



INTERNATIONAL
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Protection Mainstreaming Training Facilitator's Guide



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Cover Photo: Uganda – Children playing in Kitgum, Kitgum District. Photo IRC/Biro

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Preface

Why has this guide been developed?

IRC's commitment to mainstreaming protection within its work is expressed in the organization's 'Program Framework'¹, which identifies the 'protection and promotion of rights' as one of five programming principles alongside participation, partnership, capacity building and holistic programming. Protecting the rights of the individuals that we serve is a collective responsibility across all sectors.

Throughout the years, the IRC's protection staff members have been undertaking protection mainstreaming training in a number of countries for staff at different levels and within different sectors, using a variety of self-developed resources and methodologies. The development of these trainings has proved labor intensive for in-country protection staff. The ad hoc nature of this process has also meant that these trainings have been somewhat inconsistent and there has been a lack of clear direction on what the elements of a protection mainstreaming approach should be.

The IRC defines protection mainstreaming as **“The process through which fundamental human rights principles, including non-discrimination, meaningful access and safety and dignity are recognized and realized in program design and implementation.”**

The IRC's approach to protection mainstreaming is based upon the following principles:

- Non-discrimination
- Meaningful access to assistance and services
- Protection of life and safety
- Respect for dignity
- Do no harm
- Empowerment to assert rights
- Participation and consultation

This training guide provides a template to direct in-country protection staff in the development of protection mainstreaming trainings, and reduce the time they currently have to spend developing such trainings. It does not represent an 'one-size fits all' training; **any protection-related training should always be tailored to the context** in which it is delivered. It should be stressed that this training constitutes only an introduction and **'entry point'** into protection mainstreaming.

The training guide was produced after a desk review of existing protection and protection mainstreaming training materials in use within the IRC and externally. For more information on the materials consulted in the production of this guide please consult either the bibliography provided at the end of the guide or the resources DVD provided along with this guide².

Using the guide

The training should be delivered by IRC Protection and Rule of Law sector staff members, at coordinator and manager level. Trainers should have a good knowledge of human rights and humanitarian protection and should have good training and facilitation skills.

The target audience for the training is staff working in all IRC sectors from assistant level upwards. Recognizing that the level of staff capacity in IRC varies from country to country, trainers should tailor the materials appropriately to their audience.

The guide outlines a two-day training program. An outline and agenda are also provided for a condensed one-day training and can be found in Annex I. However, it is recommended that trainings be of a two-day duration. A methodology focusing on practicality rather than theory has been favored; the aim being to get participants to ask themselves 'what practical steps can I take to incorporate protection principles into my day-to-day work?'. A focus is also placed on ensuring the active participation of trainees through the use of group work, case studies and role plays.

¹ International Rescue Committee (2008) The IRC Program Framework: A Foundational Document

² If you do not have a DVD and would like an electronic copy, please contact g&r@rescue.org

The objectives of the training are:

1. **To familiarize participants with the concepts of protection and protection mainstreaming and their importance**
2. **To provide participants with an understanding of how they can incorporate protection into their day-to-day work**

The training is made up of two modules-

Module One: Key Concepts – Protection and Protection Mainstreaming: introduces participants to the concept of humanitarian protection, examines what human rights are, and introduces the concept of protection mainstreaming.

Module Two: Key Elements of Protection Mainstreaming: focuses on the essential components of a protection mainstreaming approach. For the purposes of this training, four key elements of protection mainstreaming will be examined:

- **Ensuring non-discrimination and meaningful access to assistance and services:** Recognized as a crucial component of the IRC's work, it is essential for all programs 'to ensure that people have a meaningful opportunity to attain their rights by accessing available services and assistance'³. Conflict and divisions within society often emerge from discrimination resulting in certain groups being unable to access services. Barriers to access may be encountered due to logistical, economic and social/cultural reasons, insecurity and a lack of information on available services. Vulnerable individuals may face more challenges in accessing services, or face discrimination within the communities in which they live.
- **Prioritizing the safety and dignity of beneficiaries:** Concern for the safety and dignity of individuals is central to mainstreaming protection into sectoral programs. The safety of beneficiaries should always

be the first concern in humanitarian action. But being safe is not enough if people do not have their dignity; people need to feel valued and to have a sense of self-respect. Prioritizing the safety and dignity of beneficiaries also entails seeking to reduce risk and to ensure that we '**do no harm**' in our work.

- **Seeking a meaningful engagement with other stakeholders:** Protection is a collective responsibility that requires individuals, communities, civil society, the international community and states to engage with one another constructively to ensure that rights are respected.
- **Developing the self-protection capacities of communities (participation and consultation):** Protection is fundamentally about people, and about capitalizing on their knowledge of the risks that they face and their capacities to address these risks. Humanitarian actors must therefore put the people they are trying to help at the 'centre of decision-making concerning their own protection and welfare'⁴. Special attention must be paid to ensuring the **participation** of and **consultation** with, the most vulnerable and marginalized members of society who may be excluded from decision-making processes.

Whilst looking at these four elements, participants will be guided in an analysis of the projects they work on, enabling them to come up with some recommendations as to how protection can be better incorporated into these projects, and how a protection mainstreaming approach can be adopted in future program planning.

Planning a training

The training outlined in this guide is designed so that it can be delivered by one trainer. However, if possible, two trainers should be used to share facilitation and enable more guidance to be provided during group work exercises. The group work exercises should ideally be undertaken by a minimum of four and a maximum of eight people.

³ International Rescue Committee (2008) The IRC Program Framework: A Foundational Document

⁴ UNHCR (2006) The UNHCR Tool for Participatory Assessment in Operations

A series of PowerPoint presentations have been developed to support the delivery of the training. It would be beneficial for participants to have access to the slides from these presentations when undertaking some of the group work exercises; either through providing the groups with laptops or providing printouts.

Training facilitators should prepare by familiarizing themselves with the work of the participants. This preparation can involve the reading of project

proposals and reports. This is especially important as the participants will be working in different sectors in which the trainer is unlikely to be an expert.

There is also space in the agenda for 'energizers' and it is recommended that they are conducted between sessions. No specific energizers are outlined in this guide, however, some suitable exercises can be found in the accompanying resources DVD for this guide⁵.

Outline of training modules

A detailed training outline is provided on the pages below:

Module Title and Summary	Session Title and Learning Objectives	Content/Methods
Opening and Introduction	<ul style="list-style-type: none"> Understand why the training is being conducted Clarify the objectives of the training 	Opening remarks; opening ice-breaker; review of objectives/agenda; setting ground rules; introducing the parking lot.
Key Concepts – Protection and Protection Mainstreaming	Session One: Defining protection <ul style="list-style-type: none"> To develop an understanding of the Inter-Agency Standing Committee (IASC) definition of protection 	Brainstorming on the meaning of protection; presenting and unraveling of the Inter-Agency Standing Committee (IASC) definition of protection; discussion comparing the participant's understanding of protection and IASC definition.
	Session Two: What are human rights? <ul style="list-style-type: none"> Understand the key characteristics of human rights Identify rights relevant to the work of participants and the context in which they work 	Brainstorming exercise on human needs; linking those needs to rights; exercise to identify rights relevant to the context; presentation and discussion on the key characteristics of human rights.
	Session Three: Introduction to protection mainstreaming <ul style="list-style-type: none"> Ensure an understanding of the term 'mainstreaming' Define protection mainstreaming and differentiate between 'stand alone' protection programs and protection mainstreaming Highlight the importance of mainstreaming protection within IRC, giving reference to the program principle 'protection and promotion of rights' 	Brainstorming on the definition of mainstreaming; facilitator presentation on the key characteristics of a mainstreaming approach; brainstorming/facilitator presentation on the meaning of protection mainstreaming and introduction to the key elements of protection mainstreaming.

⁵ For more examples about energizers, the IRC recommends International AIDS Alliance (2002) 101 Ways to Energize Groups

Module Title and Summary	Session Title and Learning Objectives	Content/Methods
Key Elements of Protection Mainstreaming	Session One: Ensuring non-discrimination and meaningful access to assistance and services <ul style="list-style-type: none"> ▪ Understand the importance of ensuring meaningful access to assistance and services ▪ Examine the nature of the barriers to access that can exist ▪ Understand how vulnerable individuals can face additional challenges in accessing assistance and services ▪ Identify practical actions that can be taken to maximize access to IRC provided assistance and services. 	Interactive facilitator presentation on why this element is important; exercise on barriers to accessing goods and services; discussion and facilitator presentation on discrimination; 'power walk' exercise; group exercise linking session content to the work of the participants.
	Session Two: Prioritizing the safety and dignity of beneficiaries and 'doing no harm' <ul style="list-style-type: none"> ▪ Understand the concepts of safety and dignity in protection programming ▪ Examine how our work has the potential to threaten safety and dignity ▪ Explore how our work can promote and increase safety and dignity 	Facilitator presentation and discussion on what it means to live in safety and dignity; discussion and facilitator presentation on the concept of 'do no harm'; group exercise linking session content to the work of participants.
	Session Three: Seeking a meaningful engagement with other stakeholders <ul style="list-style-type: none"> ▪ Understand the roles of different stakeholder in protecting rights ▪ Examine how we can support these actors to protect rights 	Facilitator presentation and discussion identifying key protection actors and their roles; group exercise on engaging with other stakeholders to protect rights.
	Session Four: Developing the self-protection capacities of communities (participation and consultation) <ul style="list-style-type: none"> ▪ Understand the importance of participation and empowerment in ensuring that rights are respected ▪ Identify ways in which participants can support individuals and communities to protect themselves in their work ▪ Identify good practices in community participation and empowerment 	Discussion on participation and empowerment and how they contribute to the protection of rights; facilitator presentation and discussion on the key approaches to strengthening community protection capacities; group exercise linking the session content to the work of participants.
Closing and Evaluation	<ul style="list-style-type: none"> ▪ Test participant knowledge ▪ Provide formal closure to the workshop ▪ Present evaluation forms to participants 	Group exercise to test participant knowledge of workshop content; summary of key messages; participants questions/clarifications; closing remarks; evaluation.

Training agenda (two-day training)

Module Title	Session Title	Time
DAY 1		
Opening and Introduction		9.00
Key Concepts- Protection and Protection Mainstreaming	Defining Protection	9.45
	Break	10.40
	What are human rights?	10.55
	Introduction to protection mainstreaming	12.05
Lunch		13.00
Key Elements of Protection Mainstreaming	Ensuring non-discrimination and meaningful access to assistance and services	14.00
Break		15.15
Key Elements of Protection Mainstreaming (continued)	Ensuring non-discrimination and meaningful access to assistance and services (continued)	15.30
Close		17.00
DAY 2		
Recap of Day 1		09.00
Key Elements of Protection Mainstreaming (continued)	Prioritizing the safety and dignity of beneficiaries and 'doing no harm'	09.15
Break		11.25
Key Elements of Protection Mainstreaming (continued)	Seeking a meaningful engagement with other stakeholders	11.40
Lunch		13.00
Key Elements of Protection Mainstreaming (continued)	Developing the self-protection capacities of communities (participation and consultation)	14.00
Break		15.30
Closing and Evaluation		15.45
Close		17.15

Opening and Introduction



Pakistan – Children in a camp for internally displaced persons, Khyber Pakhtunkhwa Province. Photo: IRC

Opening and Introduction

Length	40 minutes
Overview	This session introduces participants to the agenda and objectives, and will highlight the importance of the workshop. It will also provide an opportunity for participants to get to know one another.
Learning Objective(s)	<ul style="list-style-type: none"> ▪ Understand <i>why</i> the training is being conducted ▪ Clarify the objectives of the training
Preparation	<ul style="list-style-type: none"> ▪ Write the objectives of the training on a flip chart ▪ Print out copies of the agenda
Materials	<ul style="list-style-type: none"> ▪ Data projector and screen
Session Type	<ul style="list-style-type: none"> ▪ Facilitator presentation and plenary discussion

Session activities

1. Opening remarks (5 minutes)

Procedure:

Ideally, a senior member of staff (possibly a Deputy Director of Programs (DDP) or a field coordinator) should open the training workshop, highlighting the importance of protection mainstreaming within the IRC. Below are some possible messages to be conveyed during this opening session:

- The 'protection and promotion of rights' is a principle of the IRC's Program Framework⁶ and therefore something that IRC has made an organizational commitment towards. Alongside other 'principles' like participation, partnership and capacity building, protection is something that we should seek to incorporate into all of our programs.
- The protection and promotion of rights is everybody's responsibility at the IRC.
- Protection mainstreaming can improve program quality through increasing access to the assistance and services that we provide; increasing the safety of the people we serve; enhancing their feeling of self-worth; and strengthening program integration.
- This workshop represents an entry point into protection mainstreaming. The Protection and Rule of Law technical team will be available to provide

support and advise you in addressing protection issues arising in the implementation of your programs and following up on issues arising during the workshop.

2. Introductory exercise (15 minutes)

As participants might not all know each other, a simple introductory exercise can be completed. One possible exercise is provided below:

Procedure:

- I. Work in pairs. Ask participants to find out the following information about the person sitting next to them:
 - Their name
 - Their role in the IRC and duration of working with the organization
 - An interesting fact about the person that other people will not know OR the time they have felt most inspired in their work with the IRC.
- II. Give the pairs 5 minutes to discuss.
- III. Spend 10 minutes going around the room asking people to introduce their partner.

⁶ International Rescue Committee (2008) The IRC Program Framework: A Foundational Document

3. Review of objectives and agenda (10 minutes)

It is important that participants have a clear understanding of the structure and content of the training workshop. Take time at the outset to review the objectives and the agenda of the workshop.

Procedure:

- I. Inform participants that the objectives of the workshop are:
 - To familiarize them with the concepts of protection and protection mainstreaming and their importance.
 - To provide them with an understanding of how they can incorporate protection principles into their day-to-day work.
- II. Highlight that the workshop will be practical and participatory.
- III. Stress that the workshop will aim to de-mystify what protection is and how, practically, participants will be able to incorporate protection principles into their day to day work.
- IV. Go briefly through the agenda with participants.

4. Set the ground rules (5 minutes)

Procedure:

- I. Explain that in order for the workshop to run smoothly, participants should follow certain rules.
- II. Ask participants if they would like to suggest any ground rules. Write these on a flipchart.

Note: Ground rules should include:

- Turn off cell phones/mobile phones
- Respect time – start on time, end on time
- Be respectful of other participants and the facilitators
- Do not shout
- Talk one at a time
- Participate!

- III. Discuss and agree on the ground rules.
- IV. Post the ground rules on the wall in the workshop training room.

5. Introduce the parking lot (5 minutes)

Explain that when questions arise that are not relevant to the topic at hand, or when participants would like further information on a topic not covered within the scope of the workshop, these questions/issues can be listed on a flip chart. The items listed in the 'parking lot' will then either be addressed later during the workshop, at the end of the workshop or will be assigned to someone to follow up on after the workshop.



Sudan – A Sudanese child living in a camp for internally displaced persons, Darfur. Photo: IRC

Module One:

Key Concepts – Protection and Protection Mainstreaming



Thailand – A refugee in Ban Mai Nai Soi camp, Mae Hong Son Province. Photo: IRC/Biro

Session One: Defining protection

Length	50 minutes
Overview	This session examines what is meant by protection in the context of humanitarian work, and the types of activities that can be undertaken to protect people affected by conflict and natural disaster.
Learning Objective(s)	<ul style="list-style-type: none"> To develop an understanding of the Inter-Agency Standing Committee (IASC) definition of protection and its key concepts
Preparation	<ul style="list-style-type: none"> Prepare a flip chart with the title: "What does protection mean to you?" Leave the rest of the page blank Prepare a flip chart with the title: "Inter-Agency Standing Committee (IASC) definition of protection" and write the definition below.
Materials	<ul style="list-style-type: none"> Flip charts Markers Data projector and screen
Session Type	<ul style="list-style-type: none"> Presentation Discussion in pairs Plenary discussion

Key learning points

- Protection work is about ensuring respect for the rights of the people you serve.
- Rights lie at the heart of the concept of protection work.
- Protection activities can take place in emergency and non-emergency settings and can be short, medium and/or long-term.

Session activities

1. Participants give their understanding of protection (10 minutes)

Procedure:

- I. Give participants three minutes to work with their neighbor and write down what the term 'protection' means to them.

