

Independent Review of the Humanitarian Diplomacy
(HD) Certification Programme

Anchoring theory into practice

July 2012

This review was initiated by the International Federation of Red Cross and Red Crescent Societies (IFRC) to establish whether the HD certification course met its objectives during the pilot phase; and, to identify areas for enhancement during future cycles. The information and recommendations articulated in this report represent the views, insights and suggestions of the review's key informants. Ms. Atoussa Parsey, independent analyst, carried out this work in close collaboration with Ms. Hannah Slavik and Ambassador Lamb of DiploFoundation, and Mrs. Nina de Rochefort and Mr. William Babumba of IFRC Secretariat.

Table of contents

Executive summary.....	3
1. Introduction.....	5
2. Methodology.....	5
3. Findings.....	6
4. Recommendations.....	10
5. Conclusions.....	12
Annex 1.....	13
Terms of Reference	
Annex 2.....	15
Cycle 1 Research Topics	

Executive summary

The following is a synthesis of the review's key information compiled for quick reference and briefing purposes. The main report details and contextualizes the following in line with the Terms of Reference for this independent review (Annex 1).

Terms of reference statement

The independent review determines whether the course met its objectives and identifies areas for enhancement.

Methodology

- 23 out of the 26 course participants (88.5%) responded to an anonymous survey designed to measure results against the set objectives of the course.
- Semi-structured personal interviews took place with 35% of the participants, the course lecturer, coordinator, and the partnership's managers at IFRC Secretariat.
- Desk top review of relevant documents.

Overview of key survey results

- 76% found the class size of 26 right
- 82% relayed that the course met or exceeded their expectations
- 94% rated the use of case studies as highly effective in evidencing theories in action.
- 50%+ named the cognitive toolkit and the persuasion/negotiation practical skills modules as their favourite
- 91% would recommend the course to others and 95% would recommend that their organisations continue to participate
- 86% spent between 5 and 10 hours per week on course work
- 76% found the workload heavy
- 96% recommend that the course is offered publically to qualified applicants
- 100% stated an increased level of motivation/inspiration to engage with humanitarian diplomacy work

Summary recommendations

- 1) Issue a diploma in HD in lieu of a certificate to reflect the intense research and learning required by the course.
- 2) Expand case studies to demonstrate external/non-RC practices in humanitarian diplomacy.
- 3) Appropriate a higher number of placements for external participants to further enrich exchange and debate.
- 4) Schedule one of the two online sessions during working hours on Thursday afternoons.
- 5) Involve guest lecturers who evidence operational and real time application of HD theories at local/municipal and state levels to supplement the global/multinational focus of the course.
- 6) Solicit proposed research topics during the application process or within the first two weeks of the course; and avail the reading material well before the start date.
- 7) Increase the number of scholarships for RC applicants.

- 8) Update the terms of reference for the Task Force to include resource mobilisation and for gradual integration of HD into RCRC core programmes and services.
- 9) Engage and negotiate active participation from the ICRC.

Actions taken to date

- ✓ Discussions are taking place to change the programme from a certificate course to a diploma programme.
- ✓ DiploFoundation is actively searching for additional lecturers and alumni are being identified as future teaching and coordination assistants, and tutors.
- ✓ Future courses will be marketed externally to further diversify the profile of participation beyond the RCRC.
- ✓ DiploFoundation is considering the necessary steps to avail one of the two online sessions during working hours.
- ✓ IFRC is taking the necessary steps to increase the number of scholarships for RCRC paid and volunteer staff.
- ✓ IFRC is reviewing the terms of reference for the Task Force.

Risk factors

There is a real potential that future demand will exceed the current capacities of both partners. The programme's current effectiveness is due mostly to quality expertise and dedicated services of the DiploFoundation course lecturers and course coordinator. Continued success will depend on supplementing the team with additional expert human resources.

Conclusions

The independent review confirms that this course competently met its objectives and that the recommendations are to be considered as enhancements that guarantee continuity in this success.

The collective feedback on the quality, merit and usefulness of this course was unanimously superior as was the appreciation for the availability and reliability of the initiative's coordinator, managers and lecturers.

If the partners continue to cultivate the inherent potentials of this programme with consistency and additional resourcing, the initiative may well set the trend-lines into the future for the International Federation to be publically recognised as the global custodian of fundamental humanitarian principles.

