

# CORE PROTECTION TRAINING MODULES

# TRAINER GUIDELINES



**Designed and developed by**

Suzanna Tkalec, CRS/ERT Protection Technical Advisor

Emma Jowett, RedR

Daisy Francis, CRS Protection Policy Advisor



## INTRODUCTION AND ACKNOWLEDGEMENTS

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Catholic Relief Services (CRS) has identified protection as a priority in all aspects of our programming, in both emergency and nonemergency contexts. To ensure that all staff have a shared level of understanding of what is meant by protection, the CRS Protection Team has prepared the following Training Module. CRS anticipates that all CRS country programs will use this Training Module as the standard resource for training CRS staff in protection.

The Training Modules are designed to complement other CRS initiatives, including the Justice/Solidarity Lens training; IHD; and ProPack I and ProPack II. Additionally, the Modules have been designed to support the methodologies advanced under *Sphere* and *Do No Harm* approaches.

In developing the various sections of the Modules, we have drawn inspiration from and been guided by the following resources, which we gratefully acknowledge: *The Sphere Project Training Package*; the *UNHCR's Reach Out Refugee Protection Training Kit*; *ALNAP (Active Learning Network on Accountability and Performance), Protection – A Guide for Humanitarian Agencies*; *OXFAM Great Britain's "Liberia Protection Training Pack – Improving the Safety of Liberian People"*; *IASC's "Growing the Sheltering Tree: Protecting Rights Through Humanitarian Action"*; and the *Emergency Capacity Building Project's "The Good Enough Guide: Impact Measurement and Accountability in Emergencies."*

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# MODULE OVERVIEW

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## OVERVIEW OF THE MODULES

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The CRS Core Protection Training is designed for use by CRS staff and partners. The training aims to raise awareness of core protection concepts and build skills in programming protection during humanitarian responses.

**The training takes three days:**

**Day One:** Defining Protection, Principles, Responsibilities, and Accountability

**Day Two:** Protection in Practice

**Day Three:** Protection Advocacy and Planning for the Future

Descriptions of the aims and learning objectives for each session follow.

## AIM OF THE TRAINING

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The aim is to raise awareness of core protection concepts and build skills in programming protection in humanitarian responses.

## DAY ONE – 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). We establish the connections and complementarities between CST principles and those articulated in International Human Rights Law, such as the Universal Declaration of Human Rights.

Emphasis is given to the concept 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 stipulate the legal protections to which people are entitled. The legal framework is important because it identifies the people that ought to be protected, the laws that demand their protection, and the authorities 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, exploring their individual responsibilities, roles, and the actions they may take as well as 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.



**Day One has the following four sessions:**

1. Defining Protection
2. A CRS Holistic Approach to Protection
3. The Legal Framework
4. Protection Actors

**Learning Objectives**

By the end of the day 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 connections and complementarities between CRS principles and protection;
- 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)
- 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, and various governmental and intergovernmental actors to 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.

**DAY TWO – PROTECTION IN PRACTICE**

**Overview**

Day Two sessions explore a practical approach to programming for protection and examines the links between protection and assistance through the use of a case study. Protection and assistance reach across various categories of humanitarian action. For example, the provision of food to a minority group 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 using the ProFrame: how to set a goal, create strategic objectives, and define activities.

Day Two also addresses how a 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 such activities as assessing needs; documenting human rights abuses; journalism, lobbying, and 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.

### **Day Two has the following four sessions:**

1. Practical Approaches to Protection
2. Protection Programming
3. Protection Assessment
4. Developing a ProFrame

### **Learning Objectives**

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

- Describe the aims, activities, and outcomes typical of protection programs;
- Integrate protection analysis in 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 ability to manage sensitive data;
- Describe the ethical and practical implications of sensitive data collection and the management of sensitive information;
- Apply knowledge of protection to design protection programs.

### **Key Learning Points**

- The important role individuals and communities play in providing their own protection. Protection is an ongoing process by which people provide for the fullest realization of their own rights and potential and that of their communities.
- Protection is not something that is "done to" people; rather it is a concept developed and acted upon in concert with individuals and communities. The role of humanitarian actors is to build upon peoples' 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, which requires extensive attention to policy, practice, capacity building, and effective monitoring and reporting. However, protection cannot be treated as an afterthought. Early in the process it should be integrated into the design and implementation of assistance programs.

- The protection “egg model” is a general framework for protection activities.
- The core risks and operational dilemmas commonly encountered by humanitarian agencies trying to meet protection needs.
- 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 and to plan for the most appropriate provision of services. It is important to incorporate protection considerations into interviewing techniques and data collection.
- Good preparation, particularly acquiring cultural competence and encouraging beneficiaries’ participation in the process, informs both the collection and analysis.
- Interviews conducted without due care may traumatize the interviewee or place the person at risk. Conversely, listening appropriately to a story can be tremendously helpful and healing.

## DAY THREE: PROTECTION ADVOCACY AND PLANNING FOR THE FUTURE

### Overview

This session examines advocacy as a critical component of humanitarian action as well as the different forms advocacy can take. Many humanitarian agencies do not see this as an area of urgent priority, so this session looks at how a variety of actions targeted to different sectors can strengthen protection.

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

### Day Three has the following three sessions:

1. Developing Protection Indicators
2. Advocacy for Humanitarian Protection
3. Planning for the Future

### Learning Objectives

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

- Describe a range of advocacy activities targeted to reach the state, the international community, and beneficiaries;
- Assess the risks and challenges of 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.

## USING THE MATERIALS

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### THE AIM OF THE TRAINING

The aim of the CRS Core Protection Modules is to familiarize CRS staff and partner agency staff with key protection concepts and to build skills in programming protection during humanitarian responses.

Though the training is intended for use within CRS and partner agencies, it should not be considered prescriptive. The session plans provide a framework for trainers, aiming to relieve them of reinventing wheels by offering suggestions for training activities accompanied by notes on essential content.

The section on general course documents includes a suggested agenda. The trainer should decide which sessions to use based on the context and the needs of his or her audience.

***N.B.: It is important that trainers adapt the session plans to suit the context.***

### SESSION PLANS

Following is a guide to the components of each day's session plans.

#### Overview

This section provides an outline of the day's intention. It offers guidance on the session's essential themes and provides links to other sessions.

#### Objectives

These are the learning objectives the trainer should expect of each participant by the end of the day. They are written in such a way that a trainer should be able to easily assess whether or not a participant has achieved them.

The objectives are important as they indicate the essential skills, knowledge, and attitude each session should impart.

#### Key Learning Points

The key learning points relate to the essential knowledge requirements for each module. They represent key content and are arranged in a logical sequence for training.

#### Session at a Glance

The "session at a glance" table provides a quick reference point. Its essential session components and estimated timings are suggestions only: they can be adapted by the trainer, depending on the audience and context.

### Resources

The list for each session contains the specific resources needed for that particular module. These may include handouts or materials specific to the situation, such as case studies or training activities.

### Guidance

These notes represent training issues specific to the module. They should be read before delivering the session as they may influence how it is run.

### Session Notes

The session notes represent a recommended framework and sequence to help trainers plan sessions appropriate for their contexts. The session notes break the content into concepts and logical steps. Each step has a suggested training activity. The session notes also provide tips on how to run the different activities as well as highlight the PowerPoint slides to accompany the material.

It is important that trainers approach training with the attitude of “making it their own.” They should use the session notes to plan a session suitable for their specific context and audience, including an assessment of how the material relates to their context.

### Handouts

All the handouts that accompany the session can be found in the Participant Workbook. Trainers may also amend the handouts to make them more specific to their agency or context.

### Activities

All the activities can either be found in the Participant Workbook or the Facilitator Guidelines. Again, these can be used at the trainer’s discretion.



# TRAINING ACTIVITIES

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The following pages include all the activities in the session plans. Each document provides the instructions for the exercises, including photocopying instructions

## HUMAN RIGHTS QUIZ

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Ask the participants to work in teams. Each team should think of a name and write it on their paper.

Read aloud the questions and allow one minute for the groups to write down the answer.

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.

Nominate the winner(s) and give a small prize.

- 1. The name of a document that proclaims human rights** [e.g., Universal Declaration on Human Rights; Covenant on Economic, Social and Cultural Rights (ICESCR); Covenant on Civil and Political Rights (ICCPR); Convention on the Elimination of all forms of Discrimination Against Women (CEDAW); Convention on the Rights of the Child (CRC)]
- 2. A special right all children should have** [e.g., the right to life, the right to be registered after birth, the right to education, etc.]
- 3. The two states that did not sign the CRC** [USA and Somalia]
- 4. A right denied to some people in your country** [e.g., girl children do not have access to education, or in the USA you may have the right to life taken away through the punitive death penalty]
- 5. A human right that has been denied to you personally**
- 6. An organization that fights for human rights** [e.g., Amnesty International, MSF, Human Rights Watch etc.]
- 7. A right that all minority groups should have** [e.g., the right to freedom of worship]
- 8. An example of discrimination** [e.g., the denial of access to equal medical care for women in Afghanistan]
- 9. A right sometimes denied to women** [e.g., women being paid less than men for the same work]
- 10. Someone who fights for human rights** [a human rights activist]
- 11. A violation of the right to life** [e.g. the death penalty in the USA]
- 12. An example of how someone's right to privacy may be violated** [e.g. your home telephone calls are monitored; your letters are delivered opened]
- 13. A duty we all have in relation to our human rights** [to be aware of our rights]
- 14. An agency mandated to ensure protection of peoples' rights** (e.g., UNHCR, ICRC, UNICEF etc)



## ACTOR MAPPING EXERCISE<sup>1</sup>

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### **(DAY ONE, SESSION 4: PROTECTION ACTORS)**

The trainer needs to photocopy both the roles and responsibilities boxes and the actor boxes for a complete set for each small group. For example, if you intend to have five small groups, you will need to photocopy five sets of both roles and responsibilities boxes and actor boxes. Then cut the boxes up and put the roles and responsibilities boxes in an envelope marked A and the actor boxes in an envelope marked B. Each small group will have an A and B envelope.

You may want to add a specific actor (or change an image) depending on the context where the workshop is taking place.

Further details about protection actors and their roles can be found on pages 14-15.

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<sup>1</sup> Exercise adapted from *The Sphere Protection 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](http://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.

**Text boxes to put in Envelope A: Roles and responsibilities**

Has the primary responsibility for protection of civilians in their territory	Legal responsibility to uphold IHL, IHRL, and Refugee Law
Obligated to defend the nation, maintain law and order, and provide humanitarian assistance to its citizens	Mandated to coordinate actions to protect refugees and resolve problems of refugees
Increasingly responsible for the protection of IDPs	Under the new cluster approach, serves as the global lead on protection
Works with states on reintegrating refugees into their countries of origin or on resettling those who cannot return in a third country	Encourages states to respect the rights of refugees and asylum seekers
Mandated under the Geneva Conventions and the Two Additional Protocols to ensure protection in the context of armed conflict both international and noninternational	Provides assistance to civilian victims and POWs
Provides assistance to military rendered hors de combat	Encourages states to become parties to Geneva Conventions and the Two Additional Protocols
Promotes, disseminates, and provides capacity building on IHL	Provides humanitarian assistance in an impartial manner
Mobilizes civilians and builds their capacity to advocate for their rights	Advocates for the protection of civilian populations
Strengthens the capacity of communities for self-protection	Through presence in the field, discourages direct threats to civilians
As possible, avoids threats by fleeing, not traveling, hiding	Solidarity action through community leadership and reaching out to family members/family friends in distress
Negotiates own safety space with armed actors	Advocates with own government about its duty to protect citizens and others in its territory
Even though not signatory to the Geneva Conventions, those that control territory are obliged to uphold common Art.3 and IHL in general to ensure protection of civilians	International customary law and IHL establish that commanders and members of an organized force have a personal responsibility for violations of IHL
Carries out “protection advocacy” campaigning to influence policy makers at international, regional, national, and local levels	Through its liaison office at the UN Headquarters in New York, feeds information to the Security Council and is a vital source of info and analysis on current and potential crises that threaten peace and security in the world

Text boxes to put in Envelope B: Actors



State (Military, Judiciary and Police)



ICRC



Communities and families



Non State armed actors

LOCAL NGO

## Protection Actors, Mandates, Roles and Responsibilities

### UNHCR

Mandated to coordinate activities to protect refugees and resolve problems of refugees, working with states on the reintegration of refugees into countries of origin or on the resettlement of those who cannot return to a third country. UNHCR encourages states to respect the rights of refugees and asylum seekers.

Also increasingly responsible for the protection of internally displaced persons (IDPs) under the new cluster approach. Serves as the Global Cluster Lead on Protection.

### ICRC

Mandated under the Geneva Conventions and the Two Additional Protocols to ensure protection in the context of armed conflict, both international and noninternational

- Provides assistance to civilian victims of conflict and POWs;
- Provides assistance to military rendered hors de combat;
- Encourages states to become parties to the Geneva Conventions and the Two Additional Protocols;
- Promotes, disseminates, and provides capacity building on international humanitarian law (IHL).

### THE STATE (government; military; judiciary; police/constabulary)

The state has the primary responsibility for the protection of civilians in its territory (“the duty bearer”). A state has the legal obligation to uphold international humanitarian law, human rights law, and refugee law. It is obligated to defend the nation, maintain law and order, and provide humanitarian assistance to its citizens.

### NGOs

NGOs do not have a formal mandate in law. At the consent of the state, they can provide humanitarian assistance in an impartial manner. NGOs have a wide variety of mandates:

- Advocate on behalf of civilians and provide information to people about their options;
- Advocate for the protection of civilian populations to states and the international community
- Strengthen capacity of communities for self-protection by engaging them in the identification of protection needs and durable solutions;
- Through presence in the field, discourage direct threats to civilians (controversial at the moment).

### **COMMUNITIES/FAMILIES/INDIVIDUALS**

Communities and individuals are always the first to respond in any emergency. They have a duty to abide by the laws of their country but may be involved in any of the following:

- Solidarity action through community leadership and reaching out to family members/friends in distress, perhaps across clan or other extended relationship networks;
- Negotiation of own safety and “space” with armed actors;
- Advocacy with own government about its duty to protect citizens and others in its territory;
- Payment of “taxes”/bribes to ensure safety.

### **CARITAS NETWORK**

Carries out “protection advocacy” campaigning to influence policy makers at international, regional, national, and local levels through its liaison office at UN Headquarters in New York. Feeds information to the Security Council and is a vital source of information and analysis on current and potential crises that threaten peace and security in the world.

### **NON-STATE ARMED ACTORS**

Though non-state actors are not signatory to the Geneva Conventions, those that control territory are obligated to uphold Common Article III and IHL generally, to ensure the protection of civilians. International customary law and international humanitarian law establish that commanders and members of an organized force have a personal responsibility for violations of IHL (war crimes, crimes against humanity, the Rome Statutes).

## ROLE PLAY: THE “BAD” INTERVIEW – SCRIPT FOR ACTORS

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**A:** Oh, hi, come in. Are you the one Mustapha told me was raped? By the way YOU UNDERSTAND ENGLISH, DON'T YOU? DO YOU UNDERSTAND WHAT I MEAN BY RAPE... YOU KNOW, SEXUAL VIOLENCE?

**S:** Yes, actually, I am a Harvard Law School graduate. Mustapha's brother just told me to come here at this time.

**A:** Great. I've only got one seat, do you mind sitting on the floor? That's normal for you anyway, isn't it? [Generously] No, actually, you sit, I'll stand. Don't mind all these people, they can't understand English anyway.

**S:** [Speaking perfect English] Ahhhh..... yes. Actually I am more comfortable standing up as I am in a bit of pain.

**A:** Oh, sorry – stupid me: of course you can't sit down, it must be very painful. I'll get something for that. [To one of the audience:] this woman has been [loud whisper] *SEXUALLY VIOLATED*, can you get her an aspirin?

**S:** Oh... thank you. Actually I don't want to sit because I hurt my leg chopping firewood. I hope this will not take very long, as I have to cook lunch for my husband.

**A:** Well, actually it might take a while, and this is important so I'll send someone to let your husband know you're busy telling me about being raped. I want to ask you a few questions. We hear a lot of you have been raped: we'll be able to treat you if you've caught HIV or anything, but we need to know the details, also so that we can pass it on to the police and UNHCR so they can lock up the man who did this to you. By the way, was it one man, or was it a group effort? I expect UNHCR and the police will want to interview you too. Is all this OK with you?

**S:** Ah...OK.

**A:** [Taking a swig from a bottle of water, no glass or water available for client]: OK? Great, thanks very much. Do you mind if I get Adam to sit in? He's learning how to interview. He'll be taking notes. Don't worry, we keep the notes in the office now, after I dropped my last notebook somewhere in the camp. [Big sneeze]: Oh dear, I'm allergic to something around here, and I've run out of tissues. Now, how do you spell your name? The media is always fussy about getting names right.

## ROLE PLAY: THE “GOOD” INTERVIEW – SCRIPT FOR ACTORS

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**A:** Hello, my name is Annie Sparrow. I work with Catholic Relief Services, an American non-governmental organization. Have you heard of this agency?

**S:** No, never. Are you sure you are not a journalist?

**A:** Yes! I was given your name by your sister, who is working at the Caritas clinic. All that she told me was that she is concerned about your health and that you might be willing to talk with me. CRS is an agency working to improve the health and safety of women and girls who have been displaced from their homes and families. To do this, we need to know the issues that are causing you concern. We hope that this information, which we are gathering from many people, will help us respond to the needs of you, your family, and other people affected.

If you are willing to talk, I would like to ask you some questions about what has happened to you and your family. What you say to me is always confidential. Can you tell me what you understand by the word “confidential”?

**S:** Ahhh ... “confidential” means that I tell you, and you do not tell my husband?

**A:** Yes. It also means that I will share with my coworkers what you tell me only with your consent. I would like to record your name, and I will take notes, but this information is kept in a secure place, and if you prefer, we can make up a different name for you. If you do not feel comfortable talking with me at this time, I respect your decision.

**S:** But then you will stop giving food to me, if I do not talk with you?

**A:** In fact it is WFP that is giving the food, but no no no, please do not imagine that CRS or any other agency would withhold services from you. We are just using the WFP office because many people come here for many different reasons, so no one will imagine that we are talking about women’s health, or violence against women. Do you feel safe in this place?

**S:** Yes, I am glad you did not come to my tent. But I have to be back home in three hours.

**A:** That’s fine; I have booked this room for two hours, so that we will not be disturbed.

**S:** Oh, I was planning to talk for at least three hours!

**[AT INTERVIEW END]**

**A:** OK, Is there anything else you think I should know?

**S:** Although it is hard to talk, it is good to know that CRS is interested in what becomes of us. I would like people everywhere to know what has happened. Please do not use my name, but I would like you to make sure people know what is happening here. We need to go home, but we can only go home when we know that we will be safe.

## FACILITATOR'S NOTES FOR ROLE PLAYS

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### Handling Client's Emotion

Some people recommend asking about emotions, others do not. The best approach is to judge each situation on its own terms. If the survivor does not seem able to talk about emotions, this does not necessarily mean "don't ask." It is appropriate to say "That must have been very hard for you. Or " I understand if this is making you sad to talk about, and please tell me if you need a break."

### Interviewer

Since delicate and personal issues arise from sexual abuse, interviewers who are sensitive to the needs of women and can communicate with survivors about their personal experiences are required. In certain cultures women survivors may not feel comfortable speaking with men. For these reasons, women should be employed as interviewers and interpreters for the most effective interviewing.

### The Interview Environment

The circumstances surrounding an interview can play an important role in its success. Try to:

- Create a confidential and quiet setting;
- Ensure the interviewee's safety;
- Avoid any interruptions or distractions during the interview;
- Have drinking water and tissues on hand;
- Interview women one by one even if you are interviewing several of them;
- Interview women in private, out of the hearing even of other family members (survivors of sexual abuse may not feel comfortable recounting experiences in front of their families);
- Interview some women with someone they trust nearby or present for the interview.

### Interview Process

The way an interviewer presents herself and her organization can affect a witness's inclination to be honest. Begin by explaining who you are, why you are gathering information, and why you are interviewing her.

Explain how you found the potential interviewee: who brought you to her, how your contact found her, etc. This should increase the woman's comfort and trust, and you can begin to establish a rapport with her. Since rape survivors' ability to trust has usually been shattered, approaching them through individuals they trust is very important. You do not want survivors to feel they are being exploited again.

### Interview Procedure

The interviewer should seek no more information about the incident than is absolutely necessary to establish what took place, where it took place, and the perpetrator(s). In no instance should the work of investigators take precedence over the well-being of survivors.



The survivors' immediate or long-term vulnerability must be taken into consideration, and the survivors' decisions must be respected.

If an interviewee cannot handle your questions, discontinue the interview. No information should be given at the expense of a woman's well-being.

Approach the woman carefully in a gentle, supportive manner, keeping in mind the physical and psychological damage she has experienced. Be sensitive, discreet, friendly, and compassionate. Be patient and nonjudgmental.



# TRAINING TIPS

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The following pages include suggestions for making your training more participatory, dynamic, and professional.

## PREPARING FOR TRAINING

### Establishing roles and responsibilities

Before arranging any type of learning event, it is vital to clarify the roles and responsibilities of all staff involved to ensure the smooth delivery of training sessions and the achievement of the training's full potential. Afterward there should be a follow-up, which trainers can ensure by establishing relationships with the participants and their managers.

### Role of the lead trainer

Generally the lead trainer is to organize the training and take responsibility for all aspects of coordinating its setup, delivery, evaluation, and follow-up. It is the lead trainer's responsibility to ensure, in collaboration with colleagues, that the course achieves its objectives and runs as smoothly as possible. The chart below outlines typical responsibilities.

When	Lead trainer responsibilities
Before the course	Inform host of venue, resource, and equipment needs, including handouts, stationary, and equipment etc. (see Appendix 4)
	Liaise with administration officer on participants' travel arrangements
	Travel to venue in time to meet other trainers and discuss any outstanding issues on their understanding of the training
	Identify and brief any additional trainers and resource people
	Assess learning needs and finalize participant list
	Review any previous training evaluations
	Hold a planning meeting with cotrainer(s) and administration support to prepare the agenda, objectives, and content of the training
	Identify protection issues in the specific context
	Amend materials to suit the context
	Prepare and photocopy handouts and other reference documents
Set out room for training, including checking all equipment	

<b>During the course</b>	Open and close the course and take responsibility for health and safety during it
	Operate on your own or as a team with cotrainers to deliver sessions; keep to time, or adapt timetable as necessary; and inform participants of breaks, return times, etc.
	Monitor the progress of the training and informally assess participants' learning
	Make evaluation notes on the session briefs in the course file
	Amend the training as necessary
	Welcome and ensure that all resource people are looked after
	Evaluate the course (see Appendix 2)
	Distribute attendance certificates (see Appendix 3)
	Clear training room; check and pack all resources and organize their return
<b>After the course</b>	Hold a "debrief" with cotrainers, making notes for course report for future improvements
	Write course report with lessons learned and recommendations for future trainings
	Follow up with agency managers regarding participant performance (e.g., after three months).

### Role of the cotrainer

The cotrainer is to support and assist the lead trainer as specified. Generally the cotrainer will also have responsibilities relating to specific topic or agency sessions during the course.

<b>When</b>	<b>Cotrainer responsibilities</b>
<b>Before the course</b>	Familiarize yourself with participants' knowledge of and experience with protection issues
	Familiarize yourself with the issues in the specific context
	Review previous evaluation reports
	Liaise with the lead trainer on course planning, including objectives, content, and methodology
	Prepare for own sessions
<b>During the course</b>	Amend materials to suit the context
	Assist with setting up the training venue and checking equipment
	Support and assist the lead trainer with delivery of training and with any practical needs arising from the training
<b>After the course</b>	Assist in clearing of training room; check and pack all resources and organize their return
	Read internal draft of the course report and offer input in the form of comments and edits.
	Write up specific session evaluation reports – and recommendations for any key lessons learned/changes to standard session briefs and submit to the lead trainer

## Preparing for the workshop

Trainers need to make training materials their own. When preparing to deliver a module, you should:

- Read the session plan;
- Read the notes (view notes page) in the PowerPoint presentation;
- Research relevant reference documents, e.g. Eileen Egan's book *Catholic Relief Services: The Beginning Years*;
- Consider your audience and the specific contextual issues;
- Decide how to adapt the session, consulting with your cotrainer;
- Check that you can answer the following questions:

Who is this session for?

How long will it take?

Why is this session important?

How does it fit with the other sessions?

What key messages do I want participants to take away?

What should I read or review before conducting this session?

What additional preparations do I need to make before running the session?

What resources do I need on hand?

How should I amend the session to suit the context?

How will I assess participants' learning?

How will I know if the session was successful?

## Adapting the modules

The training materials in the Core Protection Modules provide a useful framework for delivering sessions. However, they come with a warning! Trainers must adapt the materials to suit the audience and context.

