



# **Training Manual on Refugee Rights and Protection**





***“Securing Refugee-Host Relations in Northern  
Uganda through Enhanced Protection”  
(SRHR-EP)***

**Training Manual  
on  
Refugee Rights & Protection  
2018**

Refugee Law Project, School of Law  
Makerere University  
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## Foreword

This manual is of great value: We should not assume that duty bearers have been sufficiently trained on core concepts, nor should we assume that target beneficiaries are fully informed. What Refugee Law Project's work has revealed again and again is that, in the absence of adequate training, duty bearers can make the worst of mistakes with the best of intentions.

The provision of specialized, evidence-based and context-oriented trainings to a wide range of stakeholders is vital. It strengthens protection of vulnerable populations, it enhances accountability of duty-bearers, and, piece by piece, it contributes to the development of rule of law and to the broader goal of good governance. That in turn creates the environment in which people are able to live in dignity, regardless of their status, a vision that Refugee Law Project has held close ever since its inception in 1999.

As a country hosting one of the largest refugee populations on the continent, and as a nation still nursing its own wounds from many years of conflict, Uganda has great need for widespread awareness of the issues contained in this manual, including amongst others the key rights of refugees and their hosts, the key impacts of war that duty bearers need to look out for, the critical psychosocial issues that contribute to self-reliance, the elements of transitional justice that allow forcibly displaced persons to come to terms with their past.

Training on refugee rights and protection is thus a means of enhancing protection for both hosts and refugees. I am very confident that this training manual will go a long way in ensuring that the content of trainings is consistent and comprehensive, and that, ultimately, this will result in more aware and better trained duty bearers who are able to foster a win-win relationship between refugees and their hosts, whether in northern or western Uganda, or indeed elsewhere.



Prof Chris Dolan  
Director, Refugee Law Project

## Overview of the SRHR-EP Project

The Refugee Law Project (RLP), School of Law, Makerere University received a grant from the Netherlands Ministry of Foreign Affairs for fostering peaceful co-existence between South Sudanese refugees and their hosts in northern Uganda. Titled “Securing Refugee-Host Relations in Northern Uganda through Enhanced Protection” (SRHR-EP), this 15-months project will be implemented in refugee settlements in Kiryandongo, Lamwo, and Adjumani districts, as well as related components in our Kampala office.

The project aims at;

- Training of Ugandan duty bearers to ensure access to justice
- Building refugee confidence and capacity for self-reliance through addressing harms & injuries experienced by individuals before and during flight
- Enhancing refugee-host communication through creation of skills and communications platforms
- Addressing environmental degradation through reforestation initiatives
- Upscaling regional and international advocacy

## Acknowledgements

This training manual, building on practical experiences, evidenced based advocacy, and other referenced sources, was compiled by staff of Refugee Law Project. Thanks go to members of the Gender & Sexuality Programme, Mental Health and Psychosocial Wellbeing Programme, Conflict, Transitional Justice and Governance Programme, Access to Justice Programme, and Media for Social Change Programme for their tireless support in seeing this manual to fruition.

We thank David Onen Ongwech for his leadership in compiling this manual and integrating the comments and several drafts that the document passed through. Special appreciation goes to the Prof Chris Dolan for insightful edits and comments, as well as overall structuring of this manual. Also, the contribution of the following facilitators cannot go unnoticed; Kaburu Ezekiel, Mary Kampogo, Moses Alfred Nsubuga, Wokorach Mogi, Francis Okot Oyat, Winifred Agabo, Patience Katenda Alitubera, Anthony Ochora, Bernard Okot Kasozi, Charity Immaculate, Esther Atim, Fred Ngomokwee Naume, Mugero Jesse, Gabriel Ochieng, Tina Kalitani Nasasira, Howard Geoffrey Otim, Jackson Odong, Jimmy Wamimbi, Joyce Ameso, Juliet Adoch, Margaret Uma, Moses Okello, Nancy Apiyo, Patrick Otim, Peace Mbabazi, Ronald Odida, Susan Alupo. Opiny Shaffic must get all the credit for desktop publishing of the end result.

Similarly, RLP is grateful for the continued support from and crucial partnerships with key stakeholders, notably the Office of the Prime Minister – Refugee Department, UNHCR, the School of Law, College of Health Sciences, College of Social Science, and College of Psychology of Makerere University, Uganda Police Force, Uganda People's Defence Force, Directorate of Immigration, Uganda Prisons, Refugee Desk Officers, and settlement authorities in an around Palabek-Lamwo district, Kiryandongo, and Maaji I, II, & III in Adjumani district.

RLP is deeply indebted to the Royal Dutch Embassy of Uganda, and to the Ministry of Foreign Affairs of the Royal Netherlands for the generous contribution towards promoting a win-win relationship between refugees and hosts in northern Uganda, and specifically, for financing the development and publication of this manual.

## Target Beneficiaries of this manual

This training manual outlines and guides trainings for a range of beneficiaries, including but not limited to:

- Community Interpreters
  - » Immigration Officers
  - » Judicial Officers
  - » Local Leaders
  - » Medical Practitioners
  - » Medical Students
  - » Paralegals
  - » Peer Counsellors
  - » Uganda Police Force (UPF)
  - » Prisons
  - » Refugee Welfare Councils (RWCs)
  - » Uganda People's Defence Force (UPDF)

It is expected that users of this manual will further customize each module to suite the target beneficiaries, and the amount of time and resources available.

### ***RLP's relationship with Uganda Police Force (UPF)***

The RLP enjoys a close and constructive working relationship with the Uganda Police Force. This has been built over many years and using a range of training methodologies. At a local level RLP provides trainings to police working in those stations most likely to interact closely with refugee populations. At national level RLP is grateful for the multiple occasions on which it has been invited to teach at the National Police Training College, as well as the opportunity to input into the national police training curriculum review.

### ***RLP's relationship with Uganda People's Defence Force (UPDF)***

RLP has worked closely with the UPDF in multiple trainings on the topic of sexual violence. These trainings have largely worked with pre-deployment peace-keepers to conflict-affected areas such as Somalia, but also with Public Relations Officers and Civil-Military Cooperation Officers.

### ***RLP's relationship with Uganda Prisons***

RLP's work with Uganda Prisons involves training of Uganda Prisons Officers on core refugee rights, monitoring of prisons in order to identify where prisoners are detained beyond legal limits and without access to legal aid, and ensuring that they enjoy access to justice.

### ***Why train uniformed and non-uniformed duty-bearers?***

Uniformed personnel are usually the first point of contact for individuals and communities affected by conflict and wars, not least at border entry points. Despite the responsibilities and powers that UPDF, Prison and Police officers have at hand, many duty-bearers have limited knowledge of refugee rights and protection. This can result in various unintended miscarriages of justice as well as violations of the rights of refugees, which in turn add tension to refugee-host relations. Cases of sexual violence are often reported but with limited



knowledge and skills on how to effectively respond to, prosecute or inform civil society organizations or countries of origin of the presence of sexual violence victims in detention. Frequently they are not sensitive to the complex nature of the interviews. Interacting with highly traumatised populations can itself be a source of secondary trauma, and duty-bearers themselves can suffer post traumatic stress disorder as a result of a range of experiences while on duty, and therefore need psychosocial healing through mental health treatment, counseling and advice.

The Refugee Law Project's work on the above specialized and thematic programmes has demonstrated that duty-bearers often lack a comprehensive understanding of refugee rights and protection, and of how to respond to cases reported. These knowledge gaps weaken law enforcement which in turn contributes to reduced confidence in the formal justice system. In practice, there has been weak documentation, investigation and prosecution of violence cases in Uganda and countries of deployment, because many uniformed personnel are unaware of the necessary steps to take; hence doing more "harm" to the communities and survivors or victims of sexual violence. The training of uniformed personnel can help to provide substantial input in shifting knowledge, attitudes, and best practices for uniformed personnel.

## **Facilitators**

### **Refugee Law Project Facilitators**

This training manual is intended primarily for use by our own staff, led by the thematic programme managers (Gender & Sexuality, Mental Health & Psychosocial Wellbeing, Access to Justice, Media for Social Change, and Conflict, Transitional Justice & Governance programme). All staff whose work involves direct interaction with forced migrants are encouraged to contribute to trainings, in the belief that their own deep experience of this work enriches the content of trainings.

### **External Facilitators**

Cognizant that RLP does not always have all the expertise required to facilitate comprehensive trainings on refugee rights and protection, RLP occasionally outsources and contracts supplementary expertise to support the trainings herein. This expertise will include private medical practitioners from public and private medical facilities, leadership of Uganda Police Force, Uganda People's Defence Force, School of Law – Makerere University, Ministry of Internal Affairs – Directorate of Immigration and Citizenship, among others.

### **Survivor Facilitators**

Where possible, RLP invites refugee survivors with particular personal experiences to contribute to training courses. Often it is the sharing of personal testimony that most effectively and generate discussions on refugee rights and protection and brings about a shift in knowledge, attitudes and practice. Where survivors are not available or their participation puts them at risk, RLP draws on a range of short but powerful video clips to pass key messages related to refugee rights and protection. Short films, including those made by refugees, are used to share testimonies from refugees depicting their experiences of a wide range of protection related issues before, during and after flight. These include but are not restricted to sexual violence, torture, child abuse, trafficking, genital mutilation, durable solutions, refugee education, and refugee status determination.

| Module 1: An Introduction to the Legal Frameworks Governing Forced Migration |  |
|--|--|
| <b>Learning objectives</b>   | <p>By the end of the module, participants should;</p> <ul style="list-style-type: none"> <li>– Know the history of refugee protection internationally, regionally and domestically</li> <li>– Understand who a refugee is</li> <li>– Be aware of causes of refugee inflows in Uganda and at international level</li> <li>– Distinguish between a refugee and an asylum seeker</li> <li>– Understand who an Internally Displaced Person is and causes of internal displacement</li> <li>– Understand who a deportee is and dynamics of deportation</li> <li>– Understand who an economic migrant is and how economic migrants differ from refugees</li> <li>– Understand the institutions that protect forced migrants</li> </ul> |
| <b>Key Messages</b>  | <ul style="list-style-type: none"> <li>– Everyone has a right to seek and enjoy asylum from persecution in other countries. (enshrined in the Universal Declaration of Human Rights)</li> <li>– Seeking asylum is not a voluntary act</li> <li>– The state has the primary obligation to protect forced migrants</li> <li>– A person should never be forced to return to a country where their life is at risk (Principle of non refoulement)</li> </ul>   |
| <b>Audience</b>  | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>  |
| <b>Time</b>  | 3 hours  |
| <b>Preparation / Materials needed</b>  | <p>Projector, Laptop, flip charts, Markers, Manila papers</p> <p>Copies of the following;</p> <ol style="list-style-type: none"> <li>1. 1951 Convention relating to the Status of Refugees,</li> <li>2. 1967 OAU Convention</li> <li>3. 1967 Optional Protocol to the Convention</li> <li>4. African Union Convention for the Protection and Assistance of IDPs</li> <li>5. The Refugee Act, 2006</li> <li>6. Refugee Regulations, 2010</li> <li>7. Internally Displaced Persons Policy 2004,</li> <li>8. The International Convention on the Protection of the Rights of all Migrant workers and members of their families</li> <li>9. Uganda Citizenship and Immigration Control Act</li> </ol>                                |

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|---------------------------|--|
| <b>Facilitation Steps</b> | <p><b>STEP 1:</b> Show video “Human Lava, Refugee influx into Kisoro, Uganda” (20 mins)</p> <p><b>STEP 2:</b> Plenary discussion about forced migration based on the video (15 mins)</p> <p><b>STEP 3:</b> Facilitator input;The different definitions of a Refugee from the 1951 UN Convention relating to refugees to the Refugees Act 2006 of Uganda.<br/>(20mins)</p> <p><b>STEP 4:</b> Facilitator input;The different categories of forced migrants (15 mins)</p> <p><b>STEP 5:</b> Plenary discussion and opportunity for the participants to ask questions, get answers and share experiences regarding dealing with forced migrants (20 mins)</p> <p><b>STEP 6:</b> Session Assesment (15 minutes)</p>  |
| <b>Assessment</b>         | Participants will be evaluated at the start through a pre-test and at the end through a post-test  |
| <b>Resources</b>          | <p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Goodwin G. G. &amp; McAdam J. 2007 (3rd ed) The Refugees in International Law, 3rd edition. Oxford University Press, Oxford</a></li> <li>– <a href="#">Crawford J. 2012 (8th ed) Brownlie’s Principles of Public International Law, 2012 Oxford University Press , Oxford</a></li> <li>– <a href="#">International Law Association, International Law Association, Declaration of International Law Principles on Internally Displaced Persons, 29 July 2000</a></li> <li>– <a href="#">Ouzan S.F., Gerstenfeld M. (eds) 2014, Postwar Jewish Displacement and Rebirth: 1945-1967, Goldstein – Goren Diaspora Research Center publishers, Tel Aviv University, Israel</a></li> </ul> <p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Oloka O.J. 1995 Forced Displacement and the situation of Refugees and Internally Displaced women in Africa. East African Journal of Peace and Human Rights (5).</a></li> </ul> <p><b>International Conventions</b></p> <ul style="list-style-type: none"> <li>– <a href="#">UN General Assembly, Convention Relating to the Status of Refugees, 28 July 1951, United Nations,Treaty Series, vol. 189, p. 137.</a></li> <li>– <a href="#">Organization of African Unity (OAU), Convention Governing the Specific Aspects of Refugee Problems in Africa (“OAU Convention”), 10 September 1969, 1001 U.N.T.S. 45.</a></li> <li>– <a href="#">UN General Assembly, The International Convention on the Protection of the rights of all</a></li> <li>– <a href="#">Migrant workers and members of their families resolution 45/158 of 18 December 1990.</a></li> </ul> <p><b>National Legislation</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Republic of Uganda: The Refugee Act 2006 [Uganda], Act 21, 24 May 2006</a></li> <li>– <a href="#">Uganda: The Refugees Regulations, 2010, 27 October 2010, S.I. 2010 No. 9.</a></li> <li>– <a href="#">Republic of Uganda: Uganda citizenship and Immigration Control Act 2006.</a></li> </ul> <p><b>Regional Convention</b></p> <ul style="list-style-type: none"> <li>– <a href="#">African Union: African Union Convention for the protection and Assistance of Internally Displaced Persons in Africa (Kampala Convention) 23rd October 2009.</a></li> </ul> <p><b>Policy Documents</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Office of the Prime Minister, Department of Refugees ,2004, National Policy on Internally Displaced Persons, Republic of Uganda</a></li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Human lava: Refugee influx into Kisoro district (Refugee Law Project 27th September 2012, available on youtube).</a></li> </ul> |