- II. Ask each pairing for their answers and note the key points from their answers on the flip chart.

Note: Stress to participants that this is not a test; the aim is to gather people's thoughts about what protection means. Participants can be prompted to think about a time they have protected (or been protected by) something or someone.

2. Presentation of the Inter-Agency Standing Committee (IASC) definition of protection (25 minutes)

Procedure:

- I. Ask a participant to read out the Inter-Agency Standing Committee (IASC) definition that you have prepared on a flip-chart.

The concept of protection encompasses:

"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 law, international humanitarian law, refugee law)."

Inter-Agency Standing Committee (IASC)

- II. To unpack the definition, **present** the following information (available in the PowerPoint slides):
 - It is the primary responsibility of States to protect the rights of people within their territory.
 - This means having an accountable government
 - This means having a functioning legal system
 - This means having a well-trained police force
 - This means having an army that protects civilians from attacks
 - This also means ensuring that people have an adequate standard of living

Note: Highlight the significance of 'within their territory' if the training is being conducted in a refugee hosting country. The purpose is to illustrate that the State is responsible for the protection of refugees in their territory.

- When States are unwilling or unable to ensure respect for rights, conflict-affected people suffer in a number of ways. During times of conflict, civil unrest or natural disaster, States are often unwilling or unable to ensure respect for the rights of people within their territory.

Suggestion: Ask the participants what the difference is between a State being 'unwilling' or 'unable' to ensure respect for rights.

Examples where a State may be unable to protect:

- Authorities do not have the funds available or the capacity to assist (give any relevant examples from the country in which the training is being held).

Examples where a State may be unwilling to protect:

- Authorities directly harm citizens (a religious or ethnic minority, women, refugees, political opponents), or
 - Authorities fail to protect: Ignoring rights violations against an individual or group; not enough money is invested in healthcare and education compared with defense; laws are not drafted to prevent rights violations; criminals go unpunished.
- The starting point is therefore to know that it is the responsibility of the State to seek to ensure that the rights of all individuals on their territory are respected and guaranteed.
 - When the State is failing to protect rights through its own actions or lack of action, the international community often assumes the responsibility of seeking to ensure that the rights of individuals are respected.

Note: When we talk about 'activities' in the definition, we are talking about UN agencies and NGOs undertaking activities

⁷ Inter-Agency Standing Committee (IASC) (2011) Operational Guidelines on the Protection of Persons in Situations of Natural Disaster

III. The term 'protection' covers the range of activities through which the international community seeks to ensure that rights are respected. These activities can be placed into three different categories.⁸

a. Responsive action (short term): These actions try to stop a violation of rights from happening and/or alleviate its immediate effects (i.e. intervene, investigate, report).

- Example: reporting a human rights abuse that you have witnessed
- Example: providing medical services to a survivor of sexual violence
- Example: organizing a food distribution to a group of internally displaced persons who have been forced from their homes by a rebel group

Suggestion: Ask the participants to give other examples

b. Restorative action (medium term): These actions try to help restore people's dignity and ensure adequate living conditions after a rights violation has taken place (i.e. follow up, addressing a violation systematically and establishing law and order).

- Example: training security forces about people's rights
- Example: advocacy to influence government policy to ensure access to school for girls

Suggestion: Ask the participants to give other examples

c. Environment building (long term): These actions seek to change the political, social, cultural, economic or legal environment to improve respect for rights. This type of activity is more structural or systemic than the other activities (i.e. long term action, building a society that understands and respects human rights).

- Example: training security forces about people's rights
- Example: advocacy to influence government policy to ensure access to school for girls

Suggestion: Ask the participants to give other examples

- Protection is fundamentally about people. It is a mistake to think of the State, authorities and agencies as the sole actors in the protection of populations at risk. People are always key actors in their own protection and in many cases can do more than any other actor to guarantee their own protection. Explain that this will be discussed in more detail later in the training.

⁸ Excerpt taken from the International Committee of the Red Cross (ICRC) Egg Model: Source - IASC (2002) Growing the Sheltering Tree: Protecting Rights Through Humanitarian Action

3. Comparison between participants' understanding of protection and the Inter-Agency Standing Committee (IASC) definition (5 minutes)

Procedure:

- I. Return to the flipchart with the definitions/ideas provided by the participants
- II. Identify (possibly by circling them with different colors) the following in the definitions given by participants:
 - Any reference to rights
 - Any reference to the State or to UN agencies/ NGOs
 - Any reference to actions taken to ensure respect for rights
 - Any reference to the effect/outcome of protecting rights
 - Any references to accessing services or keeping people safe
- III. Encourage/stress similarities between the examples given by the participants and the Inter-Agency Standing Committee (IASC) definition (usually there will be many!).

4. Encourage an open discussion of any initial confusion amongst participants (5 minutes)

Make sure that any initial confusion is noted and addressed where possible. If the confusion is deeper and relates to details to be covered in later sessions, note these point(s) of confusion in the parking lot and explain that hopefully later sessions will provide clarification.

5. Summary of key messages (5 minutes)

- Protection work is about ensuring respect for the rights of the people you serve.
- Rights lie at the heart of the concept of protection work.
- Protection activities can take place in emergency and non-emergency settings and can be short, medium and long term.



Kenya – An urban refugee family in Eastleigh, Nairobi. Photo: CineTrek/Gyovai

Session Two: What are human rights?

Length	65 minutes
Overview	This session introduces participants to the concept and characteristics of human rights. Participants are also encouraged to explore the applicability of human rights to the context in which they work.
Learning Objective(s)	<ul style="list-style-type: none"> Understand the key characteristics of human rights Identify rights relevant to the work of participants and the context in which they work
Preparation	<ul style="list-style-type: none"> Prepare a flip chart with the objectives of the session Prepare a flip chart with 2 columns titled as follows: <ol style="list-style-type: none"> Body Mind and Soul Print out copies of the Universal Declaration of Human Rights handout (see Annex II) Optional: prepare the video (if using)
Materials	<ul style="list-style-type: none"> Flip charts Markers Data projector and screen
Session Type	<ul style="list-style-type: none"> Presentation and plenary discussion Group work Video presentation (optional)

Key learning points

- Human rights belong to all people and are applied without discrimination.
- Human rights are relevant to all of the IRC's work.

Session activities

1. What are human rights? (40 minutes)

Procedure:

- Refer to the previous session (and the Inter-Agency Standing Committee definition of protection) and explain that we have learnt that protection is about ensuring that rights are respected. Before we can begin to learn any more about participants' roles in protecting human rights, we need first to be certain that we understand what human rights are.
 - Conduct the following exercise to show that human rights reflect the needs of human beings.
 - Use the flip charts titled "body" and "mind/soul". Ask participants "What makes us human?"
 - Steer the discussion towards accepting that being human is the combination of body, mind and soul.

- Ask participants the following questions:

1. "What does a physical body need to survive and grow?"

Examples: food, clothes, water, shelter, rest, medicine, being able to move freely, not suffering violence.

2. "What do the soul and mind need?"

Examples: education, thought, to meet/interact with others, love, religion, language, communication, dignity, not to suffer violence.

- Record the answers provided by the participants on the flip chart.
- III. Explain that human rights protect an individuals' ability to meet their basic needs and live freely⁹. They exist to protect the social, cultural, spiritual and emotional needs of individuals. Highlight the fact that all IRC programs contribute to the full respect of rights e.g. education projects protect the right to education etc.
- IV. Go through the list of identified needs and ask participants if they know of any corresponding rights, referring to the Universal Declaration of Human Rights (UDHR) handout (see Annex II). Here are some examples:

Alive	<ul style="list-style-type: none"> Right to life
Not to be hurt	<ul style="list-style-type: none"> Freedom from torture
To be free	<ul style="list-style-type: none"> Freedom from slavery Right to liberty/freedom from arbitrary detention Right to a fair trial/justice Freedom of movement
To get away from danger	<ul style="list-style-type: none"> Right to seek asylum
To be treated with respect	<ul style="list-style-type: none"> Right to privacy Right to dignity Right to non-discrimination (e.g. of women)
Religion	<ul style="list-style-type: none"> Right to practice one's own religion and culture
To communicate	<ul style="list-style-type: none"> Freedom of thought/conscience Freedom of expression Freedom of association Right to vote/democracy
Speak freely	<ul style="list-style-type: none"> Right to speak one's own language Right to enjoy one's own (minority) culture
Food, clothes, shelter	<ul style="list-style-type: none"> Right to work Right to food Right to shelter
Medicine if sick	<ul style="list-style-type: none"> Right to health
Love	<ul style="list-style-type: none"> Right to marry Right to found a family
Education	<ul style="list-style-type: none"> Right to education

⁹ Hassoun, N. (2008) Human Rights, Needs, and Autonomy, Carnegie Mellon University

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- V. Again referring to the Universal Declaration of Human Rights handout, ask participants to:
- Identify any rights that they help to protect in their work
 - Identify rights that are being violated in the country/region in which the training is being conducted
 - Note their answers on a flip chart

2. Optional video presentation

If time allows, show the following video which explains human rights and their origins in simple terms:

<http://www.youtube.com/watch?v=oh3BbLk5UIQ>.

If you have time you can also show the following video (animation) providing an overview of the Universal Declaration of Human Rights, made by Human Rights Action (also available in French): <http://www.youtube.com/watch?v=hTlrSYbCbHE>.

3. Key characteristics of human rights (20 minutes)

Present the following information using the PowerPoint slides:

- I. Human rights are rights inherent to all human beings. Because we are human certain things are owed to us and we have the freedom to do certain things
- II. Human rights law places an obligation on States to act in a particular way and prohibits States from engaging in specified activities (i.e. obligations to do certain things and obligations not to do certain things).

- III. Human rights are universal.

- Ask participants what they understand by this. Explain that it means that human rights are applied equally and without discrimination to all people in all countries. The businessman in New York and the refugee in Kenya possess the same rights. Rights can be violated, but an individual never actually loses their rights.

- IV. Human rights are inalienable.

- Ask participants what they understand by this. Explanation: Note that human rights cannot be taken away from an individual. In some circumstances certain rights can be restricted.

Example: Rights that can be restricted include the right to freedom of movement, if it is restricted in times of national emergency or on the grounds of national security. The right to liberty can be restricted if a person is found guilty of a crime by a court of law. A number of rights can never be restricted; these include the right to life and freedom from torture and other cruel, inhuman or degrading treatment or punishment and freedom from slavery.

Optional practical exercise: Illustrate this point further by asking one of the workshop participants to walk back and forth in front of the other participants.

- **Question:** What right is s/he exercising?

- **Answer:** Freedom of movement

- **Question:** Block the volunteer's path with a stick - is this right now being violated?

- **Answer:** Depends on reason for blocking path

- **Question:** Freedom of movement is blocked by a private checkpoint – is any right being violated?

- **Answer:** Yes

- **Question:** Freedom of movement is blocked by a national police/army checkpoint – is any right being violated?

- **Answer:** Depends on reason for blocking path

- **Question:** What if the person is only being stopped because they belong to a particular ethnic group?

- **Answer:** The right to freedom of movement is being violated as this is discrimination

- **Question:** Freedom of movement is blocked by a police checkpoint to stop all citizens entering mined area?

- **Answer:** There is no violation of rights as the restriction in movement is reasonable and is in place to keep people safe

We can see through this exercise that some rights can be in conflict with each other and that some rights can be limited. For example freedom of movement can be limited to protect a person's physical safety (such as a checkpoint to prevent movement into a mined area).

V. Human rights are indivisible, interrelated and interdependent

Explanation: In practice, the violation of one right will often affect the respect of several other rights. All human rights therefore are seen as having equal importance and of being equally essential to respect for the dignity and worth of every person.

Example: the restriction on freedom of movement might affect the right to education if it prevents children from getting to school.

4. Summarize the key messages from the session (5 minutes)

- Human rights belong to all people and are applied without discrimination.
- Human rights are relevant to all of the IRC's work (refer to the exercise where participants identified rights related to their work here).

Session Three: An introduction to protection mainstreaming

Length	50 minutes
Overview	This session introduces participants to the concept of protection mainstreaming, its key elements and the importance/benefits of a protection mainstreaming approach.
Learning Objective(s)	<ul style="list-style-type: none"> ▪ Ensure an understanding of the term 'mainstreaming'. ▪ Define protection mainstreaming and differentiate between 'stand alone' protection programs and protection mainstreaming. ▪ Highlight the importance of mainstreaming protection within the IRC's work, giving reference to the program framework principle 'Protection and Promotion of Rights'.
Preparation	<ul style="list-style-type: none"> ▪ Prepare a flip chart with the heading "The IRC Definition of Protection Mainstreaming" and write the definition below. ▪ Prepare a flip chart with the heading "The Four Key Elements of Protection Mainstreaming" and write the key elements below.
Materials	<ul style="list-style-type: none"> ▪ Flip charts ▪ Markers ▪ Data projector and screen
Session type	<ul style="list-style-type: none"> ▪ Presentation and plenary discussion

Key learning points

- A mainstreaming approach seeks to incorporate a concept or principle throughout the program cycle. It aims to enhance existing work within sectors, rather than creating new sectors.
- IRC defines protection mainstreaming as: "The process through which fundamental human rights principles, including non-discrimination, meaningful access and safety and dignity are recognized and realized in program design and implementation".
- Through adopting the 'protection and promotion of rights' as a programming principle in the IRC Program Framework, the IRC has made a commitment to mainstreaming protection and we all have a role to play in this.

Session activities

1. Understanding mainstreaming (15 minutes)

Procedure:

- I. Open the session by asking participants what they understand by the term 'mainstreaming'.

Suggestion: To guide the discussion, ask whether the participants have any examples of mainstreaming taking place in the country in which they work?

If so, what does it look like?

-
- II. Present the following definitions using the PowerPoint slides:
- A mainstreaming approach seeks to address a certain problem or contribute to a certain outcome without creating a new program sector for it.
Key message: Protection mainstreaming is therefore about incorporating protection into all sectors. Protection mainstreaming is not a programming sector in itself.
 - For an NGO, mainstreaming aims to **maximize the positive impacts of its current programs** on the situation it wants to address.
Key message: Mainstreaming protection will enhance the good work that is already done by other IRC sectors. Mainstreaming protection does not change the services and assistance that an NGO provides, but it may change how they are delivered.
Example: A water and sanitation NGO may alter the design of latrines to ensure that persons with disabilities and elderly persons can access them.
 - For an NGO, 'mainstreaming' means organizations trying to integrate a new principle at all stages of the program cycle (design, implementation, monitoring and evaluation).
Key message: Mainstreaming does not just take place during the assessment stage of program design.
- III. Ask participants if they can think of other concepts or principles that can be mainstreamed.

Note: The most likely response from participants will be 'gender mainstreaming', which is essentially considering the impacts of activities on men, women, boys and girls at all stages of the program cycle. Other issues that can be mainstreamed include HIV/AIDs and disability. UNHCR also talks about "age, gender and diversity mainstreaming", which they define as "a strategy to promote gender equality and respect for human rights, particularly women's and children's rights, and to enhance the protection of all refugees, regardless of their ethnic, social or religious background"¹⁰.

2. Understanding protection mainstreaming (15 minutes)

Procedure:

- I. Before discussing the meaning of protection mainstreaming remind participants of the Inter-Agency Standing Committee (IASC) definition of protection. Ask participants what they think protection mainstreaming is.

Note: You can also refer participants to the definitions of mainstreaming given above. Participants should be able to come up with suggestions such as "incorporating protection into the work of other sectors at all stage of the program cycle"; or "ensuring that our work focuses on ensuring that human rights are respected".

- II. Present the following from the PowerPoint slides
 - IRC has developed the following definition of protection mainstreaming (the definition should also be written on a flip chart):

¹⁰ UNHCR (2006) The UNHCR Tool for Participatory Assessment in Operations

Protection mainstreaming is...

“The process through which fundamental human rights principles, including non-discrimination, meaningful access, safety and dignity are recognized and realized in program design and implementation”

- Actions such as guaranteeing access to services for vulnerable groups, enabling women's participation or making linkages across sectors can all contribute to improve the protection of rights.
- Rather than changing dramatically what they do, different sectors in IRC programs can enhance the way in which they provide assistance by integrating a protection perspective into their programs.

