



# Human Rights Due Diligence Training Requirements

LLF ESMS Annex J

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## CONTENTS

<b>1.</b>	<b>INTRODUCTION .....</b>	<b>1</b>
1.1	Purpose .....	1
1.2	Objective.....	1
<b>2.</b>	<b>APPLICABLE STANDARDS .....</b>	<b>2</b>
<b>3.</b>	<b>KEY TERMINOLOGY .....</b>	<b>2</b>
<b>4.</b>	<b>HUMAN RIGHTS DUE DILIGENCE TRAINING .....</b>	<b>3</b>
4.1	Why to train?.....	3
4.2	Whom to train? .....	3
4.3	What to train? .....	4
4.3.1	The United Nations Guiding Principles on Business and Human Rights .....	4
4.3.2	Conducting Human Rights Due Diligence.....	6
4.4	How to train?.....	13
4.4.1	Principles for Effective HRDD Training .....	13
4.4.2	Methods and Materials.....	15
<b>5.</b>	<b>RESOURCES .....</b>	<b>15</b>

## ACRONYMS AND ABBREVIATIONS

<b>Name</b>	<b>Description</b>
DD	Due Diligence
E&S	Environmental and Social
ESDD	Environmental and Social Due Diligence
ESMS	Environmental and Social Management System
HRDD	Human Rights Due Diligence
HRRRA	Human Rights Risk Assessment
ILO	International Labor Organization
LL	Legacy Landscapes
LLF	Legacy Landscapes Fund
MoU	Memorandum of Understanding
PA	Protected areas
SEP	Stakeholder Engagement Plan
ToR	Terms of References
UNGP	United Nations Guiding Principles on Business and Human Rights
WB ESS	World Bank Environmental and Social Standards

**DOCUMENT HISTORY**

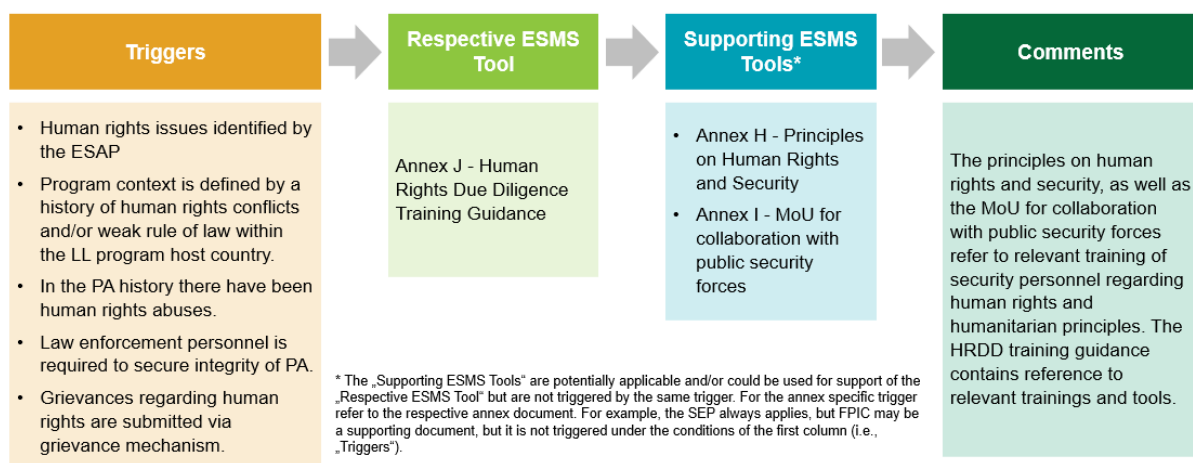
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## 1. INTRODUCTION

Legacy Landscapes Fund (LLF) requires from the grantees to conduct human rights due diligence (HRDD) in order to assess impacts and risks in their value chain and act responsibly to legacy landscape program and respect human rights and remedy abuses in which they may be involved through their own activities and business relationships. In order to do so efficiently, responsible staff should undertake relevant trainings.

**Note:** This document provides a guidance that is aligned with the applicable standards listed in LLF ESMS manual. In all cases, the grantee and/or the party developing the training materials and/or procedures must comply with the local/national requirements; then, the guidance provided in this document (including the other recommended publications) should be utilised to determine how to align the LL program with the applicable standards. If the LL program (or the grantee organisation) already have similar HRDD procedure and/or training materials developed and/or currently implemented, the grantee should conduct the gap analysis exercise between the existing template and/or document and this LLF guidance. The identified gaps should be closed following the rule – stricter applies.

