PUTTING SAFETY AND DIGNITY FIRST:
A guide to protective action in programming

CHURCH WORLD SERVICE

Protection Mainstreaming Training Pack

Cover Photo: Child refugees from Burma at a camp for the displaced in Thailand. Credit: Carol Young.

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Training and Materials Guide

The materials and activities in this **Training Pack** are designed for in-person training, without need for additional technology or even electricity to carry out the activities described here. The training will depend a great deal on the input and applied knowledge of the participants. Facilitating the best training possible will depend on being able to anticipate your audience and shape the training to participants' needs.

Pre-Training Preparations

In addition to the normal steps that must be taken to ensure a training runs smoothly – including determining and securing a place to hold the training, inviting participants in advance, and deciding on other logistics such as providing food and refreshments – there are a number of additional steps which can be taken to help increase the chance of success of a **Mainstreaming Protection** training.

- **Research the work done by the participants for whom you will conduct the training** and the context in which they work. Choose role plays and case studies that best reflect the context, or create your own.

- **Print out two 2-3 page articles that discuss contexts with which participants may not be as familiar**, in order to enrich participants' understanding of the variety of protection work and NGO programming responses. Share the articles with participants in advance or as they arrive to read while they wait for the training to begin. For example, participants in Latin America working in development programming might be given a backgrounder on NGO work in Asia with refugees.

- **Research which treaties and conventions have been signed and/or ratified by the country (or countries in the region) where you will be doing the training**, and which have not yet been signed/ratified by that country/those countries. Researching the national legal framework(s) is also helpful. Prepare a handout for participants.

Training Space & Materials

- The physical space for the training should be set up with enough chairs for all participants, facing one another in a semicircle, preferably around a table for writing during the activities. A large sheet of paper on a wall, newsprint on an easel, or a blackboard/chalkboard should be in the center of the semicircle, visible from all seats, next to where the facilitator will stand. There should also be enough space for the participants to line up and walk forward during the **Power Walk**.

- The materials in this packet include information for facilitators, handouts for training participants, and additional training materials (role plays and case studies, activity cards, posters, etc). For any given activity, materials will appear in the following order:

  - o Facilitator's instructions (and, for some activities, an answer key)
  - o Additional training materials
  - o Handouts for participants

- Make copies of all handouts and special materials for all participants, as follows:

  o **Protection Training Schedule** (as adapted for your training)
  o **Handouts, role plays** and **case studies** for participants, placed in folders or binders
  o *Power Walk* character cards**, *Actors for Civilian Protection*** role cards and ***Advocacy Scenarios*** cards, cut up
  o Large versions of the *Egg Framework* and *Actors for Civilian Protection* diagrams

- Other helpful materials include:

  o **Nametags** for facilitator(s) and participants

  o Some type of **large writing surface** visible to all participants. This can be large sheets of paper taped to a wall, or a blackboard/chalkboard.

  o **Markers** or **chalk** appropriate for large writing surface

  o **Index cards**

  o **Pens, pencils** and **markers** for participants

  o **Two-pocket folders** or a **binder** for participants to compile materials. There is no need to provide extra writing paper. Participants should be encouraged to participate actively rather than take notes. Handouts should be sufficient for note-taking paper.

TRAINING PACK: MODULE I
What is Protection?

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**Putting Safety and Dignity First:
A Guide to Protective Action in Programming**

ACTIVITY 1: Welcome and Pre-Training Quiz
Facilitator's Instructions

The *Pre-Training Quiz* is an opening activity, to be completed while waiting for all participants to arrive to begin the session. It is helpful to gauge what participants' level of knowledge of protection is at the outset, and to use this same quiz at the end of the session to determine if you have successfully conveyed the information about protection. Since the quiz will be returned to the facilitator, it is not a numbered take-home handout for participants.

(Total time: 10 minutes)

MATERIALS NEEDED:
- *Pre-Training Quiz*
- All other training materials (**schedule, handout packet, writing utensils, nametags**) should be provided to participants at the start of the training.

QUIZ *(5-10 minutes):* Greet all participants as they enter the area where the training will be held and hand them a copy of the *Pre-Training Quiz.* Let participants know that you will begin the training in just a few minutes, and in the meantime they should take 5-10 minutes to answer all questions. Collect all quiz copies when they are completed. You do not need to review their answers with them, although it may help for you to glance over their responses before beginning the training to get an idea of people's baseline knowledge of protection.

WELCOME *(5 minutes):* After all participants have arrived and completed the quiz, convene the training. Explain that the various activities will require participants to both draw on their own knowledge and to extrapolate from role plays and case studies about situations with which they might not be familiar. Note that sensitive issues will be discussed, such as rape and sexual violence, religious persecution, drug use and root causes of armed conflict.

Explain that your role will be to facilitate discussion among the participants as much as possible, and to minimize lectures. Encourage active participation as much as possible in all tasks. A variety of perspectives will help to enrich the discussion and understanding of protection, including those that may diverge from the majority of participants, so all are encouraged to share.

ANSWER KEY:
1.   D
2.   B
3.   E
4.   B
5.   A
6.   B
7.   B
8.   Agree/Disagree (no correct answer)
9.   Agree/Disagree (no correct answer)
10.   Agree/Disagree (no correct answer)

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Pre-Training Quiz

Take 5 to 10 minutes to complete the questions below by circling the answer with which you most agree. Please return your questionnaire to the facilitator. You do not need to write your name on the questionnaire.

SECTION I: Multiple Choice

1. Protection can be defined as:
   a. Preventing attacks on civilians
   b. Providing humanitarian assistance
   c. Using advocacy to call for the government to respect civilians' rights
   d. Improving the safety and dignity of civilians

2. Threats to civilians' protection include:
   a. Disease, poverty and marginalization
   b. Violence, coercion and deliberate deprivation
   c. All humanitarian needs are also protection threats

3. A humanitarian organization's role in civilian protection can include:
   a. Providing humanitarian assistance
   b. Capacity building with communities to cope with protection threats
   c. Encouraging government authorities to take on protection responsibilities with civilians
   d. Changing programs to respond to or prevent protection threats
   e. All of the above

SECTION II: True or False

4. All humanitarian activities are also protection activities.
   a. True   b. False

5. It is sometimes ok to publicly criticize a government.
   a. True   b. False

6. Preserving humanitarian space is the same as humanitarian protection.
   a. True   b. False

7. It is always a good idea to talk directly with the people who are experiencing protection threats.
   a. True   b. False

SECTION III: Agree or Disagree

8. I understand what protection is.
   a. Agree   b. Disagree

9. My work affects civilians' safety and dignity.
   a. Agree   b. Disagree

10. I am already involved in protection work.
    a. Agree   b. Disagree

ACTIVITY 2: Power Walk
Facilitator's Instructions

The **Power Walk[1]** activity is a great start to the training session, as it gets people out of their seats and moving around the room. It is a way to think about power dynamics within communities and what makes people vulnerable to threats. It is encouraged and recommended that facilitators adapt the characters to fit the context in which they carry out the training.

(Total time: 25 minutes)

MATERIALS NEEDED:
- ***Power Walk character cards***

SET-UP *(2 minutes):* Distribute the **Power Walk character cards,** one card per participant. Instruct participants to not share their characters' identities with one another. Ask them to think about their characters and to form a picture of who they are and how they live.

YES OR NO QUESTIONS *(8 minutes):* Participants form a single row facing the facilitator. As you read the questions below, ask participants to think of what their character's answer would be. They should take one step forward if the answer to the question is yes, or stay in place if the answer is no.

- Did you have enough to eat today?
- Do you have cash in your pocket?
- Do you have a valid government-issued ID?
- Do you have access to a telephone?
- When you are sick, are you able to go see a doctor and pay for his/her services?
- Can you decide when and with whom you have sex?
- Will you have any leisure time this evening?
- Can you travel freely throughout your country of residence?
- If you were robbed, would you go to the police to report it?
- Did you finish primary school?
- Are your opinions and ideas respected by your family?
- Can you read the newspaper?
- Do you believe that you have a bright future ahead of you?
- Are you able to communicate with all members of your family?
- Are you free to practice your religion?

DISCUSSION *(15 minutes):* When the game is over, participants should be dispersed throughout the room. Those who have more power and greater access to resources should be closer to the facilitator, and those who are more vulnerable should be further back in the room. Ask participants to reveal their identities and to explain why they stepped forward or not at particular moments.

Lead the participants in a discussion of the game and its outcome. Explain that power dynamics affect people's ability to access various resources, including information, education, food, transportation, justice, etc. People who have limited access to resources are more vulnerable than others. Brainstorm what other resources may be limited by vulnerability.

Some questions for discussion:

1. What did you assume about your character – for example, age, ethnicity or gender – when it wasn't explicitly stated? Why?

2. Who are some of the more vulnerable members of the community? More powerful members?

3. How might limited access to these resources expose people to threats and insecurity?

4. If a natural disaster were to occur, which people would be most hard-hit? What about a conflict?

5. You are a staff member of an NGO working to provide humanitarian assistance after a natural disaster. Which groups would require special attention to facilitate their access to assistance?

Power Walk character cards

Member of a religious minority	65-year-old male subsistence farmer with one wife and six children	Religious leader in the community	17-year-old male head of household
A new bride – you are your husband's second wife	Refugee	A 22-year-old male, former child combatant in a rebel group	Female police officer
Survivor of a land mine explosion	Female lawyer	45-year-old widow	NGO employee (expat staff)
Internally Displaced Person (IDP)	Migrant worker without documentation	NGO employee (local staff)	Land owner and local politician

ACTIVITY 3: Identifying Protection Threats
Facilitator's Instructions

(Total time: 40 minutes)

MATERIALS NEEDED:
- **Role Play Scripts:** *Identifying Protection Threats*
- **Handout 1:** *What is protection?*
- **Handout 2:** *Identifying Threats chart*

SET UP & ROLE PLAY *(5 minutes):* Choose one of the two **Role Play Scripts** below, or develop your own to illustrate the protection threats of coercion, deliberate deprivation and violence. Ask for volunteers from among the participants to play these parts. Provide each of the actors with a copy of the **Role Play Scripts** you choose to use.   Explain that they can improvise as long as they get across the main points. Then ask them to perform the role play.

DISCUSSION *(10 minutes):* Go over **Handout 1:** *What is protection?* Explain to participants that protection is about increasing civilians' safety and dignity. Threats to civilians' protection arise from violence, coercion and deliberate deprivation. Go over the definitions of these threats on the handout. Review the role play activity and ask participants to identify the threats of violence, coercion and deliberate deprivation in the scenario. Remind them that violence may be more than just physical violence, and that actions can be coerced if there is a lack of information or misinformation.

CHART *(10 minutes):* Ask participants to take 10 minutes to fill out the chart on **Handout 2** with the protection threats identified in the role play activity, and choose the box that describes the actor who presents the threat to safety, security or dignity. Explain that protection threats can arise from actions taken by any actor, including those within the family, community, state actors (civilian or armed) and non-state actors (armed groups, NGO staff, private sector, other). Walk around the room as participants complete their charts to answer any questions.

VULNERABILITY BRAINSTORMING *(15 minutes):* Ask participants to think of the individual or group who experienced the protection threat in the role play. Discuss what makes them vulnerable to the threat. Then divide participants into small groups of three to four people and ask them to brainstorm and complete the chart with other protection threats the individual/group may face from other actors. Reconvene the large group of participants and take five minutes to report back to the full group.