Note: Protection mainstreaming focuses not on WHAT we do (the product), but rather on HOW we do it (the process).

- This training will cover the following key elements of protection mainstreaming which we will look at in-depth during this training:

a. Ensuring non-discrimination and meaningful access to assistance and services

- Recognized as a crucial component of the IRC's work, it is essential for programs to ensure that all people have a meaningful opportunity to attain their rights by accessing available services and assistance.
- Conflict and divisions within society often emerge from discrimination resulting in one group being unable to access services.
- Vulnerable individuals may face more challenges in accessing services, or face discrimination within the communities in which they live.
- Barriers to access exist in many different forms, including logistical and social/cultural, insecurity and a lack of information on services available.

b. Prioritizing the safety and dignity of beneficiaries

- Concern for the safety and dignity of individuals is central to mainstreaming protection into sectoral programs.
- The safety of beneficiaries should always be the first concern in humanitarian action.
- But being safe is not enough if people do not have their dignity: people need to feel valued and to have a sense of self-respect.
- Prioritizing the safety and dignity of beneficiaries also entails seeking to reduce risk (report human rights violations¹¹) and ensure that we 'do no harm' in our work.

c. Seeking a meaningful engagement with other stakeholders

- Protection is a collective responsibility that requires individuals, communities, civil society, the international community and states to engage with one another constructively to ensure that rights are respected. We all have a responsibility to protect.

d. Developing the self-protection capacities of communities (Participation and Consultation)

- Protection is fundamentally about people, and capitalizing on their knowledge of the risks that they face and their capacities to address these risks. Humanitarian actors must therefore put the people they are trying to help at the centre of decision-making processes concerning their own lives.
- Special attention must be paid to ensuring the participation of, and consultation with, the most vulnerable members of society who may often be excluded from decision-making processes.

¹¹ Reporting human rights violations is not developed as a “basic” element of protection mainstreaming in the guide. Reference is made to the ‘optional’ section in the chapter on seeking meaningful engagement with other actors.

3. Why is protection mainstreaming important to the IRC? (20 minutes)

Procedure:

- I. Ask participants if they are familiar with IRC's Program Framework¹².

Note: The five principles of the IRC's Program Framework are:

1. Holistic programming
2. Protection and promotion of rights
3. Participation
4. Partnership
5. Capacity building

- Explain that these principles should be mainstreamed throughout all of IRC's programs. Highlight that one of the principles is the 'protection and promotion of rights'. Compare this principle with participation – most staff members would already agree that beneficiaries should participate in all of our programs. Through adopting this programming principle, IRC has made an organizational commitment to mainstream protection.

Key Message: All IRC staff members need to understand and follow the IRC Program Framework programming principles – they need to be 'mainstreamed' into every program sector at the IRC

- The IRC aims to protect and promote rights through 'stand alone' protection programs (give examples from the country of what the protection program does) and mainstreaming protection into other sectoral programs.
- Not every IRC office has a protection program. Although protection staff can help other staff understand and incorporate the principle, each program sector must take steps to ensure their compliance with this principle.

- II. Ask participants what they think the benefits of mainstreaming protection might be for IRC.

Note: Some notes to guide the discussion:

Protection mainstreaming...

- Enables the most vulnerable members of communities to access the services that we provide
- Contributes to creating a safer, more protective environment for the people we serve
- Ensures that we are aware of the possible harm that our activities can cause and that we take steps to avoid this
- Empowers individuals and communities to support and protect themselves and therefore makes our activities more sustainable
- Ultimately leads to improved program quality

4. Summary of key messages and space for questions/clarification (5 minutes)

- A mainstreaming approach seeks to incorporate a concept or principle throughout the program cycle. It aims to enhance existing work within sectors, rather than creating a new sector.
- The IRC defines protection mainstreaming as: "The process through which fundamental human rights principles, including non-discrimination, meaningful access, safety and dignity are recognized and realized in program design and implementation".
- Through adopting the 'protection and promotion of rights' as a programming principle in the Program Framework, the IRC has made a commitment to mainstreaming protection and we all have a role to play in this.

Next Steps:

- Explain that we will now start looking at how we go about mainstreaming protection into our work.
- Before doing so, ask participants if they have any questions.

¹² See Annex III for accompanying handout.

Module Two:

Key Elements of Protection Mainstreaming



Iraq – Qalawa camp for internally displaced persons in the northern governorate of Sulaymaniyah. Photo: IRC

Session One: Ensuring non-discrimination and meaningful access to assistance and services

Length	160 minutes
Overview	This session examines the barriers that can exist to accessing assistance and services and highlights some of the steps that we can take in our work to maximize access.
Learning Objective(s)	<ul style="list-style-type: none"> ▪ Understand the importance of ensuring meaningful access to assistance and services. ▪ Examine the nature of the barriers to access that can exist. ▪ Understand how vulnerable individuals can face additional challenges in accessing assistance and services. ▪ Identify practical actions that can be taken to maximize access to IRC provided assistance and services.
Preparation	<ul style="list-style-type: none"> ▪ Print copies of the handout 'What barriers exist to accessing goods and services?' (one per participant). ▪ Print copies of the power walk character cards.
Materials	<ul style="list-style-type: none"> ▪ Flip charts ▪ Markers ▪ Data projector and screen
Session type	<ul style="list-style-type: none"> ▪ Presentation and plenary discussion ▪ Group work

Key learning points

- It is essential for governments and civil society organizations (including international NGOs) to take appropriate measures to ensure that people have a meaningful opportunity to attain their rights by accessing available services and assistance without discrimination or impediment.
- Barriers to accessing assistance and services can present themselves in many different forms. Access can be restricted due to distance, security, a lack of information, social/cultural factors and discrimination.
- All programs must take steps to ensure meaningful access to assistance and services offered throughout the project cycle.

Session activities

Rationale for session:

Recognized as a crucial component of the IRC's work, it is essential for programs to ensure that people have a meaningful opportunity to attain their rights by accessing available services and assistance. Conflict and divisions within society often emerge from discrimination resulting in one group being unable to access services. Barriers to access can be due to:

- Logistical factors
- Social/cultural factors
- Insecurity
- Economic factors
- A lack of information on available services

Vulnerable individuals may face more challenges in accessing services, or face discrimination within the communities in which they live.

1. Why is ensuring meaningful access important? (10 minutes)

Procedure:

Explain to participants that one of the most important things that we can do to mainstream protection is to ensure that there is meaningful access to assistance and services under our programs.

- I. Why?: Refer participants to the Universal Declaration of Human Rights handout on rights from module one:
 - Remind participants many human rights outline the assistance and services to which people are entitled.
 - Ask participants to identify rights that relate to the provision of goods and services. As a follow up, ask participants which rights their programs are helping to ensure respect for.

Example:

- Article 25 of the Universal Declaration of Human Rights: Everyone has the right to a home, enough food and healthcare
 - Article 26 of the Universal Declaration of Human Rights: Everyone has the right to education and to free primary education
-
- Explain that when the IRC provides assistance and services it is furthering the realization of people's rights.

Example:

- The provision of health services supports the right to medical care outlined in Article 26 of the Universal Declaration of Human Rights
-
- II. To illustrate what is meant by 'meaningful' access, present the following (use the PowerPoint slides):
In order for access to be meaningful, assistance and services must be:
 - a. Available in sufficient quantity and quality
 - b. Provided on the basis of need and without discrimination
 - c. Within safe and easy reach
 - d. Known of by potential beneficiaries
 - e. Physically and financially accessible

- f. Culturally appropriate and sensitive to age and gender

2. Discrimination (15 minutes)

Procedure:

- I. Discussion:
 - Open the session by explaining that people may be prevented from accessing services and assistance because of discrimination.
Refresher: Human rights belong to all human beings, regardless of gender, race, ethnicity and age without discrimination.
 - Ask participants what their understanding of the term discrimination is.
 - Do they have any examples of discrimination within the context in which they work?
 - Which groups within a community are particularly affected in these examples?
- II. Presentation (See PowerPoint slides):

Definition:

The Universal Declaration of Human Rights states that "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status".

Discrimination means treating people differently on the basis of their race, colour, sex, language, sexual orientation, religion etc.

- The root cause of many conflicts is when one particular group is discriminated against and denied their fundamental rights.
 - Enabling all people to realize their rights and to access services often addresses part of the root causes that led to conflict in the first place and promotes a culture of fairness.
- It is essential for governments and civil society organizations (including international NGOs such as the IRC) to take appropriate measures to ensure that people have a meaningful opportunity to attain their rights by accessing available services and assistance without discrimination or impediment.

III. Discussion: Not every difference in treatment is discrimination.

Example: There is discrimination when

1. The State provides water to Village 1 but not to Village 2 AND
2. Does so on the grounds that it prefers Village 1 because of its ethnic composition.

There are other examples where the State treats two villages differently but it does not amount to discrimination.

Example: If the State does not have the means to provide ALL villages with water because it does not have the money to do so and it only provides water to those who are closest to large water sources. That is not discrimination. This is because the different treatment is not based on considerations such as race or ethnic origin or age but rather on practical limits/constraints.

IV. Present the following key messages on discrimination¹³:

- Access to assistance and services should be provided without any discrimination of any kind. Efforts should not discriminate between different groups of displaced and affected populations.
Example: there should be no discrimination between displaced persons in camps and those staying with host families.
- Assistance should not create inequities between the standard of services available for populations affected by disaster and for non-affected communities in the surrounding areas.
- Finally, it is important to provide information and education on equality and non-discrimination to all affected communities to inform them of their rights and encourage them to raise their concerns with the local authorities and humanitarian agencies.

3. What barriers exist to accessing goods and services? (30 minutes)

Procedure:

- I. Explain that to ensure that our programs maximize the level of access that beneficiaries can enjoy, it is necessary first to understand more the different types of barrier that can exist to accessing goods and services.
- II. Ask participants to work with their neighbors and distribute the handout for this session. Inform participants that this is Group Exercise 1 and instruct them to consider each of the statements made by the refugees and answer the questions:
 - What type of barrier exists? (Possible barriers might include: insecurity; physical barriers; lack of information; social/cultural barriers; discrimination).
 - Are there specific groups who are more affected by the barrier than others?
- III. Allow 15 minutes for neighbors to work together and then allow 15 minutes for discussion in plenary. There is no requirement for flip chart presentations here; some key talking points to guide the discussion after the group work can be found on the next page.

¹³ Excerpts from IASC (2008) Human Rights and Natural Disasters: Operational Guidelines and Field Manual on Human Rights Protection in Situations of Natural Disaster

Discussion:

- ***“We cannot afford school uniforms and education materials for our children”.***

This is an economic barrier affecting families and children. It may be that some children are not able to attend school if their family is unable to afford uniforms and school materials.

- ***“Not all members of the community can use the latrines that have been constructed”.***

There may be a number of reasons why the latrines cannot be accessed. It may be that their design does not allow the elderly or persons with disabilities to use them (a physical barrier). Perhaps they are located in an area where it is unsafe for women to go at night time (a security barrier). It may be that one ethnic group in the village is not allowing the other ethnic group to use the latrine (discrimination).

- ***“We have to travel a long distance to reach the food distribution. The route that we have to take is prone to banditry”.***

Insecurity affects the access of the whole community. The long distance that people have to travel may also affect the access of the elderly and persons with disabilities (physical/logistical barriers).

- ***“Nobody has told us what assistance and services are available to us as refugees in this country”.***

The barrier that the refugees face here is a lack of access to information. Sometimes the level of access to information varies within the same community e.g if written information on available assistance and services is provided then illiterate members of the community may not become aware of them.

- ***“The people working in the local health care centre are all men”.***

This may mean that the women are unable to access health care in a society where it is unacceptable for a male doctor to examine a female patient (a social/cultural barrier).

- ***“Nobody has told us what assistance and services are available to us as refugees in this country”.***

The barrier that the refugees face here is a lack of access to information. Sometimes the level of access to information varies within the same community e.g if written information on available assistance and services is provided then illiterate members of the community may not become aware of them.

- ***“NGOs have not been coming here because the government has been preventing them from doing so”.***

The barrier here is a lack of humanitarian access - NGOs cannot get to the community to provide assistance and services. The government may be limiting the access of humanitarian agencies for a number of reasons - it may be that the action is taken because the area is insecure (the State has a responsibility to ensure the safety of NGO staff). It may be that the government does not want NGOs to see the human rights abuses that have been taking place.

- Summarize the key ideas from the sub-session. If individuals are unable to access assistance and services then they are unable to attain their rights. Barriers to accessing assistance and services can exist in many different forms. We need to be aware of the barriers that exist at all stages of the program cycle, and our programs must always try to address the barriers that exist. It should be noted that we may not always be able to ‘ensure’ meaningful access (for example, we may not be able to address barriers of insecurity).

(Optional) 'Power Walk'¹⁴ Exercise (25 minutes)

Rationale: The 'Power Walk' exercise is a way to think about power dynamics within communities and what makes people vulnerable, and how this affect an individual's ability to access services. It is a useful exercise to fuel the discussion on who is vulnerable in a society. It is a highly recommended exercise.

Note: One can start the session on 'meaningful access' with this exercise after having explained that vulnerable persons / marginalized groups may face barriers to access goods/services and assistance. Then lead the group in a discussion on who is 'vulnerable' and end the discussion with this exercise. It is encouraged and recommended that facilitators adapt the characters and questions to fit the context in which they carry out the training.

Procedure:

- I. Distribute the Power Walk character cards (see below), 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
 - II. 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.** The facilitator should stand in the direction the people take their steps.
 - 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 (if necessary) for his/her services?
 - III. When all the above questions are asked, 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.
 - IV. Ask participants to reveal their identities and to explain why they stepped forward or not at particular moments.
 - V. 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.
 - The most vulnerable individuals face extra challenges in accessing assistance and services (Key message).
 - At the same time, people who have limited access to resources are more vulnerable than others.
 - Brainstorm what other resources may be limited by vulnerability.
- 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 the crime?
 - Did you finish primary school?
 - Are your opinions and ideas respected by your family?
 - Can you read newspapers?
 - 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?
 - Did you have access to clean water today?
 - Did you have access to a latrine or toilet today?

¹⁴ Excerpt adapted from Church World Service (2009) Putting Safety and Dignity First: A Guide to Protective Action in Programming

Some questions for discussion (guidance):

- What did you assume about your character – for example, age, ethnicity or gender – when it wasn't explicitly stated? Why?
- Who are some of the more vulnerable members of the community? Who are some of the more powerful members?
- How might limited access to these resources expose people to threats and insecurity?
- If a natural disaster were to occur, which people would be most hard-hit? What about a conflict?
- 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?

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	Male refugee	A 22-year-old male, former child combatant in a rebel group	Female police officer
Survivor of landmine explosion	Female lawyer	45-year-old widow	NGO employee (expat staff)
Internally displaced person	Migrant worker without documentation	NGO employee (local staff)	Landowner and local politician
10-year-old refugee girl	10-year-old refugee boy	Female refugee	Person with a disability

5. How can meaningful access be promoted? (15 minutes)

Procedure:

I. Make the link to previous information: Based upon the discussions, we have seen that to ensure meaningful access, we should:

- Understand the barriers that can prevent persons/groups from accessing services;
- Understand where discrimination exists and ensure that we do not discriminate in the provision of assistance and/or services; and
- Be conscious of the power relations that exist in communities and that may affect access to services.

Now, we will discuss some practical ways to ensure 'meaningful' access.

II. Present on a number of steps that we can take to ensure meaningful access (use the PowerPoint slides):

- Assessment phase: Consult representatives of all groups (including women and men, boys and girls, parents, elderly, persons with disabilities) within the community during the assessment.

Ensure that assessments build up a picture of who is and is not accessing available assistance and services and also be sensitive of existing power structures.

- Throughout the project: Ensure that project monitoring activities include the monitoring of access to assistance and services provided.

Observation at locations such as food distributions, schools, health centres and water points can be a powerful tool for doing this. Assess the level and ease of access to your services by all members of your target population, with particular focus on groups likely to be excluded within communities (women-headed households, ethnic minorities, elderly, and persons with disabilities).

- Ensure that targeted communities are aware of available assistance and services provided under projects through information dissemination (and make sure the information is disseminated in a way meeting the requirements of your target community).

