Global Protection Cluster

FACILITATORS GUIDE

VIRTUAL SESSION 3 – STAKEHOLDERS MAPPING AND COMMUNICATION ON HUMAN RIGHTS TOPICS

Thailand / Karenni refugees / Sureh (18 years) is in grade 8. He is pictured at Middle school in the Ban Mai Nai Soi camp in Northern Thailand.
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- ○ Make sure to share the case study and assignments with all participants before the session (please refer to annex for more details on the assignments and case study).
- ○ The video available that should be played during the session can be found at this link: https://www.youtube.com/watch?v=0ObSI5wMtb8

SESSION OVERVIEW

Section	Content	Timing (approximate)
Introductions	o The facilitators of this session introduce themselves o Ground rules for the webinar o Topics covered in this session	5 minutes
Stakeholders mapping as part of HRE	o What is stakeholder mapping and why it's done	15 minutes
Communicating on human rights topics	o Discuss aspects to take into account when developing communications for various stakeholders. o Communication is another protection intervention.	20 minutes
Engaging with OHCHR	o What role and functions OHCHR undertakes o How OHCHR works o How PCs engage with OHCHR	30 minutes
Key messages	o Effective human rights engagement is a multi-stakeholder endeavor and the cluster needs to be proactive in reaching out to and engaging with different stakeholders. o Clusters need to broaden the understanding of who can be a stakeholder on human rights. o Stakeholders with whom clusters engage need to be assessed on a continual basis. o Communication is part of human rights engagement and broader protection interventions. It should be taken into consideration from the start. o It is necessary to exercise political awareness with respect to human rights communication: assessing the political context, public opinion, perceptions about invoking human rights.	10 minutes
Next step	o The next virtual session focuses on engaging with affected population	5 minutes
Closing		5 minutes
Total time		90 minutes

NOTES FOR FACILITATOR

Slide	Notes for facilitator
Slide 1: Cover slide	Welcome participants as they join the webinar.
Slide 2: Ground rules	Go over the ground rules. Stress that this is a learning session where the participants are expected to be actively engaging in the exercises. Keep the cameras on to maximize the learning experience.
Slide 3: What this session is about	Outline the key topics to be discussed during the webinar: o Mapping stakeholders relevant to human rights engagement o Considerations regarding communicating on human rights o Engaging with OHCHR
Slide 4: Stakeholders mapping as part of HRE	o Why do we need to map stakeholders? Understand sensitivities, political context, mandate and position of the stakeholders. o Stakeholders can have different positions with regards to advocacy: in favor, against, or no position – **their position may differ depending on the issue in question** o Mapping of stakeholders should also take into account age, gender and diversity considerations o Attributes of stakeholders: decision-making power, influence, network, trust o Breaking the existing perceptions of categories of stakeholders o How to tailor advocacy knowing all these elements? o **What mitigation measures can the protection cluster take to avoid sensitivities (expressed either by internal stakeholder or external stakeholders), especially political sensitivities?** o How are the strategies for communicating with external partners different from the ones used for stakeholders. If you are looking at internal stakeholders, depending on your position, you may think of your head of office as a stakeholder, or the Head of Protection. Note diversity, location (whether at national or international level), different constituencies and accountabilities of stakeholders. Note that some of these stakeholders may carry decision-making powers, while others may exercise influence over decision-makers in light of their expertise or direct contact with rights-holders. Conclude that there are a number of criteria to look at when you qualify a certain actor as a stakeholder. You may look at decision-making powers, influence, network or trust that the actor has from the rights-holders and/or from the decision-makers. ### Exercise 1: Stakeholder mapping Identify four different groups of stakeholders and fill out the table below accordingly. Make sure you distinguish between Internal stakeholders, external stakeholders and the different groups of IDPs that they are linked to (i.e. adult IDP men, Women IDPs, Boys and Girls, host community…).

	Internal stakeholders	External stakeholders	Groups of IDPs
1.			
2.			
3.			
4.			

Slide	Notes for facilitator
	Table with possible answers to exercise 1

Internal stakeholders	External stakeholders	Groups of IDPs
Cluster members – on Country Operation level as well as field offices	Government- various Ministries	IDPs
Human Rights Engagement Task Team	OHCHR	Adult IDPs with disability

Ask participants how they felt about exercise 1 that they had completed before the session. How easy or difficult was it? Then ask them to share in the chat examples of internal stakeholders they identified, then external ones and how they linked to the IDP groups.

