

**Application of the UN Guiding Principles on Internal Displacement, and
the National Policy on Internal Displacement
Report of a training of trainers workshop for NRC-ICLA
Gulu, 10th-12th May 2005**

Introduction

This was a three day training of trainers (TOT) workshop organized by the NRC-ICLA training project which took place in the Kakanyero Hotel in Gulu. Participants were the ICLA training team from Lira, ICLA staff from Gulu and of Kitgum and GFD staff from Gulu, Kitgum and Lira. The facilitators came from NRC Geneva: Christophe Beau - Senior Country Analyst/ Training Coordinator at the Global IDP Project – and Arild Birkenes - Country Analyst at the Global IDP Project. Jeremy Stickings - Senior Social Development Advisor at the Conflict and Humanitarian Affairs Department of the British Government Department for International Development (DFID) – participated as a donor of the Global IDP Project.

DAY ONE - May 10, 2005

Workshop Introduction

The workshop started with an expectations and team building exercise, whereby each participant was made to write his/her mandate as an NRC staff. The facilitator then picked one of the participants to read out the individual mandate and the person whose mandate was read was asked to give his/her expectations from the workshop. A number of interesting expectations were generated and the facilitators clarified on some of the expectations and related them to the workshop objectives.

Workshop session Objectives

- To review the main components of the definition of an IDP according to the UN Guiding Principles.
- To assess the status of the IDP definition
- To discuss the practical dimensions of the IDP definition

Who is an IDP?

Various definitions of an IDP were given, but the one adopted was the UN definition which states that *“IDPs are persons or group of persons who have been forced or obliged to flee or to leave their homes of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situation of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border”*

Displacement figures for African countries were presented. Displacement in Uganda in May 2005 reaches 1,400,000.

The definition of the IDP has two essential elements:

- The element of coerced or forced movements, and
- The fact that the victims have not crossed an international state border

Displacement is noted to occur due to three major factors:

- Development-induced displacement
- Displacement due to coercion or conflicts
- Disaster driven displacement

Causes of displacement

- Wars
- Natural and man made disasters
- Human rights violations
- Safety needs
- Situations of tension

Effects of displacement

- Loss of farm land
- Psycho-social trauma
- Dependency syndrome develops
- Loss of esteem which leads to complete dependency

Why IDPs are particularly vulnerable?

The need for protection of IDPs is particularly necessary due to the following vulnerability factors.

- Many experience profound psychological distress.
- IDPs may be in transit from one place to another, may be in hiding, may be forced towards unhealthy or inhospitable environments, or face other circumstances that make them especially vulnerable.
- The social organization of displaced communities may have been destroyed or damaged by the act of physical displacement; family groups may be separated or disrupted; women may be forced to assume non-traditional roles or face particular vulnerabilities.
- Groups like children, the elderly, and pregnant women may experience profound psychological distress related from displacement.
- IDPs are removed from sources of livelihood and income, which this may add to psychological vulnerabilities.
- Schooling for children and adolescent is disrupted.
- Displacement situations may raise suspicion of or may lead to abuse by armed combatants or other parties to internal conflict.
- Lack of identity documents essential to receiving benefits or recognition before the law.

A clear distinction between an IDP and a refugee was then highlighted; an IDP is displaced and remains within his/her state borders, while but a refugee is forced to flee beyond his/her state borders to another country.

- IDPs are not a homogenous group
- There could be various factors for coercion
- Displacement could be short term and long term
- There are both visible and invisible IDPs
- Most agencies are more preoccupied with material assistance to IDPs than protection efforts
- There is generally a lack of monitoring of IDP numbers.

The definition of an IDP was then linked to the Guiding Principles as a tool that can be used to:

- Strengthen needs assessment
- Create links between the human rights and humanitarian agencies and
- Act as an indicator of potential vulnerability

Note:

The Guiding Principles are simply used to remind the government to provide protection, or if the government is unwilling or unable to provide such protection, it should allow humanitarian agencies to provide such protection (the Guiding Principles are therefore not a convention that has to be ratified by state powers).

