

SENIOR MANAGERS PACK



Global Overview

The **key objectives** of the Reach Out training project include **anchoring protection experience and expertise within humanitarian assistance organisations** and **enhancing support at the level of senior management for programming in the area of refugee protection**.

From the outset, the Reach Out training project recognised that after strengthening organisational know-how on refugee protection through training, it was equally important to gain the **ongoing support of senior managers** to create an environment for practical refugee protection activities. Senior managers can do this in two ways: first, by supporting ongoing training; and second, through **refugee protection programming and institutionalisation of refugee protection**.

The target audience for this training pack includes **senior managers** of NGOs and humanitarian actors at the field or headquarters level who have **responsibilities for refugee protection and assistance work** and who would like to further consider ways in which to **institutionalise refugee protection into their organisations**.

The training pack aims to **inform** this audience about the content of the training and the link between protection and humanitarian assistance, and to **discuss** how to incorporate the principles of refugee protection into programming. Much of the content of this training kit is drawn from the Reach Out training project package, which is designed to raise awareness on refugee protection for humanitarian field staff.

It consists of **two modules of 90 minutes each**:

- **Module 1** **Refugee Protection: “From Global...”**
- **Module 2** **“... To Local”: Opportunities!**

Together with **additional tools**:

- **Handouts;**
- **A sample agenda for a three-hour senior managers workshop; and**
- **Slides for the presentations.**

The link between **“global to local”** and **“local to global”** is central to setting effective refugee protection standards and creating programmes informed by these standards.

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Preparation

- Review the materials in the **handouts**, which provide an overview of some of the key debates in refugee protection;
- Visit the websites of some of the key actors involved in the refugee protection debate to inform yourself of current debates. These websites are noted in the annex listed as “Web Sites and Online Sources”;
- Review the news section of the UNHCR web site to learn about current refugee crises in order to gather current case examples that you can refer to in your presentation. You are not expected to be an expert, but it will enliven the work you are setting out to do with senior managers by illustrating your points with actual situations in refugee protection;
- You should be sensitive to the different levels of engagement that the senior managers may have on the topic of refugee protection. Some of them may have a great depth of experience in refugee protection as a concept and in practice. Before the workshop, you should try to identify senior managers who might be used as peer trainers and recruit them to lead a part of the workshop or to work through one with you as the facilitator;
- It is critical when working with senior managers that you recognise that they have serious time limits, as well as varying degrees of expertise and responsibility. You should acknowledge their expertise and tailor these materials to fit the group;
- Decide which materials you want to send out to the senior managers in advance of the session, if any. It is recommended that you send them **Handouts 1 and 4**, as this will be only a few pages of text for them to read and will increase the level of debate. This will depend on the group of managers and their level of knowledge;
- **In any case, select and adapt carefully the materials for this session.**

Note to trainer

Point out the continuing need for training on refugee protection

- ✓ *This is based on lessons learned during the past four years of training experience in Reach Out and a comprehensive evaluation showing the positive impact of the training and the continued need for it;*
- ✓ *Clear evidence that there will be a long-term need for training humanitarian staff on:*

- × *What refugee protection is;*
- × *The role and responsibilities of their own organisations;*
- × *Their role and responsibility as humanitarian workers;*
- × *The role and responsibilities of other actors, including UN agencies;*
- × *Linking lessons learned at the local level with improvements in refugee protection programming and institutionalisation of refugee protection.*

SENIOR MANAGERS PACK

MODULE 1

REFUGEE PROTECTION: “FROM GLOBAL...”



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Summary

Refugee protection is important to all humanitarian assistance organisations, not just the UNHCR. All actors that provide protection and assistance to refugees are accountable for how they provide protection.

This module aims to define refugee protection, reflect on their organisations' role in refugee protection, and discuss how to enhance refugee protection in their field-based programmes. Following this, it is suggested that senior managers embed Reach Out training on refugee protection in their organisations as an important part of their work to enhance refugee protection.

The module links the global activities of the humanitarian community to define refugee protection and to define appropriate programmes at the local level where field staff implement programmes and meet the challenge of refugee protection on a daily basis.

Senior managers will have an opportunity to review some of the **key current debates in refugee protection and assistance** and will look at **the concept and definition of refugee protection** in order to show why they need to invest in ongoing training of their staff.

They will be provided with a quick overview of the history of the Reach Out project and guided through the **Reach Out Project Training Kit**.

Learning Objectives

By the end of this session, senior managers will:

- Agree on what is meant by refugee protection and the link between humanitarian assistance programmes and refugee protection;
- Have an increased knowledge of the global environment that humanitarian workers operate in with its increasing demands for refugee protection activities;
- Be aware of the current debates/issues on refugee protection and the need for ongoing training to enable effective refugee protection programming in changing contexts.

Key Messages

- The global context of humanitarian protection and assistance work involves a wide range and number of actors, demands are high, coordination is complex, and the ground shifts rapidly;
- Increasingly, humanitarian workers recognise that everything they do and do not do affects the protection of those they are serving and that every type of assistance has a protection element;
- Demands are being placed on humanitarian actors to be accountable in new ways and to ensure that their programming respects the principles of refugee protection;
- Standards for refugee protection are based on a high level of international consensus and are articulated in a range of documents in the areas of international human rights, refugee, and humanitarian law;
- It is vital that humanitarian assistance workers be informed of, and understand what is meant by, refugee protection in order to integrate them into their programming in a way that favours the refugee and host community.