The independent review confirms a solid performance by the participants, lecturers, coordinator and the IFRC partnership managers. Therefore, the outlined recommendations should be considered as enhancements that can guarantee the initiative's success into the future.

1. Introduction

In February 2012, following two years of research, development and consensus building, IFRC and DiploFoundation formally launched the first online certification course on Humanitarian Diplomacy (HD). The programme is designed to expand the knowledge base and develop the practical skills of current and future practitioners in humanitarian diplomacy and policy. This is to be achieved through eight progressive modules, over twelve weeks of interactive learning, of which four weeks are dedicated to conducting research.

Based on established selection criteria¹, out of 75 applications, the partners offered 30 applicants the opportunity to participate in the pilot phase. Of these, 26 enrolled in the course. In preparation for future courses, IFRC International and Movement Relations Unit commissioned this independent review to determine:

- a) Whether the HD certification course met its intended objectives
- b) What improvements would be necessary as the two partners transition the initiative from the pilot phase into a standard certification course?

This review took place simultaneously with DiploFoundation's standard post-course internal review and this report reflects the close collaboration between the two processes. The findings and recommendations are informed directly by data, input and insights of key informants.

2. Methodology

The review methodology included the following activities between 21 May and 30 June, 2012: Anonymous survey of course participants, semi-structured interviews with select group of course participants, comprehensive exchanges with DiploFoundation course lecturer and the course coordinator, ongoing validation dialogue with IFRC focal points for the partnership, and desk review of related materials.

The key informants of this review included: 23 course participants, DiploFoundation course lecturer and course coordinator, IFRC International and Movement Relations Unit and Learning and OD Department.

The survey questions were formulated by the DiploFoundation course coordinator and the IFRC independent reviewer with input from the course lecturer and verified by the International and Movement Relations Unit/IFRC. DiploFoundation managed the distribution of the survey and the collection of the results through SurveyMonkey®.

¹ Criteria: undergraduate degree or two years relevant work experience; strength of the statement of motivation uploaded with the application; a balance between RCRC and external applicants (select 4 or 5 externals); IFRC request to reserve places for two pre-selected Secretariat staff; balancing gender and geographical representation as well as a balance in professional ranking.

3. Findings

The course participants received a survey with 34 questions designed to qualify feedback on the course and its future. Of the 26 people accepted into the programme, 23 responded to the survey.² What follows is a synthesis of these results in addition to feedback from interviews:

▪ Course objectives

The anonymous survey and semi structured interviews were specifically designed to measure whether the course met its overall objectives as detailed in the terms of reference. A solid majority of the respondents (82%) confirmed that the course met/exceeded their expectations and the absolute majority (100%) plan on remaining active in the HD community, would recommend the programme to others and will encourage their organisations to participate.

These results were further supported during interviews with nine of the participants who reiterated that the programme measurably advanced their educated understanding of humanitarian diplomacy.

They confirmed that the instructions and discourses increased their analytical and technical skills in practicing HD theories/principles in their current situations. Some have already applied their learning in their positions while others plan on refining their skills through continued education. All would welcome the opportunity to remain active in the programme through orienting/mentoring future participants, assisting in the debates, teaching and research exercises.

▪ Modules

The course includes 8 modules. The respondents ranked their preference as follows:

- (18.8%) Module 1: Introduction to humanitarian diplomacy
- (56.3%) Module 2: HD cognitive toolkit
- (18.8%) Module 3: Who are the HD actors?
- (43.8%) Module 4: How HD is performed/ persuasion and advocacy
- (75.0%) Module 5: Persuasion and advocacy/ practical skills
- (43.8%) Module 6: How HD is performed/ negotiation
- (31.3%) Module 7: HD beyond negotiation
- (37.5%) Module 8: Other practical skills in humanitarian diplomacy

The ratio of theoretical/reference and practical modules is 50-50 and those specifically designed to increase HD practical skills stirred the greatest levels of interest amongst the participants.

The personal interviews confirmed that the majority of the participants would welcome additional training and instructions on 'localised' practices of humanitarian diplomacy. Localised in this context is defined as both the day-to-day working contexts of the participants as well as local/municipal/state levels requiring HD interventions.

² The full survey results are available at DiploFoundation and IFRC International and Movement Relations Unit.

▪ **Course material and case studies**

Over 90% of the survey respondents agreed/strongly agreed with the following statements about the course material/texts: they were relevant and interesting; up-to-date covering current developments; presented alternative viewpoints on the given topics; and were written in clear language which was easy to understand.

