned actions to ensure safety and dignity.*

- Make sure to **consult** all layers of society when identifying and responding to Health needs

  Notes:
  - *Different criteria may affect the power dynamics. For example, in some places it will be important to consult different socio-economic groups (e.g. ethnic or economic minorities). In all situations, one should include women, men, boys, girls, the elderly, and persons with disabilities to understand their needs and preferences for location, design, and methodology of Health assistance.*
  - *It is not enough to just consider the protection needs of all layers of society. They have to be involved in identifying the solutions. In addition to making the response more relevant and potentially durable, this will build the confidence and self-esteem of the beneficiaries concerned.*

- Ensure that **Health committees** are **representative** of all layers of society and that all members are trained in "protection mainstreaming principles".

  Notes:
  - *They can play a key role in identifying issues related to exclusion, discrimination.*

- Find out what the **coping strategies** are. Where do people go when they get sick? What kind of treatments can they expect? Are they placing their safety and dignity at risk? Does one group have access over others? Are women allowed to access formal health care? Do they need to be accompanied by male members of their families? Risks must be recognised as soon as possible and interventions undertaken to help people avoid resorting to negative coping strategies.

  Notes:
  - *What distances will people travel for services other than primary health care? (e.g. emergency obstetrics care) Is there a risk involved in the travel? Do people seek alternative forms of treatment? (e.g. traditional healers) Consider establishing systems for emergency transport (e.g. pooled funds for taxi services)*
  - *Consider learning from local practice. Local plants and remedies may provide effective medical remedies while being cheaper, more accessible, and generally more sustainable.*
  - *Work with traditional healers to improve access to services.*

- Set up accessible, well understood mechanisms for suggestions and complaints

  Notes:
  - *Do not assume an "open door" policy is enough. Make sure that there are other possibilities for submitting complaints that do not require the beneficiary exposing themselves to project staff.*
  - *RESPOND to complaints, regardless of whether corrective measures can/need to be put in place.*
  - *Staff the mechanism with both men and women and ensure it is accessible for children.*
  - *Organise awareness raising sessions so that people know how it works.*
  - *Complaints mechanisms should be in line with Protection from Sexual Exploitation and Abusive systems.*
  - *Consider a joint complaints mechanism with other sectors (e.g. Protection) to minimise confusion.*

Education Programs

Tips for Protection Mainstreaming

Edition 1 (May 2014)

The content for this note is taken mainly from the following sources:

- Minimum Inter-Agency Standards for Protection Mainstreaming (WVI)
- Disabilities among Refugees and Conflict-Affected Populations - Resource Kit for Fieldworkers (WRC)
- Minimum Standards for Child Protection in Humanitarian Action (CPWG)
- GBV Guidelines (IASC)
- Humanitarian Charter & Minimum Standards in Humanitarian Response (Sphere)

This note is divided into three sections, representing the four key elements of Protection Mainstreaming. The content is not meant to be exhaustive, but presents examples of key actions that should be taken to ensure the integration of protection principles in the delivery of humanitarian assistance.

Although each action described should be considered throughout implementation, there are some key actions which are especially important to consider during emergencies and during the assessment/project design stage of the project cycle. These are highlighted with the following symbol-codes:

- Emergencies ⚠
- Assessment & Project Design Stage

Some actions can be sensitive by their nature. In these cases, it is suggested to reach out to a Protection specialist. These are highlighted with the following symbol:

Prioritise safety and dignity, and avoid doing harm

- **Talk** to children about the threats they face. Talk to girls and boys separately, and hold discussions with groups of children that could face added difficulties (e.g. with disabilities, from ethnic minorities)
- Ensure that the **location** of Education facilities and routes to them are away from actual or potential threats such as violence; especially the risk or threat of gender-based violence (GBV), and attacks from armed groups. ⚠

  Notes:
  - *Keep in mind the distances children have to travel and the mode of transport. Do not place facilities near possible perpetrators. N.B. The police and armed forces are often seen as perpetrators of violations. Whether they provide a reassuring feeling or instill fear depends on the location. It is important to consult the children, community, and potential beneficiaries about their thoughts.*
  - *Ask children directly (and especially adolescent girls) about the safety of their travel to school.*
  - *Consider ways to reduce/manage/cope with these threats, including changing the location, accompaniment (e.g. children walking in groups, crossing guards, etc.)*
  - *In case of displacement, locate facilities near or within camps or settlements.*
  - *Ensure that child-friendly spaces, teacher learning centers, schools, classrooms, playgrounds and surrounding areas are in good condition, and pose no safety risks to children and teachers. For example, that there are no exposed wires, no dangerous materials on the ground, not in areas known to have landmines, and that they are not close to busy roads*
  - *Arrange appropriate policing if required (e.g. police, community patrols)*
  - *See if there is a possibility to offer psycho-social support to children in the schools, teachers who have been displaced may also need these services.*
- Communities should advocate for **ending practices of using schools for political purposes**, including political rallies, recruiting students and teachers to attend political events, and using schools as polling stations during elections where this could cause tensions or problems. The use of schools and teachers during elections, for instance as polling officials or vote counters, has triggered election and post-election violence against them in some countries.

- Make **infrastructure** adaptations such as ramps and railings to Education facilities and latrines so that all individuals and groups can access and use them in safety and dignity. Use direct observation and discussion groups with persons with disabilities in the community to identify the type of adaptations that are needed.
- Ensure that girls and teachers are not put at risk of increased harm in the establishment and running of education services for **women and girls.**

  Notes:
  - *Using local knowledge, carry out a risk assessment before establishing any new facilities. Based on the assessment, put in place measures to reduce the risk, such as low profile, culturally sensitive uniform or dress codes etc. Girls have an equal right to education, and their safety should be ensured.*
  - *Advocate for enrolling female teachers in the higher levels. If there are not enough qualified female teachers have female teacher's aids who accompany classes and club activities.*
  - *Ensure codes of conducts are clearly communicated with teachers, students and parents.*
- Ensure there are separate, secure, hygienic and private **washroom** facilities for boys and girls.

  Notes:
  - *Talk to the boys and girls about the design and location of latrines. In one Education program, the staff knew that children would need latrines. They did not talk to the children, who it was later found out were afraid of the size of the hole. Children continued to defecate outside the latrines, which created a hygiene problem. Similar anecdotes have shown children not using latrines because of fear of "sliding locks" or simply the lack of a wall to separate boys and girls.*
  - *Consider establishing student environmental committees. These can be responsible for monitoring the hygiene of facilities, encouraging hand-washing amongst students, and can also be involved in general environmental activities (e.g. taking care of plants).*
- If setting up education facilities for displaced communities, consult them as well as host communities about education needs so as to avoid **community tensions**. Make sure that there is no tension or inequality that could lead to violence and harassment of one group on another.

  Notes:
  - *Assess whether inequitable access to education is causing tension or conflict within the community AND with other surrounding/local communities.*
  - *In camp settings, consider providing services to the local community as well.*
- Ensure that the Education services are respectful and inclusive of **cultural and religious practice.**

  Notes:
  - *Employ female staff members with skills and experience working with children.*
- Ensure a **secure** environment in schools.

  Notes:
  - *Ensure that the children are supervised during breaks and where possible to and from school.*
  - *Ensure teachers are trained in first aid and that first aid kits are available/equipped.*
  - *Ensure that Education Sector Members all have in place a system for carrying out background checks for new staff working with children.*
- Put in place guidelines and mechanisms to **monitor and report instances of abuse and exploitation.**

  Notes:
  - *Ensure all staff sign and adhere to a code of conduct that includes a "whistleblower" policy. Child Protection Policies must be signed by all staff and support the members to access training for staff on child protection.*
  - *The Code of Conduct should include a prohibition on corporal punishment.*
  - *Children should be aware of the Code of Conduct and how to report any cases of exploitation and abuse, including sexual abuse.*
  - *Establish an accessible and well understood mechanism for complaints.*

Meaningful Access ⚠

- **Talk to children** about the barriers they face accessing Education services.

  Notes:
  - *Talk to girls and boys separately, and hold discussions with groups of children that could face added difficulties (e.g. with disabilities, from ethnic minorities).*
  - *Work with children, teachers, community leaders and parents to support equal and safe access to education and training opportunities without discrimination of any kind. Pay particular attention to the exclusion of girls, children with disabilities, children with HIV/AIDS, minority ethnic or religious communities, and other children belonging to disadvantaged or marginalised groups.*

- Ensure that the **locations** of schools are accessible to all.