This entails thinking of scenarios or case studies relevant to the context and being clear on the specific protection issues that may concern partner agencies. It might include adding images of the geographical area to the PowerPoint presentation. It might be adding one of your favorite energizers.

The main thing to remember is that the modules do *not* have to be delivered word for word. You have the right, and the responsibility, to change things to suit your context and audience.

## BEGINNING THE SESSION

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Every training session needs a clear beginning, middle, and end. This section provides tips for honoring this structure.

### Introductions

The tone of the training is set from the first moment the participants arrive at the venue and not, as many trainers assume, from the moment they first stand in front of the gathered group and say hello.

There are a number of ways to ensure that participants are introduced to one another. Even when participants already know one another, it is important that they have time to form as a group at the beginning of a session.

It is also important that you as the trainer are aware of the group's expectations, as this will help you adapt the training to the participants' needs and wants. Setting some ground rules for how the group will behave is important as well. These can be referred to if someone is dominating the group, not listening to others, or not switching off a mobile phone!

Some suggestions follow:

1. Ask each group member to find someone they do not work with regularly or do not know. The two should interview each other for five minutes and then share in plenary their names, roles, and expectations of the day. This exercise can be altered in a number of ways, for example, by asking individuals to share something the group does not know about them, something surprising about themselves, or their expectations for the day.
2. Go round the group asking each person to give their name, describe their role, and state their expectations of the training as well as provide some ground rules for how the group will work over time.
3. Post four flip charts on the wall. Attach a brown paper bag to each one. On one flip chart write: Expectations for the training. On another write: How I would like the group to be. On the third write: What I have left behind. And on the fourth write: I am afraid that... Participants should then respond on separate pieces of paper to the statements. When they have completed their four responses, they should put their pieces of paper in the corresponding brown paper bags. Then split the main group in four and ask each group to collate the pieces of paper from one bag onto a fresh flip chart. Each group should then present its flip chart to the main group.
4. Ask participants to introduce themselves while holding a lighted match: when the match has burned down they have to stop – a very good way to have fun and to keep introductions short.

## DURING THE SESSION

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### Creating space for participants to exchange their experiences

It is essential during any training that participants be provided with an opportunity to share experiences. It is crucial that they learn from one another. To provide such opportunities, insert a space in each session or in the training program and invite participants to talk on specific issues.

Training teams have always acknowledged the importance of informal conversation time for participants during breaks and in the evenings. This can provide an excellent opportunity to hear how participants feel the course is going. It can also enhance learning by encouraging conversations that are undirected, nonlinear, and usually highly relevant to participants' needs.

### Icebreakers and energizers

These are short activities that encourage participants to move around, relax, take a break from what they are doing, and get to know one another better. They can be relevant to a topic, for example, the "protectors" and "perpetrators" energizer might be introduced when explaining basic protection concepts. Others are designed to change the pace or focus of the training.

Energizers and games can be particularly useful after a long presentation, or to start the first afternoon session. As a general rule, energizers should be chosen with sensitivity to the cultural, gender, and religious norms of the group.

### Examples of icebreakers and energizers

#### "Protectors" and "Perpetrators"

This energizer can also be used to form random groups. Find an open space for this exercise.

Each participant should silently choose one person in the group to be their "protector" and another to be their "perpetrator" (no criteria are given for selecting protectors and perpetrators). Once people have made their choices, the facilitator explains that they should now try to get as close to their protectors as possible and as far away as they can from their perpetrators. People should be encouraged to move quickly, though they should be warned that they are not allowed to touch anyone. After a few minutes, participants are asked to reverse the process (getting close to the perpetrators and far away from the protectors). This exercise will make people move about in unusual ways and should generate a lot of laughter.

#### Move to the Spot

This energizer takes five minutes. Ask participants to spread out around the room and to pick a particular spot that is "theirs." Then ask people to move around the room, doing things suggested by the facilitator: "Say hello to anyone wearing red," "Hop, skip, or jump," "Whistle or make a strange sound," "Walk backwards," and so on. When the facilitator says "Stop!" everyone has to get back to their spot as quickly as possible. This game can be fun but cannot be done for too long, as people get bored soon.



### **Why?...Because...**

This is a great energizer to run because, bizarrely, there are always links between even unrelated “why” questions and “because” answers. Go around the room, alternately assigning people to the “why” or “because” group. The “whys” should each think of a random question, and the “because” a random answer. (There’s no collaboration between the groups.) You might like to give examples, such as: “Why is the sky blue?” An answer might be “Because I am very tired.”

Ask participants to write down a question or answer depending on their assigned group. Once everyone has finished, go round asking participants for a “why” then a “because.” It is very funny what emerges!

### **Ha! Ha! Ha!**

This energizer is useful for changing pace or when there is tension in the group. The facilitator says that s/he is going to make them laugh and starts by saying “Ha!” and getting the next person to repeat this adding another “Ha!” Participants then repeat what their neighbor says, adding another “Ha!” each time. People are “made” to laugh –very quickly everyone will be laughing. It really works!

### **Making Rain**

This is similar to the Ha! Ha! Ha! energizer. Everyone sits in a circle, and the facilitator starts by drumming her/his fingers on a table or chair. The next person starts to drum their fingers, then the next, until everyone is drumming. The sound is like that of heavy rain or a thunderstorm. End the exercise when everyone is “making rain.”

## **Running group activities**

### **Working in pairs**

Participants work with an immediately adjacent partner, or another person who would be logically linked with them, for example, from the same partner agency.

Working in pairs can be useful when addressing concepts that individuals might feel embarrassed being asked for: it reduces feelings of discomfort and builds confidence in the training environment. It can also be useful when some group members are not working in their first language.

### **Small group work**

Small group work can be one of the most rewarding learning activities, because it allows more in-depth discussion and is helpful for those participants who find it difficult to speak out in the plenary group.

### **Considerations for small group work**

- Be clear on what you want the group to achieve, how long they have for the task, what they will need to do the task, where they can do the task, and what the reporting format will be.
- Allocate groups a working space. This may be in the same room, but in the case of lengthier, more complex tasks (such as the protection indicators exercise), it is advisable to have groups work in separate rooms if possible.

- Provide ground rules for groups. For example, ask groups to elect a facilitator, note taker, and presenter. Make sure that these roles are given to various participants so that it is not always the most verbal people who do the reporting back!
- In general it is preferable to change groups to allow participants to work with different people, although you may want to keep the same group working through related tasks.
- The optimal number for each small group is five or six.
- Devise different ways of splitting the main group into smaller groups (see below).

## Splitting groups

The plenary group can be split into smaller working groups in a variety of ways.

### Numbering

Simply count off the participants into small groups if the groups do not need to be balanced in any way, i.e. go around the room assigning each person a number up to the number of groups desired. People can call out or be assigned numbers in sequence, then all the “ones” form a group, all the “twos” another, and so on. Alternatively, use letters of the alphabet or names of fruit. Be clear after you have split the groups where each group should work.

### Birthday lineup

Ask the participants to form a line in order of birthday date (make it clear that they only reveal the month and day, not the year). The January birthdays should be at the front, with December at the rear. When the line is complete, the trainer asks each participant in turn their birthday date, rearranges people when there are mistakes, and counts off the groups.

An alternative is to ask participants to line up according to how far they have traveled to be at the training venue.

### The ship is sinking

Clear a large space, climb onto a chair, and explain that you are the captain of a ship and the ship is sinking. Ask everyone to clap and repeat after you “The ship is sinking, the ship is sinking.” Explain that the only way for people to save themselves is to jump into a lifeboat containing a precise number of people – and you will call out the number required. Start the refrain and then yell out a number, e.g. eight. Everybody should now rush to find seven other people to form a lifeboat group. This should provoke much noise and laughter. Repeat a few times with different numbers until you feel everyone is ready to stop, then yell out the number you want for small group work.

### The world-famous Mexican shoe exercise

This is a good way to allow groups to self-select. Explain that shoes have many different characteristics, e.g. color, shape, height of heel, laced or not, etc. Ask participants to find two other people with similar shoes to their own to form groups of three. Allow a few minutes of wandering before checking that everyone has a group.

**Animal noises**

Decide how many people you want in each group. On Post-its write the name of an animal – each group will need a set of Post-its with its animal. Distribute the Post-its randomly to participants and ask them to find the others in their group by circulating and making the noise of the animal on their Post-it.

**Tips for giving instructions**

One of the first things a trainer must remember is that, when training activities fail, it is most often because the trainer has not given clear instructions. You may be using a cunningly crafted role play or a case study that has been a long time in development, but your plans can all come crashing down if the instructions are not given effectively. Here are some tips to ensure your instructions are always clear, concise, and conducive to a great learning experience!

- Signal that you are going to give instructions;
- Deliver the instructions a minimum of three times;
- Don't create small groups while giving instructions;
- Give both verbal and written instructions if they are complex;
- Get participants to repeat back what they have to do;
- Stage instructions, providing them piece by piece.
- Components of instructions:
  - What to do
  - For how long
  - WHY
  - How to report back
  - What outputs are required
- Clarify whether or not a task is flexible: can some elements be omitted, or do they all have to be completed.

**Hints for training multilingual participants**

Following are some tips on how to create an environment where participants using a second or third language may feel more comfortable:

- Pronounce words clearly and use simple language.
- Do not use colloquialisms.
- Repeat key ideas or content.
- Use visual supporting materials.
- Provide summaries of the content in handout form.
- Check understanding by asking open questions that elicit key learning points.
- Take frequent breaks and alter the training methods since working in a second language is very tiring.

- Allow time for discussion and, even more important, plenty of time for feedback after training activities. A good rule of thumb is to double the normal time you would allocate.
- Be patient during silences or gaps as people may be working out how to say something.
- Do not confuse lack of language skills with a lack of intelligence.

### **Documenting outputs from the training**

A lot of valuable work will be produced during the training sessions, and participants may have useful suggestions that can feed into an agency's protection activities, procedures, or policies.

It is helpful to document any key points that emerge from the training activities and distribute them as a handout to participants at the end of the training.

### **Reviewing learning**

Reviewing involves providing space for participants to make connections and reflect on what they have learned during the session and how their learning fits with other parts of the course and their work experience. Reviewing must be participatory to be effective. It is often useful to start the day, or end a session, with one of the following activities:

#### **The snowball fight**

Start with a plenary brainstorm to identify every learning point covered during the session. Then instruct everyone to take a blank sheet of paper and write the most important thing they had learned during the session.

Once completed, instruct everyone to scrunch up their pieces of paper and throw them at one another in a mock snowball fight. After some time, instruct everyone to find a snowball, unwrap it, and read it out loud to the plenary. Once everyone has read his or hers, facilitate a general discussion.

#### **Round robin**

Ask participants to reflect on the session for one minute and think about something they will take away from it and use directly at work. Then ask each member of the group what they would change in their behavior on going back to the workplace.

#### **Quiz**

This can be a fun way to assess learning when a session contains a lot of theoretical content. You can introduce a competitive element if you think the group needs energizing! Think of the questions before the session, or use the quiz materials in the training activities section of these guidelines. Split participants into small groups, then ask the questions. Each group writes down answers, then gives their paper to another group to mark. Go through each answer in plenary and give a prize to the winning group.

## TIPS ON TRAINING METHODS

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### Using the PowerPoint slides

The PowerPoint slides have notes written in the “notes page” of each slide to help you prepare and present the content in a lively way. We suggest that you print out a copy of the PowerPoint slides using the instruction notes. This will give you complete information for each slide when presenting.

It is the job of the trainer to customize the presentations to suit his or her needs. For example, you may choose to replace some of the images with images more relevant to your context. The presentations provide a framework only: make them your own!

When delivering presentations make sure you do not simply run through the slides like a robot. Inject questions or stories to illustrate your points. Show one or two slides and then do a short exercise. If there is a lengthy text, ask a participant to read it aloud, which can have the added advantage of waking someone up!

### Following are some tips for actually running a presentation slide show during the training:

To start my presentation?

Press the **F5** key. Or click the **Slide Show** icon or select **View Show** from the **Slide Show** menu.

To go to the next slide?

Press any of these keys: **N**, the **space bar**, **return**, or **Page Dn**. Or do a **left click** on the mouse. If your mouse has a scroll wheel, rotate it *towards* you.

To go to the previous slide?

Press **P**, **Backspace**, or **Page Up**. Or rotate the mouse wheel *away from* you.

Switch to a blank screen during a presentation?

Pressing **B** will turn the screen black. Use this in a darkened room. Pressing **W** will turn the screen white, which is better if the room is lit.

Underline text or draw on a slide while I am talking?

This can be useful – for example, underline or circle a key word. But don’t overdo it!

Hold down **Ctrl** and press **P** to change the pointer from an arrow to a pen. You can now write on the slide. (To change the ink color, select **Pointer Options Pen Color** from the navigation menu.)

Press **E** to erase your scribbles. Press **Esc** once to change the pointer back to an arrow.

End my presentation?

Use the **B** or **W** key to turn the screen black or white, or press **Esc** to end the slide show.

It is good practice to finish with a blank slide or, better still, one that signals the end of the presentation – e.g. “Questions?” or “Break.”

### **Tips for using case studies**

Case studies describe real or imagined scenarios. They can be provided in narrative (or image) form by the trainer (see training activities section), adapted to suit the context, or drawn from the group. They provide an opportunity for groups to analyze, problem solve, and apply theory to practice.

Case studies can be used to develop understanding, skills, and knowledge and can provide an invaluable opportunity to reinforce learning. They are a useful tool to make general learning points specific to the context in which you are working.

Following are some considerations for running case studies:

- Allow sufficient time for groups to work through the case studies.
- Time must be factored in for feedback in plenary.
- Vary the ways groups report back, but ensure that every group has an opportunity to present at least part of their work.
- Case studies that relate directly to a real situation can be valuable, but they can also prevent participants from learning, as they bring their own experience to the case rather than approaching it in a fresh way. Political sensitivities can also be a problem.
- Imagined scenarios can be useful in providing “distance” for the participants, but there can be a danger of oversimplifying issues.
- Don’t overload the scenario with too many details. You can tell participants to request additional information from the trainer.
- Ensure that the information in the case study is accurate and relevant to the learning points – otherwise the trainer can lose credibility.

### **Creating your own case study**

If you want to use your own case study in place of some of the case studies provided in the trainer activities, consider the following points. Case studies should be no longer than half a page and should include information on the following as well as instructions for the task you wish participants to complete:

- Country
- Protection issue
- Activity
- Agency responsible
- Challenges, successes, risks, lessons learned

It is also possible to introduce a case study through images using the PowerPoint presentation.

### **Tips for brainstorming**

This is a useful technique for agreeing on terminology and encouraging everyone to contribute responses to an idea or question. Brainstorming can be used in a variety of ways, ranging from icebreakers, idea creation, and finding solutions to assessing people’s existing attitudes, skills, and knowledge.

It is important to clarify how brainstorming is used, so participants know what to expect and can see its purpose. The role of the trainer is that of *facilitator*, setting the structure of the exercise and having little direct contribution to the information and ideas collected. All brainstorming should have a purpose, even if it is only a way of introducing a topic. Ideally it should be followed by an exercise that uses the information gathered.

Following are some considerations for brainstorming:

- Define the topic/problem/issue in a statement or question.
- Give people time to think (and write if necessary) on their own, in a pair, or in a small group.
- Summarize long answers in one word, and check that the summary is approved by the person offering the contribution.
- Allow people to pass if they cannot contribute.
- Set clear parameters before brainstorming. Will it be controlled? In other words, will the trainer accept only contributions that seem relevant or accept all contributions without judgment?

### Tips for leading discussions

Guided discussions are a useful way to initiate and focus debates and to emphasize key learning points. They can be conducted in plenary or small groups. Key questions are often included in the session plans and can be used to generate discussion. Facilitators need to manage the discussions to ensure that time is not wasted on irrelevant points and that the more vocal participants do not dominate the discussion. It is important, however, to allow all participants to express their views, even when they might be seen as provocative.

Structured discussions in small or plenary groups can be used to develop understanding. They also enable the trainer to find out how a group is responding to a contentious subject or to cover all the angles on a particular topic. Discussions can be set up in many different ways to achieve different aims, encouraging less talkative members of a group to participate, providing a competitive edge, targeting particular issues, etc.

Some discussion regulator tools are:

- A prearranged system whereby people indicate that they want to speak, then wait their turn to be asked.
- “The conch system,” whereby only the person holding the “conch” (a ball, sock, or other object) can speak. Then the “conch” is passed to the next person chosen to talk.
- Taking turns to speak, for example, by going around the circle, giving people numbers, etc.
- Using cards with topic headings to discuss more than one aspect of a subject.

Following are some considerations for leading discussions:

- Do not be afraid to either stop a discussion that is unproductive or run with a discussion that occurs spontaneously.
- Formulate the discussion questions *before* the session, as they are not easy to formulate on the spot!
- Discussions are a flexible facilitation tool and can occur at any time.
- Discussions are an excellent way to stimulate interest and participation, gauge the feelings in the group, and relate learning to practice.

- Discussions can provide instant feedback for the trainer.
- Discussions utilize the group's diversity and can challenge and provoke thought in individuals.
- For the greatest benefit, regularly summarize and draw out the key discussion points.
- Be tough on people trying to dominate the discussion.

### **Tips for questions and elicitation**

Trainers can use questions in a planned way to elicit information, to encourage analysis, and to assess levels of knowledge and understanding. They can be a direct and immediate way of clarifying, gaining factual information, and allowing participants to share their experience or knowledge.

Although trainers will usually be the ones asking questions and handling answers, this need not be the case. It can also be useful to throw questions from participants back to the group, giving them control.

A range of questions should be used as needed, as listed below.

- Open questions – allow learners flexibility in their answers and thus give the trainer a clearer idea whether a learner has understood a topic. These questions are often prefaced by who, what, why, how, or when.
- Closed questions – will provide the trainer with yes or no short answers. These are useful if you need facts or clarification: e.g., is this an aim? However, they are not generally useful for checking more complex understanding or learning.
- Pickup questions – return the group to a previous point/discussion. These can be useful at quiet moments, or to encourage participants to make links between subjects.
- Direct questions – normally directed at an individual, inviting the person to join in or wake up! Obviously these questions can be intimidating – which may be the effect you desire. However, they can also give people who know the answer a chance to shine.

Think of some key questions that will help you assess participants' understanding of the learning points *before* starting a training session.

### **Dealing with challenging behavior**

Following are some general suggestions for confronting challenging behavior during training. It is important to disconnect the behavior from the person, who is often being difficult for a specific reason, such as anxiety or a misunderstanding.

- Consult with participants' managers. People who make the choice to attend the training event, rather than being forced to do so, are usually more receptive to learning.
- Don't insist on being the expert (or at least not the only expert!). Encourage participation and give participants time to share their experiences. Storytelling can be a powerful way of getting participants involved, and the subject of protection lends itself to this approach.
- Let the group manage the troublesome individual. Often it is not necessary for a facilitator to intervene, as the group will also be annoyed and address the issue themselves.



- Encourage humor. It is a wonderful way of diffusing anger and makes for a less formal and safer learning environment.
- Depersonalize the role of the trainer. It is easy to take negative comments personally, but remember that you are performing a task and that negative comments are normally about an issue – not you.
- Simplify the design. Keep your sessions simple. People do not like to feel they are being asked to jump through hoops for no reason. They need to understand why they are doing things and what the outcome will be.
- Drop the plan if need be. You must be prepared to change course if you see that the needs of the group are not being met.
- Allow complaining – and then draw the line. Once people have had sufficient opportunity to air grievances or doubts, move the group on to look at positive solutions. Don't allow people to slip back into complaining.
- Introduce ground rules. These can be useful for bringing people to order.
- Try to understand behavior. People often have a good reason for behaving in a difficult manner – make it your business to find out what it is.
- Maintain the learning environment. Ensure that timing is observed, that the room is kept clear and tidy, that the lighting is as good as possible, and that people have regular breaks. Use energizers when needed.
- Introduce a device for dealing with difficult issues. This might be a “parking lot” or a session specifically designed to address concerns and answer questions.
- Trust the group. Remember most people **are** reasonable!

## ENDING THE TRAINING

### Evaluating the training

It is essential to evaluate a session or training course at its end. Determining participant reactions can be done in a group or with individuals. Some suggestions for group evaluations follow:

#### The RedR-IHE Group Evaluation

Prepare a flip chart for each small group. Groups should contain five to six people. On each flip chart draw the following table:

Good/Keep the same	Agree	Disagree
Improve/change		
Comments		

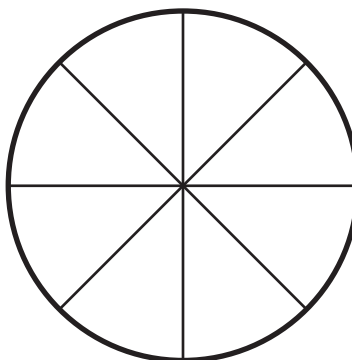
Each group should make its comments in the spaces. Then the group as a whole should decide whether to tick the agree or disagree boxes. When they have completed this process with their own flip chart, they should go around to the other groups' charts and tick off agree or disagree as they have agreed.

#### Keep it, chuck it, amend it evaluation

To do this exercise you will need to number the sessions and make the participants aware of the numbering system. Distribute colored cards and explain that green stands for "keep it," blue stands for "chuck it," and red stands for "amend it." After each participant chooses the color for a particular session, they should write the session number on the card along with their reasons for amending, keeping, or chucking. This is quite a long evaluation exercise but extremely useful when a course is untested.

**Indicators evaluation**

Draw a diagram on a flip chart as follows:



Ask the participants to think of eight indicators they would choose to evaluate the course. They should assign each indicator to a section of the wheel. They then fill up the section with the achievement rate percentage for that indicator. For example, if the presentation of the course were one indicator and it was 80 percent successful, they would fill in 80 percent of the section.

**Individual evaluation forms**

These can be distributed at the end of a training (for a sample form, see Appendix 2). Participants can either fill in the form immediately, or the trainer can allow some reflection time and ask for forms to be sent in after the training. Unfortunately, there are generally a few people who will not return the form afterward, so for the most complete results, ask participants to evaluate the course immediately.

Finally, say good-bye to participants and indicate what will happen next, perhaps further steps in the process or a follow-up on the status of their action plans.

## **Finally, remember the following!**

### **The power of suggestion**

Make sure that you do not imply that time is too short, that the next bit will be boring, and so on. Otherwise you will see your comments come straight back in the evaluation! Do not introduce negative thoughts, which will discourage participants.

### **Do not be afraid of silences**

It is easy to imagine that you should fill a silence; however, most silences seem longer than they really are. Allow time for participants to come up with a suggestion or answer instead of moving on immediately.

### **Make the training materials your own**

You should be comfortable with the training materials – any level of discomfort reveals itself very quickly to the participants. Do not assume that you have to run things as given. You should adapt the materials to your training style, the needs of the participants, and the context in which you are working.

Try to think of new ways of doing things and fresh ways of looking at concepts. Adapt exercises; for example, use images from your context to illustrate points or develop role-playing exercises or devise short case studies. Encourage problem solving specific to your context.

### **Use images**

Images make your context real. They can send powerful messages in a shorter time than words, and often more effectively. They also appeal to visual learners and change the dynamic of the training.

Video clips too can be diverting and illustrate a point more vividly than a written case study, for example.

### **Set clear objectives**

Many trainers live in fear that there will be too much time or too little time to achieve the learning objectives. Allow a little more time than you think you need (no participant minds an early or longer break), and ensure that you have built in measures to assess learning.

Set the learning objectives at the beginning of the session and even at the planning stage – don't fill them in later! They really do inform your session plan!

### **Include “hooks” or “bangs”**

Think of ways to start sessions off that will catch participants' interest. These should be your own as you will be comfortable only with your own material. For example, you can start with a personal anecdote that relates to the session – this is particularly effective when dealing with personal skills or attitudes. Another example would be to provide a prop or video clip that illustrates one of the learning points.

Whatever you use should be a link to the subject, should last no more than a minute or two, and should be designed to catch interest.

**Say it, say it again, then say what you said**

It is essential to reinforce key messages in a variety of ways. This may mean that you present information, then have participants apply it in a practical exercise, and recap the key points at the end of the session.

**Communicate with learners**

Obviously you will have every opportunity to communicate with participants during the training session; however, a good trainer also talks to participants before the training, during informal sessions such as breaks, and after the training.

**Arranging the training room**

There are many ways to seat a group to maximize interaction, but obviously they depend on the size of the group and the room and the scope of the activities. The important thing is that, as the trainer, you take control and make the room's layout suit the session, even if this means moving grumbling participants happily seated in a back row! Don't start training until you are happy with the room's arrangement.

**Be prepared to throw the plan out the window!**

It can be difficult to completely change direction if you are an "occasional" trainer or are not completely confident with the materials. However, since it is more important to satisfy the learning needs of the participants than religiously follow your plan, you should be flexible, listening to the feedback from participants and adapting the program as appropriate.



# SAMPLE COURSE DOCUMENTS

---

The following pages include generic course documents you will need.  
Remember to adapt them for your specific training.