Although English was not the original language of most participants and that they arrived from different learning cultures, they were able to follow the course material/assignments with solid results:

70 - 79%: 11 participants (Lowest grade: 73%)
80 - 89%: 11 participants
90 - 100%: 2 participants (Highest grade: 91%)

A grading system is not the sole determinant of proficiency. However, average student grades speak highly of the quality of the communication style of the lecturers and the course material and confirm an effective transmittance of knowledge.

With reference to the use of case studies, 93.8% confirmed that these facilitated their learning by showing the application of humanitarian diplomacy theory and principles in real life. However, there is a common agreement that the contexts for the case studies should expand and increase evidence of non-RC practices.

There is consensus amongst the review's key informants that beyond this programme, there is a global lack of recorded evidence on HD processes. Over time, this course can contribute to filling this gap globally by continuously expanding and sharing with the public its library of case studies.

▪ **Research paper**

100% of the survey respondents agreed/strongly agreed with the following:

- Preparing the case study research paper helped consolidate their learning from the online course
- The opportunity to research in detail on a topic of particular relevance or interest was useful for them
- The research paper assignment description and the Research Guide provided adequate instructions on how to write the research paper

74% of the respondents agreed/strongly agreed that working with a research tutor was helpful to maintaining their focus and complying with the deadlines, and that generally they received the necessary support throughout the research phase of the programme.

The intellectual/ time requirements for the research project overwhelmed most of the participants as they did not expect this level of investment from a certification course. Nonetheless, they found this exercise as both essential and critical to integrating such a vast and complex body of knowledge into practical and defined contexts as established by the research topics (Annex 2).

There is consensus amongst the participants that the early intensive weekly assignments should be linked from the start of the programme to the final research

assignment. This adjustment can ease the process as they can lay the foundation for their research early on and orient their critical thinking towards their interests.

▪ **Learning methods**

The course learning methods consist of hypertext entries, online chat sessions, weekly summaries provided by the lecturers and weekly assignments. The respondents found the combined methodology for the course as successful in promoting critical thinking and debate.

They also found that the course was well structured, well taught and fully beneficial. There were elements in the course that contributed to the learning of even the more seasoned participants.

The use of hypertexts proved beneficial to connecting ideas and to stimulating dynamic and constructive exchange. The level and the quality of traffic are indicative of genuine interest and a receptive learning environment. The survey results on the learning methods indicate that: (68.8%) found the use of hypertexts and online chat sessions as useful/very useful while 31.3% found it fairly useful; and, (93.8%) rated the lecturer's weekly summaries as very useful to their learning.

On the other hand, the participants found it challenging to keep up with multiple comments on different topics taking place simultaneously. They also found it challenging to trace comments back to their original context/source.³

▪ **Selection criteria**

Although the programme was primarily publicized within the internal channels of both partners, there was a remarkable response from seventy five applicants. Based on the criteria established by the partners (Footnote 1), twenty six enrolled of the thirty selected applicants.

The result was a group of participants with varied backgrounds who brought forth diverse understanding, experiences and contributions to the discussions. Although some were experienced practitioners and others were at the initiative stages of their education in humanitarian diplomacy, the diversity ultimately worked well:

- 87.5% of the survey respondents confirmed that they learned from each other in addition to the lecturers and the review's key informants agreed that in all situations a common understanding was established.
- Although 92% of the participants were from within the Red Cross and Red Crescent Movement, this did not hinder the learning of non-RC participants. On the other hand, some of the RC participants noted that their learning potential could increase through increased interaction with external practitioners.

▪ **Future participation of alumni**

100% of the respondents want to remain actively involved with future activities of the HD programme through one or more of the following possibilities:

- Participation in an online humanitarian diplomacy community (93.3%)
- Mentoring research project work for future course participants (33.3%)

³ This is partly due to the fact that online/ remote education is still a new learning method for most people. Overtime everyone will become more proficient in the cyber environment.

- Joining a discussion forum with both alumni and new course participants (66.7%)
- Orientation of new participants to the online classroom and course topics (46.7%)
- Guest lecturing for particular modules (46.7%)
- Assistant coordination or lecturing during the course (13.3%)

▪ **Sustainability plan**

During the course of the review it became increasingly evident that this education, in some form or another, should be strongly recommended to RCRC paid and volunteer staff. However, the course tuition will have a different monetary value in different parts of the world and in most cases the fee will be beyond resource capacities of both National Societies as well as independent applicants.