  Notes:
  - *Discuss with all representative samples of society (e.g. men, women, girls, boys, elderly, ethnic groups, children with disabilities) that should have access to the services we provide. If necessary, adapt the location to reduce the distance and to ensure that the most vulnerable/marginalised have access.*

- Ensure that education **infrastructure** and services can be accessed by persons with reduced mobility (e.g. persons with physical disabilities, bed-ridden children) as well as persons with non-mobility-related disabilities (e.g. the blind, hard of hearing, intellectually disabled).

  Notes:
  - *Make access paths smooth and fit ramps for wheelchair access. Consider different physical disabilities. Different wheelchairs may require different amounts of space. Artificial limbs may make even relatively short distances difficult. Talk to children with physical disabilities about what solutions would best fit their needs.*
  - *Provide assistive devices for children with disabilities (e.g. crutches, wheelchairs, hearing aides, Braille books).*
  - *Train teachers on how to teach children with disabilities. Teachers should at the very least be aware of any special needs of children with disabilities to facilitate learning and are mindful of discrimination by other children.*
  - *Install seats in latrines for children with disabilities.*
  - *If some children cannot access the services, consider what alternatives are possible (e.g. distance learning, audio-visual materials, radio or television broadcasts, books, etc.).*
  - *Provide information about services in both verbal and written form.*
  - *Ensure that staff are trained to work with individuals with intellectual disabilities, including on how to ensure proper confidentiality and informed consent. Local NGOs often already have the technical knowledge.*

- Ensure there are no **financial barriers** to accessing education.

  Notes:
  - *See if there is a possibility to waive school fees for children affected by the conflict or a natural disaster.*
  - *Consider the costs of school materials (e.g. uniforms, books) and whether this prevents access.*

- Mitigate the impact of **administrative barriers**, such as lack of documentation, which can be excluding children from accessing education and training opportunities.

  Notes:
  - *If documents (such as birth records, school certificates) are prerequisite for education, work with the authorities to waive the requirement for disaster-affected children or establish alternative procedure for ensuring all children have access to education.*
  - *In camp settings, accept children with missing documents. If this is not possible because of overlap with local communities, consider a grace period during which parents can be assisted to obtain the documents. Work with local authorities to identify schools and never exclude a child from a school without a viable alternative.*
  - *Consider that lack of documentation for other services can affect attendance. E.g. in Pakistan, parents without documentation had no access to food distributions, and sent their children to work instead of school.*

- Examine the **context-specific or cultural barriers** to attending school and see if it is possible to identify solutions.

  Notes:
  - *Flexible hours of schooling to accommodate different needs. Children may have unavoidable commitments during the day. Adult learners may need to go to work. Nomadic groups may be involved in agricultural activities at certain times of the year.*
  - *Non-formal education / after school classes for those students who need to catch-up (e.g. adults that missed some aspects of formal education, girls who may not have access to education because of traditional practice in the area).*

- Ensure that beneficiaries **know** their right to Education, and where/how to obtain it.

  Notes:
  - *Rights awareness should be provided in sufficient quantity in languages understandable to all beneficiaries, especially to new arrivals in displacement settings.*
  - *Printed materials should consider literacy levels (e.g. use of pictograms instead of text). Lack of awareness about rights and services is regularly a gap identified in assessments.*

- Ensure that **women and girls** have access to education

  Notes:
  - *Sensitise the community about the value and benefits of girls' education. Build this into the program activities.*
  - *Include proactive activities to encourage equal registration of boys and girls and maintain retention rates that are specific to adolescent girls and boys because they have different reasons/pressures for quitting early.*
  - *Support non-formal education / after school classes where formal schooling for girls is not available.*

- **Age limits** should not be enforced for disaster or conflict affected children and youth. However, there are potential safety issues of combining much older children with young children in education facilities. These can be addressed by proper supervision and where appropriate separate classrooms and/or play areas.

- **Monitor access and discrimination**

  Notes:
  - *Ensure project indicators (e.g. number of individuals accessing education services) are disaggregated by age, gender, and location or specific group (e.g. persons with disabilities, poverty, language ethnic minorities).*
  - *Compare enrollment figures to existing demographic data. Discrepancies can tell you which groups do not have access (e.g. if 10% of children are from an ethnic minority, are 10% of students also from this group?)*
  - *Where possible train the parent committees to do this. Committees can also work with contractors to make sure designs are disability friendly.*
  - *Involve men, women, boys, and girls, parent, students and teachers in the assessment, monitoring and reporting on education matters.*

Accountability, Participation and Empowerment

- **Consult** with education authorities, local government, teachers, men, women, boys, and girls in the community to take into account their ideas and opinions about education needs in the community.

  Notes:
  - *Ensure that local authorities are involved in education, including curriculum development and school certifications.*
  - *Curricula and instructional materials developed or supported should be gender-sensitive, recognise diversity and different learning needs, and promote respect for learners. Policies, curricula, textbooks and methods of learning need to be adjusted to promote tolerance, understanding and conflict resolution skills, as well as understanding of human rights, child rights, and non-discrimination.*

- Identify **local authorities and civil society** specialised in working with **persons with low mobility or disabilities.** Strengthen and support their role, and learn from their experience how to improve service delivery.

  Notes:
  - *Coordinate with specialised agencies to identify low-mobility individuals and include them in the program assistance. Most countries already have national or local NGOs offering services to vulnerable groups. These may not operate in the same areas, but could become a valuable resource for the training of staff and the referral of cases.*
  - *Actors operating in the same locality could help mobilizing low-mobility individuals for key activities.*
  - *Key international NGOs working on these issues include Handicap International and HelpAge.*

- **Report and share protection concerns** with the Protection cluster, including the GBV and Child Protection sub-clusters. Other actors may be able to provide assistance.

  Notes:
  - *Cases of violations should be referred promptly and in accordance with standard operating procedures established in the area.*
  - *Establish reporting mechanisms to report security incidents to enable proper monitoring and prevention of threats. Monitoring and reporting is vital to enable government and other actors to respond to threats to education; as well as to assist legal accountability and advocacy. Education clusters can take a lead by co-coordinating the development of such partnerships and ensuring use is made of existing human rights monitoring capacity.*

- Make sure to **consult** all layers of society and children when identifying and responding to Education needs.

  Notes:
  - *Different criteria may affect the power dynamics. In some places it will be important to consult different socio-economic groups (e.g. ethnic or economic minorities). In all situations, one should include women, men, boys, girls, adolescents, children with disabilities, and parents to understand their needs and preferences for location, design, and methodology of Education services.*
  - *It is not enough to just consider the needs of all layers of society. They have to be involved in identifying the solutions. In addition to making the response more relevant and potentially durable, this will build the confidence and self-esteem of the beneficiaries concerned. Example: In one Education program, the staff knew that children would need latrines. They did not talk to the children, who it was later found out were afraid of the size of the hole. Children continued to defecate outside the latrines, which created a hygiene problem.*
  - *Consult displaced communities to design appropriate vocational training in their language that will be recognised when they return or if they choose to locally integrate.*

- Engage children (both boys and girls) in **student associations** and parents (both men and women) in **parent-teacher associations.**

  Notes:
  - *Empowering the persons whose protection is concerned can help make response more relevant and sustainable, while boosting the self-esteem and capacities of the working individuals concerned. Example: In Pakistan, Student Committees hold several responsibilities, including monitoring school hygiene and promoting attendance for out of school children. This activity has the double benefit of benefiting others while strengthening one's own self-protection capacities.*
  - *Ensure children (both boys and girls) have participatory committees (student advisory boards) to regularly ensure engagement between educators and the children themselves (child participation).*

- Include children and communities in **school design and construction** to promote a sense of ownership. Children should not be involved in the construction.

- Ensure **school management committees** are democratic and inclusive. Involve religious or community leaders in school governance. This can remove ideological or religious motives to oppose or attack schools.

