

## **Guiding Principles on Internal Displacement**

### **Sri Lanka Programme Syllabi**

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### **Introduction**

Notwithstanding the two decades of civil conflict in Sri Lanka, and the continuing presence of internally displaced persons, a normative framework does not exist in the country to measure protection nor to articulate best practices in assistance.

With the advent of the **Guiding Principles on Internal Displacement**, the development of training modules, legal explanations through annotated publications and the mainstreaming of the Principles by lead humanitarian agencies, an opportunity has arisen in Sri Lanka to utilize fully such developments.

In 2001 the Consortium of Humanitarian Agencies (CHA) in collaboration with Brookings Institute Project on Internal Displacement and UNHCR undertook an ambitious endeavor to begin operationalizing the 30 Principles to Sri Lanka's IDP related framework through a toolkit/toolbox project. The objective was to enhance the protection and assistance conditions for the reportedly 800,000 registered displaced war victims concentrated in the North and East of the island.

A two part programme was hence developed and implemented

- Dissemination of English, Sinhala and Tamil **Guiding Principles Toolkit 'What you Can Do' field handbooks** among policy makers, programme staff, field persons, internally displaced persons and the general public (funded by Brookings Institute Project on Internal Displacement)
- Implementation of the 5 part **Guiding Principles Toolbox field programme** in districts (funded by UNHCR)

### **Toolbox programme:**

#### **Sector I**

Interactive training workshops utilizing numerous teaching tools to familiarize and instill the GPs among audience. The mix was an elaborate collection of cross referencing instruments of varying information parting methodologies, able to create powerful synergy during usage (tools catered to all 4 project target groups with audience specific, impact specific and time interval specific 'tool set' mixes formulated). The training component also included methods for outdoor communication and mass electronic advocacy and dissemination of the GPs.

**Sector 2**

'Listening to the displaced' sessions to gather data on IDP grievances and deficits in the prevailing national / district/ local assistance and protection framework. Selection of participants strictly on proportional representation from Welfare camps and discussions to occur upon structured subject outline using the GPs as a framework. Presence of Camp Mangers to confirm and clarify information.

**Sector 3**

District Consultations with NGO / INGO / Government personnel to cross check earlier findings with emphasis on mitigating grievances and drawing up remedial actions. Presences of representative IDPs and Camp Mangers from previous session for cross checking, clarifications and transparency.

**Sector 4**

Field inspection visits to Welfare Centers. Clarification and confirmation of previously collected information with further 'in situ' data collection and documentation.

**Sector 5**

Formation of NGO / INGO / Government working groups in districts. Monthly all inclusive IDP situation and assessment reports routed to CHA for monitoring and analysis.

**Educational Workshop Training Tools — Sector I Toolbox*****Rationale***

The box has an assortment of 'tools' developed for the educational workshops, targets collaborative programs with interested agencies and stakeholders within and outside government as well as affected persons. The aim, to strengthen the promotion and protection of the internally displaced persons in Sri Lanka and to enhance and to focus better activities at central and regional levels towards this end.

***Learning Objectives***

- Understand Internal Displacement
- Familiarize one self with principles and best practices for protecting and assisting IDPs
- Realize professional techniques and methods of IDP protection and assistance approach
- Be aware of displacement environment and support / protection mechanisms in place

***Program Description***

The specialized trainer program is intended for individuals working in the area of protection and assistance of IDP's. It has been designed after considerable research and thought, and had taken into consideration capacities of various audiences and their requirements. The educational tools therefore are a product 'best' combination of, requirement to, material effort to, objective.

A fundamental characteristic of the box is getting the audience to ‘think’, ‘understand’ and make up their own ‘conclusions’. This in place of the rules and coercion used at traditional workshops. Hence, it is very friendly, highly interactive, transparent, educational, reflective and thoroughly appealing.

The box has an array of tools with varying objectives and levels. As there are four target audiences, only a carefully selected handful of tools would be utilized at any given time. Further, the structure of the tool combo syllabi is such that *there is sufficient flexibility for variation at field workshops*.