For this reason, the dynamic quality and future expansion of this programme can be directly affected by the level of financial resources appropriated to it. For the pilot phase, IFRC received 175 applications but had funding for only 5 scholarships. To ensure open access to this valuable learning, increasing the number of scholarships should be a priority.

By promoting the distinctive contributions of this programme to humanitarian services and demonstrating its linkages to successful capacity building can expand the resource base. The programme's added value to successful negotiation and delivery of core programmes and services can also allow existing funds to be used to support scholarships.

▪ **Task Force**

The feedback from participants firmly confirmed the quality of the text material in terms of content, language and expanse. Therefore, it can be concluded that the HD Task Force on curriculum development successfully reached its intended outcome of ensuring a quality blended HD course to meet the needs of National Societies.

As the pilot phase is now completed and the course is entering a new cycle, IFRC would benefit from dissolving the former terms of reference for the group and establishing new objectives that are aligned with safeguarding the certification programme's continued success.

A shift in the focus of the Task Force will necessitate a shift in its composition whereby there is adequate technical representation from operations and support services, guided by a new orientation:

- Resource mobilisation and alliance building with foundations and universities (external orientation)
- Mainstreaming HD into RCRC programmes and services (internal orientation).

Also, many HD situations involve International Humanitarian Law (IHL) and eleven of the research papers directly involved IHL (Annex 2). Currently, the ICRC maintains an institutional relationship with this initiative through the appointment of a focal point within its Movement Cooperation unit. The Task Force can and should negotiate a practical/technical role for the ICRC.

4. Recommendations

These recommendations are presented as enhancements that can safeguard the continued success of the programme and cultivate its future potential. What follows is the synthesis of TOR-relevant suggestions as put forth by the review's key informants. Some of these have already been enacted or are currently under consideration by the partners and are identified by an omega (Ω) where relevant.

Course material and modules

- 1) Ω Avail the course material (mandatory reading) to the participants as soon as they have been selected to give them a head start on the volumes of reading.
- 2) Provide the course material and any other helpful resources on CDROMs to participants. This is helpful to those living in or travelling through locations with interrupted internet/web services.
- 3) There is a clear component of humanitarian diplomacy in disaster and crisis management. As the profile of applicants may increasingly involve DM practitioners, it is recommended that a specific module on HD in disaster management is developed to explicitly connect the two and their combined practice.
- 4) Identify and involve seasoned DM practitioners as guest lecturers to exemplify theory put into the practice in real situations.

Online sessions

- 1) Ω Maintain the 60-minute length for a strictly moderated online weekly session but open the sessions 30 minutes before to allow non-class time for social greetings and exchanges.
- 2) Ω Invite guest lecturers from diverse cultural backgrounds and external organisations to demonstrate differences in the practice of the same set of principles.
- 3) Schedule one of the online sessions on Thursday afternoons (14H00) in consideration for Friday family/religious obligations in many parts of the world.
- 4) Ω Having at least one online session during working hours gives managers the opportunity to support participating staff integrate the coursework into their working hours as part of their development.
- 5) Ensure hypertext notifications are directly linked to the comments and issue a summary of hypertext entries in preparation for the weekly online session.
- 6) Provide participants with strict instructions on how to lead online discussions.

Case studies and research papers

- 1) Ω Having at least one online session during working hours also gives the option to managers to support participating staff to integrate the coursework into their working hours as part of their development.
- 2) Ω To increase the number of external case studies and research papers, increase the number of non-RC participants.
- 3) To accommodate the time constraints of participants, allow people to propose their research topics during the first two weeks giving them the opportunity to confirm their thesis at the end of week 4.

- 4) Expand practical examples and scenarios to include local and municipal level HD practices and applications of theory.
- 5) Tap fully into the potentials offered by this programme by promoting HD research and solution development on critical humanitarian issues in need of resolution.
- 6) Prepare the next generation of RCRC humanitarian diplomats and negotiators by recording the practices of seasoned practitioners. Putting into evidence the applied knowledge of such experts can be proposed as a research exercise to future participants.

Certification and future participants

- 1) Ω Consider upgrading the course from a certificate to a diploma: as the modules evolved the workload increased to a degree that it placed overwhelming time and concentration demands on the participants that go beyond a certification course.
- 2) Ω Appropriate an increased number of seats to non-RC applicants to perpetuate diversity.
- 3) Ω Ensure that future applicants are informed that the scholarships are only for RC paid and volunteer staff.

