TRAINER'S GUIDE

This guide is a companion to the module on Displaced Persons in Civil Conflict. It is designed to help you present the material in an interesting and interactive manner. There are two parts to this guide. The first, "The Basics," gives some advice on presenting information to adult audiences. The second, "The Specifics," relates particularly to the module on Displaced Persons. It provides a step by step guide to present the material covered in the module, complete with overheads, group exercises, and reminders for taking breaks. Although this guide can be the basis for a complete and structured presentation, your creativity and response to the dynamics of the training session are essential to a valuable learning experience. Improvise as you see fit. Do your best to relate the material presented to the experiences and needs of the participants.

THE BASICS

Preparation

Careful preparation is the key to any successful presentation. If you are familiar with your audience, it is important to tailor the material presented to relate to their experience. Look over all of the material available, then select those materials suitable to the time constraints of the training session and the needs of the participants. Try to augment the materials with items that are "closer to home" for the audience. Related articles from local newspapers and magazines can strengthen the points being made and increase their relevance for individual participants.

In spite of your best efforts to keep on track, the discussion may go far afield from the material presented. This is not necessarily a problem, as long as the discussion covers related areas that are of concern to the audience and are related to the main points of the module. It will be up to you to decide if the material being covered is of value to the group. Time is always in short supply and should be used to the best advantage of all concerned. To make these decisions, you will have to be familiar enough with the material to know which parts can be left out or covered very quickly with your particular audience.

The physical environment of the training and the visual aids that you use can either strengthen or weaken your presentation. When properly attended to, small matters of detail can make a training run smoothly. The following are a few of these "small matters" that should not be overlooked:

- If you intend to use a flip chart for presentations or for group exercises, be sure to have an adequate supply of paper and markers
- Check the markers to make sure they are in good working order
- Make sure each stand is stable
- Bring tape and pins if you need to attach sheets to a wall
- Bring extra lamps for the slide or overhead projector
- Test equipment before setting up for the presentation
- Look over the room for the presentation and be aware of electrical outlet locations
- Find out if you will need extension cords
- Be aware of window and door locations, especially considering room temperature and ventilation.
- Arrange the screen and projector to allow for exit and entry from the room without disruption of the session.

The basics of adult learning

The participants in this training session are your colleagues. They bring with them many insightful experiences to enhance the session. As such, the basic tenets of "classroom learning" do not always apply. Remember the following points when giving a presentation for an adult audience:

- The participants will learn the material better if they can relate it to personal experience or to daily use application
- As your colleagues, the participants will be more interested in the session as a whole if they can actively participate rather than simply listen
- As adults, the participants are responsible for their own learning, and should be encouraged to ask questions that will provide them with what they really need to know
- The learning objectives of the session should be defined at the outset
- You should be flexible, but remember to cover the main points of the session

The icebreaker

Often the most difficult and important part of the training session is the beginning. It is important to get off to a timely start and to set the proper pace in order to complete the session in the time available. Participants need to be introduced to one another and made comfortable in their surroundings. They also need to be quickly prompted to take an active role in the training. This may be done with an "icebreaker."

One typical exercise is to divide the participants into pairs. Have them interview each other. After a few minutes, have the interviewers introduce their counterparts to the group as a whole.

Another exercise is to ask the participants to introduce themselves and to each give a short statement of their expectations for the course or a short narrative about experience they have had with the topic to be covered.

Whichever method you choose, the point is to quickly get all group members to participate actively, even if in a small way, as soon as possible.

The first ten minutes

You have your material, you have your audience, you even have an icebreaker ready to use. One way of getting started is listed below.

1. Begin promptly. Welcome the participants. Introduce yourself and the topic.
2. Use your icebreaker to get everyone involved in the process.
3. Review your learning objectives. Ask the participants for additional objectives they may wish to pursue.
4. Make it clear to the group that the session is to be interactive. Explain that active participation in the session is the norm. Encourage the participants to ask questions as they arise, and to freely add their own input on issues with which they have had personal experience.

5. Outline your schedule and strive to keep it. You may want to ask for a volunteer timekeeper to help keep the session on schedule.

Group exercises

To give some variety to the session and to keep the participants actively involved, you may want to mix in some group activities or exercises. Some of the basic types of activities recommended in this module series include:

Example 1

Divide the group into smaller groups and assign a short question or case study. Have the groups identify the pertinent issues to the session topic and have them compile by consensus a list of their conclusions. Ask that one of the group members be the reporter who will then present their findings back to all participants.

Example 2

Pose a general question to the group as a whole and then "brainstorm" the answers using a flip chart or the overhead projector to record the results. If the question serves as a "pre-test," preserve the list, then review it after the material has been covered in the session.

Example 3

Role play scenarios. Work up a possible scenario that might occur in the participants' day to day activities. Have the group break into sub groups who will take on the role of agencies or individuals responsible for different aspects of the scenario and have them work through the issues in this way.

Audiovisual aids

Audiovisual aids can greatly enhance your presentation. To be effective, they must:

- Clearly illustrate the topic at hand
- Hold the attention of the participants
- Focus attention on the essential points
- Reinforce the message that the presenter is trying to get across

This guide has a complete set of overheads included which can be used to present the topic. You can add to or delete from this collection of overheads as you see fit. Clear acetate sheets and colored felt tip markers will allow you to highlight areas on the overheads provided or to create instant overheads as needs arise. If you are going to rely on the overhead projector for your presentation, you should:

- Clean the lens and surface in advance
- Set up the screen and projector in advance, if possible
- Set up the screen as high as possible and at an angle to the wall
- Face your audience, not the screen, and use a ruler or pointer to direct attention to the appropriate points as they are discussed
- Turn off the machine when not in use

THE SPECIFICS:

Displaced Persons in Civil Conflict

The following guide is designed as an aid to the presentation of the module on Displaced Persons in Civil Conflict. Although the overheads provided and the cues to the presentation are a complete set, they are really only a starting point for your presentation.

If your available time is less than 3 hours for the full presentation, you will have to decide which points to cover and which to delete. If your personal experience has given you additional insights or illustrations of the points presented, integrate them into your presentation. You may want to add or delete overheads to the presentation.

Similarly, you must know your audience and their needs in order to make the presentation pertinent to the group. If the information is available early enough, you can alter the material to suit the particular needs of the trainees. Remember, the guide is for a "generic" presentation on this topic. Your input can help "bring the information home" to the participants.

Materials you will need

All of the usual items required for these presentations are listed under the first part of this guide: "The Basics." Some additional items particular to this module include:

- Copies of the training module on Displaced Persons in Civil Conflict. You may prefer to distribute these at the end of the session in order to keep the group more focused on the presentation.
- A copy of the UNDP/UNDRO Disaster Management Manual
- Copies of other illustrative documents to which you may have access
- Copies of the module, "An Overview of Disaster Management"

The Presentation

This presentation is based on a total session of three hours.

INTRODUCTION *(15 minutes)*

Welcome

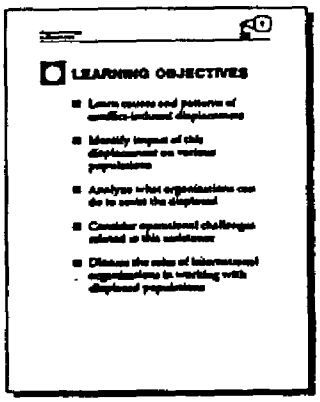
Introduce yourself. Have participants introduce themselves, perhaps by using one of the icebreakers recommended in "The Basics."

Topic identification

Introduce the topic of displaced persons in civil conflict. Explain your format, schedule, and arrangements for breaks and messages.

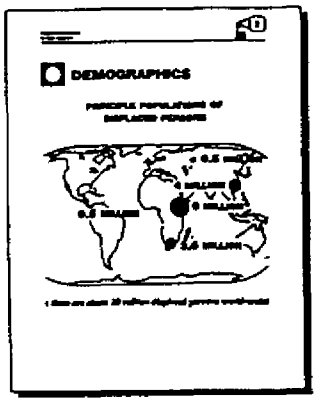
Objective setting

Ask participants to modify as they see fit your list of learning objectives.