## APPENDIX 1: SUGGESTED AGENDA

---

**Insert Location, date:**

**Hosted by:**

**Facilitators:**

Time	Day One	Day Two	Day Three
<b>08:30-09:00</b>	Registration of participants	Learning review	Learning review
<b>09:00-10:30</b>	<b>Session 1</b> Defining protection	<b>Session 5</b> Practical approaches to protection	<b>Session 9</b> Developing protection indicators
<b>10:30-11:00</b>	Break		
<b>11:00-12:45</b>	<b>Session 2</b> A CRS holistic approach to protection	<b>Session 6</b> Protection programming	<b>Session 10</b> Advocacy and protection
<b>12:45-2:00</b>	Lunch		
<b>2:00-3:30</b>	<b>Session 3</b> The legal framework	<b>Session 7</b> Protection assessment	<b>Session 11</b> Planning for the future Course evaluation
<b>3:30-4:00</b>	Break		
<b>4:00-5:30</b>	<b>Session 4</b> Protection actors	<b>Session 8</b> Developing a Proframe	



## APPENDIX 2: INDIVIDUAL EVALUATION FORM

---

Your feedback helps us to evaluate and improve our next training.

### 1. Course objectives

1.1 To what extent do you feel your personal learning objectives have been achieved?

Not met    Partly met    Mostly met    Fully met

1.2 Which of your personal objectives were not achieved, and why?

### 2. Course relevance

2.1 Which parts of the training do you feel will be most useful back at work?

2.3 Which parts of the training do you feel were least useful, or not at all useful, for work?

2.4 Are there additional topics you would like included?

2.5 To make way for additional material, what would you leave out?

### 3. Presentation

3.1 The presentation and facilitation of the course was:

Poor    Fair    Good    Very good

3.2 What did you like about the way in which the course was presented and facilitated?

3.3 How do you think the presentation and facilitation of the course can be improved?

**4. Course handouts and resources**

4.1 The handouts and visual aids that were given were:

Not useful    Quite useful    Useful    Very useful

4.2 Do you have comments on how they could be improved?

**5. Satisfaction**

5.1 Overall, how would you rate this course?

Not met    Partly met    Mostly met    Fully met

**Any other comments?**

Thank you very much for completing this evaluation form

## APPENDIX 3: CERTIFICATE OF ATTENDANCE

---



# Diploma

This is to certify that

---

has successfully attended

# CRS Core Protection Training

Insert location and date

The aim of the training is to raise awareness of core protection concepts and build skills in programming protection into humanitarian responses.

---

**(Name)**  
**Course facilitator**

---

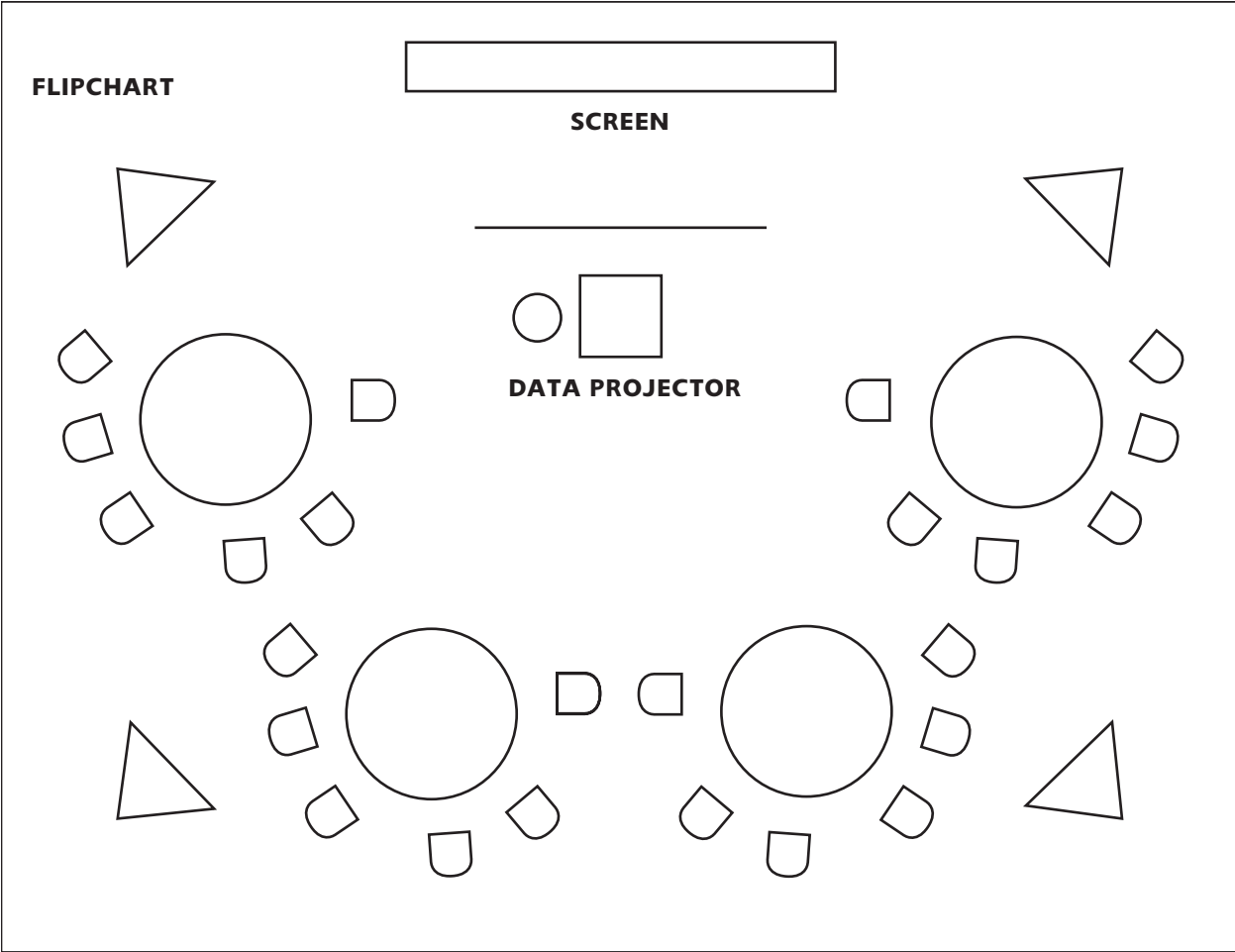
**(Name)**  
**Course facilitator**

## APPENDIX 4: CHECKLIST FOR ORGANIZING A TRAINING

No	Item	Check	Comments
<b>Training venue specifications</b>			
	<ul style="list-style-type: none"> <li>• Plenary room to comfortably seat up to X people (see layout below)</li> <li>• Enough space to move around and place flip chart stands</li> <li>• Windows (or good light)</li> <li>• Large screen for PowerPoint</li> <li>• Walls or system for hanging flip chart</li> </ul>		
	<ul style="list-style-type: none"> <li>• Plenary room layout</li> <li>• Seating: upright (dining) chairs and movable tables seating 4-6 people</li> <li>• X participants to be at small round tables “café style”</li> </ul>		
	<ul style="list-style-type: none"> <li>• Some tables to be placed around edge of room for books, etc</li> </ul>		
	<ul style="list-style-type: none"> <li>• Break-out rooms</li> </ul>		
	<ul style="list-style-type: none"> <li>• Laptop, projector (with spare bulb), screen</li> </ul>		
	<ul style="list-style-type: none"> <li>• Flip chart stands</li> </ul>		
<b>Training stationery and resources</b>			
	<ul style="list-style-type: none"> <li>• Flip chart pads</li> </ul>		
	<ul style="list-style-type: none"> <li>• Sets of working flip chart pens (varied strong colors, blue, black, red, thick tips)</li> </ul>		
	<ul style="list-style-type: none"> <li>• Large Post-its</li> </ul>		
	<ul style="list-style-type: none"> <li>• Blu-tack</li> </ul>		
	<ul style="list-style-type: none"> <li>• Masking tape</li> </ul>		
	<ul style="list-style-type: none"> <li>• Notebook (plain or lined paper) and pen for each participant</li> </ul>		
	<ul style="list-style-type: none"> <li>• Participant name badges: Names in large font (24 pt bold)</li> <li>• Organization 10 pt bold</li> </ul>		
<b>Facilities at the venue</b>			
	<ul style="list-style-type: none"> <li>• Print &amp; copy: access to printer and photocopier for last-minute items</li> <li>• Access to refreshment and lunch facilities</li> <li>• Also check for possible delays over lunch.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Health and safety:</li> <li>• Check compliance with any H &amp; S regulations, such as location of fire exits, etc</li> </ul>		

<ul style="list-style-type: none"> <li>• Practical administrative support at the workshop:</li> <li>• One clearly designated person available during the workshop to support the facilitators</li> </ul>		
<ul style="list-style-type: none"> <li>• Inspection:</li> <li>• Access is needed the day before the workshop to check all the facilities.</li> </ul>		
<ul style="list-style-type: none"> <li>• Internet facilities</li> </ul>		
<ul style="list-style-type: none"> <li>• Document hard-copy preparation before workshop:</li> <li>• One admin person to do preworkshop binding and copying of CRS Protection Participant Workbook</li> </ul>		
<ul style="list-style-type: none"> <li>• Other</li> </ul>		

**Training room layout**



## APPENDIX 5: SAMPLE COURSE REPORT FORM

---

### CORE PROTECTION TRAINING REPORT

Report on Workshop No., Location

Submitted by:

Dates:

Duration:

Venue:

No. of participants:

Facilitators:

Report date:

### Rationale for the training

**This section should include:**

- Who was responsible for initiating the training
- Who was responsible for organizing the training on the ground
- Who hosted the training
- How many trainings were held
- Who were the trainers
- Key recommendations for future trainings

### Country context

**This section should include:**

- A brief history of the current disaster/conflict
- Specific protection issues relevant to the context

### The training

**This section should include:**

- Number and profiles of participants
- Representation from partner agencies
- The objectives of the training
- Key recommendations session by session
- Key recommendations overall (headings might include: effectiveness of the preparation phase, negotiations with the hosting agency, the agenda, the venue, logistics, participant selection, sequence of modules, language issues, guest speakers, resources, support for the training team)

## **Appendices**

**This section should include:**

- Appendix 1: Agenda
- Appendix 2: Participant list with e-mail addresses
- Appendix 3: Summary of participant evaluations
- Appendix 4: Context-specific training materials (e.g. amended case studies)

## APPENDIX 6: TRAINING BIBLIOGRAPHY

Name	Author	Publisher	ISBN Number
<b>The Accelerated Learning Handbook</b>	Dave Meier	McGraw Hill	ISBN 0-07-135547- 2
<b>The Inspirational Trainer</b>	Paul Z. Jackson	Kogan Page	ISBN 0-7494-3468- 6
<b>Participatory Learning and Action</b>	Jules N. Pretty, Irene Gujit, Ian Scoones, John Thompson	International Institute for Environment and Development	ISBN 1-899825-00-2
<b>The Facilitator’s Pocketbook</b>	John Townsend and Paul Donovan	Management Pocketbooks	ISBN 1-870471-70-9
<b>The Trainer’s Pocketbook</b>	John Townsend	Management Pocketbooks	ISBN 1-870471-37-7
<b>The Accelerated Learning Fieldbook</b>	Lou Russell	Jossey-Bass/Pfeiffer	ISBN0-7879-4639-7
<b>Turning Training into Learning</b>	Sheila W. Furjanic, Laurie A. Trotman	Amacom – American Management Association	ISBN 0-8144-0519-3
<b>How to be better at giving presentations</b>	Michael Stevens	Kogan Page and The Industrial Society	ISBN 0-7494-1900-8
<b>How to measure training results</b>	Jack J. Phillips and Ron Drew Stone	McGraw Hill	ISBN 0-07-138792-7
<b>A Consultancy Approach for Trainers</b>	Keri Phillips, Patricia Shaw	Gower	ISBN 0-566-02737-2
<b>Opening Space for Democracy</b>	Daniel Hunter, George Lakey	Training for Change	TrainingForChange.org
<b>The Theory and Practice of Training</b>	Roger Buckley, Jim Caple	Kogan Page	ISBN 0-7494-4156-9
<b>Icebreakers</b>	Ken Jones	Kogan Page	ISBN 0-7494-0803-0
<b>The Skills of Training</b>	Leslie Rae	Gower	ISBN 0-7045-0556-8
<b>Understanding Facilitation</b>	Christine Hogan	Kogan Page	ISBN 0-7494-3826-6











# **PARTICIPANT WORKBOOK**



**Designed and developed by**  
Suzanna Tkalec, CRS/ERT Protection Technical Advisor  
Emma Jowett, RedR  
Daisy Francis, CRS Protection Policy Advisor



This workbook will be used throughout the training. It is divided into two sections. The first relates to activities and exercises that will be done throughout the training. The second includes important texts and background reading.





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# ACTIVITIES AND EXERCISES

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## ALWAYS, SOMETIMES, OR NEVER STATEMENTS

---

Test your knowledge of the session on the international legal framework by completing the following statements with “always, sometimes, or never.”

*This is a good way to gauge additional questions you may need to ask tomorrow!*

1. International standards allow border authorities to prevent the entry of groups of asylum seekers if some among them are combatants.
2. If an IDP is registered as such in one country and receiving assistance, he or she still has the right to go to another country to seek asylum.
3. There are African human rights conventions that specifically endorse women’s rights and the elimination of discrimination against women.
4. Refugees have the right to the same quality of primary education as nationals of the country where they are located.
5. International law allows active members of armed rebel groups to live in refugee camps as long as they are not armed.
6. The 1951 Refugee Convention legally defines who is a refugee.
7. The Convention on the Rights of the Child (CRC) protects the health rights of internally displaced persons (IDPs) in Guinea, which is a party to the CRC, but not Liberian refugees in Guinea.
8. The CRC applies to refugee children from Sudan, but not refugee children from Somalia, since Somalia is not a party to the CRC.
9. All rights in the CRC are legally applicable to IDPs and refugees.
10. In the context of humanitarian assistance, “protection” generally refers to the rights of beneficiaries, and “security” refers to the risk of violence to NGO staff and property.
11. Sexual violence is a violation of humanitarian and human rights.
12. Serb Yugoslav Army officers who threatened Croatian civilians with humiliating and degrading treatment during the war in the former Yugoslavia violated international humanitarian law.
13. International law allows the government of Kenya to deport a refugee who enters the country illegally or fails to register as a refugee.
14. West African governments are in violation of international law if they prevent NGOs from delivering humanitarian assistance to refugees or IDPs.
15. The United Nations High Commission for Refugees (UNHCR) has the primary legal responsibility to keep rebel groups outside of refugee camps.
16. The Guiding Principles on Internal Displacement constitute international law binding on states.
17. A woman who has been displaced but has lived in a permanent settlement in camp with her family for five years is no longer an IDP.
18. The IDP Unit recently established at the Office for the Coordination of Humanitarian Affairs (UNOCHA) has the primary duty and responsibility to provide protection and humanitarian assistance to IDPs.

19. UNHCR has the legal responsibility to protect girls in refugee camps from being abducted by rebel groups.
20. There are no African human rights conventions that specifically endorse children's rights, such as protection against sexual exploitation and separation from parents.
21. The CRC contains no mechanisms to monitor its implementation and compliance.

## ALWAYS, SOMETIMES, OR NEVER ANSWERS

---

**1 Answer: Never.** *Non-refoulement* – or the prohibition of forcible return of refugees to places where they fear persecution – is the cornerstone of refugee protection and is firmly grounded in international law. It always applies.

Family members of combatants, not those who happen to be in the company of combatants, cannot be *refouled* on the basis of their family members' military activities.

Ideally, asylum seekers should be given opportunities to lay down their arms and make appeals before they are termed combatants and interned. Their basic rights, including *non-refoulement*, should be respected.

**2 Answer: Always.** All people have the right to seek and enjoy asylum from persecution (Universal Declaration of Human Rights, Art. 14). Guiding Principles, Article 15, states this as well.

**3 Answer: Always.** The African Charter on Human and Peoples' Rights, Article 18(3), states: "The state shall ensure the elimination of every discrimination against women and also ensure the protection of the rights of the woman and the child as stipulated in international declarations and conventions."

**4 Answer: Always.** States must treat refugee children and nationals the same way with respect to primary education (Refugee Convention, Art. 22). With respect to secondary and higher education, states must treat refugees as favorably as possible, and at least as well as other noncitizens in the country. In addition, the right to education is considered a fundamental human right, especially with respect to primary education, which must be provided free of charge.

**5 Answer: Never.** The Preamble to the 1951 Convention recognizes the humanitarian and nonpolitical nature of asylum, and the Organisation of African Unity (OAU) Refugee Convention prohibits refugees from engaging in any subversive activities against another state. Members of armed groups are eligible for asylum once they have genuinely and permanently laid down their arms. The host country has a responsibility to ensure that combatants are separated from the civilian refugee population.

**6 Answer: Sometimes.** There are also regional definitions of refugees, including that found in the OAU Refugee Convention, which broadens the 1951 Convention definition to include anyone fleeing the effects of violence or civil disturbance – not just those with a well-founded fear of persecution.

**7 Answer: Never.** The rights of the CRC apply to all – refugees and IDPs alike – without discrimination, as do many other human rights instruments to which countries are signatories. You don't lose your

human rights just because you're an IDP or a refugee. These rights range from freedom of expression, to education and healthcare, to protection against the sale and trafficking of children.

**8 Answer: Never.** The CRC applies to all children equally, without regard to nationality and whether or not children are IDPs or refugees. Though there are two countries that are not parties to the CRC – the U.S.A. and Somalia – the CRC has been so widely accepted that most of its provisions are considered part of “customary international law” and are binding on all states.

**9 Answer: Sometimes/Always.** If the country in question has NOT signed the Convention, not all the rights are legally applicable<sup>1\*</sup>. However, if the country has signed the Convention (and nearly all have) the answer is “always.” The rights of the CRC apply to all – refugees and IDPs alike – without discrimination, as do many other human rights instruments to which countries are signatories: you don't lose your human rights just because you're displaced. These rights range from freedom of expression, to education and healthcare, to protection against physical abuse.

**10 Answer: Always.** Although we often use the word “protection” in everyday discourse, it has a specific, technical meaning in the humanitarian context. “Protection” covers the range of activities through which refugee and IDP rights are secured and often refers to legal issues, physical security, and access to assistance. “Security” refers to the safety of NGO staff and property.

**11 Answer: Always.** The prohibition of sexual violence is found in several international instruments, including the Geneva Conventions and the CRC (Arts. 19, 34). The prohibition on sexual violence falls under the well-established protection against torture and cruel, inhuman, and degrading treatment. The prohibition is so widespread that it is considered part of international customary law, which means that it applies even to countries that have not yet endorsed it. In addition, the International Criminal Court recognizes sexual violence as a war crime and a crime against humanity in certain circumstances.

**12 Answer: Always.** The Geneva Conventions and its Additional Protocols strictly prohibit violence, murder, physical and mental torture, mutilation, humiliating and degrading treatment, enforced prostitution, rape, taking of hostages, and collective punishments, as well as threats to commit any of these acts.

**13 Answer: Never.** States cannot return refugees to a place where they fear persecution. *Non-refoulement* – the prohibition on rejection or expulsion of refugees – is the cornerstone of refugee law. It is found in the 1951 Refugee Convention (Art. 33), the OAU Refugee Convention (Art. 2), the Convention Against Torture (Art. 3), and the Fourth Geneva Convention (Art. 45). The principle is so well established that it is considered “customary international law,” which means it applies even to countries that have not formally endorsed it.

**14 Answer: Always.** The fundamental human rights of refugees and IDPs are violated if their basic needs and safety are not protected by the state. The humanitarian access of NGOs like the International Rescue Committee (IRC) is supported by international standards such as the Guiding Principles on Internal Displacement (Principle 30), UNHCR Executive Committee Conclusions, and United Nations Security Council Resolutions.

---

<sup>1</sup> Given that all but two countries have ratified the CRC, it is possible to argue that the principles have achieved a “customary” legal status that applies even to those countries that have not ratified the Convention.

**15 Answer: Never.** Legal responsibility for the protection of refugees and IDPs – including keeping armed groups out of camps – always lies with the host country. UNHCR holds a mandate – but not legal responsibility – to provide protection, and the International Committee of the Red Cross (ICRC), NGOs, and neutral states can also help. The Optional Protocol of the Convention on the Rights of the Child (Art. 4) as well as the African Charter on the Rights and Welfare of the Child (Art. 22) requires states to take all necessary measures to prevent recruitment.

**16 Answer: Never.** The Guiding Principles reflect human rights and humanitarian law applicable to IDPs and are consistent with refugee law, but are not a treaty-based international law in and of themselves.

**17 Answer: Never.** The Guiding Principles don't specify how long someone can be an IDP, nor what makes a person no longer an IDP.

**Answer: Never.** National authorities have the primary duty and responsibility in this regard, as per their sovereignty. The UN and NGOs act in support, typically once a Memorandum of Understanding (MOU) with the state has been signed.

**Answer: Never.** Legal responsibility for the protection of refugees and IDPs – including keeping armed groups out of camps – always lies with the host country, although UNHCR, ICRC, NGOs, and neutral states can help provide protection assistance.

**Answer: Never.** The African Charter on the Rights and Welfare of the Child provides a broad range of child rights, very similar to the CRC.

**Answer: Never.** All states that have become parties to the CRC are required to submit reports every five years to the Committee on the Rights of the Child. There are similar obligations for other human rights conventions. Committees review the reports submitted by states, pose questions, and make recommendations. NGOs sometimes help provide human rights information to the committees. You can read these reports on the United Nations High Commission for Human Rights website: <http://www2.ohchr.org/english/bodies/treaty/>

*Adapted from an ICRC training activity*

**Special  
report**  
Natural  
disasters

## After the cyclone, Bangladesh begins to bury its dead.

- Huge numbers of people still missing after Sidr
- Death toll could rise above 10,000, say aid agencies

**Anis Ahmed in Dhaka**

**Tuesday November 20, 2007**

### **The Guardian**

Rescuers struggled yesterday to reach isolated areas along Bangladesh's devastated coast to give aid to millions of survivors, four days after cyclone Sidr killed more than 3,000 people.

"The tragedy unfolds as we walk through one after another devastated village," said relief worker Mohammad Selim in Bagerhat, one of the worst hit areas. "Often it looks like we are in a valley of death."

The confirmed death toll from the cyclone reached 3,113, while 3,322 are injured and 1,063 missing, Lieutenant-Colonel Main Ullah Chowdhury told reporters in Dhaka. But officials in affected areas say the official death toll is far below the real numbers. Aid agencies have said it could rise beyond 10,000. Chowdhury said two US Marine Corp C-130 aircraft arrived in Dhaka on Sunday night with medical supplies.

"We are trying to reach the affected areas on the vast coastline as soon as possible, then we will know how many people have died," a government official said.

While it would take several days to determine the number of dead and missing, about 3 million survivors who were evacuated from the low-lying coast or whose homes and villages were destroyed would need support, the government said. Aid workers fear that inadequate supplies of food, drinking water and medicine could lead to outbreaks of disease.

"Food, shelter and medicine are badly needed for the survivors," said Renata Lok Dessallien, the UN's resident representative in Bangladesh. Grieving families begged for clothes to wrap around the bodies of dead relatives for burial. In some areas, they put corpses in mass graves. Reporters said bodies were being discovered by the hour in the rivers and paddy fields and under piles of debris.

The head of the army-backed interim government, Fakhruddin Ahmed, flew to devastated areas on



Monday to reassure victims that his administration would provide enough aid. Speaking from Patuakhali, a badly damaged district, Ahmed said: "Your courage in facing the disasters like cyclones and floods gives us strength and reinforces confidence in our ability to do the best we can."

Cyclone Sidr smashed into the coast of southern Bangladesh late on Thursday with 155 mph winds that whipped up a five metre (16 ft) tidal surge. In its wake, bodies of people and animals floated down rivers. Relatives tried to identify them and bring them ashore, before burying them hurriedly without proper ceremonies.

Military ships and helicopters were trying to reach thousands of people believed to be stranded on islands in the Bay of Bengal and in coastal areas still cut off after the storm. The UN's World Food Programme and Bangladesh Air Force helicopters have begun dropping high-energy biscuits to people stranded in inaccessible areas.

World Vision, one of many non-governmental groups working to help survivors, said on Monday about 1,000 fishermen were still unaccounted for.

"Many of us climbed up in trees in the Sundarban forest, but I fell down when I saw a tiger below," said a fisherman on Dublarchar island. "The waves then swept me further into the mangrove and I found myself alive when the cyclone was over."

The Sundarban forest, home to the endangered Royal Bengal Tiger and a world heritage site, was badly hit. A forest official said Sidr had damaged trees over more than 100 square miles, but could not say how many animals had been killed. Iftekhar Ahmed Chowdhury, foreign affairs adviser to the government, said yesterday the authorities had taken all measures to prepare for Cyclone Sidr.