Group exercise (Profiling IDPs in Uganda)

This exercise was based on identifying the districts in Northern and North Eastern Uganda currently suffering from internal displacement. Three groups were assigned to identify on the map of Uganda the districts where the IDPs are, their movement trends, reasons for their displacement, the duration of displacement, approximate number of the IDPs the current number of the IDP camps in each district and the nature of their settlement.

The districts facing internal displacement were identified as:

Gulu,
Kitgum,
Pader,
Lira,
Apac,
Katakwi,
Kaberamaido,
Soroti,
Adjumani, and
Moyo

However, due to the experience of the team the focus was mainly on the IDPs displaced in the districts in Northern Uganda. The exercise was successfully conducted; each group was able to come out clearly with a detailed IDP profile in Northern Uganda. The exercise marked the end of day one.

DAY TWO - May 11, 2005

Day two opened with the introduction of the participants to the Guiding Principles on Internal Displacement (GPs) and the international response to internal displacement. Under this topic, the participants learnt about the rationale and the genesis, the structure and actors of the international response to internal displacement.

Mapping different actors in IDP Protection

Participants were made to identify different actors involved in the IDP problem in Uganda. Three groups were formed, of which two acted as IDPs and one played the part of NRC Uganda. The group which acted as IDPs identified a list of actors whom they felt IDPs have a good and constructive relation with: UN agencies, DDMC, CBOs, churches and other local NGOs. They also discovered that IDPs need to improve their relationship with the following actors: NRC, OPM, RDC, MSF and other local NGOs. However, the common enemy for both IDPs and NRC was found to be LRA rebels and Karamojong cattle raiders.

The NRC group identified IDPs, line ministries, and faith based groups as actors with whom they have a good working relationship which could be improved. However, NRC has a good and constructive relationship with WFP, UNICEF, UPDF PRO, DDMC, UNOCHA, CSOPNU and other actors both at local and international levels.

Actors that NRC Uganda deals with in IDP Protection

OPM (Department of disaster management and refugees), UHRC, members of parliament, ministry of education, ministry of defence, ministry of justice and constitutional affairs, ministry of Gender, labour and social development, ACCORD, HURIFO, UN OCHA, UNICEF, ICRC, WFP, DDMC, RDC, CAO, LC5, CDO/Probation and social welfare, institutions for dispute resolution, camp leaders, paralegals, faith groups, CBOs, traditional leaders.

What NRC Uganda might expect from others:

- Developing policy documents/guidelines on IDPs
- Policy change in response to NRC advocacy
- Effective operating environment
- Cooperation

What others may expect from NRC Uganda:

- Adhere to set government policies on IDPs.
- Supplementing inadequate government recourses

What others currently provide to IDPs:

- Psychosocial support
- Food security
- Human rights protection
- Advocacy
- Water and sanitation
- Physical security
- Roads
- Provision of food aid
- Coordination of humanitarian affairs/supervision
- Child protection
- Re-integration /integration
- Mediation
- Provision of scholastic materials and other non food items
- Shelter

What others should provide to IDPs.

- Need to target all the IDPs in the camps.
- Supporting extremely vulnerable groups like orphans due to war / HIV, persons with disabilities due to war, child mothers, child headed households and the elderly.
- Technical support and empowerment for sustainability purposes.
- Putting in place proper community policing (security).
- Adequate health personnel and trained teachers in the camps.
- Disaster management task force established at the sub-county level.
- Alternative sources of fuel /energy serving stoves.
- Opening up income generating activities and support.
- Provision of adequate and safe water.
- Training and sensitisation on human rights, legal support, etc.

The legal background of the Guiding Principles

The participants were asked to track the legal sources of the GPs in other regional and international human rights instruments, such as the UDHR, ICCPR, CAT, CRC, African Charter on Human and Peoples' Rights.