Module 1 Breakdown			
Timing		Method	Resources needed
Activity 1 - Defining Refugee Protection	45'	Presentation	Slides
Activity 2 - Current Key Debates in Integrating Refugee Protection	45'	Senior manager peer-assisted group work	Handout 1 - Definition of Refugee Protection Handout 2 - Statements on Refugee Protection Handout 3 - Key Documents and Web Sites Handout 4 - Enhancing Learning at Field Level Trainer Guidance – Sample Agenda for a 3-Hour Senior Managers Workshop
Total: 90 minutes			

Activity 1 - Defining Refugee Protection			
Timing		Method	Resources needed
Introduction	10'	Plenary	Slides
Group work	15'	Group work	Handout 1 - Definition of Refugee Protection
Feedback and wrap-up	20'	Plenary	Handout 2 - Statements on Refugee Protection
Total: 45 minutes			

Note to trainer

- ✓ Refer to **Module 1** of the **Reach Out Project Training Kit** and to “Overview” in Protecting Refugees: A Field Guide for NGOs..
- ✓ The trainer needs to convey what is meant by the term refugee protection and to give the participants time to discuss their views. It is likely that the concept of refugee protection will be a contested point. However, the trainer can allow this debate whilst still emphasising that managers have a role in training their staff in refugee protection and in institutionalising refugee protection in their organisations’ programmes.
- ✓ In order to give senior managers time to share the concepts associated with refugee protection, the following breakout session is suggested. The goal is to get them to agree that a positive approach to training their staff will help, and not hinder, them.
- ✓ You should provide a copy of “**Handout 1 - Definition of Refugee Protection**”, which shows how refugee protection is defined by the ICRC and the UNHCR. You will want to refer to this handout when introducing the topic. You should emphasise that the ICRC definition agreed to by the Inter-Agency Steering Committee should be the one they refer to.
- ✓ **Warning:** It is not for the trainer to sort out any lack of agreement amongst the humanitarian community on what their respective responsibilities are in refugee protection. There will be a range of views and beliefs amongst the participants. This can simply be accepted, and the trainer can reinforce that there is an increasing amount of reliance on all actors having responsibilities for refugee protection at all stages of flight and that this will depend on their institutional role, activities, and mandate.

Slide 1: The Senior Managers Pack

Give a very brief overview of the Senior Managers Pack.

Introduce the two modules.

Introduction (10 minutes)

Slide 2: Module 1

Slide 3: Objectives - Module 1

Briefly review the module’s objectives with the group to ensure that they understand the scope of the session.

By the end of this session, senior managers will:

- Agree on what is meant by refugee protection and the link between humanitarian assistance programmes and refugee protection;
- Have an increased knowledge of the global environment that humanitarian workers operate in with its increasing demands for refugee protection activities;
- Be aware of the current debates/issues on refugee protection and the need for ongoing training to enable effective refugee protection programming in changing contexts.

Ask if there are any **significant concerns**, but do not dwell on this.

Note any concerns on a flip chart and come back to these at the end of the session.

Introduce the topic by explaining

Explain that what is meant by protection and the responsibilities of actors is still the subject of some controversy despite over a decade of efforts on the part of the humanitarian community to define and operationalise protection.

The purpose of this session is to get senior managers to discuss key concepts relating to protection and to report their findings back to the group.

Ask them to refer to “Handout 1 - Definition of Refugee Protection” for a quick overview of the definition of refugee protection.

Encourage the group to answer each other’s questions and to make use of the expertise at the workshop.

Group work (15 minutes)

Assign one of the key statements from “**Handout 2 - Statements on Refugee Protection**” to a group of four or five participants.

If you judge the exercise to be too difficult given the mix of workshop participants, then choose only two of the statements to limit the feedback and discussion. If that is the case, it is highly recommended that you choose **Statements 1 and 2**, as they will get to the heart of the discussion more readily.

Note to trainer

- ✓ *If you decide to choose only **one or two statements**, it is important not to give Statement 2 only.*

The trainer needs to convey what is meant by the term refugee protection and give the participants time to discuss their views. It is likely that the concept of refugee protection will be a contested point. However, the trainer can allow this debate whilst still emphasising that managers have a role in training their staff in refugee protection and in institutionalising refugee protection in their organisations’ programmes.

The groups will have **20 minutes** to discuss the statement and to answer the following:

- What are the protection issues that it raises, and do you think that training your staff on refugee protection can address these issues?
- What does this statement imply about institutionalising refugee protection in your organisation?

Feedback and wrap-up (20 minutes)

Bring each group back to plenary and ask for feedback to the three questions that each group has discussed.

Identify common responses that will help the group to focus on the following:

- Humanitarian actors have to determine how to incorporate refugee protection into their programming work without endangering their mandate or presence;
- There have been advances in understanding how to apply the principles of refugee protection in humanitarian work, and these lessons should be learned;
- Training staff on refugee protection will contribute to improving the final result of humanitarian activity through improved programming, which will often be about making practical adjustments.

Activity 2 - Current Key Debates in Integrating Refugee Protection			
Timing		Method	Resources needed
Introduction	10'	Plenary	Slides
Presentation	15'	Slide presentation	
Wrap-up	20'	Plenary discussion	
Total: 45 minutes			

Introduction (10 minutes)

Explain that the purpose of this activity is to explore refugee protection through reference to a few key current debates. This will help to show empathy with the challenges senior managers face in applying these standards, and it will also demonstrate WHY refugee protection is important to organisations involved in providing humanitarian assistance.

Emphasise that, as senior managers, they have a role and responsibility in ensuring that international standards of refugee protection are met.

Slide 4: Key issues

- The debate about assistance and protection;
- Linking theory and rights to humanitarian action and practice;
- Roles and responsibilities of mandated agencies and governments in relation to protection.

Ask if there are other issues that are missing from the list.

Outline why these are issues that are currently being discussed in the humanitarian sector.