## Module 2: Policy frameworks for the protection of refugees and asylum seekers

|                                       |  |
|---------------------------------------|--|
| <b>Learning objectives</b>            | <p>At the end of the module, participants will be able to:</p> <ul style="list-style-type: none"> <li>– Understand the relevant legal frameworks governing the protection of refugees and asylum seekers at International, Regional and National level.</li> <li>– Understand the Refugee Status Determination process in Uganda</li> <li>– Understand the circumstances under which a person does not qualify to be granted refugee status.</li> <li>– Understand the circumstances under which a person can cease to be a refugee</li> <li>– Understand the principle of non refoulement and extradition</li> <li>– Definition of durable solutions for refugees</li> <li>– To understand &amp; explain the three durable solutions; Integration, Voluntary Repatriation, Resettlement to a third country</li> </ul>   |
| <b>Key Messages</b>                   | <ul style="list-style-type: none"> <li>– Protection and management of refugees and asylum seekers in Uganda is by the Government (Office of the Prime Minister).</li> <li>– Uganda has progressive refugee policies but the challenge remains implementation</li> <li>– The Refugee Status Determination process for urban refugees differs slightly from that of refugees in the refugee settlements.</li> <li>– Extradition should be in line with the Extradition Act</li> <li>– Non-refoulment is a principle of customary international law</li> <li>– In principle, there are 3 durable solutions (Voluntary Repatriation, Local Integration and Resettlement)</li> <li>– After 20 years, a refugee can apply for integration.</li> <li>– Voluntary repatriation can be applied for when it is safe to return.</li> <li>– Resettlement to a third country is not a right and only benefits a very small percentage of refugees</li> <li>– In practice, the solutions are very limited</li> </ul> |
| <b>Audience</b>                       | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>  |
| <b>Time</b>                           | 4 hours 45 minutes   |
| <b>Preparation / Materials needed</b> | <p>Projector, Laptop, Flip charts, Manilas, Markers</p> <p>Copies of the Refugee Act 2006, Refugee Regulations, 2010, 1951 Convention Relating to the Status of Refugees, 1967 OAU Convention Governing Specific Aspects of Refugee Problems in Africa, 1967 Optional Protocol relating to the Status of Refugees, Uganda Citizenship and Immigration Control Act, the Urban Refugee Policy 2009, UNHCR Alternatives to Camp Policy 2014</p>   |

|                                  |   |
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| <p><b>Facilitation Steps</b></p> | <p><b>STEP 1: Facilitator input;</b> Introduction to the legal frameworks governing protection at International, Regional and National level. Focus on the 1951 Convention Relating to the Status of Refugees, The 1967 Optional Protocol to the Convention on the Status of Refugees, the 1969 OAU Convention Governing Specific Aspects of Refugee Problems in Africa, the Refugee Act 2006, the Refugee Regulations 2010, the Urban Refugee Policy 2009, UNHCR Alternatives to Camp Policy 2014 (20 mins)</p> <p><b>STEP 2: Facilitator input;</b> Refugee Status Determination processes in Uganda. Focus on the procedure for urban refugees who have to undergo initial registration at Old Kampala Police. Discuss the RSD process in the refugee settlements. (20 mins)</p> <p><b>STEP 3: Facilitator input;</b> When does a person does not qualify to be granted refugee status and when can a person cease to be a refugee (i.e. where the person has committed serious International crimes including war crimes, crimes against humanity, crimes against peace; a person has committed serious non-political crimes; having another nationality has not availed himself of the protection of the other country; is guilty of acts contrary to the principles of the UN) (20 mins)</p> <p><b>STEP 4:</b> Plenary session for Questions, Answers and Experience sharing. (20 mins)</p> <p><b>STEP 5: Facilitator input;</b> Understanding the principle of non-refoulement and extradition. Focus on the 1951 Convention Relating to the Status of Refugees, The 1967 OAU Convention, the Refugee Act, 2006, the Refugee Regulations 2010 and the Extradition Act (20 mins)</p> <p><b>STEP 6: Facilitator input;</b> Discuss the existing strategies and how they address the disparities between the refugees and hosts (Comprehensive Refugee Response Framework, ReHoPE Strategy, Settlement Transformative Agenda, Koboko Action plan) (20 mins)</p> <p><b>STEP 7: Facilitator input;</b> Discussion on the durable solutions available for refugees. (20 mins)</p> <p><b>STEP 8:</b> Plenary session for Questions, Answers and experience sharing from the participants (20mins)</p> <p><b>STEP 9:</b> Session Assesment (15 mins)</p> |
| <p><b>Assessment</b></p>         | <p>Participants will be evaluated during the delivery of the module with a pre- and post- test</p>  |
| <p><b>Resources</b></p>          | <p><b>Text books</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Adelman H. &amp; Sorenson J. (eds) 1994, African Refugees: Development Aid and Repatriation, West View Press, Colorado .</a></li> <li>- <a href="#">Hathaway C.J. 2005 Refugees under International Law , Cambridge University Press , Cambridge.</a></li> </ul> <p><b>International Conventions</b></p> <ul style="list-style-type: none"> <li>- <a href="#">UN General Assembly, Convention Relating to the Status of Refugees, 28 July 1951, United Nations, Treaty Series, vol. 189, p. 137.</a></li> <li>- <a href="#">UNHCR 1967: Optional protocol relating to the status of refugees</a></li> <li>- <a href="#">Organization of African Unity (OAU), Convention Governing the Specific Aspects of Refugee Problems in Africa ("OAU Convention"), 10 September 1969, 1001 U.N.T.S. 45.</a></li> <li>- <a href="#">UN General Assembly, (1989) Convention on the Rights of the child resolution44/25of20November1989 .</a></li> </ul> <p><b>National Legislation</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Republic of Uganda (1995):The Constitution of the Republic of Uganda</a></li> <li>- <a href="#">Uganda: The Refugee Act 2006 [Uganda], Act 21, 24 May 2006</a></li> <li>- <a href="#">Uganda: The Refugees Regulations, 2010, 27 October 2010, S.I. 2010 No. 9.</a></li> <li>- <a href="#">Republic of Uganda: Uganda citizenship and Immigration Control Act 2006.</a></li> </ul> <p><b>Policy Documents</b></p> <ul style="list-style-type: none"> <li>- <a href="#">UNHCR (2016) The Global Compact on Refugees</a></li> <li>- <a href="#">UN General Assembly (2016) The New York Declaration</a></li> <li>- <a href="#">Republic of Uganda (2012) The Koboko Action Plan</a></li> </ul>  |

## Module 3: Sexual Exploitation and Abuse

|                                       |   |
|---------------------------------------|---|
| <b>Learning objectives</b>            | At the end of the module, participants will be able to; <ul style="list-style-type: none"> <li>– What is Sexual exploitation and abuse?</li> <li>– What are the causes?</li> <li>– What are the punishments against it?</li> <li>– What can be done to prevent it?</li> </ul>   |
| <b>Key Messages</b>                   | <ul style="list-style-type: none"> <li>– Sexual Exploitation and Abuse is a crime</li> <li>– How does Sexual Exploitation occur?</li> <li>– Criminal responsibility of UN Officials and Affiliates for Sexual Exploitation and Abuse</li> <li>– United Nations Measures Against Sexual Exploitation and Abuse</li> <li>– How to report Sexual Exploitation and Abuse</li> </ul>   |
| <b>Audience</b>                       | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>   |
| <b>Time</b>                           | 2 hours   |
| <b>Preparation / Materials needed</b> | <p>Projector, Laptop, Flip charts, Manilas, Markers</p> <p>Sexual Exploitation and Abuse (UN flyer)</p> <p>Policies from the UN Secretary General's Bulletin</p> <p>Secretary General's reports on Special Measures for protection from Sexual Exploitation and Abuse</p> <p>Secretary General's report on combating Sexual Exploitation and Abuse</p> <p>United Nations Security Council resolution on Sexual Exploitation and Abuse</p> <p>General Assembly resolution on Sexual Exploitation and Abuse</p> <p>United Nations Glossary on Sexual Exploitation and Abuse</p> <p>United States Institute of Peace; Sexual Violence, Exploitation, and Abuse; Improving prevention across conflicts and crises.</p>  |
| <b>Facilitation Steps</b>             | <p><b>STEP 1: Plenary discussion;</b> All Participants are asked to identify forms of sexual violence, exploitation and abuse that they know or have witnessed (20 mins)</p> <p><b>STEP 2: Facilitator input;</b> What is Sexual Exploitation, What is Sexual Abuse? Examples of How Sexual Exploitation and Abuse occur (20 mins)</p> <p><b>STEP 3: Facilitator input;</b> Criminal responsibility of UN Officials and Affiliates for Sexual Exploitation and Abuse, UN measures against Sexual Exploitation and Abuse. (20 mins)</p> <p><b>STEP 4: Facilitator input;</b> United Nations Measures Against Sexual Exploitation and Abuse and How to report Sexual Exploitation and Abuse (20 mins) STEP 3: Plenary Discussion; Questions, answers and experience sharing from the presentation. (20 mins)</p> <p><b>STEP 5:</b> Session Assessment (15 mins)</p> |

| Assessment | Results of pre-training test (Baseline) and post training test, module evaluation form  |
|------------|---|
| Resources  | <p><b>UN Flyer</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Sexual Exploitation and Abuse</a></li> </ul> <p><b>Policies</b></p> <p>UN Secretary General's bulletins</p> <ul style="list-style-type: none"> <li>– <a href="#">Protection against retaliation for reporting misconduct and for cooperating with duly authorized audits or investigations</a></li> <li>– <a href="#">Prohibition of discrimination, harassment, including sexual harassment, and abuse of authority</a></li> <li>– <a href="#">Special measures for protection from sexual exploitation and sexual abuse</a></li> <li>– <a href="#">Status, basic rights and duties of United Nations staff members</a></li> <li>– <a href="#">Regulations Governing the Status, Basic Rights and Duties of Officials other than Secretariat Officials, and Experts on Mission</a></li> <li>– <a href="#">Observance by United Nations forces of international humanitarian law</a></li> </ul> <p><b>Secretary General's reports</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Report of the Secretary-General on Special measures for protection from sexual exploitation and sexual abuse (A/72/751) + Annex</a></li> <li>– <a href="#">Report of the Secretary-General on Combating sexual exploitation and abuse (A/71/97)</a></li> <li>– <a href="#">Report of the Secretary-General. Implementation of the United Nations Comprehensive Strategy on Assistance and Support to Victims of Sexual Exploitation and Abuse by United Nations Staff and Related Personnel (A/64/176)</a></li> </ul> <p><b>Resolutions</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Security Council Resolution 2272 on Sexual Exploitation and Abuse (11 March 2016)</a></li> </ul> <p><b>General Assembly</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Resolution adopted by the General Assembly. United Nations Comprehensive Strategy on Assistance and Support to Victims of Sexual Exploitation and Abuse by United Nations Staff and Related Personnel (7 March 2008)</a></li> <li>– <a href="#">Resolution adopted by the General Assembly. Criminal accountability of United Nations officials and experts on missions (8 January 2008)</a></li> </ul> <p><b>Tools</b></p> <ul style="list-style-type: none"> <li>– <a href="#">UN Glossary on Sexual Exploitation and Abuse (English)</a></li> <li>– <a href="#">Military Aide Memoire: United Nations Measures against Sexual Exploitation and Abuse</a></li> </ul> <p><b>Articles</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Sexual Violence, Exploitation, and Abuse Improving Prevention Across Conflicts and Crises (Luedke, Lewis and Rodriguez: United States Institute of Peace 2017)</a></li> </ul> |



## Module 4: Rights and Obligations of Refugees and Asylum Seekers

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| <b>Learning objectives</b>            | At the end of the module, participants will be able to; <ul style="list-style-type: none"> <li>– Understand the rights of forced migrants while in the host country</li> <li>– Understand the obligations of forced migrants while in the host country</li> </ul>   |
| <b>Key Messages</b>                   | <ul style="list-style-type: none"> <li>– Refugees and asylum seekers should be accorded fair and equal treatment in the same way as nationals</li> <li>– Refugees and asylum seeker have rights that they enjoy while in the host country</li> <li>– Refugees/asylum seekers have obligations which they ought to respect while in the host country</li> <li>– Refugees can be helped to become self-reliant such that they enjoy their rights and maximize their capacity and potential.</li> </ul>  |
| <b>Audience</b>                       | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>   |
| <b>Time</b>                           | 2 hours   |
| <b>Preparation / Materials needed</b> | <p>Projector, Laptop, Flip charts, Manilas, Markers</p> <p>Copies of the Constitution of the Republic of Uganda 1995, Refugee Act 2006, Refugee Regulations 2010, OAU Convention Governing specific Aspects of Refugee Problems in Africa, 1951 Convention Relating to the Status of Refugees.</p>  |
| <b>Facilitation Steps</b>             | <p><b>STEP I (I):</b> Discuss the rights of refugees and asylum seekers while in the host country<br/>Focus on the following civil and political rights: Freedom of movement; Freedom from torture; Right to seek and enjoy asylum; Right to own identity cards; Right to work, Right to practice religion, Non-discrimination, Fair hearing. Focus on the following <b>economic, social and cultural rights:</b> Education, Health, Food, Shelter (30 mins)</p> <p><b>STEP I (II):</b> Particular emphasis to be given to the right to health (this is provided for under the State Objectives in the Constitution) and the right to a fair hearing (15 mins)</p> <p><b>STEP 2:</b> Discuss the obligations of refugees/asylum seekers while in the host country. Respect the laws of the host country. Not to participate in political affairs, not own land, not to engage in activities contrary to the security of the State. (30 mins)</p> <p>Note: Questions from participants (45 mins)</p> |
| <b>Assessment</b>                     | Results of pre-training test (Baseline) and post training test, module evaluation form  |