Make sure to give feedback based on what was previously discussed highlighting the power dynamics, the decision making abilities and the existing linkages.

Slide	Notes for facilitator
Slide 5: Video how can we better communicate HR	Ask **why communicating on human rights is important**. So, what makes communication about human rights different? Or what are some of the challenges related to communicating on human rights? In general as well as for specific agencies and organizations.

Ask participants the following question: what is the focus of human rights reports that you read from NGOs, UN or other organizations? Explain that human rights actors are focusing on demonstrating violations of human rights, showing how abuse happens, how people are affected; the focus is also on showing the accountability links and ask remedies from those responsible. It is very difficult to find positive elements when you read a human rights report.

Tell participants they will **watch a short video from the European Union Fundamental Rights Agency**. It explains an approach that the Fundamental Rights Agency developed to communicate on human rights. Let's watch what approach they suggest.

Summarize the 10 key points mentioned in the video. So, to communicate effectively on human rights, you need to:
- Tell a human story
- Talk about issues of broader interest to the general public
- Trigger people's core values
- Make stories concise
- Get visual
- Embrace positivity
- Be authentic
- Strengthen communication with media
- Diversify communication strategies to address different audiences
- Allocate resources for your communication work

Slide	Notes for facilitator
	Ask: why is such an approach needed? This is not to say that the work that is being done to pursue accountability and seek remedies for human rights is not needed anymore. To the contrary, we got to the place where we are thanks to work that has been done to denounce human rights violations and to raise the bar when it comes to State action. But we need to think of ways in which we can talk about human rights coming from different angles. In some instances, we need to use legal concepts, while other times we need to adjust the narratives we develop and focus on the messages we want to transmit when we invoke the human rights language. Ask participants to share reflections from exercise 2 that they completed prior to the session. Ask them to share in the chat (or in plenary) some of the examples they noted and what particular message they wanted to share with each of them based on their leverage and positions. And finally, highlight the importance of working closely with the communication colleagues when developing advocacy interventions. They can support you in tailoring your messages. Involve them in your conversations as soon as possible. The earlier they are involved, the sooner they can support you or the better prepared they are to manage situations or questions that may be required to answer.

Slide 6: OHCHR lead agency on HR	o The main role of OHCHR: to promote and protect all human rights worldwide
	o Both the High Commissioner and the Office have a unique role to:
	  o Promote and protect all human rights: speak out objectively in the face of human rights violations and help elaborate the standards that are used to evaluate human rights progress worldwide.
	  o Help empower people: their research, education, and advocacy activities, contribute to the increased awareness and engagement by the international community and the public on human rights issues. This means thousands of people in all regions of the world are empowered to claim their rights.
	  o Assist Governments: Through field presences, they help prevent abuses and contribute to defusing situations that could lead to conflict. Monitoring and analysis feeds sensitive decision-making and development programming. They provide capacity-building and legal advice to thousands, supporting the development and judicious enactment of laws and policies the world around.
	  o Integrate a human rights based approach into UN programming: mainstream human rights into all UN programs to ensure that peace and security, development, and human rights – the three pillars of the UN – are interlinked and mutually reinforced.

Slide 7: OHCHR's roadmap	o This map is taken out of OHCHR Office management plan to be found at: https://www.ohchr.org/Documents/Publications/OMP-2018-2021-Short-English.pdf

Slide	Notes for facilitator

Slide 8: Engaging with OHCHR	Address the following:
	o The main role of OHCHR: to promote and protect all human rights worldwide
	  o OHCHR supports Governments to respect, protect and fulfil human rights
	  o OHCHR seeks to include a human rights perspective in all humanitarian programs.
	o OHCHR is the main UN entity dedicated to human rights
	o OHCHR's objectives for 2018 – 2021:
	  o Increased implementation of the outcomes from the human rights mechanisms
	  o Prevent violations and strengthen protection of human rights in situations of conflict and insecurity
	  o Ensure that environmental and climate policies are in line with human rights
	  o Focus on land and housing rights as well as on public health
	  o Enhance equality, non-discrimination, rule of law and accountability for human rights violations.
	o OHCHR has a field presence, a main office in Geneva and an office in New York
	  o The field presence includes 14 Country/ Stand-alone offices, 13 components in UN Peace Missions, 12 regional offices, 27 human rights advisers, and a rapid response unit.
	o How to engage:
	  o High-level bilateral meetings
	  o Coordination of submissions and contributions to the human rights mechanisms
	  o Coordination with thematic and regional divisions

