



Global Protection Cluster



© UNHCR/Andrew McConnell

FACILITATORS GUIDE

SESSION 4 – ENGAGING WITH AFFECTED POPULATIONS





Bangladesh. Rohingya adapt to new lives in refugee camps. © UNHCR/Andrew McConnell

FACILITATORS GUIDE

SESSION 4 – ENGAGING WITH AFFECTED POPULATIONS



RESOURCES

- Guidance for Field Protections Clusters on Engagement with National Human Rights Institutions, June 2021
- Video message from Aya Abdullah: <https://intranet.unhcr.org/content/dam/unhcr/intranet/protection-operations/human-rights/videos/Aya%20Abdullah%20-%20Transforming%20Lives%20Exhibition%20Video.mp4>
- Human Rights Education and Training centre <https://hrea.org/home/about-us/>




NOTE:

If you have the opportunity to invite a guest IDP or previous IDP to share their perspective that would enrich the discussion.






SESSION OVERVIEW



| Section | Content | Timing (approximate) |
|--|---|----------------------|
| Introductions  | <ul style="list-style-type: none"> The facilitators of this session introduce themselves Ground rules for the webinar Topics covered in this session | 5 minutes |
| Discussion  | <ul style="list-style-type: none"> Human rights are universal. You need to know what your rights are so that you can exercise them. <p>In support of the discussion, consider choosing three questions from the six questions outlined below. Take into account the interests of the participants and their learning needs.</p> <ul style="list-style-type: none"> From your experience, how does the affected population perceive the treatment they receive from State authorities and the possibilities they have to claims their human rights? Do they know their rights? Do they feel they can claim their rights? What would the affected population of different ages, gender, ethnicities, or with other diverse backgrounds need to know in order to be able to claim rights (legal system, language, cultural barriers)? Do any cultural norms of the displaced community act as a barrier to hamper affected populations from claiming their rights in the host country (i.e. relying on traditional justice systems)? What aspects could you take into account to adapt the information to the needs of the affected population depending on age, gender and diversity characteristics? What actions should the States take to facilitate equal knowledge and access to rights among the affected population? What you as cluster members can do? | 15 minutes |
| Group exercise:  | <p>Divide participants into 3 groups. Each group is assigned a human right or a principle from the ones indicated below:</p> <ul style="list-style-type: none"> The right to a fair trial (Art. 14 International Covenant on Civil and Political Rights) The right to liberty and security of the person (Art. 9, International Covenant on Civil and Political Rights) The right to a nationality (according to Art. 9 Convention on the Elimination of Discrimination against Women) The right to food (Art.11 International Covenant on Economic, Social and Cultural Rights) The right to education (Art. 13 International Covenant on Economic, Social and Cultural Rights) The principle of elimination of racial discrimination (Art. 1, Convention on the Elimination of Racial Discrimination). | 20 minutes |



| Section | Content | Timing (approximate) |
|--|---|----------------------|
| | <p>Each group should answer the following questions:</p> <ul style="list-style-type: none"> ○ What key messages would you share with affected population about the human right or principle you selected? ○ What information would you like to learn from the community members about their experience in relation to this human right or principle? <ul style="list-style-type: none"> ○ Discuss aspects to take into account when developing communications for various stakeholders. ○ Communication is another protection intervention. | |
| <p>Debrief</p>  | <ul style="list-style-type: none"> ○ What considerations would you have about facilitating a dialogue with different categories of groups of affected populations <ul style="list-style-type: none"> ○ How would you go about encouraging/ supporting different groups of the affected population to claim their rights, especially considering that many displaced groups may have had negative experiences with duty-bearers in the past? How would you approach such discussions in order to try to rebuild trust between communities and specific duty-bearers (e.g. police, unemployment agencies, municipalities etc.)? | <p>20 minutes</p> |
| <p>Discussion with IDP</p>  | <ul style="list-style-type: none"> ○ Allow your guest to respond to the debrief and advise from her own experience to what works best and share the perspective of a person of concern | <p>20 minutes</p> |
| <p>Key messages</p>  | <ul style="list-style-type: none"> ○ Affected population can enjoy their rights on an equal footing and participate meaningfully in the decisions that affect their lives, families, and communities. ○ Affected population are the main beneficiaries of the engagement with the human rights mechanisms. ○ The ultimate goal of human rights engagement is to ensure affected population enjoy fully their fundamental human rights. ○ Cluster members must ensure that affected population know their human rights. ○ Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education. ○ There are different methodologies to engage affected population on their human rights: <ul style="list-style-type: none"> ○ Group discussions ○ Information folders ○ Toolboxes ○ Video or audio clips ○ Group-based trainings ○ Webinars ○ Training of community volunteers ○ Distribution of leaflets ○ Messages through local mass media ○ Individual consultations | <p>5 minutes</p> |




