

SESSION PLANS

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DAY ONE

Session Plans 1 – 4 Defining Protection, Principles, Responsibilities and Accountability

DAY 1: DEFINING PROTECTION, PRINCIPLES, RESPONSIBILITIES AND ACCOUNTABILITY

Overview

The first two sessions provide an overview of CRS's foundations for engaging in protection work, starting with Catholic Social Teaching (CST). Linkages and complementarities are established between the principles of CST and those articulated in international human rights law, such as the Universal Declaration of Human Rights.

Emphasis is given to the notion of accountability with an overview of CRS's Code of Conduct and the various responsibilities of CRS's staff and partners to protect beneficiaries from sexual exploitation and abuse.

These sessions provide a foundation for the remaining modules and an opportunity for participants to consider key protection concepts and definitions and how these translate into action.

Session 3 introduces the three branches of international law: international human rights law, international humanitarian law, and international refugee law. These are the sources of the legal protections to which people are entitled. The legal framework is important because it identifies the people who ought to be protected, the laws that demand their protection, and the authorities that are required to provide it. In order to have any real impact, these sources need to be understood and applied in the field.

Session 4 identifies key players in humanitarian protection. It explores their individual responsibilities, roles, and actions they may take and how they function in reality. The module identifies a number of core risks or operational dilemmas commonly encountered by humanitarian agencies trying to meet protection needs.

Learning Objectives

By the end of the module participants will be able to:

- Define humanitarian protection;
- Articulate why protection is a priority for CRS;
- Articulate CRS's foundations for engaging in protection, starting with CST;
- Establish linkages and complementarities between protection and CRS principles;
- Identify international legal standards and principles for humanitarian protection;
- Outline the roles and responsibilities of the key players in protection;
- Identify cross-cutting themes in protection;
- Demonstrate an understanding of the importance of accountability to our beneficiaries.

Key Learning Points

- Protection is defined as "all activities aimed at ensuring 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." (ICRC)

- Understand that there are commonalities and differences between the CST and human rights approaches to protection.
- International human rights, humanitarian, and refugee law and policies delineate the legal protections to which people are entitled. They are the main sources used to define protection and identify the responsibilities of states, the international community, various governmental and intergovernmental actors, and the affected people.
- The international legal framework identifies the people who ought to be protected during times of peace and conflict and the duty bearers who should provide protection.

Resources

- Data projector and laptop
- Flip chart and pens
- PowerPoint file for Day One

Activities in the Participant Workbook:

- Always, Sometimes, or Never Statements

Handouts in the Participant Workbook:

- CRS's Emergency Strategy
- The Guiding Principles of Catholic Relief Services – USCCB, plus the Guiding Principles Addendum
- CRS Code of Conduct
- The Humanitarian Code of Conduct
- Definitions of Protection
- Applicability of Human Rights and Humanitarian Law
- Human Rights Law Instruments – Excerpts
- Humanitarian Law Instruments – Excerpts

Materials for Facilitators in the Trainer Guidelines:

- Suggested Agenda (Appendix 1)
- Human Rights Quiz
- Actor Mapping Exercise

Guidance and preparation for the trainer

Read Eileen Egan's book *Catholic Relief Services: The Beginning Years* for an overview of CRS and links with protection.

Review the notes in the Trainer Guidelines and photocopy the activities and exercises on pages 10–17.

SESSION 1: DEFINING PROTECTION

	Activity	Time
08:30 – 09:00	Registration of participants	30'
09:00 – 09:30	Welcome and introductions	40'
09:30 – 10:00	Overview of CRS and protection	20'
10:00 – 10:30	Defining protection	30'
10:30 – 11:00	Break	30'
		2.5 hrs

Registration of participants (30')

- Arrange to have tea and coffee waiting for participants on arrival.
- Draw up an attendance list and mark participants off as they arrive.
N.B. This more formal way of opening the training can help encourage participants to attend for the whole three days rather than choosing to attend the sessions they think are most interesting and omitting the rest.

Activity 1: Welcome and introductions (40')

- **Opening welcome speech**

N.B. It is advisable to invite a local dignitary or someone from a hosting agency to open the workshop. Allow at least 10' for this important formality.

- **Ask** participants to introduce themselves, giving their names, roles, and experience in protection-related issues as well as their expectations of the training
- Suggestions for introductions (see the Trainer Guidelines for further ideas on running introductory exercises (page 25):
Ask participants to line up in order of how far they traveled to the venue, with those who came from farthest away at the front of the line and those who came the least distance at the back. After they have finished forming the line they can either remain standing and give their name, role, and experience in protection, or you can ask them to sit back down again and do the same.
- **Or:**
- **Ask** participants to interview one another in groups of three. They should find out names, roles, and experience in protection-related issues as well as discovering one thing they all have in common.
- **Or:**
- **Ask** participants to take out their key rings and describe what is on them, then give their name, role, and experience in protection-related issues
- **Distribute** the agenda and ask for any comments.

Explain that the workshop aims to provide a foundation in essential protection concepts and look at how these may be applied to CRS and partner agency work.

- **Show slide:** Objectives (Module 1)

For more guidance on using PowerPoint see page 21 in the Trainer Guidelines

Activity 2: Overview of CRS and protection (20')

- **Describe** how protection has received increased attention within the humanitarian sector over the past two decades. While the primary role of the government to protect and assist has been recognized, it is now commonly accepted that the responsibility to protect communities extends beyond states and mandated agencies and has become the informal responsibility of all actors that respond in an emergency context.
- **Show slide:** CRS and protection
Underline that protection is one of the pillars within the new 2007-2010 Emergency Strategy. The new strategy seeks to “further explore and expand our role in **protection** in order to improve the balance on that side of the humanitarian action (assistance and protection) equation.”
- **Ask** participants what protection means to them and their country’s program
- **Allow** some time for plenary discussion of country program experience of protection
- **Ask** participants to look at page 28 in the Participant Workbook to locate the CRS Emergency Strategy document

Activity 3: Defining protection concepts (30')

- **Explain** that it is necessary to agree on an understanding of protection for the workshop and that during the next part of the session we will answer some fundamental questions to help reach a definition.
- **Show slide:** What is protection?
- **Split into pairs** and allow 10' to answer the following questions:
 - **What is protection?** [*“all activities aimed at ensuring the full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law,” International Committee of the Red Cross/Crescent, ICRC.*]
 - **Who needs protection?** [*Civilian men, women, and children; prisoners of war; wounded combatants; refugees; humanitarian workers; medics; religious personnel; and journalists are all protected under international humanitarian law. Ensure that participants understand the difference between “vulnerable” groups and categories of people defined by international law as having rights.*]
 - **Protection from what?** [*deliberate acts of violence such as rape; deprivations of war such as hunger, disease, exhaustion from impoverishment, displacement; the destitution that war forces upon people; and limited movement or restricted access*]
 - **By whom?** (*states, mandated UN agencies such as UNHCR, international mandated humanitarian agencies such as ICRC, and informally mandated humanitarian organizations such as CRS*)
- **Take feedback** in plenary.