Example: In multi-ethnic/lingual societies, ensure that information is available in all languages; if communities are illiterate make use of drawings and outreach, for people less 'mobile' (like persons with disabilities) target messaging through outreach, etc.

- Ensure that events such as trainings, distributions and other program activities take place at a time of the day/week when beneficiaries can access them.
- Advocate with government actors for increased access to government provided services and assistance.

III. Discussion: Ask participants if they have any examples of how they are trying to ensure meaningful access in the programs that they work on.

Suggestion: You may wish to give some sector specific examples

Note: A useful tool is "Minimum Inter-Agency Standards for Protection Mainstreaming", World Vision¹⁵, from which several of the examples opposite are taken:

¹⁵ World Vision (2012) Minimum Inter-Agency Standards for Protection Mainstreaming

Health program illustrative examples:

- Health care facilities should be easily accessible to all persons in the target community, in particular to vulnerable groups like elderly and persons with disabilities.
- Assess whether existence of health problems are related to lack of assistance provision or, if there is assistance, to faulty distribution systems (lack of food, and/or shelter etc.) or lack of access to clean water.
- Design special outreach/awareness-raising services for areas from which patient numbers are considered low.
- Consider establishing a 'health information centre', staffed by community volunteers, within your health facilities – include not only health service information but also information on good environmental health practice.

Environmental health program illustrative examples:

- The location, design, safety, appropriateness and convenience of facilities should be decided in consultation with the users, particularly women, adolescent girls and any persons with disabilities.
- Monitor and respond to situations where community groups exercise discrimination over access to water and sanitation facilities. Even if a sufficient quantity of water is available to meet minimum needs according to total number of persons, additional measures may be needed to ensure that access is equitable for all groups. For example, additional water points may need to be established for different ethnic/social groupings within a community if they feel unable to access the water and sanitation facilities in another area.
- Involve representatives from different parts/layers of the affected population in monitoring water and sanitation inputs.

- Locate water and sanitation facilities in safe locations where all members of the community can access them.
- Ensure that the design of sanitation facilities is appropriate to and accessible by target population, incl. children, elderly and persons with disabilities; adapt design if necessary
- Advocate for, and support the provision of, adequate and safe water and sanitation facilities at learning or meeting sites and health centres.

6. Practical group exercise: Ensuring meaningful access in our day-to-day work (60 minutes)

Procedure:

- Explain to participants that we will work in groups to apply what we have learned in this session (ensuring non-discrimination and meaningful access to assistance and services) to the existing projects that we work on.
- The output of this group exercise will be to come up with recommendations on how we can take steps to ensure meaningful access to assistance and services.
- For the exercise, participants should be organized in three separate groups. Groups should be selected according to the sector in which the participants work. Ideally, all members of each individual group should work in the same sector.
- This group exercise will consist of the following:
 - Group work (40 minutes)
 - Group feedback presentations (5 minutes per group) – If more than one group is focusing on the same sector, only one group needs to present for that sector. The group that did not present can then provide any additional information at the end of the presentation in plenary.
 - Discussion and agreement on recommendations. (15 minutes)

To guide the discussions of the groups and the format of their presentations, you will find a number of guiding questions below.

- What barriers exist to accessing assistance and services provided under your project? (Remember: barriers can be logistical, physical, financial, social, and related to information, security, and discrimination).
- Which groups are the most affected by these barriers?
- What are we currently doing to address these barriers?
- What more could we be doing?

Note: Refer participants to the handout for this session (Annex V).

7. Summary of key messages (5 minutes)

End the session by rounding up the recommendations from the group exercise and by highlighting the key messages of this session:

- It is essential for governments and civil society organizations (including international NGOs) to take appropriate measures to ensure that people have a meaningful opportunity to attain their rights by accessing available services and assistance without discrimination or impediment.
- Barriers to accessing assistance and services can present themselves in many different forms. Access can be barred / limited due to distance, insecurity, a lack of information, social/cultural factors and discrimination. Vulnerable groups and individuals (like ethnic minorities, elderly, persons with disabilities, single-headed households) may face additional barriers and we need to take these into account when designing, implementing and monitoring programs.
- All programs must take steps to ensure meaningful access to assistance and services offered throughout the project cycle.



Thailand – An IRC protection mainstreaming training workshop. Photo: IRC

Session Two: Prioritizing safety, dignity and ‘doing no harm’

Length	125 minutes
Overview	This session examines the concepts of safety and dignity and their centrality to all of our work in the IRC. Our work has the potential to increase the safety and preserve/restore the dignity of the people we serve. It also has the potential to ‘do harm’ and threaten the safety and dignity of those who we are trying to protect. The session will explore how we can put safety and dignity at the forefront of our work, and avoid doing harm.
Learning Objective(s)	<ul style="list-style-type: none"> ▪ Understand the concepts of safety and dignity in our work ▪ Examine how our work has the potential to threaten safety and dignity and how we can avoid this from happening ▪ Explore how our work can promote and increase safety and dignity
Preparation	<ul style="list-style-type: none"> ▪ Print out the handout¹⁶
Materials	<ul style="list-style-type: none"> ▪ Flip charts ▪ Markers
Session Type	<ul style="list-style-type: none"> ▪ Presentation and plenary discussion ▪ Group work

Key learning points

- Our work as an INGO must go beyond providing material assistance. To protect the rights of individuals we must prioritize their safety and dignity within our work.
- There is great potential for us to do harm in our work. We must constantly analyze our work and the bad consequences it MIGHT have caused. It is never too late to change program activities

Session activities

Rationale for the session:

Concern for the safety and dignity of individuals is central to mainstreaming protection into sector programs. The safety of beneficiaries should always be the first concern in humanitarian action. But being safe is not enough if people do not have their dignity; people need to feel valued and to have a sense of self respect. Prioritizing the safety and dignity of beneficiaries also entails seeking to reduce risk and to ensure that we ‘do no harm’ in our work.

1. Understanding safety and dignity (30 minutes)

Procedure:

- Open the session by explaining that to mainstream protection we must go beyond ensuring meaningful

access to assistance and services. To introduce the concepts of safety and dignity, refer back to the needs identified in the ‘**what does the body, mind, soul need**’ exercise in the “What are human rights?” session (session two, module one) to highlight some of the needs that are related to safety and human dignity.

Protecting the rights of somebody in their entirety goes beyond meeting material needs; people also need to live in safety and dignity. As such, humanitarian work extends beyond physical assistance to the protection of a human being in their fullness. **This means a concern for a person’s safety and dignity as a human being.**

¹⁶ The terminology in the handouts is slightly simplified to help participants retain the information. Make sure to explain this when distributing the handouts.

Safety:

- I. Explain that to discuss the concept of "safety", we will start with an example.
 - Show the following on a PowerPoint slide:

*"In April 1991, in the midst of the first coalition war against Iraq, a picture of a little girl in the holy city of Safwan made a big impression on humanitarian agencies and political commentators. In a crowd of IDPs, this destitute but dignified child stood with a placard around her neck. On it was an inscription that read: **'We don't need food. We need safety'**".¹⁷*

- Initiate a discussion with the question: "What impression do you think this made on humanitarian agencies?"

Some key points to guide the discussion:

- The girl has access to food, but humanitarian assistance is not enough. Safety was the number one priority for this IDP, but this was not being addressed.
- In recent years the proportion of civilian casualties in war has risen dramatically – approximately 90% of all casualties. Actors waging wars have adopted tactics which deliberately target civilians including ethnic cleansing, the use of rape as a weapon of war and forced recruitment.
- Other safety and security risks arising in conflict and displacement include arbitrary arrest/detention; torture; abduction; rape; and physical violence.
- Personal safety is essential and must be at the forefront of all of our work.
- Our work is as much about ensuring people are safe as it is about providing material assistance and services.

- II. In order for the participants to realize the linkages between personal safety and rights start the following discussion:

- Ask participants the following: "What rights are related to the safety of individuals?" In order to assist the participants, refer participants to the Universal Declaration of Human Rights handout and ask them to discuss this question with their neighbors.

Examples:

- Article 3 Universal Declaration of Human Rights: Everyone has the right to life and the right to live in freedom and safety.
- Article 5 Universal Declaration of Human Rights: Everyone has the right not to be hurt, tortured or treated cruelly.

- III. Ask participants the following question: "In what ways is the safety of communities in the area in which you work threatened?"

- Note a few of these answers on a flip chart.

- IV. Conclude this sub-session on 'safety' with the following points:

- People have the right to be safe.
- Safety is essential and must be at the forefront of all our work.
- Our work is as much about ensuring people are safe as it is about providing material assistance and services.
- In our programs we must be aware of safety risks to the people that we serve at all stages of the program cycle (during design, implementation, and monitoring and evaluation phases).

¹⁷ ALNAP (2003) Humanitarian Protection : A Guidance Booklet

Dignity:¹⁸

- I. Explain that safety itself is not enough though. The emotional and material quality of that safety is paramount.
 - The emotional experience of a person is as important as their physical needs for survival.

Example: People might be extremely safe from military attack by staying in a heavily guarded 'protected village' or confined to their house under sustained curfew. They might be safe but may also be hungry, ill, isolated, increasingly impoverished and, above all perhaps, humiliated by the way they are treated by those guarding them.

- Violations of rights can humiliate individuals. They threaten people's dignity and reduce their self esteem. We also have to be careful not to threaten the dignity of those we are trying to help through our own (well-intentioned) actions. For example relocating refugees from an insecure border camp in open trucks that are normally used to transport animals.
- II. Explain that 'freedom' is central to the concept of human dignity. People who are free to live their lives as they choose, to move freely and to speak freely are more likely to experience that sense of self-worth and personal autonomy which is so important to human dignity.

Some NGOs define their protection work just in terms of safety. But protection work is as much about promoting, preserving and restoring human dignity.
 - III. Guide a short discussion with the participants. Ask participants the following –
 - What rights are related to the dignity of individuals? Refer participants to the Universal Declaration of Human Rights handout on rights and ask them to discuss with their neighbors.
 - In what ways is the dignity of communities in the areas in which you work is threatened? Note a few of these answers on a flip chart.

Example: To further illustrate how life in a refugee camp can affect the dignity of individuals; the following example can be given:

A 2009 paper co-authored by IRC's Jeannie Annan found that in camps hosting refugees from Darfur men experience more stress than women. The study indicates that this relates to life in camp having a worse effect on the dignity of men than that of women. It found that while women can continue their traditional roles in camp, men often can no longer do so.

"The somewhat surprising finding that men reported more stress overall than women... likely reflects a culturally-prescribed gender role for men in which they are responsible for securing resources for the family. During pretesting many men told us that the Koran prescribes men's duties as making money and bringing resources into the family, whereas women's were relegated to domestic care-giving. In the refugee camps the female domestic sphere was maintained, while the male sphere of employment and money was more fragile. Men's concerns were even higher when living near NGOs. This may be related to a possible secondary gain, in which impaired functioning is reinforced by easier access to humanitarian aid."

Rasmussen, A. and Annan, J. (2009) Predicting distress related to basic needs and safety in Darfur refugee camps: A structural and social ecological analysis, Journal of Refugee Studies.

- IV. Conclude the sub-session on dignity with the following points (extracted from ALNAP (2003). Humanitarian Protection : A Guidance Booklet)
 - "Safety is fundamental to survival but the emotional and material quality of that safety is critical"
 - "The inner emotional experience of an individual is as important as their outward physical needs"
 - "A person's ability to maintain a strong sense of personal identity and self-respect can hold them through extreme physical suffering"

¹⁸ Excerpts from ALNAP (2003) Humanitarian Protection : A Guidance Booklet

2. Do no harm (30 minutes)

Procedure:

- I. To introduce the concept of 'do no harm,' present the following (use the PowerPoint slides):
 - Explain that the idea behind the "do no harm" principle is to ensure that the design and delivery of humanitarian aid does not inadvertently threaten the safety and dignity of an individual or support the divisions that exist in a conflict-affected society.
 - In our work we constantly have to ask: 'Do our good intentions, when put into practice, do more harm than good? Explain that unfortunately there are many examples in the daily work of INGOs and UN agencies worldwide where the way in which we do our work produces undesirable results. In other words, there are examples of how our work does harm.
 - To facilitate interaction, present the examples below (use PowerPoint slides) of well-intentioned actions by NGOs that have caused harm.
 - You may wish to reveal each example point by point and ask participants what they think the consequences of the NGOs' action might be at each stage. That is a good way to see whether participants have incorporated some of the reflections of the previous sessions.
 - Ask participants what should have been done differently at the end of each example.

Example 1: In a refugee camp water and sanitation engineers build wells in locations that make most sense from a technical point of view. What they ignore is that those locations all fall within the area where the majority ethnic group resides.

Issue: The majority group decides to charge fees for the minority ethnic group to gain access to the wells, and tensions between the two groups rise.

Issue: The minority will suffer from discrimination in relation to their right to water. The NGO's actions have also increased tensions and the possibility of conflict between the two groups.

Note: Equally, the discussion can be brought to other barriers, including (lack of) accessibility due to physical location: safety (for women), physical (for persons with disabilities). Reinforce the message that looking at a location from a pure technical viewpoint may have unintended harmful consequences.

Example 2: A refugee camp is infested with rats. After unsuccessfully trying to resolve the issue in a number of ways, NGO staff members announce that they will pay each person who brings in a dead rat. It works!!! The rats are brought in dead in their thousands.

Issue: Following this initiative, there are more rats than ever before. The displaced community is reluctant to do much to help itself unless the NGO staff pays the refugee community.

Note: Similarly in Bangladesh, families started 'breeding' rats as a way to make an income. When the project 'ended', more rats than ever were present in the neighborhood presenting a significant health risk to the population.

Example 3: An NGO's protocol for addressing moderate and acute malnutrition states that any family with at least one malnourished child receives a ration of dry food for the whole family and will have the child treated in a therapeutic feeding centre.

Issue: many families deliberately allow one of their children to become malnourished, which puts the child's (right to) life at risk. Never underestimate what people may do for extra assistance (in desperate circumstances).

Example 4: In an IDP camp, specific shelters are assigned to vulnerable individuals or families. The word 'vulnerable' is written on the outside of the shelter to help NGO staff identify the individuals.

Issue: This puts vulnerable individuals at risk of exploitation and stigmatization which arguably constitutes a violation of their right not to be treated in a degrading way and to live in dignity as far as possible. While NGO staff members have no legal duty to respect these rights, they do have a moral duty to respect them.

The above mentioned examples highlight how we can cause harm through our actions. **Harm can also be caused by inaction:**

Example 5: Harm caused by administrative measures blocking access to services aimed at providing protection, like the state's failure to lift a ban on free movement of humanitarian assistance; a state fails to lift restrictions on free movement to reach water sources.

Example 6: Harm caused by a lack of activities that address barriers to access, allowing these to persist, like the failure to register entire groups of displaced people, failure to register new arrivals in camps, failure to register women in their own name.

Example 7: Harm caused by a failure to take into account the special needs of vulnerable people within a displaced community when designing services, like in determining the location of schools and health care centers or the location of registration or distribution systems.

- II. To relate to the training context: ask participants if they can think of any cases in which:
 - NGOs or the UN have done harm
 - They themselves have done harm (consider awarding prizes for this one to encourage participants to speak out)
- III. To conclude the sub-session on 'do no harm', present the following using the PowerPoint slides:
 - Humanitarian assistance programs should be continuously scrutinized to ensure that they are not becoming counter-productive by putting people in new danger or at further risk.
 - To avoid doing harm, it is important to understand the cultural norms, values, and tensions in the local environment and what leads to vulnerability and marginalization.
 - Recognize when harm is being done/has already been done, either by you, the IRC, another NGO or a UN agency, and report this to your supervisor. It is very important to report cases not only to rectify the situation, but also to ensure that we do not make the same mistakes over and over again.
 - Through understanding how harm has been done you can respond by changing your behavior or by trying to change others' behavior.

Sometimes not providing assistance at all may be the right decision.

- Ask participants for possible scenarios in which not providing assistance may be the right decision.

Note: Use the example of when the provision of assistance to a particular village will lead to attacks and theft from that village

Remember: It is never too late to change program activities

Optional exercise: Reporting human rights violations (10 minutes)

In case participants ask how and/or when to report harm caused by programs or, in particular, when they come across violations of rights to safety (like hearing about physical attacks to women at water points, etc), you may have to touch upon the issue of 'reporting human rights violations'.