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| <p><b>Resources</b></p> | <p><b>International Conventions</b></p> <ul style="list-style-type: none"> <li>– <a href="#">UN General Assembly, Convention Relating to the Status of Refugees, 28 July 1951, United Nations, Treaty Series, vol. 189, p. 137.</a></li> <li>– <a href="#">UN General Assembly, (1984) Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, Adopted and opened for signature, ratification and accession by General Assembly resolution 39/46 of 10 December 1984</a></li> <li>– <a href="#">UN General Assembly, (1989) Convention on the Rights of the child resolution 44/25 of 20 November 1989.</a></li> </ul> <p><b>Regional Conventions</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Organization of African Unity (OAU), Convention Governing the Specific Aspects of Refugee Problems in Africa (“OAU Convention”), 10 September 1969, 1001 U.N.T.S. 45.</a></li> </ul> <p><b>National Legislation</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Republic of Uganda (1995):The Constitution of the Republic of Uganda</a></li> <li>– <a href="#">Republic of Uganda: The Refugees Act 2006 [Uganda], Act 21, 24 May 2006</a></li> <li>– <a href="#">Republic of Uganda: The Refugees Regulations, 2010, 27 October 2010, S.I. 2010 No. 9.</a></li> </ul> |
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## Module 5: Understanding Torture in the Context of Forced Migration

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| <b>Learning objectives</b>            | <p>At the end of the module, participants will:</p> <ul style="list-style-type: none"> <li>– Understand the definitions of torture, cruel, inhumane and degrading treatment</li> <li>– Know commonly used patterns/methods of torture</li> <li>– Know the effects of torture on victims, and its ripple effects on families and societies</li> <li>– Understand the perpetrators of torture</li> <li>– Give an analysis of the legal framework for protection of persons from torture, cruel, inhuman, degrading punishment or treatment at international, regional and national level</li> <li>– Understand the Institutional Frameworks for the prevention of torture at International, Regional and National Level</li> <li>– Understand the remedies available for victims of torture</li> </ul>   |
| <b>Key Messages</b>                   | <ul style="list-style-type: none"> <li>– The term ‘torture’ is very broad and encompasses many things including narratives of rape – Reminder: The use of the term ‘torture’ can hide many other things including sexual violence</li> <li>– Freedom from torture is an absolute right and non derogable under the Constitution of the Republic of Uganda, 1995. Torture is not justifiable. The state has an obligation to protect all individuals from torture, cruel, inhuman, degrading treatment or punishment.</li> <li>– Victim Centered approach to redress is fundamental when seeking remedies for victims of torture</li> <li>– Enforcement mechanisms for ensuring redress exist at International, Regional and National level for victims of torture</li> <li>– Victims of torture have remedies available to them (Compensation, restitution, rehabilitation, guarantees of non-repetition, satisfaction)</li> <li>– Stakeholders including the Police, Prisons, UPDF, and Immigration officers, all have the responsibility of preventing torture within their respective institutions</li> </ul> |
| <b>Audience</b>                       | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>  |
| <b>Time</b>                           | 2 hours 30 mins  |
| <b>Preparation / Materials needed</b> | <p>Projector, Laptop, Flip charts, Manilas, Marker</p> <p>Copies of the Constitution of the Republic of Uganda 1995, Refugees Act 2006, Refugee Regulations 2010, Prevention and Prohibition of torture Act 2012, Torture Regulations 2017, The African Charter on Human and Peoples Rights, Optional Protocol to the African Charter on Human and People’s Rights, The Universal Declaration on Human rights, the UN Convention Against Torture.</p>  |

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| <b>Facilitation Steps</b> | <p><b>STEP 1: Plenary Session;</b> Participants share what they know about torture including what it is, how it occurs and it's effects. (20 mins)</p> <p><b>STEP 2: Facilitator input;</b> What is torture according to the law? Reference will be made to the UNCAT and the Laws in Uganda, particularly the Prohibition of Torture Act 2012 (10 mins)</p> <p><b>STEP 3: Facilitator input;</b> the legal frameworks in place for protection of persons from torture, cruel, inhuman degrading punishment or treatment. (Focus on the laws at International, Regional and National level (30 mins)</p> <p><b>STEP 4: Facilitator input;</b> Remedies available for victims of torture and prevention of torture. Examples will be drawn from UN Human Rights Enforcement mechanisms including Treaty Monitoring bodies, UN Special Rapporteur, Universal Periodic Review. Enforcement mechanisms at Regional Level including the African Commission on Human and Peoples Rights, African Court on Human Rights. National Human Rights mechanisms including recourse to courts, Uganda Human Rights Commission, Police (30 mins)</p> <p><b>STEP 5: Plenary Session;</b> Questions, Answers and Experience sharing from participants (30 mins)</p> <p><b>STEP 6:</b> Session Assessment (15mins)</p>   |
| <b>Assessment</b>         | Results of pre-training test (Baseline) and post training test, module evaluation form   |
| <b>Resources</b>          | <p><b>National legislation</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Republic of Uganda (1995): The Constitution of the Republic of Uganda</a></li> <li>– <a href="#">Republic of Uganda: The Refugees Act 2006 [Uganda], Act 21, 24 May 2006</a></li> <li>– <a href="#">Republic of Uganda: The Refugees Regulations, 2010, 27 October 2010, S.I. 2010 No. 9.</a></li> <li>– <a href="#">Republic of Uganda (2012) The Prevention and Prohibition of Torture Act</a></li> <li>– <a href="#">Republic of Uganda (2017) The Prevention and Prohibition of Torture Regulations</a></li> </ul> <p><b>Regional Conventions</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Organisation of African Unity (1981): The African charter on Human and Peoples rights</a></li> <li>– <a href="#">Organisation of African Unity (1998) :Optional protocol to the African charter on Human and people's Rights</a></li> <li>– <a href="#">Organisation of African Unity(1979) :African Charter on the Rights and Welfare of the Child</a></li> </ul> <p><b>International Conventions</b></p> <ul style="list-style-type: none"> <li>– <a href="#">United Nations General Assembly (1948) The Universal Declaration on Human rights</a></li> <li>– <a href="#">UN General Assembly. (1984) Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, Adopted and opened for signature, ratification and accession by General Assembly resolution 39/46 of 10 December 1984</a></li> <li>– <a href="#">UN General Assembly (2012) Optional Protocol on the Convention Against Torture</a></li> <li>– <a href="#">UN General Assembly (1966) The International Protocol on Civil and Political Rights</a></li> </ul> <p><b>Reports</b></p> <ul style="list-style-type: none"> <li>– <a href="#">UN Committee against Torture (1998): Conclusions and Recommendations of the UN Committee on the Convention Against Torture</a></li> <li>– <a href="#">African Centre for the Rehabilitation of Torture Victims (2013), ACTV Annual Report</a></li> <li>– <a href="#">Uganda Human Rights Commission (UHRC) (2015), Annual Report</a></li> <li>– <a href="#">ACTV Report (2013): Estimating Socio-Economic Effects of Torture in Uganda</a></li> <li>– <a href="#">Human Rights Watch Report (2011): Violence instead of Vigilance: Torture and Illegal Detention by Uganda's Rapid Response Unit</a></li> <li>– <a href="#">Human Rights Watch Report (2005): Uprooted and Forgotten: Impunity and Human Rights Abuses in Northern Uganda</a></li> <li>– <a href="#">Mendez J.E (2013): Report of the Special Rapporteur on Torture and other cruel, inhuman or degrading treatment or punishment</a></li> </ul> |

| Module 6: Natural Resource Ownership, Access and Usage both in and outside Refugee Settlement(s) |   |
|--|---|
| <b>Learning objectives</b>   | <p>At the end of the module, participants will:</p> <ul style="list-style-type: none"> <li>– Understand what natural resources are;</li> <li>– Examples such as; Land, Forest, Hills and Rocks, Birds, Grazing, Fruits, Water, Swamps, Woodlots, Grass, Wild Animals (Biomass)</li> <li>– Understand the meaning of land rights below and above the surface of land</li> <li>– Understand the dynamics of resource-related conflicts, tensions, and clashes</li> <li>– Land-related conflict resolution (as provided in the Land Act, Local Council Courts and Alternative Dispute Resolution Mechanisms.</li> <li>– Understand the relevant legal framework governing land ownership in Uganda</li> <li>– Understand the nature of and conditions associated with erecting structures (permanent and temporary) especially in the refugee settlements</li> <li>– Understand who has a right to own land in Uganda</li> <li>– Understand the various rights accruing to a land owner</li> <li>– Understand the modality of land in the refugee settlement (case in point, Northern Uganda Vs South Western Uganda)</li> </ul> |
| <b>Key Messages</b>  | <ul style="list-style-type: none"> <li>– Land is a natural resource and its usage is governed by the Constitution of the Republic of Uganda, 1995 and the Land Act, Cap 227 and the RTA, Cap 230. What does this mean to land owners?</li> <li>– Uganda has multiple different forms of land tenure in Uganda i.e Lease, Mailo, Freehold and Customary. There are ways of changing land from one type of tenure to another.</li> <li>– Land owners have a right to sell their interest in the land, for example it can be inherited, it can be subleased</li> <li>– Some refugee settlements are on gazetted land (particularly southwestern Uganda) while others (e.g. northern Uganda) are on communal land owned in accordance with the different tenure systems</li> </ul>  |
| <b>Audience</b>  | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>   |
| <b>Time</b>  | 2 hours and 15 mins   |
| <b>Preparation / Materials needed</b>  | <p>Projector, Laptop, Flip charts, Manilas, Markers</p> <p>Copies of the Constitution of the Republic of Uganda 1995, Land Act Cap 227, RTA Cap 230, Refugees Act 2006 and the Refugee Regulations 2010</p>   |
| <b>Facilitation Steps</b>  | <p><b>STEP 1: Facilitator input;</b> Meaning of land; i) Rights below the surface of land, ii) Rights above the surface of land i) rights below the surface of land- Constitution A.244 (2), Land Act S.43, Ssessazi Kulabiraawo Vs Robinah Nalubega CA No. 55 of 2002. li) Rights above the surface of land; Kelson Vs Imperial Tobacco (1957) 2 QB 334 (20 mins)</p> <p><b>STEP 2: Facilitator input;</b> Details of the different examples of natural resources (15 mins)</p> <p><b>STEP 3: Facilitator input;</b> Introduction to the legal frameworks frame works governing Land ownership in Uganda (20 mins)</p> <p><b>STEP 4: Plenary Session;</b> Questions, Answers and Experience sharing from the participants regarding the presentation (20 mins)</p> <p><b>STEP 5: Rights accruing to and ownership in Uganda (25 mins)</b></p> <p><b>STEP 6: Understand the modality of land in the refugee settlement (case in point, Northern Uganda Vs South Western Uganda) (25 mins)</b></p> <p><b>STEP 7: Session Assessment (15 mins)</b></p>  |

| Assessment | Results of pre-training test (Baseline) and post training test, module evaluation form  |
|------------|---|
| Resources  | <p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Hathaway C.J. 2005 <i>Refugees under International Law</i>, Cambridge University Press, Cambridge.</a></li> <li>– <a href="#">Mugambwa J.T 2002: <i>Principles of Land Law in Uganda</i>, Fountain Publishers, Kampala.</a></li> <li>– <a href="#">Mugambwa J.T 2002: <i>Source Book of Uganda's Land Law</i>, Fountain Publishers, Kampala.</a></li> <li>– <a href="#">Sir Megary R. &amp; Wade H.W.R.(1984) 5<sup>th</sup> ed: <i>The Law of Real Property</i>, Stevens and Sons Ltd, London.</a></li> <li>– <a href="#">Cheshire &amp; Burns' (1998) 14<sup>th</sup> ed <i>Modern Law of Real Property</i>, Butterworth's, London</a></li> </ul> <p><b>National legislation</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Republic of Uganda (1995):<i>The Constitution of the Republic of Uganda</i></a></li> <li>– <a href="#">The Republic of Uganda (1998) : <i>Land Act, Cap 227</i></a></li> <li>– <a href="#">The Republic of Uganda (1924): <i>Registration of Titles Act, Cap 230</i></a></li> <li>– <a href="#">Republic of Uganda: <i>The Refugee Act 2006</i> [Uganda], Act 21, 24 May 2006</a></li> <li>– <a href="#">Republic of Uganda: <i>The Refugees Regulations, 2010</i>, 27 October 2010, S.I. 2010 No. 9.</a></li> <li>– <a href="#">The Republic of Uganda (1965): <i>Land Acquisition Act, Cap 226</i></a></li> <li>– <a href="#">The Republic of Uganda (2012): <i>Land Regulations</i></a></li> </ul> <p><b>Case law</b></p> |