Emphasise that, in each major aspect of their activities as managers/leaders in the area of humanitarian work, there is a link to a standard/principle of refugee protection that could help them in their work.

Ask managers to reflect on these themes and then hold a plenary discussion. A good general question to ask is:

- What is meant by “designing and implementing programmes through a protection lens”?
- If the protection lens is not there, what can and does go wrong?

PowerPoint presentation (15 minutes)

Note to trainer

- ✓ **Remember:** The presentation should not be a lecture, and senior managers will want to react to the issues raised.
- ✓ You are not required to go through each point in detail – they have been provided to ensure that you have important context to the debate on hand. The key to this session is to give the backdrop to refugee protection challenges so that senior managers see the relevance of training their staff in the area of refugee protection.
- ✓ As you go through the presentation, refer to the relevant modules in the **Reach Out Training Kit** in order to provide a quick overview of the materials.
- ✓ Illustrate the slides with examples of current refugee situations or ask the participants if there are any examples they would like to offer to establish the point.

Opening of slide presentation

In the past few decades, international human rights law has developed, and this development has been accompanied by determining WHO has responsibility for delivering on these rights. It is no longer the case that the state remains the only party responsible for ensuring that rights are respected. It is accepted that non-governmental entities, private actors, and the international community will be held accountable for respecting human rights.

Slide 5: Sound familiar?

Does any of this sound familiar?

- It's not our role to protect refugees; it is the role of the UNHCR and of governments; our role is to provide assistance;
- What does the delivery of food assistance, health care, and medicine have to do with standards for refugee protection?
- How can we as humanitarian actors be expected to become advocates for refugees' rights when it might compromise our ability to deliver assistance?
- Protection is not our primary role; we protect through assistance;
- The role of humanitarian actors is to use their access to negotiate with responsible authorities to make them accountable, to do no harm, and to complement the role of mandated agencies.

It is now accepted that protection and assistance are closely linked because assistance cannot be properly provided without considering protection. **The "Do No Harm" principle** implies that all humanitarian activities have protection implications and humanitarians must think carefully about the impact of programmes on communities. **A protection lens** can **strengthen activities** and ensure they are **achieving the desired results**.

Some experts in humanitarian protection and assistance have said that the past decade of efforts to broaden the concept of refugee protection in humanitarian work has failed, so we must ask **to what degree a culture of protection does exist** and to build on lessons learned and good practice.

But, **significant efforts** have been made by the Inter-Agency Standing Committee (IASC) the ICRC, ALNAP, the ICVA, and the UNHCR, amongst others, **to agree a definition of protection** and to show why refugee protection is important to humanitarian assistance organisations.

It can be concluded that there are now **accepted and clear definitions of refugee protection** and that **the current challenge is how to implement refugee protection** through agency mandates, programming, and broader efforts at institutionalisation. There is **a need for training, at all levels**, on what is meant by refugee protection and how to link protection to assistance.

Slide 6: Linking theory and rights to humanitarian action and practice

Brief mention must be made of the search over the past decade to define refugee rights and to relate these to humanitarian protection and assistance models.

The humanitarian assistance community has drawn on its own resources and held a number of stock-taking meetings and has worked with the human rights community and the UN to develop an approach to ensuring that refugee protection standards are fulfilled at the field level.

The ICRC's concept of protection is widely accepted by humanitarian organisations: protection encompasses all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e., human rights, humanitarian and refugee law) and that in practice this needs to be done in a non-discriminatory way.

Slide 7: Types of protection activities

In terms of practice, the ICRC has developed a theory (which works in practice!). Protection work includes three types of activities:

- Responsive action (to deal with a current abuse, aimed at preventing recurrence and stopping it, or alleviating its immediate effects);
- Remedial action (to restore people's dignity and ensure adequate living conditions subsequent to a pattern of abuse through rehabilitation, restitution, compensation, and reparation);
- Environment-building action (to create/consolidate an environment – political, social, cultural, institutional, economic, legal – conducive to full respect for the rights of the individual).

All of these relate directly to a concept of refugee protection that is firmly linked to refugee rights as defined in international law, such as international human rights law and international refugee law.

The **Reach Out Project Training Kit** seeks to raise awareness of refugee protection as defined in refugee law and to link that firmly to the humanitarian assistance model.

Slide 8: It is your role and responsibility...

Governments have primary responsibility for protecting refugees; however, they are not always willing or able to take that role up.

In the area of protection, there is a constant need for cooperation, complementarity, and identification of clear roles and responsibilities of actors.

The UNHCR has a specific mandate for refugee protection and is the custodian of the 1951 Convention on the Status of Refugees. The UNHCR's responsibilities and the population they seek to assist has evolved over time, including, for example, protection and assistance in some IDP situations.

When the international community mobilises resources for the benefit of refugees, it is clear that **all humanitarian actors have responsibilities** for ensuring that they work in accordance with agreed refugee protection standards.

Slide 9: Refugee protection through...

Humanitarians can enhance refugee protection through:

- Coordination;
- Access;
- Complementarity;
- Advocacy to accompany humanitarian action;
- Institutionalising protection through programming and staffing initiatives.

Wrap-up (20 minutes)

Note to trainer

- ✓ *Choose one or two appropriate questions from the following list depending on your audience and time constraints.*

To wrap up this quick overview session, you should prompt a quick discussion with a couple of the following questions:

- How do refugee protection standards relate to their humanitarian assistance work? Do they agree that refugee protection standards are an integral part of humanitarian assistance programmes?
- Is it possible for humanitarians to incorporate refugee protection activities into their work without endangering their mandate or presence?
- Can they share an example of a success of humanitarian actors working according to refugee protection standards?
- Are there concrete examples of how following refugee protection standards in their work has jeopardised their ability to provide assistance?