| Section | Content | Timing (approximate) |
|---|--|----------------------|
| Closing | The next virtual session focuses on Integrating Human Rights in Cluster work | 5 minutes |
| Total time  | | 90 minutes |




Jordan. Registering the births of Syrian refugee babies during COVID-19. © UNHCR/Lilly Carlisle

NOTES FOR FACILITATOR






| Slide | FACILITATOR'S NOTES |
|--|--|
| Slide 1: Cover slide | Welcome participants while waiting for the other participants to join. Mention that the ground rules remain the same |
| Slide 2: What the session is about | Highlight the key topics of this session. |
| Slide 3: Human Rights are universal  | <p>Explain that we are going to watch the video a message. It is a recording with UNHCR Global Youth Advisory Council member, Aya Abdullah, who draws our attention to the importance of human rights for all affected population.</p> <p>Invite participants to listen to Aya to have her words present in this session.</p> <p>After the video message, start the discussion by highlighting that human rights are universal.</p> <p>Ask what this means. How can human rights achieve their universal aim?</p> <p>A key element to ensure that human rights are universal in the sense that everyone is able to enjoy and exercise fully their human rights is first to know what human rights are.</p> <p>Say that you need to know your rights before you are able to exercise them.</p> <p>To support this discussion, choose two or three questions from the list of questions below.</p> <p>Ask participants the following question: “From your experience, how do affected population perceive the treatment they receive from State authorities and the possibilities they have to claims their human rights? Do they know their rights? Do they feel they can claim their rights?”</p> <p>Give participants a minute to reflect and invite their answers.</p> <p>Thank participants for their interventions and ask the following question: “What would affected population of different ages, gender, ethnicities, or with other diverse backgrounds need to know in order to be able to claim rights in a different country?”</p> <p>Advise participants to think in terms of legal systems in different countries, language or cultural barriers.</p> <p>Gives participants a minute to reflect and invites their answers.</p> <p>Thank participants for their interventions and ask the following question: “Can cultural norms of the displaced community act sometimes as a barrier to hamper affected population from claiming their rights in the host country?”</p> <p>Give participants a minute to reflect and invite their answers.</p> <p>Ask if any of the participants wish to respond or further comment on what the others have said.</p> |



| Slide | FACILITATOR'S NOTES |
|--|--|
| | <p>Continue the discussion and ask the following question: “What aspects could you take into account to adapt the information to the needs of affected population depending on age, gender and diversity characteristics?”</p> <p>Give participants a minute to reflect and invite their answers.</p> |
| | <p>Continue the discussion and ask a final question: “What actions should the States take to facilitate equal knowledge and access to rights among affected population?”</p> <p>Give participants a minute to reflect and invite their answers.</p> |
| | <p>Draw conclusions from this conversation and stress on the fact that we need to remember that the affected population has both rights and obligations.</p> <p>Therefore, it is important to support affected population in understanding equally well their human rights and obligations.</p> <p>Draw participants attention to the fact that when affected population learn or understand better their human rights, this contributes to fostering respect for and appreciation of differences. It also contributes to reducing or eliminating instances of discrimination.</p> <p>When affected population know their human rights, they are able to assess what human rights needs exist in their communities. They are able to formulate claims about their human rights and the services they are entitled to.</p> <p>For their claims to be adequately and effectively dealt with, efforts need to be invested as well in raising the awareness of local or host communities and authorities about the rights of affected population. It is also key to develop the capacity of duty-bearers, especially government authorities, who have obligations to respect, protect and fulfil the human rights of all those under their jurisdiction or on their territory.</p> <p>Ask if participants have additional questions before moving to the group exercise.</p> |
| <p>Slide 4: Group exercise</p>  | <p>Explain that there are three groups.</p> <p>Present the instructions for this exercise. Use slide 4 from the powerpoint presentation on the screen.</p> <p>Remind participants that they received in advance the instructions for this exercise. They received excerpts from human rights treaties which stipulate the three human rights indicated on the screen: the right to a nationality, the right to education, and the right to fair trial.</p> <p>Each group was assigned a human right from this list and must answer the three questions listed. Read the questions indicated on the screen.</p> <p>Ask if participants have questions about the exercise.</p> |