The participants discussed the rights and needs of IDPs and the related GPs, the concept of protection and modes, and what to do in case of protection needs. The areas of protection that were identified as needing urgent response are: violence and intimidation, congestion of camps, and limited access to social services. The participants later separated in groups to discuss the possible solutions to each identified needs:

Violence and intimidation in the camps:

- Training and sensitisation of IDPs and other institutions
- Counselling
- Mediation to bring peace and reconciliation among the affected family members
- Advocacy
- By-laws be put in place and its implementation be monitored
- Adequate provision of social services
- Involvement of camp population in productive activities so that they are not kept redundant
- Increased deployment of security forces
- Establishment of appropriate monitoring and reporting mechanisms
- Increased micro-project activities in the communities to help reduce poverty

Limited access to land:

- Provision of mobile clinics in the camps
- Incentives to teachers and medical personnel in the camps
- Training of traditional birth attendance and community health volunteers
- Establishing learning centres in the camps
- Supply of scholastic materials to schools
- School feeding program
- Construction of more safe water points
- Construction and proper maintenance of feeder roads
- Formation of camp committees on hygiene practices
- Sponsorship scheme to IDP children
- Initiation and enhancement of social activities like traditional dances, and traditional songs

Congestion of camps:

- Decongestion of the IDP camps for easy access to land
- Pre-planning the settlement pattern of the camps with enough space
- Speedy end of the conflict to allow return
- Provision of building materials like iron sheets to reduce incidences of fire outbreak
- Training IDPs on camp management
- Camp security boundaries should be established by government when acquiring land for IDPs settlement.
- Reproductive health services should be provided.

Testimony from an IDP woman

An IDP woman who has lived in the camp for the last 10 years with her five children - one of whom is two years old - and her husband - whom she said is addicted to alcohol. In her narration, she said that the husband does not provide anything for the welfare of the family. Most times he returns home late in the night when drunk. This habit has always put him in trouble with the camp guards. The husband is regularly beaten by the guards. She continued to tell her audience that she left her home ten years ago after being given 3 days by the government soldiers to leave her habitual home. On arrival at the place where they were directed to settle, she and the children erected a small hut where she now lives with her five children. In her testimony, the woman presented the following problems:

- Lack of food caused by inadequate food supplied by WFP.
- The small hut which she erected is too small to accommodate her and her children. She cannot put up another hut because of lack of building materials.
- Congestion in the camp where the houses are too close to one another.
- High risk of abduction by the rebels.
- No access to land for cultivation because of the big number of the people dependant on the small piece of land within the perimeter of the camp. Security guards too do not allow free movements of IDPs outside a radius of 2km.
- Inadequate health facilities and medical personnel.
- High risk of fire outbreak in the camp.
- Torture and intimidation by the camp guards .
- Drunken husband who does not contribute anything towards the family welfare except battering the wife and selling of the little food that she struggles to get.
- Lack of privacy.
- Lack of adequate clean water in the camp.
- Rampant domestic violence.
- Lack of alternative means of survival.
- Lack of education for the children living in the camp.

This testimony was used as to prepare the trainers and as a basis for discussing the Guiding Principles concretely.

Gender approach to internal displacement

Under this topic, the participants were guided to look at the concept of gender, impact of displacement on women and the specific vulnerabilities that displaced women face.

During the plenary session, it was discovered that the impact of forced displacement on women is more severe than in men because of their gender roles, women are particularly vulnerable to the following:

- Sexual violence from armed forces and IDPs.

- Malnutrition of children which causes trauma for their mothers
- Increased responsibility for mothers because the burden of looking after their children is aggravated.
- Difficulties in having access to essential services
- Limited opportunity and or less access to education.
- Separation due to conflict.
- Difficult access to land and property (no participation in decisions regarding land use)
- Vulnerable to sexual exploitation
- Forced marriages of the under-aged girls
- More prone to or high exposure of HIV/AIDS and other STIs.