Alternatively, **you might want to give some of the following examples** to spark discussion on the protection and assistance debate in more concrete terms:

- Great Lakes region: infiltration of camps by combatants; placement of camps close to borders; no early prospect of voluntary repatriation, etc.
- Sudan and Chad: mass flight after protracted conflict; no early prospect of voluntary repatriation, etc.
- Kosovo: Macedonia closing and blocking borders; early, spontaneous return; discriminatory practices in distribution of assistance along ethnic lines in Kosovo, etc.
- Guinea, Liberia, and Sierra Leone: sexual exploitation of girls by UN and humanitarian staff; prevalence of female-headed households, poverty in host countries, etc.

Think of events in relation to refugee movements in the region you are conducting the training in and choose examples that will not be seen as targeting a particular actor.

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MODULE 2

“... TO LOCAL”: OPPORTUNITIES!



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Summary

In this session, the senior managers will build on their knowledge of current refugee protection debates gained in “**Module 1 - Refugee Protection: 'From global...'**” in order to see the importance of embedding Reach Out training on refugee protection in their own organisation.

Based on the overview of the foundation and history of the Reach Out training project and the quick review of the training materials their staff will use, the senior managers will now have an opportunity to see how to link the lessons learned from the training into a broader context of institutionalising refugee protection, not only by conducting training, but in their programming activities.

It will become clear to them that, as their field staff gain in their ability to work according to the principles of refugee protection at the local level (according to the mandate and capacity of their organisations), this will need to be met at the global level with appropriate responses in programming.

Learning Objectives

By the end of this session, participants will:

- Understand what improvements this training will lead to in the work their staff do in protection and assistance;
- Be aware of the importance of field staff engaging at the local level in identifying the role of other actors in refugee protection;
- Consider how to familiarise their staff with the key messages of the Reach Out training project;
- Consider how to increase their role in relation to refugee protection training in order to improve refugee protection programming.

Key Messages

- The standards on refugee protection at the global level are evolving, and humanitarian actors have key responsibilities in the area of refugee protection;
- Refugee protection needs to be institutionalised;
- Institutionalising is based on including protection into programming and training on refugee protection.

Module 2 Breakdown			
Timing		Method	Resources needed
Activity 1 - Institutionalising Refugee Protection	50'	Presentation	Slides
Activity 2 - Developing a Training Strategy on Refugee Protection	40'	Senior manager peer work	
Total: 90 minutes			

Activity 1 - Institutionalising Refugee Protection			
Timing		Method	Resources needed
Introduction	10'	Slide presentation	Slides
Group activity	30'	Work in plenary	
Wrap-up by the facilitator	10'	Plenary	
Total: 50 minutes			

Introduction (10 minutes)

Note to trainer

- ✓ *After setting out what refugee protection is, it will be important to situate how it is viewed at the global and the local levels. Field managers will have been made aware in the first module of some of the debates about refugee protection at the global level, and they need to have a chance to link these debates with their experience at the local level.*
- ✓ *After reviewing the objectives for this module, introduce the topic by making the following points. It would be preferable if you could delegate this to one of the managers if someone is able and willing to take up this role.*
- ✓ *It is unlikely that the senior managers at the workshop will want to work out how to embed refugee protection training in their own organisations in the group setting. However, if this does arise as a concern, take a few minutes (and reduce the plenary session by five minutes) to brainstorm on the issue.*

Slide 10: Module 2

Slide 11: Objectives - Module 2

By the end of this session, participants will:

- Understand what improvements this training will lead to in the work their staff do in protection and assistance;
- Be aware of the importance of field staff engaging at the local level in identifying the role of other actors in refugee protection;
- Consider how to familiarise their staff with the key messages of the Reach Out project;
- Consider how to increase their role in relation to refugee protection training in order to improve refugee protection programming.

Make the following points:

- There are a number of reasons put forward by humanitarian assistance agencies as to **why it is not their role or their responsibility to frame their programmes or deliver their assistance guided by refugee protection standards and practice**. At the global level, the debate in the past few years has shifted across all assistance sectors, and this has had an impact on those agencies providing refugee protection and assistance. There is an expectation now, and in some instances high levels of accountability, for human rights to guide all assistance and protection work. This **shift** is due to the normative development of human rights law, the centrality of human rights in the work of the UN, and also because of an understanding that **states are not the only actors accountable for respecting human rights**;

- A quick survey of **global activities** include: **the UN Reform Agenda** putting human rights at the centre of all UN activities; the evolving role and operational responsibility of **the OCHA**; the robust role taken up by **the Inter-Agency Standing Committee** to bring humanitarian actors together to be effective advocates at the international level; and the longstanding efforts by **the UNHCR** to provide guidance, coordination, and indicators for their partners in **the NGO sector**;
- There has also been **a continuing effort to develop theory and practice of refugee protection** over the past decade and numerous efforts to establish a common understanding of the role of humanitarian actors in refugee protection and assistance. Recent international meetings bringing together humanitarian NGOs, human rights NGOs, and UN actors have sought to **clarify the meaning of refugee protection** and to **give it practical expression**. These meetings are too numerous to mention, but refer to **Handout 3** and **Handout 4** to get a sense of the results of some of this recent activity. The key point to make is that **efforts linking definition and action continue**;
- **There has been increasing emphasis on humanitarian accountability, including the protection of beneficiaries** through **codes of conduct, rules of engagement**, etc., and these are becoming expected of all humanitarian organisations. As institutional mandates and programmes are defined at the global level and must be informed by the core principles of refugee protection, so too must the programming work at the local level.