## Module 7: Written Law vs. Custom

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| <b>Learning objectives</b>            | <p>At the end of the module, participants will:</p> <ul style="list-style-type: none"> <li>– Understand what amounts to the custom (law of custom) and written law. Examples under custom and written law. These will come from different countries such as; Uganda, Somalia, Ethiopia &amp; South Sudan</li> <li>– Understand the difference between customary and written law; including characteristics and or principles</li> <li>– Understand who applies customary law &amp; written law</li> <li>– Know the Repugnancy Test (for inconsistency and or incompatibility between customary and written law/s)</li> <li>– Understand which one takes precedence; custom or written law? In principle and in practice</li> <li>– Give a comparative analysis between the legal jurisprudence of South Sudan vis-a-vis Uganda</li> <li>– Alternative Dispute Resolution mechanisms in customary and written law</li> </ul>   |
| <b>Key Messages</b>                   | <ul style="list-style-type: none"> <li>– What amounts to Customary vis-a-vis written law</li> <li>– Examples under customary and written law</li> <li>– Difference between customary and written law</li> <li>– Who is responsible and/or custodian of customary law &amp; written law</li> <li>– Meaning of the repugnancy test in the event of conflict between customary and written law, which takes precedence? (Reason: customs apply to different society while written law brings together everyone)</li> <li>– Need to respect written laws over custom in instances where the two conflict</li> <li>– Alternative Dispute Resolution Mechanisms as means to justice.</li> </ul>   |
| <b>Audience</b>                       | <p>This module is indicated for the following;</p> <p>State Actors;</p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p>Non-State Actors;</p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>   |
| <b>Time</b>                           | 2 Hours   |
| <b>Preparation / Materials needed</b> | <p>Projector, Laptop, Manilas, Markers, Flip chart</p> <p>Copies of the Constitution of the Republic of Uganda 1995, Refugee Act 2006, Refugee Regulations 2010, Common law jurisprudence and examples from various cultures/ countries</p>   |
| <b>Facilitation Steps</b>             | <p><b>STEP 1:</b> Group work in groups of 10 each to identify sources of law in their communities and present on flip chart (10 mins)</p> <p><b>STEP 2: Facilitator input;</b> Introduction to the meaning of customary law and written law and examples of customary and written law. (15 mins)</p> <p><b>STEP 3: Facilitator input;</b> Difference between customary law and written law. 15 mins)</p> <p><b>STEP 4: Plenary Session;</b> Who are the Custodians of customary and written law (10 mins)</p> <p><b>STEP 5: Facilitator input;</b> Meaning of the repugnancy test; to show applicability of custom under the law (MojekwuVs Ejikeme (2061) C.H.R. 179 W 208) -a rule of customary law that is unjust, unfair or unconscionable is repugnant to natural justice, equity and good conscience (15 mins)</p> <p><b>STEP 6: Facilitator input;</b> Which takes precedence; custom or written law? (10 mins)</p> <p><b>STEP 7: Facilitator input;</b> Comparison between the legal jurisprudence of South Sudan vis-a-vis Uganda (20 mins) Questions from participants 20 mins</p> <p><b>STEP 8: Plenary Session;</b> Question, Answers and Experience sharing from participants (20 mins)</p> <p><b>STEP 9:</b> Session Assessment (15 mins)</p> |

| Assessment       | Participants will be evaluated before and after the module through pre and post test evaluations  |
|------------------|---|
| <b>Resources</b> | <p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Hathaway C.J. 2005 Refugees under International Law, Cambridge University Press, Cambridge.</a></li> <li>– <a href="#">Fenrich J., Galizzi P., Higgins T.E 2011 (eds) The future of African Customary law. Cambridge University Press, Cambridge</a></li> <li>– <a href="#">Williams G. (2006) 13<sup>th</sup> ed: Learning the Law future</a></li> <li>– <a href="#">Customary law: The characteristics, Admissibility, Proof, Validity or otherwise of customary law- Chapter 3</a></li> </ul> <p><b>Common Law jurisprudence</b></p> <p><b>National Legislation</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Republic of Uganda (1995): The Constitution of the Republic of Uganda</a></li> <li>– <a href="#">Republic of Uganda: The Refugee Act 2006 [Uganda], Act 21, 24 May 2006</a></li> <li>– <a href="#">Republic of Uganda: The Refugees Regulations, 2010, 27 October 2010, S.I. 2010 No. 9.</a></li> </ul> <p><b>Case law</b></p> |



## Module 8: Human Trafficking

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| <b>Learning objectives</b>            | <p>At the end of the module, participants will understand:</p> <ul style="list-style-type: none"> <li>– What amounts to Human trafficking</li> <li>– The causes of Human trafficking</li> <li>– The responsible authorities for combatting Human trafficking</li> <li>– The various manifestations of Human trafficking</li> <li>– Why forced migrants are vulnerable to being trafficked</li> <li>– Lessons from other jurisdictions on how to combat trafficking in persons</li> </ul>  |
| <b>Key Messages</b>                   | <ul style="list-style-type: none"> <li>– Anybody can be a victim of human trafficking</li> <li>– Uganda has firm laws against trafficking</li> <li>– Trafficking has profound mental, physical, psychological and legal consequences</li> <li>– You will be protected for reporting and or whistle blowing if you come across cases of trafficking</li> <li>– Upon successful legal recourse, victims can get compensation</li> </ul>   |
| <b>Audience</b>                       | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul> |
| <b>Time</b>                           | 2 Hours   |
| <b>Preparation / Materials needed</b> | <p>Projector, Laptop, Flip chart, Markers, Manilas</p> <p>Copies of the Constitution of the Republic of Uganda 1995, Trafficking in Persons Act 2009, Regulations for the Prevention of Trafficking in Persons 2017, Guidelines for Assisting Victims of Trafficking in Children in Uganda by the Uganda Youth Development Link (UYDEL) 2014 Investigator's guide for management of cases related to trafficking in Persons by the Coordination office to combat Trafficking in Persons by the Ministry of Internal Affairs, Refugee Act, 2006, Refugee Regulations 2010,</p>   |
| <b>Facilitation Steps</b>             | <p><b>STEP 1: Facilitator input:</b> Introduction to the meaning of Human Trafficking and the examples of Human Trafficking (20 mins)</p> <p><b>STEP 3: Plenary Session:</b> What are the causes of Human Trafficking (20 mins)</p> <p><b>STEP 4: Facilitator input:</b> Who is responsible for combating human trafficking and Lessons from other jurisdictions in combating human trafficking</p> <p><b>STEP 5: Plenary Session:</b> Questions, Answers and Experience sharing from Participants (20 mins)</p> <p><b>STEP 6:</b> Session Assessment (15 mins)</p>   |
| <b>Assessment</b>                     | Participants will be evaluated before and after the module through pre and post test evaluations  |

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| Resources | <p><b>Text books and written articles</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Hathaway C.J. 2005 <i>Refugees under International Law</i>, Cambridge University Press, Cambridge</a></li> <li>– <a href="#">UNODC (2008) <i>Toolkit to combat trafficking in persons</i> UNODC, Austria</a></li> <li>– <a href="#">Obokata T. (2006) <i>Trafficking of Human beings from a human rights perspective</i> Martinus Nijhoff publishers, Leiden</a></li> </ul> <p><b>Statutes</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Republic of Uganda (1995): <i>The Constitution of the Republic of Uganda</i></a></li> <li>– <a href="#">Republic of Uganda (2009): <i>Trafficking in Persons Act</i></a></li> <li>– <a href="#">Republic of Uganda (2017): <i>Regulation for the prevention of Trafficking in Persons</i></a></li> </ul> <p><b>Reports</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Uganda Youth Development Link (UYDEL) 2014: <i>Guidelines for assisting victims of trafficking in children in Uganda</i></a></li> <li>– <a href="#">Republic of Uganda, Ministry of Internal Affairs, <i>Investigator's guide for management of cases related to trafficking in Persons by the Coordination Office to Combat Trafficking in Persons</i></a></li> <li>– <a href="#">Republic of Uganda: <i>The Refugees Act 2006</i> [Uganda], Act 21, 24 May 2006</a></li> <li>– <a href="#">Republic of Uganda: <i>The Refugees Regulations, 2010</i>, 27 October 2010, S.I. 2010 No. 9.</a></li> </ul> <p><b>Case law</b></p> |
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## Module 9: Understanding Sexual Violence in Conflict

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| <b>Overview /Key Messages</b>         | <ul style="list-style-type: none"> <li>– Sexual violence includes rape and any other attack of a sexual nature perpetrated against women and girls, men and boys</li> <li>– Persons of any gender and age (e.g. women, men, girls and boys) can be victims of sexual violence.</li> <li>– Sexual violence constitutes a crime under international law and can contribute to War Crimes, Crimes Against Humanity and Genocide</li> <li>– Sexual violence is found in many conflicts around the world and can have a devastating impact</li> <li>– During conflicts, some groups may be more frequently targeted for acts of sexual violence than others, and this is context specific</li> </ul>   |
| <b>Learning objectives</b>            | <p>At the end of the module, participants will be able to:</p> <ul style="list-style-type: none"> <li>– Understand key concepts related to Sexual Violence; Gender, Sex, Sexual Gender Based Violence, Sexual Violence, Conflict-related sexual violence</li> <li>– Know the different forms of sexual violence in conflict and their manifestations</li> <li>– Know why sexual violence occurs in conflict (motives of perpetrators)</li> <li>– Understand victims/survivors of Sexual Violence in conflict</li> <li>– Explain the impacts of conflict-related sexual violence</li> <li>– Identify potential perpetrators of Sexual Violence in conflict situation</li> <li>– Identify barriers survivors/victims face in accessing services</li> <li>– Understand basic elements of multi-sectoral response to sexual violence</li> </ul> |
| <b>Audience</b>                       | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>   |
| <b>Time</b>                           | 180 minutes   |
| <b>Preparation / Materials needed</b> | <ul style="list-style-type: none"> <li>– Projector</li> <li>– Flip Charts</li> <li>– Markers</li> <li>– Masking tape</li> <li>– Laptop</li> <li>– Documentary on sexual violence</li> <li>– PowerPoint presentation</li> <li>– Handouts for participants</li> </ul>   |

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| <b>Facilitation Steps</b> | <p><b>STEP 1: Plenary discussion:</b> Guided by the facilitators, participants discuss key concepts related to gender and human sexuality</p> <p><b>STEP 2: Group work:</b> In groups of 5, participants break out in physical spaces of their comfort and discuss Forms, Causes, Spaces where violence occur, Target Victims/survivors, and Impacts of Conflict related sexual violence, and facilitators provides 4 sheets of flipcharts and 3 permanent makers of different colours</p> <p><b>STEP 3: Facilitator input:</b> Facilitator moves around the groups to guide on discussion and pick out key emerging issues that can inform out sections of the training and or might require additional time to discuss them further</p> <p><b>STEP 4:</b> Each group nominates a rapporteur and presenter who reports back to the plenary on behalf of the group</p> <p><b>STEP 5: Presentation:</b> Each group is given 5 minutes to present key outcomes of their discussion</p> <p><b>STEP 6: Facilitator Guide:</b> Facilitator presents prepared powerpoint highlighting issues discussed, common issues raised and those that were not picked by the participants</p> <p><b>STEP 7:</b> Questions and Answer session</p>                |
| <b>Session Type</b>       | Lecture, Brainstorm, Group discussion and Presentation  |
| <b>Assessment</b>         | Participants will be evaluated at the end of the module/Session using the designed assessment form.   |
| <b>Resources</b>          | <p><b>Text books and written articles</b></p> <ul style="list-style-type: none"> <li>– <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/319054/PSVI_protocol_web.pdf">International Protocol on the Documentation and Investigation of Sexual Violence in Conflict (First Edition)</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/319054/PSVI_protocol_web.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/319054/PSVI_protocol_web.pdf</a></li> <li>– <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/598335/International_Protocol_2017_2nd_Edition.pdf">International Protocol on the Documentation and Investigation of Sexual Violence in Conflict (Second Edition)</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/598335/International_Protocol_2017_2nd_Edition.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/598335/International_Protocol_2017_2nd_Edition.pdf</a></li> </ul> |
| <b>Facilitator(s)</b>     | Mogi Wokorach ( <a href="mailto:w.wokorach@refugeelawproject.org">w.wokorach@refugeelawproject.org</a> ) & Onen David ( <a href="mailto:gender@refugeelawproject.org">gender@refugeelawproject.org</a> ) Toll Free: 0800100555  |

| <b>Module 10: International Legal Frameworks Governing Sexual Violence in Conflict</b> |   |
|--|---|
| <b>Learning objectives</b>   | <p>At the end of the module, participants will be able to;</p> <ul style="list-style-type: none"> <li>– Have a basic understanding of the background to sexual violence as a crime in international law</li> <li>– Explain how the jurisprudence on sexual violence in conflict has developed</li> <li>– Describe international laws and institutions addressing sexual violence in conflict</li> <li>– Explain establishment of the International Criminal Court</li> <li>– Define the crimes within the jurisdiction of the International Criminal Court</li> <li>– Explain elements of crimes within the Rome Statute</li> <li>– List at least 4 specific sexual violence crimes that can be tried under the Rome Statute</li> <li>– Explain what the International Protocol is and what it provides for</li> <li>– Explain why we need the International Protocol</li> <li>– Learn how to use the International Protocol to document and investigate</li> </ul>   |
| <b>Key Messages</b>  | <ul style="list-style-type: none"> <li>– There is need to end Sexual Violence in conflict</li> <li>– Positive steps have been taken towards ending sexual violence in conflict</li> <li>– Many victims of Sexual Violence in Conflict are still without a remedy</li> <li>– Proper investigation and documentation will facilitate the process of bringing justice to victims and addressing impunity</li> <li>– The State has an obligation to protect!</li> </ul>   |
| <b>Audience</b>  | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>   |
| <b>Time</b>  | 1hr 45 mins   |
| <b>Preparation / Materials needed</b>  | <p>Projector</p> <p>Laptop</p> <p>Flip charts</p> <p>1 copy of handouts for each participant</p>  |
| <b>Facilitation Steps</b>  | <p><b>Step 1: Facilitator Input</b></p> <p><b>Presentation Part 1:</b> Sexual violence in conflict pre-1990s (30 mins)</p> <p><b>Presentation Part 2:</b> The development of jurisprudence on sexual violence in conflict – international statutes, International criminal tribunals (30 mins)</p> <p><b>Step 2:</b> Questions and Answers (20 mins)</p> <p><b>Step 3:</b> Session Assessment (15 mins)</p>   |
| <b>Assessment</b>  | After the session, an assessment form will be administered to participants  |
| <b>Resources</b>   | <ul style="list-style-type: none"> <li>– <a href="#">The International Protocol on the Documentation and Investigation of Sexual Violence in Conflict</a></li> <li>– <a href="#">Rome Statute of the International Criminal Court</a></li> <li>– <a href="#">Background information on Sexual Violence used as a tool of war</a></li> <li>– <a href="http://www.un.org/en/preventgenocide/rwanda/about/bgsexualviolence.shtml">http://www.un.org/en/preventgenocide/rwanda/about/bgsexualviolence.shtml</a></li> <li>– <a href="#">United Nations Human Rights Committee Decisions, Tshitunga Muteba v Zaire Communication No. 124/1982</a></li> <li>– <a href="#">International Criminal Tribunal for Rwanda, Prosecutor v. Akayesu, Case No. ICTR-96-4-T</a></li> <li>– <a href="#">The International Criminal Court, Prosecutor v Thomas Lubanga Dyilo</a></li> <li>– <a href="#">The International Criminal Court, Prosecutor vs Germain Katanga</a></li> <li>– <a href="#">Kimberly E. Carson, Reconsidering the theoretical accuracy and prosecutorial effectiveness of International tribunals' ad hoc approaches to conceptualizing crimes of sexual violence as war crimes, crimes against humanity, and acts of genocide, Fordham Urban Law Journal, (Vol.39, 2012)</a></li> <li>– <a href="#">Tonia St. Germain et al, Justice on whose terms? A critique of international criminal justice responses to conflict-related sexual violence, Women's Studies International Forum, Vol 37 (2013)</a></li> </ul> |