- Set up accessible, well understood mechanisms for **suggestions and complaints**

  Notes:
  - *Do not assume an "open door" policy is enough. Make sure that there are other possibilities for submitting complaints that do not require the beneficiary exposing themselves to Education/project staff.*
  - *RESPOND to complaints, regardless of whether corrective measures can/need to be put in place.*
  - *Staff the mechanism with both men and women and ensure it is accessible for children.*
  - *Organise awareness raising sessions so that all those concerned know how it works (i.e. children, students, parent committees, teachers).*
  - *Consider a joint complaints mechanism with other sectors (e.g. Protection) to minimise confusion.*
  - *Complaints mechanisms should be in line with Protection from Sexual Exploitation and Abusive systems.*

Shelter Programs

Tips for Protection Mainstreaming

Edition 1 (May 2014)

The content for this note is taken mainly from the following sources:

- Minimum Inter-Agency Standards for Protection Mainstreaming (WVI)
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- Minimum Standards for Child Protection in Humanitarian Action (CPWG)
- GBV Guidelines (IASC)
- Humanitarian Charter & Minimum Standards in Humanitarian Response (Sphere)

This note is divided into three sections, representing the four key elements of Protection Mainstreaming. The content is not meant to be exhaustive, but presents examples of key actions that should be taken to ensure the integration of protection principles in the delivery of humanitarian assistance.

Prioritise safety and dignity, and avoid doing harm

- Ensure that the proposed locations for shelter are considered in terms of the threat of physical attacks, threats to safety such as mined areas, or environmentally unsuitable areas such as steep hills, subsiding land areas and areas prone to flooding, volcanic activities and other potential natural disasters.
- It is essential to understand land tenure arrangements, including statutory/legislative and customary access rights to land, water and other natural resources as well as inheritance rights. This precaution will reduce the risk of eviction or conflict erupting due lack of clarity of these issues. When unsure consult Protection Cluster (Housing, Land and Property Group where possible).
- Ensure that shelter has been designed and built with adequate escape routes in the case of emergency evacuation, and disaster-affected populations have received information and training on fire safety and evacuation procedures.
- Take specific precautions in shelter in terms of surveillance and implement community surveillance if possible.
- Provide efficient lighting throughout site/settlement, with special attention to public and communal areas such as sanitation facilities.
- Respect minimum space standard in shelters to minimise risks of exploitation and abuse.
- Establish communal areas and collection points at a safe distance from shelter sites and temporary settlements. Ensure that they are accessible to persons with disabilities and older persons.
- Plan separate bathrooms and toilets for men and women, avoid dark and isolated areas.
- Include partitions and door locks (when culturally relevant) to better protect women and girls, particularly single women and female-headed households.
- Provide shelter materials and distance between dwellings that offer greater privacy and dignity, especially in cultures where men's and women's are markedly separate or the privacy of the family is very important.
- Establish safe location and time for Core Relief Items distribution to ensure the safe return of individuals to their shelters.
- Assess whether access to shelter is causing tension or conflict.
- Ensure settlements have good visibility and lighting and adequate security at night.
- Ensure that essential services (e.g. health facilities, food distribution and water points, schools, etc.) and materials can be easily and safely accessed from the shelter and settlement locations.

- If required for safety, ensure that there are separate living areas available to groups such as single women, people with disabilities and unaccompanied children, and these areas are protected from targeting of abuse or violence.
- Avoid any shelter or settlement activities that involve forced relocation or return.
- Monitor safety of affected populations on an ongoing basis and make changes to the design of the shelter program or advocate with local authorities for improved safety.
- Take into account local material, existing capacities and the environment. Whenever possible, locally acceptable and available materials and labor should be used to benefit the local economy, while not depleting local resources

Meaningful Access

- Treat displaced persons equitably, whether they are living in host-family arrangements, collective centers, are self-settled in urban or rural locations, are self-settled in camps, or are living in planned camps.
- Ensure that agencies consider the needs of different ethnic, racial, national or social groups in shelter allocation, ensuring that the quality of shelter is equitable across all groups.
- Prioritise people and groups on the basis of need – do not prioritise certain groups because their solutions are easier to achieve.
- Ensure that shelters are accessible and appropriate to all groups and individuals, note in particular concerns of persons with physical or mental disabilities and older persons– where necessary, make individual changes to household shelters, or build all shelters to be universally accessible.
- People with disabilities and older persons may not be able to come to distribution/facility sites (e.g. food, water). Plan additional measures to reach persons with disabilities and older persons.
- Ensure that bathrooms are accessible to persons with disabilities and older persons, and safe for small children.
- Ensure particularly vulnerable groups such as female headed households, older persons and persons with disability have equal access to Core Relief Items and ability to transport them.
- Treat owners, tenants, the landless, informal dwellers and secondary occupants equitably even if return, resettlement and reintegration options are different for different groups.
- Recognise the joint ownership rights of both male and female heads of household and prevent discrimination.
- Provide both women and men with the same benefits for their input and their work in construction: e.g. if work is paid, ensure that both women's and men's work is paid and is equal.
- Ensure adequate safe recreational spaces for children to play and for community groups to meet where family members can watch them from shelter to avoid children playing in remote areas.
- Support and assist displaced persons until such time as they are no longer disadvantaged as a result of their displacement.
- All efforts should be undertaken to secure safe housing for unaccompanied children and establish monitoring procedures by specialised agencies and the community itself.
- Ensure that unaccompanied older persons are assisted in constructing their own shelters.
- Develop appropriate response to help vulnerable groups to access aid, transport shelter material and construct shelters. Pay particular attention to assistance needed by persons with disabilities and older persons to ensure construction of accessible shelters.

Accountability, Participation and Empowerment

- Observe and ask about local construction practices and use appropriate method when possible.
- Identify local authorities responsible for shelter provision and strengthen and support their role where possible.
- Ensure that local authorities are involved in site planning and selection so as to avoid problems and ensuring consent and participation from local leaders. Provide technical and construction assistance.
- Involve women and men in the planning and in the implementation of Core Relief Items distribution.
- Provide support to diverse groups that are not traditionally involved in construction activities but may be interested in participating in shelter programs.
- Ask disaster-affected populations, including diverse groups, to help identify safe locations for shelters and settlements as well as shelter design.
- Train and practise fire procedures and emergency evacuations with affected populations.
- Ensure that disaster-affected populations are fully involved in the planning and management of their return, resettlement and reintegration.
- Promote modalities of shelter that enable IDPs to upgrade their own shelters from transitional to more permanent structures, as their situation evolves.
- Reinforce the community's self-help capacity: encourage traditional construction methods, particularly in areas where transportation of shelter material is restricted for logistical or security reasons; give women the opportunity to equally participate in the process; equip beneficiaries with knowledge of safe construction practices.
- Cash-for-work and food-for-work schemes as well as childcare arrangements can be useful to support households with specific needs in building their own shelters. Monitor the implementation of such schemes to avoid exploitative and fraudulent practices.
- Work with the community to identify skilled women and men and adolescent girls and boys who can support shelter construction, from both the IDP and the other affected communities.
- Ensure that protection or community services staff work alongside shelter specialists and site planners in all multi-sectorial assessments and specialised shelter assessments to ensure that the protection implications of shelter interventions are taken into account at the onset.
- Ensure consultation with host communities, government authorities, as well as beneficiaries, men, women, boys and girls. Involve persons with disabilities and older persons in your needs assessments in order to have accurate information about their specific needs.
- Obtain permission (temporary or permanent) before using or building on any land or property, in writing where possible.
- Consider assistance to host families and host communities, such as support in expanding or adapting the host family shelter.
- Set up mechanism for complaints and appeals, and ensuring that men and women are both comfortable to access these complaints mechanism.
- Provide information about people's entitlements and where and how they can access remedies, resolve disputes or apply for compensation – by referring to relevant authorities, legal services, or another agencies specialising in housing, land and property rights.
- Avoid and monitor any exploitative labor especially child labor on construction sites.

- Disseminate the Guiding Principles on Internal Displacement and implement programs that support displaced people's rights.
- Promote respect for social customs for dealing with the remains of the dead while ensuring that existing facilities such as graveyards or crematoria are adequate.
- Conduct regular structured dialogues and discussions with individuals and groups of different ages, gender and backgrounds, particularly those with specific needs on shelter issues, to ensure that any protection concerns highlighted are discussed and resolved.
- Work with the community to set up monitoring or similar mechanisms to assess the living conditions of persons with specific needs in the community, such as older persons living without adult family members or child-headed households.