- **Chart** responses on the flip chart and fill in any gaps. Ask for country-specific examples where possible.
- **Show slide:** Defining protection
Explain that this definition is endorsed by CRS.
- **Show slide:** Defining protection
Explain that over the last few years protection principles have been applied during other assistance activities, so that while carrying out water and sanitation programs, for example, we also have to consider how people might be protected (e.g., by providing lighting for latrines in camp settings).
- **Show slide:** Protection is not just an academic concept
Explain that this child has the right to anonymity, and sometimes we need consent from his parents to use this image. Since CRS believes that all human beings are endowed with dignity, we look to ensure that everything we do upholds the dignity of the people we serve, including the children with whom we work. This is why CRS has developed guidelines regarding the use of images of children and when permission needs to be secured from parents or guardians, to use their image. So, protection cuts across many different aspects of our work, including our information and media campaigns.
- **Ask** participants to review the handout in the Participant Workbook: Defining Protection on page 37

BREAK

SESSION 2: A CRS HOLISTIC APPROACH TO PROTECTION

	Activity	Time
11:00 – 11:30	Links between CST and human rights	40'
11:40 – 12:40	A CRS approach to protection	50'
12:40 – 1:40	Lunch	60''
		170'

Activity 1: Links between Catholic Social Teaching (CST) and human rights (40')

- **Show slide:** Defining protection: A holistic approach
Explain that a holistic approach requires a focus on the whole human being. This means that our actions to preserve people's lives should also promote the individual's dignity, integrity, and empowerment. Those principles translated in more pragmatic and secular terms are better understood as rights. Go through the different components on the slide.
- **Allow** time for questions
- **Explain** that the following activity will focus on the complementarities between CST and protection, which provide the foundation for CRS's engagement in protection work and the linkages between CST and international human rights and humanitarian law. Both similarities and differences will be highlighted.
- **Split into trios**
- **Ask in plenary:** What do you understand about the principles of justice¹ in the context of CST? What do you understand about the principles of human rights?
- **Allow** 10' for trios to record principles of each on different-colored Post-its (e.g. yellow for justice principles and blue for human rights principles).
- **Take feedback** by asking participants to come and put up their Post-its on two separate flip charts, one headed CST and justice principles and one headed human rights
- **Highlight** the complementarities between human rights and justice according to the CST
Linkages are displayed in the box below

CST and Justice Principles	Human rights
The dignity and equality of the human person	The dignity and equality of the human person
Rights and responsibilities (moral)	Rights and responsibilities (legal and moral)
The common good	The common good

¹ "Beyond the Protection of Human Rights," Annemarie Reilly, Catholic Relief Services, Baltimore, 2002.

- **Show slide:** Principles of justice from CST
Explain that justice in this context is understood as “right relationships” – the right ordering of relationships between and among individuals, groups, communities, institutions, nations, and the wider human community. Relationships are evaluated according to these CST principles. Use the notes page in the PowerPoint presentation to outline some of the similarities and differences.
- **Show slide:** Principles of human rights
Draw out comparisons and contrasts between CRS justice principles and human rights principles

Activity 2: Linkages between CST and human rights (50')

- **Allow** 5 minutes for questions and then proceed to the exercise.
- **Split** into pairs and ask participants to make the linkages based on their understanding of CRS’s mission (Page 29 in the Participant Workbook), the Guiding Principles (CST) (Page 29 in the Participant Workbook), and protection
- **Write up** the following questions on two separate flip charts and ask the pairs to put their ideas on Post-it notes.
 - What does CRS do in the field that serves these principles? (What types of programs are you aware of that serve these various purposes?)
 - What might we do differently or additionally to explicitly integrate protection with our mission and mandate?
- **Allow** 20 minutes for completing the task. Ask people to post their ideas onto the relevant flip chart.
- **Review** in plenary the ideas that the smaller groups presented. Offer participants an opportunity to explain their thinking. Allow 30 minutes for discussion.
- Wrap up with an invitation to all present to assist CRS in evaluating our ongoing work in terms of these two questions. The process is evolutionary and meant to be informed by experience.

LUNCH

SESSION 3: THE LEGAL FRAMEWORK

	Activity	Time
1:40 – 2:10	Legal framework for human rights	30'
2:10 – 2:30	Human rights quiz	20'
2:30 – 2:50	International humanitarian law	20'
2:50 – 3:20	International refugee law	30'
3:20 – 3:40	Break	20
		120'

Activity 1: Legal Framework for Human Rights (30')

- **Explain** that this session will detail the legal entitlements to protection of specific groups of people, the legal normative framework and sources for those entitlements, and different actors' responsibilities in promoting and fulfilling these entitlements.
- **Show slide:** Objectives
- **Start** the session with a plenary recap of who the protected people are. Record the answers on a flip chart.
- **Show slide:** The legal framework
- **Show slide:** Who is protected by law?
Explain that each group of people derives their human rights from a different branch of international law.
- **Show slide:** A legal framework for human rights
Explain that national constitutions are often the most important legal source since they represent norms of international law ratified in national law.
- **Show slide:** Legal responsibilities
Explain that international law imposes duties on states. They have the primary responsibility for protection of and assistance to their own civilians while host governments have the primary responsibility for protection of and assistance to refugees. UN agencies have more formal responsibilities for protection and assistance, defined in conventions, than other humanitarian agencies, which have informal imperatives to protect and assist.
- **Show slide:** What are human rights?
- **Ask** participants what human rights we possess.
- **Show slide (optional):** Generational human rights
Explain that classifying human rights is quite recent, going back to Karel Vasak, who first introduced classification in the 80s. Today it is part of the most progressive human rights doctrine, accepted by scholars. It is based on the three principles of the French Revolution: liberty, freedom, and fraternity. The division into three generations does not mean that there is any hierarchical distinction between the three categories.

- **Ask** where human rights come from. How do we know what rights we possess?
Explain that, as we mentioned in the session before lunch, human rights are inalienable and universal. They apply to everyone and cannot be taken away (although some rights can be suspended in an emergency, such as the right of freedom of movement).
- **Ask** participants to list some of the human rights documents. Indicate page number 41 in the Participant Workbook, where excerpts from human rights law can be found.
- **Show slide:** Sources of international human rights law
Explain that the full body of international human rights instruments consists of more than 100 treaties, declarations, guidelines, recommendations, and principles, which together set out international human rights standards.