| Module I I: Forced Migration and Mental Health            |   |
|---|---|
| <b>Key Messages</b>                                       | <ul style="list-style-type: none"> <li>– Mental health affects how we feel, think and behave</li> <li>– Mental health challenges are very common</li> <li>– Mental health challenges can affect anyone</li> <li>– Forced migrants are at a greater risk of suffering from PTSD and other mental challenges</li> <li>– With appropriate knowledge, everyone can support people struggling with mental health challenges</li> </ul>   |
| <b>Expected learning outcomes</b>                         | <p>By the end of the training participants should be able to;</p> <ul style="list-style-type: none"> <li>– Explain what mental health is and the different mental health states</li> <li>– Demonstrate knowledge of common mental problems among forced migrants</li> <li>– Effectively interact with refugees with mental health problems, and help them access appropriate help</li> <li>– Identify and use personal skills in self-care</li> <li>– Explain complex trauma in the context of forced migration</li> </ul>  |
| <b>Key messages trainees should take from this module</b> | <ul style="list-style-type: none"> <li>– Mental health affects how we feel, think and behave</li> <li>– Mental health challenges are very common</li> <li>– Mental health challenges can affect anyone</li> <li>– Forced migrants are at a greater risk of suffering from PTSD and other mental challenges</li> <li>– With appropriate knowledge, everyone can support people struggling with mental health challenges</li> </ul>   |
| <b>Audience</b>   | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>   |
| <b>Time</b>   | 150 minutes   |
| <b>Materials needed</b>                                   | Projector, Laptop, flip chart, Manila papers  |
| <b>Facilitation steps</b>                                 | <p><b>STEP 1:</b> Definitions of mental health; participants give their understanding, Participants are helped to understand the WHO definition, facilitator shares some statistics. Participants brainstorm about the attitudes and words people use to label people with mental health problems, and their implications (30min).</p> <p><b>STEP 2:</b> Understanding mental health using the mental continuum model (20min), The facilitator explains the mental health model. Participants share their views about the continuum.</p> <p><b>STEP 3:</b> Explaining the common mental health challenges among forced migrants; trauma and PTSD, watch a video on PTSD (30min). Participants watch a video on PTSD and use the video to identify PTSD symptoms.</p> <p><b>STEP 4:</b> Complex trauma and extremely vulnerable individuals. Facilitate participants' understanding of how trauma affects people with different vulnerabilities (30min). Participants work in groups to brainstorm major factors that expose refugees to complex trauma.</p> <p><b>STEP 5:</b> Watch a video on psychosis</p> <p><b>STEP 6:</b> Understanding referral pathways (15 mins). Participants work in groups to identify mental health related services found within their community</p> <p><b>STEP 7:</b> Facilitator explains the referral pathways available that were not identified</p> |

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| <b>Methodology</b> | <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Brainstorming</li> <li>• Role-plays</li> <li>• Discussion</li> <li>• Use of video clips</li> </ul>  |
| <b>Assessment</b>  | Participants will do pre-test and post-test evaluation   |
| <b>References</b>  | <ul style="list-style-type: none"> <li>– <a href="#">Where there is no psychiatrist: A mental health manual. Vikram Patel 2002</a></li> <li>– <a href="#">MHGAP Facilitators Guide Ministry of health Uganda: 2014</a></li> <li>– <a href="#">C. Hounsell (2015). <i>Fighting Fit Manual</i>. London. Mental Health First Aid England</a></li> <li>– <a href="#">Judith Harman, M.J (1997). Trauma and Recovery. The aftermath of violence; from domestic abuse to political terror. Perseus Books group</a></li> <li>– <a href="#">C.Hounsell, S. Pawsey, J. Marnham ( 2015). <i>Mental Health First Aid England Armed Forces Manual</i>. London. Mental Health First Aid England.</a></li> <li>– <a href="http://www.healthquality.va.gov/PTSD-full">http://www.healthquality.va.gov/PTSD-full</a></li> <li>– <a href="https://www.mentalhealth.gov/basics/what-is-mental-health/">https://www.mentalhealth.gov/basics/what-is-mental-health/</a></li> </ul> |

## Module 12: Understanding Trauma and Post Traumatic Stress Disorder

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| <b>Learning Outcomes</b>              | <p>At the end of the module, participants will be able to:</p> <ul style="list-style-type: none"> <li>– Understand the early history of PTSD</li> <li>– Understand psychological trauma and PTSD</li> <li>– Identify potentially traumatic events for children and adults</li> <li>– Identify and describe the signs and symptoms of trauma</li> <li>– Identify the psychological conditions related to PTSD</li> <li>– Understand the impact of trauma on psychosocial wellbeing</li> </ul>   |
| <b>Key Messages</b>                   | <ul style="list-style-type: none"> <li>– Traumatic experiences often cause pervasive distress</li> <li>– Having intense disturbing thoughts and feelings immediately after a traumatic event is normal</li> <li>– PTSD occurs when intense disturbing thoughts and feelings continue occurring a month after an event.</li> <li>– PTSD can present with other avoidance behaviours like alcohol and drug abuse</li> <li>– Forced migrants are at a higher risk of developing mental health problems Especially PTSD</li> <li>– Not all refugees develop PTSD</li> </ul>  |
| <b>Audience</b>                       | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>  |
| <b>Time</b>                           | 1 hour   |
| <b>Preparation / Materials needed</b> | <ul style="list-style-type: none"> <li>• Projector</li> <li>• Laptop</li> <li>• PowerPoint presentation</li> </ul>   |
| <b>Facilitation Steps</b>             | <p><b>STEP 1:</b> Understand Early history of PTSD (5 mins). The facilitator presents the history of PTSD before it was incorporated in the DSM</p> <p><b>STEP 2:</b> Understand psychological trauma, PTSD and potential traumatic events (15 mins). Participants barin storm experiences they have experienced that are distressing and the perceived potential traumatic events.</p> <p>Facilitator uses the examples to explain trauma and PTSD</p> <p><b>Step3:</b> The neurobiology of trauma. The facilitator explains the connection between PTSD and the brain. Participants examine the diagram of the brain and the different parts involved in Trauma and PTSD.</p> <p><b>STEP 4:</b> Identifying and describing the signs and symptoms of trauma and the other psychological conditions related to PTSD (10 mins). Participants brainstorm the signs and symptoms of PTSD</p> <p><b>STEP 5:</b> Understand the impact of trauma on psychosocial wellbeing (5 mins). Facilitator explains how trauma and PTSD affects the individual, family and community</p> |
| <b>Assessment</b>                     | Participants will be evaluated at the end of the module.   |
| <b>Resources</b>                      | <ul style="list-style-type: none"> <li>– <a href="#">Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA. American Psychiatric Association, 2013.</a></li> <li>– <a href="#">International NGO vivo, Manual for counselors; Narrative Exposure Therapy (NET)</a></li> <li>– <a href="#">Journal of Traumatic Stress, Posttraumatic stress reactions in volunteer firefighters, January 1996, Volume 9, Issue 1, pp 51-62</a></li> <li>– <a href="#">Pearlman LA, Saakvitne KW, Trauma and the therapist: countertransference and vicarious traumatization in psychotherapy with incest survivors, 1<sup>st</sup> edition New York: Norton, 1995, p.60.</a></li> </ul>  |



## Module 13: Working with Interpreters

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| <b>Overview/Key Messages</b>          | <ul style="list-style-type: none"> <li>– Interpreters are key in any documentation process where there is difference in language</li> <li>– Interpreters should understand the local context</li> <li>– Interpreters must be able to remain neutral while interpreting</li> <li>– Interpreters must be comfortable with sexual violence and trauma-related terminology, use the words of the person being interpreted for and not add or subtract</li> <li>– Interpreters should show empathy not pity</li> <li>– When selecting interpreters, never use family members for reasons of confidentiality, recognize the interpreter's sex/gender, assess his/her personal view on sexual violence and gender equality</li> <li>– When dealing with children, only use interpreters who have had prior training on working with children.</li> </ul> |
| <b>Learning objectives</b>            | <p>At the end of the module, participants will:</p> <ul style="list-style-type: none"> <li>– Know how to appoint or select interpreters</li> <li>– Know what to consider when selecting interpreters</li> </ul>   |
| <b>Audience</b>                       | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>   |
| <b>Time</b>                           | 1 hour  |
| <b>Preparation / Materials needed</b> | <ul style="list-style-type: none"> <li>• Projector</li> <li>• Flip Charts</li> <li>• Markers</li> <li>• Masking tape</li> <li>• Laptop</li> <li>• PowerPoint presentation</li> </ul>  |
| <b>Facilitation Steps</b>             | <p><b>STEP 1:</b> What is expected of a good Interpreter (15 Min)</p> <p><b>STEP 2:</b> Selecting an Interpreter (15 Min)</p> <p><b>STEP 3:</b> Questions and answers (10 Min)</p>  |
| <b>Session Type</b>                   | Lecture / Group Discussion  |
| <b>Assessment</b>                     | Participants will be evaluated at the end of the module/session using the designed assessment form.   |
| <b>Resources</b>                      | <ul style="list-style-type: none"> <li>– <a href="#">International Protocol on the Documentation and Investigation of Sexual Violence in Conflict</a></li> </ul>  |

## Module 14: Testimony & Statement Taking

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| <b>Overview/Key Messages</b>          | <ul style="list-style-type: none"> <li>– Testimonies can be from survivors/ witness of sexual violence, family members, members of the community, service providers, relief workers or insiders who witnessed or have knowledge of the attacks</li> <li>– The principle of informed consent is critical when gathering information about sexual violence, as it ensures that the survivor/witness maintains full control and power over his/her experience</li> <li>– To ensure that informed consent is observed, practitioners should take time to explain all relevant factors to the survivors, ensure the consent given is based on free will and obtain explicit consent for specific activities</li> <li>– Confidentiality is an ethical principle in documenting SV</li> <li>– Before initiating any documentation process, practitioners should endeavor to identify options for referring survivors for assistance and support</li> </ul> |
| <b>Learning objectives</b>            | <p>At the end of the module, participants will:</p> <ul style="list-style-type: none"> <li>– Understand from whom a testimony can be taken</li> <li>– Know the principle of informed consent</li> <li>– Understand the ethical principle of confidentiality</li> <li>– Understand the referral pathways for survivors of sexual violence</li> </ul>   |
| <b>Audience</b>                       | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>   |
| <b>Time</b>                           | 1 hour  |
| <b>Preparation / Materials needed</b> | <ul style="list-style-type: none"> <li>– Projector, Flip Charts</li> <li>– Markers</li> <li>– Masking tape</li> <li>– Laptop</li> <li>– PowerPoint presentation</li> </ul>  |
| <b>Facilitation Steps</b>             | <p><b>STEP 1:</b> Whom and why should a testimony be taken (15 Min)</p> <p><b>STEP 2:</b> How to get informed consent from survivors (15 Min)</p> <p><b>STEP 3:</b> Ethics if confidentiality (10 Min)</p> <p><b>STEP 4:</b> The referral pathway (10 Min)</p> <p><b>STEP 5:</b> Questions and answers (10 Min)</p>   |
| <b>Session Type</b>                   | Lecture / Group Discussion  |
| <b>Assessment</b>                     | Participants will be evaluated at the end of the module/session using the designed assessment form.   |
| <b>Resources</b>                      | <ul style="list-style-type: none"> <li>– <a href="#">International Protocol on the Documentation and Investigation of Sexual Violence in Conflict</a></li> </ul>  |