In this session, managers need to identify **who** is responsible for taking the lead role in their organisations, who the **target population** for training is, and to consider if there are any benefits to be derived by working on an **inter-agency** basis.

Beyond this, it will be important to move on to the more difficult question of **how to institutionalise refugee protection in their organisations**.

Slide presentation

Note to trainer

- ✓ *Ensure that you watch for input from managers, as they will likely have views on a number of the points raised.*
- ✓ *It is important to get these views as you go along.*

Slide 12: Institutionalising refugee protection requires...

Reach Out training on refugee protection will improve the work of the organisation in its practical and programming levels of work. However, a high-level commitment is needed to ensure that training continues and that refugee protection is institutionalised.

Institutionalisation requires a number of activities, but, for the purposes of this training for senior managers, it is enough to remind them that:

- Protection needs to be part of programming;
- Training of staff is vital to protection programming in the design and delivery phases;
- Policies and procedures can support refugee protection programming.

It is also important to make the direct link between the training and change in activities at the local level that will impact on the global level.

Point to **Module 4** of the **Reach Out Training Kit** where humanitarian workers (i.e., their staff) design actor maps in response to a refugee protection gap they identify as part of the training.

This is important for managers to know, as they should try to find a way to support their staff in making the changes necessary to fill the gaps in refugee protection identified in the actor-mapping exercise.

Slide 13: Actor map

Show this example of an actor map.

Work in plenary (30 minutes)

Work through an actor-mapping exercise with the group on how they envision institutionalising refugee protection in a humanitarian assistance organisation.

Wrap-up (10 minutes)

Note that the training may start an important process of institutional buy-in to the need to use a refugee protection framework in analysing refugee protection work at the strategic, operational, and programme delivery levels.

It will be key to convey the sense of the inevitable: that if staff are trained, they will have new experiences and likely make more demands for change in refugee protection programming and in how they work.

This is a key issue that managers grapple with in a number of areas of their work, but they can, through engaging in training, enhance their staff's ability to solve things at the local level by using a refugee protection framework to analyse their local situation. Over time, this will lead to an enhanced field environment.

Conclude by underlining that the Reach Out training approach makes an overall positive contribution to their organisations' ongoing efforts to institutionalise refugee protection.

Activity 2 - Developing a Training Strategy			
Timing		Method	Resources needed
Group work	15'	Plenary discussion and brainstorming	Slides
Feedback	15'	Plenary	
Wrap-up and conclusion	10'	Plenary	
Total: 40 minutes			

Note to trainer

- ✓ *Ideally, **this session should be led by one of the managers** in the group but only if they are prepared to lead the discussion fully and have made themselves available beforehand to be briefed.*
- ✓ *In choosing a manager to lead this session, you would be wise to ensure that they support the use of training to enhance refugee protection activities, including training, programming, and institutionalisation in their organisations.*

Group work (15 minutes)

The following quote is intended to get managers to discuss how they would translate protection into action and to give them a chance to share views on how they would fit protection into their programming system.

Show slide 14: Quote

“As a result of the increased scrutiny of the existing protection regime, NGOs are now discussing new roles in protection at the field level. Possible roles of NGOs in practical protection could include:

- Presence and advocacy;
- Providing education and training as protection tools;
- Mobilising vulnerable groups for self-protection;
- Participating in direct primary protection activities.

“Approaches to incorporating protection into NGO activities could include establishing strategic protection partnerships and developing critical training around protection.”¹

Ask the group:

- Does this quote capture the full extent of your responsibilities as managers for institutionalising refugee protection in the work of your organisation and across the sector?
- Does this quote raise other issues such as the need for clear definitions of protection, the need for targeted training, etc.?
- Is this notion of practical protection enough?
- Does it capture the concept of refugee rights?

Feedback (15 minutes)

List their answers on a flip chart.

¹ Susan Martin and Elizabeth Moller, "NGOs and Practical Protection in Humanitarian Crises," in *Humanitarian Exchange*, November 2002.

After briefly highlighting what they might see as some of the flaws or gaps in the above quote, they should answer the following questions:

- How would you see a strategy being developed for institutionalising refugee protection in your organisation and across the sector?
- What would be the indicators for agencies to use to show that refugee protection is being institutionalised?
- How would you broaden ownership of refugee protection?

As they move through these questions and suggest answers, the trainer should facilitate by recording their key points on flip charts. You will likely get replies along the following lines:

- A strategy for institutionalising refugee protection has to be driven by the headquarters providing leadership and informed at the field level;
- Inter-agency strategies need to be developed as well, given the complementarity of humanitarian actors' work;
- The theory and practice of refugee protection are defined sufficiently, so this can guide strategies across the sector and in individual organisations;
- Indicators are plentiful: many recent initiatives by the UN and international humanitarian actors can be used to establish indicators in individual organisations;
- Embedding refugee protection in my organisation would include a chain of activities, including training, programming work, policy work, and strategic planning work;
- It would also help if donors understood and supported programming and institutionalisation efforts aimed at refugee protection and the associated resource implications;
- Ownership of refugee protection can be broadened at multiple levels, including through advocacy with governments, UN actors, other humanitarian and human rights organisations, refugees themselves, etc.

Wrap-up and conclusion (10 minutes)

You will want to **conclude** that there is sufficient know-how in refugee protection work – as a concept, legally and practically – that allows them as senior managers to embed training (with confidence!) in their organisations, to include it in their programming, and to start on the process of institutionalising refugee protection in their organisation and across the sector.

Emphasise the need to link protection and analysis.

You should indicate how any evaluation of this workshop will be done and **establish how they may communicate** with you for any follow-up.

End with the opportunities!

Provide an opportunity for discussion, based on the time available, but it will be important to ensure that the following points are left with the senior managers.