To close the discussion on gender, the facilitator drew to the attention of the participants that they should always ensure that the training programmes they will design take into account men's and women's participation.

DAY THREE - May 12, 2005

Day three of workshop started with the presentation of the role play that was prepared by the training team.

Role play

The main objective of the role play was to illustrate to the participants the possible challenges facing IDPs upon return to their villages. After presentation, an interactive discussion took place. According to participants the play depicted the real situation the IDPs are likely to face upon return. The participants were asked to list the problems that the play portrayed:

- Access to land available for settlement by the returnees.
- High desire for revenge
- Sexual and Gender Based Violence
- Child torture and child right abuse
- Virtually no source of livelihood upon return
- Lack of health support and general information to access services
- Lack of competent local leadership structures to handle disputes upon return
- Lack of identification documents
- The local council leader as presented in the play appeared as a land mine victim implying that there is lack of land mine awareness. Even so, land mine clearance will pose a big threat to the security to the population of the return.

Community intervention/response

Participants looked at the roles which the community should play in their return process and suggested that:

- The community should identify the key needs and prioritise
- Community be receptive to all categories of its members
- Humanitarian agencies should build the capacity of the returnees
- The local community should protect the returnees in their struggle for survival
- Families of war affected children need more time for rehabilitation

Plenary Session

After the morning break, participants were divided into three discussion groups. The tasks of the session were;

- Map out the IDP camps in the disturbed districts, identify the causes of their displacement and map out the type of their settlement.
- To assess the current food situation in IDP camps, highlight the obstacles and identify the gaps
- Identify the relevant Guiding Principles and the National Policy on IDPs which address the above scenarios
- Identify the actors and their roles
- Discuss NRC interventions to the implementation of the IDP policies

Summary of the presentation from the three different groups

| Current Situation, Obstacles and Gaps | Relevant Guiding Principles | The National Policy | Actors | What NRC Can Do Towards the Implementation Of NP on IDPs |
|--|-----------------------------|---------------------|--|--|
| Lack of Security | GP(10) | NP(3.1:5) | UPDF & other security Agencies | Advocacy |
| Limited access to productive land | GP(14) | NP(3.2),(3.6) | OPM (Department of disaster preparedness & refugees) | Advocacy |
| Bureaucracy in registration for relief food (Exclusion from/in registration process) | GP(24),(7.2) | NP(3.5) | WFP and Camp Leaders | Monitoring and reporting |
| Illiteracy of beneficiaries (Inconsistent information) | GP(23) | NP(3.11) | Camp Leaders | Involvement in the registration of beneficiaries |
| Irregular food circle (supply timing) | | NP(3.8:4) | Humanitarian Agencies | Provision of seeds& farm implements |
| Inadequate food rations | GP(18.2a) | - | WFP & Humanitarian agencies | Advocacy |
| Lack of prior information on distribution plans | GP(25) | NP(3.8:2) | Camp leaders, Zonal leaders, Block leaders and Women representatives | Prior communication |
| Lack of knowledge on use of relief Aid items | | | Humanitarian Agencies | Sensitisation |
| Limited Opportunity to earn income to supplement WFP food aid | GP(22b) | | Neighbouring communities and humanitarian agencies | Introduce project for food for work |
| Relief Fatigue (The same for food & non food items) | | | Humanitarian Agencies handling food distribution | Introduce alternative projects for food security |

After the presentation, participants noted with concern that:

- There is manipulation of figures in the process of food distribution. The manipulation is attributed to the corruption tendencies exhibited by the camp leaders and other local leaders involved in the registration on the IDPs.
- Lack of transparency for personal gains, by the local leaders who are in charged of the registration of beneficiaries
- There is greatly reduced food ration
- Access to land for agricultural use is limited
- There are no alternative means of survival
- In the food distribution process, not all IDPs are targeted
- Ten percent of the IDPs who are not registered do not get food
- Some IDP camps are not recognized by the government
- There is a very long and tedious process to replace lost cards

What NRC can do

- Advocate to the Office of the Prime Minister and other actors in the food distribution
- Initiate food for work projects
- Train the IDPs on their human rights and responsibilities.