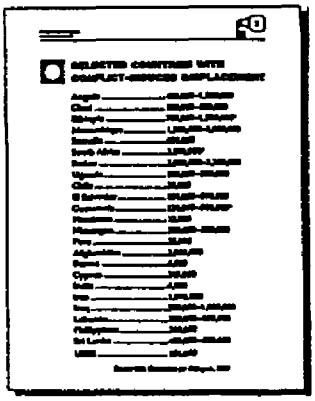
1 *Learning objectives*

Compare the participants' learning objectives with these.



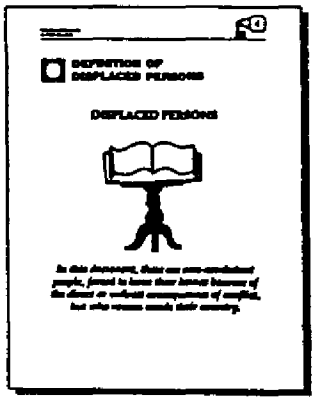
2 Demographics

Explain that these are rough estimates as no agency currently keeps track of all displaced persons.



3 Selected countries with conflict-induced displacement

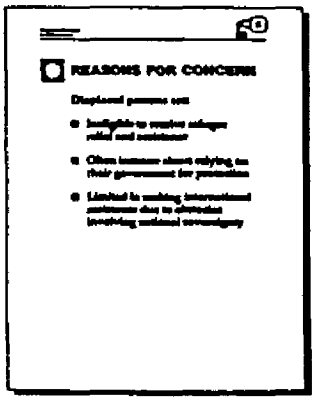
Note that the countries followed by an asterisk includes persons forcibly relocated in government resettlement programs as a result of their race, religion, ethnicity, social group, or imputed political opinion.



4 Definition of displaced persons

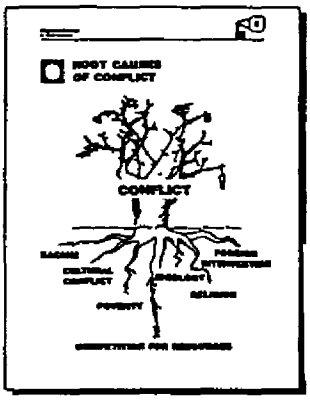
Read aloud this definition. Elicit examples of population groups which currently fit this definition. Ask which part of this definition distinguishes displaced persons from refugees.

▲ *Warning!* Avoid getting stuck on differences of opinion about definitions. Acknowledge these differences, then return to the material at hand.



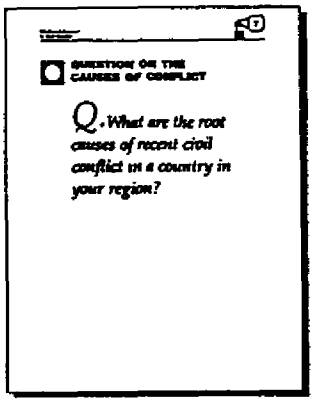
5 Reasons for concern

Ask participants to read the overhead to themselves. Call for specific examples of these reasons.



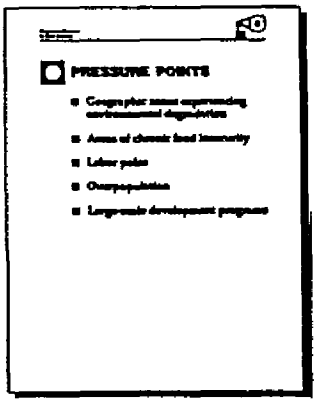
6 Root causes of conflict

Review the causes of conflict listed. Have participants work in groups of three to define how development agencies might reduce these causes of conflict. Ask one small group to present their ideas to all participants.



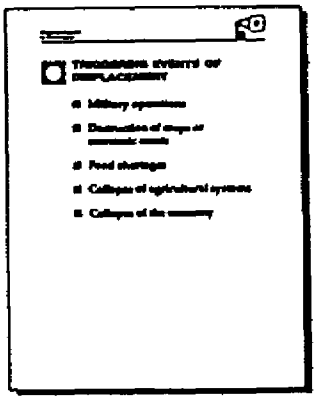
7 Question on the causes of conflict

Read the question. Ask participants to form groups of three (or to remain in them from the previous overhead). Request that one participant from each group present an interpretation of the root causes of recent civil conflict in a country in that person's region.



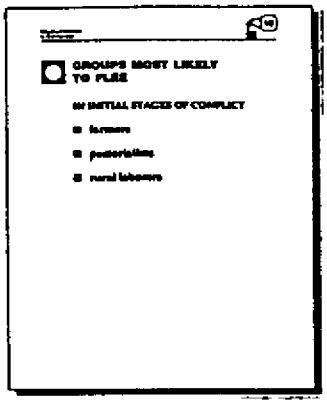
8 Pressure points

Explain this list of pressure points as it relates to displaced persons. Refer to Part 1 of the training module for more detailed explanations of each pressure point.



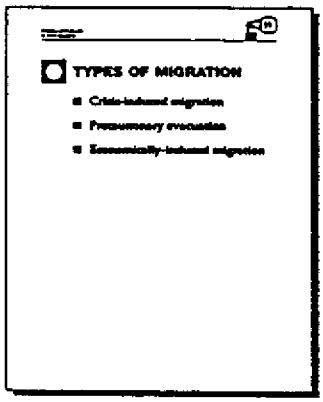
9 Triggering events of displacement

Show the overhead. Note that these events may occur independently or simultaneously.



10 Groups most likely to flee

Ask participants why these groups are most likely to flee. Refer to Part 1 of the training module and compare the group's answers with those of the author.

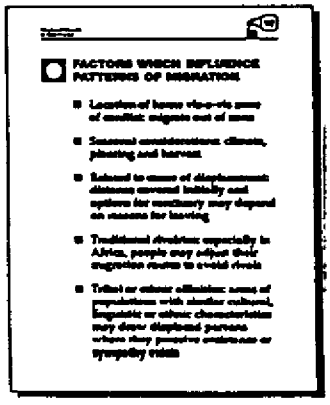


11 Types of migration

Explain the overhead. Tell the participants that you will now read aloud three quotations from fictitious displaced persons. You will ask them to tell you which type of migration each quotation represents. Pause to elicit answers after reading each of the following quotations:

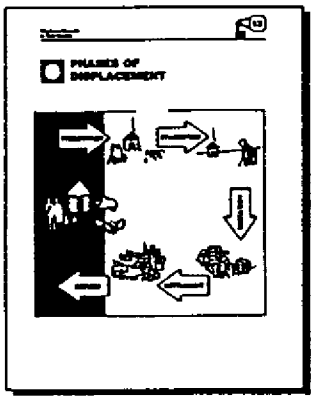
- "My son and I fled our home when rumors began that all adolescent boys would be forced to join the army."
- "No one seemed to need bricklayers after the rebels declared control over my community, so I moved to the city."
- "Immediately after our village was strafed during the night, my husband and I moved to the model village."

(Answer: precautionary evacuation; economically-induced migration; crisis-induced migration)



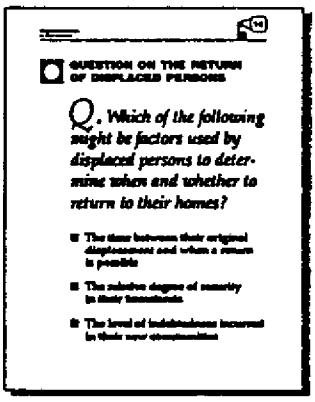
12 Factors which influence patterns of migration

Review the factors listed. Ask participants to jot down as many specific examples of these factors as they can think of in 2 minutes. After 2 minutes, select a participant to present a list of examples to the group.



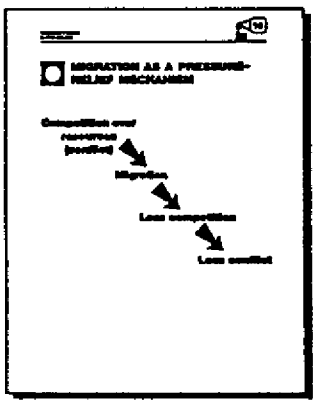
13 *Phases of displacement*

Define each phase illustrated in the drawing. Divide the group into pairs. Ask each pair to track a displacement route on a map that they willquickly draw on a blank overhead of any country of familiarity to either of them. Request that each pair prepare an explanation of their displacement route, identifying pertinent phases of displacement. Have one pair present its map and explanation to the group, using the overhead they have prepared.