| Slide | FACILITATOR'S NOTES |
|---|---|
| Slide 6: Debriefing  | Invite participants to come back to the main Teams session. Inform participants that we will start the debriefing. Comment on the answers provided by the groups. Invite further feedback from the groups. |
| Slide 7 and 8: Resources and key elements  | Present key elements related to human rights education. What is HR education: <ul style="list-style-type: none"> ○ The right to Human Rights Education ○ UN Decade for Human Rights Education (1994) ○ United Nations Declaration on Human Rights Education and Training (2011) ○ World Programme on Human Rights Education (2005 – ongoing): now focus on youth <p>Objectives of the Plan of Action:</p> <ul style="list-style-type: none"> ○ Youth are key partners ○ 'to expand human rights education for, with and by youth in formal and nonformal education and, indirectly, informal learning, prioritizing young people in situations of exclusion or vulnerability; (...) This include asylum seekers, refugees and internally displaced persons, and returnees.' ○ Main components: i) Policies and Related implementation measures; ii) Teaching and Learning processes and tools; iii) Training of Educators; iv) An enabling environment. ○ Who can contribute: the UN system, but also various categories of groups, including refugees |
| Slide 9: Key messages  | Use slide 9 from the powerpoint presentation and stress the key messages from this session: <ul style="list-style-type: none"> ○ Affected population can enjoy their rights on an equal footing and participate meaningfully in the decisions that affect their lives, families, and communities. ○ Affected population are the main beneficiaries of the engagement with the human rights mechanisms. ○ The ultimate goal of human rights engagement is to ensure affected population enjoy fully their human rights. ○ PCs must ensure that affected population know their human rights. ○ One of the key rights at the heart of knowledge about human rights is the right to information. ○ There are different methodologies to engage affected population on their human rights. |

ANNEX



Possible answers to the questions in the group exercise:

| Human right/ principle | Question | Possible answers |
|---|---|--|
| Right to a fair trial  | What key messages would you share with affected population about the human right or principle you selected? | <p>Access to legal aid for affected populations in asylum proceedings, administrative and criminal proceedings</p> <p>Presumption of innocence</p> <p>The right to challenge a decision (e.g. negative asylum decision, an order of deportation, an order of detention etc)</p> |
| | What information would you like to learn from the community members about their experience in relation to this human right or principle? | <p>Access to legal advice, attorneys free of charge</p> <p>Access to an interpreter in judicial and administrative proceedings</p> |
| | What considerations would you have about facilitating a dialogue with different categories of groups of affected population. | Knowledge about traditional/informal justice systems (community-based) and the use of formal justice systems |
| | How would you go about encouraging/ supporting different groups of affected population to claim their rights, especially considering that many displaced groups may have had negative experiences with duty-bearers in the past? How would you approach such discussions in order to try to rebuild trust between communities and specific duty-bearers (e.g. police, unemployment agencies, municipalities etc)? | <p>Claiming rights before courts or in administrative proceedings means exposing oneself.</p> <p>Affected population need to be reassured they will be accompanied through the process; that they will receive all the information that is available; that they will decide how they want to take proceedings forward.</p> |