Procedure:

1. Use the IRC's Program Framework to state the general principle:
 - As an international NGO committed to improving the rights environment, IRC expects its staff to report to a supervisor any unusual human rights violations observed during the course of work, even if the violations are not directly related to their work.
2. If a policy for reporting human rights abuses exists in-country, then have an open discussion on it with participants (be prepared: know the forms, reporting, etc).
3. Alternatively discuss some of the issues from the Program Framework:
 - For example, an IRC Health Officer may see roving militia burning down houses in a remote area. The Health Officer should note the location and report the information to his/her supervisor.
 - This type of reporting does not require detailed investigations or confronting perpetrators (indeed, that is not advisable!). Rather, it is a

way for IRC to capture information that may not otherwise come to its attention. In consultation with senior staff, the information may then be shared with the larger community, including with those authorities charged with providing security and respect for human rights.

- This type of informal reporting system can be very effective in influencing advocacy and program design, but it needs to be managed carefully to prevent exposing staff and community residents to unnecessary risk.
 - To be effective, of course, staff members need to understand the human rights framework, and
 - Each IRC country program needs a reporting policy that is realistic, safe, and establishes parameters on the reporting process and how the information will be used internally or externally
 - Be careful – safety is paramount (both for the victim and the IRC staff member)

For more detailed questions on reporting human rights violations, we should use the "Parking Lot" and dedicate a more in-depth session to it at the end of the training. Key aspects: confidentiality, informed consent to share information and the in-country reporting protocols will be necessary material to prepare such a session.

3. Group exercise: Prioritizing safety and dignity and 'doing no harm' in our day to day work (60 minutes)

Procedure:

Explain to participants that in this session we will work in groups to apply what we have learned in this session ("*Prioritizing the safety and dignity of beneficiaries and doing no harm*") to the existing projects that we work on.

- The output of the session will be to come up with recommendations on how we can prioritize safety and dignity and avoid doing harm in our work.
- For the exercise, participants should be organized in three separate groups. Groups should be selected according to the sector in which the participants work in. Ideally, all members of each individual group should work in the same sector.

This group exercise will consist of the following:

- Group work (30 minutes)
- Presentations - If more than one group is focusing on the same sector then only one group should present for that sector. The group that did not present can then provide any additional information at the end of the presentation (5 minutes per group).
- Discussion and agreement on recommendations (15 minutes).

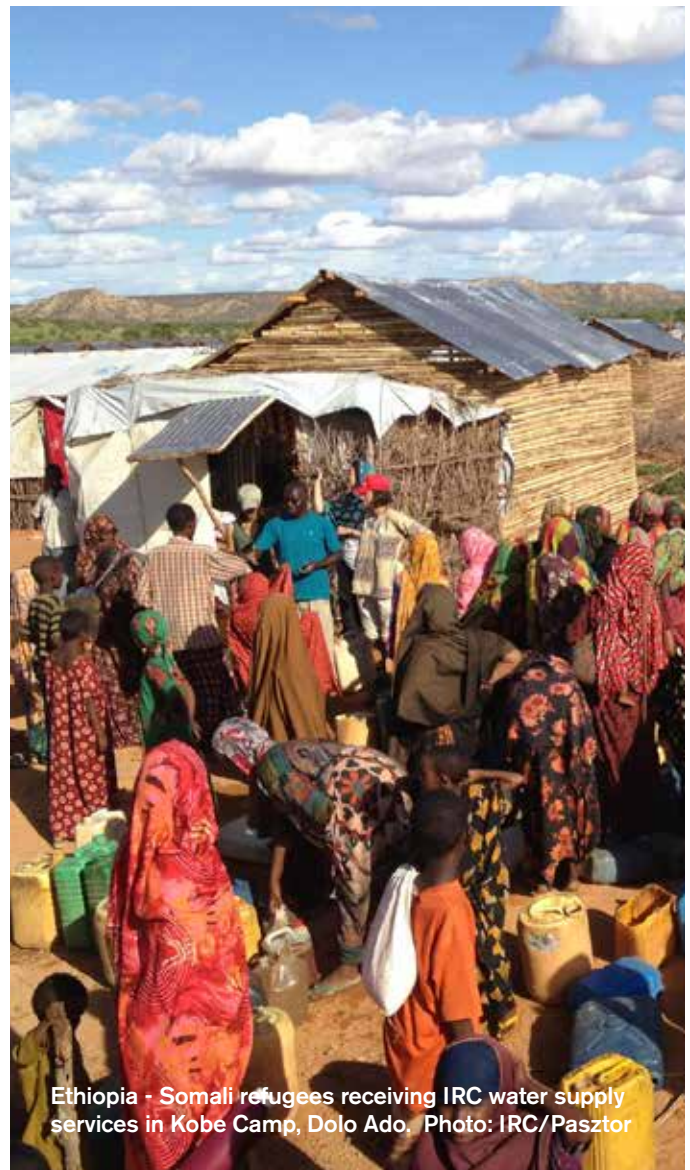
To guide the discussions of the groups and the format of their presentations, you will find a number of guiding questions below:

1. What are the potential threats to the safety and dignity of our beneficiaries?
2. What measures are we currently taking to address these threats?
3. Could we be doing more to prioritize the safety and

dignity of our beneficiaries?

4. Key messages (5 minutes)

- Our work as a NGO must go beyond providing material assistance. To protect the rights of individuals we must prioritize their safety and dignity within our work.
- There is great potential for us to do harm in our work. We must constantly analyze our work and the bad consequences it *might* have caused.
- It is never too late to change program activities.



Ethiopia - Somali refugees receiving IRC water supply services in Kobe Camp, Dolo Ado. Photo: IRC/Pasztor

Session Three: Seeking a meaningful engagement with other stakeholders

Length	70 minutes
Overview	This session highlights how a wide range of actors are responsible for, and can contribute to, the protection of rights. Protection mainstreaming requires a meaningful engagement with other programs within the IRC and external state, UN and civil society actors.
Learning Objective(s)	<ul style="list-style-type: none"> Understand the roles of different stakeholders in protecting rights Examine how we can support these actors to protect rights
Preparation	<ul style="list-style-type: none"> Print out the handout
Materials	<ul style="list-style-type: none"> Flip charts Markers
Session Type	<ul style="list-style-type: none"> Presentation and plenary discussion Group work

Key learning points:

- Protection is a collective responsibility: States, the international community, local civil society, communities and individuals all have responsibility to protect rights.
- We can take actions to protect rights through collaborating with other actors, even if we cannot directly do anything to address a particular issue within our sector.

Session activities

Rationale: Protection is a collective responsibility that requires individuals, communities, civil society, the international community and states to engage with one another constructively to ensure that rights are respected.

1. Overview (5 minutes)

Explain that this session looks at how we engage with actors outside of our program and at how we can work collaboratively with them to protect the rights of affected communities.

- Up until this point, we have focused on things that we can do within our own sector to protect the rights of individuals.
- However, there are protection issues that we will come across in our work that we will not be able to address within our sector (give examples).

- As humanitarian workers we have responsibility to not ignore these issues and we must take steps to ensure that appropriate action is undertaken to address these issues.
- To be able to do this, it is first important to understand the roles and responsibilities of other stakeholders in protecting the rights of individuals.
- This session will start by looking at the roles and responsibilities of these actors, and then we will then explore ways in which we can collaborate with these actors to ensure that rights are protected.

2. A collaborative approach to protection (20 minutes)

- I. Discussion: Start with re-iterating that a wide range of actors have the responsibility to protect the rights of individuals. Ask participants to brainstorm on who they think these actors are.

Note: If the participants state “The State”: try to get participants to identify specific organs within the State.

Others to be named/identified need to include mandated UN agencies, NGOs with protection programs, communities, individuals and other sectors/programs in IRC (given that we have already established that all IRC staff and programs play a role in protecting rights).

- II. Discussion: Ask participants which of these actors can do the most to ensure that rights are respected within the context in which they work. Use the discussion to reiterate the following key messages (from the module one, session one ‘defining protection’):

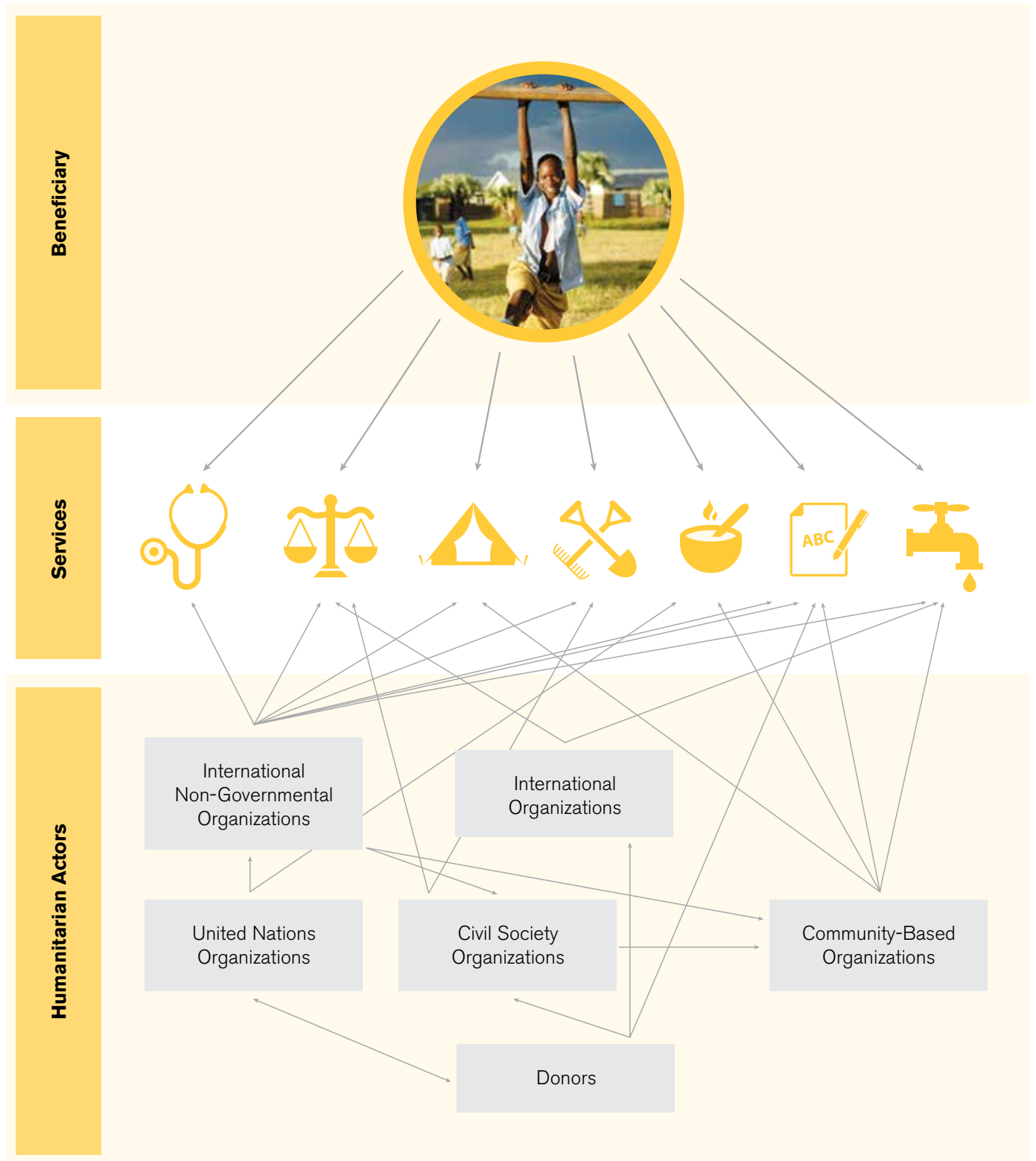
- Reiterate that it is the primary responsibility of States to protect the rights of people within their territory.
- When States are unwilling or unable to ensure respect for rights, conflict-affected people suffer in a number of ways. During times of conflict, civil unrest or even natural disaster, States are often unwilling or unable to ensure respect for the rights of people, including displaced people, on their territory. When a state is unable or unwilling to protect, the international community temporarily assumes that responsibility.
- Within the international community, certain actors have been given a mandate by states to uphold protection. The information you provide here is very much dependent on the location where the training is being held and the actors who are present there. On the next page is a diagrammatic representation and a narrative explanation of some key stakeholders (add/delete as appropriate to the context).



Ethiopia - IRC water and sanitation facilities in Melkadida Camp, Dolo Ado. Photo: IRC/Pasztor

Who are the stakeholders?

Below is an illustrative example of the complexity of humanitarian interventions



- **United Nations:**

- **UNHCR (The Office of the United Nations High Commissioner for Refugees)** is mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide. Its primary purpose is to safeguard the rights and well-being of refugees.
- **UNICEF** helps governments with programs that focus on children's health, nutrition, education, training and social services and also plays an important role in protecting unaccompanied minors in reuniting families that may have been separated during flight from their country of origin.
- **OHCHR (The Office of the United Nations High Commissioner for Human Rights)** is mandated to protect and promote all human rights for all; to ensure the practical implementation of universally recognized human rights norms; to integrate human rights standards throughout the work of the UN Organization; to promoting the realization of the right to development and to strengthening a rights-based approach to development.

- **International Organizations**

- **ICRC (International Committee of the Red Cross)** limits its protection efforts according to its mandate: civilians in armed conflict. This is an impartial, neutral and independent organization whose exclusive humanitarian mission is to protect the lives and dignity of victims of war and internal violence and to provide them with assistance. It also endeavors to prevent suffering by promoting and strengthening humanitarian law and universal humanitarian principles.
- **IOM (International Organization for Migration)** is an organization with state membership. IOM acts to assist in meeting the growing operational challenges of migration management, advance understanding of migration issues, encourage social and economic development through migration, and uphold the human dignity and well-being of migrants.

- **INGOs (International Non-Governmental Organizations)**

- **IRC (International Rescue Committee)** responds to the world's worst humanitarian crises and helps people to survive and rebuild their lives. Founded in 1933 at the request of Albert Einstein, the IRC works to aid in the development of societies in which people have the opportunity to realize their full potential and are supported by institutions and practices that are just, transparent, accountable, inclusive, and which promote and protect rights.
- **Save the Children** works in more than 100 countries to fight for children's rights and deliver immediate and lasting improvements to children's lives worldwide.
- **Others** may include Norwegian Refugee Council (NRC) (who focus on refugees and IDPs), Help Age (focus on the elderly), Handicap International (focus on persons with disabilities).
- **Donors** not only provide the resources to mandated and non-mandated agencies to improve protection they also play a direct role in advocating for protection in certain circumstances, e.g. Darfur – The US government denounced the violence in Darfur as genocide in June 2004.

- **Other actors to uphold protection (outside of the international community):**

- **CSOs (Civil Society Organizations)** play a particularly important role in representing the views and concerns of marginalized, vulnerable and minority populations. As watchdogs of public institutions, CSOs build government accountability and responsiveness. Additionally, CSOs deliver vital services where the formal institutions of government are absent or insufficient. CSOs will usually have a stronger local knowledge and better relationships with communities than an INGO.
- As we will discuss in the next session, it is **individuals and communities** who often do the most to protect themselves. They are always key actors in their own protection. They have developed coping strategies to deal with the protection risks that they face. It is essential that they are involved in, and often take the lead on, decisions concerning their own protection (the role of individuals and

communities in promoting and protecting human rights is examined in detail in the next session).

Conclusion: Protection is a collective responsibility. States, the international community, local civil society, communities and individuals all have a responsibility to protect rights

- III. Ask participants what role **IRC** plays in protecting the rights of individuals?
- Highlight the work the in-county protection program does here.
 - What about other sectors?
 - We have learned that we can do things in all of our sectors to protect the rights of individuals.
 - Highlight how sectoral integration contributes to the protection of rights by IRC.

3. Group exercise on engaging with other stakeholders (40 minutes)

Procedure:

- I. Divide participants into groups. Allocate one of the following actors to each group. By this stage, the facilitator should have a good idea of where the coordination needs are the greatest. If inter-IRC coordination is weak, divide all groups by IRC program sector and focus
 - Program sectors in IRC (ask the group to focus on a maximum of 2 sectors)
 - The State
 - UN agencies and INGOs
 - Local civil society organizations (CSOs)

Ask groups to fill in a matrix outlining:

- What your actor/sector can contribute to the other actors/sectors.
- What your actor/sector would like to receive from the other actors/sectors.