The Universal Declaration of Human Rights: its adoption in 1948 was the first step toward the progressive codification of international human rights. The UDHR recognizes that the inherent dignity of all members of the human family is the foundation of freedom, justice, and peace in the world. It recognizes fundamental rights that have inspired more than 100 human rights instruments that, taken together, constitute international human rights standards. The declaration is not a binding document, but today the UDHR is widely regarded as forming part of customary international law.
- **Show slide:** Scope of international human rights law

Activity 2: Human Rights Quiz (20')

- This is a sample quiz in which people test their knowledge and experiences about human rights. Feel free to change any of the questions to tailor the activity to the interests and level of your group.
- **Hand out** papers and pencils.
- **Ask participants** to work in teams. Each team should think of a name for themselves and write it on their paper.
- **Read aloud** the questions (on page 10 in the Trainer Guidelines) and allow one minute for the groups to write down answers.
- **Ask** each team to share their quiz answer sheet with another team. Then read the questions and ask the teams to read the answers. Give a point for each correct answer.
- **Name** the winner(s) and give a small prize.
- **Ask** the entire group the following questions:
 - Were all the questions related to human rights? Which rights?
 - Which questions were the hardest to answer? Why?
 - Which questions were the most controversial? Why are rights controversial?
 - How did people know about human rights and human rights violations? Do they trust the sources of their information?
- **Wrap up** by emphasizing that humanitarian workers are not meant to be human rights experts. However, human rights standards and policies delineate the legal protections to which people are entitled, and humanitarian assistance is often one of the means through which essential protections

are provided. Humanitarian assistance is a means of making rights a reality. If policy and practice are not fully integrated, then there is a risk that verbal commitments to protection will serve only as a moral salve and distract from the challenge of providing actual protection.

By knowing these legal standards, a humanitarian worker can identify who has responsibility to ensure that rights are respected and identify the best alliances and available protection mechanisms, thus providing much-needed protection to beneficiaries.

Activity 3: International Humanitarian Law (20')

- This interactive exercise is designed to introduce participants to international humanitarian law.²
- **Ask** participants to take a couple of minutes to imagine a country being attacked by an aggressive force.
- **Split** into pairs.
- **Ask** them to discuss with their partners the guarantees they would want from an aggressive force or the government and to write them on Post-its. Allow 10 minutes for discussion in pairs.
- **Call** the group back together. Ask the group to present their requests and record them on a flip chart, using Post-its.
- **Allow 5** minutes for discussion. Explain that the guarantees they have been discussing are articulated in IHL.
- **Show slide:** International humanitarian law (or the “laws of war”)

Continue discussion on IHL by explaining that IHL came out of the experience of armed conflict in the 1850s, the battle of Solferino, and the efforts of Henri Dunant (founder of the Red Cross movement) to protect wounded soldiers. IHL has evolved in the direction of ameliorating the worst effects of war. The inclusion of civilians in its provisions was often rejected, with the excuse that it would limit the tactics of warfare.
- **Show slide:** International humanitarian law
- **Ask:** What are the sources for international humanitarian law?
- **Show slide:** Sources for international humanitarian law

Explain that the Geneva Conventions and Two Protocols protect those who are not, or are no longer, taking part in fighting: civilians, medical and religious personnel, the wounded, shipwrecked, sick, and prisoners of war.

Explain that internal conflicts have highlighted the importance of protecting civilians. Common Art.3 to the four Conventions and Additional Protocols states what constitutes minimal humane treatment and is considered part of customary law.
- **Show slide:** international humanitarian law protects...
- **Show slide:** Scope of international humanitarian law
- **Ask** if there are any outstanding questions.
- **Indicate** page number 47 in the Participant Workbook where excerpts from humanitarian law can be found.

² Exercise adapted from The Sphere Project Training Package, Part 2: Training Material, p.96, The Sphere Project (Geneva), 2004.

Activity 4: International Refugee Law (20')

- **Show slide:** International refugee law
Explain that this section completes the three branches of international law articulating the rights of people who may need protection.
- **Show slide:** Who is a refugee? Ask for definitions in plenary.
- **Ask** a participant to read out the definition.
- **Show slide:** The principle of non-refoulement
Explain that this is one of the key principles of international refugee law.
- **Show slide:** The right to seek asylum
- **Ask:** Is there a right to asylum?
Explain that everyone has the right to *seek* and gain asylum, but must then go through a refugee status determination process with the host country, which in turn can reject the application. Asylum is a temporary measure until the person's status is determined.
- **Ask:** What are the sources for refugee Law?
- **Show slide:** Sources of refugee law
Explain that the rules governing the rights of refugees are codified in the 1951 UN Convention on the Status of Refugees and the 1967 Additional Protocol. Refugees enjoy first and foremost the protection afforded to them by refugee law and the mandate of the UNHCR. Mention that the Organization of African Unity in 1996 expanded the definition to embrace all situations of displacement owing to external aggression, occupation, foreign domination, or events seriously disturbing public order in part or the whole of his/her country.
- **Ask:** Who is an IDP?
- **Show slide:** Who is an IDP?
- **Ask** a participant to read the definition, then ask the group what key features of an IDP differ from that of a refugee [an IDP flees from a natural disaster, among other things, and remains in his or her own state territory].
- **Ask:** Do IDPs have specific rights?
- **Show slide:** Do IDPs have specific rights?
Explain that IDPs shall enjoy, in full equality, the same rights and freedoms under international and domestic law as do other persons in their country. And those IDPs should not be discriminated against in the enjoyment of any rights and freedoms on the ground that they are internally displaced.
- **Show slide:** The guiding principles for IDPs.
Explain that the principles, while not legally binding, are drawn from international law and do provide guidance to actors protecting and assisting IDPs.
- **Show slide:** Refugee?
Read each statement and ask whether or not the person is a refugee (only the third definition, from the African Union/Organization of American States, may qualify), or should be described as an asylum seeker – see notes in the PowerPoint presentation.

- **Show slide:** IDP?
- **Repeat** the process as above.
- **Show slide:** Why classify IDPs?
Emphasize that IDPs may well have additional vulnerabilities as they no longer have access to their homes or livelihoods.
- **Ask:** Are there other groups that may have specific protection needs? Brainstorm in plenary.
- **Show slide:** Protection needs related to specific groups
- **Wrap up** by covering briefly the three durable solution options. Emphasize that the international protection afforded refugees is meant to be a temporary measure, a substitute for the normal safeguards of national protection. International protection includes seeking durable solutions to refugee problems. These solutions include:
 - Voluntary repatriation or return to one's country of origin
 - Integration in the host country
 - Resettlement in a third country
- **End the session** by showing the slide: The Legal Instruments Quiz
- **Run a fun 5' quiz** by asking participants to shout out the answers. You can also give small prizes!