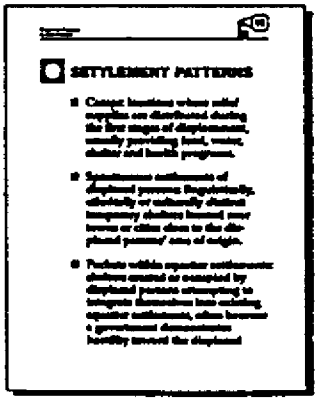
14 *Question on the return of displaced persons*

Read the question from the overhead. Have participants read the answers to themselves. Ask for a show of hands each time you read a correct answer. (Note: all answers are correct.)



15 *Migration as a pressure-relief mechanism*

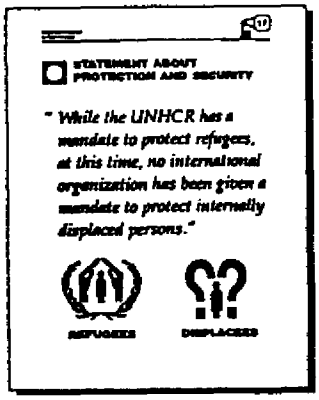
Explain that the displacement of people during periods of stress often eases the pressures that force migration, as when reduced competition for resources reduces the level of conflict.



16 *Settlement patterns*

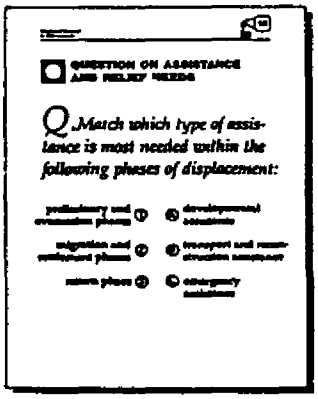
Review the settlement patterns listed. Divide participants into groups of three. Ask each group to list the "pros and cons" of providing assistance to displaced persons in each type of settlement. After 3-4 minutes, have one of the small groups report their list to all participants. Refer to Part 1 of the training module to compare answers with those of the author.

PART TWO: ASSISTANCE *(15 minutes)*



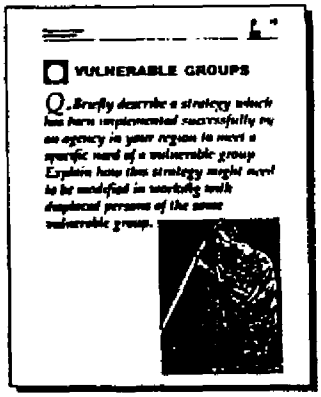
17 *Statement about protection and security*

Have participants read the statement to themselves. Ask the group to identify ways in which "protection" is or could be afforded to the displaced. Refer to the training module, Part 2. Compare the group's answers with those of the author.



18 *Question on assistance and relief needs*

Clarify the difference between relief and assistance (see Glossary). Read the question from the overhead. Ask three different participants to briefly explain each answer as they make the match. (Answer: 1c, 2a and 3b)



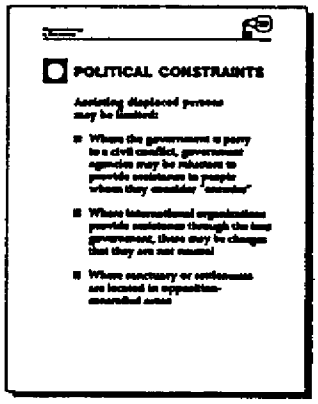
19 *Vulnerable groups*

Define vulnerable groups. (See Glossary.) Read the question from the overhead. Ask participants to work in pairs to answer the question. After 3-4 minutes, have two pairs report their answers to all participants. *Note!* There may not be a need to modify the strategy to work with displaced persons.

BREAK *(15 minutes)*

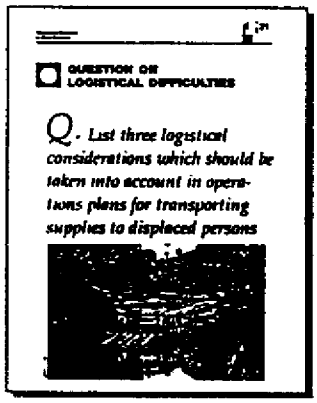
This is a good time to take a break.

PART THREE: OPERATIONAL CONSIDERATIONS *(30 minutes)*



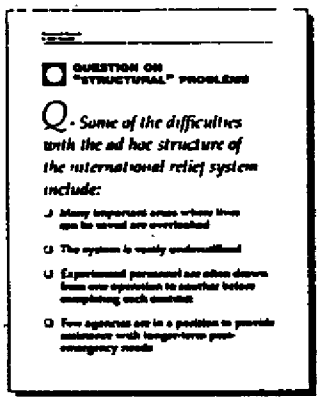
20 *Political constraints*

After studying together the list of constraints, divide participants into three groups. Assign each group the role of advisors to a UN Resident Coordinator trying to deal with one of the three constraints listed. Inform participants that after a 3-4 minute small group brainstorming session, a reporter from each small group will present a summary of their advice to the UN Resident Coordinator.



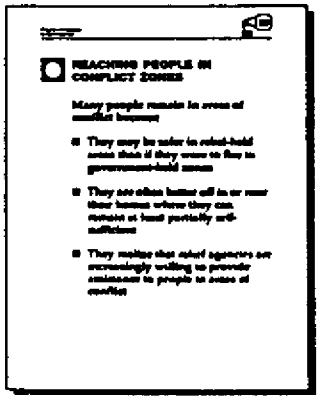
21 *Question on logistical difficulties*

Read the question from the overhead. Record correct answers on a flip chart or on a clean transparency. Refer to the training module, Part 3, to compare the group's answers with those of the author.



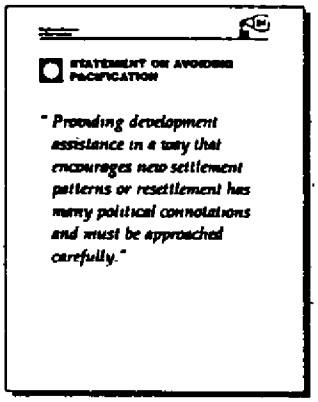
22 *Question on "structural" problems*

Read the question. Have participants read the answers to themselves. Ask for a show of hands each time you read a correct answer. (Correct answers are a, c and d) Explain why "b" is incorrect.



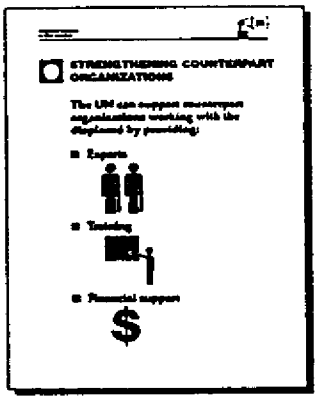
23 *Reaching people in conflict zones*

Show the overhead for participants to read to themselves. Elicit examples of arrangements made by the UN to assist noncombatant civilians who remain in areas of conflict. Refer to Part 3 of the training module for recent examples from Africa and Central America.



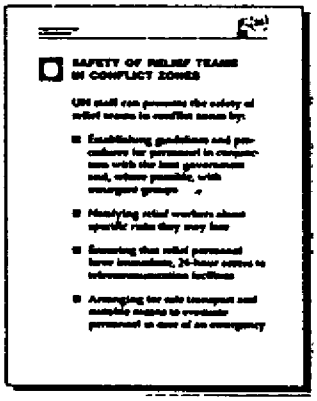
24 Statement on avoiding pacification

Show the overhead and discuss the statement. Elicit familiar examples of instances where international organizations have unwittingly been involved in pacification programs.



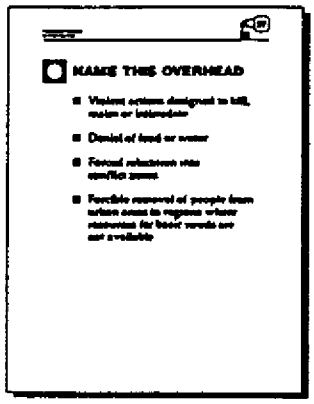
25 Strengthening counterpart organizations

Read the overhead. Explain that the most important "counterparts" in providing assistance to the displaced are often local and regional branches of government.