Illustrative example: Non-exhaustive matrix for inter-IRC coordination.

(This would be the matrix filled by the child protection group).

	Women's Protection & Empowerment	Education	Environmental Health
Child Protection (CP) contribution to other IRC sectors.	CP can refer cases of children survivors and train WPE staff on working with children.	CP can monitor children who are not registered and do not access school services.	CP can support EH to ensure latrines are child friendly.
Child Protection (CP) contribution from other IRC sectors.	WPE can also refer cases of children survivors to CP staff for follow-up and counseling.	Education can identify at risk children and refer them.	

- Allow 15 minutes for group discussion
 - Then discuss the findings of the group in plenary (no need for flip chart presentations).
 - The facilitator can refer to the key messages below to help fuel the discussion.

Key messages for “other sectors within IRC”

- **Information sharing** - Sharing any information that relates to problems arising in that sector.
- **Referrals** - Referring individual cases to other sectors for assistance/support.
- **Being aware** of the work that other sectors do and what assistance they can provide.
- **Reporting human rights abuses** - state here any in-country policies on the reporting of human rights abuses.

Key messages for “The State”

- **Capacity building**, through training and technical support, helping authorities to respond and making them aware of their responsibility to protect.
- **Referral** – Referring individuals to government services/assistance e.g. reintegration packages for returnees.
- **Advocacy** – There are three main forms of advocacy: persuasion, mobilization and denunciation. The text below is extracted from ALNAP (2003). Humanitarian Protection: A Guidance Booklet:
 - **Persuasion** is convincing the authorities through further private dialogue to fulfill their obligations and to protect individuals and groups exposed to violations.

- **Mobilization** is sharing information in a discreet way with selected people, bodies or states that have the capacity to influence the authorities to satisfy their obligations and to protect individuals and groups exposed to violations.
- **Denunciation** is pressuring authorities through public disclosure into meeting their obligations and protecting individuals or groups exposed to abuse.

Key messages for “UN agencies/NGOs”

- **Information sharing** – Sharing any information that relates to problems arising in that sector.
- **Referrals** – Referring individual cases to other agencies for assistance/support.
- **Advocacy** – through mobilization or persuasion.

Key Messages for “Local civil society organizations”

- **Capacity building**, through training and technical support.
- **Material support**, this could include through providing sub-grants.
- **Mobilizing** them to advocate for the rights of the communities they represent to be respected.

4. Session key messages (5 minutes)

- Protection is a collective responsibility – States, the international community, local civil society, communities and individuals all have responsibility to protect rights.
- We can take actions to protect rights through collaborating with other actors, even if we cannot directly do anything to address a particular issue within our sector.

Session Four: Developing the self-protection capacities of communities

Length	90 minutes
Overview	This session highlights how individuals and communities always play a central role in protecting themselves and their fellow community members. To that end, a central part of all of our work should be to support individuals and communities to protect themselves, building upon their existing coping strategies.
Learning Objective(s)	<ul style="list-style-type: none"> ▪ Understand the importance of participation and empowerment in ensuring that rights are respected. ▪ Identify ways in which participants can support individuals and communities to protect themselves in their work. ▪ Identify good practices in community participation and empowerment.
Preparation	<ul style="list-style-type: none"> ▪ Print out the handout
Materials	<ul style="list-style-type: none"> ▪ Flip charts ▪ Markers
Session type	<ul style="list-style-type: none"> ▪ Presentation/discussion ▪ Group exercise

Key learning points

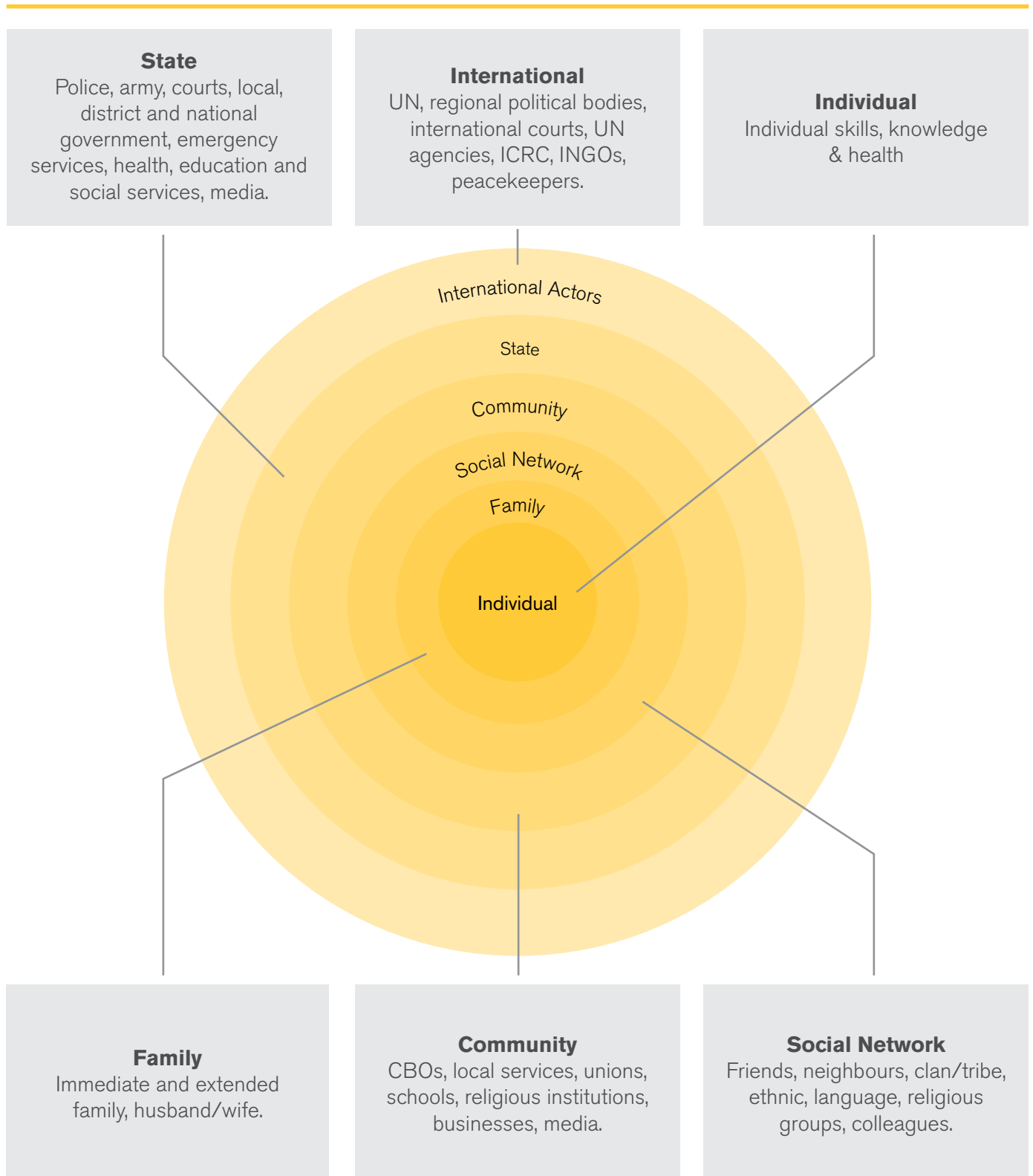
- Protection is fundamentally about people. It is a mistake to think about protection as just being about States, UN agencies and NGOs.
- Mainstreaming protection requires a meaningful engagement with communities to help them realize their rights.
- Individuals and communities have the capacity to address many of the threats that they face. We should always try to support the coping strategies that they have developed in their work.

Session activities

1. Why is it important to develop community protection capacity? (20 minutes)

Procedure:

- I. Explain that this session will look at how we can engage with communities and empower them to protect themselves.
 - Refer back to the “defining protection” session: It is wrong to think that protection is about the State, NGOs and the UN as the sole protection actors.
 - Protection is fundamentally about people.
- Mainstreaming protection requires a meaningful engagement with communities to help them realize their rights.
 - Use the diagram below (‘The Onion’) to recap on the numerous different actors who play a role in protecting rights. Highlight that the inner core of this model is made up of the individual, the family, the social network and the community.



²⁰ The onion diagram is adapted from child rights diagrams. See, for example, Save the Children Alliance (2002) Child Rights Programming Handbook and ActionAid (2009) Safety with Dignity: A Field Manual for Integrating Community-Based Protection across Humanitarian Programs.

- In many of the contexts in which the IRC works, the institutions of the State may have limited presence, capacity and/or willingness to undertake their role as the actor with the primary responsibility for protection. In these circumstances it is essential for the IRC to strengthen the protection capacities of individuals, families, social networks and the community (as defined in the 'protection onion').
- II. Commence a discussion on the importance of community participation in our work, by showing participants the following statement on PowerPoint:

Example: *"First we lost our lives, then we lost our dignity. It seemed like international humanitarian agencies had their own agendas - they did not give attention to our own capacities to cope with the crisis."*
Local NGO volunteer, Gaza 2009²¹

- Ask participants how they think people in the community will feel when humanitarian agencies take this approach.
 - Ask participants what they think the consequences of this might be.
 - The actions of humanitarian agencies could result in decreased safety and dignity and diminished community capacity, self-reliance and resilience.
 - The relationship between communities and humanitarian agencies could be damaged.
- III. Introduce the concepts of participation and empowerment to participants:
Linked with the previous statements, participants will have highlighted that it is important to consult with the populations we serve – that participation is important. This is a great entry point to introduce the concept of "participation" and "empowerment".

- **Participation** is the meaningful and active involvement of key stakeholders at each phase of the program cycle – including design, implementation, monitoring, and evaluation. Just like protection, participation is something that should be mainstreamed into all sector interventions.
- Power can be defined as the capacity to make informed choices and have the freedom to take action. **Empowerment** is not something that is "done" to people; it is the process by which individuals in the community analyze their situation, enhance their knowledge and resources, strengthen their capacity to claim their rights, and take action to achieve their goals.²²
- Refer participants to the Universal Declaration of Human Rights handout sheet. Ask them which rights they think are related to people's participation and their empowerment.

Examples:

Article 19 Universal Declaration of Human Rights: Freedom of Expression.

We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.

Article 20 Universal Declaration of Human Rights: The Right to Public Assembly.

We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.

Article 21 Universal Declaration of Human Rights: The Right to Democracy.

We all have the right to take part in the government of our country. Every adult should be allowed to choose their own leaders.

- Generally speaking, if an individual's rights are respected then this helps to empower them.

²¹ Quote taken from Berry, K and Reddy, S (2010) Making space for community-based protection in the humanitarian protection landscape, Humanitarian Exchange Magazine, Issue 46, March 2010, Humanitarian Practice Network

²² UNHCR (2008) A Community-based Approach in UNHCR Operations

IV. Open a discussion by asking participants about their experiences of working with communities.

Below are some key questions to guide the discussion:

- Why do we place such a focus on participation in humanitarian work? What are the benefits of participation? To communities? To NGOs?
- By mainstreaming protection, we are seeking to ensure that our work focuses on ensuring the rights of individuals are respected. How can empowering people help to ensure their rights are respected?
- It is often said that individuals and communities are the most important actors in their own protection. Do you agree with this statement? If so, why?

Below are some notes²³ to help guide the discussion:

- Participation:
 - is a right, and essential for informed decision-making;
 - promotes protection and reduces feelings of powerlessness;
 - enables us to draw on the insights, knowledge, capacities, skills and resources of persons affected by conflict and natural disaster;
 - empowers women, men, girls and boys of different backgrounds to rebuild self-esteem and self-confidence; and
 - helps people of concern cope with the trauma of forced displacement.

- People are always key actors in their own protection. People often think about protection as a legalistic concept which focuses on actions by the State and mandated protection agencies. But protection is fundamentally about people.
- Individuals and communities usually have the best knowledge about their level of access to assistance and services and the existing threats to their safety and dignity. Communities develop coping mechanisms to protect themselves against these problems. Our work should seek to identify, support and strengthen these coping mechanisms.
- Participation helps to build dignity and self-esteem, which can be badly damaged by the experiences of conflict and displacement.
- Participation helps to ensure that interventions are appropriate and effective. It raises the standards of interventions.
- Participation helps people to develop skills that will be useful in their life after displacement.
- As well as participating in project activities, communities also need to be aware of services and assistance available and their associated rights.

²³ Excerpts taken from UNHCR (2008) A Community-based Approach in UNHCR Operations

2. Approaches to developing community protection capacities (20 minutes)

Procedure:

- I. Ask participants to provide examples of how they believe we can develop community protection capacity and how we can increase participation. Write down some of the key aspects on a flip chart. These thoughts will be returned to later in the session.
- II. Explain that there are many ways to strengthen community protection capacities. This session will detail two methods:
 - Participatory assessments
 - Information dissemination on available assistance, services and associated rights
- III. Present the following using the PowerPoint slides-

a. Participatory assessments²⁴:

Note: Participatory assessments are most commonly associated with the design phase, but they should be used throughout the programming cycle to structure dialogue with people on the implementation, monitoring and evaluation of services and assistance.

- Discussion: Ask participants about their previous involvement in assessments- what methods were used to ensure participation within the assessments? What were the pros and cons of these methods?
- Key messages to guide the discussion:
 - Participatory assessments should use a **variety of methods** including focus group discussions, observation, one on one interviews.
 - It is important that different **sub-groups** within a community all participate within an assessment.
 - Ask participants what is meant by sub-group (highlighting age, gender, ethnicity, refugee/ host community etc).
- Why is it important to hear from all of these groups? (Different individuals can face different protection problems or experience the same protection problem differently)
- Which groups in a community may not often have their voices heard within assessments?
- Participatory assessments should aim to identify the root causes of problems - the real reason behind a problem, although there is often not one but several reasons that may be difficult to pinpoint.

Example: Teenage girls are not attending school. Back-to-school programmes for teenage mothers are valuable and deal with the risk of them not accessing education, but the programmes alone will not lead to a reduction in rates of teenage pregnancies. Understanding the underlying causes requires looking at why girls become pregnant at an early age, finding out what the young men think about the problem, and examining how the community may respond.

- Participatory assessments should identify capacities within the community to address a problem- "Capacities" refer to the existing strengths of individuals and social groups. Capacities are related to people's possessions and skills, their social and organizational structures, networks, abilities, knowledge, and institutions. Capacities are built over time and determine people's ability to cope with risks.
- Participatory assessments should encourage the community to propose solutions to address problems- Identify 'solutions' proposed by the target community (women, girls, boys, and men) themselves to respond to the problems identified.
- It should be clarified whether the community is willing to volunteer time, organize working groups or committees, and co-manage services or activities, in order to address the protection issues identified.

²⁴ Excerpts taken from UNHCR (2006) The UNHCR Tool for Participatory Assessment in Operations

b. Information dissemination on available assistance, services and associated rights

- Refer back to the session on “meaningful access” (and particularly how a lack of information can act as a barrier to meaningful access) to highlight that facilitating access to information is a key element in mainstreaming protection into our programs.
- Discussion: Ask participants about the project they work on and “what information is provided to communities?” Ask how the information is shared with the community.
- Through the discussion, present the **following key messages** (Use PowerPoint slides):
 - If communities are not informed of assistance and services that are available to them then they will not be able to access these.
 - We have already looked at how a lack of access to information can be a barrier to accessing assistance and services.
Example: In country X, returnees are entitled to a reintegration packages. To do so, they have to register with their local government. Not all returnees are aware of this and are therefore not obtaining their packages. What could be done here?
 - Information should be disseminated in a way that is culturally appropriate, and can be accessed by everybody within a community.
 - Creative methods can be employed, including dance, drama, song etc. Written materials are useful but agencies should keep in mind that there will be illiterate members of the community.
 - Any written materials should be made available in all local languages.
- Information dissemination should contain information on rights related to the sector. This means that staff should be familiar with the rights associated with their work in international law and national law.
 - Ask participants if they are familiar with any national laws which identify the rights of individuals in relation to their sector.