## Module 15: Interviewing

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| <b>Overview/Key Messages</b>          | <ul style="list-style-type: none"> <li>– Interviewing is a useful tool of gathering information</li> <li>– Informed consent must be sought first before interview begins</li> <li>– Interviewing must take place in a safe place</li> <li>– Confidentiality is important</li> <li>– Survivors/witnesses must know why they are being interviewed</li> <li>– Survivor's wellbeing is priority not the information</li> <li>– Children's best interest must be prioritized in any interview with children</li> <li>– Interviewers must be aware of referral pathways that may be needed</li> <li>– Interviewers need to be aware of non-verbal communication (body-language)</li> </ul> |
| <b>Learning objectives</b>            | <p>At the end of the module, participants will be able to:</p> <ul style="list-style-type: none"> <li>– Explain the meaning of interviewing and what it entails</li> <li>– Know what to consider while preparing to carry out an interview</li> <li>– Explain the guidelines of an initial interview process</li> <li>– Know the types of questions to ask of the witness to elicit good information</li> <li>– Know how to employ the right techniques, behavior and attitude while interviewing survivors/witnesses</li> <li>– Explain what to consider when interviewing children</li> <li>– Explain what to consider while recording an interview</li> </ul>                      |
| <b>Audience</b>                       | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>                                     |
| <b>Time</b>                           | 90min   |
| <b>Preparation / Materials needed</b> | <ul style="list-style-type: none"> <li>• Projector</li> <li>• Laptop</li> <li>• PowerPoint presentation</li> </ul>  |
| <b>Facilitation Steps</b>             | <p><b>STEP 1:</b> Discussing the meaning of interviewing (10 min)</p> <p><b>STEP 2:</b> Explaining the guidelines of an initial interview process (15min)</p> <p><b>STEP 3:</b> Explaining what questions are most appropriate to ask. (15 min)</p> <p><b>STEP 4:</b> Discussing interview techniques, behaviors and attitudes (15 min)</p> <p><b>STEP 5:</b> Discussing what to consider while interviewing children (10 min).</p> <p><b>STEP 6:</b> Explaining why, when and how to record an interview session (10min)</p> <p><b>STEP 7:</b> Body-Language awareness exercise (10 min)</p> <p><b>STEP 8:</b> Questions and Answers (5 min)</p>                                     |
| <b>Assessment</b>                     | Participants will be evaluated at the end of the module.  |
| <b>Resources</b>                      | <ul style="list-style-type: none"> <li>– <a href="#">International Protocol on the Documentation and Investigation of Sexual Violence in Conflict (2017), 2<sup>nd</sup> Ed.</a></li> <li>– <a href="#">Ray, B. (2015). Investigative interviewing.</a></li> </ul>  |

## Module 16: Refugees in the News: Strengthening the Voices and Visibility of Refugees in Ugandan Media

|                                       |  |
|---------------------------------------|--|
| <b>Key Messages</b>                   | <ul style="list-style-type: none"> <li>– Media should take refugees coverage more seriously</li> <li>– There is minimal reporting on refugees in media</li> <li>– More reporting can be done on forced migrant issues</li> </ul>   |
| <b>Learning objectives</b>            | <p>At the end of this module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Realize how minimal current media reporting on refugees is</li> <li>• Raise voices of refugees in their media platforms by publishing/broadcasting more stories about refugees.</li> <li>• Identify stories they can follow up after the training</li> <li>• Generate interest in reporting more on refugees</li> </ul> |
| <b>Audience</b>                       | <p>This module is intended for journalists representing the following categories in the print &amp; digital media (TV &amp; Radio)</p> <ul style="list-style-type: none"> <li>• Editors</li> <li>• Writers</li> <li>• Presenters</li> <li>• Producers</li> <li>• Social media reporters</li> <li>• Photo journalists</li> </ul>  |
| <b>Time</b>                           | 60mins   |
| <b>Preparation / Materials needed</b> | <p>Projector<br/>Laptop<br/>Note books<br/>Pens</p>  |
| <b>Facilitation Steps</b>             | <p><b>STEP 1:</b> Sharing Experiences: Plenary discussion on how many stories each journalist has written/published/aired in past 12 months with a focus on key messages that were in these stories and the challenges faced while producing these stories. (20mins)</p> <p><b>STEP 2:</b> Facilitator presentation of an analysis of media coverage on refugees (local &amp; regional) in past 12 months (40mins)</p>           |
| <b>Methodology</b>                    | <ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Interactive discussion/ brainstorming</li> <li>• Reading articles and watching news video clips on refugees in media</li> </ul>  |
| <b>Assessment</b>                     | <p>Pre-training and Post-training tests will be administered to the trainees at the beginning and end of the training respectively.</p>  |
| <b>Resources</b>                      | <ul style="list-style-type: none"> <li>– <a href="http://www.fmreview.org/sites/fmr/files/FMRdownloads/en/FMRpdfs/FMRI9/FMRI919.pdf">Buchanan S. and Grillo B. 'What's the story? Reporting on asylum in the British media' Forced Migration Review, 2004 Vol 19, pg 41-43; accessed at http://www.fmreview.org/sites/fmr/files/FMRdownloads/en/FMRpdfs/FMRI9/FMRI919.pdf</a></li> </ul>   |

| <b>Module 17: What is being reported? Looking beyond negative impacts of refugees</b> |  |
|---|--|
| <b>Key Messages</b>   | <ul style="list-style-type: none"> <li>– Refugees' stories (their challenges &amp; successes) are worth reporting/writing about</li> <li>– Refugees have both positive &amp; negative impact (at both community &amp; national levels)</li> <li>– The media should have balanced reporting on refugees' issues</li> <li>– Commercialization of media should be stopped</li> </ul>  |
| <b>Learning objectives</b>  | <p>At the end of this module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the nature of life refugees live</li> <li>• Appreciate the positive impact of refugees ie to the community, economy etc</li> <li>• Report forced migrant issues in a more balanced manner</li> <li>• Be aware that unbalanced reporting can fuel negative dynamics such as xenophobia</li> </ul>   |
| <b>Audience</b>   | <p>This module is intended for journalists representing the following categories in the print &amp; digital media (TV &amp; Radio)</p> <ul style="list-style-type: none"> <li>• Editors</li> <li>• Writers</li> <li>• Presenters</li> <li>• Producers</li> <li>• Social media reporters</li> <li>• Photo journalists</li> </ul>  |
| <b>Time</b>   | 120mins  |
| <b>Preparation / Materials needed</b>   | <p>Projector<br/>Laptop<br/>Flip chart + stand<br/>Masking tape<br/>Markers</p>  |
| <b>Facilitation Steps</b>   | <p><b>STEP 1:</b> Plenary discussion on how media houses report on refugees and asylum seekers ie nature of articles/stories on refugees; which journalists are assigned refugee stories (15mins)</p> <p><b>STEP 2:</b> Case studies – Read 2 newspaper articles and watch /listen to 2 news clips on refugees (15min)</p> <p><b>STEP 3:</b> Plenary discussion on the articles read and clips watched. What do they portray? (30mins)</p> <p><b>STEP 4:</b> Plenary discussion on benefits accrued from refugees (30mins)</p> <p><b>STEP 5:</b> Plenary discussion on the various pertinent issues that can be reported about eg positive individual/community stories (30mins)</p>   |
| <b>Methodology</b>  | <ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Interactive discussion/ brainstorming</li> <li>• Reading articles and watching news video clips on refugees in media</li> </ul>  |
| <b>Assessment</b>   | Pre-training and Post-training tests will be administered to the trainees at the beginning and end of the training respectively.   |
| <b>Resources</b>  | <ul style="list-style-type: none"> <li>– <a href="#">“UN Chief faults global media for not reporting on refugee crisis in Uganda”, news byte on KFM 93.3FM, 21st Sept. 2017, accessed at UN Chief faults global media for not reporting on refugee crisis in Uganda</a></li> <li>– <a href="https://www.theguardian.com/media/greenslade/2015/dec/17/where-media-fails-on-the-reporting-of-migrants-and-refugees">Greenslade, R. 'Where media fails on the reporting of migrants and refugees', 2015, accessed at https://www.theguardian.com/media/greenslade/2015/dec/17/where-media-fails-on-the-reporting-of-migrants-and-refugees</a></li> <li>– <a href="http://www.fmreview.org/sites/fmr/files/FMRdownloads/en/FMRpdfs/FMR19/FMR1919.pdf">Buchanan S. and Grillo B. 'What's the story? Reporting on asylum in the British media' Forced Migration Review, 2004 Vol. 19, pg 41-43; accessed at http://www.fmreview.org/sites/fmr/files/FMRdownloads/en/FMRpdfs/FMR19/FMR1919.pdf</a></li> </ul> |

## Module 18: Challenges of Reporting on Refugees

|                                       |  |
|---------------------------------------|--|
| <b>Key Messages</b>                   | <ul style="list-style-type: none"> <li>– Reporting in the refugee context is challenging</li> <li>– Media need to expose and explain issues in ways that make more sense to ordinary people including refugees and which invite reaction and participation</li> </ul>  |
| <b>Learning objectives</b>            | <p>At the end of this module, participants will be able to:</p> <ul style="list-style-type: none"> <li>– Understand the dynamics at play in lives of refugees eg ethnicity, culture/practices, gender, age, locality (urban or settlement),</li> <li>– Understand specific challenges encountered when covering stories on refugees eg access to settlements, statistics, vast distances to and in settlements, political interference etc</li> <li>– Identify solutions to the challenges discussed</li> </ul>  |
| <b>Audience</b>                       | <p>This module is intended for journalists representing the following categories in the print &amp; digital media (TV &amp; Radio)</p> <ul style="list-style-type: none"> <li>– Editors</li> <li>– Writers</li> <li>– Presenters</li> <li>– Producers</li> <li>– Social media reporters</li> <li>– Photo journalists</li> </ul>  |
| <b>Time</b>                           | 60mins   |
| <b>Preparation / Materials needed</b> | <ul style="list-style-type: none"> <li>– Projector</li> <li>– Laptop</li> <li>– Flip chart + stand</li> <li>– Masking tape</li> <li>– Markers</li> </ul>   |
| <b>Facilitation Steps</b>             | <p><b>STEP 1:</b> Role play of interview eg with new arrivals; in the settlement</p> <p><b>STEP 2:</b> Participants share individual experiences of challenges faced while reporting on refugees (15mins)</p> <p><b>STEP 3:</b> Facilitator supplements with an overview of potential challenges (15mins)</p> <p><b>STEP 4:</b> Plenary discussion on how to overcome those challenges (30mins)</p>  |
| <b>Methodology</b>                    | <ul style="list-style-type: none"> <li>– PowerPoint presentation</li> <li>– Interactive discussion/ brainstorming</li> </ul>   |
| <b>Assessment</b>                     | Pre-training and Post-training tests will be administered to the trainees at the beginning and end of the training respectively.   |
| <b>Resources</b>                      | <ul style="list-style-type: none"> <li>– <a href="https://www.theguardian.com/media/greenslade/2015/dec/17/where-media-fails-on-the-reporting-of-migrants-and-refugees">Greenslade, R. 'Where media fails on the reporting of migrants and refugees', 2015, accessed at https://www.theguardian.com/media/greenslade/2015/dec/17/where-media-fails-on-the-reporting-of-migrants-and-refugees</a></li> <li>– <a href="#">The Refugees Act 2006</a></li> <li>– <a href="#">Refugee Regulations 2010</a></li> <li>– <a href="#">The Press &amp; Journalists Act 2000</a></li> <li>– <a href="#">The UCC Act 2013</a></li> <li>– <a href="#">UCC Policies &amp; Regulations</a></li> </ul> |

## Module 19: Media relationship with refugee-serving agencies

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|---------------------------------------|---|
| <b>Key Messages</b>                   | <ul style="list-style-type: none"> <li>– Refugee serving agencies have some relevant information on refugee issues, but not on all issues</li> <li>– Refugee serving agencies are eager to discuss refugee issues for the general public consumption</li> <li>– The media ought to contact refugee serving agencies for accurate reporting, but should also do their own investigative journalism directly with refugees</li> <li>– Media ought to avail opportunities for refugee serving agencies to discuss refugee issues</li> </ul>  |
| <b>Learning objectives</b>            | <p>At the end of this module, participants will be able to:</p> <ul style="list-style-type: none"> <li>– Know which refugee serving agencies are operational and where they operate</li> <li>– How the media can engage with refugee serving agencies to get stories to report</li> </ul>   |
| <b>Audience</b>                       | <p>This module is intended for journalists representing the following categories in the print &amp; digital media (TV &amp; Radio)</p> <ul style="list-style-type: none"> <li>– Editors</li> <li>– Writers</li> <li>– Presenters</li> <li>– Producers</li> <li>– Social media reporters</li> <li>– Photo journalists</li> </ul>   |
| <b>Time</b>                           | 60mins  |
| <b>Preparation / Materials needed</b> | <ul style="list-style-type: none"> <li>– Projector</li> <li>– Laptop</li> <li>– Flip chart + stand</li> <li>– Masking tape</li> <li>– Markers</li> </ul>  |
| <b>Facilitation Steps</b>             | <p><b>STEP 1:</b> Plenary discussion of which refugee serving agencies they know (10mins)</p> <p><b>STEP 2:</b> Facilitator supplements with an overview of operational refugee serving agencies with their area(s) of operation (20min)</p> <p><b>STEP 3:</b> Plenary discussion on mode of engagement with agencies (30mins)</p>  |
| <b>Methodology</b>                    | <ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Interactive discussion/ brainstorming</li> </ul>  |
| <b>Assessment</b>                     | Pre- and post-training tests will be administered to the trainees.  |
| <b>Resources</b>                      | <ul style="list-style-type: none"> <li>– <a href="https://www.pwc.com/gx/en/issues/crisis-solutions/refugee-and-migrant-crisis-report.pdf">PwC. Managing the refugee and migrant crisis : The role of governments, private sector and technology, 2017 accessed at https://www.pwc.com/gx/en/issues/crisis-solutions/refugee-and-migrant-crisis-report.pdf</a></li> <li>– <a href="https://www.crisisgroup.org/global/working-together-ngos-and-journalists-can-create-stronger-international-reporting">Abott K. 'Working together, NGOs and journalists can create stronger international reporting', 2009, accessed at https://www.crisisgroup.org/global/working-together-ngos-and-journalists-can-create-stronger-international-reporting</a></li> </ul> |