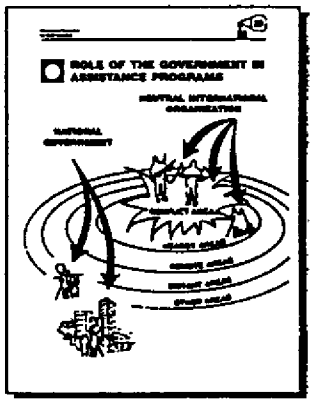
26 Safety of relief teams in conflict zones

Have participants read the overhead to themselves. Elicit or provide more specific examples of safety measures, as when the UN obtains clearances for special flights on airplanes bearing UN markings, or when the UN establishes special relief corridors whereby deliveries can be made under flags of truce.



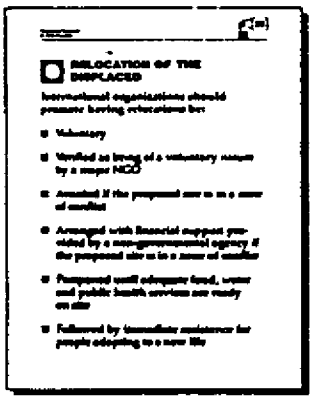
27 *Name this overhead*

After reading aloud the overhead, ask participants to define this category of issues which may arise in assisting the displaced. (Answer: human rights violations)



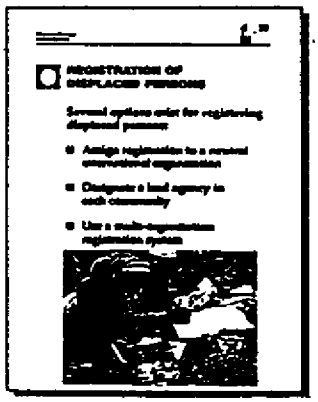
28 *Role of the government in assistance programs*

Show the overhead. Explain that because national governments can rarely be neutral in a conflict, they should usually provide assistance to the displaced well outside zones of conflict, allowing neutral organizations to provide relief in areas of conflict.



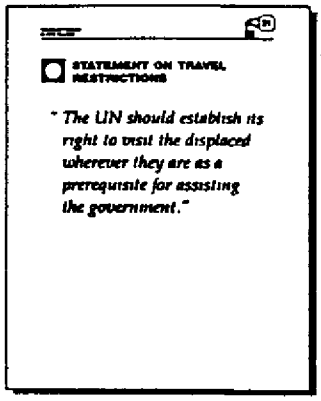
29 *Relocation of the displaced*

Review the list of recommended policies. Poll participants for anecdotes from their field experiences related to implementing any of these policies, or provide anecdotes of your own.



30 *Registration of displaced persons*

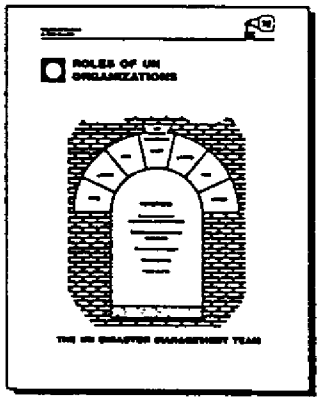
Have participants read the overhead to themselves. Explain that registration problems may arise involving statistical inaccuracy and security concerns of the displaced. Share or elicit anecdotes related to these problems.



31 Statement on travel restrictions

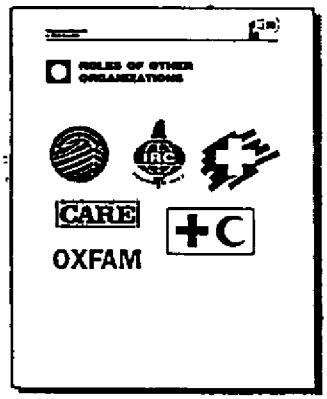
Read the statement. Discuss some of the ways in which relief agencies have transcended problems related to travel restrictions in order to work with the displaced.

PART FIVE: INTERNATIONAL ORGANIZATIONS *(20 minutes)*



32 Roles of UN organizations

Show the overhead. Ask participants about their perceptions of the roles of each UN organization in working with displaced persons. Compare their answers to those found in Part 5 of the training module.



33 Roles of other organizations

Show the overhead and ask the participants to list other organizations operating in their areas. Add this to the overhead with a marker. Also, strike out those shown which are not active in the area. Comment on the roles of other organizations. Divide participants into groups of three. Have each group consider an example of conflict-induced internal displacement involving assistance from more than three non-UN organizations. Have them describe the primary role of three such organizations within their small groups. After 5-6 minutes, have one small group present their sample to all participants.

WRAP-UP *(15 minutes)*

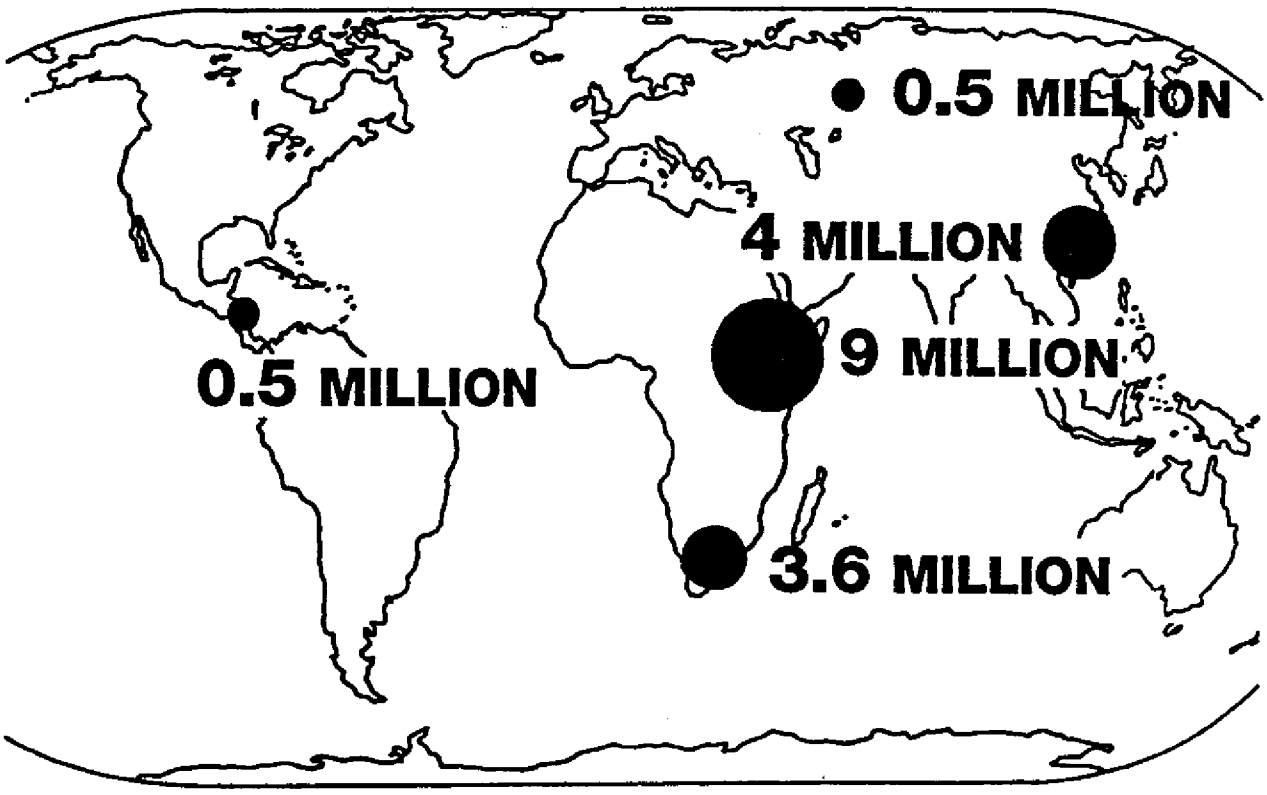
- Recall major issues covered in the session.
- Identify conclusion reached.
- Identify questions left unanswered.
- Ask everyone to complete the evaluation form and thank them for attending.

