

PREPARING THE WORKSHOP SESSIONS

This chapter addresses the preparation and delivery of workshop sessions to develop protection capacities in partner HRD organisations and communities. The chapter is designed to help facilitators prepare the sessions using the New Protection Manual (NPM) as the principal resource. Facilitators should read this introductory part carefully before tackling the sections.

STRUCTURE

Every session is intended to build on previous ones. However, depending on the needs of the partner organisations/communities and on prior agreements facilitators may have reached with them, facilitators may not want to follow the exact order of the Guide. If this is the case, they should be aware that some learning activities will need to be adapted.

REFERENCE TO THE NPM CHAPTERS

Each chapter of this Guide refers to a relevant chapter – or chapters – of the **NPM**.

LEARNING OBJECTIVES

Facilitators will find the key objectives of each session under this heading (i.e. the main concepts and protection methods to be delivered).

KEY MESSAGES

These messages stress the core elements that participants should take out of the session; they are developed throughout the learning activities and in the Tips for Facilitators.

THE SESSION

This section contains suggested learning activities and a step-by-step guide to conducting each session. Facilitators should consider the timetable given as a rough guide. The intention is to provide them with ideas they can use to build their own session. The section includes a list of materials to help facilitators prepare, but they should be creative and use their own proposals. Finally, the section indicates the principal challenges facilitators are likely to encounter when delivering the session (e.g. questions from participants or aspects they might find challenging, etc.). This should help them anticipate difficulties and to prepare for them.

LEARNING ACTIVITIES

This section contains examples of learning activities (e.g. group discussions, role plays, etc.). Whenever possible, the activities have been designed to be used with homogeneous training groups, all of whom come from one organisation, as well as with mixed groups. Examples are applicable both to urban organisations and rural communities.

> **CHAPTER X.X** OF THE NPM
CHAPTER TITLE



LEARNING OBJECTIVES

- > Learning objective 1
- > Learning objective 2



KEY MESSAGES

- > Key message 1
- > Key message 2

THE SESSION



CHALLENGES THAT MAY ARISE DURING THE SESSION :

- Challenge 1
- Challenge 2



THE SESSION STEP BY STEP :

LEARNING ACTIVITIES



ACTIVITY 1



ACTIVITY 2

TIPS FOR FACILITATORS

These suggestions are intended to help facilitators understand how to conduct the learning activities and explain the key points of the session to participants.

 → Tip 1

→ Tip 2

→ Tip 3

ADDITIONAL RESOURCES

At the end of the section, there is a list of further resources that facilitators might wish to explore. These offer further insights into the topics addressed in the **NPM**, as well as additional ideas to create their own workshop.

- > Koenraad Van Brabant (2000). *Operational Security Management in Violent Environments. A Field Manual for Aid Agencies*. Overseas Development Institute. London.
- > Front Line Defenders (FLD) (2011). *Workbook on Security: Practical Steps for Human Rights Defenders at Risk*. Front Line. Dublin.
- > Comité Cerezo Mexico, Fray Francisco de Vitoria O.P., A.C. et al. (2010). *Manual de Introducción. La Seguridad en las Organizaciones Civiles y Sociales*. Mexico.
- > Colectivo ANSUR (2012). *Tejidos de Protección*.
- > Protection International & Udefegua (2009). *Cuidándonos: Guía de protección para defensores y defensoras de derechos humanos en áreas rurales*. Guatemala.



ADDITIONAL RESOURCES

- > Van Brabant. Op. Cit. Chapt (pp. 22-38).
- > FLD. Op. Cit. Chapter 6.
- > Comité Cerezo Mexico et a Cit. Chapter 2. (pp. 31-35).

OVERVIEW OF THE WORKSHOP

The sessions presented in this chapter share a common logic. They all have a similar structure, informed by the sequence of contents in a hypothetical ideal security workshop. However, facilitators are free to omit some sessions, such as those on context analysis or digital security, which, according to circumstances, might not always be necessary. Similarly, the focus of the session dedicated to security networks is largely rural, as it has become apparent that an objective defined in terms of creating a formal security plan is not always appropriate for work with communities or HRD organisations working in isolated regions.

INTEGRAL APPROACH

When speaking of protection and security it is important to maintain an integral approach that takes into account all relevant aspects (physical, digital and psycho-social). Note that digital security includes issues of storage, communication and information management and that each aspect covered is interrelated. However, this does not mean all can be dealt with at the same time. For this reason, facilitators need always to be aware of the integral nature of the training they are facilitating and to be aware at all times of which aspects it might be possible to include, and to decide whether to jointly with participants.

GENDER AND OTHER SOCIAL ISSUES

In the field of protection and security, as in other areas, it is very important to maintain a vision of gender and other social factors that carry with them the risk of exclusion (ethnicity, age, sexual diversity, etc.) and at the same time to follow an integrative and differential approach to identities. While this aspect is highlighted in each session it is important that facilitators apply this perspective critically throughout the whole training process.