Good practice example: Education

IRC education program staff might spend time learning about the guarantees provided under national law. Program staff might then meet with community leaders or post signs explaining that all children have the right to primary education and that it is available in location X. Program staff might also provide information about the components of the educational curricula, the teaching standards required by the government, and that tuition is free. If the law requires parents to send their children to school, the IRC program staff might share that information as well as describe the fines and penalties that could be imposed for failing to abide by the law.

Ask participants what the good practices are in this example.

Optional exercise: Working with community groups:

Quite a number of IRC programmes have established community groups through their programmes (water user committees, health groups, women's committees). All these committees can play a role in the self-protective capacity of the communities where we work.

- Open the discussion by asking participants about the different community teams- e.g. water user committee, child protection committee, community health teams etc- that they engage with on their project:
 - What are the roles of these groups? Why do they work with them?
- Through the discussion, present the following key messages (Use PowerPoint slides):
 - Ensure that the roles and responsibilities of community groups are clearly defined. Working collaboratively with the group to define their roles and responsibilities can help to empower group members. Groups and their individual members know their priorities best. The groups should establish their own agendas and contribute their own skills. External actors should provide information and support as required, provided that the activities adhere to international legal standards.
 - Work with community groups to disseminate information on available assistance and services.
 - Mainstream protection within the work of community groups!

Example: water user committees should monitor who is and who is not accessing water points and should report any security issues at water points.

- Actively engage community groups within participatory assessments and the monitoring of projects.
- **Ensure that women, youth and representatives of vulnerable groups are represented.**
- Build awareness raising and empowerment into all activities. Group meetings can be an occasion for debate about the causes of protection problems and possible ways to address these causes.

Good practice example: Mobilizing in the Afghan camps in Pakistan – (Save the Children - Sweden).

Community representatives were mobilized to identify children with disabilities and to create a support structure within the community to integrate these children socially. People who volunteered to help in one camp asked Save the Children to provide training. A centre was opened to assist seven children. Once people saw the improvements it made in these children's lives, other camps began demanding support to open similar centres.

Some 300 male and female volunteers supported 700 children with disabilities in 45 centres. After a while, some children were able to integrate into the regular education system and others were taught social survival skills that enhanced their capacity to integrate into the community.

3. Group exercise: Good practices in community participation (45 minutes)

Ask each group to refer back to the actions identified in the exercises for sessions two and three. For each action, discuss the following questions:

- Who would have to be involved?
- How would they be involved?
- How would their participation help accomplish these actions?

Example: A latrine needs to be made more accessible to persons with disabilities.

- Persons with disabilities should be consulted regarding the design and location of the latrine.
- This can be done through focus group discussions, or by directly interviewing a few key individuals.
- Participation of persons with disabilities will ensure that the latrines are located at an appropriate distance and that the design is appropriate to their needs. It is a common mistake to just build a wheelchair ramp. It is easy to forget to put toilet seats and handles to move out of a wheelchair. Additionally some camps may not allow for persons in wheelchairs to travel easily. In such situations, participation may highlight other ways the program can help (e.g. providing adapted wheelchairs that allow waste disposal without moving out of the chair).

Ask the groups to record their answers on a flip chart and present them in plenary. If there are too many actions to cover in 45 minutes, the facilitator should encourage prioritizing actions that highlight beneficiary participation. To fuel contributions from the other participants, ask them if they think that there were additional actions that could have been taken to improve things. The facilitator should pull out the key 'good practices' that were employed and ask participants how these might be applied in the sectors that they work in.

4. Key messages (5 minutes)

- Protection is fundamentally about people. It is a mistake to think about protection as just being about States, UN agencies and NGOs.
- Mainstreaming protection requires a meaningful engagement with communities to help them realize their rights.
- Individuals and communities have the capacity to address many of the threat that they face. We should always try to support the coping strategies that they have developed in their work.

Closing and Evaluation



Thailand – A refugee child collects water in Ban Mai Nai Soi camp, Mae Hong Son Province. Photo: IRC/Biro

Closing and Evaluation

Length	85 minutes
Overview	This session reviews the key learning points and provides formal closure of the workshop.
Preparation	<ul style="list-style-type: none"> ▪ Print out copies of the evaluation form (see Annex IX)
Materials	<ul style="list-style-type: none"> ▪ Flip charts ▪ Markers
Session type	<ul style="list-style-type: none"> ▪ Group work ▪ Presentation and discussion

Key learning objectives

- Provide formal closure to the workshop.
- Test participant knowledge.

Session activities

1. Group exercise (55 minutes)

Explain to participants that this final group exercise aims to test their knowledge from the previous modules of the workshop.

Procedure:

- Split participants into groups and provide them with a copy of the case study below which outlines various good practices undertaken by an aid worker to address protection concerns arising in the context of a food distribution.
- Give the groups 40 minutes for the groups to discuss the case study and come up with answers to the questions.
- Allow 15 minutes for discussion in plenary (there is no need here for the groups to give presentations on their findings).

Case study - Good practices in protection mainstreaming

Realizing the link between assistance and protection, many humanitarian organizations have begun to consider new approaches that incorporate thinking about protection into regular programming.

On the following page there is an example of good protective field practices in food distribution and food security.

Example: A relief worker delivering bags of wheat flour understands that her actions support the right to food. As she becomes more knowledgeable about rights and the need to both promote and actively protect rights, however, she realizes that supporting the right to food by delivering material assistance alone is not a sufficient response to the many problems faced by those receiving the flour.

Participants in her programme have been directly attacked and forcibly displaced. Many women were sexually assaulted during flight and upon return to their village continued to fear for their safety. The elderly and disabled were in some cases left behind by families fleeing the violence, and some remained alone upon the return of other villagers because their families did not come back.

Some of those on her distribution list belong to an ethnic minority, and are fearful of coming to the distribution centre to collect their food entitlement. She has heard that other people were targeted coming back from distribution by bandits, who preyed on the elderly, women and children.

She starts thinking about what her programme is doing in a new way. She knows that since the aid might attract bandits, she must learn how to set up a distribution plan so that these problems are minimized.

Upon consulting with the village elders, she learns that a number of children have been enticed to join the armed forces because the commanders promised to provide food for them and for their families. The villagers are convinced that the presence of programme staff as witnesses will discourage abuses, and that access to food (and to education programmes) will discourage children from joining the soldiers (and will help families discourage the practice).

She begins to consider ways to distribute food in a way that will reach the poorest and most marginalized of the people. She consults with the women in the village, who inform her that she must be careful how the food is distributed – otherwise the most vulnerable will be left out. They suggest

the best way to help elderly and disabled people is to arrange for village women to take the food directly to their homes rather than expect them to come to the distribution point. They discuss ways of ensuring that the food reaches the intended recipients.

The aid worker also consults with members of the minority group to explore possible alternative distribution sites that would be more accessible to them. One person suggested that the home of a respected elder sympathetic to their plight might be used as a temporary storage facility for the relatively small amount of aid they received. They indicated that this person was unlikely to be targeted given his stature in the surrounding area. The aid worker agreed to speak with him.

The villagers – both women and men – stress that they are anxious to go about growing their own food again but have no tools or seeds. Later, the relief worker consults with other organizations and asks UNICEF about setting up an education programme in this village staffed with a teacher who lives in the village. She discusses the return problems with the UNHCR protection officer and contacts the ICRC about a programme they have supported which turns weapons into farming implements and about their seeds programme.

She speaks with several international NGOs including OXFAM and MSF about visiting the village to help address assistance needs, including protection through increased presence. She consults with other colleagues to learn more about how to ensure the long-term sustainability of capacity-building projects.

Questions to answer:

What are the positive steps that the aid worker takes to:

1. Address barriers to accessing the food distribution?
2. Protect the safety and dignity of individuals?
3. Adapt the food distribution program to address harm that is being done?

2. Key messages of the training (20 minutes)

- Go back to the detailed outline of the workshop and summarize the key learning points from each session, and highlighting in particular what participants should be able to apply in their day to work going forward.
- Return to the 'parking lot'. If time allows, discuss the issues identified in more detail. If there is no time, identify follow up actions that can be taken to address these issues e.g. the protection manager/coordinator can arrange a separate meeting with interested staff to discuss an issue further.
- Ask participants if they have any other questions or need clarification on any of the issues raised during the workshop.
- Highlight that the protection manager/coordinator will be available to provide advice to you on protection mainstreaming going forward.

4. Evaluation (10 minutes)

Distribute the evaluation forms (see Annex IX) to the participants for completion.

Bibliography and Annexes



Pakistan – Children attending an IRC education program in Jalojai camp, near Peshawar, Khyber Pakhtunkhwa Province.
Photo: IRC/Two Parrot Productions

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Suggested outline and agenda for one-day trainings

Annex I

Delivering this training over a period of one day will require a condensing of the content of module one. Modules two and three should be merged to ensure that, as well as learning about the key elements of protection mainstreaming, participants have the opportunity to brainstorm on how they can incorporate these elements into their day-to-day work.

Suggested outline for one-day training

Module Title and Summary	Session Title and Learning Objectives	Content/Methods
Opening and Introduction	<ul style="list-style-type: none"> Understand why the training is being conducted Clarify the objectives of the training 	<p>Opening remarks; opening ice-breaker; review of objectives/agenda.</p> <p>(30 minutes)</p>
Key Concepts- Protection and Protection Mainstreaming	<p>Session One: Defining protection</p> <ul style="list-style-type: none"> To develop an understanding of the Inter-Agency Standing Committee (IASC) definition of protection 	<p>Brainstorming on the meaning of protection; presenting and unraveling the Inter-Agency Standing Committee (IASC) definition of protection.</p> <p>(30 minutes)</p>
	<p>Session Two: What are human rights?</p> <ul style="list-style-type: none"> Understand the key characteristics of human rights Identify rights relevant to the work of participants 	<p>Brainstorming exercise on human needs; linking those needs to rights; presentation and discussion on the key characteristics of human rights.</p> <p>(45 minutes)</p>
	<p>Session Three: Introduction to protection mainstreaming</p> <ul style="list-style-type: none"> Ensure an understanding of the term 'mainstreaming' Define protection mainstreaming and differentiate between 'stand alone' protection programs and protection mainstreaming Highlight the importance of mainstreaming protection within IRC, giving reference to the program principle 'Protection and Promotion of Rights' 	<p>Brainstorming on the definition of mainstreaming; facilitator presentation on the key characteristics of a mainstreaming approach and the meaning of protection mainstreaming and introduction to the key elements of protection mainstreaming.</p> <p>(30 minutes)</p>

Module Title and Summary	Session Title and Learning Objectives	Content/Methods
Key Elements of Protection Mainstreaming	Session One: Ensuring non-discrimination and meaningful access to assistance and services <ul style="list-style-type: none"> ▪ Understand the importance of ensuring meaningful access to assistance services ▪ Examine the nature of barriers to access that can exist ▪ Understand how vulnerable individuals can face additional challenges in accessing assistance and services 	Interactive facilitator presentation on why this element is important and on barriers to access; power walk exercise; brainstorming on barriers to access and ways to overcome these. (60 minutes)
	Session Two: Prioritizing the safety and dignity of beneficiaries and 'doing no harm' <ul style="list-style-type: none"> ▪ Understand the concepts of safety and dignity in protection work ▪ Examine how our work has the potential to threaten safety and dignity ▪ Explore how our work can promote and increase safety and dignity 	Facilitator presentation and discussion on what it means to live in safety and dignity; discussion and facilitator presentation on the concept of 'do no harm'; brainstorming on ways to prioritize safety and dignity in our work. (60 minutes)
	Session Three: Developing the self-protection capacities of communities (participation and consultation) <ul style="list-style-type: none"> ▪ Understand the importance of participation and empowerment in ensuring that rights are respected ▪ Examine some key approaches to strengthening community protection capacities 	Discussion on participation and empowerment and how they contribute to the protection of rights; facilitator presentation and discussion on the key approaches to strengthening community protection capacities. (45 minutes)
	Session Four: Seeking a meaningful engagement with other stakeholders <ul style="list-style-type: none"> ▪ Understand the roles of different stakeholder in protecting rights ▪ Examine how we can support these actors to protect rights 	Facilitator presentation and discussion identifying key protection actors and their roles; group exercise on engaging with other stakeholders to protect rights. (30 minutes)
Closing and Evaluation	<ul style="list-style-type: none"> ▪ Provide formal closure to the workshop ▪ Test participant knowledge 	Summary of key message; participant questions/clarifications; closing remarks; evaluation. (30 minutes)

Suggested agenda for one-day training

For a one-day training, the “key concepts” session has been reduced and priority given to the concepts of ‘meaningful access’, and of ‘safety and dignity and the principle of ‘doing no harm’. This gives enough time to do the group exercises and allows for the sessions to be participative.

Module Title	Session Title	Time
DAY 1		
Opening and Introduction	<ul style="list-style-type: none"> ▪ Introduction ▪ Introductory exercise for participants ▪ Review of training objectives and agenda ▪ Ground rules ▪ Parking lot 	9.00
Key Concepts- Protection and Protection Mainstreaming	<ul style="list-style-type: none"> ▪ Defining protection ▪ What are rights and where can we find them? ▪ Introduction to protection mainstreaming 	9.15
Break		10.30
Key Elements of Protection Mainstreaming	Ensuring non-discrimination and meaningful access to assistance and services	10.45
Lunch		13.00
Key Elements of Protection Mainstreaming (continued)	Ensuring non-discrimination and meaningful access to assistance and services	14.00
	Prioritizing the safety and dignity of beneficiaries and ‘doing no harm’	14.30
Break		15.50
Key Elements of Protection Mainstreaming (continued)	Prioritizing the safety and dignity of beneficiaries and ‘doing no harm’	15.45
Closing and Evaluation		16.45
Close		17.15

Training agenda (two-day training)

Module Title	Session Title	Time
DAY 1		
Opening and Introduction		9.00
Key Concepts- Protection and Protection Mainstreaming	Defining Protection	9.45
	Break	10.40
	What are human rights?	10.55
	Introduction to protection mainstreaming	12.05
Lunch		13.00
Key Elements of Protection Mainstreaming	Ensuring non-discrimination and meaningful access to assistance and services	14.00
Break		15.15
Key Elements of Protection Mainstreaming (continued)	Ensuring non-discrimination and meaningful access to assistance and services (continued)	15.30
Close		17.00
DAY 2		
Recap of Day 1		09.00
Key Elements of Protection Mainstreaming (continued)	Prioritizing the safety and dignity of beneficiaries and 'doing no harm'	09.15
Break		11.25
Key Elements of Protection Mainstreaming (continued)	Seeking a meaningful engagement with other stakeholders	11.40
Lunch		13.00
Key Elements of Protection Mainstreaming (continued)	Developing the self-protection capacities of communities (participation and consultation)	14.00
Break		15.30
Closing and Evaluation		15.45
Close		17.15

Handout: Universal Declaration of Human Rights (UDHR)

Annex II

(Note: This is a simplified version of the full text of the Universal Declaration of Human Rights)

1. Everyone is born free and has dignity because they are human.
2. Everyone has equal rights regardless of differences between people such as gender, colour, religion, language, wealth or political opinion.
3. Everyone has the right to life and the right to live in freedom and safety.
4. No one shall be held in slavery.
5. Everyone has the right not to be hurt, tortured or treated cruelly.
6. Everyone has the right to be treated as a person under the law everywhere.
7. The law is the same for everyone and should protect everyone equally.
8. Everyone has the right to ask for legal help when their basic rights are not respected.
9. No one should be arrested, imprisoned or expelled from their country without good reason.
10. Everyone has the right to a fair trial, if accused of a crime.
11. Everyone has the right to be presumed innocent until proven guilty, if accused of a crime.
12. Everyone has the right to privacy.
13. Everyone has the right to travel within and outside their own country.
14. Everyone has the right to seek asylum in another country, if they are being persecuted in their own country.
15. Everyone has the right to a nationality.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property on their own or with others. No one should have their property taken from them without good cause.
18. Everyone has the right to their own free thoughts, conscience and religion including the right to practice their religion privately or in public.
19. Everyone has the right to say what they think and to share information with others.
20. Everyone has the right to meet with others publicly and privately and to freely form and join peaceful associations.
21. Everyone has the right to vote in regular democratic elections and to take part in the government of their country.
22. Every country must do its best to ensure that everyone has enough to live a life of dignity.
23. Everyone has the right to work for a fair wage in a safe environment and also has the right to join a trade union.
24. Everyone has the right to rest and leisure time.
25. Everyone has the right to a home, enough food and health care.
26. Everyone has the right to education and to free primary education.
27. Everyone has the right to take part in the cultural life of their community and the right to benefit from scientific and artistic learning.
28. National and international laws and institutions must make possible the rights and freedoms set out in this declaration.
29. Everyone has the responsibility to respect and uphold the rights of others in their community and the wider world.
30. No one has the right to take away any of the rights in this declaration.