Support services

- 1) Ω Expand the online course library/resource materials
- 2) Ω Identify and induct additional lecturers as back up for the course lecturer
- 3) Identify a clear resource role for HD and DM zone staff whereby they can inform the programme with up-to-date and critical issues involving HD such as those related to migration, climate change and urbanisation.

Sustainability plan and scholarships

- 1) Engage any available expertise that can assist the Task Force design and structure a sustainable scholarship fund.
- 2) Consider the merits of a sliding scale pricing system that takes into account the varied economic base of the participants. This system can ensure open accessibility to this education and reduce the potential for unfair competition.
- 3) In addition to a number of full scholarships, consider offering partial scholarships as well as scholarships in exchange for post-course voluntary services in HD at large and the certification programme in particular.
- 4) The certification programme requires an average time commitment of approximately 15 hours per week of course lecturers. The current compensation rate will limit the possibilities for the partners to recruit and retain additional experts.
- 5) Continued success will depend on supplementing the DiploFoundation team with additional expert human resources both as back up lecturers and coordinators, and for teaching coverage for all time zones.

Task Force

- 1) Dissolve the current TOR for the Task Force and issue a new set of objectives with a group composition that is aligned with the future trajectory of this programme, such as:
 - Taking the lead in building external support for the programme by identifying key sponsors/partners and fostering those relations
 - Mainstreaming HD practice across Red Cross and Red Crescent core programmes and services
 - Ensuring alignment of approach by IFRC and ICRC in transferring knowledge on HD and IHL to the membership

5. Conclusions

The HD Certification Programme competently delivered a practical understanding of a comprehensive body of knowledge on a complex subject to students with diverse academic, language and learning cultures.

The initiative's impressive results can be accredited to a vastly diverse student profile, the quality of course material, the senior expertise evidenced by the course lecturers and a well-designed and efficiently managed interactive learning environment.

Naturally, this level of success brings with it some risk factors. There is a real potential that future-demand for this programme will exceed the current capacities of both partners, especially once the programme is marketed externally.

Without any external marketing, the response to this course was remarkable. With design and implementation of a promotional strategy combined with an increase in scholarship funds, the requests will exceed current capacities. In addition, while the partners consider future expansion of the programme, it is advised that they take explicit measures to keep the course accessible to all qualified applicants and safeguard against unfair competition.

A continued fostering of the inherent potentials of this initiative with consistency and additional resourcing may well set the trend-lines into the future for the Red Cross and Red Crescent to be publically recognised as national and global custodians of fundamental humanitarian principles.

Respectfully submitted by:
Atoussa K. Parsey
Independent Analyst
July 2012

Terms of Reference for the independent review of the Humanitarian Diplomacy (HD) Certification Programme Pilot Phase

The Certificate Programme in Humanitarian Diplomacy was developed by the International Federation of Red Cross and Red Crescent Societies (IFRC) in partnership with DiploFoundation in 2011 and piloted in February, 2012. It is a 12 week on-line programme with 8 weeks of interactive dialogue around 8 educational modules, and 4 week research phase. Twenty-six participants are enrolled in the pilot course.

To achieve its objectives, the certificate programme is designed to:

- ✓ Familiarize participants with basic definitions, concepts, actors, and institutions in the field of humanitarian diplomacy;
- ✓ Introduce participants to international humanitarian law, the Fundamental Principles of the International Red Cross and Red Crescent Movement, and National Societies' role as an auxiliary to government;
- ✓ Hone the advocacy and negotiation skills of participants;
- ✓ Facilitate an international exchange of experiences and knowledge in a safe and supportive online class environment;
- ✓ Develop the research skills of participants, and increase their understanding of national and regional humanitarian diplomacy activities.

By the end of this programme, participants should be able to:

- Explain clearly the concept of humanitarian diplomacy and provide examples of humanitarian diplomacy in action;
- List and categorize the main actors in the field of humanitarian diplomacy and describe their roles;
- Describe the interplay between relevant international law, including international humanitarian law, and humanitarian diplomacy;
- Analyse the role of advocacy and persuasion in humanitarian diplomacy
- Organize a humanitarian diplomacy alliance;
- Plan a persuasion campaign, taking into consideration the application of the Fundamental Principles of the International Red Cross and Red Crescent Movement;
- Explain how to shape or influence negotiations through obtaining and using an evidence base;
- Describe how different humanitarian diplomacy contexts influence negotiation outcomes;
- Analyse case studies of humanitarian diplomacy, identifying goals, actors, methods, challenges, and implementation.