| Human right/ principle | Question | Possible answers |
|---|--|---|
| <p>The right to liberty and security of the person</p>  | <p>What key messages would you share with affected population about the human right or principle you selected?</p> | <p>Absolute prohibition of arbitrary arrest.</p> <p>What “arbitrary” means: lack of an arrest order; deprivation of liberty is undertaken by actors who lack such authority or who exceed their mandate; lack of access to a lawyer/ doctor; no possibility to challenge the decision before a competent authority within a reasonable time; duration of detention; conditions in detention; detention beyond the ordered duration of deprivation of liberty.</p> |
| | <p>What information would you like to learn from the community members about their experience in relation to this human right or principle?</p> | <p>The context in which their deprivation of liberty took place</p> <p>Who performed the detention</p> <p>Which place of detention they were held</p> <p>Possibility to receive visits</p> <p>Treatment and attitudes by detention authorities</p> |
| | <p>What considerations would you have about facilitating a dialogue with different categories of groups of affected population.</p> | <p>Detention is a traumatizing experience for the person detained and for the family members.</p> <p>Perceptions around detention and the persons who have been detained (e.g. stigmatization)</p> |
| | <p>How would you go about encouraging/ supporting different groups of affected population to claim their rights, especially considering that many displaced groups may have had negative experiences with duty-bearers in the past? How would you approach such discussions in order to try to rebuild trust between communities and specific duty-bearers (e.g. police, unemployment agencies, municipalities etc)?</p> | <p>Focus on what affected population need to know in case they or someone they know is arrested</p> <ul style="list-style-type: none"> ○ right to a lawyer ○ right to see a doctor ○ right to inform family members about their whereabouts ○ right to contact with the outside world. |




| Human right/ principle | Question | Possible answers |
|---|--|--|
| <p>Right to a nationality according to the CEDAW</p>  | <p>What key messages would you share with affected population about the human right or principle you selected?</p> | <p>Women can acquire, change or retain their nationality without discrimination.</p> <p>Marriage does not change the woman’s nationality</p> <p>Women can pass their nationality on to their children.</p> <p>Caution need to be exercised in situations where States are considering taking measures to deprive individuals of nationality.</p> |
| | <p>What information would you like to learn from the community members about their experience in relation to this human right or principle?</p> | <p>Perceptions about gender equality, women’s position in the community and in their family</p> <p>Perceptions and traditions around family matters</p> <p>Women’s ability to pass nationality onto their children</p> <p>Risk women face to lose their nationality if they marry someone outside their community</p> |
| | <p>What considerations would you have about facilitating a dialogue with different categories of groups of affected population.</p> | <p>Gender dynamics</p> <p>Sensitivities and fears related to granting women nationality-related rights</p> |
| | <p>How would you go about encouraging/ supporting different groups of affected population to claim their rights, especially considering that many displaced groups may have had negative experiences with duty-bearers in the past? How would you approach such discussions in order to try to rebuild trust between communities and specific duty-bearers (e.g. police, unemployment agencies, municipalities etc)?</p> | <p>Public discussions about what nationality means</p> <p>Informal conversations with affected groups</p> <p>Collect stories about how people are affected when they do not enjoy the right to a nationality.</p> |



| Human right/ principle | Question | Possible answers |
|---|--|---|
| <p>Right to food</p>  | <p>What key messages would you share with affected population about the human right or principle you selected?</p> | <p>It is essential to ensure an adequate standard of living for oneself and family.</p> <p>Everyone has a right to be free from hunger.</p> <p>It also relates to access to land and property.</p> |
| | <p>What information would you like to learn from the community members about their experience in relation to this human right or principle?</p> | <p>Cases of hunger-related diseases in the community</p> <p>Systems of food distribution within the community</p> <p>Availability and access to agricultural land</p> <p>Participation of women in food distribution</p> <p>Availability of clean water and cooking utensils, including fire</p> |
| | <p>What considerations would you have about facilitating a dialogue with different categories of groups of affected population.</p> | <p>The experience of hunger and hunger-related diseases is traumatic</p> <p>Food may be limited in situations of forced displacement and statelessness.</p> |
| | <p>How would you go about encouraging/ supporting different groups of affected population to claim their rights, especially considering that many displaced groups may have had negative experiences with duty-bearers in the past? How would you approach such discussions in order to try to rebuild trust between communities and specific duty-bearers (e.g. police, unemployment agencies, municipalities etc)?</p> | <p>It is important to ensure affected population are able to access land. For refugees and asylum-seekers, this requires building solidarity with local and host communities and understand their traditions and relationship with the land. For internally displaced persons, they may have difficulties regaining access to their land and property. They may need to confront the same authorities who have something to do with the causes of their displacement.</p> |