Slide 9: Key messages	Highlights the key messages of this session: o Effective human rights engagement is a multi-stakeholder endeavor and the PC needs to be proactive in reaching out to and engaging with different stakeholders. o The PC needs to broaden its understanding of who can be a stakeholder on human rights. o Stakeholders with whom the PC engages need to be assessed on a continual basis o Communication is part of human rights engagement and broader protection interventions. It should be taken into consideration from the start. o It is necessary to exercise political awareness with respect to human rights communication: assessing the political context, public opinion, perceptions about invoking human rights.

Honduras. Actor Alfonso Poncho Herrera engages with leaders and volunteers of the organization 'Youth Against Violence.
© UNHCR/Ruben Salgado Escudero

ANNEX: ASSIGNMENTS
(TO BE EMAILED TO PARTICIPANTS BEFORE THE SESSION)

Case study

1. Your country of operation is located in Central America. It is party to the UN Convention on the Rights of Persons with Disabilities, the Convention on the Rights of the Child and all other major Human Rights Conventions. The country hosts 100 000 IDPs. Women and girls represent 57% of the IDP population; children represent about half of the total displaced population. 8750 IDPs are registered to have a disability.

2. The Government has established a technical assistance and cooperation programme with OHCHR on the development of a national plan to address disability in the country. The National Human Rights Commission is also preparing a report on the human rights of persons with disabilities in order to advise the Government in the process of drafting the national action plan on disability. The protection cluster does not have information whether the draft national action plan includes IDPs with disabilities.

3. Women in Development Association is a local NGO who focuses on the protection of children and persons with disabilities. WDA approached the protection cluster in relation to running a short programme for IDP children in the camp. WDA ran a basic education programme with the informal collaboration of school teachers for IDP children who are unable to attend school as part of a project ran with UNICEF funds. The Government has not accredited those education programmes.

4. At the end of the programme that ran in the IDP camp, WDA discussed the outcomes with the protection cluster and remarked that no IDP children with disabilities attended the programme. Other cluster members had also been conducting interviews with community leaders and families where members may be suffering from a disability to understand why parents refused to send their children with disability to attend the WDA programme. Fathers told cluster members that they were ashamed and feared criticism from other member of the community if they exposed their children who have disabilities. Fathers said that boys with disability were particularly targeted and bullied by other boys; while girls with disability were physically attacked. The community High Priest also acknowledged the isolation of children with disabilities.

5. You receive information from the Human Rights Engagement Task Team that your country of operation will be reviewed under the Convention on the Rights of the Child and that you have the possibility to provide confidential comments and orally brief the members of the Committee on the Rights of the Child. The UN Resident Coordinator also calls a meeting with various entities to discuss the country's upcoming review by the Committee on the Rights of the Child.

Exercise 1: Stakeholder mapping

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Table with possible answers to exercise 1

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Human Rights Engagement Task Team	OHCHR	Adult IDPs with disability
	National Human Rights Commission	IDP girls and boys with disability and without disability
	Women Development Association	IDP women
	Humanitarian Country Team	Community leaders
	Committee on the Rights of the Child	Religious leaders
	Inter-American Commission on Human Rights	IDP men
	Media	
	Human rights actors	
	The community High Priest	Host community
	Donors	

HUMAN RIGHTS ENGAGEMENT   1   2   **3**   4   5   6   7   8

Exercise 2: Communicating on human rights issues

Participants need to do the following prior to the session:

○ Identify the position of the stakeholders you had identified in exercise 1 in relation to the protection risk or intended way of action;

○ Think of two elements that would constitute one advantage and one difficulty in the engagement with that particular category of stakeholders.

Stakeholder name (refer to the ones from your assigned group)	Power and leverage/ Level of influence over the issue at stake	Interest/ attitude towards your position on the issue	What message you want to share with this stakeholder	Means of communication with this stakeholder

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Yemen. Family whose father has disabilities displaced by conflict in Taizz. © UNHCR/Mahmoud Al Falastiny

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