ANSWER KEY: Protection threats are:

Role Play Option I: Women at a Well
Violence: armed man threatens to beat woman
Coercion: sex as trade-off for access
Deliberate Deprivation: not allowing access to water

Role Play Option II: Food Scarcity
Violence: threat of domestic violence
Coercion: girls' implied trade of sex for food
Deliberate Deprivation: women deprived of food

Role Play Option III: Children at School
Violence: parent threatening to beat child
Coercion: young adult giving child drugs
Deliberate Deprivation: child prevented from eating

Role Play Scripts: Identifying Protection Threats

Role Play Option I: Women at a Well

ROLES:
(2) Armed men
(2) Women

Scene One: At the Well

WOMAN 1: Walking to the well to collect water for her family.

ARMED MAN 1: Blocks her path. Tells her, "This is our well now. We don't want your kind here."

WOMAN 1: Insists that she needs water to prepare food for her family, otherwise what will they eat?

ARMED MAN 2: "I don't care what you eat." Threatens to beat her if she does not leave right away.

ARMED MAN 1: Laughs and says that if she really wants water, there is one thing that women like her are good for.

Scene Two: Back Home

WOMAN 1: "Those men from the rebel group were there at the well again today, saying it's theirs."

WOMAN 2: "But I saw you come back with water. They never let me have any if they're there when I go. "

WOMAN 1: "Never mind that… I think we should go in a group to get water from now on. Maybe we'll be safer that way."

Role Play Option II: Food Scarcity

ROLES:
(1) Man   (1) Boy   (2) Girls
(1) Woman   (1) NGO staff

Scene One: Man and boy eating

NGO WORKER: "Have you been affected much by the food shortages the country is experiencing?"

MAN: "God is good, we've been very lucky. It's not very bad here: as you can see, we all have enough to eat."

(Woman comes in to serve the food; man gives her threatening look. She moves off. NGO worker follows).

NGO WORKER: "Thank you for the meal. It looks delicious. Have you eaten yet?"

WOMAN: (Laughs). "Women don't need as much as men."

Scene Two: Girls Huddle and Talk

GIRL 1: "I'm so hungry."

GIRL 2: "I went to (*male name*)'s house yesterday, it wasn't too bad. He gave me some rice and beans."

GIRL 1: "Maybe I will pay him a visit tonight, I can't take this hunger."

Role Play Option III: Children at School

ROLES:

(2) Children   (1) Teacher
(1) Parent   (1) Young adult

CHILD 1: Walking to school.

YOUNG ADULT: "Hey you, I have something for you. You can have it for free."

CHILD 1: "What is it?"

YOUNG ADULT: "Try it, you take it like this." Shows how to swallow a pill. Gives it to the child. "Take another one and give it to your friend, too."

CHILD 1: In class at school. Shows his/her friend: "Look what I got."

CHILD 2: Accepts the pill.

TEACHER: "What do you have there?"

CHILD 2: "Nothing."

TEACHER: Grabs the pill. Screams at the child. "Don't bring this into my classroom! Go stand in the back of the room until I have time to take you to your mother. You won't be able to eat lunch today."

PARENT: Arrives at classroom and asks teacher what happened.

TEACHER: Speaks to parent. Tells them that his/her child is bringing drugs into the school.

PARENT: Yells angrily at child. Tells the child, "You know better than that." Threatens to beat him/her when they get home.

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What is protection?

Protection is about promoting the safety and dignity of civilians. It is also about promoting respect for their fundamental rights. We will learn more about civilians' rights in the next activity.

Threats to civilians' safety and dignity are called protection threats. They include threats of violence, coercion and deliberate deprivation.

- **Violence,** or the threat of violence, is a violation of civilians' rights to physical integrity, but it also causes other violations by restricting people's ability to meet their own needs (to access health services or exercise a subsistence activity, for example). Violence may lead to forced displacement within countries or across borders, creating internally displaced populations and refugees. Sexual violence is also a threat, especially for women.

- **Coercion** is forcing someone to do something against his or her will. Coercion normally occurs when a person with greater control of and/or access to resources forces another person to do something against their will in order to gain access to those resources.

- **Deliberate Deprivation** is the purposeful restriction of access to resources. It also normally occurs when a person with greater power denies material or other resources (e.g. information or access) to someone who is more vulnerable.

Access to resources is a fundamental issue in people's protection. Promoting meaningful access to programs should be at the forefront of any NGO protection mainstreaming effort. If access to humanitarian assistance is severely limited for any group or a subset of a group, it can create protection threats (for example, if girls are coerced into trading sex for food).

Identifying Protection Threats

Threats of violence, coercion and deliberate deprivation may be caused by a variety of actors. Use the chart on the next page to identify the protection threats in the role play, and the main actor responsible for the threat. Then consider the person who is experiencing the threat, and brainstorm other threats they may experience from actors in their family, community, state actors (civilian and armed actors) and non-state actors (armed groups, NGO staff, etc.)

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Identifying Threats

	Family	Community	State Actors (police, military, civilian)	Non-State Actors (armed groups, NGO staff)	International Actors (Peacekeeping Forces, IGOS)
Violence					
Coercion					
Deliberate Deprivation					

ACTIVITY 4: Rights-Based Approach
Facilitator's Instructions

This is an opportunity to discuss the legal norms that underpin a rights-based framework for protection. It is also an opportunity to introduce the concept of the state as the principal actor responsible for civilians' protection because of its legal responsibilities. This training will build on the concept in later activities on the use of advocacy and capacity-building activities to encourage authorities to take on their civilian protection roles.

(Total time: 30 minutes)

MATERIALS NEEDED:
- **Handout 3: *Rights-Based Approach***
- List of treaties and conventions signed and ratified by country in which training is taking place/where participants work

SET-UP *(15 minutes):* Explain that because protection is about promoting respect for civilians' fundamental rights, it is important to understand what those fundamental rights are, both in international law and national law. These include rights found in human rights law, refugee law, international humanitarian law, and national and local law.

Ask participants to name some of the international laws that are relevant for the context in which they work. Write these on a large sheet of paper, blackboard or chalkboard visible throughout the room. Ask participants to take 5 to 10 minutes to review **Handout 3** and the international legal documents listed there.

DISCUSSION *(15 minutes):* Lead participants in a discussion of relevant fundamental rights, and encourage them to think critically of how they view the international and national laws in their particular context. Explain that since the state is the party to the international legal documents listed there, it is also the main actor responsible for assuring that civilians' rights are protected and respected. Write answers on the large paper or blackboard. Some discussion questions are:

1. Pose various scenarios to participants and ask them to list relevant international laws. For example:

    a. Sexual and gender-based violence occurring in a refugee camp.
    b. Children who lose parents due to armed conflict or HIV/AIDS.
    c. Women and girls foregoing food in order to feed the men and boys in a family.
    d. Families of an ethnic/religious minority whose female children are taken away from them and forcibly married to members of the majority ethnic/religious group.

2. Which rights listed here are particularly relevant for your work? Why? With whom?

3. Ask participants about the local and national laws where they work.

    a. What local and national laws help to assure that fundamental rights are respected?
    b. What local and national laws may be discriminatory against a particular population or contrary to their enjoyment of these fundamental rights?

4. Do the state authorities here generally respect and protect these rights of civilians? Why or why not?

5. Do participants see international laws as a useful tool for encouraging protection of civilians' rights?

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ICRC Protection Definition

The International Committee of the Red Cross (ICRC) and the Inter-Agency Standing Committee (IASC) define protection as the following:

"All activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e. human rights, humanitarian and refugee law). Human rights and humanitarian actors shall conduct these activities impartially and not on the basis of race, national or ethnic origin, language or gender."[1]

Human rights, humanitarian and refugee law help to define common standards for security and dignity. Laws are tools that can be used by NGOs to promote civilians' protection.

Human Rights, Refugee Rights and Humanitarian Law

Below are some examples of international treaties, conventions and declarations that establish basic human rights, refugee rights and rights of civilians in times of conflict (international humanitarian law, or IHL). Please review these and think about how these rights are protected and/or violated in the context where you work.

- The 1966 *International Covenant on Civil and Political Rights* includes the right to life, right to freedom of movement, right to equality before the law, right not to suffer torture or inhuman or degrading treatment, right to freedom of thought and religion, right to a means of subsistence, right of every child to acquire a nationality, and the right of all people to marry only with full consent of the individual.

- The 1966 *International Covenant on Economic, Social and Cultural Rights* includes the right to work, right to health and right to education, and specifically states that primary schooling should be compulsory and free to all.

- The 1949 *Geneva Conventions*, most importantly the fourth *Geneva Convention* relative to the *Protection of Civilian Persons in Time of War,* establishes the principle of distinction between treatment of civilians versus treatment of parties to the conflict. According to the fourth convention, civilians, or persons taking no active part in the hostilities, shall not be subjected to violence or hostage-taking and are entitled to respect for their personal safety, family rights, religious convictions and practices, and manners and customs. Women are protected against rape, forced prostitution and assault. Collective penalties (against communities rather than against individuals who have committed specific crimes) are prohibited.

- The 1951 *Convention Relating to the Status of Refugees*, together with its 1967 implementing protocol, establishes the definition of a refugee as a person who:

  "… owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable, or owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being

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[1] *Strengthening Protection in War – A Search for Professional Standards*. Ed. Sylvie Giossi Caverzasio. Geneva: International Committee of the Red Cross, 2001. 14 July 2009 www.icrc.org/web/eng/siteeng0.nsf/html/p0783

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outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it."[2]

States are obligated by this convention to provide protection to refugees, to not deport them or force them to return to a country where they would suffer the types of persecution outlined in the refugee definition, and to not impose penalties on them if they entered into their country of asylum illegally. In addition, refugee protections include:

The same treatment as nationals in terms of:
- o Access to courts and legal assistance
- o Access to education
- o Access to public relief and assistance

At least the same treatment as other foreign nationals in terms of:
- o The right to work
- o Access to housing
- o Freedom of movement

- The 1989 *Convention on the Rights of the Child*, which defines children as anyone under the age of 18, assures that children will have a right at birth to a name and nationality, the right to know and be cared for by his or her parents (as far as possible), the right not to be separated from his or her parents against his or her will (except if determined to be in the best interest of the child), and will be protected by states from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. [3]

- The 1979 *Convention on the Elimination of All Forms of Discrimination Against Women*, in which states that are parties to this convention agree to condemn and immediately establish policies to eliminate discrimination against women, defined as:

"any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."