The purpose of this consultancy is to determine whether the course met its objectives and to provide recommendations for its improvement as it moves from a pilot to permanent certification course. Specifically:

1. Compare the course objectives and outcomes to actual results;
2. Compare the objectives of each module to the actual results;

3. Review the methodology and value of the case studies in relation to the expected outcomes of the course;
4. Review the criteria for selection including diversity and representation of RC/RC participants versus general public;
5. Capture learning from DiploFoundation assessment in determining whether the workload and level were appropriate, and whether learning goals were achieved;
6. Interview participants with an agreed set of questions, and, request the completion of a post-course questionnaire about the course, giving feedback on various aspects including materials, methodology and teaching;
7. Organize a discussion forum with the course team leaders within the IFRC, including the ICRC, and DiploFoundation to identify good practice and areas for improvement;
8. Review the comments of participants on the module texts and assignments, with a view to improving them for next time.
9. Review the planned sustainability of the course.
10. Review the relevance of the Task Force and its participation in course development.
11. Explore possibilities of future engagement of participants who have successfully completed the course in contributing further to the IFRC's HD agenda.

Methodology

Through structured interviews by phone, webex, and/or in person and desktop review of materials for the course; identify both good practice and make recommendations for improvements in areas identified above. The consultant will work closely with the International and Movement Relations Unit, and the Learning and OD Department of the IFRC Secretariat/Geneva, and, with relevant DiploFoundation staff to implement this ToR.

Timeframe	10 days, Mid-May – 30 June 2012
Mid-May	<ul style="list-style-type: none"> Consultations with IFRC and DiploFoundation course organizers Review course materials Review dialogue on hypertext Begin interviews
June:	<ul style="list-style-type: none"> Finalize interviews Draft report by end of first week of June/share with IFRC and DiploFoundation Course organizers and the Working Group Receive feedback by end of 3rd week of June Finalize report by end of June

HD Certification Programme Cycle 1 Research Topics

Negotiating authorization from the European Union to use, transfer and share personal data in Tracing activities within the EU between National Societies Tracing services and with National Societies of third countries

Comparing Humanitarian Diplomacy in Libya and Syria: How UNOCHA and ICRC Achieve Access to Vulnerable Communities

U.S. National Level Exercise 2011: Lessons Observed

Assisting Haiti: Humanitarian Diplomacy's Biggest Challenge

Improving the auxiliary role of Malagasy Red Cross

Engaging Red Cross Societies in the Caribbean in delivering HIV prevention services to men who have sex with men and commercial sex workers: the cases of the Haitian and Jamaica Red Cross Societies

The Role of Humanitarian Diplomacy in achieving the Millennium Development Goals (MDG's) in a Third World Context; A Case Study of the Kenya Red Cross Society (KRCS)

Saving more lives in California's fitness centres

Case Study on The Group for Safe and Secure Housing: Advocating for housing solutions after the 2007 Peru Earthquake (2008-2009).

Operational Humanitarian Leadership and Diplomacy in Emergencies: The Sahel food security crisis

Case Study: Bosnian's Refugees and IDPs

Case Study: Red Cross and Red Crescent Movement's humanitarian diplomacy efforts to integrate IHL in video war games

Addressing the Humanitarian Consequences of Migration in Trinidad and Tobago

The Agreement on the Ground Rules of South Sudan

The Humanitarian Diplomacy Capacities of the Cameroon Red Cross Society

Advocating on Behalf of Remand Detainees in South Africa

Demobilisation & Reinsertion of Child Soldiers Humanitarian diplomacy in the field. The RCRC role in Liberia

Vulnerability and Destitution amongst Asylum Seekers in Detention: The role of humanitarian diplomacy in advocating for the well-being and dignity of detained asylum seekers

Accessing the Vulnerable people in South Kordofan and Blue Nile, Sudan

Application of Humanitarian Diplomacy under Humanitarian Intervention in Afghanistan

Disaster Law

The 'Stop Sex Trafficking of Children & Young People' campaign. The mechanism of a global humanitarian diplomacy campaign through partnership with the private sector