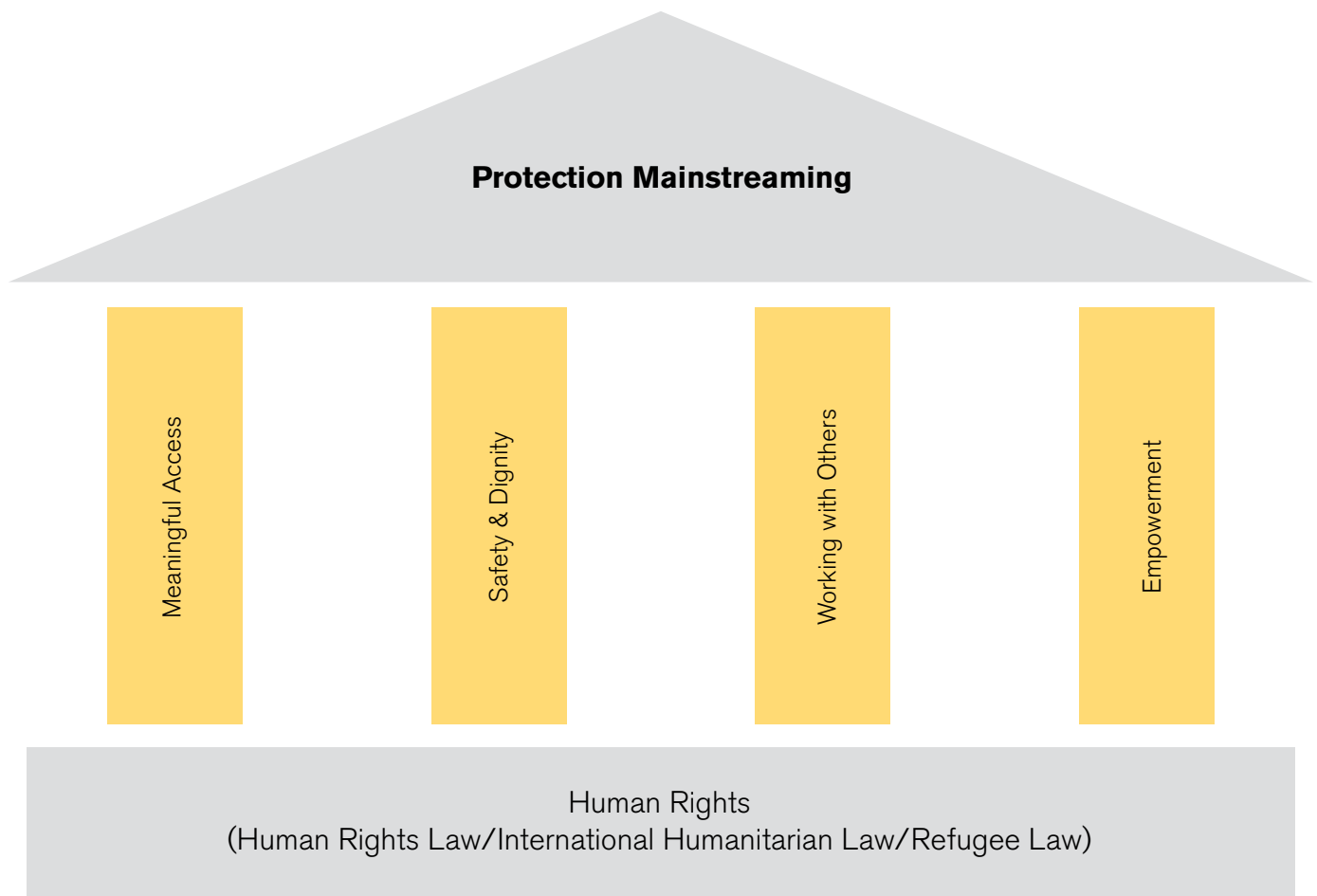
Handout: Human rights and protection mainstreaming

Annex IV

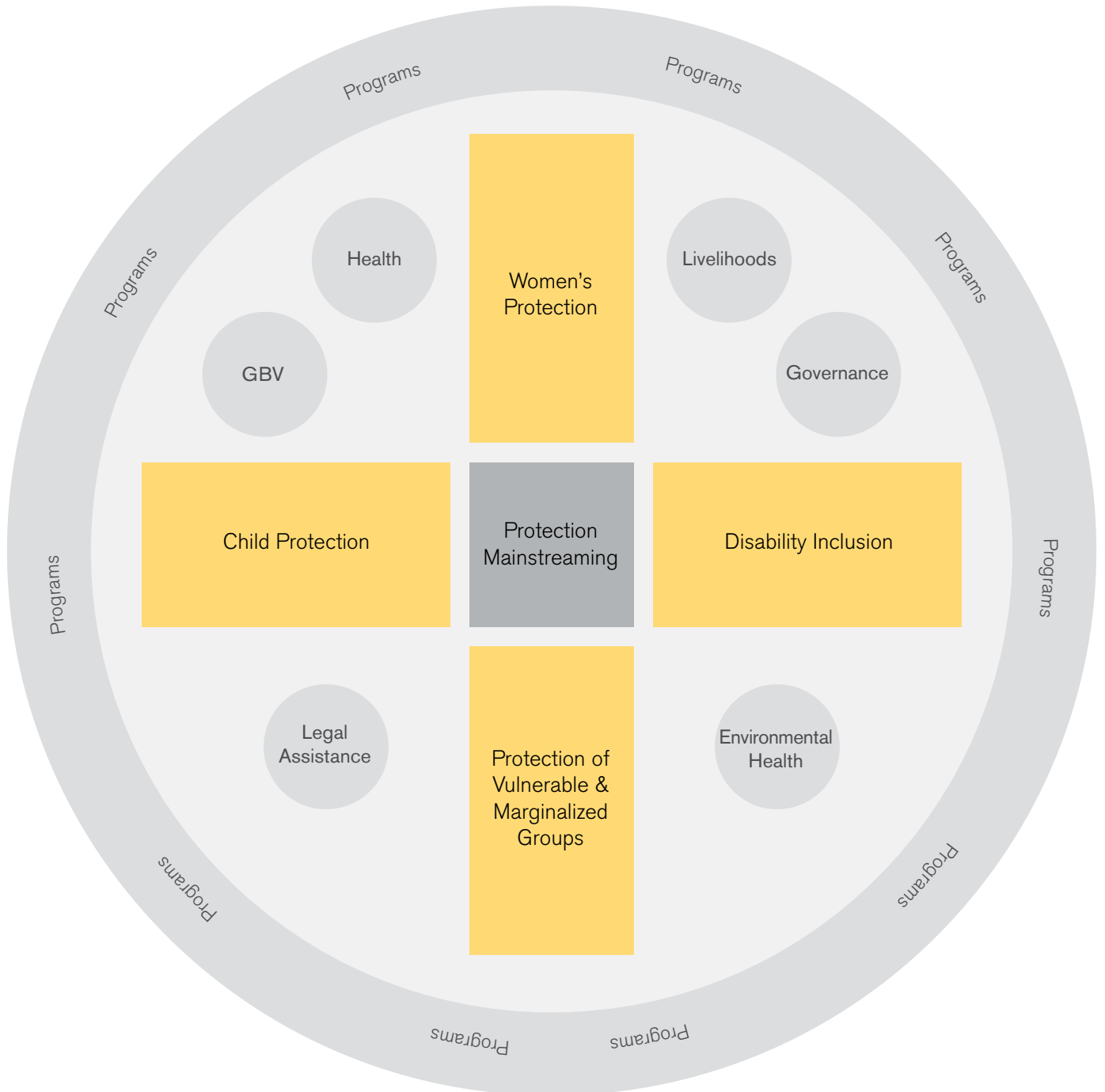
Key Messages:

- Human rights belong to all people and are applied without discrimination.
 - Human rights are relevant to all of IRC's work.
 - IRC defines protection mainstreaming as: "The process through which fundamental human rights principles, including non-discrimination, meaningful access and safety and dignity are recognized and realized in program design and implementation".
 - Through adopting the 'Protection and Promotion of Rights' as a programming principle in the Program Framework, the IRC has made a commitment to mainstreaming protection and we all have a role to play in this.
- A mainstreaming approach seeks to incorporate a concept or principle throughout the program cycle. It aims to enhance existing work within sectors, rather than creating new sectors.
 - There are many protection sectors aimed at specific populations (e.g. children, women, persons with disabilities, etc.). Protection mainstreaming takes a generalist approach and seeks to incorporate protection elements for all these populations into non-traditional protection sectors (e.g. health, water and sanitation, etc.).

The key elements of protection mainstreaming:



Where does protection mainstreaming fit?



Handout: Principle 1 - Meaningful access

Annex V

Principle 1 - Meaningful access

Recognized as a crucial component of the IRC's work, we ensure that people have a meaningful opportunity to attain their rights by accessing available services and assistance. Conflict and divisions within society often emerge from discrimination resulting in individuals or groups being unable to access services. Barriers to access can exist in different forms, including logistical and social/cultural factors, insecurity and a lack of information on available assistance and services.

Key messages:

It is essential for governments and civil society organizations (including international NGOs) to take appropriate measures to ensure that people have a meaningful opportunity to attain their rights by accessing available services and assistance without discrimination or impediment. In order for access to be meaningful, assistance and services must be:

- Available in sufficient quantity and quality
- Provided on the basis of need and without discrimination
- Within safe and easy reach
- Known of by potential beneficiaries
- Physically and financially accessible
- Culturally appropriate and sensitive to age and gender

Barriers to accessing assistance and services can present themselves in many different forms. Access can be barred/limited due to distance, security, a lack of information, social/cultural factors and discrimination. Vulnerable groups and individuals (like ethnic minorities, elderly persons, persons with disabilities, single-headed households) may face additional barriers and we need to take these into account when designing, implementing and monitoring programs.

All programs must take steps to ensure meaningful access to assistance and services offered throughout the project cycle.

Group exercise 1 – statements and questions:

- “We cannot afford school uniforms and education materials for our children”
- “Not all members of the community can use the latrines that have been constructed”
- “We have to travel a long distance to reach the food distribution. The route that we have to take is prone to banditry”
- “The people working in the local health care centre are all men”
- “Nobody has told us what assistance and services are available to us as refugees in this country”
- “NGOs have not been coming here because the government has been preventing them from doing so”

What type of barrier exists? Possible barriers might include: insecurity; physical barriers; lack of information; social/cultural barriers; discrimination.

Are there specific groups who are more affected by the barrier than others?

Group exercise 2 - questions:

- What barriers exist to accessing assistance and services provided under your project (Remember: barriers can be logistical, physical, financial, social, related to information, security, discrimination)?
- Which groups are the most affected by these barriers?
- What are we currently doing to address these barriers?
- What more could we be doing?

Handout: Principle 2 – Safety and dignity

Annex VI

Principle 2 – Safety and dignity

Concern for the safety and dignity of individuals is central to mainstreaming protection into sector programs. The safety of beneficiaries should be the primary consideration in humanitarian action. But being safe is not enough if people do not have their dignity, people need to feel valued, have a sense of self respect and feel in control of their lives. Prioritizing safety and dignity entails ensuring that our interventions do not inadvertently cause harm to our beneficiaries.

Key messages: (some excerpts from ALNAP (2003), Humanitarian Protection: A Guidance Booklet)

- Protecting the individual requires protecting not only the body, but also the mind and soul.
- Our work as a NGO must go beyond providing material assistance. To protect the rights of individuals we must prioritize their safety and dignity within our work.
- Safety is fundamental to survival but the emotional and material quality of that safety is critical.
- The inner emotional experience of an individual is as important as their outward physical needs.
- A person's ability to maintain a strong sense of personal identity and self-respect can hold them through extreme physical suffering.
- There is great potential for us to do harm in our work. We must constantly analyze our work and the bad consequences it might have caused. It is never too late to change program activities.

Group exercise 1 - questions:

- What are the potential threats to the safety and dignity of our beneficiaries?
- What measures are we currently taking to address these threats?
- Could we be doing more to prioritize the safety and dignity of our beneficiaries?

Handout: Principle 3 - Working with others

Annex VII

Principle 3 - Working with others

Protection is a collective responsibility that requires individuals, communities, civil society, the international community and states to engage with one another constructively to ensure that rights are respected. We all have a responsibility to protect.

Key messages:

- Protection is a collective responsibility – States, the international community, local civil society, communities and individuals all have responsibility to protect rights.
- We can take actions to protect rights through collaborating with other actors, even if we cannot directly do anything to address a particular issue within our sector.

Key messages for “other sectors within the IRC”

- Information sharing – Sharing any information that relates to problems arising in that sector.
- Referrals – Referring individual cases to other sectors for assistance/support.
- Being aware of the work that other sectors do and what assistance they can provide.
- Reporting human rights abuses – discuss here any in-country policies on the reporting of human rights abuses.

Key messages for “the State”

- Capacity building, through training and technical support, helping authorities to respond and making them aware of their responsibility to protect.
- Referral – Referring individuals to government services/assistance e.g. reintegration packages for returnees.

- Advocacy – There are three main forms of advocacy: persuasion, mobilization and denunciation. The text below is extracted from ALNAP (2003). Humanitarian Protection: A Guidance Booklet:
- Persuasion is convincing the authorities through further private dialogue to fulfill their obligations and to protect individuals and groups exposed to violations.
- Mobilization is sharing information in a discreet way with selected people, bodies or states that have the capacity to influence the authorities to satisfy their obligations and to protect individuals and groups exposed to violations.
- Denunciation is pressuring authorities through public disclosure into meeting their obligations and protecting individuals or groups exposed to abuse.

Key messages for “UN agencies/NGOs”

- Information sharing – Sharing any information that relates to problems arising in that sector.
- Referrals – Referring individual cases to other agencies for assistance/support.
- Advocacy – through mobilization or persuasion.

Key messages for “local civil society organizations”

- Capacity building, through training and technical support.
- Material support, this could include through providing sub-grants.
- Mobilizing them to advocate for the rights of the communities they represent to be respected.

Handout: Principle 4 – Empowerment

Annex VIII

Principle 4 – Empowerment

Protection is fundamentally about people, and seeking to capitalize on their knowledge of the problems that they face and build their capacity to address these problems. The IRC therefore strives to put the people that we are trying to help at the centre of the decision-making processes that affect their lives so that services are choice-driven and client-focused. Special attention is also paid to ensuring the participation of, and consultation with, the most at-risk/marginalized members of society whose voice may not otherwise be heard.

Key Messages:

- Protection is fundamentally about people. It is a mistake to think about protection as just being about States, UN agencies and NGOs.
- Mainstreaming protection requires a meaningful engagement with communities to help them realize their rights.
- Participation is the meaningful and active involvement of key stakeholders at each phase of the program cycle – including design, implementation, monitoring, and evaluation. Just like protection, participation is something that should be mainstreamed into all sector interventions.

- Power can be defined as the capacity to make informed choices and have the freedom to take action. Empowerment is not something that is “done” to people; it is the process by which individuals in the community analyze their situation, enhance their knowledge and resources, strengthen their capacity to claim their rights, and take action to achieve their goals.
- Individuals and communities have the capacity to address many of the threat that they face. We should always try to support the coping strategies that they have developed in their work.

Please refer to the ‘Onion diagram’ on page 53 of the manual.

Handout: Workshop evaluation form

Annex IX

Workshop Evaluation Form

Please take a few moments to answer the following:

1. What was your favorite aspect of the training?
2. What was your least favorite aspect of the training?
3. What was the most important topic covered?
4. Were there any topics that you felt were not relevant to your work?
5. Was the speed/pace of the training acceptable?
6. Was the training too basic, about right, or too advanced?
7. Please list any suggestions for improving the training:



Haiti – A child left disabled and displaced by the 2010 earthquake, Port-au-Prince. Photo: CBM/Shelley



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