In addition, this convention establishes that women shall have rights equal to men with respect to nationality, education, employment (equal pay for equal work), access to bank loans and credit, marriage (and divorce) and health. Women are to have the right to vote and hold public office at all levels of government, and to participate in NGOs and associations "connected with the public and political life of the country."[4]

- The 1975 *Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment* not only prohibits states from carrying out such acts, but goes further to direct that they may not expel, deport or forcefully cause a person to

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2   1951 Convention relating to the Status of Refugees. Entered into force April 22, 1954.
http://www1.umn.edu/humanrts/instree/v1crs.htm

3   1989 Convention on the Rights of the Child. Entered into force on September 2, 1990.
http://www1.umn.edu/humanrts/instree/k2crc.htm

4   1979 Convention on the Elimination of All Forms of Discrimination against Women. Entered into force September 3, 1981. http://www1.umn.edu/humanrts/instree/e1cedaw.htm

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return to or arrive in a country in which they are likely to suffer from torture. Under this convention, torture is defined as:

"any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him or a third person information or a confession, punishing him for an act he or a third person has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason based on discrimination of any kind, when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity." [5]

- The 1948 ***Convention on the Prevention and Punishment of the Crime of Genocide***, which establishes genocidal acts as those intended to destroy a national, ethnic, racial or religious group, including killing its members, causing serious physical or mental harm to its members, preventing births within the group, or forcibly transferring children from the group to another group. This convention makes not only genocide a crime punishable by international law, but also public incitement to commit genocide, conspiracy to commit genocide, attempt to commit genocide and complicity in committing genocide. [6]

- The 1969 ***Convention Governing the Specific Aspects of Refugee Problems in Africa***, of the Organization of African Unity (OAU), established that signatory states would recognize as refugees not only those who fit the 1951 refugee convention definition, but also "every person who, owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either part or the whole of his country of origin or nationality, is compelled to leave his place of habitual residence in order to seek refuge in another place outside his country of origin or nationality." [7]

- The 1948 ***United Nations Universal Declaration of Human Rights*** was the first international legal document to establish the right to life, right to education, prohibition on slavery, prohibition on torture, right to seek and enjoy asylum from persecution, right to a nationality and many other rights. The conventions that followed – including the 1966 conventions on political and economic rights, 1975 convention against torture, and so on – elaborated in greater detail the rights laid out in the 1948 universal declaration and, by virtue of being conventions, gave greater strength and enforceability to the principles laid out therein.

- The 1998 ***Guiding Principles on Internal Displacement***, while not a declaration or a binding legal instrument, is a set of standards put forward by the Representative of the Secretary General to the U.N. Commission on Human Rights for the effective protection of internally displaced persons. These principles are recommended to be adopted by countries and practitioners dealing with internal displacement worldwide.

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5   1975 Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment.
Entered into force June 26, 1987. http://www1.umn.edu/humanrts/instree/h2catoc.htm

6   1948 Convention on the Prevention and Punishment of the Crime of Genocide.
Entered into force January 12, 1951. http://www1.umn.edu/humanrts/instree/x1cppcg.htm

7   Convention Governing the Specific Aspects of Refugee Problems in Africa, Organization of African Unity.
Addis Ababa, September 1969. http://www1.umn.edu/humanrts/instree/z2arcon.htm

ACTIVITY 5: Protection Actors
Facilitator's Instructions

Participants are introduced to the principal actors for protection (the state and mandated protection actors like ICRC and UNHCR) and some of the ways they act to protect civilians.[2]

(Total time: 30 minutes)

MATERIALS:
- Large version of *Actors for Civilian Protection diagram*
- Page-size copies of the *Actors for Civilian Protection diagram* (at least 2 copies)
- *Protection Actors role cards,* cut up (at least 2 copies)
- **Handout 4:** *Actors for Civilian Protection*

SET-UP *(5 minutes):* The facilitator puts the **Actors for Civilian Protection** diagram on a wall visible to all participants, and leads participants in a dialogue for five minutes regarding actors for protection.
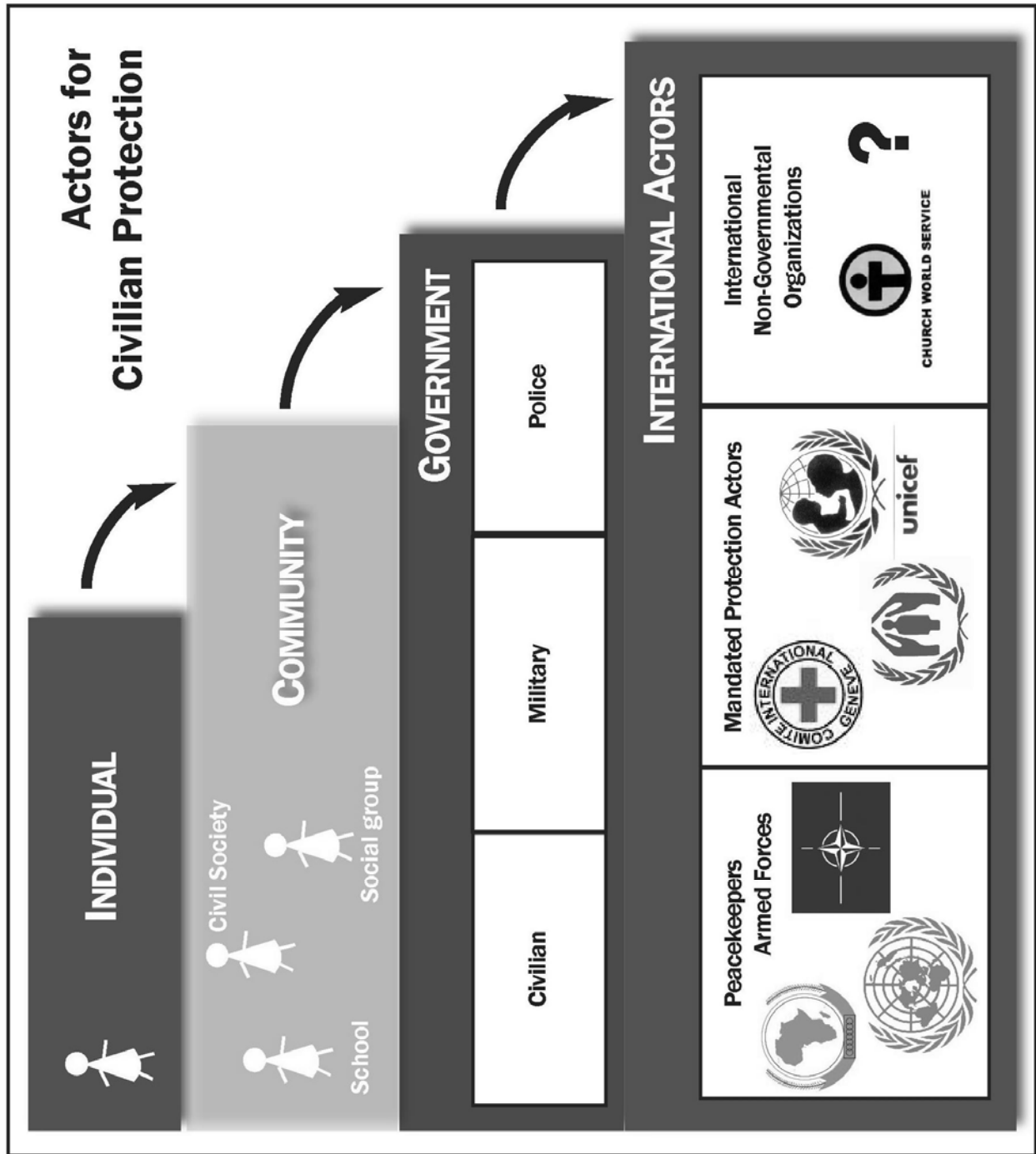
PROTECTION ROLES *(20 minutes):* Divide participants into two large groups. Each group should get a page-size copy of the *Actors for Civilian Protection diagram* and a full set of the *Protection Actors role cards*. Ask the groups to read the task on each card and determine which actor is mainly responsible for that task. They should write that actor on the other side of the card and place it in the correct pile on top of the diagram. Some of the cards below have one clear actor who is mainly responsible for that task. Others may be the role of several actors (e.g., state military and international peacekeeping forces may both use force to protect civilians).

DISCUSSION *(5 minutes):* Reconvene the full group of participants. Choose cards at random and ask both groups to report which actor they chose for that task. Guide discussion on any points of contention.

ANSWER KEY: Some of these have no "right" answer; others have a primary actor responsible (such as the government), with other actors who also perform that role. Sample answers are below.

Primary actor for civilian protection = Government	Mandate for protection of refugees = UNHCR (also Government)	Submit to threats = Individual	Flee from threats = Individual	Advocate for civilian protection = Community & NGOs
Establish presence in communities to protect civilians = Government, NGOs & Community	Enforce national laws = Government	Mandate for protection of civilians and non-combatants in times of war = ICRC (also Government)	Lead agency for UN Protection Cluster = UNHCR	Maintain peace following resolution of a conflict = Peacekeepers (also Government)
Use force to protect civilians = Government (also Peacekeepers – in some cases)	Legal responsibility for upholding human rights, refugee rights, & IHL = Government	Investigate and punish perpetrators of crimes = Government	Prevent violations by establishing rule of law = Government	Support community protection capacity through information and education = NGOs (and others)
Assist persons fleeing conflict and persecution = Government, NGOs, Mandated Protection Actors & Communities	Protection of children = Government, Individuals, Community, UNICEF & NGOs	Negotiate their own safety with armed actors = Individuals	Promote respect for human rights = Government, NGOs, Mandated Protection Actors & Community	Provide humanitarian assistance to civilians = Government, Mandated Protection Actors & NGOs

Actors for Civilian Protection diagram

Protection Actors role cards

Primary actor for civilian protection	**Mandate for protection of refugees**	**Submit to threats**	**Flee from threats**	**Advocate for civilian protection**
Establish presence in communities to protect civilians	**Enforce national laws**	**Mandate for protection of civilians and non-combatants in times of war**	**Lead agency for UN Protection Cluster**	**Maintain peace following resolution of a conflict**
Use force to protect civilians	**Legal responsibility for upholding human rights, refugee, and international humanitarian law**	**Investigate and punish perpetrators of crimes**	**Prevent violations by establishing rule of law**	**Support community protection capacity through information and education**
Assist persons fleeing conflict and persecution	**Protection of children**	**Negotiate their own safety with armed actors**	**Promote respect for human rights**	**Provide humanitarian assistance to civilians**

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Who protects?

As the signatory to international treaties and conventions governing peoples' fundamental rights, the state is the primary actor with legal responsibility to protect individuals and groups within its territory.