## Module 20: Journalism of Purpose: The ethics of reporting in refugee context

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|---------------------------------------|--|
| <b>Key Messages</b>                   | <ul style="list-style-type: none"> <li>– Reporting on Migration and Refugees cannot be done outside of parameters such as the social-economic, cultural and political environment. Reporters who are not familiar with these could run into difficulties</li> <li>– Journalism ethics have to be abided by</li> <li>– Mistakes made in reporting can have dire consequences for refugees</li> <li>– As a cardinal principle of journalism, journalists must strive to balance their stories about refugees all the time</li> </ul> |
| <b>Learning objectives</b>            | <p>At the end of this module, participants will:</p> <ul style="list-style-type: none"> <li>– be able to apply journalistic ethics to reporting on refugee situations</li> <li>– Understand that extra precaution ought to be considered when reporting in the refugee context</li> <li>– Understand the crucial role media plays in the refugee context</li> </ul>  |
| <b>Audience</b>                       | <p>This module is intended for journalists representing the following categories in the print &amp; digital media (TV &amp; Radio)</p> <ul style="list-style-type: none"> <li>– Editors</li> <li>– Writers</li> <li>– Presenters</li> <li>– Producers</li> <li>– Social media reporters</li> <li>– Photo journalists</li> </ul>  |
| <b>Time</b>                           | 180mins  |
| <b>Preparation / Materials needed</b> | <ul style="list-style-type: none"> <li>– Projector</li> <li>– Laptop</li> <li>– Flip chart + stand</li> <li>– Masking tape</li> <li>– Markers</li> <li>– Note books</li> <li>– Pens</li> </ul>   |
| <b>Facilitation Steps</b>             | <p><b>STEP 1:</b> Testimony from a victim of unprofessional journalism (30mins)</p> <p><b>STEP 2:</b> Plenary discussion on of the journalism ethics and code of conduct (consent, confidentiality, anonymity etc) (50mins)</p> <p><b>STEP 3:</b> Facilitator presentation on guidelines on reporting on forced migration: Doing no harm (50min)</p> <p><b>STEP 4:</b> Facilitator presentation on reporting through the lens: photography &amp; video coverage (40mins)</p> <p><b>STEP 5:</b> Question and Answer (10mins)</p>    |
| <b>Methodology</b>                    | <ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Interactive discussion/ brainstorming</li> <li>• Testimony</li> <li>• Watching news video clips &amp; photographs on refugees in media</li> </ul>  |
| <b>Assessment</b>                     | Pre-training and Post-training tests will be administered to the trainees at the beginning and end of the training respectively.   |



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| <b>Resources</b> | <ul style="list-style-type: none"> <li>- <a href="#">Kimumwe, P. Media Regulation &amp; Practice in Uganda: A Journalist's Handbook, 2014</a></li> <li>- <a href="#">Anite, C. and Nkuumbi, J. Media Freedom in Uganda: Analysis of Inequitable Legal Limitations, 2014</a></li> <li>- <a href="#">Hannaford, A. et al. Reporting on refugees: tips of covering the crisis, 2016, accessed at <br/>https://dartcenter.org/resources/reporting-refugees-tips-covering-crisis</a></li> <li>- <a href="#">Hannaford, A. 2015. How to interview refugees. Retrieved at https://vimeo.com/131524005</a></li> <li>- <a href="#">Churches' Commission for Migrants in Europe. Changing the narrative: media representation of refugees in Europe, 2017. Accessed at http://www.refugeesreporting.eu/report/</a></li> </ul> |
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## Module 21: Being a Reporter, Being Human: How to interview refugees

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|---------------------------------------|--|
| <b>Key Messages</b>                   | <ul style="list-style-type: none"> <li>– Interviewing still remains one of the effective information gathering tools</li> <li>– Necessary considerations ought to be made before any interview ie consent, safety of refugee, confidentiality of information</li> <li>– Journalists have to be clear as to why they are interviewing the refugee(s)</li> </ul>   |
| <b>Learning objectives</b>            | <p>At the end of the module, participants will be able to:</p> <ul style="list-style-type: none"> <li>– Know what to consider when planning an interview with refugees</li> <li>– To employ the right techniques, behavior and attitude while interviewing refugees</li> </ul>   |
| <b>Audience</b>                       | <p>This module is intended for journalists representing the following categories in the print &amp; digital media (TV &amp; Radio)</p> <ul style="list-style-type: none"> <li>– Editors</li> <li>– Writers</li> <li>– Presenters</li> <li>– Producers</li> <li>– Social media reporters</li> <li>– Photo journalists</li> </ul>  |
| <b>Time</b>                           | 120mins  |
| <b>Preparation / Materials needed</b> | <ul style="list-style-type: none"> <li>– Projector</li> <li>– Laptop</li> <li>– Flip chart + stand</li> <li>– Masking tape</li> <li>– Markers</li> <li>– Note books</li> <li>– Pens</li> <li>– Camera (video &amp; still)</li> </ul>   |
| <b>Facilitation Steps</b>             | <p><b>STEP 1:</b> Facilitator presentation on the guidelines &amp; techniques of interviewing refugees (60mins)</p> <p><b>STEP 2:</b> Discuss the techniques of interviewing refugees (30mins)</p> <p><b>STEP 3:</b> Role plays: interview gone bad (40mins)</p> <p><b>STEP 4:</b> Question &amp; Answer (10mins)</p>  |
| <b>Methodology</b>                    | <ul style="list-style-type: none"> <li>– PowerPoint presentation</li> <li>– Interactive discussion/ brainstorming</li> <li>– Role plays</li> </ul>   |
| <b>Assessment</b>                     | Pre-training and Post-training tests will be administered to the trainees at the beginning and end of the training respectively.   |
| <b>Resources</b>                      | <ul style="list-style-type: none"> <li>– <a href="https://dartcenter.org/resources/reporting-refugees-tips-covering-crisis">Hannaford, A. et al. Reporting on refugees: tips of covering the crisis, 2016, accessed at https://dartcenter.org/resources/reporting-refugees-tips-covering-crisis</a></li> <li>– <a href="https://vimeo.com/131524005">Hannaford, A. 2015. How to interview refugees. Retrieved at https://vimeo.com/131524005</a></li> <li>– <a href="#">International Protocol on the Documentation and Investigation of Sexual Violence in Conflict (2017), 2nd Ed.</a></li> <li>– <a href="http://www.unhcr.org/publications/brochures/58e1ed994/reporting-on-refugees-guidelines-by-and-for-journalists.html">UNHCR. Reporting on refugees: guidance by and for journalists, 2015 accessed at http://www.unhcr.org/publications/brochures/58e1ed994/reporting-on-refugees-guidelines-by-and-for-journalists.html</a></li> </ul> |

## Module 22: Attitudinal Skills

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|---------------------------------------|--|
| <b>Over view/<br/>Key Messages</b>    | <ul style="list-style-type: none"> <li>– Attitudes are learned and can be unlearned</li> <li>– “Othering” promotes discrimination and hinders healthy relationships</li> <li>– People are different in many ways and no one should discriminate the other</li> <li>– Interacting in a non-discriminatory manner avails us with helpful relationships</li> <li>– Self-awareness is key to maintaining healthy relationships with different people.</li> <li>– With the right attitude, one can handle difficult behaviours people may present (staff, supervisors, clients, stakeholders etc...)</li> </ul>   |
| <b>Learning Outcomes</b>              | <p>At the end of the module, participants will:</p> <ul style="list-style-type: none"> <li>– Have stronger self-awareness</li> <li>– Be better able to deal with their own fears about the ‘other’</li> <li>– Interact in affirming and non-discriminatory manner with a wide range of people (colleagues, clients, stakeholders, etc.)</li> <li>– Understand and respond appropriately to difficult behaviours (e.g. clients with high levels of anger, lying, manipulation etc...)</li> <li>– Facilitate disclosure of sensitive/taboo issues and experiences (e.g. when do you ask a question directly? When do you work around it? Etc.)</li> </ul>  |
| <b>Audience</b>                       | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>  |
| <b>Time</b>                           | 180 minutes  |
| <b>Preparation / Materials needed</b> | <p>Projector</p> <p>Laptop</p>   |
| <b>Facilitation Steps</b>             | <p><b>Step 1:</b> Define what attitude is and why it is important (10min)</p> <p><b>Step 2:</b> Explain how attitudes and beliefs form, how they influence behaviour and why attitudes are difficult to change (20min)</p> <p><b>Step 3:</b> Plenary: Participants brainstorm on the meaning of othering and the different ways we create “them” and “us”, and their implications on our psychosocial wellbeing (30min)</p> <p><b>Step 4:</b> Discussing emotional intelligence, why we need it and how to enhance it (30min)</p> <p><b>Step 5:</b> Discussing the different types of personalities and how they influence our behaviour (30)</p> <p><b>Step 6:</b> Explaining the influence of power in relationships and how it is used (20min)</p> <p><b>Step 7:</b> Discussing how to deal with difficult behaviours e.g anger (20min)</p> <p><b>Step 8:</b> Discussing the role of boundaries in relationships and how to maintain healthy boundaries (10min)</p> <p><b>Step 9:</b> Explaining how trauma may manifests in day today life e.g through anger outbursts (10min)</p> |

|                   |   |
|-------------------|---|
| <b>Assessment</b> | Participants will be evaluated at the start and end of the module through a pre and post test   |
| <b>Resources</b>  | <ul style="list-style-type: none"> <li>– <a href="#">Chaiklin, H. (2011). Attitudes, Behaviour and Social Practice. Journal of Sociology and Social Welfare</a></li> <li>– <a href="#">American Psychological Association (nd). Teaching Tip Sheet : Attitudes and Behaviour Change. Retrieved on 13th December 2017 from <a href="http://www.apa.org/pi/aids/resources/education/attitude-change">http://www.apa.org/pi/aids/resources/education/attitude-change</a>.</a></li> </ul> |

## Module 23: Self-care

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|-----------------------------------|--|
| <b>Key messages</b>               | <ul style="list-style-type: none"> <li>– Working with forced migrants can be very stressful and cause compassion fatigue</li> <li>– When fatigued, a practitioner can unintentionally harm the client</li> <li>– Taking care of yourself is an important social work and life skill</li> <li>– Be good to your self</li> <li>– Remember that self-care is always a work in progress</li> <li>– Self-care is a personal matter. Everyone's approach is different</li> <li>– One should consciously take care of oneself to take care of others</li> <li>– Intentionally taking care of oneself can improve work-life balance</li> </ul>   |
| <b>Expected learning outcomes</b> | <p>By the end of the training participants should be able to;</p> <ul style="list-style-type: none"> <li>– Explain the concepts; compassionate fatigue, secondary and vicarious trauma</li> <li>– Demonstrate a good understanding of why self-care is important in their context</li> <li>– Critically analyze a variety of self-care strategies that they can benefit from</li> <li>– Develop a personal self-care scheme</li> </ul>   |
| <b>Time</b>                       | 1hr 30min  |
| <b>Target Audience</b>            | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>  |
| <b>Materials needed</b>           | Flip chart, stick notes, laptop and projector  |
| <b>Facilitation steps</b>         | <p><b>STEP 1:</b> Discussing self-care concepts key concepts; Compassion fatigue, vicarious trauma and secondary trauma, stress and distress in the context of working with forced migrants (30min)</p> <p><b>STEP 2:</b> Discussing emerging trends of compassion fatigue, vicarious trauma, secondary trauma, stress, burnout in the context of working with forced migrants (20 Min)</p> <p><b>STEP 3:</b> Understanding self-care and self-care strategies (30min)</p> <p><b>STEP 4:</b> Personal reflection: participants come up with key issues that deplete and nourish them and make a self-care plan (15min)</p> <p><b>STEP 5:</b> Discussing self-care strategies (20 Mins)</p>   |
| <b>Methodology</b>                | <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Personal reflection</li> <li>• Discussion</li> </ul>   |
| <b>Assessment</b>                 | Participants will do a pre and post test to assess their levels of knowledge   |
| <b>References</b>                 | <ul style="list-style-type: none"> <li>– <a href="http://www.counselling-directory.org.uk/counsellor-articles/develop-your-self-care-strategies">http://www.counselling-directory.org.uk/counsellor-articles/develop-your-self-care-strategies</a></li> <li>– Victor, E.F. (2006) Man's search for meaning</li> <li>– <a href="http://www.counselling-directory.org.uk/counsellor-articles/develop-your-self-care-strategies">http://www.counselling-directory.org.uk/counsellor-articles/develop-your-self-care-strategies</a></li> <li>– <a href="http://www.helpguide.org/mental/stress_signs.htm">http://www.helpguide.org/mental/stress_signs.htm</a></li> <li>– <a href="http://www.socialwork.buffalo.edu/students/self-care/index.asp">http://www.socialwork.buffalo.edu/students/self-care/index.asp</a></li> </ul> |