Food Security and Livelihoods Programs

Tips for Protection Mainstreaming

Edition 1 (June 2014)

The content for this note is taken mainly from the following sources:

- Minimum Inter-Agency Standards for Protection Mainstreaming (WVI)
- Disabilities among Refugees and Conflict-Affected Populations - Resource Kit for Fieldworkers (WRC)
- Minimum Standards for Child Protection in Humanitarian Action (CPWG)
- GBV Guidelines (IASC)
- Humanitarian Charter & Minimum Standards in Humanitarian Response (Sphere)

This note is divided into three sections, representing the four key elements of Protection Mainstreaming. The content is not meant to be exhaustive, but presents examples of key actions that should be taken to ensure the integration of protection principles in the delivery of humanitarian assistance.

Although each action described should be considered throughout implementation, there are some key actions which are especially important to consider during emergencies and during the assessment/project design stage of the project cycle. These are highlighted with the following symbol-codes:

- Emergencies
- Assessment & Project Design Stage

Some actions can be sensitive by their nature. In these cases, it is suggested to reach out to a Protection specialist. These are highlighted with the following symbol:

Prioritise safety & dignity, and avoid doing harm

- Food, cash, vouchers or livestock interventions may make people more vulnerable to certain protection problems, such as attacks. The ownership or management of these types of assets, which may be particularly valuable in an emergency, may place people at greater risk of violence, abduction or abuse. Analysis of the local security environment, including in relation to ownership patterns, recent history of looting or raiding, husbandry practices and the need to access livestock services or markets, is necessary to identify high risk practices and activities.
- Beneficiaries may face problems at distribution sites, particularly with theft, intimidation and extortion. The environment in which assistance is provided must be safe for all the people concerned.
- Beneficiaries may face problems, particularly with sexual assault and robbery, including at official or unofficial checkpoints, while travelling to and from a distribution point. The environment through which beneficiaries must travel must be safe for all the people concerned. If safety is a problem FSC members will need to make a special effort to move the point of delivery close to a beneficiary's home, or provide transport to ensure safety.
- Food security and related responses should aim to reduce the threats against the affected population. Responses must not inadvertently empower or strengthen the position of armed groups or other undesirable actors. The vulnerability of beneficiaries beyond food insecurity and their available coping mechanisms and other capacities all need to be taken into consideration.
- Consideration must be given to whether items like cash or vouchers can be used for anti-social purposes, for example, the purchase of small arms or alcohol, tobacco or drugs that can be abused that may result in an increase in domestic violence. Cash may increase risks of corrupt diversion or seizure by armed groups and may expose beneficiaries to security risks.
- A food assistance system that enables displaced beneficiaries to live among host families or in a dispersed manner should be prioritised, in spite of the greater logistical constraints it may entail. Avoid turning food aid into a pull factor for encampment.

- Coping strategies contributing to food security and dignity should be supported, while bearing in mind that some of them may carry costs or incur risks that increase vulnerability, so these should be avoided.
- Food, cash, vouchers or livestock responses may undermine people's efforts to protect themselves and increase their vulnerabilities, so need to be carefully considered.
- Comprehensive context-specific analysis including of cost efficiency, secondary market impacts, the flexibility of the transfer, targeting and risks of insecurity and corruption, should inform the choice of program.

Meaningful Access

- Assess and monitor access to food security programs by collecting disaggregated data by age, gender, and location or specific community.
- If some individuals, for example older persons or persons with disabilities, cannot access the services, ensure that special arrangements are made to bring food or cash to them. It should not be assumed that friends and family will do it. Coordinate with specialised organisations, for example Handicap International and HelpAge International, to identify individuals with limited mobility and include them in the program assistance.
- Activities must not discriminate against any group and must be performed in such a way that they cannot be perceived as doing so. Consider whether women and men may have different capacities to access cash compared with in kind resources.
- Activities should promote and help protect the rights of people who have historically been marginalised or discriminated against, such as certain castes, tribes or women and girls in some societies.
- Interventions with displaced beneficiaries should not be at the expense of the local host population; assistance should be provided to both groups where possible.

Accountability, Participation & Empowerment

- Make sure beneficiaries know they have a right to equitable and safe assistance, and where and how to obtain it.
- Consult men, women, boys, girls, the elderly, and persons with disabilities to understand their needs and preferences for location, design, and methodology of assistance. Direct observation and discussion groups with representatives of the community to identify the adaptions that are needed for the most vulnerable.
- Partners, communities and beneficiaries need to be involved in the planning, implementing, monitoring and evaluating of programs so they can make informed decisions. FSC members need to be transparent in their objectives with beneficiaries and non-beneficiary communities, as well as with its government and NGO partners.
- A complaints feedback mechanism should be established with a view to improving programming, assisting in understanding beneficiary and community perceptions, promoting beneficiary empowerment and assisting in the early detection of problems such as targeting, misconduct including sexual exploitation and abuse, food diversion and fraud.
- Ensure that food or livelihood committees are representative of all groups within the community (e.g. gender, age, ethnicity, socio-economic group, etc.). Include targeted measures to ensure the effective and meaningful participation of representatives of all groups in the community.
- Protecting and promoting food security of marginalised groups and the impact on the relationships within and beyond communities needs to be understood, as activities may exacerbate tension or build cohesion amongst groups within and between communities. Food assistance or other interventions should not have a negative impact on local labour market.

- Certain delivery mechanisms like mobile banking and mobile phones can be less accessible to vulnerable people. The choice of delivery mechanisms must be based on assessment of options and consultation with beneficiaries.
- Assess and monitor access to food security programs by collecting disaggregated data by age, gender, and location or specific community. This data may help identify whether there is discrimination or if any food is being diverted. Ensure monitors check and follow up that assistance reached the most vulnerable.
- Identify, support the role, and strengthen the capacity of local authorities and civil society with responsibilities in the Food Security Sector. Where possible, train local Food Security committees consisting of beneficiaries to identify problems for themselves. Make sure beneficiaries and staff know where to refer or report incidents of rights violations.
- Provide communities with accessible, effective and confidential complaint mechanisms that are well understood. Respond to complaints, regardless of whether corrective measures can immediately be put in place. Staff the mechanism with both men and women and ensure it is accessible for children.
- The natural resource base for production and livelihoods of the disaster-affected population and host population should be preserved.

RESOURCE 10: CARDS FOR SAFE RESPONSE TO PROTECTION INCIDENTS

Ask the woman if she is hurt	Ask for details of what happened
Ask survivor for details of when and where it happened.	Give the person contact information for health, counseling or other relevant services.
Ask who is responsible for attacking her.	Don't say anything at the time, but later call the police from somewhere private
Ask what specific help/assistance she needs. Ask if she is happy for you to contact someone to get support or help.	Do nothing if it is a domestic violence or family/community matter.
Report the incident to your manager / Protection staff member and ask for advice	Check safety: your safety, the safety of other staff members and the safety of the affected person and the community.

RESOURCE 11: PFA HANDOUT

Psychological first aid: Pocket guide

WHAT IS PFA?

Psychological first aid (PFA) describes a humane, supportive response to a fellow human being who is suffering and who may need support.

Providing PFA responsibly means:

1. Respect safety, dignity and rights.
2. Adapt what you do to take account of the person's culture.
3. Be aware of other emergency response measures.
4. Look after yourself.

PREPARE

- Learn about the crisis event.
- Learn about available services and supports.
- Learn about safety and security concerns.

PFA ACTION PRINCIPLES:

LOOK

- Check for safety.
- Check for people with obvious urgent basic needs.
- Check for people with serious distress reactions.

LISTEN

- Approach people who may need support.
- Ask about people's needs and concerns.
- Listen to people, and help them to feel calm.

LINK

- Help people address basic needs and access services.
- Help people cope with problems.
- Give information.
- Connect people with loved ones and social support.

ETHICS:

Ethical do's and don'ts are offered as guidance to avoid causing further harm to the person, to provide the best care possible and to act only in their best interest. Offer help in ways that are most appropriate and comfortable to the people you are supporting. Consider what this ethical guidance means in terms of your cultural context.

Do's ✓

- Be honest and trustworthy.
- Respect people's right to make their own decisions.
- Be aware of and set aside your own biases and prejudices.
- Make it clear to people that even if they refuse help now, they can still access help in the future.
- Respect privacy and keep the person's story confidential, if this is appropriate.
- Behave appropriately by considering the person's culture, age and gender.