While the state – including civilian, police and military authorities – is legally responsible for protection, in practice there are a number of examples where the state is either unable or unwilling to protect civilians. Because of this, other individuals and groups intervene and take steps to address or cope with insecurity and rights violations. The diagram below highlights the main actors for civilian protection.
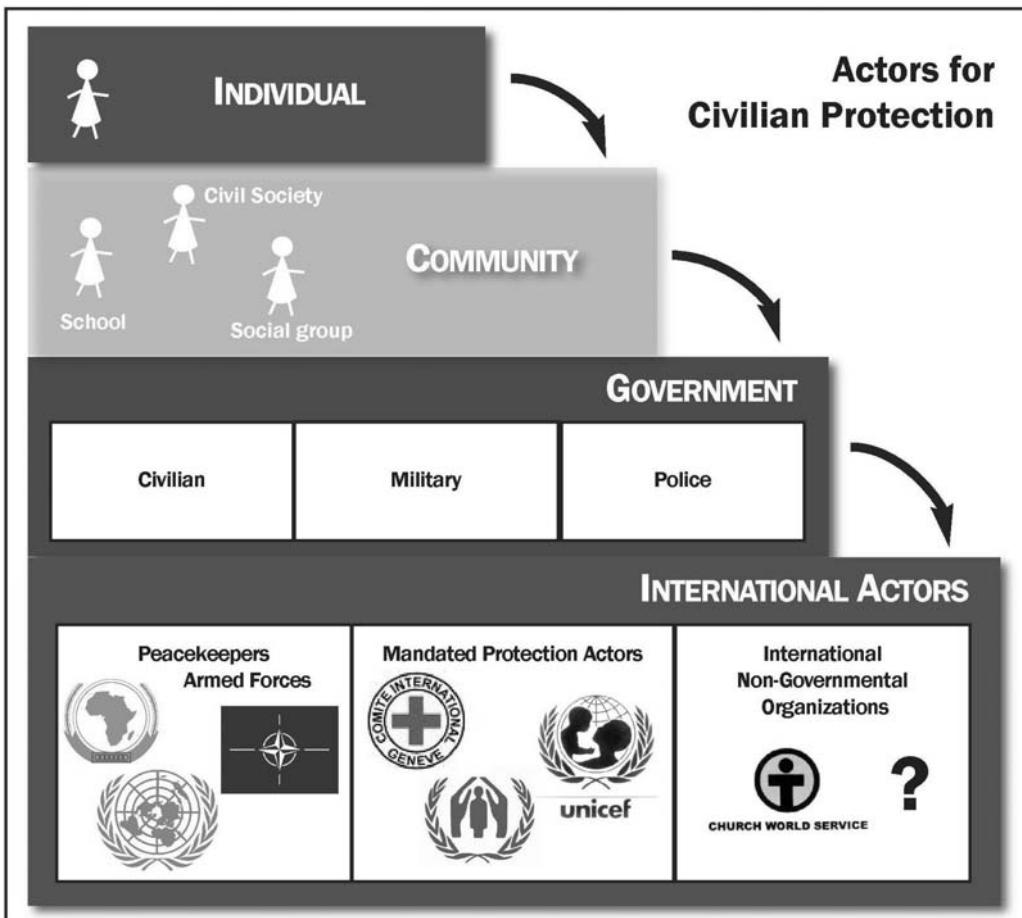
Consider the following:

- Individuals and communities affected by insecurity have their own ways of coping, which may be both positive and negative.
- Social structures and community groups (for example, religious institutions and leaders, local community leadership, etc.) may be either the cause of protection threats or means for organizing to respond to such threats.
- Some actors have a specific legal mandate to protect civilians (for example, UNHCR in the case of refugee protection or ICRC for civilians in times of war), while others do not have a specific mandate but their presence and capacity may afford them the access and expertise to help to protect civilians (for example, NGOs).

ACTIVITY 6: Actor Mapping
Facilitator's Instructions

In this activity, participants will create an "actor mapping" of those responsible for protection and protection threats. The identification of all relevant actors and their interrelationships is a useful tool in order to later complete a **Protection Analysis (**see **Activity 12)** and strategize on **Advocacy as a Protection Tool (**see **Activity 10).**[3]

(Total time: 30 minutes)

MATERIALS NEEDED:
- Index cards and markers
- Large surface for writing visible to all participants
- **Activity 3 Role Plays** for reference, or participants may identify another protection scenario to use

SET-UP *(5 to10 minutes):* This activity can either be done with one of the **Role Play Options** from **Activity 3**, or participants can be asked beforehand to think of a protection threat that arises in their day-to-day work. The latter probably will result in better actor mapping, as participants will be intimately aware of the actors.

After determining which protection threat and context will be used for the activity, the facilitator distributes **index cards and markers to all participants**, and prepares a large blackboard, chalkboard, sheet of paper or wall surface for writing. Participants are asked to sit in a circle or semicircle, with the index cards on the floor or table among them. They are asked to think of actors in four broad categories:

1. Those affected by the threat (individuals, communities, groups).
2. Those carrying out the threat.
3. Authorities who should protect civilians from the threat (including police, military, and civilian actors; local and national authorities).
4. Other actors who are present in the area (including IGOs and NGOs that work locally or nationally).

ACTOR MAPPING *(20-25 minutes):* Participants are asked to dialogue among themselves and then write out the names of these actors on the index cards. On the blackboard, the facilitator draws a dot to indicate the person affected by the protection threat. Participants are asked to tape the cards of those affected by the threat on the board on the dot.   The facilitator then draws a large circle around these cards to indicate the community, another circle around this one to indicate the national government authorities, and another circle outside of this one to indicate outside actors or those who may be broader than the national context. Participants are asked to go one by one through the cards and approach the board to tape them up in the area they believe corresponds to that actor. There will likely be cards that could fit in a number of circles (for example, an ethnic group with cross-national ties). Dialogue about this should be encouraged.

After all of the cards are on the board, the facilitator goes through cards to ask participants about the relationships among them. How do they influence and relate to one another?   According to participants' answers, the facilitator draws lines among the different cards on the board to indicate what their relationships are. For example, in **Role Play Option I**, if the armed men belong to a particular rebel group that has ties to the local police, these actors should be identified and the relationships between them indicated with lines and text on the board. When participants finish, the result should be a web on the blackboard among the different actors and their relationships. Participants can be asked to think about ideas for how to influence the different actors.

TRAINING PACK: MODULE II
Protection Mainstreaming

CHURCH WORLD SERVICE

Putting Safety and Dignity First:
A Guide to Protective Action in Programming

ACTIVITY 7: Identifying Risk-Reduction Activities
Facilitator's Instructions

Participants are introduced to the risk-reduction equation and engage in an activity to identify activities to reduce risk.

(Total time: 30 minutes)

MATERIALS NEEDED:
- **Handout 5:** *Risk Equation*
- *Identifying Risk-Reduction Activities chart*

SET-UP *(5 minutes):* Go over **Handout 5** and discuss ways to target affected populations and responsible authorities with activities for civilians' protection. Include the need to coordinate and share information with other protection actors.

Explain that protection involves looking at the risks civilians face from threats. One way to analyze how to improve civilian safety and dignity is to look at the factors that contribute to risk. Introduce the risk-reduction formula:

$$RISK = \left(\frac{THREAT + VULNERABILITY}{CAPACITY\ TO\ COPE} \right) \times EXPOSURE\ TIME$$

Risk Equation

SMALL GROUP BRAINSTORM *(15 minutes):* Explain that the risk to civilians can be reduced by reducing their vulnerability, reducing the prevalence of the threat, and reducing their exposure to the threat, or by increasing their capacity to cope with the threat. Review **Handout 5** where examples of each type of activity are listed.

Direct participants to return to the role play activity that was used for **Activity 6**. Break participants up into groups of three to four people, and ask groups to brainstorm among themselves activities that could help to address 1) vulnerability, 2) threat, 3) exposure time and 4) capacity to cope. Participants should be reminded to think both of actions that could be taken by NGOs and of actions that NGOs could encourage others to take. Each group should be directed to write their suggested activities on their handouts.

After 10 to 15 minutes, small groups should report back to the larger group about possible activities to reduce risk. Facilitators should write the activities on large sheets of paper or a chalkboard clearly visible to everyone in the group.

DISCUSSION *(10 minutes):* Lead participants in a discussion of which of the actions proposed would be the most effective, and the most feasible for their NGO to carry out. Ask what types of staff capacity and expertise would be necessary to carry out the activities.

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Identifying Risk-Reduction Activities

- Risk to civilians from protection threats can be envisioned as a function of threat plus vulnerability times exposure time, divided by the individual's capacity to cope.
- Risk can be reduced by *reducing* vulnerability, prevalence of the threat itself or exposure time, or by *increasing* civilians' capacity to cope with the threat.
- Important factors to consider when identifying risk-reduction activities include the root causes of the threat, actors involved (as perpetrators or who is responsible for protection), what rights are being violated, who is particularly vulnerable, cultural factors and existing community protection strategies.

NGO Actions for Protection

When protection threats arise, NGOs can work with two main targets of their activities: the first, ***affected individuals and communities,*** to help people stay safer by reducing risk and increasing capacity to cope, and the second, ***responsible authorities,*** to encourage them to take on their civilian protection responsibilities.

NGOs can and should also engage ***other NGOs and agencies*** who might be better equipped to address the protection needs of the population.

This can be done through **referrals, coordination** and **information-sharing**.
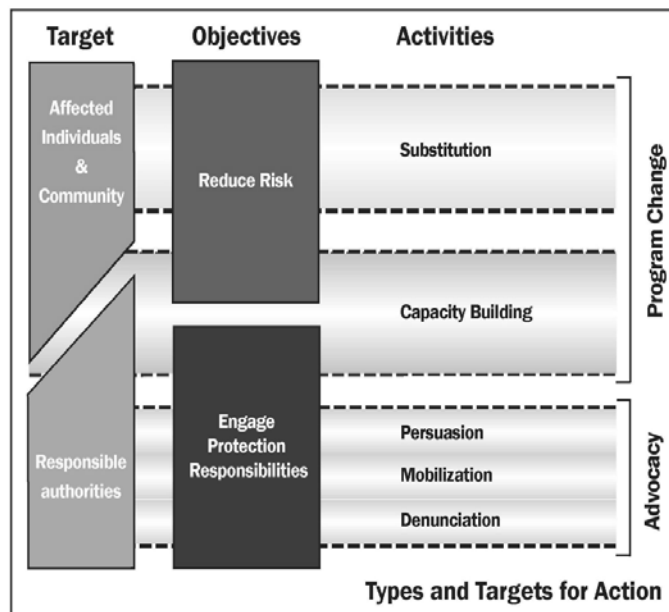
TARGETING AFFECTED INDIVIDUALS & COMMUNITIES through:
- **Capacity building** and supporting community-based protection strategies
- **Substituting services** in order to reduce vulnerability and exposure

TARGETING RESPONSIBLE AUTHORITIES through:
- **Capacity building** through training and support, so authorities have the ability to respond
- **Persuading**, **mobilizing** and (if necessary) **denouncing** so authorities have the will to respond

Identifying Risk-Reduction Activities chart

ACTIVITY 8: Egg Framework
Facilitator's Instructions

The **Egg Framework** is another helpful tool to use to visualize potential NGO actions for protection.

(Total time: 25 minutes)

MATERIALS NEEDED:
- **Handout 6: *Egg Framework***

SET-UP *(5 minutes):* Direct participants to the **Egg Framework** on the handout, and explain that this is another tool that can be used to brainstorm the types of actions that can improve civilians' safety and dignity. Go over the definitions for responsive, remedial and environment-building activities. Provide examples that are relevant for the context.

For example, if a woman reveals to an NGO staff member that she has been raped by someone with whom she works:

- **Responsive** action could include providing health and psychosocial services for the woman, or facilitating that she receive such services. It can also include accompanying the woman to the police station to report the incident and attempt to seek justice against the perpetrator of the act.

- **Remedial** action could include working with the woman to identify a plan of action and provide temporary financial assistance so that she can support her children while she looks for another job.

- **Environment-building** action could include educating community members on women's rights, educating police officers on response to sexual and gender-based violence, and providing information to women beforehand on where and how to seek assistance if they suffer from sexual violence.