## Module 24: Conflicts

|                                       |  |
|---------------------------------------|--|
| <b>Learning objectives</b>            | <p>At the end of the module, participants will be able to:</p> <ul style="list-style-type: none"> <li>– Identify and analyse various factors and actors that can cause, sustain, transform or contribute to managing conflict</li> <li>– Analyze conflict cases studies and consequences of conflict;</li> <li>– Understand the link between conflict and forced migration including understanding relations between refugees and host communities</li> <li>– Acquire analytical skills and methodologies of conflict analysis, mitigation, prevention and management</li> </ul>   |
| <b>Key Messages</b>                   | <ul style="list-style-type: none"> <li>– Conflict is a universal and context-specific phenomenon which is ever present in human interactions, with varying degrees of consequences on individuals, group and states</li> <li>– Violent conflict contributes to forced displacement and migration</li> <li>– Political, economic, socio-cultural and environmental conflicts impact on every aspect of human existence and thus require various conflict management approaches.</li> <li>– Today's wars and conflicts are very much a product of rational decisions and mostly occur between groups within same country as opposed to nation states as was in the past thus everyone is a potential refugee</li> <li>– Since the root causes of conflict are often a result of 'social' relations within and among individuals, societies and states, enhancing refugee-host relations implies finding better ways to manage conflict(s) and to facilitate healing</li> </ul> |
| <b>Audience</b>                       | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>  |
| <b>Time</b>                           | 2 hours 30 mins  |
| <b>Preparation / Materials needed</b> | <p>Projector<br/>Laptop<br/>Flip charts and markers<br/>Copies of resource materials below</p>   |
| <b>Key Topics/ areas</b>              | <ul style="list-style-type: none"> <li>– Defining concepts and theories of conflict</li> <li>– Conflict analysis and methodologies (types, causes, consequences and management of conflict) and drivers of forced migration and human rights abuse</li> <li>– Conflict case studies (Uganda, South Sudan, DRC &amp; Burundi) – Dynamics of everyday life especially refugees/host relations</li> </ul>   |

|                           |   |
|---------------------------|---|
| <b>Facilitation Steps</b> | <p><b>STEP 1:</b> Participatory Lecture with focus on concepts and theories (40 Mins)</p> <p><b>STEP 2:</b> Watching &amp; discussing in buzz groups one or more documentary films (50 Mins)</p> <p><b>STEP 3:</b> Group presentations combined with plenary discussions on conflict case studies (40 Mins)</p> <p><b>STEP 4:</b> Synthesis and End of Module evaluation. (20 Mins)</p>   |
| <b>Assessment</b>         | Post-training test  |
| <b>Resources</b>          | <ul style="list-style-type: none"> <li>– <a href="#">Oberschall A. (2010) Conflict Theory, in Kevin T. Leicht, J. Craig Jenkin (eds.) Handbook of Politics, Springer: New York, pp. 177-193</a></li> <li>– <a href="#">Ottaway, M. (2008). 'Civil Society', in: Politics in the Developing World, P. Burnell and V. Randall (Eds), Oxford: Oxford University Press, Pages 166-186.</a></li> <li>– <a href="#">Akerkar, S. (2001) Gender and Participation. Overview Report, BRIDGE Development -Gender, IDS, Sussex, November 2001, <a href="http://www.ids.ac.uk/bridge/reports_gend_CEP.html">http://www.ids.ac.uk/bridge/reports_gend_CEP.html</a></a></li> <li>– <a href="#">Jacoby, Tim (2009) Understanding Conflict and Violence, Routledge, Chapter 2:18-33.</a></li> <li>– <a href="#">O’Gorman, Eleanor (2011) Conflict and Development: Development Matters: 20-43.</a></li> <li>– <a href="#">Fox, Judith, Attachment Theory: Relational elements of Trauma and Peacebuilding, in Peacebuilding and Trauma Recovery: Integrated strategies in Post-war reconstruction, University of Denver Conference Proceedings, 2007. (pp.74-80) ERT-scans</a></li> <li>– <a href="#">Compendium of Conflicts - RLP publication</a></li> <li>– <a href="#">FROM ARID ZONES INTO THE DESERT: The Uganda National IDP Policy Implementation 2004-2012 – RLP publication</a></li> <li>– <a href="#">Murshed, S.M. Understanding Violent Conflict, from Understanding civil war: A rational Choice approach, Edward Elgar, 2009, Chapter 3-6</a></li> </ul> |

## Module 25: Governance

|                                       |  |
|---------------------------------------|--|
| <b>Learning objectives</b>            | <p>At the end of the module, participants will:</p> <ul style="list-style-type: none"> <li>– Articulate, identify, analyze the characteristics of 'good governance' principles and their application in the field of forced migration</li> <li>– Comprehend the use of conceptual frameworks to explain the role of governance in conflict management</li> <li>– Understand the role of governance (institutions) in securing duties and rights and developing capacities to realise justice</li> </ul>  |
| <b>Key Messages</b>                   | <ul style="list-style-type: none"> <li>– Good Governance involves structures and processes that ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation</li> <li>– Democratic governance is a pre-requisite for sustainable peace, respect and enjoyment of human rights while its deficit drives forced migration, human rights violations and displacement</li> <li>– Governance is a tool for conflict management embedded in people's histories, past and present experiences, religious and ethnic relations including political culture and material conditions a major cause of forced migration</li> </ul> |
| <b>Audience</b>                       | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>  |
| <b>Time</b>                           | 2 hours 30 mins  |
| <b>Preparation / Materials needed</b> | <p>Projector<br/>Laptop<br/>Flip charts and markers<br/>Copies of resource materials below</p>   |
| <b>Key Topics/ areas</b>              | <ul style="list-style-type: none"> <li>– Conceptualising and theorizing governance; Government framework for democratic governance</li> <li>– Principles of good governance in relation to victimhood and redress</li> <li>– Global governance of refugees and local politics; the role of State and Non-State Actors</li> </ul>   |
| <b>Facilitation Steps</b>             | <p><b>STEP 1:</b> Participatory Lecture with focus on concepts and theories (60 Mins)</p> <p><b>STEP 2:</b> Screening audio-visual material and discussions (70 Mins)</p> <p><b>STEP 3:</b> Synthesis and End of Module evaluation (20 Mins)</p>   |
| <b>Assessment</b>                     | Participants will be evaluated at the end of the module through administering of a post test   |



## Resources

- <http://www.businessdictionary.com/definition/governance.html>
- <http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/concept-of-governance>
- [Tuguegarao City, Cagayan. Atty. MICHAEL JHON M. TAMAYAO manages this blog. Contact: https://tamayaosbc.wordpress.com/2014/08/21/what-is-governance/](https://tamayaosbc.wordpress.com/2014/08/21/what-is-governance/)
- [Moore, Mick. 2001. "Political Underdevelopment: What Causes 'Bad Governance'", \*Public Management Review\*, 3\(3\): 386-418.](#)
- [Leftwich, A. \(2008\) 'Theorizing the State', in: \*Politics in the Developing World\*, P. Burnell and V. Randall \(eds\), Oxford: Oxford University Press, pp. 211-229.](#)
- [Hyden, Göran. 1996. \*Rethinking Theories of the State: An Africanist Perspective\*. \*Africa Insight\*, 26:26-35.](#)
- [Swyngedouw, E. \(2005\) 'Governance Innovation and the Citizen: The Janus Face of Governance-beyond-the-State', \*Urban Studies\*, 42\(11\):1991–2006.](#)
- [M. Bratton \(2007\) 'The Democracy Barometers: Formal versus Informal Institutions in Africa' in: \*Journal of Democracy\*, 18\(3\):97-110.](#)
- [Ottaway, M. \(2008\). 'Civil Society', in: \*Politics in the Developing World\*, P. Burnell and V. Randall \(Eds\), Oxford: Oxford University Press, Pages 166-186.](#)
- [Doyle, W. Micheal. "Three Pillars of the Liberal Peace", \*American Political Science Review\*, 99\(3\), 2005, 463-466](#)
- [Akerkar, S. \(2001\) \*Gender and Participation. Overview Report\*, BRIDGE Development -Gender, IDS, Sussex, November 2001, \[http://www.ids.ac.uk/bridge/reports\\\_gend\\\_CEP.html\]\(http://www.ids.ac.uk/bridge/reports\_gend\_CEP.html\)](#)

## Module 26: Transitional Justice and Forced Migration

|                                       |   |
|---------------------------------------|---|
| <b>Learning objectives</b>            | <p>At the end of the module, participants will be able to explain:</p> <ul style="list-style-type: none"> <li>– Analyze, conceptualize and assess conflict case studies and application of transitional justice including in context of forced migration;</li> <li>– Understand the Connection between transitional justice and human rights (refugee rights) and acquire skills for stakeholder analysis</li> <li>– Understand relationships between forced migration, conflict and justice</li> </ul>   |
| <b>Key Messages</b>                   | <ul style="list-style-type: none"> <li>– Transitional Justice is a means of dealing with legacies of past and ongoing conflicts and involves criminal prosecutions, truth commissions, institutional reform(s), material and symbolic reparations for victims, Amnesty, memorialization, gender justice, and community-based or traditional justice</li> <li>– TJ processes are critical given their promise of helping societies eschew past divisions and achieve justice, truth, and reconciliation</li> <li>– Victim Centered approaches to redress are fundamental when seeking remedies for victims of human rights violations or torture</li> <li>– TJ in Uganda has largely been offshoots of State-led processes since 1962 independence until the 2006 when Juba peace talks ushered in CSO-led TJ initiatives</li> <li>– When there is continued impunity for human rights violations (worse still in the country of refuge/asylum), then transitional justice mechanisms become inevitable</li> <li>– Both hosts and refugees need TJ besides, mass influxes creates new TJ challenges</li> <li>– Regional responses to migration issues may involve documentation of conflict experiences for future transitional justice processes</li> </ul> |
| <b>Audience</b>                       | <p>This module is indicated for the following;</p> <p><b>State Actors;</b></p> <ul style="list-style-type: none"> <li>• Police officers, Prison officials, Immigration officers, Judicial officers, government health workers, Prison officers, LCV, Office of the Prime Minister officials, Community leaders</li> </ul> <p><b>Non-State Actors;</b></p> <ul style="list-style-type: none"> <li>• RWCs, Cultural leaders, Paralegals, International organizations, CSOs, Community Interpreters, Private health workers, Medical Students, Community Paralegals, Community Peer Counsellors, Refugee Welfare Committee (RWCs) leaders</li> </ul>   |
| <b>Time</b>                           | 2 hours 30 mins   |
| <b>Preparation / Materials needed</b> | <p>Projector<br/>Laptop<br/>Flip charts and markers<br/>Copies of resource materials below</p>  |
| <b>Key Topics/ Areas</b>              | <ul style="list-style-type: none"> <li>– Understanding transitional justice trajectory and dimensions (What is TJ? When is TJ? Why TJ? How TJ? History of TJ in Uganda)</li> <li>– Building bridges - insights, experiences and lessons from around the world on transitional justice; successes and limitations.</li> <li>– Transitional justice and forced migration nexus; doing transitional justice in humanitarian context (e.g refugee settlements)</li> </ul>   |

|                           |  |
|---------------------------|--|
| <b>Facilitation Steps</b> | <p><b>STEP 1:</b> Participatory Lecture with focus on concepts and theories (40 Mins)</p> <p><b>STEP 2:</b> Simulation game (i.e The Juba Peace Talks) (90 Mins)</p> <p><b>STEP 3:</b> Synthesis and End of Module Evaluation (20 Mins)</p>  |
| <b>Assessment</b>         | At the end of every module, a post test will be administered to evaluate participants  |
| <b>Resources</b>          | <ul style="list-style-type: none"> <li>– <a href="#">Guidance notes of the Secretary General – United Nations approach to Transitional Justice; United Nations</a></li> <li>– <a href="#">Transitional Justice Policy, Final Draft September 2014 by JLOS, Uganda</a></li> <li>– <a href="#">Transitional Justice and Human Rights in Africa; Charles Villa-Vicencio</a></li> <li>– <a href="#">Transitional Justice: Information Handbook; United States Institute of Peace</a></li> <li>– <a href="#">Pena, Mariana and Gaelle Carayon (2013) "Is the ICC Making the Most of Victim Participation?", The International Journal of Transitional Justice, 7 (3) 518–535.</a></li> <li>– <a href="#">Fox, Judith, Attachment Theory: Relational elements of Trauma and Peacebuilding, in Peacebuilding and Trauma Recovery: Integrated strategies in Post-war reconstruction, University of Denver Conference Proceedings, December 2007. (pp.74-80) ERT-scans</a></li> <li>– <a href="#">Where Law Meets Reality, 2012</a></li> <li>– <a href="#">Compendium of Conflicts in Uganda: Findings of the National Reconciliation and Transitional Justice Audit, 2014</a></li> </ul> |

## Appendices

### Appendix I: Training Session Evaluation Form

# REFUGEE LAW PROJECT

## Training on Refugee Rights and Protection

**Module:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Note:** This form is for evaluating every training session. It is filled after every module. This form is meant to be anonymous unless you wish to indicate your identify. Data generated from this form will be coded and used for report writing process only.

1. What did you enjoy most about the module?

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2. What are the most valuable things you learned from the module (Please also include your feedback on examples/activities provided in the session)

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3. What did you learn during this module that you anticipate using in your family, group and community?

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4. Was there anything you did not understand during this session? Please provide specific example where possible.

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- 
- 
5. Which parts(s) of this session could be improved? (Please also include your feedback on examples/ activities provided in the session, as well as the pace of the session)
- 
- 
- 
- 

6. Please rate the session in terms of its impact and usefulness in the following areas, using the scale below. Circle the numbers that apply to your opinions (1 being not useful at all and 5 being very useful)

| Area   | Ranking |   |   |   |   |
|--|---------|---|---|---|---|
|  | 1       | 2 | 3 | 4 | 5 |
| Useful in your daily work  |         |   |   |   |   |
| Increasing your willingness to train and mentor others   |         |   |   |   |   |
| Increasing your ability to work with survivors/victims of sexual violence in force migration context       |         |   |   |   |   |
| Increasing your ability and confidence in engaging community members on prevention of and response to SGBV |         |   |   |   |   |

Do not hesitate to contact us should you require additional information about any module and RLP as whole.



# Refugee Law Project

*School of Law, Makerere University*

*A Centre for Justice and Forced Migrants*



## “Securing Refugee-Host Relations in Northern Uganda through Enhanced Protection” (SRHR-EP)

### REGISTRATION FORM

Activity..... Date.....

Venue.....

| S/no | Name | Gender | Position/Title | Telephone Number | Email |
|------|------|--------|----------------|------------------|-------|
| 1    |      |        |                |                  |       |
| 2    |      |        |                |                  |       |
| 3    |      |        |                |                  |       |
| 4    |      |        |                |                  |       |
| 5    |      |        |                |                  |       |
| 6    |      |        |                |                  |       |
| 7    |      |        |                |                  |       |
| 8    |      |        |                |                  |       |
| 9    |      |        |                |                  |       |



## ABOUT

The Refugee Law Project is an outreach project of the School of Law Makerere University. Established in 1999, RLP's Mission is "To empower asylum seekers, refugees, deportees, IDPs and host communities to enjoy their human rights and lead dignified lives."

This mission is fulfilled through a combination of activities carried out under Access to Justice, Mental Health and Psychosocial Wellbeing, Gender and Sexuality, Conflict Transitional Justice and Governance and Media for Social Change as thematic programmes of Refugee Law Project.

RLP has been at the forefront in providing specialized trainings and mentorship to various duty-bearers and stakeholders that are helping forced migrants lead dignified lives including UPDF, Police, Immigration, Prison officers, strategic government line ministries and local government leaders in areas hosting forced migrants.



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**REFUGEE LAW PROJECT**

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"A Centre for Justice and Forced Migrants"



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