1. ASSESSING YOUR ENVIRONMENT

> **CHAPTER 1.1** OF THE NEW PROTECTION MANUAL
MAKING INFORMED DECISIONS ABOUT SECURITY AND PROTECTION



LEARNING OBJECTIVES

- > Understand why it is important to analyse the security implications of the work environment.
- > Use different methods to undertake context and stakeholder analysis.



KEY MESSAGES

- > All HRDs may face risks, but not all HRDs face the same risks.
- > The risks faced by HRDs depend on the political context (threats) and their own vulnerabilities and capacities.
- > The political context, and the threats, vulnerabilities and capacities are all dynamic. Risk is therefore also dynamic and may change at any time.

THE SESSION

⚠️ CHALLENGES THAT MAY ARISE DURING THE SESSION :

- The methods introduced during the session are intended to capture the complexity of the environment in which the HRDs work and should be adjusted accordingly. Be aware that you will need to familiarise yourself with these working methods before the workshop. They are indeed not easy to grasp at first sight.
- The session requires the facilitator to have a basic understanding of the working context of the participants so that they can initiate the discussion with concrete examples. This information will have been gathered from the pre-training assessment (See [Chapter 3](#) of this guide and [Annex 1 – Pre-Training Assessment form](#)).
- To aid understanding, be as concrete as possible and adhere to workshop participants' own experiences.
- Take into account the specific protection needs of women HRDs (threats, vulnerabilities, capacities and the kind of incidents they are likely to face, etc.).
- Facilitators should consider the particularities of any other relevant social category when assessing risk (for example, indigenous populations, LGBTI defenders, disabled defenders, etc.).
- The composition of the group is important:
 - For homogeneous groups, examples and exercises should as much as possible be drawn from their context.

- For heterogeneous groups (with participants coming from different organisations) examples should capture some of the experiences of each group. Group exercises may need to be devised to explore theoretical examples in order to ensure a common understanding of the issues. Here, the facilitator has the challenge of providing sufficient background and contextual information to the participants for them to be able to carry out the exercises.



THE SESSION STEP BY STEP :

Time	Acc. time	Activity	Tool / method / materials
5'		Introduction: <ul style="list-style-type: none"> • Welcome everybody and round of presentations; • State objectives and structure of the workshop; • Explain why it is important to analyse the working context. 	Have the points ready on a flipchart or PowerPoint slide
15'	20'	Lea Learning activity: <ul style="list-style-type: none"> • Discuss the following statement: "All HRDs face risks but not all HRDs face the same risks" • Optional activity if sufficient time is available: visualising the context (if this activity is included, facilitators should adjust the timetable). 	Flipchart Blank cards Markers
15'	35'	Learning activity: asking questions	List of relevant questions in the NPM Flipchart
10'	45'	Explanation of the force field analysis	Force field diagram Flipchart
30'	75'	Learning activity: force field analysis	Cards Masking tape
15'	90'	Explanation of actor/stakeholder analysis	Flip charts Stakeholder matrix
60'	15'	Learning activity: actor/stakeholder analysis	
10'	160'	Conclusions	

TIME KEEPING: CALCULATE 180' (3 HOURS), INCLUDING A 20' BREAK

LEARNING ACTIVITIES

DISCUSSING THE STATEMENT “ALL HRDS FACE RISKS BUT NOT ALL HRDS FACE THE SAME RISKS”

Present the statement to the group and write it up on a flipchart. Invite participants to respond to the statement and have them explain their reasoning. Highlight key elements from their contributions on the flipchart (e.g. the importance of the profile of the defender, geographical location, gender, resources at hand to manage risks, partner organisations etc.). These will be useful for other parts of the session.

-  → This activity usually yields good results and increases the activity level in the room as people discuss the statement and give examples from their own experience.
- The outcome of the discussion provides the entry point to explore why it is important to analyse one's working context. It is vital for participants to understand that they are part of a complex network of actors influenced by political decision-making and to realise that they do not undertake their human rights work in isolation.
- The discussions throughout this session are designed to help participants gain understanding of the issues and actors that impact on their work and on whom their work in turn has an impact. This understanding increases the ability of HRDs to make informed decisions on which security rules and procedures to apply.
- When guiding the discussion, it is crucial not only to reflect from a national/regional perspective, but also to understand dynamics in the particular local context in which participants are working.

VISUALISING THE CONTEXT (OPTIONAL ACTIVITY)

All participants are asked to identify and write down on cards elements of the political, social and economic context that are having an impact on their organisation's – or community's – security. Two or three cards per participant are enough. Each one of the participants should read out their cards and explain why they wrote what they did.