"Despite these steps, appalling damage has occurred, the assessment of which is still ongoing," he said in a statement. "We will welcome support from the international community." In the UK, the Red Cross, Oxfam and Save the Children have launched emergency appeals.

<http://www.guardian.co.uk/world/2007/nov/20/india.naturaldisasters>

*Reproduced with permission.*

## **No food, no clothes, no home. The poor who have lost everything**

Appeals for aid as country tries to recover from storm that has left 2m destitute

**Jonathan Watts in Jhalokati**  
**Friday November 23, 2007**

### **The Guardian**

Collapsed homes, uprooted trees and inundated crops puncture the serenity of the view from the Bangladeshi Air Force helicopter as it approaches the site of the country's worst cyclone in more than a decade.

After crossing high above mangrove forests, rivers and dusky swamps, the Russian-made MI17 swoops down towards the town of Jhalokati, drawing people running out of their homes towards the emergency landing pad in the local football stadium.

Word had got out that a new consignment of food, water and clothes was on its way to the hard-hit region.

Some were curious. Many others were desperate for the provisions sent by the World Food Programme (WFP) and paid for by international donors.

Police and soldiers kept the crowd at a distance as the chopper touched down and the 2.4 tonnes of high-energy biscuits and other aid was unloaded in less than 20 minutes.

Onlookers were patient but hungry. It has been a week since Cyclone Sidr struck and for some this is only the second time they have had outside help.

"We have no food, no clothes, no home. We have lost everything," said Henara Begom as her two-year-old son cried in her arms in a crush by the gate. "There are five people in my family. We haven't eaten for two days. We want to be strong so that we can rebuild our lives. But now we need help."

There are only 10 minutes before the chopper leaves. It must return to its base in the capital, Dhaka, before sunset as it is dangerous to land in the dark. But a man takes visitors outside the stadium to show the damage done to the community. As is the case throughout south-western Bangladesh, it is the poorest of the poor who are worst hit. Masonry "pukka" houses by the roads are relatively unscathed. But the families living in bamboo shacks at the edge of the river have suffered serious losses. At least 45 people have died here. Many others have lost their homes.

### **Submerged**

At a rickshaw driver's shack the corrugated iron roof panels were torn off like strips of tinfoil. "The waters rose up and submerged our home," said the resident, as she stared up at the sky from what used to be her bedroom. "We need shelter more than anything."

It is becoming an urgent but familiar appeal after what was already one of the world's poorest nations was ravaged last Thursday by a cyclone that killed more than 3,100 people and left hundreds of thousands homeless and almost two million destitute.

Jhalokati is by no means the worst-affected region. More than 30km (19 miles) from the coast, it suffered less than the poor fishing villages and shrimp farms living on the sand bar islands closer to the Bay of Bengal.

International aid agencies say shelter is the biggest short-term priority, although clean water and medicine are also desperately needed to prevent a spread of waterborne diseases.

Tales of hardship fill the local media. "We don't have anything left. Everyone here, both the rich and the poor, has become a beggar," said Abul Kashem Hoalader, a politician from South Khali.

The Daily Star related the tale of a man who had been searching for his wife since he was knocked unconscious while holding her hand in the storm.

"I just found her body under the hyacinths in the canal," he said. "People are now tired of burying bodies and they are busy collecting whatever relief is available so I am not getting anyone to help me recover her body."

Relief workers described traumatic scenes as they visited areas that have previously been inaccessible.

"They are burying four or five people in a single grave. Homes are completely flattened, roads blocked and trees torn up," said Mokit Billah of Action Aid, who has just returned from the edge of the Sundarban, one of the worst-affected areas. "Yesterday I saw the body of a six- or seven-year-old child. A woman was running back and forth, crying, looking for her husband. There are so many poor and hungry people. So many dead bodies. I was crying. I have never seen anything like it in my life. The old people described it as the apocalypse."

There are stories too of heroism, tragedy and hope. In Kanainagar village a fisherman's wife - Shathi Sarkan - gave birth in a cyclone shelter as the winds howled around her. According to the Prothom Alo newspaper, locals have named her baby boy Sidr after the storm that they say brought something good among so much devastation.

A grimmer tale is told by the International Federation of the Red Cross, which mobilised 30,000 volunteers to spread advance warning about the cyclone with drums and loudspeakers, as well as dealing with its consequences.

One team leader, Anwar Hossain, reportedly spent hours warning residents in Patuakhali district to evacuate to shelters. But he was so busy helping others that when he returned to his own home he found his parents had been washed away by the tidal surge. His mother's body was later recovered.

The federation predicated 10,000 deaths, but they are now moving closer to the government's much lower estimate. It says, however, that the toll cannot just be measured in fatalities.

"It is not just about casualties and headcounts," said Devendra Tak, senior regional officer of the federation. "Half a million cattle have perished. There has been a huge effect on livelihoods. This is truly a disaster of large proportions."

Other aid groups, including Unicef, are working on the psychological damage to children.

### **Traumatized**

“Some saw their relatives killed by trees that fell on their homes, or they saw dead bodies - something many of them had never seen before,” Raphael Palma, of World Vision, told Associated Press. “They are still somehow traumatized and need support.”

In the longer term the biggest need is for food, as some areas have suffered damage to 95% of their crops, many fishermen have lost their boats and the shrimp farms that are an important source of revenue in the worst-affected coastal region have been devastated.

The WFP is asking for almost \$30m (£15m) over the next three months to feed 2.2 million people. It would be a doubling of their existing operation in a country where a third of the 150m population subsist below the poverty line. Foreign governments have already pledged \$200m. Saudi Arabia has led the donors, but India, Pakistan, Britain and other EU nations had offered large contributions. Two US navy vessels, the Essex and Kearsarge, each carrying 20 or more helicopters, will join the relief effort at the weekend.

It is much needed. According to reports aid is still not reaching most victims and there are fears that the increase in weak people drinking polluted water could lead to more casualties. Yesterday there were at least two reports of people dying from diarrhoea.

But it could be far worse. During the last major cyclone, in 1990, 143,000 people died. A similarly powerful storm killed half a million in 1970. The gradually declining toll is attributed to shelters, better warning systems, improved international aid and luck - this year's killer cyclone could have been much worse if it had struck at high tide in a crowded area rather than in low tide with impact diluted by the natural tree barrier provided by the Sundarbans.

A quarter of the Sundarbans, the world's biggest mangrove forest, was wiped out after suffering the full fury of the cyclone. The area has been designated by the UN as a world heritage site. The carcasses of about a dozen deer have been found, but conservationists said they were hopeful that the rare royal bengal tiger had survived.

After the misery and destruction of last week the mood is shifting towards hope and reconstruction.

The Bangladeshi Air Force pilot, who asked to remain nameless, said the situation on the ground was better than when he had first started relief missions in the immediate aftermath of the disaster. Roads are being cleared so it should soon be possible to supply food in larger quantities by truck. “I am glad to help,” he said. “They have lost everything.”

<http://www.guardian.co.uk/world/2007/nov/23/naturaldisasters.internationalaidanddevelopment>

*Reproduced with permission.*

## BANGLADESH CASE STUDY: PRESS RELEASE

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### Press release: 27 November 2007

CRS has set up a Bangladesh Cyclone Appeal to raise money for those affected to provide relief, including food, blankets, medical supplies and emergency shelter such as tarpaulins.

CRS has sent an emergency team to the affected areas for quick assessment of losses caused by the powerful cyclone. "We will make a final appeal for international assistance after receiving the reports from the teams," John Ndege, a spokesperson for CRS, said.

Early assessments indicate that thousands have been killed, nearly 500,000 homes have been completely destroyed, and around 2.7 million people have been directly affected by the cyclone. Many markets in local areas are still functioning, but stocks are low and access is difficult. CRS and their partners will be focusing on the badly hit Patuakhali district where few aid agencies are currently working.

## BANGLADESH SCENARIO: TASK ONE CASE A

Read the Bangladesh scenario and complete the following exercise.<sup>2</sup> You have 25 minutes for this task.

<p>Daisy is overseeing an NFI distribution to displaced people in Jhalokhati in the wake of the Bangladesh cyclone. She has noted that groups of well-informed, organized local people are relieving beneficiaries of their goods on the way home from the distribution site. It has also been reported that several girls have been sexually molested.</p>	
<p>1. What is the threat?</p>	
<p>2. Who is vulnerable?</p>	
<p>3. What can CRS and partners do? <i>Give one example for each mode of action.</i></p>	
<p><b>Responsive action</b></p>	
<p><b>Remedial action</b></p>	
<p><b>Environment building action</b></p>	
<p>4. Which other agencies might be involved and how?</p>	

<sup>2</sup> The "threat and vulnerability grid," adapted from "Protection in Zimbabwe, Training for CRS Partners," adapted by CRS from "The Liberia Protection Training Pack," OXFAM GB, p. 39 (2006) with the permission of Oxfam GB, Oxfam House, John Smith Dr., Cowley, Oxford OX 4 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.

## BANGLADESH SCENARIO: TASK ONE CASE B

Read the Bangladesh scenario and complete the following exercise. You have 25 minutes for this task.

<p>You are visiting a school feeding project in the Patuakhali District and notice that there are no girls there. The teacher reluctantly tells you that families prefer sending only their sons to school. Another teacher tells you that early marriages are common in the community and that girls are needed at home to help in the wake of the cyclone.</p>	
<p>1. What is the threat?</p>	
<p>2. Who is vulnerable?</p>	
<p>3. What can CRS and partners do? <i>Give one example for each mode of action.</i></p>	
<p><b>Responsive action</b></p>	
<p><b>Remedial action</b></p>	
<p><b>Environment building action</b></p>	
<p>4. Which other agencies might be involved and how?</p>	

## BANGLADESH SCENARIO: TASK ONE CASE C

Read the Bangladesh scenario and complete the following exercise. You have 25 minutes for this task.

<p>While talking to community members during an assessment, you hear that an “agent” is contacting families with several children and promising to help place their children with families that will take good care of them in exchange for light domestic work. A group of children has already been sent to a neighboring district, and there is no news of their fate.</p>	
<p>1. What is the threat?</p>	
<p>2. Who is vulnerable?</p>	
<p>3. What can CRS and partners do? <i>Give one example for each mode of action.</i></p>	
<p><b>Responsive action</b></p>	
<p><b>Remedial action</b></p>	
<p><b>Environment building action</b></p>	
<p>4. Which other agencies might be involved and how?</p>	



## BANGLADESH SCENARIO: TASK ONE CASE D

Read the Bangladesh scenario and complete the following exercise. You have 25 minutes for this task.

<p>While assessing a collective stadium shelter where many of those displaced by the cyclone have temporarily settled, you ask what has happened to unaccompanied minors. You learn that these children are staying with families who are receiving extra rations for the children.</p>	
<p>1. What is the threat?</p>	
<p>2. Who is vulnerable?</p>	
<p>3. What can CRS and partners do? <i>Give one example for each mode of action.</i></p>	
<p><b>Responsive action</b></p>	
<p><b>Remedial action</b></p>	
<p><b>Environment building action</b></p>	
<p>4. Which other agencies might be involved and how?</p>	

## THREAT AND VULNERABILITY ANALYSIS TEMPLATE

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Using the Bangladesh case study, select one threat that you perceive may be a protection issue and answer the questions in the template below. You have 30 minutes for the task.

<b>What is the threat?</b>	
<b>What is the vulnerability?</b>	
<b>Who is being threatened? Who is vulnerable to this threat?</b>	
<b>Who is the perpetrator?</b>	
<b>What is the impact on those affected? What can the community do to protect itself?</b>	
<b>Who is responsible for protection? What can they do?</b>	
<b>What can CRS and partners do?</b>	

## KEY PROTECTION ASSESSMENT DATA

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Assessment and analysis must take into account a number of different factors. Humanitarian organizations may need to coordinate with human rights groups and others to make the following determinations:

- The types and patterns of abuse (when, where, and how);
- Who is at highest risk (groups and individuals);
- The source of threat to civilians (and to humanitarian aid workers) and the modus operandi/goals of the abuse perpetrators;
- The dynamic nature of the situation (how are conditions likely to change?);
- The reaction that perpetrators of violence might have to interventions;
- The level of risk to humanitarian staff, both local and expatriate;
- Identification of potential “protection allies”;
- Decision-making about access to services (health, schooling, food) and what protection assistance is needed;
- The number and skills of women available to assist in protection programs;
- What field personnel should do when they observe human rights violations;
- The relevant law for all actors; and
- Measures that might be taken to address issues related to justice and ending impunity.

## HOW TO ASSESS CHILD-PROTECTION NEEDS<sup>3</sup>

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This is a basic checklist that can be used in different areas and contexts. It can be further adapted to assess protection needs for specific vulnerable groups. See pages 59–62 (of the Good Enough Guide) for other resources and checklists.

1. Are there any reported cases of children:
  - Killed in this disaster?
  - Injured?
  - Missing?
2. Are there groups of children without access to:
  - Food?
  - Water?
  - Shelter?
  - Health care?
  - Education?
3. Have these cases been reported? To which organization?
4. Are there any reported cases of:
  - Children separated from their families?
  - Families with missing children?
  - Children sent away to safe places?
5. Have families generally moved as a group?
6. Are there groups of children living together without adults? Do they include children less than five years of age?
7. Are there individual adults who have assumed care and responsibility for a large group of children?
8. List any organizations taking care of separated children.
9. Are there serious protection and care concerns for girls that are not identified above?
10. Are there serious protection and care concerns for boys that are not identified above?
11. Which organizations are working on child-protection issues in the area?

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<sup>3</sup> Taken from the Emergency Capacity Building Project's "The Good Enough Guide: Impact Measurement and Accountability in Emergencies," p. 43: [www.globalpolicy.org/ngos/aid/2007/0209goodenough.pdf](http://www.globalpolicy.org/ngos/aid/2007/0209goodenough.pdf). Oxfam GB (2007), with the permission of Oxfam GB, Oxfam House, John Smith Dr., Cowley, Oxford OX4 2JY, UK. Oxfam GB does not necessarily endorse any text or activities that accompany the materials, nor has it approved the adapted text.

## GENERAL PROTECTION CHECKLIST<sup>4</sup>

Protection Issue	Response Short description
What is the demographic makeup of population? Male to female ratio? % children / % elderly / Main ethnic and religious groups?	
Are there any vulnerable groups? How many are there of unaccompanied children, unaccompanied women, single female-headed households, elderly, sick, people with disabilities?	
How many refugees / IDPs are there in the programming area? What numbers are living in camps and what numbers are living in the community?	
Is there any forcible return of refugees or IDPs to locations where they will be subject to persecution?	
What are the main threats to safety and security? Document any cases of arbitrary arrest and detention, torture, physical attacks, rape, other forms of sexual and gender-based violence (SGBV), maiming, or killing.	
Are people being coerced into activities against their will? Document any cases of forced relocation or armed recruitment.	
What are the vulnerabilities to protection abuses? Document patterns of abuse and which groups are most vulnerable as well as times and places where the violations take place.	
Are people being denied access to basic subsistence?	
Are any civilians being used as a shield for military objects or being targeted by military action?	
Does everyone have ID documentation that is recognized by authorities and provides them equal access to services?	
What coping mechanisms do community members currently use to protect themselves from abuse and violations?	
Is the state able and/or willing (specify which) to provide protection to civilians?	
What international and regional legal instruments has the country signed and ratified?	
Does the national legislation integrate international and regional instruments?	

4 Adapted from "The UNHCR Tool for Participatory Assessment in Operations", UNHCR, May 2006 [www.unhcr.org](http://www.unhcr.org) [<http://www.humanitarianreform.org/humanitarianreform/Portals/1/cluster%20approach%20page/clusters%20pages/Em%20Shelter/Tollkit%20Field/7.2%20Assessment/7.2.2%20Guidelines/7.2.2.8%20UNHCR%20Participatory%20Assessment%20Tool.pdf>]

What community laws and customs govern behavior?	
How are women's and children's rights reflected in national law and to what extent are these laws respected?	
Who are the key national actors responsible for the protection of communities in the project area?	
Which UN agency is the coordinating body for protection in country?	
What protection programs are being implemented by other agencies?	
Do community members have access to their rights and responsibilities in a language they understand?	
Is the Code of Conduct available to community members so that they are aware of the professional standards NGO staff are expected to maintain?	

## CHEAT SHEET FOR WORKING WITH PROFRAME

Objectives Statements	Performance Indicator Statements	Measurements Methods/Data Sources	Critical Assumptions
<p><b>Goal:</b></p> <p>This describes the longer term, wider development change in people’s lives or livelihoods to which the project will contribute-whether only in a given region or in the nation as a whole.</p> <p>Think of the goal as long-term hope or aspiration.</p> <p><b>How to write:</b> Write as a full sentence, as if already achieved. Put the general population of intended beneficiaries as the subject of the sentence.</p>	<p>This is the indicator you should worry about least because you cannot be certain of the effect of your intervention at this very high level.</p> <p>Data for indicators at this level are not normally collected by the project.</p>	<p>Data are drawn from appropriate existing sources such as AI, FAO, Freedom House, UN, national government statistics.</p>	<p>It is not necessary to complete this box.</p>
<p><b>Strategic Objectives (SOs):</b></p> <p>These describe the noticeable or significant benefits actually achieved and enjoyed by targeted groups by the end of the project (EOP). These are achieved through changes at the IR level as a consequence of the outputs from well-done activities.</p> <p>Each SO expresses an aim that is realistic, specific to the project, and measurable.</p> <p>SOs are really the central purpose of the project-that is, why it was designed and implemented in the first place!</p> <p><i>How to write: Write in full sentence as if already achieved. Put the targeted primary beneficiary group(s) as the subject of the sentence.</i></p>	<p>SO indicators reflect the benefit(s) expected to occur for beneficiary subgroups by EOP as a result of behavioral change(s) (achieved at IR level prompted by successful delivery and receipt of the project’s outputs).</p>	<p>SO indicators are generally monitored and/or evaluated via field visits and midterm and final evaluations.</p> <p>To measure these benefits against the targets set, EOP results are always compared with the corresponding baseline findings (whether from primary measurement methods or other data sources) in the final project evaluation.</p>	<p>Assumptions that will affect achievement of the goal concern:</p> <ul style="list-style-type: none"> <li>a) the longer-run sustainability of the project;</li> <li>b) the contributions of national governments and/or other organizations that may be critical to the achievement of the goal.</li> </ul>

Objective Statements	Performance Indicator Statements	Measurement Methods/Data Sources	Critical Assumptions
<p><b>Intermediate Results (IRs):</b></p> <p>These state the expected change(s) in identifiable behaviors by participants in response to successful delivery and reception of outputs.</p> <p>IR-level responses may show themselves by:</p> <ul style="list-style-type: none"> <li>• changes in the rate at which project participants adopt new behaviors or skills promoted by the project;</li> <li>• expansion of project reach and coverage;</li> <li>• new ways of organizing or managing systems;</li> <li>• alteration of policies or anything else that shows project outputs being used—correctly and perhaps also innovatively—by the targeted groups.</li> </ul> <p>These responses are called “intermediate” because progress at this level is a necessary step toward achieving the SOs.</p> <p><b>How to write:</b> Write in a full sentence as if already achieved. Put the targeted primary beneficiary group(s) whose behavior is expected to change as the subject of the sentence.</p>	<p>IR indicators focus on demonstrable evidence of a behavioral change, such as adoption or uptake and coverage or reach of outputs.</p> <p>If the achievement of IRs is less than expected, project managers are accountable for understanding the reasons and making any changes necessary for project implementation.</p>	<p>IR indicators are generally monitored and measured via regular, ongoing data collection, including evaluations (baseline + midterm and final).</p> <p>IR indicators normally can be collected only by the project itself because they are specific to behavioral changes in response to interventions in the specific project and action area.</p> <p>Secondary sources rarely exist at this level.</p> <p>Start with “light” monitoring. Continue with this light monitoring or, depending on your findings, more targeted monitoring or even special studies. At midterm, do a formal evaluation of IRs to that point and promptly make any course corrections indicated by the evaluation (which will include any qualitative and quantitative data).</p>	<p><b>IRs-to-SOs</b></p> <p>Assumptions at this level are those that emerged from the initial diagnostic work resulting in the chosen design.</p> <p>If the IRs do not show uptake/ adoption of the outputs, what assumptions still underpin achievement of the SOs?</p>



Objective Statements	Performance Indicator Statements	Measurement Methods/Data Sources	Critical Assumptions
<p><b>Outputs:</b></p> <p>These are the goods, services, knowledge, skills, attitudes, enabling environment that are:</p> <ul style="list-style-type: none"> <li>• <b>delivered to....</b></li> <li>• <b>demonstrably</b> and effectively received by...</li> </ul> <p>...the targeted primary beneficiaries (as a result of the activities undertaken).</p> <p>There may be more than one output for each IR.</p> <p><b>How to write:</b> Write in a full sentence as if already achieved. Put the primary beneficiary group(s) receiving the outputs as the subject of the sentence.</p>	<p>Output indicators remind project management what/ when the project is contracted to deliver.</p> <p>Output indicators allow project management to track what is to be delivered, when, and most importantly, to what effect.</p> <p>Project management is directly accountable for delivering the outputs to those targeted.</p>	<p>They are generally measured in terms of the immediate effects of goods and services delivered, such as pre/post training scores on tests (written or verbal) or practical assessments; for organizational development, creation of certain structures, documents, systems; kilometers of roads or number of schools rehabilitated, and so on.</p> <p>Sources for monitoring and evaluating output indicators typically include programmatic, administrative, and management record-keeping systems.</p>	<p><b>Outputs-to-IRs</b></p> <p>Assumptions at this level are those affecting uptake/adoption of the outputs that are outside the control of project management.</p>
<p><b>Activities:</b></p> <p>These describe the functions to be undertaken and managed in order to deliver the project’s outputs to the targeted beneficiaries and participants.</p> <p>There may be more than one activity for each output. To avoid over-complicating the ProFrames of large projects, only major categories of activities need be indicated.</p> <p>A complete activity schedule or detailed implementation plan should be provided elsewhere in the project document.</p> <p><b>How to write:</b> Put the specific CRS or partner staff (or other actors) responsible for the activity as the subject of the infinitive- e.g. CRS health staff to do “X.”</p>	<p>Activity indicators are the easiest ones to formulate and collect because they focus on implementation as reflected in project and partner staff’s work plans, project events, and corresponding budget expenditures.</p> <p>They answer questions like:                      Was the activity completed with acceptable quality?                      Was it completed as planned regarding numbers and types of items purchased and distributed? Were the meetings held? Were the numbers and gender of people in the target groups trained or otherwise involved?</p>	<p>Concentrate on the most important activities for project management purposes rather than wasting resources collecting unnecessary details.</p> <p>Activity indicators are typically measured through administrative management, trainer, and financial tracking and record-keeping systems, supplemented by written summaries and reports by trainees, partners, and other participant groups about the activities’ problems, successes, and overall quality.</p> <p>Activities are generally monitored and evaluated via progress reports and disbursement data.</p>	<p><b>Activities-to-Outputs</b></p> <p>The assumptions concern conditions outside the direct control of project management but that must nevertheless be met for the outputs to be delivered.</p> <p>The project itself should not spend money to achieve any of these external conditions. If any project funds are allocated to address them, then they should be included as activities.</p>

## TEMPLATE FOR PROFRAME



## ADVOCACY SCENARIOS

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- Negotiate with authorities to gain agency access to improve overused water points and develop safer new ones in villages where violence is preventing people from enjoying safe access to sufficient clear water.
- Negotiate with authorities to carry out a nutritional survey, bring food aid into the relative safety of the villages, and distribute it impartially on the basis of need.
- Work with mandated agencies to encourage the ministry of defense and the interior to deploy troops for the protection of civilians, particularly on market days.
- Mobilize the in-country diplomatic community to pressure leaders of armed factions into curtailing violence against civilians.
- Support a local civil society organization in systematic documentation of allegations of sexual exploitation within garrison towns and convey this information to the local population, mandated agencies, and authorities.
- Press national government authorities into investigating incidents and disciplining troops when appropriate.
- Encourage and support government to include appropriate training for the military on the protection of women.
- Launch a public campaign in garrison towns to destigmatize discussions of sexual violence and exploitation and raise awareness of these issues.
- Support civil society groups in garrison towns in their efforts to pressure local commanders into controlling and disciplining troops.
- Persuade specialized national and international agencies working on the protection of women and children to develop programs to support victims of sexual exploitation and abuse.
- Work with civil society groups and mandated agencies to document disappearances.
- Provide lists of the disappeared to all parties in the conflict and persuade them to investigate and respond.
- Launch a public campaign to highlight the plight of those abducted by armed groups in order to “shame” those responsible and encourage them to stop.