Development of ICLA training modules

Participants were engaged in group work, to support the development of ICLA-Lira training module.

Objectives of the exercise were:

- To identify the key messages/training needs for the IDPs
- Indicate the relevant GPs and IDPs NP to the key messages intended for training.
- Work out appropriate training methodologies for the ICLA –Lira project

After group discussion, the specification table below is the summary of the group presentation. However, it should be noted here that the table is not exhaustive and not comprehensive enough. Also, the presentations did not focus on the key messages as was the intention of the facilitator.

Presentation Summary

| Key Messages | Relevant GPs | Relevant NP on IDPs | Training Methods |
|--|---------------------|----------------------------|--|
| Who is an IDP? (Identification | GP(20) | NP(3.5) | Role play, discussion |
| Voluntary return and resettlement | GP(15d) | NP(3.4) | Theatre, Radio programme and Brochures |
| Access to productive land/land for agricultural production | GP(14) | NP(3.2,3.6) | Role play, group discussion. |

The day ended with the summary of the training protection process or steps to be followed when planning for the protection training.

- **Step one:** Map out the IDPs stating the causes of their displacement and the type of settlement they have adopted.
- **Step two:** Identify the major actors in the protection of IDPs following the table below.

| Actors | What they do | What they should do |
|--------------|--------------|--|
| Example: OPM | Protection | Provide procedure for or security for easy access to food or arable land |

- **Step three:** Listen to the testimony from an IDP then relate the problems to the UN Guiding Principles on Internal Displacement.
- **Step four:** Find possible solutions to the problems arising from the testimony.
- **Step five:** Indicate the protection needs to the solutions. The protection needs can either be Responsive, remedial and or environment build.
- **Step six:** Draw up a specification table as sampled below

| Current situation and training gaps | Reflection to the GP | Reflection to the NP | Who are the actors and what they do | What NRC can do |
|-------------------------------------|----------------------|----------------------|-------------------------------------|-----------------|
| | | | | |

On the whole the training session suggested the following training procedures and steps to be taken for effective training and follow up.

- Identify the problems
- Transform the problems into the training needs
- Relate the problems to the Guiding principle and the National policy on internal displacement
- Design mitigation approaches
- Make the best use of a roaming theatre group
- Print brochures and translate it into the local language
- Design a follow up activity.

DAY FOUR – May 13, 2005

The final day was of the training consisted of a training project session, which was conducted with the view of coming up with guidelines for the training module as well as preparing trainers for the training activities. The session among other things focused on the following highlights:

- Review and assessment of the workshop (lessons learnt and relevance)
- Adult learning (briefing by NRC Geneva)
- Preparing preliminary outlines of the training modules to be used by the NRC training team.

Review and Assessment of the workshop

A review and assessment of the workshop was done to draw lessons learnt and the relevance of the training workshop to the NRC trainers. It was learnt that the training (TOT) was very important since it gave the trainers information about the Guiding Principles and the overview of IDPs' rights under international law. The workshop also provided realistic linkages between the Guiding Principles and the IDP situation in Uganda. It also drew on experiences from the trainers and other participants to harmonize the training materials into one single training module that shall be used by the training team in Uganda. The training team also noted that the training materials (handouts) were in particular necessary in the implementation of the training project. In addition the handouts (Guiding Principles on Internal Displacement & the National Policy on IDPs) would be very instrumental especially as references/guide to the training team.