LEARNING OBJECTIVES

- Learn causes and patterns of conflict-induced displacement
- Identify impact of this displacement on various populations
- Analyze what organizations can do to assist the displaced
- Consider operational challenges related to this assistance
- Discuss the roles of international organizations in working with displaced populations

DEMOGRAPHICS

PRINCIPLE POPULATIONS OF DISPLACED PERSONS



(there are about 20 million displaced persons world-wide)

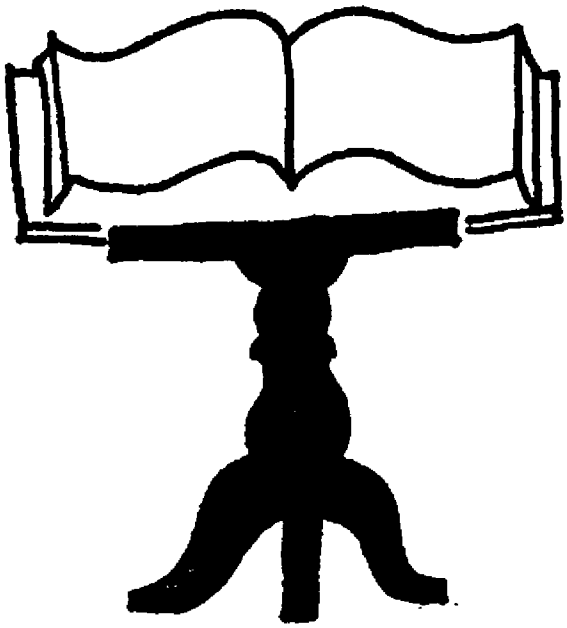
SELECTED COUNTRIES WITH CONFLICT-INDUCED DISPLACEMENT

Angola	450,000–1,500,000
Chad	150,000–300,000
Ethiopia	700,000–1,500,000*
Mozambique	1,500,000–2,000,000
Somalia	600,000
South Africa	3,570,000*
Sudan	2,000,000–3,200,000
Uganda	100,000–350,000
Chile	20,000
El Salvador	150,000–500,000
Guatemala	120,000–500,000*
Honduras	12,000
Nicaragua	200,000–350,000
Peru	35,000
Afghanistan	2,000,000
Burma	6,000
Cyprus	265,000
India	6,000
Iran	1,000,000
Iraq	500,000–1,000,000
Lebanon	500,000–800,000
Philippines	200,000
Sri Lanka	400,000–500,000
USSR	156,000

Source: U.S. Committee for Refugees, 1989

DEFINITION OF DISPLACED PERSONS

DISPLACED PERSONS



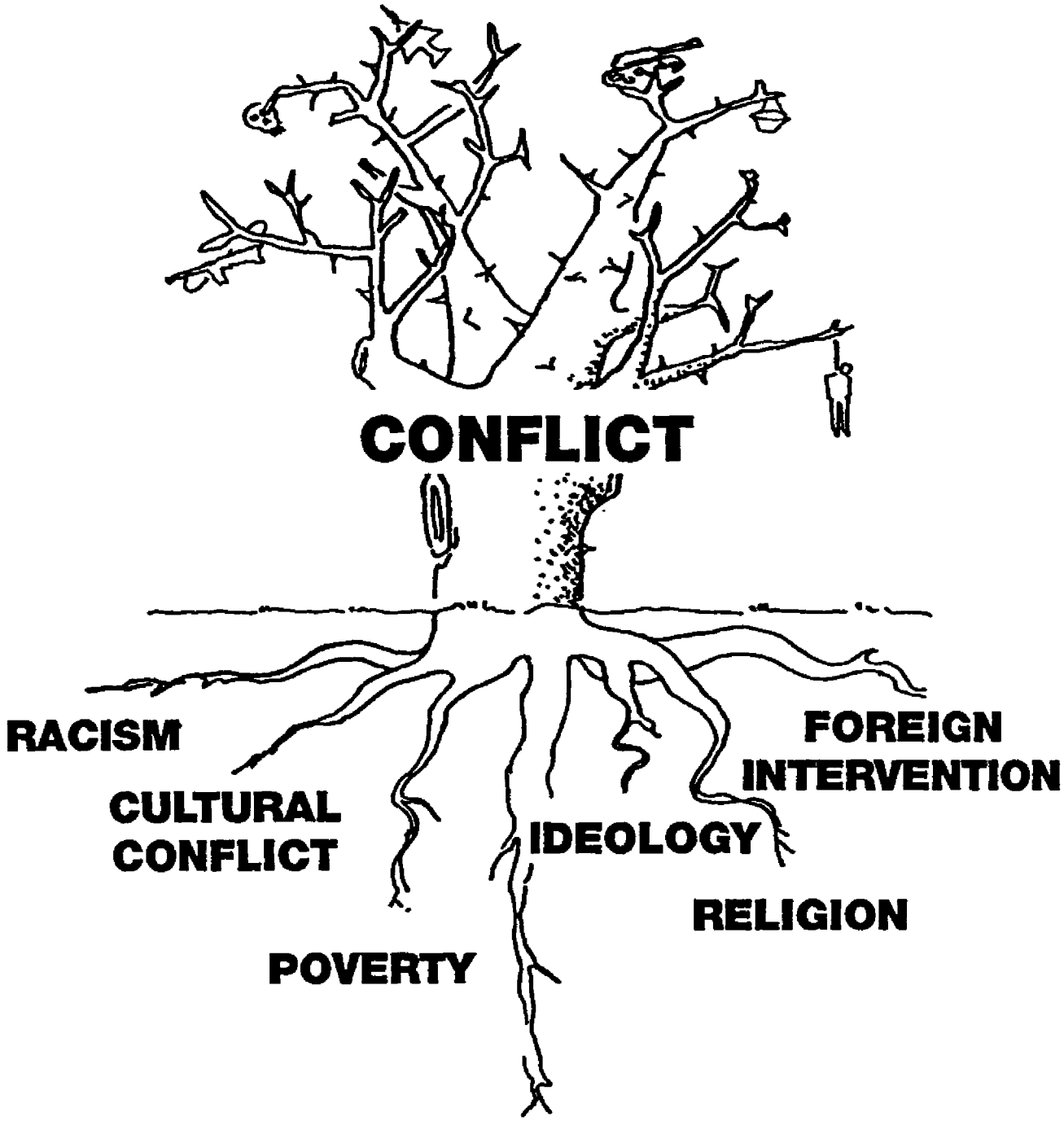
In this document, these are non-combatant people, forced to leave their homes because of the direct or indirect consequences of conflict, but who remain inside their country.

REASONS FOR CONCERN

Displaced persons are:

- Ineligible to receive refugee relief and assistance
- Often insecure about relying on their government for protection
- Limited in seeking international assistance due to obstacles involving national sovereignty

ROOT CAUSES OF CONFLICT



QUESTION ON THE CAUSES OF CONFLICT

Q. What are the root causes of recent civil conflict in a country in your region?

PRESSURE POINTS

- Geographic zones experiencing environmental degradation
- Areas of chronic food insecurity
- Labor poles
- Overpopulation
- Large-scale development programs

TRIGGERING EVENTS OF DISPLACEMENT

- Military operations
- Destruction of crops or economic assets
- Food shortages
- Collapse of agricultural systems
- Collapse of the economy