Finally, all recommendations on conduct via the Guiding principles on Internal Displacement are supported with logical rationalizing in the form of events, figures and data to further complement the reasoning nature of the toolbox programme.

## **The Target Audience**

### **Policy Makers:**

Government, Military, Donor Agencies, International Non-Governmental Organizations, and Local Non-Governmental Organizations

### **Programme Staff:**

Government Agents, International Non-Governmental Agencies and Local Non-Governmental Agencies

### **Field:**

Government, Security Forces, Liberation Tigers of Tamil Eelam (LTTE), International Non-Governmental Organizations and Local Non-Governmental Organizations  
and  
Internally Displaced Persons and the General Public

## **General Guidelines for Facilitators**

The role of the facilitator at workshops is to:

1. Introduce the programme, explaining the objectives and how everything fits
2. Work through the designed tools adhering to the usage instructions
3. Describe, clarify, and explain matters wherever necessary
4. Encourage the active participation of all members
5. Draw on the range of knowledge and experience of the group
6. Encourage critical questions and problem posing

### **Some basic fundamentals**

- Use all of the traditional facilitation skills and techniques
- Be familiar with all of the tools
- Focus on end results and out come, therefore carryout delivery of tool with such in mind

- While adhering to the designed program schedule, improvise and be flexible and creative where necessary
- Co facilitate
- Aim at stimulating thinking rather than memory retention
- Appeal to the audience sensibilities, rationales, intelligence and sense of personal responsibility
- Education is best via understanding, reflection, believing and practice

### Participatory Training Approach

#### *Underlying beliefs*

People learn more effectively when:

- Their own capacity and knowledge is valued
- They are able to share and analyze their experiences in a safe and collective environment
- They are active participants in the learning process
- Thinking is stimulated in place of retention

#### Some assumptions about ourselves as trainers and educators

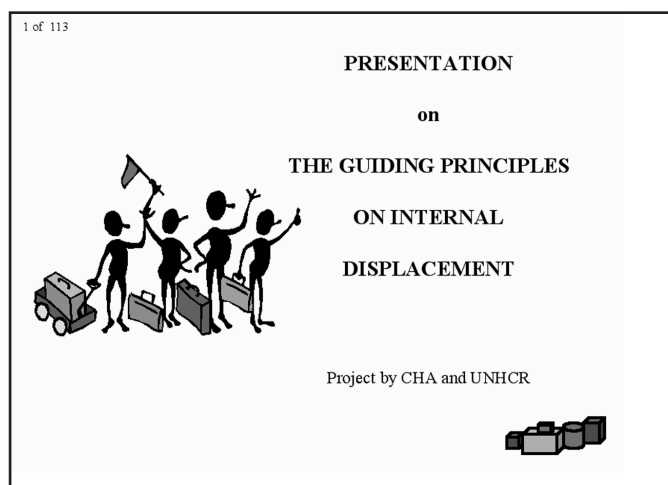
- We know less than the participants in our programs, about their particular social context
- Who we are, has been shaped by our particular knowledge, experience and perspectives
- We bring knowledge of theory and practice of participatory education and will contribute it as appropriate

*What we understand about training and education is reflected in how we carry out our work. The 'design', which we used in planning our programs, incorporates what we know about effective training and education.*

### Toolbox — Item List (Physical hard copies, slides and disk form)

#### Power point (or OHP) presentation tools

Subject	No. of slides	Time
Main GP presentation (inclusive of GPs and all supportive / additional data, figures, mechanisms, programme information) — 5 parts	113	3 hrs
Mini GP presentation (GPs only)	30	1 hr
Chronology of events leading to the war in Sri Lanka	10	20 min
History of human rights in the World	5	10 min
History of human rights in Sri Lanka	5	10 min
Human rights and law	5	10 min
Protection and assistance for IDP's	6	15 min
Protection for IDP women	6	15 min
Protection for IDP children	7	20 min