| Human right/ principle | Question | Possible answers |
|--|---|--|
| <p>Right to education</p>  | <p>What key messages would you share with affected population about the human right or principle you selected?</p> | <p>The right to education is essential to live a life in dignity.</p> <p>The right to education enables participation in society.</p> <p>Education opportunities must be made available to affected population of all ages and without discrimination.</p> |
| | <p>What information would you like to learn from the community members about their experience in relation to this human right or principle?</p> | <p>Access to primary, secondary and tertiary education.</p> <p>Access to vocation training</p> <p>Recognition of previously earned diplomas or certifications.</p> <p>Conditions in school: inclusion or segregation; availability of teaching materials; qualifications of teachers; discrimination and exclusion</p> <p>School drop-out rates</p> <p>Opportunities for girls and women to enjoy their right to education</p> |
| | <p>What considerations would you have about facilitating a dialogue with different categories of groups of affected population.</p> | <p>Perceptions about individual’s role in the community and the contributions they can bring</p> <p>Sensitivities related to the role of girls and women</p> <p>Explain the consequences for girls if they do not attend school</p> <p>Risks for children if they are not attending school (e.g. recruitment by armed groups, forced, early or child marriage, poverty)</p> |



| Human right/ principle | Question | Possible answers |
|------------------------|--|---|
| | <p>How would you go about encouraging/ supporting different groups of affected population to claim their rights, especially considering that many displaced groups may have had negative experiences with duty-bearers in the past? How would you approach such discussions in order to try to rebuild trust between communities and specific duty-bearers (e.g. police, unemployment agencies, municipalities etc)?</p> | <ul style="list-style-type: none"> ○ Children (e.g. drawing, play or theatre) ○ Persons with hearing disability (e.g. sign language interpreters) ○ Persons with visual disability (e.g. accessible information, personal assistance) ○ Persons with intellectual disability (e.g. plain language, personal assistance) ○ Persons with psychosocial disability (e.g. calm spaces, personal assistance) ○ Persons with limited mobility (e.g., transportation) ○ Heads of households caring for family members with disability ○ Women (e.g., asking preferred times or days to meet, women/peer facilitation) ○ Men (e.g., asking preferred times or days to meet, men/peer facilitation) ○ LGBTI people (e.g., preferred method of participation, asking preferred times, days or places to meet, asking about use of pronouns) ○ Linguistic minorities (e.g., using interpreters) ○ Religious minorities (e.g., peer facilitation) ○ Indigenous persons (e.g. using interpreters, cultural sensitivity) ○ Ethnic minorities (e.g. cultural sensitivity, peer facilitation) ○ Youth (e.g. peer facilitation, preferred methods of participation) ○ Older affected population ○ Single parents |




| Human right/ principle | Question | Possible answers |
|------------------------|--|---|
| | <p>How would you go about encouraging/ supporting different groups of affected population to claim their rights, especially considering that many displaced groups may have had negative experiences with duty-bearers in the past? How would you approach such discussions in order to try to rebuild trust between communities and specific duty-bearers (e.g. police, unemployment agencies, municipalities etc)?</p> | <ul style="list-style-type: none"> ○ Children (e.g. drawing, play or theatre) ○ Persons with hearing disability (e.g. sign language interpreters) ○ Persons with visual disability (e.g. accessible information, personal assistance) ○ Persons with intellectual disability (e.g. plain language, personal assistance) ○ Persons with psychosocial disability (e.g. calm spaces, personal assistance) ○ Persons with limited mobility (e.g., transportation) ○ Heads of households caring for family members with disability ○ Women (e.g., asking preferred times or days to meet, women/peer facilitation) ○ Men (e.g., asking preferred times or days to meet, men/peer facilitation) ○ LGBTI people (e.g., preferred method of participation, asking preferred times, days or places to meet, asking about use of pronouns) ○ Linguistic minorities (e.g., using interpreters) ○ Religious minorities (e.g., peer facilitation) ○ Indigenous persons (e.g. using interpreters, cultural sensitivity) ○ Ethnic minorities (e.g. cultural sensitivity, peer facilitation) ○ Youth (e.g. peer facilitation, preferred methods of participation) ○ Older affected population ○ Single parents |