BREAK

SESSION 4: PROTECTION ACTORS

	Activity	Time
3:40 – 5:20	Actor mapping: Three-part activity	70'
		70'

Activity 1: Actor mapping³ (10')

- **Explain** that the following exercise is linked to the “By whom?” question from the series that participants were asked at the beginning of the course. (What is protection? Who needs protection? From what? By whom?). The exercise is designed to explore the roles and responsibilities of various actors and to demonstrate the importance of actors’ mandates, coordination, and analysis in the field. The exercise also introduces the critical principle of interagency complementarity in the field and helps participants identify other actors they can link to, to ensure that all protection issues are covered.
- *N.B. The “Who Protects” mapping exercise is divided into three parts. See the preparation notes for the exercise on page 11 in the Trainer Guidelines.*

Part One (30')

- **Divide** participants into small groups of 5–6.
- **Distribute** an A and B envelope to each group and a piece of flip chart paper.
Tip: Add the CRS card in envelope B without the matching cards in envelope A (the NGO roles and responsibilities apply to CRS as well), and let participants identify the matches. It is an interesting way to test participants’ perceptions of what the agency’s role and responsibilities are in protection.
- **Ask** participants to stick the “actor” cards on a flip chart and identify the corresponding roles and responsibilities cards. Ask them to put the CRS card in the center of the flip chart. The task is to match the actors with their roles and responsibilities.
- **Allow** 20’ for completing the task.

Part Two (30')

- **Ask** the teams to display their actor maps on the wall so that a comparison can be made between the teams’ results. Ask each team to review the others’ maps and mark those roles and responsibilities they think are not correctly matched with an actor.
- **In plenary, ask** the group who is legally responsible and why? Who do they think has the primary responsibility to protect civilians? [The state.] Are there overlaps and gaps, if any, between mandated roles? What is the reality on the ground?

³ This exercise has been adapted from The Sphere Project Training Package, Part 2: Training Material, pp.162-163, The Sphere Project (Geneva), 2004; and from “Protection in Zimbabwe, Training for CRS Partners,” adapted by CRS from “The Liberia Protection Training Pack,” Oxfam GB, pp. 28-37 (2006) with the permission of Oxfam GB, Oxfam House, John Smith Dr., Cowley, Oxford OX4 2JY, UK, www.oxfam.org.uk. Oxfam GB does not necessarily endorse any text or activities that accompany the materials, nor has it approved the adapted text.

- **Write down** on the map any additional actor or responsibility that the group may come up with during discussion.
- **Allow** 30 minutes for review and discussion.
- **Wrap up** by stating that the primary responsibility to protect and assist civilians lies with the state. United Nations agencies have a mandate created in UN resolutions. International humanitarian agencies respond out of a humanitarian moral imperative and must obtain consent from the state to act. (e.g. in the aftermath of Cyclone Nargis, the government of Burma/Myanmar for many weeks refused permission for international NGOs to enter the country and provide humanitarian assistance to survivors.)

DAY TWO

Sessions 5 – 8 Protection in Practice

DAY 2: PROTECTION IN PRACTICE

Overview

Day Two sessions explore a practical approach to programming for protection and examine the links between protection and assistance through a case study. Protection and assistance reach across various categories of humanitarian action. For example, the provision of food to a minority group of people who previously had been denied access to appropriate food is an important response to a current abuse, and it is also a remedial action that restores dignity and adequate living conditions.

Participants learn how to carry out a protection assessment and analysis as the basis for designing a protection program and how to set a goal, strategic objectives, and define activities using the ProFrame.

Day Two also addresses how the lack of accurate data regarding vulnerable people can be a significant impediment to protection, particularly in emergency situations. It highlights the importance of accurate information for activities such as assessments of needs, documentation of human rights abuses, journalism, lobbying or advocacy, monitoring and evaluation, and surveys. Emphasis is placed on interviewing on sexual violence, as this is one of the most sensitive and difficult areas.

Learning Objectives

By the end of the day participants will be able to:

- Describe the aims, outcomes, and activities typical of a protection program;
- Integrate protection analysis into their assessment;
- Mainstream protection across CRS's strategic programming areas, both emergency and nonemergency;
- Describe how to gather data on sensitive issues like rape, gender-based violence (GBV), abuses by public officials, etc.;
- Describe systems for keeping information confidential;
- Strengthen their analytical capacity and their ability to manage sensitive data;
- Describe ethical and practical implications associated with the collection and management of sensitive data;
- Apply knowledge of protection to design protection programs.

Key Learning Points

- Individuals and communities play important roles in providing their own protection. Protection is an ongoing process by which people provide for the fullest realization of their own rights, their own potential, and that of their communities.
- Protection is not something that is "done" to people; rather it is a concept developed and acted upon by individuals and communities. The role of humanitarian actors is to build on people's own efforts, recognizing their strengths and constructing a comprehensive approach that meets prioritized needs.

- Provision of humanitarian assistance in and of itself does not constitute protection, as this requires extensive attention to policy, practice, capacity building, and effective monitoring and reporting. However, protection cannot be treated as an afterthought. It should be deliberately integrated into the design and implementation of assistance programs early in the process.
- The protection “egg model” is a general framework for protection activities.
- Humanitarian agencies trying to meet protection needs commonly encounter core risks and operational dilemmas, which actors should know.
- A good protection program will define a goal, strategic objectives, and activities (using the ProFrame).
- Lack of accurate data makes it difficult to assess protection needs, to plan for the most appropriate provision of services, and to incorporate protection considerations into interviewing techniques and data collection.
- Good preparation, particularly the acquisition of cultural competence and participation by beneficiaries in the process, informs both the collection and analysis of the data.
- If done without due care, interviewing may traumatize or place at risk the interviewee. Conversely, listening to a person’s story may be tremendously helpful and healing.

Resources

- Data projector and laptop
- Flip chart and pens
- PowerPoint file for Day Two

Activities in the Participant Workbook:

- Newspaper article 1 for Bangladesh case study: “After the cyclone, Bangladesh begins to bury its dead.”
- Newspaper article 2 for Bangladesh case study: “No food, no clothes, no home. The poor who have lost everything”
- Bangladesh case study: Press release
- Bangladesh scenario: Task One Case A
- Bangladesh scenario: Task One Case B
- Bangladesh scenario: Task One Case C
- Bangladesh scenario: Task One Case D
- Threat and vulnerability analysis template
- Key protection assessment data
- How to assess child-protection needs
- General protection checklist
- Cheat sheet for working with ProFrame
- Template for ProFrame

Handouts in the Participant Workbook:

- The Protection Framework
- Protection Programming
- Interviewing Techniques
- Interviewing on Sexual Violence

Materials for facilitators in the Trainer Guidelines:

- Role Play: The “Bad” Interview – Script for Actors
- Role Play: The “Good” Interview – Script for Actors
- Facilitator’s Notes for Role Plays

Guidance and preparation for the trainer

For Day Two, a case study is used throughout the day based on the Bangladesh cyclone of November 2007.