Don'ts ✗

- Don't exploit your relationship as a helper.
- Don't ask the person for any money or favour for helping them.
- Don't make false promises or give false information.
- Don't exaggerate your skills.
- Don't force help on people, and don't be intrusive or pushy.
- Don't pressure people to tell you their story.
- Don't share the person's story with others.
- Don't judge the person for their actions or feelings.

PEOPLE WHO NEED MORE THAN PFA ALONE:

Some people will need much more than PFA alone. Know your limits and ask for help from others who can provide medical or other assistance to save life.

PEOPLE WHO NEED MORE ADVANCED SUPPORT IMMEDIATELY:

- People with serious, life-threatening injuries who need emergency medical care.
- People who are so upset that they cannot care for themselves or their children.
- People who may hurt themselves.
- People who may hurt others.

Annex 2: Sample SOP for Responding to Allegations or Incidents of Human Rights Abuses

Allegation or Incident – Witnessed/heard by non-protection staff, received through community feedback mechanisms or participatory processes (assessments/monitoring/evaluations)

Question1: Does the allegation involve a staff member, partner, consultant, volunteer, visitor or other agency affiliate?

No – Level 1 Allegation/Incident

Yes – Level 2 Allegation/Incident

A. Safety

1. Ensure your safety, safety of other staff and follow security protocols.
2. Ask if affected person/s are safe and alert medical or emergency services if immediate assistance is required. Obtain informed consent where possible.
3. Offer first aid assistance if it is safe to do so and you are trained.
4. Provide a humane, supportive response (using skills outlined in the Psychological First Aid Field Guide, 2011)
5. Inform Protection Officer and/or Manager by phone as soon as possible.

B. Provide Information and Refer

5. Provide accurate information about where and how to access medical, legal and psychosocial services including addresses and phone numbers.
6. Offer assistance to affected persons to help them access services such as facilitating transport or making phone calls, as appropriate. Check with manager if unsure.

C. Reporting and Follow-up

7. Notify Protection Officer, Manager, and consider reporting to Protection Cluster Coordinator or specialist protection agency. Obtain informed consent before reporting, or provide aggregated data only.
8. Review programme design, implementation and advocacy strategy to see if anything needs to be changed to improve safety and reduce exposure to harm.

Do Not:
Act alone
Investigate the incident
Interview the affected person/s
Interview witnesses
Interview the alleged perpetrator
Try to verify if the abuse is true
Document, monitor or write down details of the incident/abuse
Encourage the affected person/s to report the abuse unless they have fully assessed the potential risks & consequences with the assistance of a protection specialist.

Type of Allegation/Incident & who to notify:

Security – security

Sexual Exploitation and Abuse – human resources

Child Protection – child protection staff and human resources

Fraud/corruption – human resources

RESOURCE 13: TO SERVE WITH PRIDE DVD

http://www.un.org/en/pseataskforce/video_english.shtml

RESOURCE 14: SECRETARY-GENERAL'S BULLETIN ON SPECIAL MEASURES FOR PROTECTION FROM SEXUAL EXPLOITATION AND SEXUAL ABUSE

United Nations ST/SGB/2003/13

Secretariat

9 October 2003

Secretary-General's Bulletin

Special measures for protection from sexual exploitation and sexual abuse

The Secretary-General, for the purpose of preventing and addressing cases of sexual exploitation and sexual abuse, and taking into consideration General Assembly resolution 57/306 of 15 April 2003, "Investigation into sexual exploitation of refugees by aid workers in West Africa", promulgates the following in consultation with Executive Heads of separately administered organs and programmes of the United Nations:

Section 1
Definitions

For the purposes of the present bulletin, the term "sexual exploitation" means any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. Similarly, the term "sexual abuse" means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

Section 2
Scope of application

2.1 The present bulletin shall apply to all staff of the United Nations, including staff of separately administered organs and programmes of the United Nations.

2.2 United Nations forces conducting operations under United Nations command and control are prohibited from committing acts of sexual exploitation and sexual abuse, and have a particular duty of care towards women and children, pursuant to section 7 of Secretary-General's bulletin ST/SGB/1999/13, entitled "Observance by United Nations forces of international humanitarian law".

2.3 Secretary-General's bulletin ST/SGB/253, entitled "Promotion of equal treatment of men and women in the Secretariat and prevention of sexual harassment", and the related administrative instruction[1] set forth policies and procedures for handling cases of sexual harassment in the Secretariat of the United Nations. Separately administered organs and programmes of the United Nations have promulgated similar policies and procedures.

[1] Currently ST/AI/379, entitled "Procedures for dealing with sexual harassment".

03-55040 (E) 101003

Section 3
Prohibition of sexual exploitation and sexual abuse

3.1 Sexual exploitation and sexual abuse violate universally recognized international legal norms and standards and have always been unacceptable behaviour and prohibited conduct for United Nations staff. Such conduct is prohibited by the United Nations Staff Regulations and Rules.

3.2 In order to further protect the most vulnerable populations, especially women and children, the following specific standards which reiterate existing general obligations under the United Nations Staff Regulations and Rules, are promulgated:

(a) Sexual exploitation and sexual abuse constitute acts of serious misconduct and are therefore grounds for disciplinary measures, including summary dismissal;

(b) Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not a defence;

(c) Exchange of money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour, is prohibited. This includes any exchange of assistance that is due to beneficiaries of assistance;

(d) Sexual relationships between United Nations staff and beneficiaries of assistance, since they are based on inherently unequal power dynamics, undermine the credibility and integrity of the work of the United Nations and are strongly discouraged;

(e) Where a United Nations staff member develops concerns or suspicions regarding sexual exploitation or sexual abuse by a fellow worker, whether in the same agency or not and whether or not within the United Nations system, he or she must report such concerns via established reporting mechanisms;

(f) United Nations staff are obliged to create and maintain an environment that prevents sexual exploitation and sexual abuse. Managers at all levels have a particular responsibility to support and develop systems that maintain this environment.

3.3 The standards set out above are not intended to be an exhaustive list. Other types of sexually exploitive or sexually abusive behaviour may be grounds for administrative action or disciplinary measures, including summary dismissal, pursuant to the United Nations Staff Regulations and Rules.

Section 4
Duties of Heads of Departments, Offices and Missions

4.1 The Head of Department, Office or Mission, as appropriate, shall be responsible for creating and maintaining an environment that prevents sexual exploitation and sexual abuse, and shall take appropriate measures for this purpose. In particular, the Head of Department, Office or Mission shall inform his or her staff of the contents of the present bulletin and ascertain that each staff member receives a copy thereof.

4.2 The Head of Department, Office or Mission shall be responsible for taking appropriate action in cases where there is reason to believe that any of the standards listed in section 3.2 above have been violated or any behaviour referred to in section

3.3 above has occurred. This action shall be taken in accordance with established rules and procedures for dealing with cases of staff misconduct.

4.3 The Head of Department, Office or Mission shall appoint an official, at a sufficiently high level, to serve as a focal point for receiving reports on cases of sexual exploitation and sexual abuse. With respect to Missions, the staff of the Mission and the local population shall be properly informed of the existence and role of the focal point and of how to contact him or her. All reports of sexual exploitation and sexual abuse shall be handled in a confidential manner in order to protect the rights of all involved. However, such reports may be used, where necessary, for action taken pursuant to section 4.2 above.

4.4 The Head of Department, Office or Mission shall not apply the standard prescribed in section 3.2 (b), where a staff member is legally married to someone under the age of 18 but over the age of majority or consent in their country of citizenship.

4.5 The Head of Department, Office or Mission may use his or her discretion in applying the standard prescribed in section 3.2 (d), where beneficiaries of assistance are over the age of 18 and the circumstances of the case justify an exception.

4.6 The Head of Department, Office or Mission shall promptly inform the Department of Management of its investigations into cases of sexual exploitation and sexual abuse, and the actions it has taken as a result of such investigations.

Section 5
Referral to national authorities

If, after proper investigation, there is evidence to support allegations of sexual exploitation or sexual abuse, these cases may, upon consultation with the Office of Legal Affairs, be referred to national authorities for criminal prosecution.