EGG ACTIVITY *(20 minutes):* Ask participants to return to their small groups of three to four people and look over the actions they have written in their charts for **Activity 7**. In their small groups, ask participants to discuss whether each of the activities falls into the "responsive," "remedial" or "environment-building" categories. Each group should use its handouts to write two example actions for each of the three categories. If they are missing the two-activity minimum from each category, groups should be asked to brainstorm new activities at this stage. Reconvene after 10 to 15 minutes.
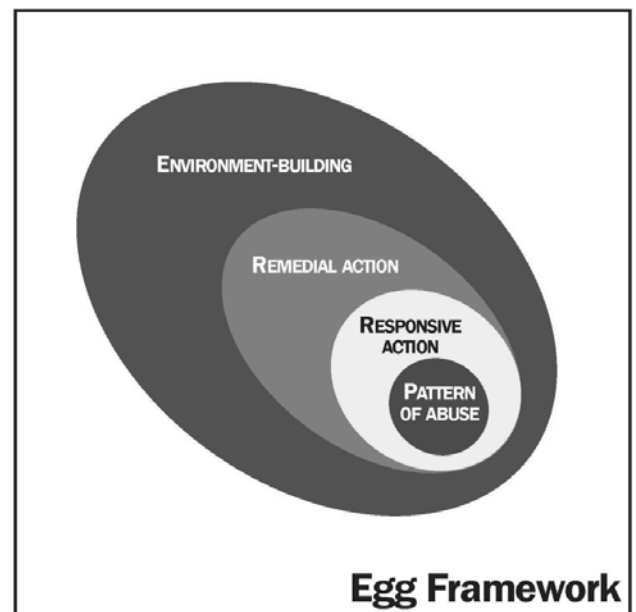
Egg Framework

Ask for examples from each of the three spheres of activity and write them on the **Egg Framework poster**, which you have taped to the wall in a clearly visible location. Take five minutes to discuss the results.

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Egg Framework for Protection

The International Committee of the Red Cross (ICRC) developed the *Egg Framework* in order to visualize the types of actions that can be taken to address violations of civilians' fundamental rights.

- **Responsive** actions attempt to stop, prevent or alleviate the violations that are occurring and/or address their immediate consequences for victims.
- **Remedial** actions attempt to restore an adequate level of safety or dignity following a violation.
- **Environment-building** actions attempt to create a situation in which individuals, communities and institutions are strengthened so as to prevent future violations from taking place and increase their resilience to them when they do.[8]

Using the diagram below, refer to the risk-reduction actions identified in **Activity 7** and place them in the corresponding area of the circles below. If your group does not have at least two examples of each type of activity, brainstorm a new activity that fits into that category.

ENVIRONMENT-BUILDING

REMEDIAL ACTION

RESPONSIVE ACTION

PATTERN OF ABUSE

Egg Framework

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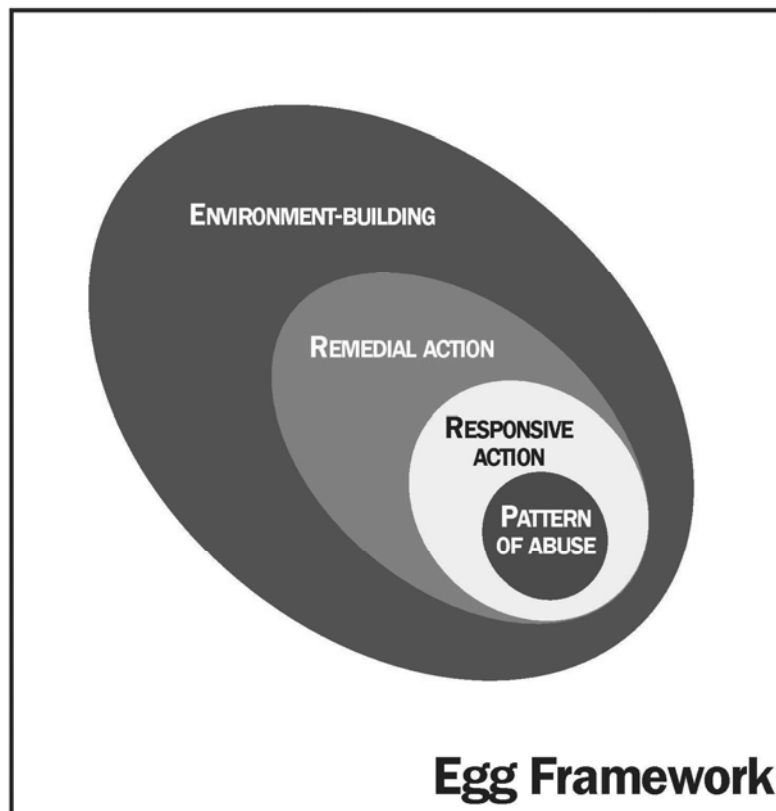
8   Inter-Agency Standing Committee (2002) *Growing the Sheltering Tree: Protecting Rights through Humanitarian Action, Programmes and Practices Gathered from the Field*. Geneva: Inter-Agency Standing Committee, p. 115.

Egg Framework diagram

Egg Framework
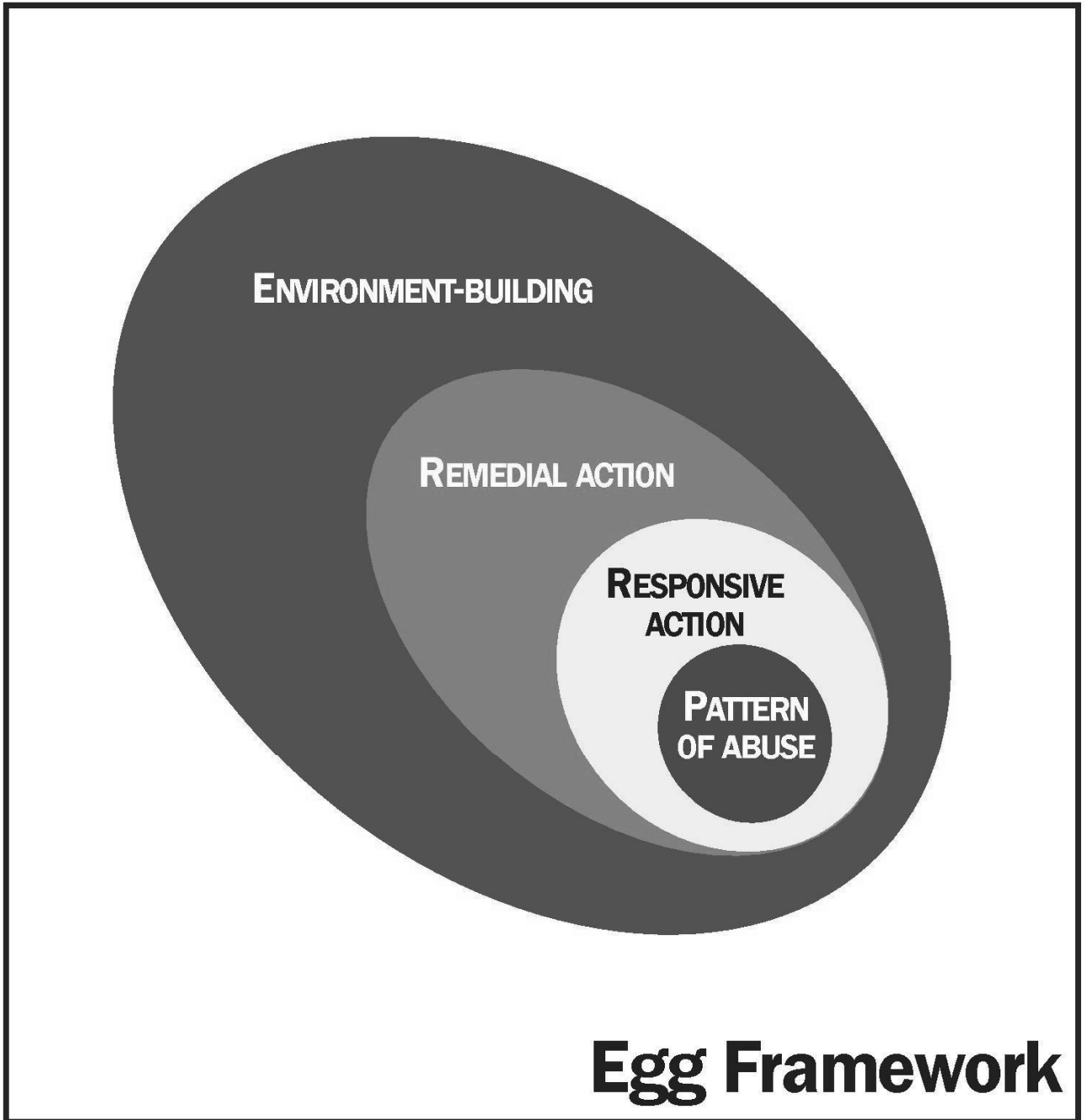
ACTIVITY 9: Gathering Information
Facilitator's Instructions

Information is a critical resource in order to be able to identify and respond to protection threats. The role play and risk assessment tools in this activity help participants identify various risks associated with information gathering, including risks to staff, and plan assessment activities accordingly.

(Total time: 30 minutes)

MATERIALS NEEDED:
- **Role Play Scripts:** *Gathering Information*
- **Handout 7:** *Gathering Information*
- **Handout 8:** *Risk Assessment chart*

SET-UP *(5 minutes):* Provide all participants with copies of the **Role Play Script** you choose to use. You may use the sample script or come up with your own that best fits the training context. Explain to participants that the NGO staff member character will attempt to speak directly with each of the other characters in the role play as part of an assessment process, to determine humanitarian and protection needs. ***It is important to state that this role play is not a model for what should be done, but rather an attempt to illustrate the various risks associated with gathering information on protection issues.*** Ask for volunteers from among the participants to act out the role play.

ROLE PLAY *(5 minutes):* In this role play, the NGO worker should attempt to get information regarding the health needs of those with whom he/she is speaking. Encourage the actors to improvise what an encounter would be like between the NGO staff member and each of their characters. Participants should attempt to be as realistic as possible regarding how they believe their character would respond in the situation.

DISCUSSION *(10 minutes):* Guide participants in a discussion of the difficulties regarding gathering information on protection issues, referencing the information on **Handout 7.** Key points to highlight are:

- The importance of gathering as much information as possible from existing sources (newspapers, radio, NGOs).
- Consultation with individuals experiencing protection threats may place them – and/or or staff – at risk.
- Potential consequences of action and inaction of direct consultation should be identified and assessed.
- Brainstorm potential ways to minimize risk for staff and community members when obtaining information.

RISK ASSESSMENT CHART *(10 minutes):* Divide participants into groups of three to four people. Tell them that the NGO in the role play activity has not yet decided how to go about gathering information for their assessments. Ask them to work together to complete the **Risk Assessment chart** to identify what potential consequences of two participatory approaches would be: focus groups or individual interviews. Groups should plot out potential risks to staff and community members, rate those according to the ratings scale, and consider ways to minimize risk. After 10 minutes, reconvene all participants and ask sub-groups to report back.