## PROTECTION ADVOCACY GRID<sup>5</sup>

<p>You are engaged in humanitarian relief activities in a remote area. Though conflict in the country has continued for some time, it has suddenly worsened. It is getting harder for you to reach the people supported by the relief program. Displaced people arriving in town are talking about abuses against civilians. The government is making it very difficult for humanitarian agencies working in the country, has already expelled some foreign humanitarian workers, and is now arresting national aid workers. CRS wants you to use advocacy to improve the situation. What do you do?</p>	
<p>What are the advantages/risks of each type of advocacy in the given scenario? If you speak out, will it do more harm than good? What might happen to CRS, our partners, other NGOs, and the community we are serving?</p> <p>PERSUASION:</p> <p>MOBILIZATION:</p> <p>DENUNCIATION:</p>	<p>Who are your advocacy targets? Why?</p>
<p>What information do you have, and do you need to engage in different types of advocacy? How would you know you have been effective? (What change should you see, and from whom?)</p> <p>PERSUASION:</p> <p>MOBILIZATION:</p> <p>DENUNCIATION:</p>	<p>What are your recommendations for protection advocacy in the given scenario?</p>

<sup>5</sup> From "Protection in Zimbabwe: Training for CRS Partners," adapted by CRS from "The Liberia Protection Training Pack," Oxfam GB, p. 90 (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.

# **BACKGROUND READING AND OTHER DOCUMENTS**

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# EMERGENCY STRATEGY RESULTS FRAMEWORK FY07-FY10

**S.O.:** CRS is an innovative and effective emergency prevention, preparedness and response organization.

**I.R. 1:** CRS demonstrates a more dynamic and accountable rapid response capacity.

**I.R. 2:** CRS demonstrates more active engagement in protection of vulnerable populations in emergencies.

**I.R. 3:** CRS demonstrates increased creativity and innovation in Disaster Risk Reduction programming.

**I.R. 4:** CRS EPPR programming supports and is supported by a robust and dynamic knowledge management and learning system

## OUTPUTS

- 1.1** CRS has strengthened relationships with identified emergency response partners.
- 1.2** CRS and partner staff have increased capacity in emergency response and accountability.
- 1.3** CRS has an improved human resource system to staff rapid onset emergencies.
- 1.4** CRS has improved finance and resource management systems to support rapid onset emergencies.
- 1.5** The agency has pre-positioned supplies and/or vendor agreements for rapid deployment in the event of an emergency.
- 1.6** CRS has increased private reserves of flexible emergency funding.

## OUTPUTS

- 2.1** A comprehensive protection framework and implementation plan is developed.
- 2.2** CRS and partner staff are applying knowledge and skills on protection.
- 2.3** CRS and partners have increased capacity to advocate and raise awareness about protection issues.
- 2.4** CRS and partners have captured and shared lessons learned on protection.
- 2.5** CRS' visibility in protection has been raised.

## OUTPUTS

- 3.1** DRR strategy to increase effective DRR initiatives is developed (incorporating the IHD Framework).
- 3.2** CRS' DRR profile is elevated (within CRS and externally).
- 3.3** Successful innovations in DRR are supported and replicated.
- 3.4** CRS' staff & partner capacity to design & implement innovative DRR activities is increased.
- 3.5** Dynamic learning of DRR initiatives is increased.

## OUTPUTS

- 4.1** A system for collection, organization, dissemination and application of knowledge and learning is created and utilized.
- 4.2** The M&E in Emergencies tool is developed and tested by CRS and partners.
- 4.3** Meta-analysis is conducted to identify trends/areas for development.
- 4.4** Learning connections are actively pursued within the CRS emergency community.

**Partnership:** with key partners for strong on-going relationships prior to an emergency event. Key partners include local Church, governments and other humanitarian actors

**Accountability:** to quality standards, beneficiaries and donors to continually learn and improve management systems, agency-wide learning, quality monitoring & evaluation and to contribute to the humanitarian community

## THE GUIDING PRINCIPLES OF CATHOLIC RELIEF SERVICES – USCCB

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### **DIGNITY AND EQUALITY OF THE HUMAN PERSON**

All of humanity has been created in the image of God and possesses a basic dignity and equality that come directly from our creation and not from any action on our own part.

### **RIGHTS AND RESPONSIBILITIES**

Every person has basic rights and responsibilities that flow from our human dignity and that belong to us as humans, regardless of any social or political structures. The rights are numerous and include those things that make life truly human. Corresponding to our rights are duties and responsibilities to respect the rights of others and to work for the common good of all.

### **SOCIAL NATURE OF HUMANITY**

All of us are social by nature and are called to live in community with others—our full human potential isn't realized in solitude, but in community with others. How we organize our families, societies and communities directly affects human dignity and our ability to achieve our full human potential.

### **THE COMMON GOOD**

In order for all of us to have an opportunity to grow and develop fully, a certain social fabric must exist within society. This is the common good. Numerous social conditions—economic, political, material and cultural—impact our ability to realize our human dignity and reach our full potential.

### **SUBSIDIARITY**

A higher level of government—or organization—should not perform any function or duty that can be handled more effectively at a lower level by people who are closer to the problem and have a better understanding of the issue.

### **SOLIDARITY**

We are all part of one human family—whatever our national, racial, religious, economic or ideological differences—and in an increasingly interconnected world, loving our neighbor has global dimensions.

### **OPTION FOR THE POOR**

In every economic, political and social decision, a weighted concern must be given to the needs of the poorest and most vulnerable. When we do this we strengthen the entire community, because the powerlessness of any member wounds the rest of society.

### **STEWARDSHIP**

There is an inherent integrity to all of creation and it requires careful stewardship of all our resources, ensuring that we use and distribute them justly and equitably—as well as planning for future generations.

**CST/Management Committee, 3 April 2000**

## THE GUIDING PRINCIPLES ADDENDUM

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### **Dignity and Equality of the Human Person**

*All of humanity has been created in the image of God and we are the clearest reflection of God that exists in this world. Because of this, we each have a basic dignity that comes not from any action on our own part but because of our very creation. One's dignity is not related to race, ethnicity, gender, age, nationality, physical ability, religion, economic status or any other potentially discriminatory factor. Rather, it is an inalienable right that has been granted to us by the very fact of our human nature. Thus, there is nothing that we can do to "earn" or "lose" our dignity; it is inviolable and inalienable.*

### **Rights and Responsibilities**

Each individual is a person who has been endowed with intelligence and free will and has rights and responsibilities that flow directly from our human nature. Both human rights and responsibilities are the ideas by which the concept of human dignity is developed and given concrete meaning.

#### **Rights**

Catholic social teaching understands human rights as moral claims that each person is able to make on a variety of goods that are essential to the protection of human dignity and provide the minimum conditions necessary for living in a just society. The rights are numerous and encompass every aspect of one's life.

#### **The Right to Life and a Worthy Standard of Living**

The starting points of an individual's rights are his/her personal rights, and these are the right to life and to bodily integrity, which includes the protection of life in all of its forms. A worthy standard of living allows people to meet their basic needs and maintain their dignity. It also includes the right to adequate food, clothing, shelter, rest, medical care and access to the necessary social services that provide these rights.

#### **The Right to Worship God According to One's Conscience**

Every person has the right to his/her own individual religious beliefs; the religious freedom to seek God in a manner that is in accordance with his/her own conscience; and the right to express his/her faith in this same manner. It should not be possible for a society or government to dictate to its citizens their faith or belief.

#### **Rights Pertaining to Moral and Cultural Values**

Cultural and moral rights encompass a broad spectrum of rights. These include freedom of expression, the right to communicate and express oneself and one's opinions. Cultural and moral rights also dictate that every person has the right to share in the benefits of culture, which would include, among other things, an education, technical and professional training, and, whenever possible, higher education.

#### **Economic Rights**

In its history, Catholic social teaching has paid particular attention to the economic rights of individuals and considers them to be an integral part of full human dignity. Individuals have a right to meaningful employment and also to work for a living wage that allows them to support their families in a manner that



is consistent with human dignity. This right also includes the right to safe and dignified working conditions and the right to organize labor unions.

### **Political Rights**

Catholic social teaching also recognizes that the dignity of the human person involves the right to political freedom and participation.

### **The Right to Emigrate and Immigrate**

Every human being has the right to freedom of movement and residence within his/her country, as well as the right to emigrate to other countries and take up residence there.

### **Responsibilities**

Our rights are intrinsically bound to corresponding responsibilities; we have duties toward ourselves, one another, our families, local and other communities, and to the larger society. Our responsibilities stem from our individual rights; for one individual to have rights, others must respect and promote that person's rights. Some examples of the correlation between rights and responsibilities can be seen in the following:

- The right to life is connected with the individual's duty to preserve life in all of its forms and to live it in a manner that respects his/her own human dignity.
- A person's right to a decent standard of living carries with it the responsibility to seek out employment to provide for one's self and one's family, and to use one's resources wisely and for the promotion of the common good.
- The right to earn a living wage stems from an individual's responsibility to support his/her family.

### **The Social Nature of Humanity**

The human person is fundamentally social by nature, not by choice, and as social beings we are called to live in community with others. This idea means that from birth we are dependent upon a wider fabric of relationships and human communities that are essential for the full human development of each of us. It is quite easy to see this in our daily lives—we live and we love in community with other people, and we come to know God through our relationship with others. Full human potential is not realized in solitude, but rather can only be fully realized and protected in mutual relationships when we live in community with others. It is also in our relationships with others that we can fully come to appreciate our own individual sense of worth, dignity and equality expressed and confirmed in these social relations.

Catholic social teaching expresses the idea that authentic human life is lived in community by affirming four basic communities to which we inherently belong—the family, civil society, the nation-state and the wider human community.

### **Common Good**

The common good is understood as the total of all conditions necessary—economic, political, material, and cultural—which allow people to realize their human dignity and reach their full human potential. One

way of thinking about the common good is to think about individuals and communities in society and how we cannot by ourselves provide everything that we need to live.

Both the state and the individual person play a unique role in the provision of the common good. It is best protected when the rights of the person are preserved and promoted, and it is the state that should be responsible for the protection of our basic human rights. One of the state's main contributions to the common good is its role of securing public order. The promotion of the common good is not just the concern of the state; the individual person is also obliged to make his/her own specific contribution to the common good. Catholic social teaching states that our contribution to the common good requires us to bring our own interests into harmony with the needs of the community. This necessarily means contributing our own personal goods, services and talents to the life of the community. Every economic, political and social decision should be judged in light of whether it protects or undermines the human dignity of others. This is not an optional duty. Rather, it is every person's obligation based on the rights and duties that they have as members of the human family based in their creation.

### **Subsidiarity**

The principle of subsidiarity states that in order to protect the basic rights of the individual and the community, the government or any other large, authoritative institution should not replace or destroy smaller communities and individual initiatives. Rather, such structures should help communities and individuals contribute more effectively to the common good and supplement their activities only when the demands of justice exceed their capabilities.

Subsidiarity is a decentralizing concept that seeks to promote and sustain a pluralism of power in society, so that all power is not rooted in one place, such as the state. It seeks to encourage individual and communal initiatives and places a great deal of emphasis on the development of different human associations and institutions at the local, national and international levels.

### **Solidarity**

Solidarity is a call to recognize each individual person as a part of one human family—regardless of ethnic, national, racial, gender, economic, political or ideological differences. Catholic social teaching states that we all have a common origin having been created in the image of God. We are called not only to recognize the dignity of each individual person in word only, but also to fully respect that person's or group's human dignity in our daily lives—by seeing and understanding others as our brothers and sisters for whom we have responsibility.

Solidarity means the willingness to regard injustices committed against another as no less serious than an injustice against oneself. Solidarity is more crucial in today's growing interdependent world than ever before, and we recognize that our responsibilities cross all economic, national or regional boundaries. Our increasing awareness of the world situation carries with it an increasing responsibility to the people who are forced by structures, groups and individuals to remain marginalized and in poverty. Ignorance cannot be used as an excuse for failure to act with and for those who are oppressed and vulnerable in another city, country or continent.

Catholic social teaching also understands solidarity as a virtue uniquely suited to the growing interdependence of the world at the national and international levels of human society, as Pope John Paul II has stated that solidarity is:

*“ . . .above all a question of interdependence, sensed as a system determining relationships in the contemporary world in its economic, cultural, political, and religious elements, and accepted as a moral category. When interdependence becomes recognized in this way, the correlative response as a moral and social attitude, as a ‘virtue,’ is solidarity. It then is not a feeling of vague compassion or shallow distress at the misfortunes of so many people, near and far. On the contrary it is a firm and persevering determination to commit oneself to the common good; that is to say, to the good of all and of each individual because we are all really responsible for all.”*

On Social Concern (Sollicitudo Rei Socialis)

### **Option for the Poor**

Catholic social teaching calls for a fundamental option for the poor, which stems from the principles of common good and solidarity. The promotion of the common good calls for all social policies to be made with the welfare of the whole society in mind, while at the same time paying particular attention to promoting the dignity and rights of those people who are marginalized within society. An option for the poor would recognize that as members of the human family, all people are called to respond to the needs of all, but it also states that those members of society with the greatest needs require the greatest response and attention.

Catholic social teaching states that in all economic, political and social decisions, there should be a greater concern given to the needs of the poor and marginalized. By assisting those who are most vulnerable it strengthens the entire community since deprivation and powerlessness hurt everyone. An option for the poor requires a commitment to being in solidarity with the poor and marginalized, to giving preference to the poorest and most vulnerable sectors of society and recognize their privileged claims on our time and resources, and to arousing the consciousness of oppressed groups and helping them become agents of their own development.

### **Stewardship**

All people have been created by God and are a part of the larger community of creation. Through our work, we are co-creators in the continuing development of the earth, and our commitment to the common good requires responsible stewardship of the earth and its resources. In Catholic social teaching, true stewardship is a moral challenge which, according to the U.S. Bishops, “... calls us to examine how we use and share the goods of the earth, what we pass on to future generations, and how we live in harmony with God’s creation” (*Renewing the Earth: An Invitation to Reflection and Action on Environment in Light of Catholic Social Teaching*). It demands that we adopt an ethic of responsibility toward creation and also accept the same responsibility toward all human persons. As such, we are called to respect and share the resources of the earth in a way that provides for the needs of all. But stewardship also insists that use of the resources of the universe cannot be separated from respect for the integrity of creation and a commitment toward its future preservation.

**Catholic Social Teaching/Management Strategy Committee, 3 April 2000**



## CRS CODE OF CONDUCT

### To protect children and young people from abuse and sexual exploitation

#### **Preamble:**

CRS commits itself to creating and maintaining an environment, which promotes its core values and prevents abuse and sexual exploitation of children and young people. CRS employees and volunteers are expected to contribute to building a harmonious workplace based on team spirit, mutual respect and understanding. All staff members are expected to uphold the dignity of beneficiaries served by CRS organizations by ensuring that their personal and professional conduct is of the highest standard at all times.

CRS strongly condemns all kinds of child abuse and sexual exploitation, especially toward its beneficiaries. Sexual exploitation may include non-contact activities such as showing pornography to children or certain Internet-based activity.

1. Abuse and sexual exploitation constitute acts of gross misconduct and are therefore grounds for termination of employment. All relevant legal steps should be taken corresponding to the legal and social conditions of the local situation.
2. Exchange of money, employment, goods or services for sex, including sexual favors or other forms of humiliating, degrading or exploitative behavior is prohibited. This includes exchange of assistance that is due to beneficiaries.
3. Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not an excuse. \*
4. Where a CRS employee develops concerns or suspicions regarding sexual abuse or exploitation by a fellow humanitarian worker, whether in that same agency or not, s/he must report such concerns to the CRS Country Representative or CRS Vice President of Human Resources at CRS headquarters, and to local legal authorities, where appropriate.
5. CRS employees may not engage in any form of unlawful harassment, discrimination, physical or verbal abuse, intimidation, favoritism or exploitative sexual relations. Sexual relations between humanitarian workers and beneficiaries are strongly discouraged.
6. CRS employees are expected to behave in accordance with CRS values and create and maintain an environment, which prevents sexual exploitation and abuse and promotes the implementation of the code.

\* Different considerations may arise regarding the enforcement of some of the principles for local employees and volunteers from the beneficiary community. While sexual exploitation and the misuse of humanitarian assistance will always be prohibited, discretion may be used in the application of the principles regarding sexual relationships for these individuals, for example, if a local volunteer is married to a 17-year-old as permitted by local law.

I have carefully read the CRS Code of Conduct Agreement and discussed its contents with my supervisor and/or colleagues in order to understand it clearly. I am aware that CRS expects me to uphold at all times the standards of behavior described in the Code of Conduct Agreement above. I also understand that disciplinary measures and legal steps will be taken in case of non-compliance.

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SIGNATURE

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PRINT NAME

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DATE

## THE HUMANITARIAN CODE OF CONDUCT

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Principles of Conduct for the International Red Cross and Red Crescent Movement and NGOs in disaster response programs

### **1: The humanitarian imperative comes first.**

The right to receive humanitarian assistance, and to offer it, is a fundamental humanitarian principle that should be enjoyed by all citizens of all countries. As members of the international community, we recognize our obligation to provide humanitarian assistance wherever it is needed. Hence unimpeded access to affected populations is of fundamental importance in exercising that responsibility. The prime motivation of our response to disaster is to alleviate human suffering among those least able to withstand the stress caused by disaster. When we give humanitarian aid, it is not a partisan or political act and should not be viewed as such.

### **2: Aid is given regardless of the race, creed, or nationality of the recipients and without adverse distinction of any kind. Aid priorities are calculated on the basis of need alone.**

Wherever possible, we will base the provision of relief aid upon a thorough assessment of the needs of the disaster victims and the local capacities already in place to meet those needs. Within the entirety of our programs, we will reflect considerations of proportionality. Human suffering must be alleviated whenever it is found; life is as precious in one part of a country as another. Thus, our provision of aid will reflect the degree of suffering it seeks to alleviate. In implementing this approach, we recognize the crucial role played by women in disaster-prone communities and will ensure that this role is supported, not diminished, by our aid programs. The implementation of such a universal, impartial, and independent policy can be effective only if we and our partners have access to the necessary resources to provide for such equitable relief, and have equal access to all disaster victims.

### **3: Aid will not be used to further a particular political or religious standpoint.**

Humanitarian aid will be given according to the need of individuals, families, and communities. Notwithstanding the right of Non-Governmental Humanitarian Agencies (NGHAs) to espouse particular political or religious opinions, we affirm that assistance will not be dependent on the adherence of the recipients to those opinions. We will not tie the promise, delivery, or distribution of assistance to the embracing or acceptance of a particular political or religious creed.

### **4: We shall endeavour not to act as instruments of government foreign policy.**

NGHAs are agencies that act independently from governments. We therefore formulate our own policies and implementation strategies and do not seek to implement the policy of any government, except insofar as it coincides with our own independent policy. We will never knowingly—or through negligence—allow ourselves, or our employees, to be used to gather information of a political, military, or economically sensitive nature for governments or other bodies that may serve purposes other than those that are strictly humanitarian, nor will we act as instruments of donor governments' foreign policy. We will use the assistance we receive to respond to needs, and this assistance should not be driven by the need to dispose of donor commodity surpluses, nor by the political interest of any particular donor. We value and promote the voluntary giving of labor and finances by concerned individuals to support our work and recognize the independence of action promoted by such voluntary motivation. In order to protect our independence we will seek to avoid dependence upon a single funding source.

**5: We shall respect culture and custom.**

We will endeavour to respect the culture, structures, and customs of the communities and countries we are working in.

**6: We shall attempt to build disaster response on local capacities.**

All people and communities—even in disaster—possess capacities as well as vulnerabilities. Where possible, we will strengthen these capacities by employing local staff, purchasing local materials, and trading with local companies. Where possible, we will work through local NGHAs as partners in planning and implementation and cooperate with local government structures where appropriate. We will place a high priority on the proper coordination of our emergency responses. This is best done within the countries concerned by those most directly involved in the relief operations, and should include representatives of the relevant UN bodies.

**7: Ways shall be found to involve program beneficiaries in the management of relief aid.**

Disaster response assistance should never be imposed upon the beneficiaries. Effective relief and lasting rehabilitation can best be achieved when the intended beneficiaries are involved in the design, management, and implementation of the assistance program. We will strive to achieve full community participation in our relief and rehabilitation programs.

**8: Relief aid must strive to reduce future vulnerabilities to disaster as well as meeting basic needs.**

All relief actions affect the prospects for long-term development, either in a positive or a negative fashion. Recognizing this, we will strive to implement relief programs that actively reduce the beneficiaries' vulnerability to future disasters and help create sustainable lifestyles. We will pay particular attention to environmental concerns in the design and management of relief programs. We will also endeavour to minimize the negative impact of humanitarian assistance, seeking to avoid long-term beneficiary dependence upon external aid.

**9: We hold ourselves accountable to both those we seek to assist and those from whom we accept resources.**

We often act as an institutional link in the partnership between those who wish to assist and those who need assistance during disasters. We therefore hold ourselves accountable to both constituencies. All our dealings with donors and beneficiaries shall reflect an attitude of openness and transparency. We recognize the need to report on our activities, both from a financial perspective and the perspective of effectiveness. We recognize the obligation to ensure appropriate monitoring of aid distribution and to carry out regular assessments of the impact of disaster assistance. We will also seek to report, in an open fashion, upon the impact of our work, and the factors limiting or enhancing that impact. Our programs will be based upon high standards of professionalism and expertise in order to minimize the wasting of valuable resources.

**10: In our information, publicity, and advertising activities, we shall recognize disaster victims as dignified humans, not hopeless objects.**

Respect for the disaster victim as an equal partner in action should never be lost. In our public information we shall portray an objective image of the disaster situation where the capacities and aspirations of disaster victims are highlighted and not just their vulnerabilities and fears. While we will cooperate with the media in order to enhance public response, we will not allow external or internal demands for publicity to take precedence over the principle of maximizing overall relief assistance. We will avoid competing with other disaster response agencies for media coverage in situations where such coverage may be to the detriment of the service provided to the beneficiaries or to the security of our staff or the beneficiaries.

## DEFINITIONS OF PROTECTION

Date	Source	Definition	Comments
1988	Webster's Dictionary	Protect: to keep from harm, attack or injury; guard	
1997	Relief and Rehabilitation Network. "Human rights and international legal standards: what do relief workers need to know?" Network Paper 19, February 1997.	"To protect against threats to security (physical, economic, social, political)..."	
1999	ICRC Protection Workshop, Geneva	"Any activity aimed at creating an environment conducive to respect for human beings, preventing and/or alleviating the immediate effects of a specific pattern of abuse, and restoring dignified conditions of life through reparation, restitution and rehabilitation."	From "Growing the Sheltering Tree: Protecting Rights Through Humanitarian Action," IASC, 2002
2001	IASC, ICRC	"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 and refugee law."	This definition is the one most often used, but assumes knowledge of IHL and human rights law.
2003	Beyond the Headlines: An agenda for action to protect civilians in neglected conflicts, Oxfam.	"Humanitarian protection is concerned with preventing or mitigating the most damaging effects, direct or indirect, of war on civilians...a right to live free from violence ... coercion... deprivation."	Does not include natural disasters
2004	Protect or Neglect: Toward a More Effective United Nations Approach to the Protection of Internally Displaced Persons, S. Bagshaw and D. Paul, SAIS Brookings Institute and UN.	"Covers not only needs for physical security and safety but also the broad range of civil and political and economic, social and cultural rights provided in international law."	Uses IASC definition as basis and broadens.
2004	USAID IDP Policy	"IDPs must be granted the full security and protection provided for under the norms of international human rights law, international humanitarian law, and national law."	