Section 6
Cooperative arrangements with non-United Nations entities or individuals

6.1 When entering into cooperative arrangements with non-United Nations entities or individuals, relevant United Nations officials shall inform those entities or individuals of the standards of conduct listed in section 3, and shall receive a written undertaking from those entities or individuals that they accept these standards.

6.2 The failure of those entities or individuals to take preventive measures against sexual exploitation or sexual abuse, to investigate allegations thereof, or to take corrective action when sexual exploitation or sexual abuse has occurred, shall constitute grounds for termination of any cooperative arrangement with the United Nations.

Section 7
Entry into force

The present bulletin shall enter into force on 15 October 2003.

(*Signed*) Kofi A. **Annan**
Secretary-General

RESOURCE 15: RESPONSIBILITIES AND ACTIONS

FIELD PROTECTION CLUSTERS	CLUSTER LEAD AGENCIES	HUMANITARIAN COORDINATOR & HUMANITARIAN COUNTRY TEAM
Responsibility for: • Supporting humanitarian actors to develop protection strategies (IASC The Centrality of Protection, 2013) • Ensure protection is regularly on the agenda of Inter Cluster Coordination (ICC) and HCT meetings (GPC Tip sheet for field protection clusters) • Ensure protection mainstreaming is included in the training of other clusters (GPC Tip sheet for field protection clusters) • Provide briefings on the outcome of protection assessments (GPC Tip sheet for field protection clusters) • Work bilaterally with other clusters (GPC Tip sheet for field protection clusters) • Coordination with Areas of Responsibility within the Protection cluster: e.g. Child Protection and GBV • Supporting sectors to mainstream protection	**Responsibility for:** • Development and implementation of a comprehensive protection strategy to address risks that take place within a sector (IASC The Centrality of Protection, 2013) • Mainstreaming protection through sector response programs • Ensuring mainstreaming planning is outlined in Consolidated Appeals for each sector[a] • Make use of tools that are provided by the protection cluster to ensure protection mainstreaming	**Responsibility for:** • Development and implementation of a comprehensive protection strategy to address risks (IASC The Centrality of Protection, 2013) • Placing protection at the centre of international humanitarian action (IASC The Centrality of Protection, 2013)

RESOURCE 16: IASC STATEMENT 2013

The Centrality of Protection in Humanitarian Action

Statement by the Inter-Agency Standing Committee (IASC) Principals

Endorsed by the IASC Principals on 17 December 2013

This statement affirms the commitment of the IASC Principals to ensuring the centrality of protection in humanitarian action and the role of Humanitarian Coordinators, Humanitarian Country Teams and Clusters to implement this commitment in all aspects of humanitarian action. It is part of a number of measures that will be adopted by IASC to ensure more effective protection of people in humanitarian crises.

When natural disasters strike, or violence and conflict erupt, people are often subject to threats to their lives, safety and security, discrimination, loss of access to basic services and other risks. Violations of international human rights and humanitarian law, and pre-existing threats and vulnerabilities, may be amongst the principal causes and consequences of humanitarian crises.

People look to their national and local authorities, the United Nations and the broader humanitarian community to support and strengthen their protection: to save their lives, ensure their safety and security, alleviate their suffering and restore their dignity – in accordance with international human rights law and international humanitarian law as well as internationally recognized protection standards, such as the UN Guiding Principles on Internal Displacement.

The primary responsibility to protect people in such situations lies with States. In addition, in situations of armed conflict, non-State parties to conflict are obliged to protect persons affected and at risk in accordance with international humanitarian law. The humanitarian community has an essential role to engage with these actors to protect and assist people in need.

The United Nations "Rights Up Front" Plan of Action emphasises the imperative for the United Nations to protect people, wherever they may be, in accordance with their human rights and in a manner that prevents and responds to violations of international human rights and humanitarian law. This same imperative to protect people lies also at the heart of humanitarian action.

Protection of all persons affected and at risk must inform humanitarian decision-making and response, including engagement with States and non-State parties to conflict. It must be central to our preparedness efforts, as part of immediate and life-saving activities, and throughout the duration of humanitarian response and beyond.

In practical terms, this means identifying who is at risk, how and why at the very outset of a crisis and thereafter, taking into account the specific vulnerabilities that underlie these risks, including those experienced by men, women, girls and boys, and groups such as internally displaced persons, older persons, persons with disabilities, and persons belonging to sexual and other minorities.

It means that HCs, HCTs and Clusters need to develop and implement a comprehensive protection strategy to address these risks and to prevent and stop the recurrence of violations of international human rights and humanitarian law – a strategy that clearly articulates and identifies the

complementary roles and responsibilities among humanitarian actors to contribute to protection outcomes; that identifies and makes use of all available tools to effectively protect those affected by humanitarian crises; that takes into account the role and contribution of other relevant actors, such as peacekeeping and political missions and development actors, to achieve protection goals and develop durable solutions. These strategies must be regularly revised to reflect changing circumstances, priorities and needs. Resources commensurate to the realisation of these efforts must be mobilised.

It also means that HCs, HCTs and Clusters need to strengthen the collection, management and analysis of information to inform and adjust early warning, preparedness, response, recovery and policy efforts, and support strategic and coordinated advocacy, dialogue and humanitarian negotiations on behalf of persons affected and at risk, and in a manner that addresses the risks they face in conflict, violence and natural disasters. In this regard, the complementary roles, mandates and means of action of all relevant actors need to be recognized and reinforced.

In all undertakings, primary consideration will be given to our accountability to affected populations, to identify, understand and support their own protection measures. Different segments of affected populations need to be meaningfully engaged in all decisions and actions that have a direct impact on their well-being. A commitment to support national and local civil society in their important role to enhance the protection of persons affected and at risk is central to this endeavour.

At the field level, the responsibility for placing protection at the centre of international humanitarian action rests with Humanitarian Coordinators, Humanitarian Country Teams, and all Cluster Coordinators. Protection Clusters play a crucial role in supporting humanitarian actors to develop protection strategies, including to mainstream protection throughout all sectors and to coordinate specialised protection services for affected populations.

But the responsibility is not theirs alone. We, the IASC Principals, recognize our leadership in supporting their efforts in a consistent, principled and impartial manner, including through policy development, dialogue, advocacy, and engagement with States. We commit to provide the necessary support and to work with them and all IASC members to ensure the centrality of protection in humanitarian action.

RESOURCE 17: GPC TIP SHEET FOR PROTECTION CLUSTERS

Tip Sheet for Field Protection Clusters

Global Protection Cluster

This Tip Sheet is intended as a list of suggestions for field protection clusters on types of activities that can be undertaken to further mainstreaming of protection in the humanitarian response. It is not meant as an exhaustive list, but as a source of inspiration for protection actors for how they can strengthen protection mainstreaming initiatives.

1. Ensure that protection mainstreaming is regularly placed on the agenda of the Inter Cluster Coordination (ICC) and Humanitarian Country Team meetings (as appropriate)

Suggested action:

- Advocate with the Humanitarian Coordinator and/or the UN Office for the Coordination of Humanitarian Affairs (OCHA) to include protection mainstreaming on the agenda of meetings.
- Advocate with the HC for him/her to hold other clusters accountable for mainstreaming protection.
- For HCT meeting, ask the HC to lead the update with technical input from the Protection Cluster.
- For ICC meetings, the Protection Cluster Coordinator should lead the update.

2. Ensure that protection mainstreaming is included in trainings of other clusters

Suggested action:

- Map protection mainstreaming initiatives that other clusters may already be undertaking.
- Offer to facilitate sessions on protection mainstreaming in trainings organised by other clusters.
- Offer to review training materials of other clusters to ensure that protection is mainstreamed.

3. Provide briefings on the outcomes of protection assessments at ICC/ HCT meetings (as appropriate)

Suggested action:

- Highlight the areas that are particularly relevant for the different sectors/clusters.
- Suggest protection mainstreaming activities for the other clusters based on the outcomes of protection assessment.

4. Work bilaterally with clusters that are considered to be of priority from a protection perspective to strengthen protection mainstreaming in their response

Suggested action:

- Advocate with prioritized clusters to highlight the importance of mainstreaming protection in their response.
- Develop protection mainstreaming action plans with prioritized clusters, including the designation of a focal point on protection mainstreaming among participants in their clusters.
- Undertake joint missions to assess the protection mainstreaming components in the activities of prioritized clusters.