It is time to **shift from the view** that “protection activities may endanger our mandate or our presence in the field” to “how can we incorporate protection activities without endangering our mandate or presence in the field”.

In this training course, we have recognised that:

- There is such a thing as refugee protection;
- As humanitarian actors, we have a role in, and responsibility for, refugee protection;
- As managers, we have a key role in institutionalising refugee protection (through training, programmes, monitoring, evaluation, advocacy, conceptualising, as well as through mandates, visions, missions, etc).

Handout 1 - Definition of Refugee Protection

The following definitions from **the ICRC** and **ALNAP** apply to the protection of all individuals, whilst the definition from the **UNHCR** specifically targets refugee protection.

According to the ICRC

Protection is defined according to its purpose and its activities. The purpose of protection is defined as:

“The concept of protection encompasses all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e. human rights, humanitarian and refugee law). Human rights and humanitarian actors shall conduct these activities impartially and not on the basis of race, national or ethnic origin, language, gender etc.”

ALNAP

ALNAP endorses this definition, which was agreed by a number of humanitarian and human rights organisations.

They further explain that:

“This understanding of protection means that humanitarian work is as much about ensuring respect for international humanitarian and human rights norms as it is about giving aid. ... This is why we have dug wells and lobbied governments at the same time, provided food aid and educated soldiers on humanitarian law, vaccinated children and reported abuses they have suffered.”²

Protection activity is defined as: “Any activity - consistent with the above-mentioned purpose - 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 or rehabilitation.”

Protection is thus composed of three types of activity:

- Responsive action: prevention, stopping and alleviating effects;
- Remedial action: restoring people’s dignity;
- Environment-building action: creating and/or consolidating an environment conducive to full respect for the rights of the individual.

According to the UNHCR

“The phrase ‘international protection’ covers the gamut of activities through which refugees’ rights are secured.”³

These rights are enshrined in a number of international instruments, including the UN Refugee Convention; the Universal Declaration on Human Rights; the International Convention on the Elimination of All Forms of Racial Discrimination; the International Covenant on Civil and Political Rights; the International Covenant on Economic, Social and Cultural Rights; the UN Convention on the Elimination of All Forms of Discrimination against Women ; the Convention against Torture; and the Convention on the Rights of the Child.

² *Humanitarian Protection - A Guidance Booklet*, Active Learning Network for Accountability and Performance in Humanitarian Action, 2004, p. 21.

³ *Protecting Refugees: A Field Guide for NGOs*, Office of the United Nations High Commissioner for Refugees, Geneva 1999, p.18

Refugee protection includes ensuring that the rights of refugees, as articulated in these international instruments and as further defined in EXCOM conclusions, guidelines, policies, etc., are met.

At present, **the UNHCR working definition** of protection is:

“Protection encompasses all activities aimed at ensuring the enjoyment, on equal terms of the rights of women, men, girls and boys of concern to UNHCR in accordance with the letter and spirit of the relevant bodies of law (international humanitarian, human rights and refugee law). It includes interventions by States or UNHCR on behalf of asylum-seekers and refugees to ensure that their rights, security, and welfare are recognised and safeguarded in accordance with international standards. Such interventions will, amongst others, be deemed to: ensuring respect for the principle of *non-refoulement*; promoting admission to safety and access to fair procedures for the determination of refugee status; upholding humane standards of treatment; realizing the right to assistance and services; promoting non-discrimination, and the implementation of durable solutions.”⁴

Understanding who has responsibility for protecting refugees is key to understanding refugee protection at its most practical level.

The primary responsibility for protecting refugees rests with **states**. States should work together to resolve the cause of refugee flows and to share responsibility for protecting refugees.

UN agencies, with the **UNHCR as the lead**, engage in a range of protection activities. This work is also done to varying degrees by other UN actors, including the WFP, UNICEF, the WHO, the UNDP, and the UNHCHR. Other important actors include the IOM, the ICRC, the IFRC, and NGOs.

Whilst not all of these actors are specifically mandated to provide protection to refugees, they are often committed to providing protection. This means that they are engaged in activities that are based on respect for human rights.

Some humanitarian NGOs are concerned that, by participating in protection activities, they risk their neutrality and that this will jeopardise their effectiveness, their security, and their ability to do their work. Whilst this may be a valid concern in some situations, **it is important to remember that humanitarian actions are based on respect for human rights and should also serve to defend those rights.**

⁴ *Designing Protection Strategies and Measuring Progress: Checklist for UNHCR Staff*, Department of International Protection, Office of the United Nations High Commissioner for Refugees, 2002.

Handout 2 - Statements on Refugee Protection

Statement 1

“This (the ICRC definition) understanding of **protection means that humanitarian work is as much about ensuring respect for international humanitarian and human rights norms as it is about giving aid...** This is why we have dug wells and lobbied governments at the same time, provided food aid and educated soldiers on humanitarian law, vaccinated children and reported abuses they have suffered.” (Source: *Humanitarian Protection - A Guidance Booklet*, Active Learning Network for Accountability and Performance in Humanitarian Action, 2004, p. 21)

Statement 2

“It’s difficult to escape the trap of those (NGO) people; they use the food as bait to get you to sex with them” (adolescent in Liberia). In Guinea, Liberia, and Sierra Leone, agency workers from international and local NGOs, as well as UN agencies, were reportedly the most frequent sex exploiters of refugee children, often using the very humanitarian aid and services intended to benefit the refugee population as a tool of exploitation. Most of the allegations involved male national staff, trading humanitarian commodities and services in exchange for sex with girls under 18. The practice appeared particularly pronounced in locations with large established aid programmes. The children most vulnerable to sexual exploitation were those without the care of their parents, children in child-headed households, orphaned children, children in foster care, children living with extended family members, and children living with just one parent. (Source: Assessment Mission Report, UNHCR and Save the Children-UK, February 2002)