<p><b>2004</b></p>	<p>“Protecting Women and Children Affected by Humanitarian Emergencies: US Government Efforts,” Report to Congress: Plan for Implementation of Section 594 (c) of Public Law 108-199 (PRM).</p>	<p>“Guaranteeing the human rights of women and children.”</p>	<p>No definition per se, but uses the term liberally.</p>
<p><b>2005</b></p>	<p>OFDA</p>	<p>“Protection is helping people to manage the risks they face and make sure that our programs don’t exacerbate or create new risks.”</p>	
<p><b>2005</b></p>	<p>ALNAP Protection, Hugo Slim and Andrew Bonwick.</p>	<p>Uses IASC definition, but also includes:                      “[Safeguarding people from] disruption, deprivation, displacement, disease, and discrimination”                      “Thinking creatively about a range of ways in which such violation and suffering can be prevented, alleviated, and redressed beyond a simple ‘aid only’ approach.”                      “Preserving a person’s dignity and integrity as a human being.”</p>	



## APPLICABILITY OF HUMAN RIGHTS AND HUMANITARIAN LAW

Situation	Applicable Law
<p><b>1. International Armed Conflict</b> Including wars between states, and against colonial domination, alien occupation, racist regimes, in exercise of the right to self-determination.</p>	<p>Four Geneva Conventions of 1949 (1) Wounded and sick in the field (2) Shipwrecked (3) Prisoners of war (4) Civilian persons (under occupation) Additional Protocol I of 1977 Other human rights provisions (insofar as non-derogable or no emergency declared)</p>
<p><b>2. Non-International Armed Conflict</b> Civil war or other situation in which organized armed forces, under responsible command, exercise such control over part of the territory so as to permit sustained and concerted military operations and to implement humanitarian law.</p>	<ul style="list-style-type: none"> <li>• Common Article 3 of the Geneva Conventions (applies to government and armed opposition force)</li> <li>• Additional Protocol II of 1977 (more restrictive field of application)</li> <li>• Other human rights provisions (insofar as non-derogable or no emergency declared)</li> </ul>
<p><b>3. State of Emergency</b> Disturbances, riots, isolated and sporadic acts of violence, and other public emergencies which threaten the life of the nation, in which measures normally compatible with the constitution and laws are inadequate to address the situation.  State of emergency must be officially declared.</p>	<p>All human rights, with the following exceptions:</p> <ul style="list-style-type: none"> <li>• Derogations from certain rights may be permissible to the extent strictly required by the exigencies of the situation, and only if not inconsistent with other requirements under international law (including the Geneva Conventions and Protocols).</li> <li>• No discrimination solely on the basis of race, color, sex, language, religion, or social origin.</li> <li>• No derogation is permissible with regard to arbitrary deprivation of life, torture, slavery, or imprisonment for failure to fulfill a contractual obligation.</li> </ul>
<p><b>4. Other Internal Tensions</b> Disturbances, riots, and isolated acts of violence which do not qualify as a public emergency threatening the life of the nation.  No state of emergency declared.</p>	<p>All human rights. (But as to each right, see any relevant limitation. Rights can be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others, and of meeting the just requirements of morality, public order, and the general welfare in a democratic society.)</p>

**5. Normal Situations**

All human rights. (But as to each right, see any relevant limitation. Rights can be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others, and of meeting the just requirements of morality, public order, and the general welfare in a democratic society.)

## HUMAN RIGHTS LAW INSTRUMENTS – EXCERPTS

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### Universal Declaration of Human Rights

**On December 10, 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights.**

#### PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore **THE GENERAL ASSEMBLY** proclaims **THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS** as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

**Article 1.** All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2.** All the following rights should be applied without discrimination on basis of “race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.”

**Article 3.** The right to life, liberty and security of person.

**Article 4.** The right to freedom from slavery.

**Article 5.** The right to freedom from torture or from cruel, inhuman or degrading treatment or punishment.

**Article 6.** The right to recognition everywhere as a person before the law.

**Article 7.** The right to equal treatment before the law.

**Article 8.** The right to an effective legal remedy for rights violations.

**Article 9.** The right to freedom from arbitrary arrest, detention or exile.

**Article 10.** The right to a fair trial.

**Article 11.** The right to presumption of innocence until proven guilty.

**Article 12.** The right to privacy and freedom from attacks upon honor and reputation.

**Article 13.** The right to freedom of movement, to leave any country, and to return to one's country.

**Article 14.** The right to asylum from persecution.

**Article 15.** The right to a nationality.

**Article 16.** The right to marry and to found a family.

**Article 17.** The right to own property alone as well as in association with others. No one shall be arbitrarily deprived of his property.

**Article 18.** The right to freedom of thought, conscience and religion.

**Article 19.** The right to freedom of opinion and expression.

**Article 20.** The right to freedom of peaceful assembly and association.

**Article 21.** The right to take part in the government of one's country.

**Article 22.** The right to social security and to realization, through national effort and international co-operation and in accordance with the organization and resources of each state, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

**Article 23.** The right to work, and to just conditions of work and to equal pay for equal work.

**Article 24.** The right to rest and leisure.

**Article 25.** The right to a standard of living adequate for the health and well-being of oneself and of one's family, including food, clothing, housing and medical care.

**Article 26.** The right to education.

**Article 27.** The right freely to participate in the cultural life of the community.

**Article 28.** Everyone is entitled to a social and international order in which the rights and freedoms set forth in this declaration can be fully realized.

**Article 29.** Everyone has duties to the community in which alone the free and full development of his personality is possible.

## **International Covenant on Civil and Political Rights (ICCPR)**

**This covenant details the basic civil and political rights of individuals and nations.**

### **Among the rights of nations are:**

- The right to self determination
- The right to own, trade, and dispose of their property freely, and not be deprived of their means of subsistence

### **Among the rights of individuals are:**

- The right to legal recourse when their rights have been violated, even if the violator was acting in an official capacity
- The right to life
- The right to liberty and freedom of movement
- The right to equality before the law
- The right to presumption of innocence until proven guilty
- The right to appeal a conviction
- The right to be recognized as a person before the law
- The right to privacy and protection of that privacy by law
- Freedom of thought, conscience, and religion
- Freedom of opinion and expression
- Freedom of assembly and association

The covenant forbids torture and inhuman or degrading treatment, slavery or involuntary servitude, arbitrary arrest and detention, and debtors' prisons. It forbids propaganda advocating either war or hatred based on race, religion, national origin, or language.

It provides for the right of people to choose freely whom they will marry and to found a family, and requires that the duties and obligations of marriage and family be shared equally between partners. It guarantees the rights of children and prohibits discrimination based on race, sex, color, national origin, or language.

It also restricts the death penalty to the most serious of crimes, guarantees condemned people the right to appeal for commutation to a lesser penalty, and forbids the death penalty entirely for people under 18 years of age.

The covenant permits governments to temporarily suspend some of these rights in cases of civil emergency only, and lists those rights that cannot be suspended for any reason. It also establishes the Human Rights Committee to monitor implementation of the ICCPR (this committee should NOT be confused with the recently created Human Rights Council, formerly the Commission on Human Rights).

After almost two decades of negotiations and rewriting, the text of the International Covenant on Civil and Political Rights was agreed upon in 1966. In 1976, after being ratified by the required 35 states, it became international law.

### **Optional Protocol to the International Covenant on Civil and Political Rights**

The protocol adds legal force to the covenant by allowing the Human Rights Commission to investigate and judge complaints of human rights violations from individuals from signatory countries.

## **International Covenant on Economic, Social, and Cultural Rights**

**This covenant describes the basic economic, social, and cultural rights of individuals and nations, including the right to:**

- Self-determination
- Wages sufficient to support a minimum standard of living
- Equal pay for equal work
- Equal opportunity for advancement
- Form trade unions
- Strike
- Receive paid or otherwise compensated maternity leave
- Free primary education and accessible education at all levels
- Copyright, patent, and trademark protection for intellectual property

In addition, this convention forbids exploitation of children and requires all nations to cooperate to end world hunger. Each nation that has ratified this covenant is required to submit annual reports on its progress in providing for these rights to the Secretary General, who is to transmit them to the Economic and Social Council (the Committee on Economic, Social, and Cultural Rights now oversees the implementation of the ICESCR and receives the reports).

The text of this covenant was finalized in 1966 along with that of the Covenant on Civil and Political Rights and also entered into force (became international law) in 1976.

## **Convention Against Genocide**

This convention bans acts committed with the intent to destroy, in whole or in part, a national, ethnic, racial, or religious group. It declares genocide a crime under international law whether committed during war or peacetime, and binds all signatories of the convention to take measures to prevent and punish any acts of genocide committed within their jurisdiction. The act bans killing of members of any racial, ethnic, national, or religious group because of their membership in that group, causing serious bodily or mental harm to members of the group, inflicting on members of the group conditions of life intended to destroy them, imposing measures intended to prevent births within the group, and taking group members' children away from them and giving them to members of another group.

It declares genocide itself, conspiracy or incitement to commit genocide, attempts to commit or complicity in the commission of genocide all to be illegal. Individuals are to be held responsible for these acts whether they were acting in their official capacities or as private individuals. Signatories to the convention are bound to enact appropriate legislation to make the acts named in Article 3 illegal under their national law and provide appropriate penalties for violators.

People suspected of acts of genocide may be tried by a national tribunal in the territory where the acts were committed or by a properly constituted international tribunal whose jurisdiction is recognized by the state or states involved. For purposes of extradition, an allegation of genocide is not to be considered a political crime, and states are bound to extradite suspects in accordance with national laws and treaties. Any state party to the convention may also call upon the United Nations to act to prevent or punish acts of genocide.

The remainder of the convention specifies procedures for resolving disputes between nations about whether a specific act or acts constitute(s) genocide, and gives procedures for ratification of the convention.

### **Convention Against Torture**

This convention bans torture under all circumstances and establishes the UN Committee Against Torture. In particular, it defines torture, requires states to take effective legal and other measures to prevent torture, declares that no state of emergency, other external threats, nor orders from a superior officer or authority may be invoked to justify torture.

It forbids countries to return a refugee to his country if there is reason to believe he/she will be tortured, and requires host countries to consider the human rights record of the person's native country in making this decision.

The convention requires states to make torture illegal and provide appropriate punishment for those who commit torture. It requires states to assert jurisdiction when torture is committed within their jurisdiction, either investigate and prosecute them, or upon proper request extradite suspects to face trial before another competent court. It also requires states to cooperate with any civil proceedings against accused torturers.

Each state is obliged to provide training to law enforcement and military on torture prevention, keep its interrogation methods under review, and promptly investigate any allegations that its officials have committed torture in the course of their official duties. It must ensure that individuals who allege that someone has committed torture against them are permitted to make an official complaint and have it investigated, and, if the complaint is proven, receive compensation, including full medical treatment and payments to survivors if the victim dies as a result of torture.

It forbids states to admit into evidence during a trial any confession or statement made during or as a result of torture. It also forbids activities that do not rise to the level of torture, but that constitute cruel or degrading treatment.

The second part of the convention establishes the Committee Against Torture and sets out the rules on its membership and activities.

The convention was passed and opened for ratification in December 1984. The convention became international law in June 1987.

### **Convention on the Elimination of all Forms of Discrimination Against Women**

This convention bans discrimination against women.

### **Convention on the Rights of the Child**

This convention bans discrimination against children and provides for special protection and rights appropriate to minors.

### **Charter of the United Nations**

The Charter of the United Nations contains some important human rights provisions, in addition to containing the framework for the organization as a whole.



## HUMANITARIAN LAW INSTRUMENTS – EXCERPTS

### The Geneva Conventions, 1949

<b>First Convention</b>	On the care of the wounded and sick members of armed forces in the field
<b>Second Convention</b>	On the care of the wounded, sick, and shipwrecked members of armed forces at sea
<b>Third Convention</b>	On the conduct of combatants and the treatment of prisoners of war (between states)
<b>Fourth Convention</b>	On the protection of civilian persons and populations in times of war (duties and responsibilities of occupying power) and of the wounded and sick members of armed forces

#### Article 3, common to the four Geneva Conventions, 1949:

**In the case of armed conflict not of an international character occurring in the territory of one of the High Contracting Parties, each Party to the conflict shall be bound to apply, as a minimum, the following provisions:**

- (1) Persons taking no active part in the hostilities, including members of armed forces who have laid down their arms and those placed ‘hors de combat’ by sickness, wounds, detention, or any other cause, shall in all circumstances be treated humanely, without any adverse distinction founded on race, color, religion or faith, sex, birth or wealth, or any other similar criteria. To this end, the following acts are and shall remain prohibited at any time and in any place whatsoever with respect to the above-mentioned persons:
  - (a) violence to life and person, in particular murder of all kinds, mutilation, cruel treatment and torture;
  - (b) taking of hostages;
  - (c) outrages upon personal dignity, in particular humiliating and degrading treatment;
  - (d) the passing of sentences and the carrying out of executions without previous judgment constituted court, affording all the judicial guarantees which are recognized as indispensable by civilized peoples.
- (2) The wounded and sick shall be collected and cared for. An impartial humanitarian body, such as the International Committee of the Red Cross, may offer its services to the Parties to the conflict. The Parties to the conflict should further endeavor to bring into force, by means of special agreements, all or part of the other provisions of the present Convention.

### Summary of basic rules of International Humanitarian Law in armed conflicts

1. Persons who do not or can no longer take part in the hostilities are entitled to respect for their life and for their physical and mental integrity. Such persons must in all circumstances be protected and treated with humanity, without any unfavorable distinction whatever.

2. It is forbidden to kill or wound an adversary who surrenders or who can no longer take part in the fighting.
3. The wounded and sick must be collected and cared for by the party to the conflict that has them in its power. Medical personnel and medical establishments, transports, and equipment must be spared. The Red Cross or Red Crescent on a white background is the sign protecting such persons and objects and must be respected.
4. Captured combatants and civilians who find themselves under the authority of the adverse party are entitled to respect for their life, their dignity, their personal rights, and their political, religious, and other convictions. They must be protected against all acts of violence or reprisal. They are entitled to exchange news with their families and receive aid.
5. Everyone must enjoy basic judicial guarantees and no one may be held responsible for an act he has not committed. No one may be subjected to physical or mental torture or to cruel or degrading corporal punishment or other treatment.
6. Neither the parties to the conflict nor members of their armed forces have an unlimited right to choose methods and means of warfare. It is forbidden to use weapons or methods of warfare that are likely to cause unnecessary losses or excessive suffering. The parties to a conflict must at all times distinguish between the civilian population and combatants in order to spare the civilian population and civilian property. Neither the civilian population as whole nor individual civilians may be attacked. Attacks may be made solely against military objectives.

## **Geneva Convention IV Relative to the Protection of Civilian Persons in Time of War**

### **Article 10 General provision**

“The provisions of the present Convention constitute no obstacle to the humanitarian activities which the International Committee of the Red Cross or any other impartial humanitarian organization may, subject to the consent of the Parties to the conflict concerned, undertake for the protection of civilian persons and for their relief.”

### **Article 23 Free passage of certain relief items**

“Each High Contracting Party shall allow the free passage of all consignments of medical and hospital stores and objects necessary for religious worship intended only for civilians of another High Contracting Party, even if the latter is its adversary. It shall likewise permit the free passage of all consignments of essential foodstuffs, clothing and tonics intended for children under fifteen, expectant mothers and maternity cases. The obligation of a High Contracting Party to allow the free passage of the consignments indicated in the preceding paragraph is subject to the condition that this Party is satisfied that there are no serious reasons for fearing:

- (a) that the consignments may be diverted from their destination,
- (b) that the control may not be effective, or
- (c) that a definite advantage may accrue to the military efforts or economy of the enemy through the substitution of the above-mentioned consignments for goods which would otherwise be provided

or produced by the enemy or through the release of such material, services or facilities as would otherwise be required for the production of such goods.

“The Power which allows the passage of the consignments indicated in the first paragraph of this Article may give permission conditional on the distribution to the persons benefited thereby being made under the local supervision of the Protecting Powers. Such consignments shall be forwarded as rapidly as possible, and the Power which permits their free passage shall have the right to prescribe the technical arrangement under which such passage is allowed.”

## **Protected Persons**

### **Article 30 Relief organizations “shall be granted all facilities” by the authorities**

“Protected persons shall have every facility for making application to the Protecting Powers, the International Committee of the Red Cross, the National Red Cross (Red Crescent, Red Lion and Sun) Society of the country where they may be, as well as to any organization that might assist them. These several organizations shall be granted all facilities for that purpose by the authorities, within the bounds set by military or security considerations.

“Apart from the visits of the delegates of the Protecting Powers and of the International Committee of the Red Cross, provided for by Article 143, the Detaining or Occupying Powers shall facilitate as much as possible visits to protected persons by the representatives of other organizations whose object is to give spiritual aid or material relief to such persons.”

### **Article 38 “Shall be enabled to receive” relief sent to them**

“With the exception of special measures authorized by the present Convention, in particular by Articles 27 and 41 thereof, the situation of protected persons shall continue to be regulated, in principle, by the provisions concerning aliens in time of peace. In any case, the following rights shall be granted to them:

- (1) They shall be enabled to receive the individual or collective relief that may be sent to them.
- (2) They shall, if their state of health so requires, receive medical attention and hospital treatment to the same extent as the nationals of the State concerned.
- (3) They shall be allowed to practice their religion and to receive spiritual assistance from ministers of their faith.
- (4) If they reside in an area particularly exposed to the dangers of war, they shall be authorized to move from that area to the same extent as the nationals of the State concerned.
- (5) Children under fifteen years, pregnant women and mothers of children under seven years shall benefit by any preferential treatment to the same extent as the nationals of the State concerned.”

### **Article 59 Collective relief: relief schemes shall be agreed to and facilitated if population is in need**

“If the whole or part of the population of an occupied territory is inadequately supplied, the Occupying Power shall agree to relief schemes on behalf of the said population, and shall facilitate them by all the means at its disposal.

“Such schemes, which may be undertaken either by States or by impartial humanitarian organizations such as the International Committee of the Red Cross, shall consist, in particular, of the provision of consignments of foodstuffs, medical supplies and clothing.

“All Contracting Parties shall permit the free passage of these consignments and shall guarantee their protection.

“A Power granting free passage to consignments on their way to territory occupied by an adverse Party to the conflict shall, however, have the right to search the consignments, to regulate their passage according to prescribed times and routes, and to be reasonably satisfied through the Protecting Power that these consignments are to be used for the relief of the needy population and are not to be used for the benefit of the Occupying Power.”

#### **Article 60 Status and treatment of protected persons**

“Relief consignments shall in no way relieve the Occupying Power of any of its responsibilities under Articles 55, 56 and 59. The Occupying Power shall in no way whatsoever divert relief consignments from the purpose for which they are intended, except in cases of urgent necessity, in the interests of the population of the occupied territory and with the consent of the Protecting Power.”

#### **Article 61 Status and treatment of protected persons**

“The distribution of the relief consignments referred to in the foregoing Articles shall be carried out with the cooperation and under the supervision of the Protecting Power. This duty may also be delegated, by agreement between the Occupying Power and the Protecting Power, to a neutral Power, to the International Committee of the Red Cross or to any other impartial humanitarian body. Such consignments shall be exempt in occupied territory from all charges, taxes or customs duties unless these are necessary in the interests of the economy of the territory. The Occupying Power shall facilitate the rapid distribution of these consignments.

“All Contracting Parties shall endeavor to permit the transit and transport, free of charge, of such relief consignments on their way to occupied territories.”

#### **Article 62 Individual relief**

“Subject to imperative reasons of security, protected persons in occupied territories shall be permitted to receive the individual relief consignments sent to them.”

#### **Article 63 Relief societies shall be able to pursue activities in accordance with Red Cross principles**

“Subject to temporary and exceptional measures imposed for urgent reasons of security by the Occupying Power:

- (a) recognised National Red Cross (Red Crescent, Red Lion and Sun) Societies shall be able to pursue their activities in accordance with Red Cross principles, as defined by the International Red Cross Conferences. Other relief societies shall be permitted to continue their humanitarian activities under similar conditions;
- (b) the Occupying Power may not require any changes in the personnel or structure of these societies, which would prejudice the aforesaid activities.

“The same principles shall apply to the activities and personnel of special organizations of a non-military character, which already exist or which may be established, for the purpose of ensuring the living conditions of the civilian population by the maintenance of the essential public utility services, by the distribution of relief and by the organization of rescues.

## **Additional Protocol 1**

### **Article 68 Field of application**

“The provisions of this Section apply to the civilian population as defined in this Protocol and are supplementary to Articles 23, 55, 59, 60, 61 and 62 and other relevant provisions of the Fourth Convention.”

### **Article 69 Basic needs in occupied territories**

1. In addition to the duties specified in Article 55 of the Fourth Convention concerning food and medical supplies, the Occupying Power shall, to the fullest extent of the means available to it and without any adverse distinction, also ensure the provision of clothing, bedding, means of shelter, other supplies essential to the survival of the civilian population of the occupied territory and objects necessary for religious worship.
2. Relief actions for the benefit of the civilian population of occupied territories are governed by Articles 59, 60, 61, 62, 108, 109, 110 and 111 of the Fourth Convention, and by Article 71 of this Protocol, and shall be implemented without delay.”

### **Article 70 Relief actions**

1. If the civilian population of any territory under the control of a Party to the conflict, other than occupied territory, is not adequately provided with the supplies mentioned in Article 69, relief actions which are humanitarian and impartial in character and conducted without any adverse distinction shall be undertaken, subject to the agreement of the Parties concerned in such relief actions. Offers of such relief shall not be regarded as interference in the armed conflict or as unfriendly acts. In the distribution of relief consignments, priority shall be given to those persons, such as children, expectant mothers, maternity cases and nursing mothers, who, under the Fourth Convention or under this Protocol, are to be accorded privileged treatment or special protection.
2. The Parties to the conflict and each High Contracting Party shall allow and facilitate rapid and unimpeded passage of all relief consignments, equipment and personnel provided in accordance with this Section, even if such assistance is destined for the civilian population of the adverse Party.
3. The Parties to the conflict and each High Contracting Party which allow the passage of relief consignments, equipment and personnel in accordance with paragraph 2:
  - (a) shall have the right to prescribe the technical arrangements, including search, under which such passage is permitted;
  - (b) may make such permission conditional on the distribution of this assistance being made under the local supervision of a Protecting Power;

(c) shall, in no way whatsoever, divert relief consignments from the purpose for which they are intended nor delay their forwarding, except in cases of urgent necessity in the interest of the civilian population concerned.

4. The Parties to the conflict shall protect relief consignments and facilitate their rapid distribution.
5. The Parties to the conflict and each High Contracting Party concerned shall encourage and facilitate effective international co-ordination of the relief actions referred to in paragraph 1."

#### **Article 71 Protection of relief personnel**

1. Where necessary, relief personnel may form part of the assistance provided in any relief action, in particular for the transportation and distribution of relief consignments; the participation of such personnel shall be subject to the approval of the Party in whose territory they will carry out their duties.
2. Such personnel shall be respected and protected.
3. Each Party in receipt of relief consignments shall, to the fullest extent practicable, assist the relief personnel referred to in paragraph 1 in carrying out their relief mission. Only in case of imperative military necessity may the activities of the relief personnel be limited or their movements temporarily restricted.
4. Under no circumstances may relief personnel exceed the terms of their mission under this Protocol. In particular they shall take account of the security requirements of the Party in whose territory they are carrying out their duties. The mission of any of the personnel who do not respect these conditions may be terminated."

#### **Article 81 Parties to the conflict shall facilitate the work of humanitarian organizations**

1. The Parties to the conflict shall grant to the International Committee of the Red Cross all facilities within their power so as to enable it to carry out the humanitarian functions assigned to it by the Conventions and this Protocol in order to ensure protection and assistance to the victims of conflicts; the International Committee of the Red Cross may also carry out any other humanitarian activities in favour of these victims, subject to the consent of the Parties to the conflict concerned.
2. The Parties to the conflict shall grant to their respective Red Cross (Red Crescent, Red Lion and Sun) organizations the facilities necessary for carrying out their humanitarian activities in favour of the victims of the conflict, in accordance with the provisions of the Conventions and this Protocol and the fundamental principles of the Red Cross as formulated by the International Conferences of the Red Cross.
3. The High Contracting Parties and the Parties to the conflict shall facilitate in every possible way the assistance which Red Cross (Red Crescent, Red Lion and Sun) organizations and the League of Red Cross Societies extend to the victims of conflicts in accordance with the provisions of the Conventions and this Protocol and with the fundamental principles of the Red Cross as formulated by the International Conferences of the Red Cross.
4. The High Contracting Parties and the Parties to the conflict shall, as far as possible, make facilities similar to those mentioned in paragraphs 2 and 3 available to the other humanitarian organizations referred to in the Conventions and this Protocol which are duly authorized by the respective Parties to the conflict

and which perform their humanitarian activities in accordance with the provisions of the Conventions and this Protocol.”

## **Additional Protocol II**

### **Article 18 Relief societies and relief actions**

- 1.** Relief societies located in the territory of the High Contracting Party, such as Red Cross (Red Crescent, Red Lion and Sun) organizations, may offer their services for the performance of their traditional functions in relation to the victims of the armed conflict. The civilian population may, even on its own initiative, offer to collect and care for the wounded, sick and shipwrecked.
- 2.** If the civilian population is suffering undue hardship owing to a lack of the supplies essential for its survival, such as foodstuffs and medical supplies, relief actions for the civilian population which are of an exclusively humanitarian and impartial nature and which are conducted without any adverse distinction shall be undertaken subject to the consent of the High Contracting Party concerned.”

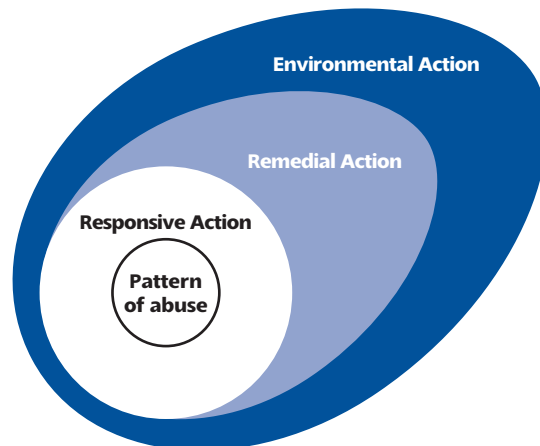
## THE PROTECTION FRAMEWORK: THE “EGG” MODEL<sup>6</sup>

Protection is composed of three types of activities:

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

**Remedial action:** any activity aimed at restoring people’s dignity and ensuring adequate living conditions subsequent to a pattern of abuse (through rehabilitation, restitution, compensation, and reparation).