**Guiding Principles main presentation**

### **Analysis component tools**

<b>Subject / Tool</b>	<b>Number</b>	<b>Time</b>
Case Study and analysis questionnaire — included factual cases for analysis in case book format (between 2 -3 appropriate cases in workshop)	22 cases	20 min per each case
Key IDP Protection and Assistance concepts and themes discussion questionnaire	1	1 hr
Working groups discussions questionnaire for strategically applying community-based perspective to programme response	1	1 1/2 hr
Animal Storybook and analysis questionnaire (illustrations in slide form included for presentation)	1	1 1/2 hr
Discussion Check List for Minimizing Adverse Effects of Displacement	1	40 min
GP Reinforcing Guide Stick Figure image presentation (picture figures in slide form)	40 slides	30 min

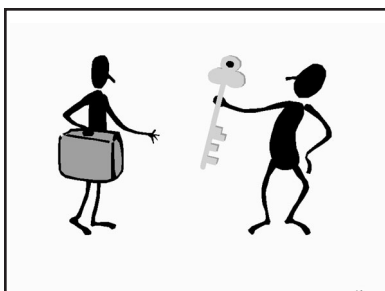
### **Analysis of Animal Story — for adults**

*(Answer clearly in blank paper provided and give examples if where possible)*

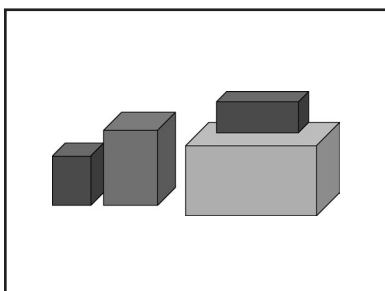
1. What are the sequence of events that happened in the story, step by step?
2. What are the KEY THEME messages that you can pick out of this story?
3. What events in the story can you relate to the present IDP situation in the N and E OF Sri Lanka?
4. What are the tiny messages related to the Principles that you could see in the story?
5. Why could not the animals deal with their predicament at the early stages of the elephant fight?
6. How did the Eagle win the animals trust and convince them to stand up for their rights?
7. What did the animals do that are important steps, after the eagle left, to deal with the problem?
8. What are the problems they faced at this stage?
9. What are the salient things (IMPORTANT) that you see when the elephants and animals jointly started reconstruction?
10. Why do you think (IMPORTANT) the elephants suddenly decided to listen to the animals?