GROUPS MOST LIKELY TO FLEE

IN INITIAL STAGES OF CONFLICT

- farmers
- pastorialists
- rural laborers

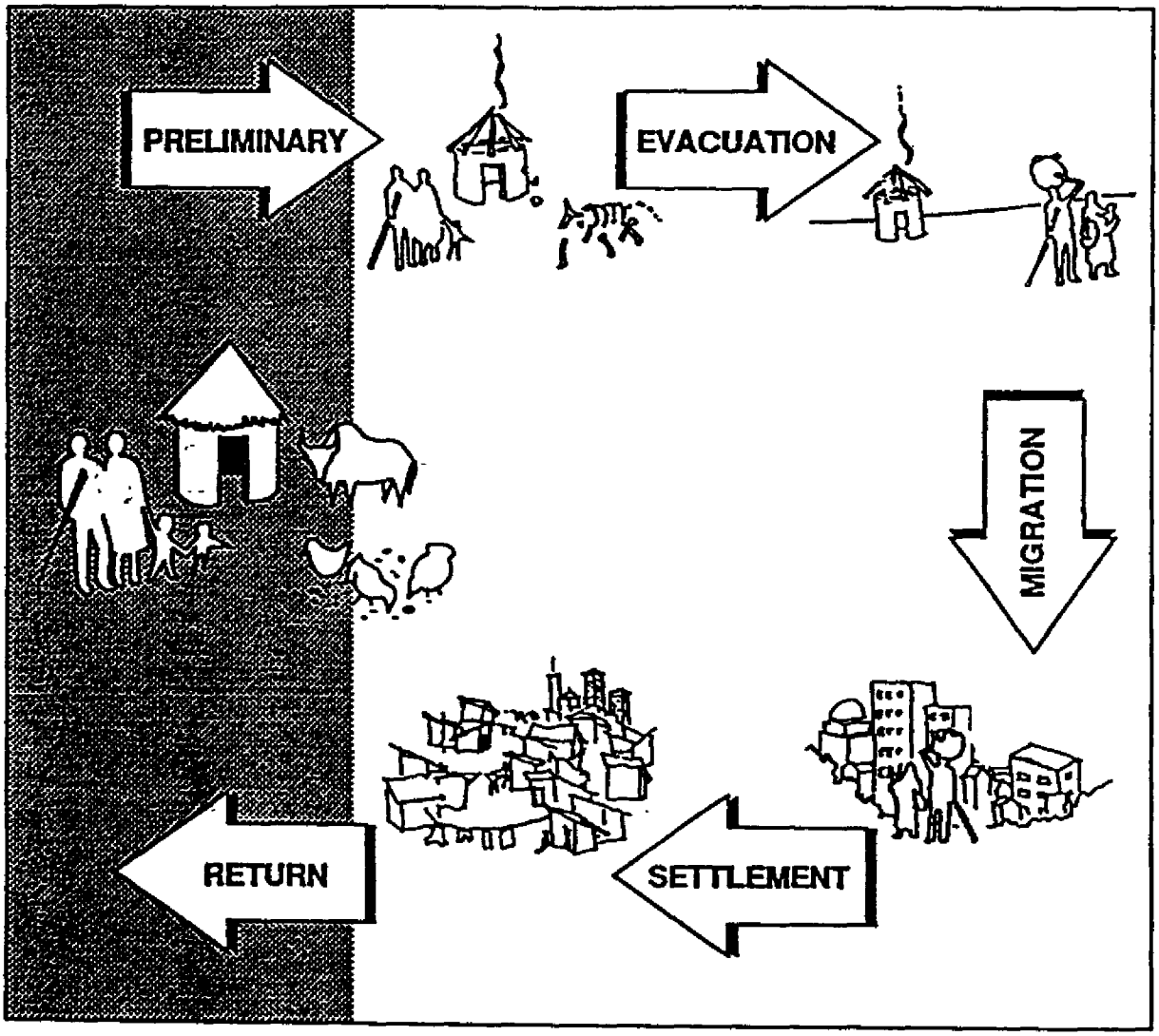
TYPES OF MIGRATION

- Crisis-induced migration
- Precautionary evacuation
- Economically-induced migration

FACTORS WHICH INFLUENCE PATTERNS OF MIGRATION

- Location of home vis-a-vis zone of conflict: migrate out of zone
- Seasonal considerations: climate, planting and harvest
- Related to cause of displacement: distance covered initially and options for sanctuary may depend on reasons for leaving
- Traditional rivalries: especially in Africa, people may adjust their migration routes to avoid rivals
- Tribal or ethnic affinities: areas of populations with similar cultural, linguistic or ethnic characteristics may draw displaced persons where they perceive assistance or sympathy exists

PHASES OF DISPLACEMENT

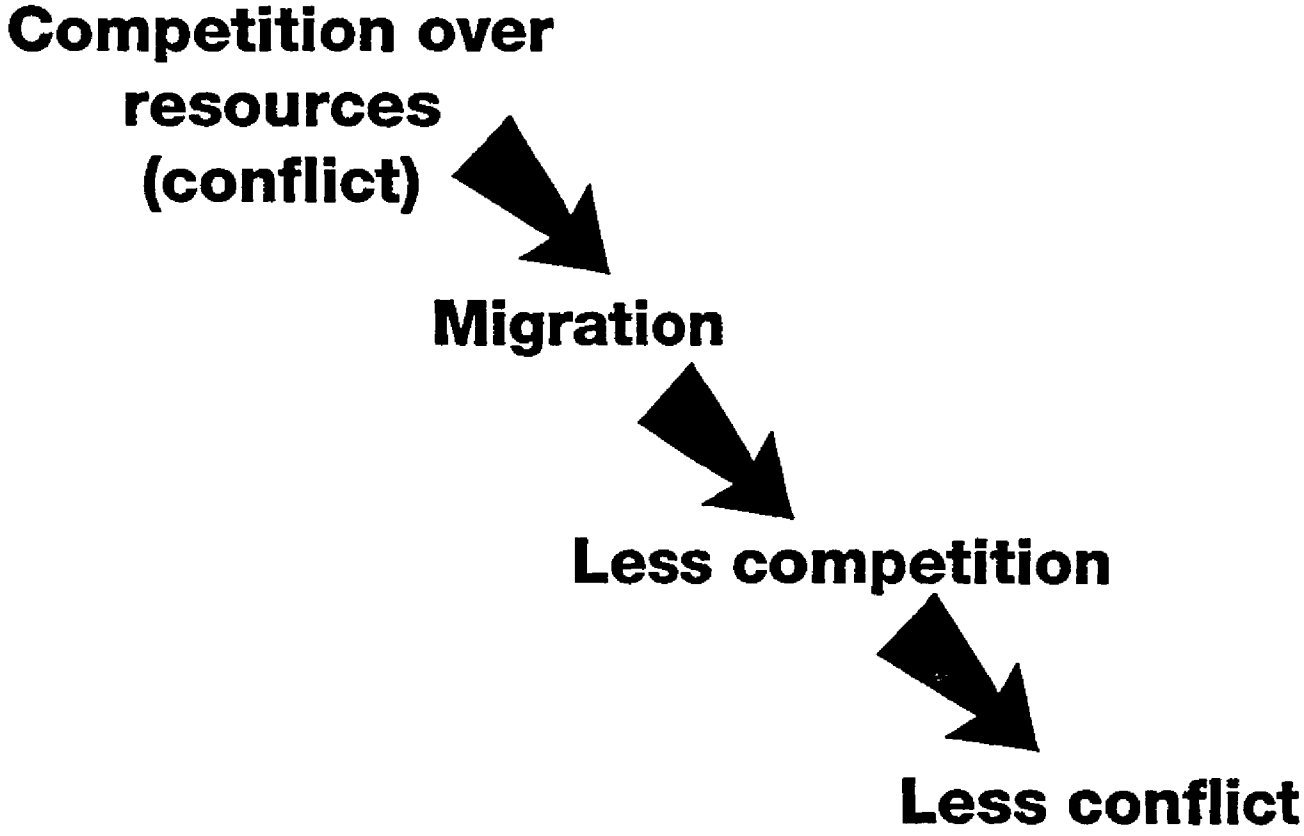


QUESTION ON THE RETURN OF DISPLACED PERSONS

Q. Which of the following might be factors used by displaced persons to determine when and whether to return to their homes?

- The time between their original displacement and when a return is possible
- The relative degree of security in their homelands
- The level of indebtedness incurred in their new communities

MIGRATION AS A PRESSURE-RELIEF MECHANISM



SETTLEMENT PATTERNS

- Camps: locations where relief supplies are distributed during the first stages of displacement, usually providing food, water, shelter and health programs.

- Spontaneous settlements of displaced persons: linguistically, ethnically or culturally distinct temporary shelters located near towns or cities close to the displaced persons' area of origin.

- Pockets within squatter settlements: shelters erected or occupied by displaced persons attempting to integrate themselves into existing squatter settlements, often because a government demonstrates hostility toward the displaced.

STATEMENT ABOUT PROTECTION AND SECURITY

" While the UNHCR has a mandate to protect refugees, at this time, no international organization has been given a mandate to protect internally displaced persons."