**Environment-building action:** any activity aimed at creating and/or consolidating an environment – political, social, cultural, institutional, economic, and legal – conducive to full respect for the rights of the individual.



### Modes of Protection Action

**Denunciation mode:** pressuring the authorities, through public disclosure, to take action to fulfill their obligations and to protect individuals and groups exposed to abuses.

**Persuasion mode:** convincing the authorities through dialogue to take action to fulfill their obligations to protect individuals and groups exposed to and affected by abuse.

**Mobilization mode:** sharing information in a discreet way with selected individuals, bodies, or states that have influence on the authorities to satisfy their obligations and to protect individuals and groups exposed to violations.

**Substitution mode:** directly providing services or material assistance to the victims of the violations.

**Support to structures and services:** empowering existing national and/or local structures through project-oriented aid to enable them to carry out their functions to protect individuals and groups.

<sup>6</sup> Inter-Agency Standing Committee, “Growing the Sheltering Tree: Protecting Rights Through Humanitarian Action,” pp. 16-19, UNICEF, 2002.



## PROTECTION PROGRAMMING<sup>7</sup>

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The following steps are to be taken when conducting an assessment and analysis for the purposes of protection programming:

**Step one: Reduce threats.** This in turn requires engaging those who are directly or indirectly responsible. In this regard the protection analysis focuses on:

- Understanding the precise nature, pattern, and scope of violations of protected persons and assess if they are arising from acts of commission or omission.
- Finding out particular patterns, timing, schedules, logic, or symbolism connected with the abuses to determine whether they might be predictable.
- Clarifying exactly who is responsible for these violations, what authority they may have, and what resources they are using.
- Attempting, on the basis of the above, to anticipate or predict the perpetrators' next step. Recognize that they are likely to adjust their strategies and deflect your efforts to stop them.

**Step two: Reduce vulnerabilities by involving communities.** The protection analysis focuses on:

- Understanding the general effects of these violations on the people suffering them in physical, social, gender, health, economic, political, and emotional terms.
- Identifying the immediate and longer-term needs for safety and assistance stemming from both existing violations and continuing threats and differentiating these needs by age, gender, and diversity.
- Understanding how different groups of people remain physically, socially, politically, or economically vulnerable to recent violations and future threats.
- Most important, identifying what coping strategies communities have to protect themselves from violations.

**Step three: Limit the time communities are exposed to danger.** The longer people are exposed to certain threats, the more they are likely to suffer and die.

**Finally, the analysis should cover both secondary and primary risks.** Usually you are carrying out the analysis at a stage when communities have already been affected, therefore you are analyzing secondary risks. It is, however, important that your analysis tackle the primary risks – root causes – that have caused the harm.

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<sup>7</sup> Adapted from "Protection: An ALNAP Guide for Humanitarian Agencies," Section 4, Hugo Slim and Andrew Bonwick, Overseas Development Institute, London, 2005.

## INTERVIEWING TECHNIQUES

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### General rules

- Confidentiality is essential and very easy to breach. Once trust is breached, it may not be possible to repair it.
- Start with easy, somewhat impersonal questions (e.g., demographic ones like “which village do you come from?”). Gradually draw out the private self.
- Avoid questions with yes/no answers.
- People will pay a lot of attention to what you say, so be very careful about expressing your opinions. Likewise, do not refer to earlier interviews or things that other people have told you.
- Be hyperaware of any changes in the conversation in response to new people arriving in the room, and don’t push it.
- If you record the name, remind the interviewee that this is for your records only. If security is an issue, then code your note taking; devise a system for names.
- A questionnaire can be useful in terms of remembering what to ask but may be difficult to work from during the interview; better to use it as a checklist at the end.
- Be careful about getting too close to people: balance empathy with responsibility. Don’t raise false expectations, and be clear about the level of assistance available.
- Transcribe your information as soon as possible so you don’t miss things. Find gaps that you cannot later fill in and that would require a second interview, with the attendant risks (again) of confidentiality.
- Do your homework! Find out the local names of tribes, the euphemisms for sexual violence, what midwives are called, cultural practices such as polygamy and female genital mutilation, and learn any acronyms used by other NGOs. Such knowledge helps the flow of the interview and reassures the interviewee that you are serious about understanding their concerns. Moreover, if you are not aware of the issues, you won’t ask, or you won’t understand certain responses.

### Interpreters must be:

- Gender appropriate
- Language appropriate (preferably in the interviewee’s first language)
- Trustworthy: both interviewer and interviewee must feel confident of the interpreter’s discretion for there to be confidentiality<sup>8</sup>
- Free of bias
- Free of editorializing (insist upon verbatim translation)

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<sup>8</sup> Trained interpreters must be recruited; the imperative of confidentiality must be reinforced.

## INTERVIEWING ON SEXUAL VIOLENCE

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Due to the extreme sensitivity of sexual issues in general and of sexual violence in particular, careful handling is required. Understanding the effects of rape will allow you to interview more effectively, especially as you may not know that the person is a survivor of rape, and therefore you may not understand the person's reactions or behavior. With this knowledge, you will be able to recognize when you are dealing with someone who has been raped. Once you recognize the signs, you will be prepared to deal with how it may influence the interview. Anyone can be equipped to interview rape survivors.

Interviewing women requires awareness and understanding of their special needs and concerns. Interviewing male survivors of sexual violence requires similar understanding; as in practice most survivors are female, the focus here rests on women. Understanding these needs (treatment of physical injuries, infections) and concerns (stigmatization, ostracism) is essential in order to conduct the interview with care and to facilitate the treatment process.

Sexual violence encompasses many forms of sexual assault that don't fall under the strict definition of rape. For example, the insertion of objects into genital openings is a form of sexual assault. These forms of sexual violence, which can be just as traumatizing as rape, must be considered as well. Rape is one of the gravest abuses of human rights, with consequences that can last a lifetime. Like other forms of torture, rape and sexual violence is meant to hurt, control, and humiliate. It results in physical pain, a loss of dignity, an attack on identity, and a loss of self-determination over a woman's body.

### **Sexual Violence During Conflict**

Rape by multiple perpetrators is more likely, with increased risk of injury and sexually transmitted infection (STI).

Women and girls may be "branded" with scars on their thighs as a permanent sign of rape. This increases their vulnerability in any society that regards virgins as a commodity and nonvirgins as spoiled and without social value.

### **The Interview**

#### **Cultural context: Do your research!**

Rape must be understood within the particular social and cultural context. Therefore, do your homework:

Ask local people about what can be discussed in private and what can be discussed in public with any group you are dealing with.

Find out about specific sexual practices: Is FGM a part of the culture? If so, what kind? If the most severe form (infibulation, or sewing the outer labia shut) is practiced, girls and women may have been cut open prior to penetration. You need to know this in order to ask about it and to understand that injury and infection are more likely.

It is very possible that a woman will be ostracized by her family or community for reporting sexual violence, so she may well be wary. When you approach her, tell her you need her permission to use her name or contact her in the future and ask how she would like this to be done.

Be aware of gender and cultural differences in communication, particularly regarding nonverbal communication.

Be very conscious of your own body language and avoid intimidating gestures that might inhibit responses.

If you dress appropriately for the culture, you are more likely to engender respect, trust, and engagement. Wearing jeans in a Muslim culture, for example, is the Western equivalent of having your underpants on display, i.e., it is culturally offensive. Dressing out of sync with the culture may hinder responses more when talking with male leaders about violence against women generally.

When assessing the credibility of women, do not be influenced by Western standards, such as the ability to maintain eye contact. Signs that Americans take for duplicity may simply be cultural, or may be evidence of Post-Traumatic Stress Disorder.

Pay attention to language and framing:

- Use the word “survivor” rather than “victim.”
- “Victim” focuses on the powerlessness, stigmatization, and shame.
- “Survivor” acknowledges the strength of women who have endured violation of their physical and sexual integrity.

Both the interviewer and the interpreter must be aware of difficulties in interpreting. The word “rape” may have a different meaning or connotation in the survivor’s language. In some cultures, “rape” is not even part of the language, and therefore does not have a direct translation. And historically, under Sharia law, a woman can only be said to have been raped if there were four male witnesses. Find out what euphemisms may be used (ask the midwives or traditional birth attendants [TBAs]), and be ready to learn new ones. It may be necessary to talk around subjects rather than about them directly. In these cases, you may have to make inferences about what exactly the woman experienced from what she says or describes.

### **Some euphemisms for rape**

- took / made / forced me to be wife
- beat me
- hurt me personally
- battered me
- He saw me without clothes
- He used me to enjoy himself
- He enjoyed himself
- He took advantage of me

### **Interviewer**

Since delicate personal issues arise from sexual abuse, interviewers must be sensitive to the needs of women and able to communicate with survivors about their experiences, however personal. In certain cultures women may not feel comfortable speaking with men. In these areas, women should be employed as interviewers and interpreters for the most effective results.

If there is an interpreter, the interviewer should ask all questions of the interviewee, rather than the interpreter.

### **The Interview Environment**

The circumstances surrounding an interview can play an important role in its success. The place should be in a confidential and quiet setting where she feels comfortable, safe, and at ease. Try to prevent any interruptions or distractions during the interview. If possible, have drinking water and tissues on hand.

In situations where there are several people in the room, try to set up the interview in a corner for privacy. If you are interviewing several women, talk to them one by one. Since survivors of sexual abuse may not feel comfortable recounting experiences in front of their families, give the woman the opportunity to be questioned by herself, out of the hearing of other members of her family. Other women may prefer to be interviewed with someone they trust nearby. In this case, allow for the presence of a third person.

### **Interview Process**

The way an interviewer presents herself and the organization she represents can affect a witness's inclination to be honest. Begin by explaining who you are, why you are gathering information, and why you are interviewing her in particular.

Explain how you found her; for example, who brought you to her or how your contact determined she was a potential interviewee. This should increase the woman's comfort and trust, and you can begin to establish a rapport with her. Since rape survivors' ability to trust has usually been shattered, approaching rape survivors through individuals they trust is very important. You do not want survivors to feel that they are being exploited again.

### **Interview Procedure**

*The interviewer should seek no more information about the incident than is absolutely necessary to establish what took place where and the perpetrator. In no instance should the work of investigators take precedence over survivors' well-being. The survivor's immediate and long-term vulnerability must be taken into consideration, and the survivor's decisions must be respected. If an interviewee cannot handle your questions, discontinue the interview. No information you receive should be at the expense of a woman's well-being.*

- Approach the woman carefully in a gentle, supportive manner, keeping in mind the physical and psychological damage she has experienced. Be sensitive, discreet, friendly, and compassionate. Be patient and nonjudgmental.
- Apologize for your questions, acknowledging how hard it must be for the survivor to answer. Make sure she knows that she does not have to answer them and that she can discontinue the interview at any time.
- Don't start with sensitive questions. Instead, begin with simple, less personal questions that provide context for the story. Often the most effective way to approach women on sensitive subjects is to begin with general background.
- Leave detailed biographical questions until late in the interview. At that point the interviewee is more likely to feel comfortable giving such information.

- Ask short questions. Don't ask leading questions. Don't give your opinion. Don't make assumptions.
- Be sympathetic to the difficulty women have in recounting stories of abuse. Try not to interrupt or suggest words, but get details. If she does not want to give details, respect her decision. If you push, you may retraumatize the survivor.
- Express yourself about her experience objectively: nod, listen. Sometimes you may need to breathe consciously, which helps you and the interviewee to relax.

You want to learn about the circumstances of the incident, including details about the survivor, the perpetrator, what was done to whom, when and where the incident occurred, whether there were witnesses, and if so, who they were. Details are important. What did the soldier say? Did the woman report the incident? Always ask if soldiers or assailants said anything to the survivor or others, and record their words as exactly as possible. Find out which authorities, if any, the survivor consulted to report the abuse or get help, and whether any action was promised or taken. In the case of war rape, it is very important to try to identify the soldiers involved in the attack, either by name or by military group, and to determine whether their superiors were aware of what happened and/or were otherwise involved.

- Establish the number of violent incidents to which the survivor was subjected in order to gauge time.
- Record people's actual words insofar as you can. It is especially important to find out what abusers might have said to survivors.
- Ask open, nonsuggestive questions, such as "What did he say to you? Did you say anything to him? What did he reply?"
- **Never ask "Have you been raped?" Better to say "Have bad things been done to women or girls," and "Can you tell me about them?"**
- Never ask men: "Is there prostitution?" Better to ask is, "Where in the camp can you get sex for money?"
- Engage in active listening by reflecting back what you hear and see, summarizing responses, and clarifying questions. Don't be afraid to ask follow-up questions. They help a researcher bridge cultural and other gaps in communication.
- Ask for clarifications if you do not understand something. Make sure you understand what the interviewee is saying. If you can't visualize a location, have a pen ready and ask the interviewee to sketch it. If what happened is not clear (e.g., the woman says "he molested me" or "he touched me"), ask questions that will help the woman explain: "What exactly did he do?" or "Can you show me where he touched you?" If the woman contradicts herself, ask for an explanation, saying, "I'm sorry, there is something I don't clearly understand, perhaps you can help..."
- Use a questionnaire or checklist of relevant information to remind yourself of the answers you need, though it may be advisable to refer to it only at the end of the interview.

Samples of relevant information:

- The interviewee's age
- Where she is from

- When and where the incident happened
- The identities of assailants, witnesses, and any other victims
- What was said
- Any injuries, medical care, complaints

**Handling emotion**

Some people recommend asking about emotions, others do not. The best approach is to judge each situation on its own terms. If the survivor does not seem able to talk about her emotions, this does not necessarily mean “don’t ask.” It may be appropriate to say, “That must have been very hard for you.” Or “I understand that it is making you sad to talk about this, and please tell me if you need a break.”

End the interview with an open question like, “Is there anything else you think I should know?” At the end of the interview, give her the opportunity to ask questions.





# SESSION PLANS

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**Designed and developed by**

Suzanna Tkalec, CRS/ERT Protection Technical Advisor

Emma Jowett, RedR

Daisy Francis, CRS Protection Policy Advisor



# DAY ONE

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

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# DAY 1: DEFINING PROTECTION, PRINCIPLES, RESPONSIBILITIES AND ACCOUNTABILITY

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## 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'
		<b>2.5 hrs</b>

### 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''
		<b>170'</b>

### 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 justice<sup>1</sup> 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

<sup>1</sup> "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
		<b>120'</b>

### 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.<sup>2</sup>
- **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.

<sup>2</sup> 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 mapping<sup>3</sup> (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?

<sup>3</sup> 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](http://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

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## DAY 2: PROTECTION IN PRACTICE

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### 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'
		<b>130'</b>

### 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”<sup>4</sup>
- **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.

<sup>4</sup> 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'
		<b>165'</b>

### 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 program<sup>5</sup>
- **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.

<sup>5</sup> 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 model<sup>6</sup>
- **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.

<sup>6</sup> 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'
		<b>130'</b>

### 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**<sup>7</sup>  
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.

<sup>7</sup> 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'
		<b>110'</b>

### 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

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## DAY 3: PROTECTION ADVOCACY AND PLANNING FOR THE FUTURE

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### 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'
		<b>120'</b>

### 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'
		<b>120'</b>

### Activity 1: Modes of action (30')

- **Show slide:** A framework for protection: The “egg model”<sup>8</sup>
- **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)<sup>9</sup>
- **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.

<sup>8</sup> 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.

<sup>9</sup> “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	
		<b>90'</b>

### 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:

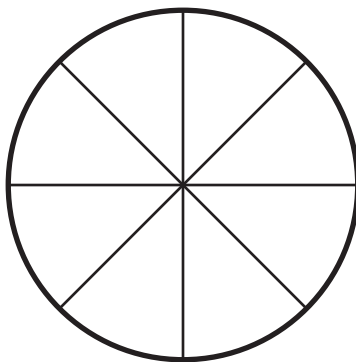
- Once individuals have written their ideas on Post-its, ask everyone to come to a bare wall and put all the Post-its up there.
- **Ask** a participant to lead the group through sorting the ideas into categories.

#### 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.











CORE PROTECTION TRAINING MODULES

# PROTECTION TRAINING DAY 1

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**FACILITATORS:**  
Names go here

# TRAINING OUTLINE DAY ONE

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09:00 - 10:30 Welcome and introductions Defining protection

*10:30 - 11:00 Break*

11:15 - 12:40 A CRS holistic approach to protection

*12:40 - 1:40 Lunch*

1:40 - 3:20 The legal framework

*3:20 - 3:40 Break*

3:40 - 5:00 Protection actors

# LEARNING OBJECTIVES

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- 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 CRS principles and protection;

# LEARNING OBJECTIVES

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- 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.



# DEFINING PROTECTION

# CRS AND PROTECTION

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- It's part of the 2007 – 2010 Emergency Strategy
- Excerpt: “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.”



- What is protection?
- Who needs protection?
- From what?
- By whom?

# DEFINING PROTECTION

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## ICRC Definition

“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.”

# DEFINING PROTECTION

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“Assistance and protection are the two indivisible pillars of humanitarian action.”

From: The Sphere Handbook



Protection is not just an academic concept



QUESTIONS?

A large, stylized graphic of a leaf or petal shape, rendered in a lighter shade of blue than the background, is positioned behind the main title text. The shape is elongated and curved, with a pointed tip at the top right and a rounded base at the bottom left.

# A CRS HOLISTIC APPROACH TO PROTECTION



# DEFINING PROTECTION – A HOLISTIC APPROACH

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- Safety
- Dignity/Freedom
- Integrity
- Empowerment
- Rights-based

# PRINCIPLES OF JUSTICE FROM CST

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- The dignity and equality of the human person
- Rights and responsibilities
- The common good
- Solidarity
- Preferential option for the poor
- Subsidiarity and stewardship

# PRINCIPLES OF HUMAN RIGHTS

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- Human rights are founded on the respect for **dignity** of each person.
- Human rights are **universal**
- Human rights are **inalienable**
- Human rights are **indivisible, interrelated and interdependent**



QUESTIONS?

# THE LEGAL FRAMEWORK

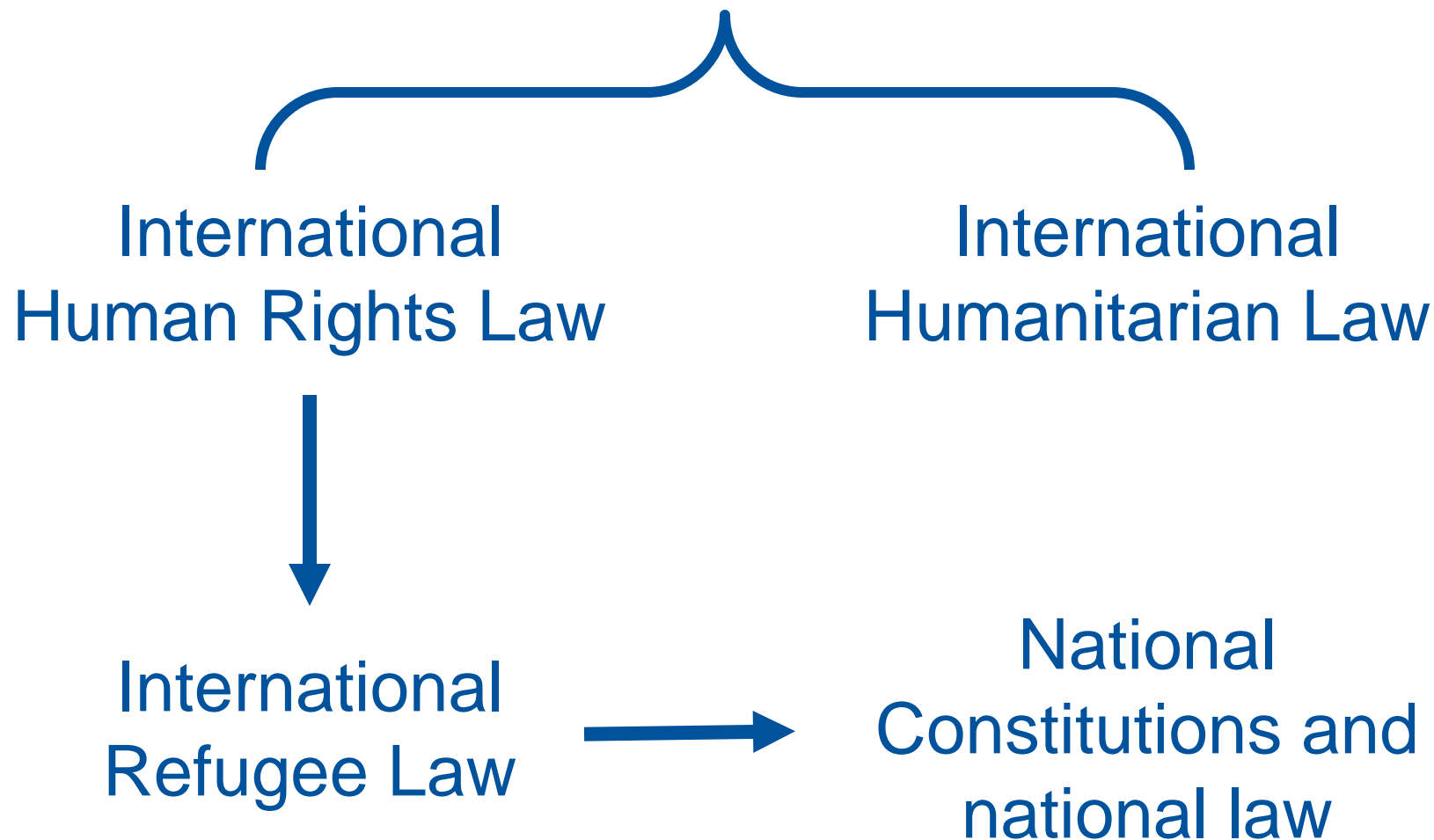
# WHO IS PROTECTED BY LAW?

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- Civilian men, women, and children
- People who are not taking an active part in conflicts (non-combatants)
- Refugees
- Internally displaced persons (IDPs)
- Humanitarian workers
- Religious personnel

# A LEGAL FRAMEWORK FOR HUMAN RIGHTS

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# LEGAL RESPONSIBILITIES

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For every  
right...



...there is a  
corresponding  
duty



# WHAT ARE HUMAN RIGHTS?

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“Human rights are legitimate claims for the minimum civil, cultural, economic, political, and social needs that every human being has a right to enjoy because they are human.”

# GENERATIONAL HUMAN RIGHTS

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## **First Generation Rights**

- Civil, Legal and Political Rights

## **Second Generation Rights**

- Economic, Social and Cultural Rights

## **Third Generation Rights**

- Collective Rights, Right to Development, Environmental Rights.

# SOURCES OF INTERNATIONAL HUMAN RIGHTS LAW

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- Universal Declaration of Human Rights (UDHR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- International Covenant on Civil and Political Rights (ICCPR)
- Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)
- Convention on the Rights of the Child (CRC)

# SCOPE OF INTERNATIONAL HUMAN RIGHTS LAW

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Apply everywhere all the time (in times of peace and conflict)

Impose duties on states to uphold, promote and fulfill the rights of citizens





**QUIZ!**

# INTERNATIONAL HUMANITARIAN LAW

Or the “Laws of War”



# INTERNATIONAL HUMANITARIAN LAW

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- IHL is a set of rules seeking, for humanitarian reasons, to limit the effects of armed conflict.
- IHL protects persons who are no or are no longer participating in the hostilities.
- IHL restricts the means and methods of warfare.

# SOURCES OF INTERNATIONAL HUMANITARIAN LAW

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- Four Geneva Conventions
- Article 3, common to all of the conventions, refers to internal armed conflicts [ ‘a mini convention’]
- Two Additional Protocols



# INTERNATIONAL HUMANITARIAN LAW PROTECTS...

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**Those who are not, or no longer, taking part in fighting (non-combatants)**

**IHL prohibits all means and methods of warfare which:**

- fail to discriminate between combatants and non combatants
- cause unnecessary injury or suffering
- cause severe or long-term damage to the environment

# SCOPE OF INTERNATIONAL HUMANITARIAN LAW

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- Applies in times of conflict ...but not in peace times
- Imposes duties on states and warring parties



# INTERNATIONAL REFUGEE LAW



# WHO IS A REFUGEE?

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“Any person who owing to ***well founded fear of being persecuted*** for reasons of race, religion, nationality, membership of a particular social group or political opinion, ***is outside the country of his nationality*** and is ***unable*** or, owing to such fear, is ***unwilling*** to avail himself of the ***protection of that country***, or who, not having a nationality and being outside the country of his former habitual residence, is unable or, owing to such fear, is unwilling to return to it”.

1951 Convention on the Status of Refugees

# THE PRINCIPLE OF NON-REFOULEMENT

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A refugee has a right to be protected against forcible return. Art .33 (1)

**“...no refugee shall be sent (back) to a country in which his or her life or freedom would be threatened on account of race, religion, nationality, membership of a particular social group or political opinion; or where there are substantial grounds for believing that s/he would be in danger of being exposed to torture”**

The prohibition of refoulement is part of international customary law.