As facilitator you are responsible for organising the cards under different themes on a flipchart or on the wall (you will have to identify the themes that emerge during the session, e.g. political, economic or social context, or any other relevant theme). Finally, you should summarise the outcomes of the session. The cards are left there for the participants to refer to when necessary during the remaining workshop sessions.

METHOD 1 - ASKING QUESTIONS

This is one of the tools that helps defenders to understand and analyse their working environment better.

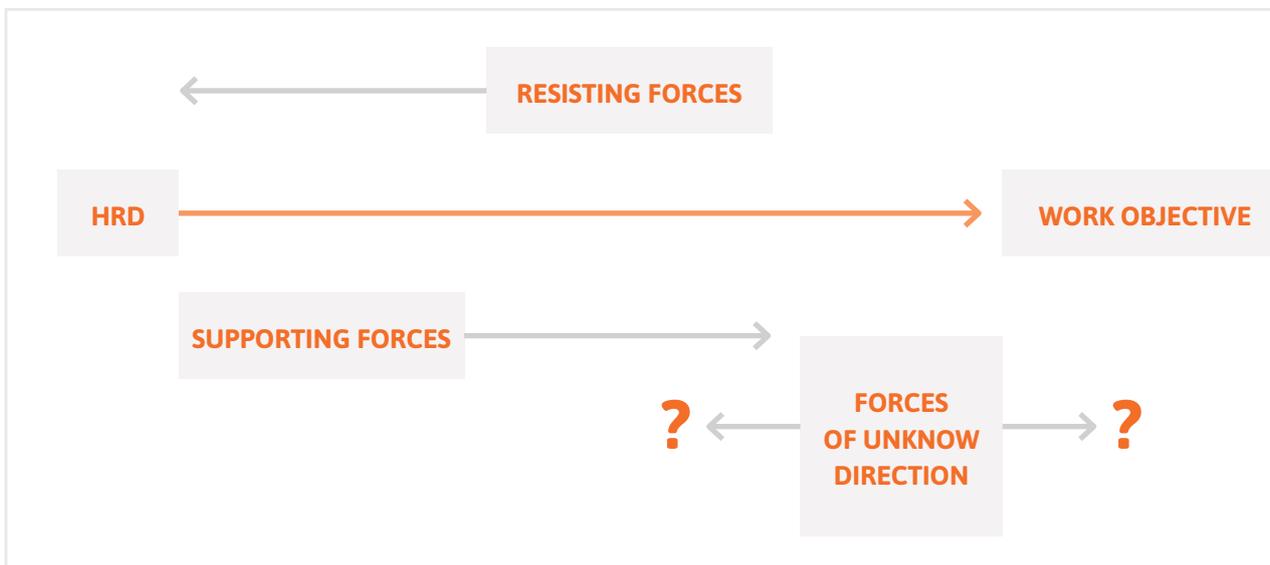
To show the importance of asking questions that will enable you to understand the working environment of participants, **formulate open questions** that encourage participants to find solutions while avoiding those that may lead to simple “yes” or “no” answers. If you are successful in this endeavour you will notice that the discussion will flow naturally. The questions asked will build upon each other, as an answer will lead to other questions.

You can use the list of useful questions in the relevant chapter of the NPM (pp.18-19) to help you. Where possible, develop your questions in reference to the context that is familiar to your participants.

METHOD 2 - FORCE FIELD ANALYSIS

This tool can help participants visualise the forces that support and hinder the work of HRDs. It is based on the assumption that security concerns arise from “resisting forces” and that a security strategy should taking advantage of the strength and influence of “supporting forces” that make it easier for HRDs to pursue their objectives.

To explain the tool, show the following illustration on a flip chart:



To aid comprehension among participants, use examples of work objectives and of stakeholders that are familiar from the participants’ working environment.

Distribute three cards to each participant and ask them to list forces that operate in their working environment. To visualise the analysis, ask them to come forward one by one and to group the cards on the flipchart according to whether they offer support, resistance or whether their effect is unknown; they should explain their choice. Use masking tape to stick the cards in place. Feel free to probe participants further on their choices should you feel them to be superficial (e.g. working on evictions and placing the Church as a supporting force without considering that it owns large extensions of land; or identifying the police as a supporting force, despite the fact it may be linked to illegal actors).

This will generate discussion and is likely to lead to further differentiation between stakeholders and the identification of sub-categories that assume different positions in relation to the work objectives pursued by HRDs (e.g. the media may be further divided into state-owned and private-owned media if they represent different positions).

Questions from participants are likely to arise in relation to the forces of unknown direction. On a case-by-case basis, participants might consider these to be supportive forces, arguing that they do not represent a concrete risk of harming the work of HRDs, or agree to monitor them regularly in order to gauge whether they change their position and come to function either as supporting or resisting forces. In certain circumstances efforts can be made to transform unknown forces into supportive ones, for example by educating them about the objectives pursued by HRDs. This relates to campaigning and advocacy activities.