If you wish to develop a case study more relevant for the context in which you are training, you will need to gather the following information:

1. An outline of the CRS program (the problem being addressed, objectives, location, beneficiaries, and time frame).
2. The protection problems or issues identified.
3. How the protection issues were identified. (Was there a specific assessment? Was a different method or approach required to gather sensitive information?)
4. Who was affected (different target groups).
5. What program was used to address the protection issues. Or, if there was no program, what were the strategies for addressing these protection issues?
6. The monitoring system that was in place. What was the program aiming to achieve, how was success to be measured?
7. Note any particular challenges, best practices, specific suggestions, and areas of uncertainty.

SESSION 5: PRACTICAL APPROACHES TO PROTECTION

	Activity	Time
09:00 – 09:20	A practical approach to protection	20'
09:20 – 10:40	Protection case study: Modes of action	80'
10:40 – 11:15	Break	30'
		130'

Activity 1: A practical approach to protection (20')

- **Show slide:** A framework for protection
- **Introduce** the notion of a framework for protection activities.
- **Ask:** What type of protection activities have you been involved in?
- **Show slide:** Learning objectives
- **Show slide:** The “egg model”⁴
- **Explain** that the model emerged from the ICRC workshops in 1999 and is used to think strategically about protection activities. Explain the three types of activities:

Responsive action: Any immediate activity undertaken in connection with an emerging or established pattern of violation and aimed at putting a stop to it, alleviating its immediate effects, and preventing its recurrence.

Responsive activities have a sense of real urgency (but can last for many years) and aim to reach a particular group of civilians suffering the immediate horrors of human rights violations. They are primarily about STOPPING, PREVENTING, or MITIGATING a pattern of abuse.

Remedial action: Following a pattern of violation, aimed at restoring people’s dignity and ensuring adequate living conditions through rehabilitation, restitution, compensation, and repair.

Remedial activities are longer term and aim to assist people living with the effects of a particular pattern of abuse. They might include the recuperation of health, tracing of families, livelihood support, housing, education, judicial investigation, and redress.

Environment building: Aimed at creating and/or consolidating an environment – political, social, cultural, institutional, economic, and legal – conducive to full respect of the rights of the individual.

Environment building is a deeper process addressing societal structures, challenging the society as a whole to change policy, attitude, beliefs, and behavior. It is likely to involve the establishment of more humane political values, improvements in law and legal practice, the training of security forces, and the development of an increasingly nonviolent public culture.

⁴ At the third workshop on protection for human rights and humanitarian organizations held at the ICRC in Geneva in 1999, the protection framework was represented graphically through the so-called protection egg. IASC, “Growing the Sheltering Tree,” p. 12.

- **Show slide:** Modes of action (diagram)
Explain that there are two levels of protective action. The first is aimed at getting states to assume their legal responsibilities, and the second provides (or supports) services ensuring that people's basic rights are being fulfilled.
- **Show slide:** Modes of action (text)
Explain that all the modes of action may need to be employed in states where the authorities are unwilling or unable to comply with their obligations. In this case it is important that humanitarian agencies map the activities to ensure as full a range as possible. Go through the different modes of action, asking the group to provide examples.
- **Show slide:** Complementarity mapping
Explain that NGOs may carry out a range of activities on the complementarity map. It is not necessary for each INGO to carry out all the activities on its own; it's more important to ensure that agencies are filling gaps in the framework.
- **Allow** 5 minutes for questions and proceed with the exercise.

Activity 2: Protection case study: Modes of action (80')

- **Divide** the participants into four small groups.
- **Distribute** the Bangladesh scenario (on page 6 – 11 in the Participant Workbook).
- **Ask** the groups to read the scenario – allow 10 minutes.
- **Assign** each group one of the small protection scenarios when the groups have finished reading the Bangladesh scenario. There are four such scenarios (A – D) Protection (on page 12 – 15 in the Participant Workbook).
- **Allow** 25 minutes for completing the task.
- **Ask** participants to report in plenary. Ask them to explain how each activity they have suggested will contribute to protecting people at risk.
- **Allow** 35 minutes for presentations and discussion.
- **Ask:** Which mode of action does CRS or your organization principally employ?
- **Explain** that no single organization needs to (or should) operate at all the levels. It is important that agencies use their capacity and experience to carry out protection activities suited to them.
- **Allow** 5 minutes for discussion and questions.

BREAK

SESSION 6: PROTECTION PROGRAMMING

	Activity	Time
11:15 – 11:35	The basics of protection programming	20'
11:35 – 12:05	Threat and vulnerability analysis	30'
12:05 – 12:55	Risk-based model for analysis	50'
12:55 – 2:00	Lunch	65'
		165'

Activity 1: The basics of protection programming (20')

- **Open** the session by explaining that the session is aimed at enabling people to design more effective protection programs. Emphasize that good programming depends on accurate assessment and analysis of the threats, perpetrators, and potential activities, which can then be incorporated into the program's strategic objectives.
- **Ask:** What are the elements of a good protection program? Take some comments in plenary.
- **Show slide:** Aims of a good protection program⁵
- **Show slide:** Outcomes of a good protection program
- **Explain** that this programming step will look at protection outcomes. These should include clear changes in the experience, safety, and well-being of affected civilian communities.
- **Show slide:** A good protection program will...

Explain that properly designed and implemented humanitarian assistance programs can enhance protection. In some situations, an agency on the ground in a predominantly assistance role can also monitor patterns of abuse or particular violations. In this way, assistance programs can provide a starting point from which to design and operate protection programs.

Reinforce that the participation of affected communities is crucial. To achieve that participation, protection may be needed to strengthen people's ability to safeguard themselves from future threats and violations, setting up a framework for reconstruction and recovery.

Stress that prevention is a vital component of protection. The need for protection arises when human rights violations occur systematically but no one takes action against them until after they have occurred.

And finally, effective coordination among many partners – such as local people, government agencies, and NGOs – is crucial to holistic protection.

⁵ Adapted from "Protection – An ALNAP Guide for Humanitarian Agencies," Section Four, Hugo Slim and Andrew Bonwick, Overseas Development Institute, London, 2005.

- **Explain** that a good situation analysis and protection assessment should enable you to focus on the most pressing violations and threats.
- **Show slide:** Designing a protection program
- **Explain** that the prioritization process will help you set up your protection objectives. Protection objectives define what your program intends to achieve in the short, medium, and long term. The next step will be to choose your protection activities from among the five possible modes of action.
- **Explain** that later in the day, after the ProFrame template has been introduced, participants will be able to use it to design a program.