*For more information on information-gathering and how to conduct focus groups and individual interviews, see **Chapter 3** of the **Protection Manual**.*

ANSWER KEY: The following are completed *Risk Assessment charts* for **Role Plays I and II.**

Risk Assessment (Case Study 1)

Action	Positive Benefits of Action	Potential Negative Consequences for Staff	Potential Negative Consequences for Beneficiaries	Potential Negative Consequences of Inaction	Severity Action	Severity Inaction	Likelihood Action	Likelihood Inaction	Ways to Reduce Risk	Should action be taken?
Conducting one-on-one interviews	Gather in-depth information on needs of returning IDPs Protection issues and individual community coping mechanisms are identified (both positive and negative)	Dangerous to enter homes, interact one-on-one, especially with threatening militant groups present, could face violent attacks NGO must manage expectations and follow through or will engender distrust	If militant group retaliates those who speak with NGO staff could face threats and violence	Control of militant group over community is reinforced Landmines continue to cause injury/death and prevent subsistence activity IDPs are less likely to return home if protection issues are unaddressed	4	5	3	5	Ensure that referral system is in place to handle issues outside agency mandate Keep interviewees anonymous Carry out interviews in a confidential and safe space	yes ☒ no ☐
Conducting focus groups	Gather in-depth information on needs of returning IDPs Protection issues and individual community coping mechanisms are identified (both positive and negative)	In group setting, lots of people are able to recognize and identify NGO workers and other community members present NGO has to respond to concerns raised or it fosters distrust, and if concerns are out of their mandate then issues may be difficult to respond to	If militant group retaliates those who speak with NGO staff could face threats and violence Informants can be more easily identified if public focus groups are conducted	Control of militant group over community is reinforced Landmines continue to cause injury/death and prevent subsistence activity IDPs are less likely to return home if protection issues are unaddressed	5	5	5	5	Establish confidential and safe space to conduct focus groups Ensure that referral system is in place to handle issues outside agency mandate Include as representative a sample of community as possible	yes ☐ no ☒

Severity Key: 1 – no injury, illness, or loss   2 – minimal injury, illness or loss   3 – significant injury
4 – serious injury/threat to livelihood   5 – loss of life, violation of fundamental human rights
Likelihood Key: 1 – negligible/improbable   2 – unlikely   3 – possible   4 – very likely   5 – almost certain to occur

Risk Assessment (Case Study 2)

Action	Positive Benefits of Action	Potential Negative Consequences for Staff	Potential Negative Consequences for Beneficiaries	Potential Negative Consequences of Inaction	Severity Action	Severity Inaction	Likelihood Action	Likelihood Inaction	Ways to Reduce Risk	Should action be taken?
Conducting one-on-one interviews	Gather in-depth information on health needs of all population subgroups Protection issues and individual community coping mechanisms are identified (both positive and negative)	Village leaders might feel threatened/less inclined to support NGO presence If women confide in NGO staff, must act on the protection threats identified or will engender distrust	Women: could face retribution from men and village leaders School teacher: could face retribution from village leaders for sharing information	Women and girls continue to lack necessary food and trade sex for food, threatening sexual health and dignity	2	4	3	5	Ensure that referral system is in place to handle issues outside agency mandate Keep interviewees anonymous Carry out interviews in a confidential and safe space	yes ☒ no ☐
Conducting focus groups	Gather in-depth information on health needs of all population subgroups Protection issues and individual community coping mechanisms are identified (both positive and negative)	Village leaders might feel threatened/less inclined to support NGO presence If women confide in NGO staff, must act on the protection threats identified or will engender distrust	Women: if interviewed in group, women who share confidential information could be ostracized or punished by rest of group School teacher: if share confidential information in group setting could face retribution from village leaders	Women and girls continue to lack necessary food and trade sex for food, threatening sexual health and dignity	2	4	3	5	Establish confidential and safe space to conduct focus groups Ensure that referral system is in place to handle issues outside agency mandate Include as representative a sample of community as possible	yes ☒ no ☐

Severity Key: 1 – no injury, illness, or loss   2 – minimal injury, illness or loss   3 – significant injury
4 – serious injury/threat to livelihood   5 – loss of life, violation of fundamental human rights
Likelihood Key: 1 – negligible/improbable   2 – unlikely   3 – possible   4 – very likely   5 – almost certain to occur

Role Play Scripts: Gathering Information

Gathering Information Role Play I: Post-Conflict

ROLES:

(1) NGO staff   (1) Community religious leader

(1) Farmer   (1) IDP in camp

NGO Staff: You are working in the health sector with internally displaced persons (IDPs) living in a camp. Government officials have made public statements encouraging people to return home, especially to reap the harvest from their fields.

IDP in Camp: You would like to return home to your farm, but you have heard rumors that others who have returned have found landmines planted in the fields, and the militant group is still present in the community. You tell this to an NGO staff member who is assisting your family with health services.

Farmer: You returned to your field, only to find that there were landmines planted there. You do not know who planted them. You believe the NGO workers might be able to help remove them, as they have assisted your community in the past. You do not know the mandate of one NGO from another, but you recognize their staff. However, one of the most influential religious leaders in your community has issued an order not to speak with NGOs.

Community Religious Leader: You have been threatened by the militant group that was fighting government troops that no one is to speak to NGO workers, or community members and leaders will be attacked.

Gathering Information Role Play II: Food Security

ROLES:
    (1) Wife of village leader
    (1) School teacher
    (1) Female NGO staff
    (1) Male village leader

NGO Staff: You work for an NGO that is carrying out health worker trainings in a nearby village. You are aware that a recent drought caused a grain shortage throughout the country. When you visit this village to conduct an assessment of health needs, although you are female, you are served food with the men. (Simulate a meeting between the NGO staff member and male village leader where they are served food by the village leader's wife).

Male Village Leader: You are happy to speak with the NGO worker about the health situation in your village, as you would welcome the construction of a clinic here. Upon being questioned about the drought, you say that you have been lucky and everyone has enough to eat here.

Wife of Village Leader: When you are alone, the NGO staffer asks you if you can talk with her about women's health needs in the community. However, your husband says she must not find out that the women and girls only eat every other day. There is not enough food for everyone to eat every day.

School Teacher: You are concerned about the state of affairs of the village. When the NGO staffer comes to talk to you, you explain that the women only eat every other day. You also express concern for girls who have started trading sex for food. You are scared that you could face serious repercussions from the leaders of the village for sharing this information with the NGO worker.

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Gathering Information for Protection Assessments

Information gathering on protection issues is one of the most delicate components of protection work. Interacting directly with those who are experiencing protection threats can often place them at greater risk and can endanger staff. At the same time, the assessment process before program design and implementation should include consultation with affected individuals and communities whenever possible, so that they can be active players in the design and implementation of programs that affect them. This is one of the best ways to get accurate information to allow programs to be responsive to the needs and supportive of the capacities of communities.

Because of the sensitivities involved in information gathering on protection issues, a number of factors should be considered when gathering information.

- First, **gather already-existing information** to help identify threats of violence, coercion and deliberate deprivation. The media (newspaper, television, radio and web sites), public reports (from NGO, government and U.N. sources), and program staff are important sources of information. Details on threats, who the perpetrators are, who the authorities are, other actors present, who is vulnerable, the existing legal framework and other factors can often be found through these sources.

- Next, in order to ensure a participatory process, **affected populations should be consulted directly in the assessment phase – when it is possible to do so without creating undue risk to individuals, communities and staff.** A risk assessment can help to evaluate potential consequences of such consultation and identify how to minimize risk. Two possible ways to go about consultation are **focus groups** and **individual interviews**.

- When conducting focus groups or individual interviews, observe the following guidelines:

  o Perform a risk assessment beforehand to determine whether and how to proceed with community consultation in order to minimize risk.

  o Do not take down or store individuals' names or identifying information unless they request or agree to follow-up contact, and it is determined to be in their own best interest. Identifying information should be managed through a confidential data management system.

  o Include a representative sample of the population, including women and men, boys and girls, elderly, parents, people with disabilities, and members of different ethnic and religious groups. However, each focus group should be comprised of peer group members, with a facilitator or translator who speaks the appropriate language and can earn the confidence of the group members.

  o Create a confidential and safe space to carry out the interviews/focus groups.

  o Be clear from the outset about the purpose and goals for the consultation, who you are and what organization you represent, and what will be done with the information obtained. Manage expectations.

Risk Assessment

Action	Positive Benefits of Action	Potential Negative Consequences for Staff	Potential Negative Consequences for Beneficiaries	Potential Negative Consequences of Inaction	Severity Action / Inaction		Likeli-hood Action / Inaction		Ways to Reduce Risk	Should action be taken?
Conducting one-on-one interviews										yes ☐ no ☐
Conducting focus groups										yes ☐ no ☐

Severity Key: 1 – no injury,illness, or loss   2 – minimal injury, illness or loss   3 – significant injury
4 – serious injury/threat to livelihood   5 – loss of life, violation of fundamental human rights

Likelihood Key: 1 – negligible/improbable   2 – unlikely   3 – possible   4 – very likely   5 – almost certain to occur

ACTIVITY 10: Advocacy as a Protection Tool
Facilitator's Instructions

Begin the activity by explaining that many of the activities identified to reduce risk may be most appropriately carried out by the state authorities as the primary actors for civilians' protection. In cases where authorities are not taking on their protection responsibilities, an analysis of the situation should determine whether this is due to a lack of capacity or a lack of will. This will help to shape what type of advocacy strategy will be appropriate, if any.

(Total time: 20 minutes)

MATERIALS NEEDED:
- **Handout 9:** *Advocacy as a Protection Tool*

SET-UP (10 minutes): Review **Handout 9**, including the ***Types and Targets for Action chart*** and explain the relationships among the columns.

- Explain that advocacy can be carried out on a local, national or international level (or simultaneous levels) to encourage relevant authorities to take on their protection responsibilities.

- Discuss persuasion, mobilization and denunciation as advocacy strategies. The first two are private or semi-private strategies, while the last is a more public form of advocacy.

- The three advocacy strategies also vary in their tone and the way they will be perceived by the authorities. There is a continuum of more cooperative to more antagonistic forms of advocacy. Which is appropriate will depend on the response from the authorities to the more cooperative modes of advocacy and on the abilities of staff to engage in such advocacy. Review the ***Advocacy Litmus chart*** with participants.

DISCUSSION *(10 minutes):* Ask participants to share some of their own examples of how advocacy has been incorporated into their programs. Try to get examples of advocacy on the local, national and international levels.

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Advocacy as a protection tool

Advocacy can be an important tool for civilians' protection, especially when the authorities are responsible for protection threats either through action or omission. There are two main reasons why authorities may not live up to their protection obligations:

1) Lack of *capacity*.
2) Lack of *will*.

There may also be a combination of these factors contributing to a lack of civilian protection.

When authorities do not act because of a lack of

capacity, more cooperative forms of advocacy may be appropriate to encourage them to take on their protection responsibilities. Meanwhile, capacity building with the authorities may also be necessary to reach a point where they can successfully protect civilians. NGOs may engage in capacity building with civilian government authorities, through trainings and education with police, lawyers, judges and politicians.

When authorities do not act because of a lack of will, it is important to understand root causes behind this. Are there economic interests at stake? Who benefits from the violations or threats against civilians? In these cases, a cooperative advocacy strategy may be less effective.