Statement 3

“**Protection and assistance are closely linked because assistance cannot be properly provided without considering protection.** The Do No Harm principle implies that all humanitarian activities have protection implications and humanitarians must think carefully about the impact of programmes on communities. Humanitarian assistance and protection are natural allies. A protection lens can strengthen activities. **A culture of protection does not exist within development agencies. These gaps create a lack of awareness and ineffective terms of reference.** Training is necessary in order to prevent field staff from trying to reinvent the wheel.” (Source: “Inter-Agency Stocktaking Meeting on Humanitarian Protection”, ALNAP, ICVA, InterAction, 29 October 2004, p.7)

Statement 4

“**What does the delivery of food assistance, health care, and medicine have to do with protection?** During the humanitarian response to the crisis in Kosovo the food distribution system was not seen as having a protection element. Yet, it was discovered that the food rations were not being given to ethnic minorities (Serbs and Roma) by their exclusively Kosovar Albanian staff”. (Source: Humanitarian worker on his experiences in Kosovo)

Statement 5

“When asked earlier what the minimum predictable protection response is, or what the absolute minimum common definition of protection is, I replied that protection means not being a silent witness. Now, I’m not even sure about that. Not to be pessimistic... but the protection system has not improved in 10 years... But we are working together to define protection, and two recurring constant themes expressed today included leadership and coordination... **Humanitarian actors need to be cognizant of who is responsible for protection, and understand complementarity between the U.N. and NGOs as well as between the humanitarian assistance and human rights actors.**” (Source: “Inter-Agency Stocktaking Meeting on Humanitarian Protection”, ALNAP, ICVA, InterAction, 29 October 2004, p.7)

Handout 3 - Key Documents and Web Sites

Reading

- *Protecting Refugees: A Field Guide for NGOs*, Office of the United Nations High Commissioner for Refugees, Geneva 1999.
- *Growing the Sheltering Tree, Protecting Rights Through Humanitarian Action*, Inter-Agency Standing Committee, 2002.
- *Humanitarian Protection - A Guidance Booklet*, Active Learning Network for Accountability and Performance in Humanitarian Action, 2004.
- James Darcy, "Human rights and international legal standards: what do relief workers need to know", RRN Network Paper 19, February 1997.
- "Inter-Agency Stocktaking Meeting on Humanitarian Protection", ALNAP, ICVA, InterAction, 29 October 2004.
- Report from the Workshop on Protection for Human Rights and Humanitarian Organisations: Doing Something About It and Doing it Well, International Committee of the Red Cross, 1999.
- *Making Protection a Priority: Integrating Protection and Humanitarian Assistance*, InterAction, 2004.
- Protection in NGOs and Practical Humanitarian Crises, Humanitarian Exchange, ODI, 2002.
- NGOs in Refugee Protection: An Unrecognised Resource. Humanitarian Exchange, ODI 2003.
- *Operational Protection Reference Guide*, Office of the United Nations High Commissioner for Refugees, Geneva 2005.
- Dianne Paul, "Protection In Practice: Field Level Strategies for Protecting Civilians from Deliberate Harm", RRN Network Paper 30, July 1999.
- Report of the Workshop on Practical Protection in Humanitarian Crises, Active Learning Network for Accountability and Performance Humanitarian Action, 2001.

Key Web sites

www.alnap.org	Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP)
www.hapinternational.org	Humanitarian Accountability Project
www.odihpn.org	Humanitarian Practice Network (HPN)
www.theirc.org	International Rescue Committee (IRC)
www.icrc.org	International Committee of the Red Cross (ICRC)
www.ifrc.org	International Federation of the Red Cross and Red Crescent Societies (IFRC)
www.icva.ch	International Council of Voluntary Agencies (ICVA)
www.interaction.org	InterAction (IA)
www.nrc.no	Norwegian Refugee Council (NRC)
www.reliefweb.int	ReliefWeb (for Interagency Standing Committee)
www.unhcr.ch	UNHCR (UNHCR Operational Protection Reference Guide)
Generally, see:	Refworld 2004, www.unhcr.ch

Handout 4 - Enhancing Learning at Field Level⁵

Background, definitions, and concepts

This section is aimed at policy-makers, journalists, evaluators and evaluation offices, and field staff. It summarises the central themes emerging from the thematic chapter of ALNAP's Review of Humanitarian Action in 2003, the purpose of which is to increase understanding of the ways in which humanitarian field workers learn, as well as the incentives and disincentives to learning that they face. The chapter explores ways in which learning in the field can be encouraged through simple workable changes to agencies' practice. It is largely based on 37 interviews carried out with field-level workers between December 2003 and February 2004, and it builds on the 2002 ALNAP Review, which made a preliminary assessment of learning in the sector.

Terms and definitions

Field level: The area of operation within the affected country, including the capital city, where responding agencies are usually based.

Field-level staff: All national and international staff involved in the operation, from country representative to project officers and field monitors directly involved in implementation.

Learning: The process by which individuals, teams, organisations, and groups of organisations create, transfer, and use knowledge in order to achieve positive change and realise their goals.

This definition builds on ALNAP's previous work on learning and reflects the interface between current thinking concerning learning and knowledge management.

Key concepts and typologies

Tacit knowledge: Knowledge that is held in people's heads: their experience, beliefs, values, and wisdom, which are generally taken for granted or may even exist below their level of daily awareness. Tacit knowledge can be made manifest in people's behaviour, including body language, and through conversation.

Explicit knowledge: Knowledge that can be written down and therefore processed by information systems, codified or recorded, archived, and protected by organisations.