REFUGEES

DISPLACEES

QUESTION ON ASSISTANCE AND RELIEF NEEDS

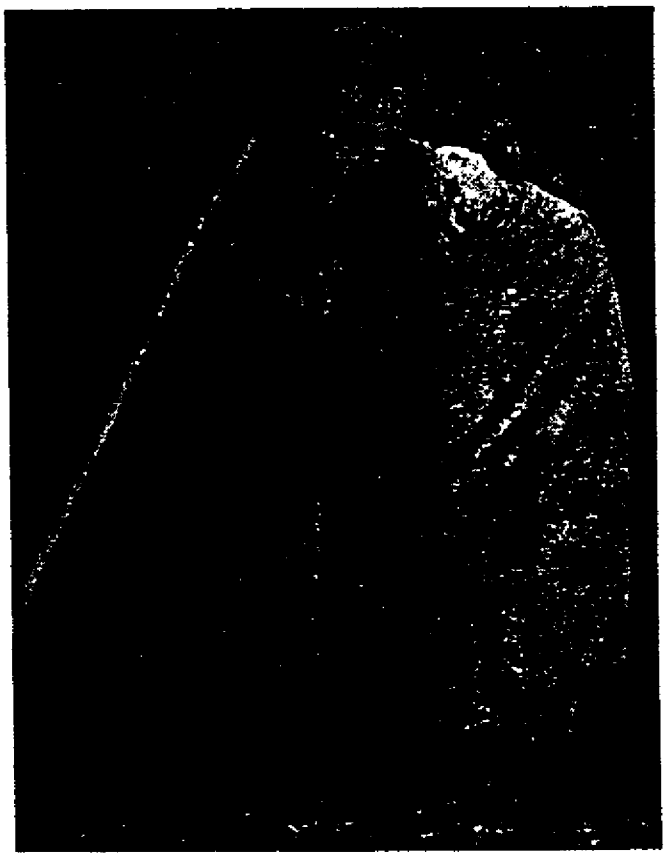
Q. Match which type of assistance is most needed within the following phases of displacement:

preliminary and evacuation phases	①	Ⓐ	developmental assistance
migration and settlement phases	②	Ⓑ	transport and reconstruction assistance
return phase	③	Ⓒ	emergency assistance

DOCUMENTO ORIGINAL EN MAL ESTADO

VULNERABLE GROUPS

Q. Briefly describe a strategy which has been implemented successfully by an agency in your region to meet a specific need of a vulnerable group. Explain how this strategy might need to be modified in working with displaced persons of the same vulnerable group.



POLITICAL CONSTRAINTS

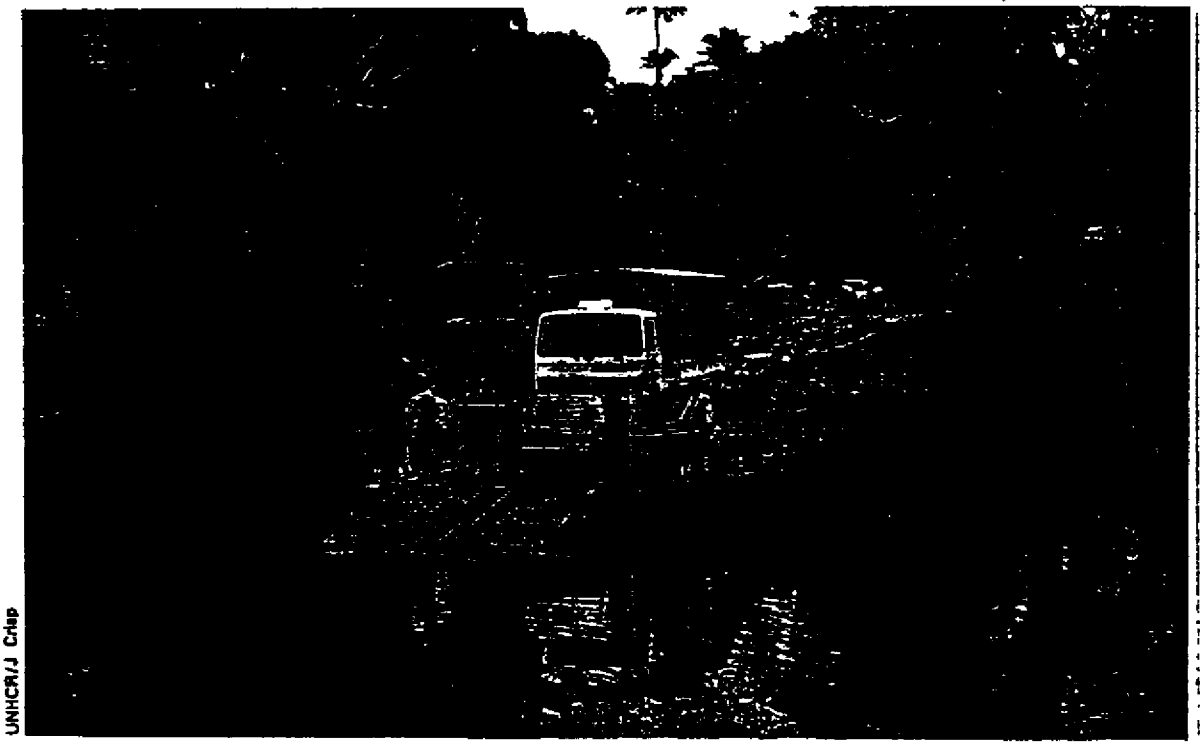
Assisting displaced persons may be limited:

- Where the government is party to a civil conflict, government agencies may be reluctant to provide assistance to people whom they consider "enemies"
- Where international organizations provide assistance through the host government, there may be charges that they are not neutral
- Where sanctuary or settlements are located in opposition-controlled areas

DOCUMENTO ORIGINAL EN MAL ESTADO

QUESTION ON LOGISTICAL DIFFICULTIES

Q. List three logistical considerations which should be taken into account in operations plans for transporting supplies to displaced persons.



UNHCR/J Crisp

QUESTION ON "STRUCTURAL" PROBLEMS

Q. Some of the difficulties with the ad hoc structure of the international relief system include:

- Many important areas where lives can be saved are overlooked
- The system is vastly underutilized
- Experienced personnel are often drawn from one operation to another before completing each contract
- Few agencies are in a position to provide assistance with longer-term post-emergency needs

REACHING PEOPLE IN CONFLICT ZONES

Many people remain in areas of conflict because

- They may be safer in rebel-held areas than if they were to flee to government-held zones
- They are often better off in or near their homes where they can remain at least partially self-sufficient
- They realize that relief agencies are increasingly willing to provide assistance to people in areas of conflict

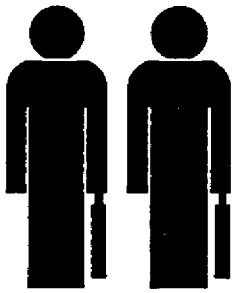
STATEMENT ON AVOIDING PACIFICATION

" Providing development assistance in a way that encourages new settlement patterns or resettlement has many political connotations and must be approached carefully."

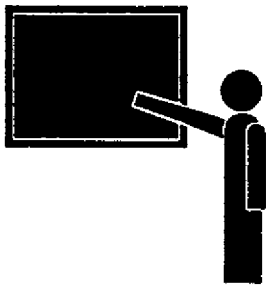
STRENGTHENING COUNTERPART ORGANIZATIONS

The UN can support counterpart organizations working with the displaced by providing:

- Experts



- Training



- Financial support

SAFETY OF RELIEF TEAMS IN CONFLICT ZONES

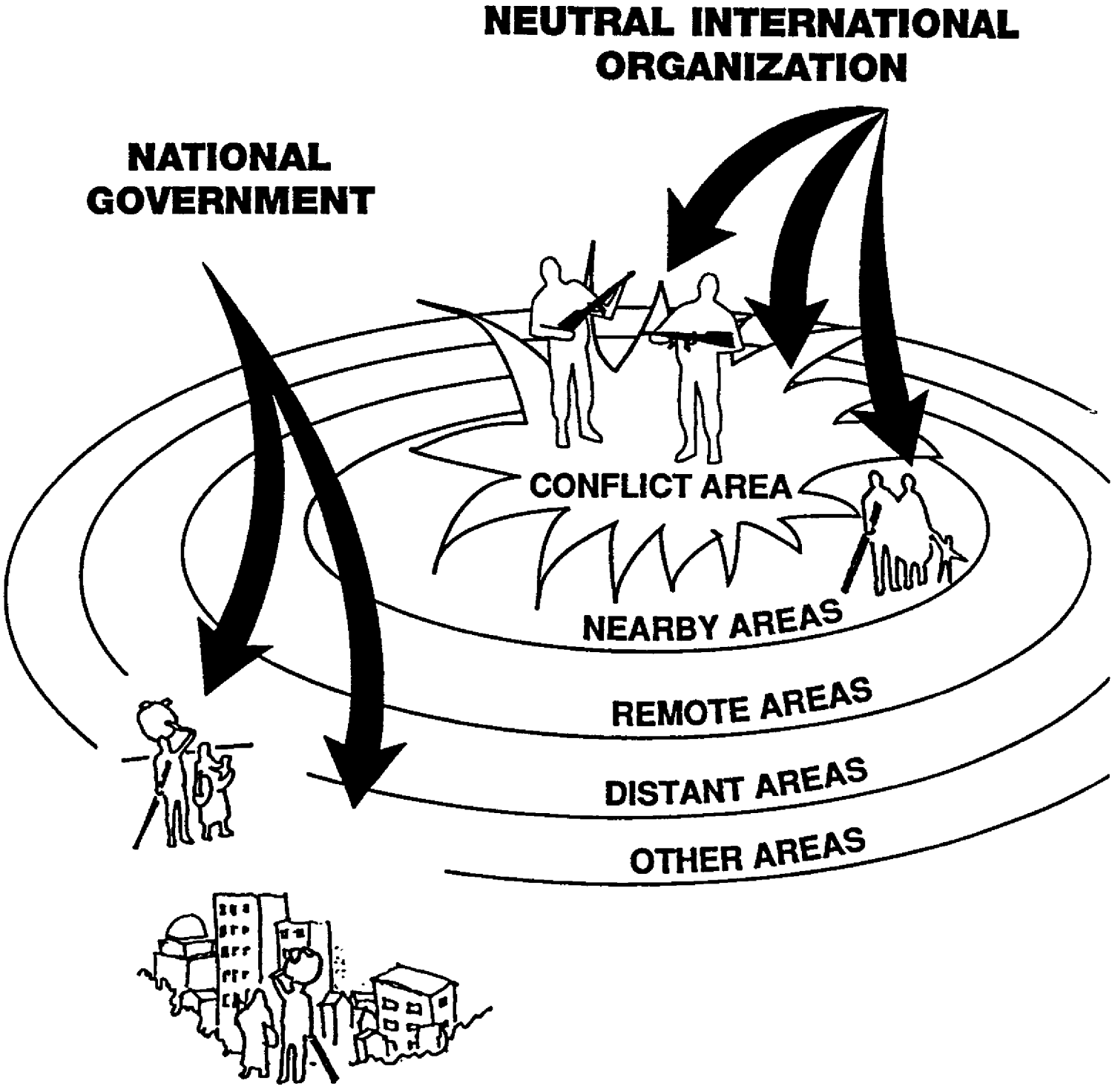
UN staff can promote the safety of relief teams in conflict zones by:

- Establishing guidelines and procedures for personnel in conjunction with the host government and, where possible, with insurgent groups
- Notifying relief workers about specific risks they may face
- Ensuring that relief personnel have immediate, 24-hour access to telecommunication facilities
- Arranging for safe transport and suitable means to evacuate personnel in case of an emergency

NAME THIS OVERHEAD

- Violent actions designed to kill, maim or intimidate
- Denial of food or water
- Forced relocation into conflict zones
- Forcible removal of people from urban areas to regions where resources for basic needs are not available

ROLE OF THE GOVERNMENT IN ASSISTANCE PROGRAMS



RELOCATION OF THE DISPLACED

International organizations should promote having relocations be:

- Voluntary
- Verified as being of a voluntary nature by a major NGO
- Avoided if the proposed site is in a zone of conflict
- Arranged with financial support provided by a non-governmental agency if the proposed site is in a zone of conflict
- Postponed until adequate food, water and public health services are ready on site
- Followed by immediate assistance for people adapting to a new life

DOCUMENTO ORIGINAL EN MAL ESTADO

REGISTRATION OF DISPLACED PERSONS

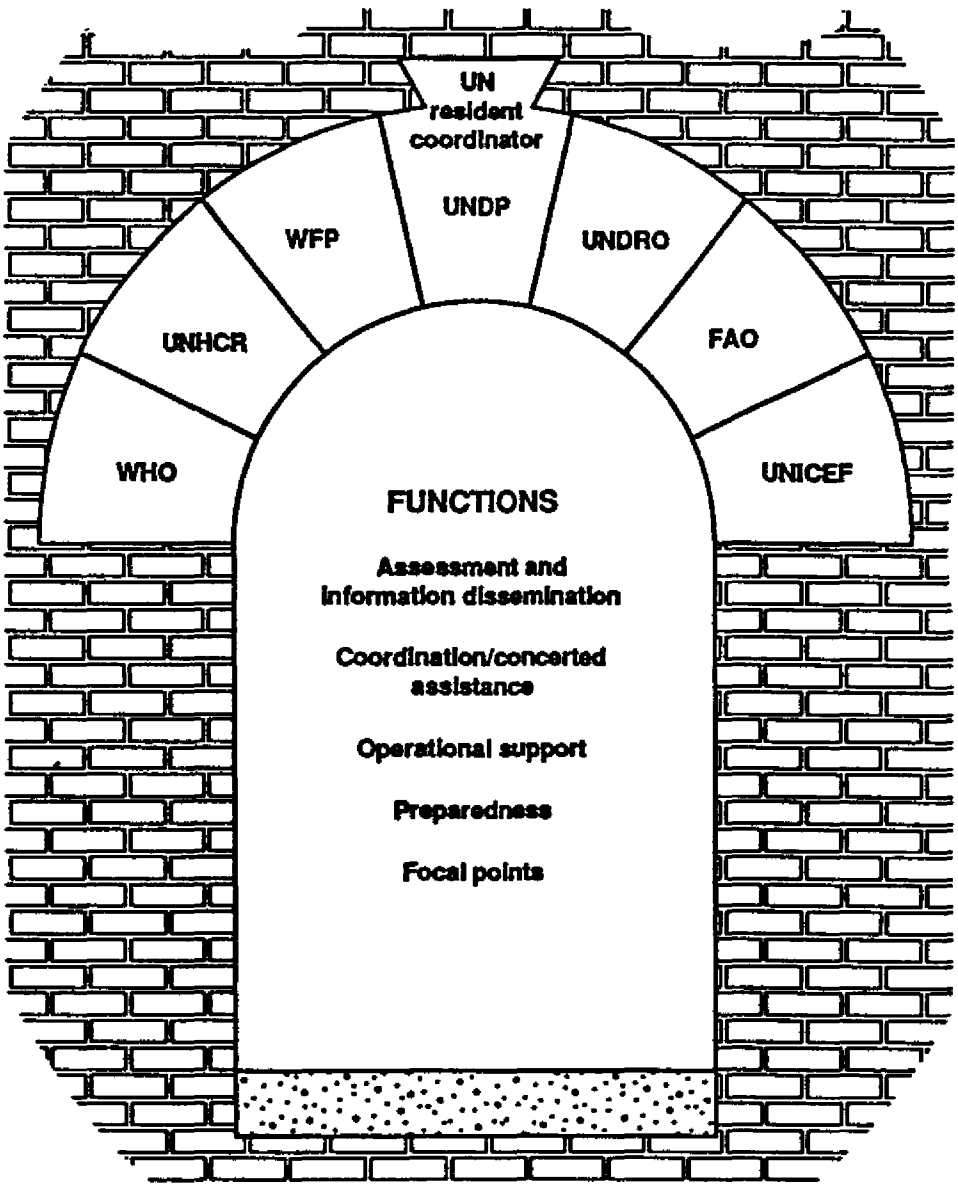
Several options exist for registering displaced persons:

- Assign registration to a neutral international organization
- Designate a lead agency in each community
- Use a multi-organization registration system

STATEMENT ON TRAVEL RESTRICTIONS

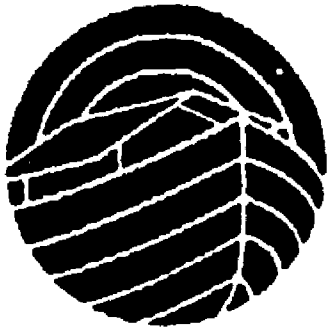
" The UN should establish its right to visit the displaced wherever they are as a prerequisite for assisting the government."

ROLES OF UN ORGANIZATIONS

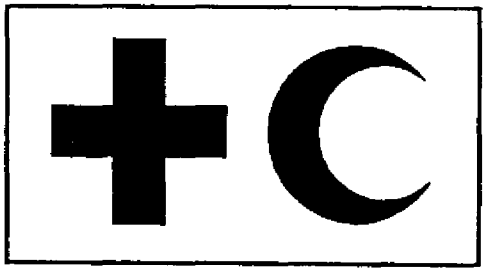


THE UN DISASTER MANAGEMENT TEAM

ROLES OF OTHER ORGANIZATIONS



CARE



OXFAM