RESOURCE 18: EXTRACTS FROM CONSOLIDATED APPEAL DOCUMENTS

Occupied Palestinian Territory Consolidated Appeal 2013

The appeal outlines two strategic objectives; the first explicitly addresses protection:

Objective 1: Enhance the protection of populations in Gaza, Area C, the Seam Zone and East Jerusalem by promoting respect for IHL and human rights; preventing or mitigating the impacts of violations; improving equitable access to essential services; and ensuring the effective integration of protection considerations in service provision interventions. *(excerpt from page 2)*

In the area of protection mainstreaming, a joint task force of the Protection and Health and Nutrition Clusters was established to look at an informal mechanism for health partners to refer protection concerns to protection actors. The Protection Cluster Child Protection Working Group and the Education Cluster have also worked together on school transportation for communities at risk and established protective presence at identified "at risk" checkpoints where school children have faced difficulties while accessing their schools. Building on these efforts, there will be a continuation of the mainstreaming of protection in both advocacy and efforts on the ground. OHCHR, as the Protection Cluster lead, will continue to work with other cluster/sector leads to mainstream protection and promote respect for human rights and IHL in their interventions, including the provision of guidance on protection principles and practical checklists, identification of protection risks and possible responses, and project development and implementation.

The Inter-Cluster Coordination Group ensures that cross-cutting issues such as (but not limited to) human rights and protection, disability, environment, gender, mental health and psycho-social issues are adequately addressed and mainstreamed in the plans of clusters/sectors in oPt. *(excerpt from page 48)*

2014 Syrian Arabic Republic Humanitarian Assistance Response Plan

"Protection mainstreaming" is mentioned ten times in the Response plan; in the Executive Summary it states "Protection objectives are pursued through activities across all sectors of humanitarian response."

Important areas of inclusion:

- Protection mainstreaming is defined:

"**Protection mainstreaming** will be promoted across all sectors by incorporating protection principles in humanitarian assistance and promoting access, safety and dignity in humanitarian aid. Protection principles that must be taken into account in all humanitarian activities are:

1. Avoid causing harm
2. Equality
3. Relevance of humanitarian assistance provided."

- Protection mainstreaming checklists are an objectives and indicator for ALL sectors and clusters in 2014
- Indicators provided

  Indicators:

  i. **Sectoral-specific guidance (checklists) developed for mainstreaming of protection**
  ii. **% of sector projects that integrate protection mainstreaming principles and guidance**

RESOURCE 19: MINIMUM INTER-AGENCY STANDARDS FOR PROTECTION MAINSTREAMING

Hard copies to be available or document can be printed out from the following link:

http://www.globalprotectioncluster.org/en/areas-of-responsibility/protection-mainstreaming/external-resources.html

RESOURCE 20: BLANK MAINSTREAMING ACTION PLAN

Standard							
Indicator							
Baseline Findings / Identified Gaps							
Planned Activity to achieve alignment with standard / indicator	Start Date	End Date	Responsible person	Resources Required	Cost Estimate		

Standard							
Indicator							
Baseline Findings / Identified Gaps							
Planned Activity to achieve alignment with standard / indicator	Start Date	End Date	Responsible person	Resources Required	Cost Estimate		

RESOURCE 21: MINIMUM STANDARDS SAMPLE MAP

Sample MAP from Agency X – EXAMPLE ONLY

Standard	**Core Standard 1: Agencies prioritise the safety of disaster-affected populations**				
Indicator/s	**Indicator G:** Agencies have a Code of Conduct applicable to international and national staff, staff hired from disaster-affected populations, volunteers, consultants, visitors and other agency affiliates that includes prohibition of Sexual Exploitation and Abuse (SEA). The Code of Conduct is translated into the local language and made available to the disaster-affected population in an appropriate format. All staff have been trained in and agree to abide by the Code of Conduct, and agencies have safe and confidential				
	mechanisms in place to receive, manage and respond to any allegations of a breach of the Code of Conduct.				
Baseline Findings	Staff sign a Code of Conduct on commencement of employment but had not received training. During interviews, 80% of staff could not describe the Code of Conduct content, and could not describe three behaviours prohibited under the Protection from Sexual Exploitation and Abuse (PSEA) component of the Code of Conduct. The Code of Conduct is not translated and the agency has no formal complaints and response mechanisms for community members to provide feedback.				
Planned activity to achieve alignment with the standard and indicators	**Start Date**	**End Date**	**Responsible Person**	**Resources Required**	**Cost Estimate and Cost Centre**
Two hour Code of Conduct Training, including PSEA for all staff	01.02.10	30.06.10	Human Resources Manager	Technical input into content of training by Protection Officer; Training Room; PPT and projector; Flip Chart and pens for group work	5 trainings @ $50 per training = $250 Technical input from protection officer = in kind. Cost Centre: Human Resources
Translation of Code of Conduct into local language	01.02.10	01.03.10	Human Resources Manager	Translator	4 hours @ $30 per hour = $120 Cost Centre: Human Resources
Development of pictorial version of Code of Conduct	01.02.10	01.03.10	Communications Officer	Paper; Pens; Lamination of final product	200 copies @ $2 per copy = $400 In-kind input from Communications Officer Cost Centre: Communications
Establishment of Community-Based Feedback and Response Mechanism in line with the Good Enough Guide Tool 12 (2007)	01.02.10	01.05.10	Humanitarian Accountability Focal Point	Notice boards, lockable suggestion box, focus group discussions with communities to choose response mechanism...	Absorbed into existing work of humanitarian accountability team.

				etc	
Dissemination of Code of Conduct to communities including how to provide safe and confidential feedback to the agency	01.05.10	Ongoing	All field-facing staff – monitored by Humanitarian Accountability focal point	As above	N/A
Standard	**Food Programming Standard 2: Agencies prioritise safety and dignity prior to, during and after food distributions**				
Indicator/s	Indicator B: Actions have been taken to make the routes to and from the food distribution points safe and accessible.				
Baseline Findings	While the agency met Indicator A (Distribution Points located in a safe area with appropriate security if required) they had only assessed safety in relation to the distribution point itself, and not the routes to and from. Focus groups with community representatives revealed that the route home is not always safe, with reports of some food programming beneficiaries being attacked and having their food rations stolen, especially women and children from child-headed households.				
Planned activity to achieve alignment with the standard and indicators	**Start Date**	**End Date**	**Responsible Person**	**Resources Required**	**Cost Estimate**
Referral to protection officer for more in-depth protection assessment in food programming area.	20.09.10	10.10.10	Food Programming Manager to refer to Protection Officer	Protection Officer/team	Nil – in-kind time from protection team
Review protection assessment findings with security and programming	10.10.10	12.10.10	Protection Officer; Security Officer; Food Programming Manager; Operations	N/A	N/A

RESOURCE 22: PRE-/POST-TRAINING SURVEY

Protection Mainstreaming Training
Pre-/Post-Training Survey

Please take five minutes to complete the following survey. You will be able to complete the survey again at the end to assist with your personal reflection on what you have learned, as well as allowing the training team to reflect on which areas of the training may require more focus in the future. Thank you for your time!

Profile of participant taking the survey:

Paticipants name:

Participant's sector: Protection – Food Security – WASH – NFI/Shelter – Health – CCCM – Education - other

Participant's title/position:

Participant is a staff from: UN – International NGO – Local NGO – Government

Participant is: expatriate – national staff

Participant has already participated in a: protection training – protection mainstreaming training – none

1. **What is Protection Mainstreaming and what does it mean to your programs/projects and own responsibilities?**

2. **What do you think are some of the key elements of protection mainstreaming?**

3. **Give four (4) concrete examples of how you could apply protection mainstreaming into your intervention throughout the project cycle.**

1.

2.

3.

4.