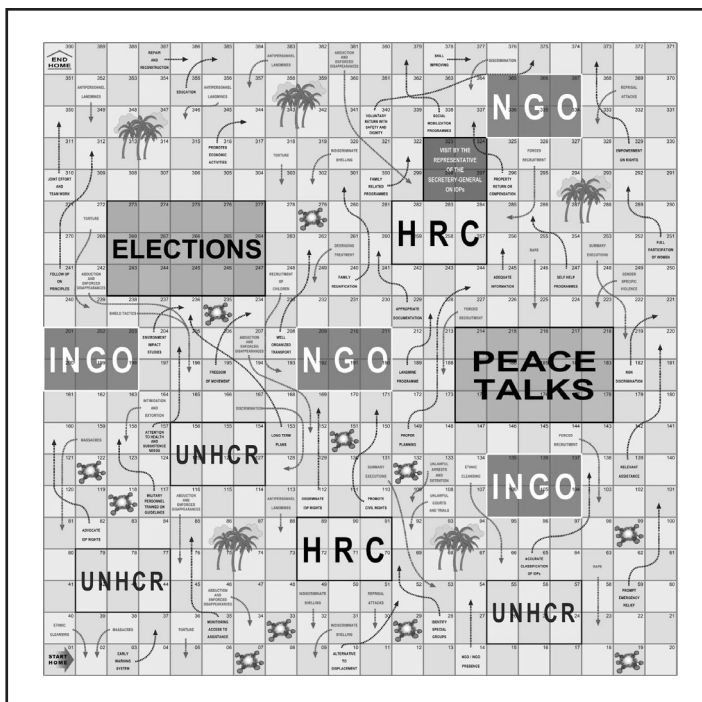
**Animal Story slide**



Stick figure GP presentation



Wooden block game



GP Board game

**Conditioning and reinforcing / game tools**

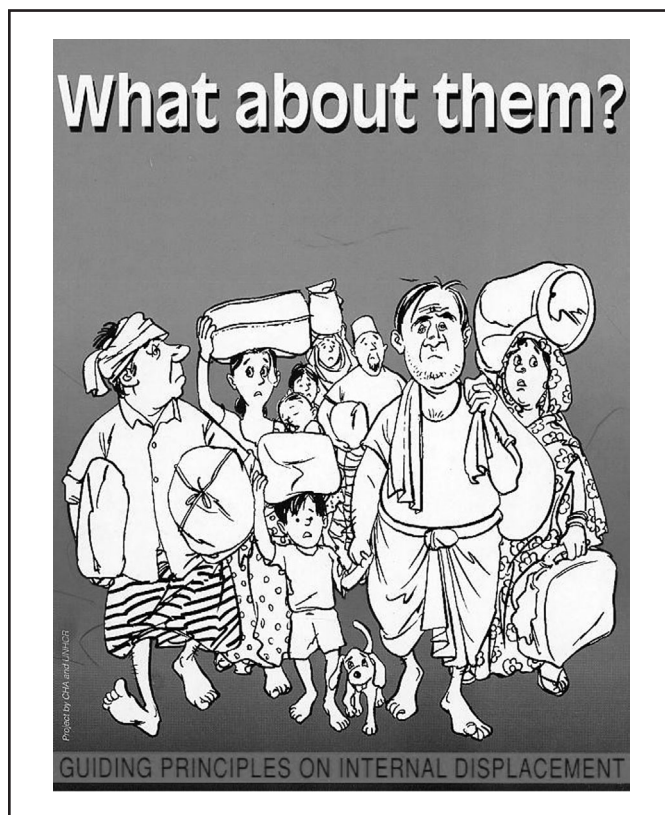
Item / Tool	Number	Time
Building blocks (participants were presented the concept of approaching the GPs as simple wooden block being built on top of one another — structure to portray a sound society free of human rights violations)	15 colored blocks	10 min
GP Board (game with rules of the game along with internal displacement, Guiding Principles, assisting entities and ground dynamics that come about at wartime situations.	1	1 hr and 15 min

**Electronic discussion supporting tools**

Medium / Tool	Number	Time
Photo slide presentation of displacement conditions parallel to GP discussion to enhance and clarify subject understanding	60 picture slides	1 hr
Video of IDP camps and conditions to set backdrop for subject discussion	1 video	30 min

**Outdoor communication tools  
 (Posters / handouts / leaflets)**

Subject	Number of variations (all units in 3 national languages)
'What about them' poster	1
'Hope and trust' poster	1
'Do's and don'ts' poster 1 and 2	1
'Things you can do' poster	1
All above 4 items in leaflet and handout form with supportive text	4



**What About Them poster**

**Sample of GP Workshop Module with Tool Utilization**

Workshop Tools	30 min	2hr	4 hr	1 day	1 1/2 day	2 day
<b>Facilitator Lecture</b>						
Mini Introduction and Background						
Indepth Introduction and Background						
Mini Background on IDP's						
Indepth Background on IDP's						
Block Game/session						
Video PRSTN and open Discussion						
Photo slide PRSTN						
<b>OHP or PP</b>						
Mini GP PRSTN						
Advanced GP PRSTN (either)						
Stick Figure Game and Discussion						
<b>OHP or PP</b>						
Chronology of Events to War						
History of Human Rights						
History of Human Rights in SL						
HR and Law						
Protection and Assistance for IDP's						
Protection for IDP Women						
Protection for IDP Children						
<b>Analysis Tools</b>						
Case Study and Analysis						
Key concepts questionnaire						
Working group discussion quest.						
Discussion Checklist for Minimizing Adverse Effects of Displacement						
Story Book Presentation and Analysis						
<b>Games</b>						
GP Board Game						
Question and Answer discussion						

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