Activity 2: Threat and vulnerability analysis (30')

- **Show slide:** Assessment cycle
Explain that a cycle of information needs to be collected to inform a program's design, and that in protection programming a good model to use for analysis of information is the risk-based model.
- **Show slide:** Risk-based model⁶
- **Ask:** What actions constitute a threat? For example:
 - **Violence:** deliberate killing, torture, degrading treatment, sexual violence
 - **Coercion:** forcing someone to engage in sexual slavery, prostitution, trafficking, forced labor, forced displacement, eviction, dispossession of land, deprivation of freedom of movement, forced conscription
 - **Deprivation:** destruction of homes, schools, or hospitals; preventing access to land, education, or relief supplies; discrimination in accessing jobs
- **Show slide:** Example threat/vulnerability
- **Show slide:** Protection assessment
 Explain that there are five critical steps in the process. (Use presentation notes to elaborate.) The first practical step is a protection analysis. Immediately integrating the protection analysis into the assessment saves time and resources and ensures that the analysis relates to the project/program design.
- **Show slide:** Risk-based model for protection analysis
Explain that a protection analysis addresses the three core programming challenges needed to minimize community and individual risk. The program will need to:
 - Reduce risk by reducing threat by engaging those directly or indirectly responsible
 - Reduce vulnerability by involving communities and individuals
 - Reduce the amount of time that people face the threat
- **Give a concrete example:** Women and girls collecting firewood can be at increased risk of rape when militia are in the area.

⁶ Adapted from "Protection – An ALNAP Guide for Humanitarian Agencies," p. 52, Hugo Slim and Andrew Bonwick, Overseas Development Institute, London, 2005.

- **Ask** participants to identify the threat (the actions of the militia), the vulnerability (women are vulnerable by virtue of being women and/or members of a certain ethnic group and because they fetch the firewood for cooking), and the applicable time factor (each day women have to go farther from their settlement into the militia-controlled area, and so the risk of rape becomes greater).
- **Discuss** the responses in plenary.
- **Ask:** How might you reduce the threat? How might you reduce the vulnerability? How might you limit the exposure? Participants can refer to their handout on Protection Programming page 55 in the Participant Workbook.
- **Discuss** in plenary. Allow 10 minutes for questions and comments.

Activity 3: Risk-based model for analysis (50')

- **Divide** participants into groups of 4-5. *(If possible, ensure that at least one person in every group is experienced in programming.)*
- **Ask** groups to refer to pages 6-11 in the Participant Workbook for the Bangladesh case study.
- **Explain** that the task for each group is to complete the threat and vulnerability analysis template on page 16 in the Participant Workbook. Participants should answer the template questions on a flip chart.
- **Allow** 30 minutes for completing the task.
- **Take feedback** in plenary (20 minutes).
- **Ask** one group to present their results for task 1. Ask whether other groups have anything to add.
- **Ask** another group to give their results for task 2. Ask whether other groups have anything to add.
- **Ask** a third group for their answers to task 3. Ask whether other groups have anything to add.
- **Ask** another group to give their results for task 4. Ask whether other groups have anything to add.
- **Conclude** by asking whether any participant has additional comments. Stress the importance of thinking about the potential harm that can be done without a proper protection analysis.
- **Explain** that the next session will cover protection assessments and developing indicators for planning and monitoring protection programs.

LUNCH

SESSION 7: PROTECTION ASSESSMENT

	Activity	Time
2:00 – 2:50	Protection assessment	50'
2:50 – 3:20	Collecting sensitive data	30'
3:20 – 3:50	Guidance on collecting sensitive data	30'
3:50 – 4:10	Break	20'
		130'

Activity 1: Protection assessment (50')

- **Ask** participants to develop a simple questionnaire for assessing the protection issues they have identified from the protection analysis in the previous exercise.
- **Ask** participants to work in the same groups.
- **Provide** each group with a sample protection questionnaire for reference. A good one is the child-protection needs assessment form on page 43 of *The Good Enough Guide*, also in the Participant Workbook on page 19.
- **Allow** 30 minutes to complete the task.
- **Ask** participants to share briefly their work and discuss the process in plenary.
- **Ask:** Was it difficult developing the protection questions? Since some of the questions are sensitive, how do you plan to raise them? Who are you going to contact? How will you carry out the interview?
- **Allow** 20 minutes for discussion.
- **Briefly review** the remaining four steps that a good protection assessment will have to focus on.
- **Show slide:** Protection assessment again
Explain that some of those areas were already touched upon during the protection analysis. However, in order to complete your assessment you will need to:
 - **Think about law, violations, rights and responsibilities**⁷
 Determine which specific standards of national, regional, and international law are relevant to the pattern of violations and the laws, conventions, and declarations that define protected persons.
 - Identify which authority has the responsibility to prevent, stop, and remedy the violations and abuses.
 - Identify which international organisations are mandated to respond to such abuses.
 - Clarify the responsibility of your own organization under these laws.

⁷ Adapted from "Protection – An ALNAP Guide for Humanitarian Agencies," pp. 67, 65, Hugo Slim and Andrew Bonwick, Overseas Development Institute, London, 2005.

- **Focus on community coping and self-protection strategies/mechanisms**
- Understand the coping mechanisms and self-protection capabilities of protected persons and how they may be best supported and developed.
- Assess your own capacity to access the threatened communities.
- Map the strengths and gaps in power relationships that may determine the capacity of state authorities, humanitarian agencies, and vulnerable communities to develop strong protection alliances.
- Determine the level of protective intent among the various political and military authorities and their desire to comply with international legal standards.
- **Show slide:** Best practices
- **Wrap up** by stressing that good assessment and analysis is the first and most important phase for developing quality protection programs. This involves a detailed examination of the nature of violations, threats, and abuses and their impact on people’s lives. It also involves an appraisal of the responsibility and capacity of states, nonstate actors, humanitarian agencies, and protected persons themselves to prevent, stop, and ameliorate such actions and their consequences.
- **Acknowledge** that, due to time constraints, a thorough protection assessment and analysis is not always a viable option. During an emergency it is very difficult, but not impossible, to include a number of affected people in a rapid protection assessment and analysis. Involving the affected people is crucial not only in identifying the main protection issues, but also in analyzing the causes and consequences of violations.

Activity 2: Collecting sensitive data (30’)

- Explain that the exercise on developing a protection assessment questionnaire introduces the importance of extra care when collecting sensitive data, usually gathered through individual interviews. It is crucial that the interviewer is adequately skilled to lead the interview.
- This activity uses role-playing to introduce the basic rules for gathering sensitive data through individual interviews. It is an excellent way to introduce interviewing techniques. There are different ways of carrying out the role-playing. Trainers can play both the “bad” and “good” roles, or they can ask participants to act. The scripts for the role plays are on pages 16 – 17 in the Trainer Guidelines.
- **Ask** participants to carefully observe the scene. **Introduce** the “bad” interview first.
- **Allow** 5 minutes for the play.
- **Ask** the group for feedback on which protection issues were violated.
- **Allow** 10 minutes for discussion.
- **Ask** participants to carefully observe the “good” interview.
- **Allow** 5 minutes for the play.
- **Ask** the group for feedback on the improvements in practice in this interview.
- **Allow** 10 minutes for discussion.