RESOURCE 22: PRE-/POST-TRAINING SURVEY

True or False Statements.
*Circle the correct answer. For a statement to be true, the **entire** statement must be/hold true.*

1. **Protection Mainstreaming is the responsibility of protection actors only:**

True - False

2. **If the affected population has information about existence and location of services they will have meaningful access to those services:**

True - False

3. **Implementing your project's activities as planned takes priority over issues of safety and dignity of affected/beneficiary population:**

True - False

4. **Consulting beneficiaries during project design and/or implementation is not compulsory if the agency/organisation has expertise in humanitarian assistance and/or protection:**

True - False

5. **If you hear or witness a protection incident, you should always collect as much detailed information as possible, including the name and identity of the victim and aggressor:**

True - False

RESOURCE 23: COURSE EVALUATION

Protection Mainstreaming Training
Course Evaluation Sheet

Name (optional):

Organisation & role (optional):

Gender:

Please circle to what extent you agree or disagree with the following statements:

1. **Stated outcomes were achieved during the training**

			Somewhat			
Not at all	1	2	3	4	5	Completely

2. **My personal objectives for attending were achieved during the training**

			Somewhat			
Not at all	1	2	3	4	5	Completely

3. **Training content was relevant and challenging**

			Somewhat			
Not at all	1	2	3	4	5	Completely

4. **Subject matter was adequately covered**

			Somewhat			
Not at all	1	2	3	4	5	Completely

5. **Support materials (workbook, handouts, etc.) were helpful**

			Somewhat helpful			
Not at all	1	2	3	4	5	Very helpful

6. **Trainers were effective**

			Somewhat			
Not at all	1	2	3	4	5	Completely

7. **Training methods were effective (small group work, lectures, etc.)**

			Somewhat			
Not at all	1	2	3	4	5	Very much

8. **The training has improved my understanding of the topic**

			Somewhat			
Not at all	1	2	3	4	5	Very much

9. **This training has equipped me with information and skills that I can use immediately**

			Somewhat			
Not at all	1	2	3	4	5	Very much

10. **This training has increased my confidence levels in supporting others in protection mainstreaming**

			Somewhat			
Not at all	1	2	3	4	5	Very much

11. **My motivation levels for mainstreaming protection in my programs are high**

			Somewhat			
Not at all	1	2	3	4	5	Very much

12. **The time allowed for the training was**

			About right			
Too much	1	2	3	4	5	Too little

13. **Overall the training was**

			Fine			
Poor	1	2	3	4	5	Excellent

Highlights – what parts of the training were most interesting and useful for you? Why were they useful?

Low spots – what parts of the training were of little or no value for you? Why? What suggestions can you make to improve this training?

Do you feel that your ideas / perceptions of protection mainstreaming have changed as a result of your participation in this training? Please explain and provide examples

Other comments?

ANNEX 1: ACRONYMS

AAP	Accountability to Affected Populations
AIDS	Acquired Immunodeficiency Syndrome
AoR	Area of Responsibility
CAR	Central African Republic
CBOs	Community-Based Organisations
CCCM	Camp Coordination and Camp Management
CFW	Cash For Work
CPWG	Child Protection Working Group
ECHO	European Commission's Humanitarian Aid and Civil Protection department
EH	Environmental Health
ERW	Explosive Remnants of War
GBV	Gender-Based Violence
GPC	Global Protection Cluster
HC	Humanitarian Coordinator
HCT	Humanitarian Country Team
HIV	Human Immunodeficiency Virus
HLP	Housing, Land and Property
IASC	Inter-Agency Standing Committee
ICC	Inter Cluster Coordination
ICRC	International Committee of the Red Cross
IDP	Internally Displaced Persons
IHL	International Humanitarian Law
MAP	Mainstreaming Action Plan
MHPSS	Mental Health and Psychosocial Support
NFI	Non-Food Item
NGO	Non-Government Organisation
OAU	Organisation of African Unity
OCHCR	Office of the High Commissioner for Human Rights
PFA	Psychological First Aid
PSEA	Protection from Sexual Exploitation and Abuse
PWD	People With Disabilities
SGB	Secretary-General's Bulletin
SRP	Strategic Response Plan
STI	Sexually Transmitted Infection
UN	United Nations
UN OCHA	United Nations Office for the Coordination of Humanitarian Affairs
UNFPA	United Nations Population Fund
UNHABITAT	United Nations Human Settlements Programme
UNHCR	United Nations Refugee Agency
UNICEF	United Nations Children's Fund
UNMAS	United Nations Mine Action Service
WASH	Water, Sanitation and Hygiene
WRC	Women's Refugee Commission
WVI	World Vision International

ANNEX 2: ADDITIONAL READING

Action Aid (2009). Safety with Dignity: A Field Manual for Integrating Community-based Protection Across Humanitarian Programs
http://www.actionaid.org/australia/publications/safety-dignity-field-manual-integrating-communitybased-protection-across-hum

Humanitarian Aid: All Inclusive! How to Include People with Disabilities in Humanitarian Action
http://www.endexclusion.eu/docs/default-document-library/humanitarian-aid-all-inclusive.pdf?sfvrsn=4

IASC (2010). Online course: Different Needs - Equal Opportunities: Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men.
http://www.iasc-elearning.org

IASC (2008). Human Rights and Natural Disasters: Operational Guidelines and Field Manual on Human Rights Protection in Situations of Natural Disaster.

IASC (2005) Guidelines on Gender-based Violence in Emergencies (Revised tool expected late 2014)

IASC (2004). Frequently Asked Questions on International Humanitarian, Human Rights and Refugee Law in the Context of Armed Conflict. Geneva: IASC.

IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings
http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf

IASC Mental Health and Psychosocial Support in Emergency Settings: What Protection Program Managers Should Know? (2010)
http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-productsproducts&productcatid=22

WHO Psychological First Aid: Guide for Field Workers
http://whqlibdoc.who.int/publications/2011/9789241548205_eng.pdf

WHO Psychological First Aid: Facilitators Manual for Orienting Field Workers
http://whqlibdoc.who.int/publications/2011/9789241548205_eng.pdf

ICRC (2013). Professional Standards for Protection Work carried out by Humanitarian and Human Rights actors in Armed Conflict and Other Situations of Violence.
http://www.icrc.org/eng/resources/documents/publication/p0999.htm

ICRC (2014). Law and Policy Platform including e-learning on International humanitarian law.
http://www.icrcproject.org/elearning/index.html

International Rescue Committee (2013). Protection Mainstreaming Training Facilitator's Guide.

InterAction (2004) Making Protection a Priority: Integrating Protection and Humanitarian Assistance.

Interaction Protection Working Group. Protection in Practice. A Guidebook for Incorporating Protection into Humanitarian Operations.

ANNEX 2: ADDITIONAL READING

Keeping Children Safe
http://www.keepingchildrensafe.org.uk/emergencies-toolkit

Minimum Inter-Agency Standards for Protection Mainstreaming
http://reliefweb.int/sites/reliefweb.int/files/resources/Full_Report_3752.pdf

Minimum Standards for Child Protection in Humanitarian Action
http://www.unicef.org/iran/Minimum_standards_for_child_protection_in_humanitarian_action.pdf

Norwegian Refugee Council (NRC), The Camp Management Toolkit, 2008

Oxfam GB (2009). Improving the Safety of Civilians: A Protection Training Pack.

Sex and Age Matter: Improving Humanitarian Response in Emergencies
http://www.globalhealthhub.org/2011/11/13/sex-and-age-disaggregated-data-in-humanitarianemergency-response/

Slim, H. and A. Bonwick (2005). Protection: An ALNAP Guide for Humanitarian Agencies. London: ALNAP.

Sphere e-learning course, including modules on protection, "safe from harm", accountability, building on capacity
www.sphereproject.org/learning/e-learning-course/

For further resources and information about specific initiatives see:

United Nations. 'Rights up front' Initiative.
http://www.un.org/sg/rightsupfront/

IASC Taskforce on Accountability to Affected Populations:
http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-subsidi-common-default&sb=89

Humanitarian Accountability Partnership (HAP)
http://www.hapinternational.org

People in Aid
http://www.peopleinaid.org/resources/

'Taking the Initiative' - compares different key accountability initiatives
http://www.sphereproject.org/about/quality-and-accountability-initiatives/

More information on PSEA and training resources:
http://www.pseataskforce.org ;
http://www.interaction.org/work/sea

Humanitarian Indicator Registry
https://www.humanitarianresponse.info/applications/ir

Cluster reference module for country level cluster coordination, 2014

Strategic Response Plan Guidance for 2015
http://www.unocha.org/cap/resources/policy-guidance

The most recent PDF versions of this training package and individual resources can be downloaded from **www.globalprotectioncluster.org**