# THE RIGHT TO SEEK ASYLUM

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Art.14 (1) UDHR

“Everyone has the right to seek and enjoy in other countries asylum from persecution”

Asylum means basic protection for a temporary period, with the possibility of staying in the host country until a solution outside that country can be found.

# SOURCES OF REFUGEE LAW

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The instruments include:

- the 1951 United Nations Convention Relating to the Status of Refugees modified by the 1967 Protocol Relating to the Status of Refugees,
- the 1969 OAU Convention Governing the Specific Aspects of Refugee Problems in Africa
- the 1984 Cartagena Declaration on Refugees for Latin America

# WHO IS AN IDP?

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“IDPs are defined as those persons ***forced or obliged to flee*** from their homes, “...in particular as a result of or in order to avoid the ***effects of armed conflicts, situations of generalized violence, violations of human rights or natural or human-made disasters,*** and who ***have not crossed an international recognized State border***”

IDP Guiding Principles, 1998



# DO IDPS HAVE SPECIFIC RIGHTS?

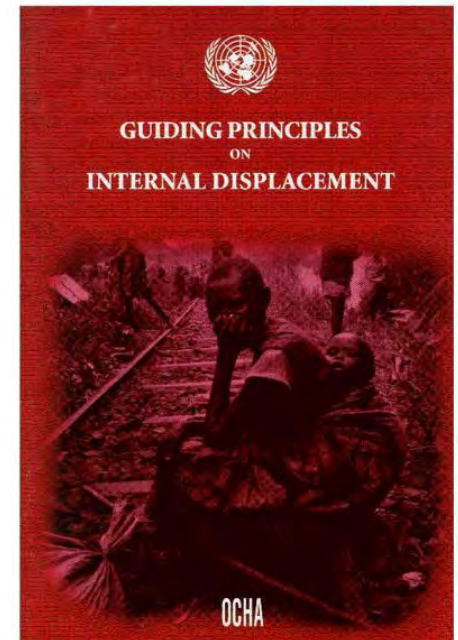
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- IDPs shall enjoy, in full equality, the same rights and freedoms under international and domestic law as do other persons in their country.
- IDPs should not be discriminated against in the enjoyment of any rights and freedoms on the ground that they are internally displaced.

# THE GUIDING PRINCIPLES FOR IDPS

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- Framework to guide anyone working with IDPs
- Is not legally binding, but analogous with refugee law
- Rights of the displaced
- Obligations of national authorities
- Obligations of international authorities



# REFUGEE?

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- ...crossed an international state border?
- ...moved to another country in order to get a better job?
- ...fled and crossed an international state border owing to persecution for political beliefs?
- ...fled owing to a natural disaster?
- ...fled while still a member of the armed services?
- ...fled having committed a serious crime?

# IDP?

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- ...moved to another country in order to get a better job?
- ...fled but remained in their own country owing to persecution for political beliefs?
- ...fled but remained in their own country owing to a natural disaster?
- ...been forcibly moved by the state for their own safety?

# WHY CLASSIFY IDPS?

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As a result of their displacement IDPs may have additional vulnerabilities, such as loss of livelihood and security of food.

# PROTECTION NEEDS RELATED TO SPECIFIC VULNERABLE GROUPS

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- Gender (SGBV)
- Age (children, adolescents, elderly)
- Diversity (ethnic minorities)
- Disabilities (physical, mental)
- Health (HIV/AIDS)

# THE LEGAL INSTRUMENTS QUIZ

	Human Rights Law	Humanitarian Law	Refugee Law
Example of Documentary Source	The International Bill of Rights	The Geneva Conventions	The Convention on the Status of Refugees
Core Ideas	The right to life with dignity	The distinction b/w combatants and noncombatants	Principle of non-refoulement
Who has rights?	Everyone	Noncombatants in conflict	Refugees, but not IDPs
Who has duties?	States (legally) but everyone's (morally)	States and warring parties	States where refugees reside
When do they apply?	Most apply always, some don't in states of emergency	In armed conflicts only	Wherever refugees exist



QUESTIONS?

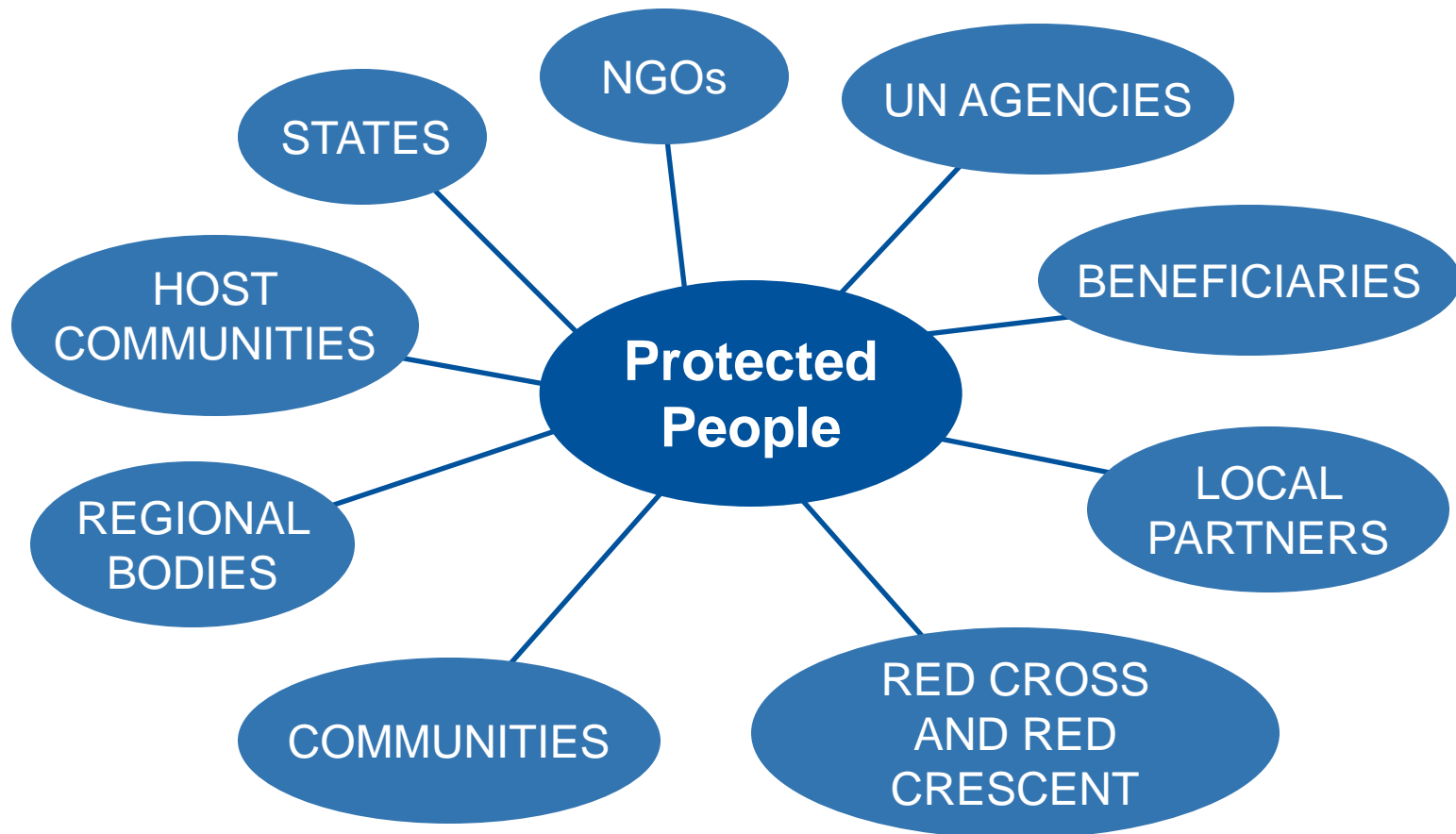


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# PROTECTION ACTORS

# WHO PROTECTS: ACTOR MAP

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QUESTIONS?

CORE PROTECTION TRAINING MODULES

# PROTECTION TRAINING

## DAY 2: PROTECTION IN PRACTICE

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**FACILITATORS:**  
Names go here

# TRAINING OUTLINE DAY TWO

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09:00 – 10:40 Practical approaches to protection

10:40 – 11:15 *Break*

11:15 – 12:55 Protection programming

12:55 – 2:00 *Lunch*

2:00 – 3:50 Protection assessment

3:50 – 4:10 *Break*

4:10 – 6:00 Developing a Proframe

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# A FRAMEWORK FOR PROTECTION ACTIVITIES

# LEARNING OBJECTIVES

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- Describe the aims, outcomes, and activities typical of a protection program;
- Integrate protection analysis into their assessment;
- Mainstream protection across CRS' strategic programming areas, both emergency and non emergency;
- Describe how to gather data on sensitive issues like rape, GBV, abuses by public officials, etc.;
- Describe systems for keeping information confidential;

# LEARNING OBJECTIVES

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- Strengthen analytical capacity and ability to manage sensitive data;
- Describe ethical and practical implications associated with sensitive data collection or the management of sensitive information;
- Apply knowledge of protection to design protection programs.

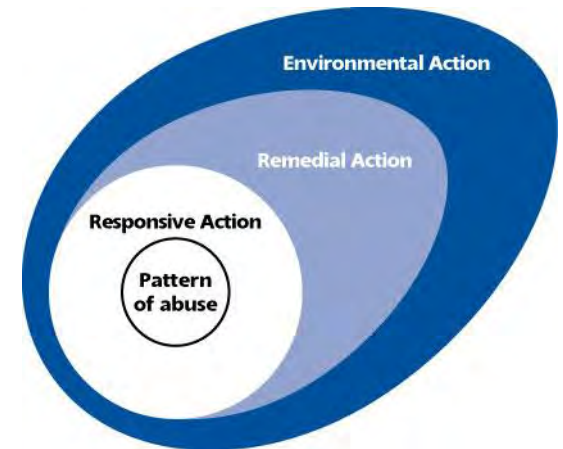


# FRAMEWORK FOR PROTECTION – EGG MODEL

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## Spheres of Action

- **Responsive Action** (deal with the current abuse, aim at preventing, stopping, or alleviating its immediate effect)
- **Remedial Action** (subsequent action, restoration, rehabilitation, compensation)
- **Environment-Building** (create an environment conducive to full respect for the rights of the individual)



# MODES OF ACTION

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“Responsibilising”:  
working towards fulfilling legal obligations

Denunciation

Persuasion

Mobilizing

Substitution of services

Support to structures

Direct services:  
working to provide assistance

# FRAMEWORK FOR PROTECTION WORK

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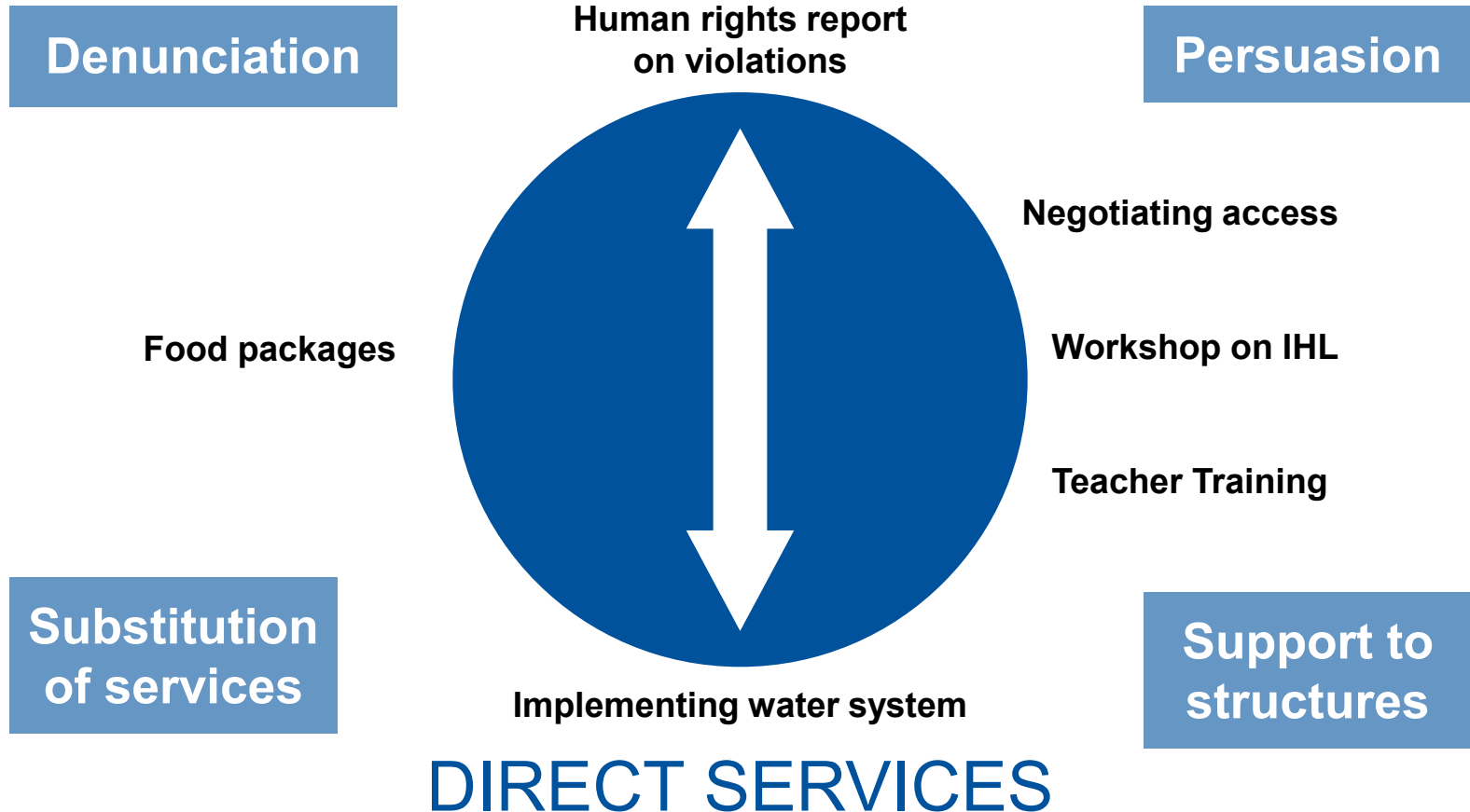
## MODES OF ACTION

- Persuasion:** convincing authorities through private dialogue to fulfill their obligations and to protect individuals and groups exposed to violations;
- Denunciation:** pressuring authorities through public disclosure into meeting their obligations and protecting individuals and groups exposed to abuses;
- Mobilization:** sharing information in a discreet way with selected individuals, bodies, or states that can influence authorities to satisfy their obligations and protect individuals and groups exposed to violations;
- Substitution:** directly providing services or material assistance to the victims of the violations;
- Support to structures and services:** empowering existing national and/or local structures through project-oriented aid to enable them to protect individuals and groups.

# COMPLEMENTARITY MAPPING


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## “RESPONSIBILISING”





**QUESTIONS?**

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# ELEMENTS OF PROTECTION PROGRAMMING

# AIMS OF A GOOD PROTECTION PROGRAM

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## **Protection programs aim to change behaviors:**

- Changing behavior of perpetrators
- Changing the actions of responsible authorities
- Reducing the vulnerabilities of affected communities

# SPECIFYING PROTECTION OUTCOMES

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- Are positive and will genuinely improve people's lives
- Are practical descriptions of achievable changes and improved conditions
- Will ideally address both threats and vulnerabilities



# A GOOD PROTECTION PROGRAM WILL...

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- Be as participatory and complementary as possible;
- Be clear about its outcomes – select judiciously among the 5 modes of action;
- Be realistic in its assumptions of what our agency can and cannot change in the short, medium, and long term;
- Be complementary with others' work so that the range of protection needs is covered;

# DESIGNING A PROTECTION PROGRAM

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- Goal
- Strategic objectives
- Intermediate results
- Activities
- Outputs
- Outcomes

## ProFrame

# ASSESSMENT CYCLE

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Design/modify  
response



Identify  
information,  
needs, resources



Collect data



Analyze, interpret



Report  
conclusions

# RISK-BASED MODEL

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## **Risk = Threat + Vulnerability x Time**

The risk based model means appreciating the precise nature of the threats and vulnerabilities people are experiencing and the capacities they have to prevent and cope with them.

This will lead to an analysis of what a programme might do to 'fill the gap'

# EXAMPLE: THREAT/VULNERABILITY

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Poor sanitation in the village force women and girls to use “open air latrines” in the nearby forest, exposing them to risks of being sexually harassed.

**And this could be the solution!**



# PROTECTION ASSESSMENT

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- Understanding violations, threats, and perpetrators (involves collecting data)
- Assessing the impact of violations on protected people
- Understanding and mapping community protection strategies
- Identifying relevant legal standards and responsibilities
- Mapping political commitment and resources for protection

# RISK-BASED MODEL FOR PROTECTION ANALYSIS

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- **Reducing Threats**

Engaging those directly or indirectly responsible

- **Reducing Vulnerabilities**

Engaging communities

- **Reducing The Danger Time**

Limiting exposure to risks

- **Recognizing Primary and Secondary Risks**

## EXERCISE: 30 MINUTES

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In your small groups complete the threat and vulnerability analysis (on page X) in your workbooks for the sample case study.

Record answers on a flip chart for feedback to plenary.



## EXERCISE: 30 MINUTES

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In your small groups develop a simple questionnaire for assessing the protection issues you identified in the threat and vulnerability analysis exercise.

Record questions on a flip chart for feedback to plenary.

# QUESTIONS FOR PRIORITIZING A RESPONSE

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- Which violations and threats – primary and secondary – are having the most devastating impact on individuals and communities?
- Which violations and threats are most prevalent and persistent?
- What are people's greatest vulnerabilities?
- Which vulnerabilities is your agency best positioned to address?

# BASIC RULES FOR COLLECTING SENSITIVE DATA

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## **Confidentiality:**

- Client confidentiality is essential, not only to protect the client but also to safeguard the integrity of the information and future data collection activities.
- Client must be free to withdraw consent from the interview at any moment without prejudice.
- Interview should be conducted in a manner that respects privacy and safety.
- Collected data should be coded and kept in a secure place.

# CULTURAL CONTEXTS

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- Be aware of cultural and gender differences in verbal and non-verbal communication.
- Be conscious of your own body language and avoid intimidating gestures that will inhibit responses
- Dress appropriately
- Clarify concepts
- Language: ensure agreement or understanding of terms such as: “safety” – “gender” – “sexual violence”

# BEST PRACTICES

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- Focus on safety, dignity, and integrity
- Think about law, violations, rights, and responsibilities
- Ensure respect
- Build on people's own self-protection capacity
- Prioritize inter-agency complementarity and be realistic about our own agency/partners' limits



**QUESTIONS?**

CORE PROTECTION TRAINING MODULES

# PROTECTION TRAINING

## DAY 3: PROTECTION ADVOCACY AND PLANNING FOR THE FUTURE

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**FACILITATORS:**  
Names go here

# TRAINING OUTLINE DAY THREE

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09:00 – 10:30    Developing protection indicators

10:30 – 11:00    *Break*

11:00 – 12:30    Advocacy and protection

12:30 – 1:30    *Lunch*

1:30 – 3:00    Planning for the future Course evaluation

3:00    *Close*



# LEARNING OBJECTIVES

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- 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;
- Be able to assess risks, challenges, and opportunities for advocacy in permissive and nonpermissive environments.

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# DEVELOPING PROTECTION INDICATORS

# PROTECTION STANDARDS AND INDICATORS

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**Standard 1: The safety, dignity and integrity of all individuals is central to an emergency response**

***Key indicators:***

- Safety and security of the individual and community are included in the initial rapid assessment and cover threats of violence, any forms of coercion, and denial of basic subsistence.
- Immediate threats to safety and security are the first issues addressed in a response and communicated with urgency to the relevant UN body, and if appropriate to the government.
- Any forcible return of refugees and/or IDPs to any place where their lives, safety, and/or liberty would be at risk is monitored and responded to.
- No project contributes in any way to increasing the threats to safety and dignity of the individuals or communities

# PROTECTION STANDARDS AND INDICATORS

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**Standard 2: Programs are delivered without discrimination on the basis of race, religion, ethnicity, or social grouping. Aid is delivered on the basis of need alone**

***Key indicators:***

- Whenever possible, all groups in the community are consulted during the assessment (see Guidance Note 1).
- Whenever possible, delivery of aid is impartial and based only on the needs identified in the assessment (see Guidance Note 2).
- Clear justification is provided to the community for any targeting of aid to a specific group

# PROTECTION STANDARDS AND INDICATORS

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## **Standard 3: Protection programs are based on a comprehensive analysis of the context**

### ***Key indicators:***

- The assessment is underpinned by analysis of the rights of those affected, as defined by international law
- The demographic, cultural, and religious contexts are understood and respected
- The root causes of protection abuses are identified in the assessment and inform programming decisions
- The assessment analyses exist and potential threats to specific groups use a structured risk assessment of threats, vulnerabilities, and capacities
- An actor map provides an overview of the key political and legal actors, both local and national, that have responsibility for protecting the population
- Existing community protection capacities and strategies are identified
- Protection strategies and programs by UN agencies and other NGOs have been researched, and strategies are adopted that complement existing work

# PROTECTION STANDARDS AND INDICATORS

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**Standard 4: Communities are active partners in protection programming and can easily access information on their rights and responsibilities.**

***Key indicators:***

- Communities are involved in prioritizing and planning protection activities as well as in the implementation, monitoring, and evaluation stages of protection activities
- Communities have access to a mechanism to file complaints, queries, or comments about programs in the field
- Mechanisms are designed to ensure the participation of vulnerable groups, including the elderly, women, children and people with disabilities
- Information on rights and responsibilities is made available in a language or medium that reaches all economic, social, political, ethnic and language groups.

# PROTECTION STANDARDS AND INDICATORS

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**Standard 5: Programs recognize the State as the primary actor for protection. Where possible this protection role is supported at all levels of governance.**

***Key indicators:***

- The capacity of the State to provide effective protection to citizens and other persons in its jurisdiction (asylum seekers, stateless persons, and third-country nationals) is assessed and gaps in capacity are identified
- Wherever possible programs include a capacity- building component and reflect strong linkages with relevant government structures
- Substitution of services is the last resort in the provision of protection through NGO programs

## EXERCISE: 40 MINUTES

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In your groups develop at least one protection indicator at the Strategic Objective, Intermediate Response and Activity level.

Record indicators on a flip chart for feedback to plenary.



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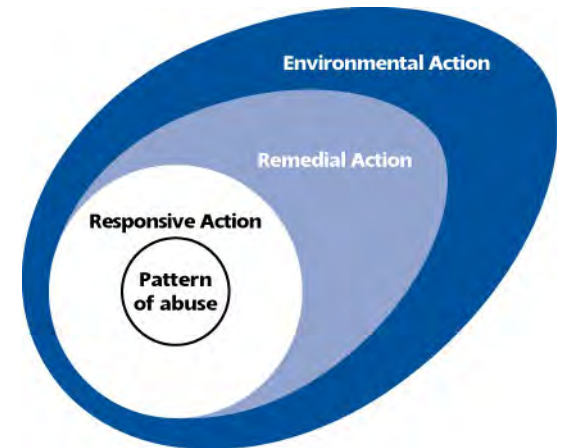
# ADVOCACY AND PROTECTION

# FRAMEWORK FOR PROTECTION – EGG MODEL

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## Spheres of Action

- **Responsive Action** (deal with the current abuse, aim at preventing, stopping, or alleviating its immediate effect)
- **Remedial Action** (subsequent action, restoration, rehabilitation, compensation)
- **Environment – Building** (create an environment conducive to full respect for the rights of the individual)



# FRAMEWORK FOR PROTECTION WORK

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## MODES OF ACTION

- Persuasion:** convincing authorities, through further private dialogue, to fulfill their obligations and to protect individuals and groups exposed to violations;
- Denunciation:** pressuring authorities, through public disclosure, into meeting their obligations and protecting individuals and groups exposed to abuses;
- Mobilization:** sharing information in a discreet way with selected individuals, bodies, or states that can influence the authorities to meet their obligations and protect individuals and groups exposed to violations;
- Substitution:** directly providing services or material assistance to the victims of the violations;
- Support to structures and services:** empowering existing national and/or local structures through project-oriented aid to protect individuals and groups.

# PROTECTION THROUGH PRESENCE

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# AWARENESS RAISING

For the protection of vulnerable groups



# ENSURING PHYSICAL SAFETY

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# REGISTRATION

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## In situations of displacement



# TRACING AND REUNIFICATION

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# HUMAN RIGHTS MONITORING

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“History will judge us harshly if,  
once aware of the nature and  
scope of this violence, we do not  
choose to act against it”

From: Broken Bodies, Broken Dreams (an IRIN publication)



QUESTIONS?