However, it was observed that during the training period, a lot was covered in a short time, and more time should have been allocated for the trainers' workshop outside the days that were given to the general participants. As well, the NRC training team did not have sufficient time to have a briefing with the NRC Geneva team although the team managed to come up with tangible results on preliminary outlines of the modules to be used by the training team.

It was then recommended that for the trainings in future, sufficient time be allocated for the training.

Adult Learning

Trainers were provided with handouts that included learning style questionnaires and scores for the different learning styles, where each trainer read through the questionnaire and used the score to pinpoint individual learning styles so that each person would be in a better position to select learning experiences that suit their style.

How adults learn:

- Preparing for training
- Training methods
- Facilitation methods
- Constructive feedback and
- Evaluating training

From the discussion on the contents above, it was noted that in adult learning, putting IDPs in situations that reflect their own problems would be a better way of learning and this would easily reflect the situation on the ground. For example a role play would be one of the important methods of message delivery.

Also, explanations should always be made to the IDPs on the importance of carrying out a role play as these are destitute, poor and illiterate communities so that they are able to see the long term effects of the message/ role play.

Preparation of preliminary outlines of the training modules

A discussion on the message for the target population and the methods of message delivery by use of the UN Guiding Principles on Internal Displacement as well as the National Policy on IDPs and their relevance were very critical in this aspect. Trainers were advised to link the Guiding Principles and the National Policy in the training of the different stakeholders.

Recommendations

Recommendations were given by the Geneva training team to the trainers on one aspect/ approach that could be adopted and could be very useful to the trainers especially in the implementation of the training project.

- In Angola, the trainers were involved in protection dynamics/ approach that became a way of advocating for the IDPs and helped in monitoring the implementation of the workshop. The trainers were therefore advised to adopt a similar approach.
- The training team should organize training for the education project with the view of discussing how education programmes can be used to disseminate the Guiding Principles and other protection related information.
- The training team should contact UN OCHA for more copies of the GP and the translation in the local language.
- Based on the success of the theatre role play presented by the training team, a roaming theatre group could be used during the training.
- During training, it is a worthwhile venture to conclude the session with a list of recommendations because these can be used to apply for further funding of the project.
- The trainers were also advised that it is necessary to invite the other actors (external) like DDMC and UPDF to attend the workshop and as well the trainings would help improve the relationship between the IDPs and the army (UPDF).
- It was also observed that it is necessary for the trainers to produce more copies of the Guiding Principle and have a few copies given to the different actors e.g. DDMC and the UPDF as they have a role to play.

One of the messages that were cited for a preliminary outline was the problem of access to productive land/land for agricultural production by the IDPs and below were key areas of discussion associated with access to productive land.

A. Problems associated with access to productive land.

- The movements of people in the camps are curtailed, which prevents people from moving out to land and grow their own food crops on land around camps or in their home villages.
- This is particularly critical since food rations distributed to the IDPs in the camps are inadequate and tend to create a syndrome of dependency.
- Insecurity around the camps is the main obstacle to the free movements of IDPs. Even in “safe” areas, people are not sure landmines are in the fields.
- Camp guards impose restriction to the movements of IDPs by delineating a security zone around the camps. IDP leaders do not disseminate information on security guidelines and movement restriction to their communities. As a result, IDPs who venture out of the camps in violation to the restriction risk being killed either by rebels or the government soldiers.
- Land around the camps often belongs to the host communities, who let it out to the IDPs for agricultural activities. Furthermore, military barracks near the camps take a big portion of the land which could have been used by the camp population.
- For security reasons, the IDPs are not allowed to grow certain crops of their own choice which may grow beyond 1 meter such as maize.
- IDPs lack tools and seeds for planting and cultivation. The system of cooperative farming that existed in the villages has collapsed, and this has hampered efficient large scale production. For instance, the culture of cooperative animal traction activities is no longer available to the IDPs.
- The lack of land and threats from cattle rustlers have led IDPs to give up animal husbandry.
- IDPs are reluctant to cultivate remote land for fear of security of their crops against wild animals and thieves.