- There are three main forms of advocacy: *persuasion*, *mobilization* and *denunciation*. They vary in how cooperative or antagonistic their methods are.
- Advocacy can be carried out on a *local*, *national* or *international* level (or simultaneously on multiple levels).
- The *Types and Targets for Action chart* below illustrates the relationships between different types of activities, their objectives and the targets of the action (authorities or affected populations).
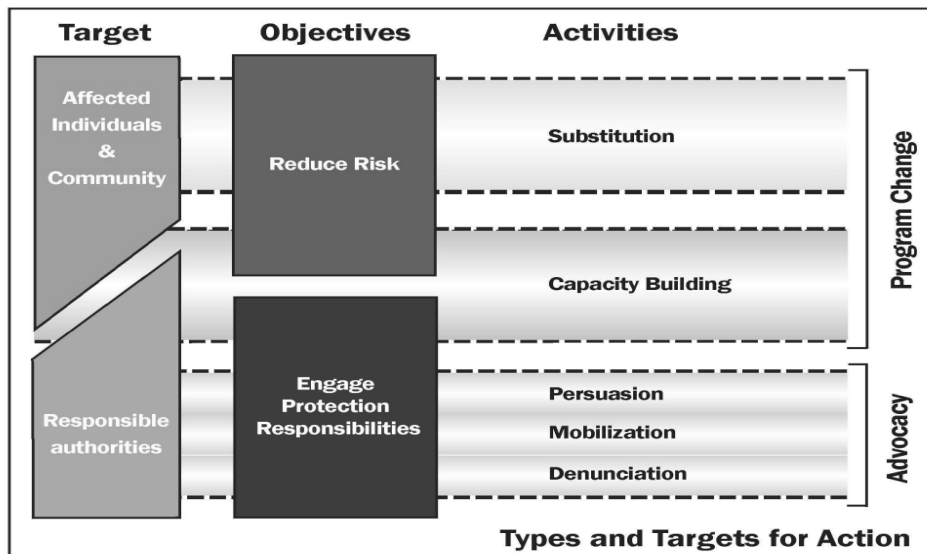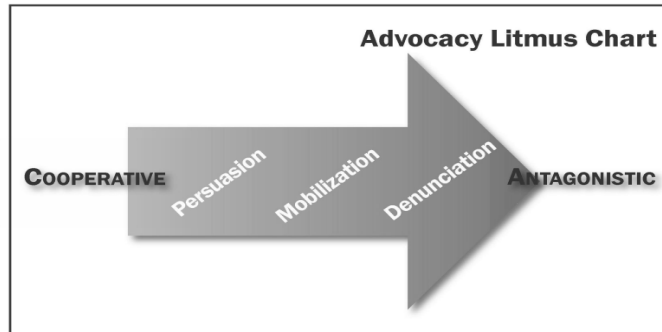
ACTIVITY 11: Advocacy Scenarios
Facilitator's Instructions

This is an opportunity for participants to consider ways that advocacy and coordination with other agencies can be used to address protection issues and threats that arise in their work.

(Total time: 25 minutes)

MATERIALS NEEDED:
- ***Advocacy Scenario cards,*** cut up

SET-UP *(5 minutes):* Divide the group into smaller groups of five to six participants each. Distribute the ***Advocacy*** S***cenario cards*** to participants. Not every participant needs to have a card, but every group should have at least three scenarios to discuss. Explain that the cards contain scenarios that may occur throughout the course of implementing a humanitarian or development program. The scenarios are meant to indicate possible protection threats that could be addressed to some extent through advocacy or referral to another agency, although other components may also be part of an appropriate response.

Remind participants that advocacy includes public and private actions; can be with local, national or international actors; and can employ methods of persuasion, mobilization and denunciation. One factor key to completion of this activity is the idea that advocacy may also involve an educational component, such as providing affected individuals and communities with information and training to be their own advocates.

WHAT WOULD YOU DO? *(15 minutes):* Participants are asked to read the scenarios they have on their cards to their small group and identify how advocacy or coordination with another agency could be used to address each scenario. They should identify which authorities would be a target and what methods they would use to go about their advocacy strategy. Also key is an understanding of which basic rights are being violated.

DISCUSSION *(5 minutes):* Reconvene the full group of participants. Ask each small group to report back to the full group on one of the scenarios and the next steps they identified. Allow participants to ask questions of each others' groups and advocacy strategies.

Advocacy and coordination may not be the only ways to respond: Program change may also be an appropriate component of a response. However, all scenarios in this activity are designed to have a possible advocacy/coordination response.

Depending on the context where the training is carried out, especially if affected individuals and communities face acute humanitarian protection threats (to life, security of person, etc.) it may also be helpful to discuss with participants how a ***Risk Assessment chart*** can be used to compare different advocacy strategies and potential risks posed to staff and affected individuals and communities. This helps to quantify and compare the likelihood and severity of potential risks to staff of advocacy versus potential benefits for those affected by protection threats.

ANSWER KEY: Following are some possible answers for authorities to target/advocacy actions to take. These are meant to serve as ideas if none are identified in group discussion.

1 community elders/education on rights of women and the elderly	2 (if facts prove true) national government authorities/ private dialogue regarding rights of asylum seekers and refugees; refer to UNHCR/training with border authorities on asylum procedure
3 (depends very much on local dynamics, root causes/actors involved – try to work with participants to come up with an answer relevant for their context)	4 other NGOs/ mobilization to engage in dialogue with authorities regarding IDP 'rights' for voluntary, safe, and dignified return
5 government authority in charge of humanitarian response/ private dialogue regarding issues in aid distribution and suggestions for improvement; other NGOs/mobilization to address concerns	6 leaders of host community/ education on rights of refugees (also program change, attempts to reach host community with programs as well)
7 police officers/ trainings on women's rights under law and SGBV (also, if laws on SGBV are insufficient) national authorities (and civil society)/ campaign to improve laws	8 (if men are unable to access livelihoods support and this is increasing tensions on the community) other NGOs and donors/ change program targets and design to address gender inequalities
9 (if property ownership laws for women are discriminatory) other civil society groups/ mobilize to reform land laws for women's ownership	10 local authorities/ private dialogue on land rights issues and need for reform (also promote dialogue between farmers and herders)

Advocacy Scenario cards

The elders of a community tell you not to assist a group of elderly women because they are "witches."	You hear that a group of people attempting to seek asylum in the country where you work was turned back at the border.
Local community leaders are attacked by unknown persons, shortly after meeting with your staff.	You read a statement in a newspaper by government authorities that encourages IDPs to return to an area where you have heard there is ongoing armed conflict.
You notice that non-food items distributed by your organization in response to a natural disaster are mainly in the hands of local police and their families.	The members of the host community where refugees are also living come to your office angrily asking why you only help foreigners and not locals.
You accompany a woman to the police station to report a rape and the police ask the woman what she was wearing.	You find that women in a community have greater access to micro-credit and job skills training than men.
You learn that a widow is being prevented by her late husband's family from accessing land for farming.	The farmers participating in your organization's agricultural development project forcibly block herders from crossing their lands to bring livestock to water.

ACTIVITY 12: Protection Mainstreaming
Facilitator's Instructions

This is an opportunity to introduce the model of a program cycle that will be used to identify the programmatic steps needed to mainstream protection, and to apply many of the tools already reviewed in other parts of the training to a case study.

(Total time: 60 minutes)

MATERIALS NEEDED:
- **Case studies: *Protection Manual***
- **Handout 10: *Identifying Threats chart***
- **Handout 11: *Protection Assessment chart***
- **Handout 12: *Identifying Risk-Reduction Activities chart***

SET-UP *(2 minutes):* Explain that you will be looking at ways to mainstream protection in relief and development programs. You will be doing this by applying a number of protection assessment tools to a case study.

CASE STUDY READING *(8 minutes):* Distribute **case studies** and ask participants to take a moment to read the Sri Lanka and Angola case studies (and/or others you have prepared). Then ask participants to divide themselves into two groups: one will analyze **Case Study I** and the other **Case Study II**. Participants should be asked to choose the case study they find most relevant to their work.

The facilitator should continue to roam between the two groups and offer suggestions and guidance as needed as they complete the following charts.

CHART 1 *(15 minutes):* The participants are asked to engage in a discussion to identify the protection issues in the case study and complete **Handout 10: *Identifying Threats chart***. Instruct participants to consider threats of violence, coercion and deliberate deprivation, and those posed by a variety of actors.

CHART 2 *(15 minutes):* After threats have been identified, participants should choose three threats and complete a full **Handout 11: *Protection Assessment chart*** for them. This is an opportunity to pull together other activities in the training to identify the following relevant to the threat:

- Rights Violated – What rights exist in international and national laws that are relevant to this scenario?
- Consequences – How does the threat or violation affect civilians who experience it?
- Actors (both perpetrators and those responsible for protection) – Who is responsible either through action or omission for the threat?
- Root Causes – What are the motivations or reasons behind the actors involved in the threat?
- Vulnerable Groups – Who is most vulnerable to the threat?
- Cultural Factors – What do we need to understand about the local culture to guide our analysis?
- Existing Community Coping Strategies – How are individuals and communities already reducing their risk?
- Other Actors – Which NGOs and other actors are carrying out what programs where?

CHART 3 *(15 minutes):* Direct participants to complete **Handout 12:** *Identifying Risk-Reduction Activities chart*. Encourage participants to think of actions that could be carried out by all actors involved, including program change and advocacy. Also encourage participants to include activities from each of the *Egg Framework* areas: responsive, remedial and environment building.

DISCUSSION *(5 minutes):* Bring both groups back together again to engage in a discussion of the way to use these tools to mainstream protection into program activities. Point out that once potential activities have been identified in **Chart 4**, it could be appropriate to return to **Chart 1** and a *Risk Assessment* to determine the relative pros and cons of engaging in a given activity. Ask participants to comment on if/how they see these types of tools being relevant in their day-to-day work.

ANSWER KEY:

In *Case Study I* (Sri Lanka), if the facts prove true, then the protection problems are:
- "taxes" being imposed on the distribution of assistance
- sex being exchanged for food
- access issues for the elderly in the community

In *Case Study II* (Angola), if the facts prove true, then the protection problems are:
- access issues for vulnerable groups, incl. widows, female-headed households, elderly and disabled persons
- violence between returnees and local communities
- mandatory HIV/AIDS testing
- sexual and gender-based violence

NOTE: Completed charts are available for the Angola case study in the manual text.

Case Studies: Protection Mainstreaming

Read the case studies below and decide which one is more relevant to the type of work you do on a day-to-day basis.

Case Study Option I:
SRI LANKA - Natural Disaster

Cyclone Lakshmi smashed into the east coast of Sri Lanka late on Thursday with 155 mph winds that whipped up a 16-foot tidal surge. Initial reports indicate that more than 3,000 people were killed, more than 3,000 are injured and thousands are unaccounted for and still missing.

Aid agencies are projecting that the death toll will be much higher. The government of Sri Lanka is working closely with the international community. Although the Government Ministry in charge claims to have only limited information, they are denying access to some affected areas believed to be controlled by rebels. Aid agencies believe that inadequate supplies of food, drinking water and medicine could lead to outbreaks of disease.

Agency A has been operating in Sri Lanka since 1989, running food security programs in the East where the effects were most felt. Agency A has received credible reports that certain groups are collecting "taxes on relief" received by affected villages. They have also heard that several girls, some as young as 10 years of age, have been forced to exchange sex for food and that nearly 100 elderly people were unable to come to the food distribution that was held earlier that day.

From InterAction: Protection Training Module.

Case Study Option II:
ANGOLA - Post-Conflict and Chronic Poverty

Agency B has been working on agriculture livelihoods programs with rural villages in several sub-Saharan African countries, providing farmers with seed capital and training to increase their yields. Agency B is considering expanding its program into Angola. Staff of Agency B will mainstream protection considerations into their assessment process.

Angola underwent a decades-long civil war that ended in 2002. The war's end, combined with the discovery of oil and infrastructure built rapidly to allow exploitation, have made Angola one of the largest oil producers in sub-Saharan Africa. In spite of this, 70 percent of the Angolan population lives below the poverty line.

The new-found peace and natural resources in addition to UNHCR repatriation programs have been an attractive force for former Angolan refugees, who are repatriating in the thousands. Families are returning to locations they left years or decades ago. However, these locations frequently lack basic infrastructure including roads, access to health care, schools, and other basic social services. In rural areas, government assistance especially fails to reach widows and female-headed households, in addition to elderly and disabled persons. The profits from the natural resource industry have yet to trickle down to the local level due to a high degree of government corruption. Unemployment is rampant, hovering at around 40 percent.