| Human right/ principle | Question | Possible answers |
|------------------------|--|---|
| | <p>How would you go about encouraging/ supporting different groups of affected population to claim their rights, especially considering that many displaced groups may have had negative experiences with duty-bearers in the past? How would you approach such discussions in order to try to rebuild trust between communities and specific duty-bearers (e.g. police, unemployment agencies, municipalities etc)?</p> | <ul style="list-style-type: none"> ○ Children (e.g. drawing, play or theatre) ○ Persons with hearing disability (e.g. sign language interpreters) ○ Persons with visual disability (e.g. accessible information, personal assistance) ○ Persons with intellectual disability (e.g. plain language, personal assistance) ○ Persons with psychosocial disability (e.g. calm spaces, personal assistance) ○ Persons with limited mobility (e.g., transportation) ○ Heads of households caring for family members with disability ○ Women (e.g., asking preferred times or days to meet, women/peer facilitation) ○ Men (e.g., asking preferred times or days to meet, men/peer facilitation) ○ LGBTI people (e.g., preferred method of participation, asking preferred times, days or places to meet, asking about use of pronouns) ○ Linguistic minorities (e.g., using interpreters) ○ Religious minorities (e.g., peer facilitation) ○ Indigenous persons (e.g. using interpreters, cultural sensitivity) ○ Ethnic minorities (e.g. cultural sensitivity, peer facilitation) ○ Youth (e.g. peer facilitation, preferred methods of participation) ○ Older affected population ○ Single parents |



| Human right/ principle | Question | Possible answers |
|---|---|---|
| <p>Principle of elimination of racial discrimination</p>  | <p>What key messages would you share with affected population about the human right or principle you selected?</p> | <p>Discrimination based on race is prohibited at all times, no matter the circumstances.</p> <p>The discrimination based on race prohibits discrimination based on race, colour, descent, national or ethnic origin.</p> <p>There are different ways in which a person can be discriminated against: distinction, exclusion, restriction or preference that has as purpose or effect the nullification or impairment of the recognition, enjoyment or exercise on an equal footing of all human rights.</p> <p>Sometimes States may adopt measures to support certain groups that require such protection. Such measures do not amount to discrimination.</p> <p>Persecution based on race is also a ground for refugee status.</p> |
| | <p>What information would you like to learn from the community members about their experience in relation to this human right or principle?</p> | <p>Treatment of affected population by State authorities.</p> <p>Treatment of affected population in their host communities (perceptions, public opinion)</p> <p>Treatment among communities of affected population</p> <p>Treatment of individuals within their own community</p> |



| Human right/ principle | Question | Possible answers |
|------------------------|--|--|
| | <p>What considerations would you have about facilitating a dialogue with different categories of groups of affected population.</p> | <p>Understand historical factors</p> <p>Calling a particular practice as racist is a sensitive matter, but it is necessary to call out this type of behavior.</p> <p>Racism is alienating individuals</p> <p>Talking about racism requires knowing stories of racism and racial discrimination. Affected population need to be prepared and ready to talk about their experiences.</p> <p>Discussion on racism can easily become defensive. It is important to create a safe environment, readiness to accept conversations that may not be comfortable. It is important to understand that such discussions can result in strengthening racist attitudes unless properly handled.</p> |
| | <p>How would you go about encouraging/ supporting different groups of affected population to claim their rights, especially considering that many displaced groups may have had negative experiences with duty-bearers in the past? How would you approach such discussions in order to try to rebuild trust between communities and specific duty-bearers (e.g. police, unemployment agencies, municipalities etc)?</p> | <p>Have separate discussions with different categories of affected population before opening the subject to larger and mixed audiences.</p> <p>Send clear messages that racial discrimination is not conducive to solidarity, living together and inclusion.</p> <p>Demonstrate awareness about the purpose of the actions taken: sometimes to support the inclusion of racialized groups; other times to condemn in strict terms actions that amount to racism and racial discrimination.</p> |





Bangladesh. Thousands of new Rohingya refugee arrivals cross the border. © UNHCR/Roger Arnold.



Global Protection Cluster