Activity 3: Guidance on collecting sensitive data (30')

- **Proceed** with presentation outlining the basic principles for data collection (slides).
- **Show slide:** Basic rules for collecting sensitive data
- **Explain** the other basic rules that need to be observed:
 - It is important to inform the interviewee that she/he can leave the interview at any stage without any negative consequence.
 - Ensure interviewee's security: It is very possible that a woman will be ostracized by her family or community for reporting sexual violence. Remember this when you approach her and ask if you can use her name or contact her in the future, and if so, how she would like this done. It may be necessary to code your notes, both for her (or his) reassurance and to prevent a breach of confidentiality if others access the data.
 - When using interpreters, it is important to consider that they be:
 - Gender-appropriate
 - Language-appropriate
 - Trustworthy: to ensure confidentiality, both interviewer and interviewee must trust the interpreter
 - Free from bias and editorializing: insist upon verbatim responses
- Ask all questions of the interviewee, not the interpreter
- **Show slide:** Cultural contexts
- **Emphasize** the importance of the cultural context in which you are working.
- Refer the group to the handouts on interviewing in the Participant Workbook on pages 56 – 61.
- **Split** the group and ask if they have had experience collecting sensitive data.
- **Ask** the group to share stories, select the most illustrative one, and answer the following questions:
 - What happened?
 - What did you do about it?
 - What would you do differently now, in the light of experience and lessons learned?
- **Share** in plenary one or two stories.
- *N.B. This part of the session could also be organized to share current challenges and seek peer solutions.*
- **Summarize** the principles of best practice by showing the slide: Best practices

BREAK

SESSION 8: DEVELOPING A PROFRAME

	Activity	Time
4:10 – 6:00	Developing a ProFrame	110'
		110'

Activity 1: Developing a ProFrame (110')

- *This session requires the use of the Bangladesh case study or a similar case study developed specifically to reflect a CRS or partner program in country. (See preparation notes at the beginning of this module.) Keep in mind that this session will need to be adjusted to the level of participants' knowledge and experience of programming.*
- **Move** to the exercise, which gives participants the opportunity to put protection theory into practice by developing a protection ProFrame.
- **Ask** participants to return to the same groups they were working in for the protection assessment and analysis exercise.
- **Provide** each group with a blank ProFrame. It is important to provide each participant with a copy of the "cheat" sheet for working with ProFrame (on page 24 in the Participant Workbook).
- **Explain** that each group should complete the results framework, referring to the results of their analysis and assessment, with a clearly defined protection goal, SOs, IRs, and a list of protection activities.
- **Allow** 60 minutes for completing the task.
- In plenary, **ask** each group to present their results framework. After each presentation, **ask** whether other groups have questions or comments.
- **Allow** 60 minutes for presentations and discussion.
- **Raise questions** about the process:
 - Was it difficult to develop a ProFrame through "the protection lens"?
 - How different was the thinking process?
 - How different or innovative are the proposed protection activities?

Wrap up by stressing that it is important to anticipate the range of implications that programming decisions can have for the protection needs of various groups. Restate the importance of participation by vulnerable groups in all phases of programming, from planning to monitoring and evaluation. This is key to ensuring that programs are responsive to vulnerable communities' real protection needs. Underline once more the importance of interagency coordination and complementarity.

DAY THREE

Sessions 9 – 11 Protection Advocacy and Planning for the Future

DAY 3: PROTECTION ADVOCACY AND PLANNING FOR THE FUTURE

Module Overview

This module examines the critical role that advocacy plays in humanitarian action and the different forms that advocacy can take. Given that many humanitarian agencies do not see this as an urgent priority, this session looks at how protection can be enhanced by an array of actions targeted to various sectors.

The session explores the analyses needed to choose an advocacy approach, depending on whether the environment is “permissive” or “nonpermissive.” Proper risk management does not preclude protection advocacy.

Learning Objectives

By the end of the module participants will be able to:

- Understand the main challenges for humanitarian protection and the different modes of action;
- Describe a range of advocacy activities targeted at the state, the international community, and beneficiaries;
- Assess risks, challenges, and opportunities for advocacy in permissive and nonpermissive environments.

Key Learning Points

- Advocacy activities take many forms and happen at many levels of engagement.
- Proper risk management does not preclude protection advocacy.
- Advocacy strategies are best managed in collaboration with other NGOs.

Resources

- Data projector and laptop
- Flip chart and pens
- PowerPoint file for Day Three

Activities in the Participant Workbook:

- Advocacy scenarios
- Protection advocacy grid

Materials for facilitators in the Trainer Guidelines:

- Individual Evaluation Form (Appendix 2)
- Certificate of Attendance (Appendix 3)

SESSION 9: DEVELOPING PROTECTION INDICATORS

	Activity	Time
09:00 – 10:30	Developing protection indicators	90'
10:30 – 11:00	Break	30'
		120'

Activity 1: Developing protection indicators (90')

- This exercise follows the ProFrame development exercise from Day Two.
- The next stage of the exercise examines the development of protection indicators for each level. This session requires a lot of guidance and assistance. The trainers/facilitators will have to make themselves available to support the work of the groups.
- **Refresh** participants' memory in plenary by briefly reviewing the scope and types of indicators. Keep participants in the same groups.
- **Distribute samples of protection indicators** (e.g. SPHERE or ICRC protection standards and indicators guidance document) for participants' use and reference.
- **Show slides:** Protection standards and indicators for all emergency response programs (five slides)
- **Ask** each group to develop at least one protection indicator at strategic objective, intermediate response, and activity level.
- **Allow** 60 minutes to complete the task.
- **Review** each group result in plenary.
- **Allow** 30 minutes for presentations and discussion.