METHOD 3 - STAKEHOLDERS ANALYSIS

This is the most complex of the three tools and adds an additional layer to the analysis, i.e. the interests of stakeholders in relation to a particular issue and the interrelation between the various stakeholders with which HRDs have contact. This is an important way of increasing the information available when making decisions about protection.

Ask participants to speak about what they understand by the term “stakeholder” and to agree on a definition. Then share with them the different categories of stakeholders as outlined in the **NPM (p. 20)**, summarising their commitments and duties towards the protection of HRDs). To contextualise, let participants name stakeholders from within their own working environment for each of the three categories.

Be aware that the strategies and actions of stakeholders are frequently confused. There is often a considerable gap between the duties of a stakeholder and their actual practice. This exercise is intended to illustrate and analyse the complexity of the context.

Share the four steps of the stakeholder analysis with the participants as outlined in the **NPM (p. 23)** and use local examples to aid understanding.

Create a stakeholders’ matrix to order and facilitate the systematisation of the vast amount of information the context analysis will generate. A lot of space is required for this exercise, so use a large section of the wall or floor (cover the space with flipcharts or divide it up using cards or other markers). Let participants choose a certain number of stakeholders from among the list generated during the force field analysis and help them place them in the matrix as shown in the relevant chapter of the NPM.

For each box that lies at the intersection between the columns and rows corresponding to the same stakeholder participants should fill in:

- the aims and interests of the stakeholder in protecting (or attacking) HRDs.
- stakeholder strategies in relation to the protection of (or aggression against) HRDs.
- stakeholder capacity to attack HRDs, or vulnerabilities in offering protection.
- stakeholder willingness to attack or protect HRDs (low/medium/high).

For the other boxes, i.e. where two different stakeholders intersect, participants should consider the relationships between the two in connection with protection issues and strategy.

Depending on the number of participants in the workshop and their roles, this exercise can involve the whole group (for smaller workshops) or pairs; each pair of participants is assigned two stakeholders and is asked to describe the characteristics of the stakeholders and their relationship to the other stakeholders in the matrix. At the end of the exercise the results should be brought together and overlapping, or absent, descriptions should be discussed in plenary.

At the end of the exercise, ask participants to identify concrete implications of the exercise for their work, and record these points. Possible responses could refer to: a lack of direct contact with stakeholders who have an interest in the protection of HRDs, or the existence of some stakeholders who may be interested in harming HRDs but might be susceptible to influence from supporting stakeholders and the fact that a strategy needs to be developed to exploit this fact.



- This is one of the most complex tools in the manual and participants usually struggle to put it into practice. In order to achieve concrete outcomes it will be necessary to provide good explanations and to accompany the participants closely in the process of analysis. You might want to prepare questions beforehand to feed into the discussion and analysis.
- For actor analysis activities, if you have a small number of participants (up to eight), there is no need to divide them into smaller groups. If you have a bigger group, it is recommended to do so. The workshop might then take longer, as all groups will carry out each one of the learning activities. You will need to adapt the timetable of the session accordingly.



GENERAL COMMENT

- Please note that the schedule proposed in the step-by-step guide to the session only includes one exercise per analysis method. There is no time to use all the learning activities during a single session. If you wish to employ them all, you need to rearrange the timetable. In addition, the different learning activities in this chapter all build upon each other and it is recommended that they be used consecutively.
- To aid understanding, be as concrete as possible and adhere as much as you can to participants' own experiences. Point participants to the interconnectedness of different stakeholders and how this may influence their risks.

CONCLUSION

Ask participants to identify key learning points. This also serves as a summary of the session that will help participants to process and structure the information they have received. As a facilitator you should link this to the previously established learning objectives, using the exercise as a way to evaluate whether they were achieved.

Ask participants about the methods they felt most comfortable with and why. Their answers should help you identify and return to contents that have not been fully understood or that were not clear.

Especially if exercises were based on the actual context familiar to participants, retain the most relevant of the flipcharts produced in the group work and brainstorming sessions. Where there is enough space and a secure environment, the flipcharts can be kept up on the wall of the meeting room as a reference and resource for coming sessions.

At the end of the session, you should have a better understanding of the context of the participants, an insight which should be used to inform subsequent sessions



ADDITIONAL RESOURCES

- > Van Brabant. Op. Cit. Chapter 3.2. (pp. 22-38).
- > FLD. Op. Cit. Chapter 6.
- > Comité Cerezo Mexico et al. Op. Cit. Chapter 2. (pp. 31-35).
- > Colectivo ANSUR. Op. Cit. (pp. 33-35).