Integration is made more difficult because locals frequently perceive the refugees as taking jobs and competing for scarce resources. The refugees suffer from violence and discrimination, and in the rural areas there are reports that the violence is often perpetrated by the police and military. Members of the host communities resent the education the refugees received in their refugee host countries and the jobs this allows the newly-arrived refugees to access. Though there is widespread land availability for agricultural use, much of this land is unfertile and worse, contaminated with landmines.

Human migration has also contributed to an increase in the HIV/AIDS rate: fears of an epidemic have resulted in discrimination against those returning, including mandatory HIV/AIDS testing by the Angolan government and stigmatization of refugees returning from areas with high HIV/AIDS rates.

The prevalence of sexual and gender-based violence also contributes to the spread of sexually transmitted infections. Estimates say that between 60 and 70 percent of urban women have faced some sort of household violence. The patriarchal society, stigma, and lack of laws against domestic violence mean that much of the violence goes unreported.

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Identifying Threats

	Family	Community	State Actors (police, military, civilian)	Non-State Actors (armed groups, NGO staff)	International Actors (Peacekeeping Forces, IGOS)
Violence					
Coercion					
Deliberate Deprivation					

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Protection Assessment

	Threat 1	Threat 2	Threat 3
Rights Violated (Relevant International and/or National Law)			
Consequences			
Actors (Perpetrators)			
Actors Responsible For Protection			
Root Causes			
Vulnerable Groups			
Cultural Factors			
Existing Community Protection Strategies			
Other Actors			

Identifying Risk-Reduction Activities

$$RISK = \left(\frac{THREAT + VULNERABILITY}{CAPACITY\ TO\ COPE} \right) \times EXPOSURE\ TIME$$

Decreasing ———— Increasing

THREAT	VULNERABILITY	EXPOSURE TIME	CAPACITY TO COPE

ACTIVITY 13: Post-Training Quiz and Feedback Form
Facilitator's Instructions

The closing questionnaire is almost identical to the opening questionnaire, with the addition of short-answer questions. This version of the quiz should be checked as a group, and participants will keep this copy for their reference. The feedback form should be filled out and returned to the facilitator.

(Total time: 20 minutes)

MATERIALS NEEDED:
- **Handout 13:** *Post-Training Quiz*
- *Feedback Form*
- *Additional Resources* **sheet**

CONCLUSION *(5 minutes):* As you close the session, ask participants to reflect on how (or whether) they see protection as relevant to their work. Ask for two to three volunteers to share their impressions with the group.

Review some of the main concepts of the session: that protection threats include violence, coercion and deliberate deprivation; that human rights law, refugee law, international humanitarian law and national law help to lay the groundwork for what rights should be respected; that NGOs can increase civilians' safety and dignity by reducing the risk of protection threats; and that some ways to do this include program change and advocacy.

QUIZ *(10-15 minutes):* Ask participants to complete the quiz now after receiving the protection training. After participants complete the quiz, go over the correct answers together as a group. Participants should keep the completed quiz for future reference.

FEEDBACK FORM *(5 minutes):* Also explain that the training is a work in progress and encourage participants to provide feedback as to what worked best, what worked least and their overall impressions of the training. These comments can be made anonymously and can help to modify and improve the training for all staff.

Thank participants for their time and direct them to the final handout, which includes a list of **Additional Resources**. Ask if there are any final comments or questions before the close of the session.

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Post-Training Quiz

Please take five to 10 minutes to complete the questionnaire below by circling the answer that you most agree with, or filling in the blank with a short answer.

SECTION I: Multiple choice

1. Protection can be defined as:
   a. Preventing attacks on civilians
   b. Providing humanitarian assistance
   c. Using advocacy to call for the government to respect civilians' rights
   d. Improving the safety and dignity of civilians

2. Threats to civilians' protection include:
   a. Disease, poverty and marginalization
   b. Violence, coercion and deliberate deprivation
   c. All humanitarian needs are also protection threats

3. A humanitarian organization's role in civilian protection can include:
   a. Providing humanitarian assistance
   b. Capacity building with communities to cope with protection threats
   c. Encouraging government authorities to take on their protection responsibilities with civilians
   d. Changing programs to respond to or prevent protection threats
   e. All of the above

SECTION II: True or False

4. All humanitarian activities are also protection activities.
   a. True
   b. False

5. It is sometimes ok to publicly criticize a government.
   a. True
   b. False

6. Preserving humanitarian space is the same as humanitarian protection.
   a. True
   b. False

7. It is always a good idea to talk directly with the people who are experiencing protection threats.
   a. True
   b. False

SECTION III: Agree or Disagree

8.   I understand what protection is.
  a.   Agree
  b.   Disagree

9.   My work affects civilians' safety and dignity.
  a.   Agree
  b.   Disagree

10.   I am already involved in protection work.
  a.   Agree
  b.   Disagree

SECTION IV: Short Answer

11.   The three types of advocacy are:

  a.   _____
  b.   _____
  c.   _____

12.   The Egg Framework defines three types of action for protection:

  a.   _____
  b.   _____
  c.   _____

13.   Give an example of a protection threat of which you are aware in your current work.

  _____
  _____
  _____

14.   Give an example of a program change activity that could reduce risk for civilians and/or staff
        experiencing that threat.

  _____
  _____
  _____

Feedback Form

Please provide feedback on the training session, including what you thought worked best, what worked least and your overall impression of the training.

Also, do you see protection as relevant to the work you do?

This page should be returned to the facilitator.

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Thank you!

Additional Resources

General Protection Reading, Standards & Training Materials

Enhancing protection for civilians in armed conflict and other situations of violence. Geneva: International Committee of the Red Cross, 2008.
www.icrc.org/Web/Eng/siteeng0.nsf/htmlall/p0956/$File/ICRC_002_0956.PDF

Hugo Slim & Andrew Bonwick. *Protection: An ALNAP Guide for Humanitarian Agencies.* London: Overseas Development Institute, 2005. www.alnap.org/publications/protection/index.htm

Minimum Agency Standards for Incorporating Protection into Humanitarian Response, Field Testing Version. Australia: Caritas Australia, CARE Australia, Oxfam Australia, and World Vision Australia, 2008. www.acfid.asn.au/what-we-do/docs_what-we-do/docs_humanitarian-and-emergencies/Minimum%20Agency%20Standards%20for%20Incorporating%20Protection%20into%20Humanitarian%20Response%20July%202008.pdf

Sylvie Giossi Caverzasio (ed.). *Strengthening Protection in War – A Search for Professional Standards.* International Committee of the Red Cross, 2001. www.icrc.org/web/eng/siteeng0.nsf/html/p0783

Towards Professional Standards for Protection Work. 1st Consolidated Draft. International Committee of the Red Cross, January 2009.

Growing the Sheltering Tree: Protecting Rights through Humanitarian Action, Programmes and Practices Gathered from the Field. Geneva: Inter-Agency Standing Committee, 2002. www.icva.ch/doc00000717.html

Making Protection a Priority: Integrating Protection into Humanitarian Assistance. Interaction Protection Working Group, 2004.
http://www.interaction.org/sites/default/files/1/POLICY%20REPORTS/Making%20Protection%20A%20Priority.pdf

Protecting the World's Vulnerable People. Office of the United Nations High Commissioner for Refugees. Accessed July 31, 2009. www.unhcr.org/protect.html

Improving the Safety of Civilians: A Protection Training Pack. Oxfam Great Britain, 2009.
http://publications.oxfam.org.uk/oxfam/display.asp?K=9780855986162

Safety with Dignity: A field guide for integrating community-based protection into humanitarian programs. Draft for External Peer Review. ActionAid, 2009. www.actionaid.org

Refugee and IDP Protection

Handbook for the Protection of Internally Displaced Persons. Global Protection Cluster Working Group, December 2007. http://ocha.unog.ch/humanitarianreform/Default.aspx?tabid=294

Operational Protection in Camps and Settlements: A Reference Guide of Good Practices in the Protection of Refugees and Other Persons of Concern. Office of the United Nations High Commissioner for Refugees, 2006. http://www.unhcr.org/448d6c122.html

Protecting Refugees: A Field Guide for NGOs. Office of the United Nations High Commissioner for Refugees and NGO partners, 1999. http://www.unhcr.or.jp/protect/pdf/ProtectingRefugees-FieldGuideforNGOs.pdf

Training Kit on Refugee Protection. Reach Out Refugee Protection Training Project, 2005. http://www.icva.ch/doc00001528.html

Child Protection

Guidelines on Policies and Procedures in Dealing with Unaccompanied Children Seeking Asylum. Office of the United Nations High Commissioner for Refugees, February 1997. http://www.unhcr.org/refworld/docid/3ae6b3360.html

Lorey, Mark. *Child Soldiers - Care and Protection of Children in Emergencies: A Field Guide.* Save the Children Federation, 2001. http://www.savethechildren.org/publications/technical-resources/emergencies-protection/ChildSoldiersFieldGuide.pdf

Sexual and Gender-Based Violence

Benjamin, Judy A. and Lynn Murchison. *Gender-Based Violence - Care and Protection of Children in Emergencies: A Field Guide*. Save the Children Federation, 2004. http://www.savethechildren.org/publications/technical-resources/emergencies-protection/Gender_Based_Violence_Final.pdf

Sexual and Gender-Based Violence against Refugees, Returnees, and Internally Displaced Persons: Guidelines for Prevention and Response. Office of the United Nations High Commissioner for Refugees, May 2003. http://www.unicef.org/spanish/emerg/files/gl_sgbv03.pdf

Terry, Geraldine and Joanna Hoare. *Gender-Based Violence*. Oxfam International, 30 September 2007. http://www.oxfam.org.uk/resources/downloads/WIGAD-GBV_book.pdf

UNICEF Training of Trainers on Gender-Based Violence: Focusing on Sexual Exploitation and Abuse. http://www.reliefweb.int/rw/rwt.nsf/db900SID/NVEA-5ULKLS/$File/unicef-totgender.pdf?OpenElement

Protection in Natural Disasters

Inter-Agency Standing Committee. *Protecting Persons Affected by Natural Disasters: IASC Operational Guidelines on Human Rights and National Disasters.* Brookings-Bern Project on Internal Displacement: June 2006. www.brookings.edu

Harper, Erica. *Manual on International Law and Standards Applicable in Natural Disaster Situations.* International Development Law Organization, March 2009. http://www.reliefweb.int/rw/lib.nsf/db900sid/JBRN-7QUFJ9/$file/IDLO_mar09.pdf?openelement

Human Rights and Natural Disasters: Pilot Manual Field Input Version. Brookings-Bern Project on Internal Displacement, October 2008. http://www.brookings.edu/reports/2008/spring_natural_disasters.aspx

Twigg, John. *Disaster risk reduction: mitigation and preparedness in aid programming*. Humanitarian Practice Network, March 2004. http://www.odihpn.org/report.asp?id=2618

Endnotes

1   Adapted from the *Power Walk* activity in the *InterAction: Protection Mainstreaming Module*. www.interaction.org

2   Activity adapted from *Who protects*? on p. 45 of *Improving the Safety of Civilians: A Protection Training Pack*. Oxfam: Great Britain, 2009.

3   Activity adapted from *How to carry out an actor mapping,* p. 99 of *Safety with Dignity: A field guide to integrating community-based protection into humanitarian programs*. ActionAid: Draft for external peer review, 2009.