Learning before, during, and after: Distinguishing between these three stages is helpful in relation to the humanitarian sector, with its focus on operations. However, it may be less relevant for national and international staff who are cross-deployed between emergency, rehabilitation, and development activities.

Learning before, during, and after an operation

The principal methods through which agencies provide information and knowledge gained through previous learning to their field workers are agency inductions and briefings prior to taking up post and handovers to incoming staff by their predecessors. Respondents indicated that many agencies are not meeting minimum requirements in these areas, and too often field workers have to complement what is provided with their own investigation and preparation, including use of personal contacts and the internet.

Respondents would like better briefings in two areas: first, the objectives of the agency in the operation and how they fit into that, i.e., their specific role; and second, information about social dynamics, i.e., politics and culture in both the office they are joining and the country as a whole. In

⁵ Abstract from Key Messages from ALNAP's *Review of Humanitarian Action in 2003, Enhancing Learning at Field Level and Evaluating Humanitarian Action*, Section 1 "Enhancing Learning at Field Level", www.alnap.org.

terms of learning during the operation, the principal finding was that field workers have little time to read and tend to obtain the very specific, operationally oriented information and knowledge they require by learning on the run from colleagues, peers, and informal contacts. Methods of knowledge-sharing, learning, and training that are able to respond to the very specific needs and operational requirements of field workers are favoured over those that impart knowledge, learning, and training that is not focused on their immediate needs.

Thus, generic guides and manuals produced by headquarters are frequently perceived as unhelpful, whereas guides that are locally prepared, specific to the current operation, and that contain numerous checklists are preferred. Similarly, on-the-job training using mentors and coaching is preferred to classroom-based training. Peer-to-peer learning and networking amongst communities of practice are also highly valued mechanisms for learning, though many respondents were cautious about networks becoming overly formalised. A surprising result was that none of the respondents mentioned agency instruments for gathering information and data that are central to the work of agencies and the sector, such as needs assessments, household surveys, formal questionnaires, or monitoring. Such instruments ought to play a more prominent role in supporting learning. Learning about and from the affected population is perhaps the largest gap during operations. Whilst there is widespread recognition of the benefits of participatory approaches, and certainly some institutions use learning from communities as a central feature of their work, many agencies fail to draw on the knowledge held by the affected populations or those sources that would increase their understanding of the affected population.

This lack of learning seriously undermines the credibility of humanitarian action. In terms of learning after the operation, in over half of the field-level cases discussed, respondents had no individual exit interview or debriefing process. For many of those who did receive a debriefing, this was not a satisfactory experience, and field workers were often left with a sense that no one cared or that they were not heard. In many cases, the emphasis was on personal debriefing with a focus on counselling, and, in general, debriefings were not considered to have supported learning. The absence of systematic post-operation feedback mechanisms to field-level workers does little to validate their experience. Nevertheless, after-action reviews are used by some agencies and offer the potential for learning for both individual agencies and the sector as a whole. The key finding on operational learning is that field workers look to their peers, colleagues, and the internet as key sources of learning and to fill the gaps left by agencies and the sector. Mentoring, peer-to-peer exchanges, and networking, much of which was instigated by field workers themselves and operated outside of formal agency mechanisms, were central to learning.

Trainer Guidance - Sample Agenda for a 3-Hour Senior Managers Workshop

8.45 to 9.00	Introductions
9.00 to 10.30 Module 1 (90 minutes)	
9.00 to 9.45	Activity 1 - Defining Refugee Protection
9.45 to 10.30	Activity 2 - Current Key Debates in Integrating Refugee Protection
10.30 to 10.45	Break
10.45 to 12.15 Module 2 (90 minutes)	
10.45 to 11.35	Activity 1 - Institutionalising Refugee Protection
11.35 to 12.15	Activity 2 - Developing a Training Strategy on Refugee Protection
12.15 to 12.30	Review and Evaluation
12.30	Close session - Lunch

Note to trainer

- ✓ *This workshop has a balance of trainer presentations; trainer-facilitated exercises, and an option for a senior-manager-led exercise, if there is a suitable person to take this role.*
- ✓ *You should be sensitive to the different levels of engagement that the senior managers may have on the topic of refugee protection. Some of them may have a great depth of experience in refugee protection as a concept and in practice. Before the workshop, you should try to identify senior managers who might be used as peer trainers and recruit them to lead a part of the workshop or to work through one with you as the facilitator.*
- ✓ *The agenda has been structured with flexibility, as each group of senior managers will want to engage according to their seniority and experience. As the trainer, you have a set of notes in each module that are there as your back-up in the event that the workshop does not have participants who are ready to actively engage.*
- ✓ *It is critical when working with senior managers that you recognise that they have serious time limits and varying degrees of expertise and responsibility. You should acknowledge their level of expertise and tailor these materials to fit the group.*
- ✓ *Decide which materials you want to send out to the senior managers in advance of the session, if any. It is recommended that you send them **Handouts 1 and 4**, as this will increase the level of debate.*

It is suggested that, at the opening of the workshop, you:

- Agree the agenda with the participants in the introduction, and then keep it flexible in response to their feedback;
- Keep a "suggested actions" sheet running throughout the entire workshop. This sheet can be a flip chart on the wall where all the suggestions generated in discussions and group work for improving refugee protection in the context can be collected;
- Keep a "park sheet" running throughout the workshop. This can be a tool for controlling discussions and managing time; you can "park" tangential questions and issues that there is not time to address on this sheet. These topics can be reviewed at the end of the workshop;
- Throw in energisers as and when needed to keep the group active, but you are only together for a morning, so hopefully that will not be needed;
- Arrange a lunch at the end of the workshop to keep the communication going.