BREAK

SESSION 10: ADVOCACY FOR HUMANITARIAN PROTECTION

	Activity	Time
11:00 – 11:30	Modes of action	30'
11:30 – 12:30	Advocacy activity	60'
12:30 – 1:30	Lunch	30'
		120'

Activity 1: Modes of action (30')

- **Show slide:** A framework for protection: The “egg model”⁸
- **Remind** participants of the previous day’s session and explain that the ICRC framework is a valuable tool for identifying advocacy issues and deciding on the appropriate action.
- **Ask** a participant to explain the various types of action.
- **Show slide:** Modes of action (text)⁹
- **Explain** that advocacy is a critical component of humanitarian protection. It is a skill required at all levels of protective activities, from the local to the national and international. It encompasses activities ranging from persuading the village chief to allocate land to displaced people to influencing a general on the conduct of his army to supporting efforts to establish a more just legal system.
- **Explain** that the most immediate advocacy objective is often bringing pressure to bear on responsible authorities to allow access so that people’s basic needs can be met quickly. Longer-term advocacy efforts generally target varying levels of influence bearers, those with the power to effect significant institutional change. Depending on the type of change sought, these activities will operate at the national or international level. Advocacy works best when it is based on credible evidence drawn from the people directly affected by the abuses.
- **Show the following slides:** Protection through presence, awareness raising on entitlements, ensuring physical safety, registration, tracing and reunification, human rights monitoring
- **For each slide ask:** What type of protective action is this (i.e. responsive, remedial, or environment building)?
- **Divide into three small groups.** Ask each group to think of different types of activities for each type of action and list them on a flip chart. Allow 10 minutes.
- **Debrief** in plenary and add any activities that have not come up.

⁸ At the third workshop on protection for human rights and humanitarian organizations held at the ICRC in Geneva in 1999, the protection framework was represented graphically through the so-called protection egg. Inter-Agency Standing Committee, “Growing the Sheltering Tree: Protect Rights Through Humanitarian Action,” p. 12, UNICEF, 2002.

⁹ “Growing the Sheltering Tree: Protect Rights Through Humanitarian Action,” pp. 16-19.

[Examples for responsive action could include: Protection by presence, firewood collection programs, establishment of referral mechanisms, fuel-efficient stove programs, data collection, monitoring, registration and protection support to individuals and families, mobilization of third parties to responsibilities (state and nonstate actors)]

[Examples for remedial action could include: Community-based recovery initiatives, legal advice and access to justice, support of community self-protection strategies, family tracing and reunion, support of traditional justice mechanisms, child- and women-friendly places in communities or camps, information dissemination on available return options]

[Examples for environment building action could include: Human rights monitoring, reporting and training, capacity building of national organizations in protection (human rights education), support of state structures for combating impunity, human rights training of judges and prosecutors, human rights and gender-based violence (GBV) training for police and military forces, strengthening protection in communities – rights training, women’s and children’s participation, intercommunity dialogue]

- **Show slide:** Complementarity mapping
Explain that NGOs may carry out a range of activities on the complementarity map. It is not necessary for each INGO to carry out all the activities; it’s more important to ensure that agencies are filling gaps in the framework.
- **Allow** 5 minutes for questions and proceed with the exercise.

Activity 2: Advocacy activity (60’)

- **Introduce** the “Advocacy Protection Grid” and then distribute copies of “Advocacy Scenarios” to all participants.
- **Divide** into groups of 4 or 5 people.
- **Ask** groups to select a scenario to use with the grid. Ask them to complete the “Advocacy Protection Grid” on flip chart paper (distribute copies of the grid so they can reproduce them).
- **Allow** 30 minutes to complete the flip chart.
- **Ask** each group in plenary to present its grid.
- **Allow** 30 minutes for presentations and discussion.
- **Ask** what the groups found challenging about the exercise. What sorts of decisions did they have to make?
- **Explain** that a critical factor in the assessment of risks associated with protection advocacy activities is whether the context is a permissive or nonpermissive environment. Permissive environments are those in which humanitarian assistance is welcomed; the authorities either actively support or do not hinder humanitarian actors delivering assistance and protection. Humanitarian crises that are the result of natural disasters often create permissive environments. (But this is not always the case; consider the 2004 tsunami). Nonpermissive environments are those in which humanitarian responses are prohibited or are so tightly circumscribed as to render normal operations extremely difficult. In many instances, nonpermissive environments are heavily militarized and involve ongoing conflict. In a nonpermissive environment,

humanitarian actors may find they are viewed with suspicion by government officials, by the armed forces, and/or by the armed opposition.

- **Show slide:** “Broken bodies, broken dreams” (quotation)

LUNCH

SESSION 11: PLANNING FOR THE FUTURE

	Activity	Time
1:30 – 2:30	Action planning	60'
2:30 – 3:00	Course evaluation Presentation of certificates	30'
3:00	Close	
		90'

Activity 1: Action planning (60')

- **Explain** that it is important for participants to think about how they will incorporate what they have learned in their everyday work. It is easy to imagine at the end of the training that you will go back and do incredible things, but keep in mind that, unfortunately, other tasks get in the way!
- **Explain** that the following action-planning exercise asks them to focus on just two or three manageable actions on their return to the office.
- **Ask** individual participants to think of what they want to do in relation to protection programming when they return to work.

Step one:

- **Pose** a question for them to think through. For example:
 - How can we better integrate protection into our programs?
 - How can we better design protection programs?
- **Participants** should spend 10 minutes individually brainstorming ideas onto Post-its (one idea per Post-it).

Step two:

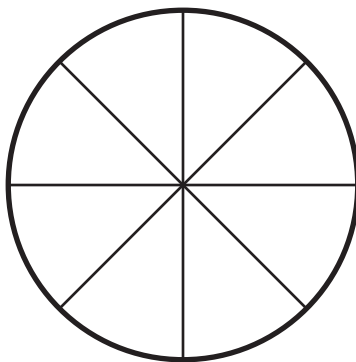
- Once individuals have written their ideas on Post-its, ask everyone to come to a bare wall and put all the Post-its up there.
- **Ask** a participant to lead the group through sorting the ideas into categories.

Step three:

- Once the Post-its are sorted into categories (and duplications thrown away), the group should prioritize the top 12 items that would have the most impact on better protection programming. Keep the group lively and moving, this should be a fun and loud activity with individuals arguing for the best way to prioritize!

Step four:

- Another participant should now guide the group in winnowing down the 12 prioritized actions to 8. (Remind participants that it is better to do a few things well than to try to do too much, and do it badly.)
- These 8 items can be placed in a pie diagram on a flip chart (prepare it in advance).



Step five:

- Ask each participant to draw his or her own “wheel” and mark off how well their organization performs in each area.
- They should write up three action points for the areas in which their organization performs least well.

Step six:

- Each individual should read out to the plenary group their action points, saying who will carry them out and by what time.
- The facilitator should make a note of all the action points and send documentation to the participants after the training.
- **Congratulate** participants and move onto the course evaluation.

Activity 2: Course evaluation (30')

- **Ask** participants to do a group evaluation (see page 36 of the Trainer Guidelines for options).
- **Distribute** the individual evaluation sheets (see page 42 in the Trainer Guidelines) and ask participants to complete them.
- **Once** the evaluation is finished, hold a short ceremony to distribute the certificates of attendance (see page 45 in the Trainer Guidelines).
- **Thank** participants for attending and participating, and close the training.