B. Session objectives.

After this session, participants should be able to:

- Open a dialogue between the IDPs, local leaders, DDMC and guards about access of IDPs to productive land.
- Create an opportunity for IDPs to share their concerns about access to land with local leaders, guard and DDMC.
- Inform IDPs about risks involved in accessing their land and create awareness among them about the rules and procedures for accessing land.
- Engage IDPs, local leaders, guards and DDMC to come up with workable solutions to minimize the problem of land access fro IDPs.

- Inform IDPs about their rights relating to land access as described in the guiding principles and the National IDP Policy, and inform local leaders, guards and DDMC on their corresponding duties.
- Share information on good practices relating to land access as developed in other situations of displacement, with IDPs, the guards and DDMC.
- Inform IDPs about existing structures for resolving land disputes.

Note: objectives will be modified when return of IDPs become imminent. In particular, the training project will aim at addressing land issues in relation to the Land act.

C. Key messages

1. Duties and rights of the IDPs in accessing land:

Duties:

- A camp is a safe haven for the victims of the conflict; camp residents should not engage in any armed activity.
- Camp residents should inform camp authorities about any matters of security threats they come across, including unfamiliar objects, security incidents, etc.
- Camp residents have the duty to take particular concerns about their personal security and in particular inform their family members about their movements outside the camps.

Rights:

- IDPs have the right to move in and out of the camps. Restrictions should only be imposed when required by security.
- IDPs have the right to engage in subsistence activities, including agricultural activities.
- IDPs have a right to receive compensation for the loss of their land due to their displacement.

2. Duties and roles of the guards, local leaders and DDMC in helping IDPs access land.

- It is the duty and responsibility of the authorities to protect IDPs and help them fulfil the rights listed above.

3. With this workshop, we all have the opportunity to find solutions using our own resources to the problems of land access.

4. Everyone has an interest in improving the access of IDPs to land.

D. Outputs

- Recognition by all participants, including authorities, that land access is a problem and requires (immediate) solutions.
- Readiness of all participants, including authorities, to address problems of land access through a fair and open dialogue.
- Concrete and practical recommendations on measures to be taken to improve IDPs' access to land, based on available resources among participants (including NRC).

E. Preparation

- Be familiar with recommendations and good practices related to access to land for camp residents, as contained in the Camp Management Toolkit and the National IDP Policy and the Guiding Principle.
- Consult with DDMC to review possible solutions in line with the National IDP Policy and the Guiding Principle.

F. Session Plan

- Introduction
- Registration/ introduction of participants.
- Presentation of objectives.
- Opening remarks:
- Duration of the workshop
- We want a free dialogue with all of you.
- We do not have necessarily an answer to the problem of land access. But we believe that together we can come up with workable solutions.

G. Role play

Introduction to the role play:

- Give name of the theatre group
- Give name of the play
- Drama (depicting problem of access to land)

Note: It is possible to ask participants to prepare and perform the drama themselves. Give a story to the volunteers and ask them to adapt the story into a theater play. This should be done advance, prior to the workshop.

Congratulations to the performers.

Discussion with the participants:

- Identify the problems related to land access.

- Review the problem comprehensively – make sure that the review also includes the point of view of the authorities (DDMC, guards and local leaders).
- Conclude the review of problems by calling for a consensus from all participants.
- Make participants aware of their interest in finding a solution to the problem of land access. Identify the incentives that could motivate all the actors to find solution to the problem of land access.
- Address solutions (with group activities)
- Ask the groups (organized by the type of actors)
- What can they give to solve the problem?
- What do they need to solve the problem?
- In plenary, compare the findings of the groups

Closing Remarks

In their closing remarks, the trainers from the Global IDP Project thanked the participants for their participation and input. NRC Geneva will remain interested in the progress of the project and will be in the position to provide feedback and advice when needed.