The requirement to develop and conduct the HRDD training might be stated in the environmental and social action plan (ESAP) that is part of the grant agreement between the grantee and LLF. Alternatively, such requirement will be triggered by legacy landscape (LL) program activity during the lifecycle of the LL program.



### 1.1 Purpose

This document provides guidance on key aspects that should be considered in the provision of HRDD training. The document considers relevant principles and training recommendations drawn from the United Nations Guiding Principles on Business and Human Rights (2011), hereinafter referred to as UNGP and other applicable standards (see chapter 2).

### 1.2 Objective

The document is intended as guidance for the grantees, contractors and personnel of LLF funded legacy landscapes (LL) programs on what HRDD training should focus on, for whom it is intended, which methods and approaches are recommended and why regular HRDD training is essential to understand how to identify, prevent, mitigate, remedy and account for adverse human rights impacts and increase the overall social performance.

## 2. APPLICABLE STANDARDS

The full list of the applicable standards for developing the training for HRDD is indicated in the LLF ESMS manual document. In addition, the following standards were used for the development of this guidance note and should be reflected in the training program:

- UN Guiding Principles for Business and Human Rights (UNGPR), and in particular the “involvement framework” for differentiating responsibilities based on LL program’s connection to certain human risks and impacts (e.g., cause, contribute, direct linkage);
- ILO Core Labor Standards<sup>1</sup>;
- Core International Human Rights Treaties<sup>2</sup>, including:
  - The International Bill of Human Rights;
  - The International Covenant on Civil and Political Rights (ICCPR);
  - The International Covenant on Economic, Social and Cultural Rights (ICESCR);
  - The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW);
  - The Convention on the Rights of the Child (CRC);
  - The Convention on the Rights of Persons with Disabilities (CRPD);
- The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

## 3. KEY TERMINOLOGY

Table 3-1 below elaborates on key terms used in this HRDD guidance note.

**Table 3-1 Key Terminology**

Term	Definition
<b>Area of Influence</b>	The area within which program’s activities have the potential to create E&S changes, including the: <ul style="list-style-type: none"> <li>■ Zone of direct impact, an area, often demarcated by a LL boundary, where land access restrictions will be in place and enforced, and where program facilities may be constructed.</li> <li>■ Zone or zones of indirect impact, areas where stakeholders affected by a program’s impact reside, work or farm, including areas that experience economic growth, increased traffic or influx as a result of program’s activities.</li> </ul>
<b>Grantee</b>	A NGO(-s) and/or party that is in contractual agreement with LLF and receiving grant funds through the grant agreement.
<b>Free Prior and Informed Consent (FPIC)</b>	Free, prior, and informed consent (FPIC) is a collective human right of indigenous peoples <sup>3</sup> to give or withhold their consent prior to the commencement of any activity that may affect their rights, land, resources, territories, livelihoods, and food security. This right is exercised through representatives of their own choosing and in a manner consistent with their own customs, values, and norms.

<sup>1</sup> For a full list of the ILO fundamental instruments please refer to the following link: [Conventions and Recommendations \(ilo.org\)](https://www.ilo.org/)

<sup>2</sup> For a full list please refer to the following link: <https://www.ohchr.org/en/core-international-human-rights-instruments-and-their-monitoring-bodies>

<sup>3</sup> The LLF follows WB standard definition of IPs (compare also FPIC guidance note) and requires the application of FPIC as defined per ESS 7. As best practice and also to avoid potential conflicts in communities where indigenous and non-indigenous people live in mixed settings, programs might and are encouraged to adopt FPIC to those mixed communities, as well as to other local communities and vulnerable groups affected by the program.

Term	Definition
	FPIC exists to promote, protect, and safeguard the full enjoyment and exercise of numerous underlying, fundamental human rights, including the rights to property, culture, and self-determination.
<b>Legacy Landscape Program/Program activity</b>	All activities <sup>4</sup> related to the legacy landscape and/or stakeholders that are planned, implemented and/or supervised by the grantee and/or their contractor.
<b>Legacy Landscape Staff</b>	All staff related to the legacy landscape program and/or program activity development and implementation (e.g., grantee, contractors, park management, etc.)
<b>Program Affected Persons (PAPs)</b>	Any person experiencing loss of asset, access to income whether of a temporary or permanent nature due to the land acquisition process, and/or access restrictions regardless of whether they are physically displaced or relocated or not.
<b>Vulnerable Groups</b>	Those who are less able to access a program benefit and / or more likely to experience adverse impacts from a program’s activities as a result of a given status, which may stem from their ethnicity, color, gender, sexual identity, language, religion, political or other opinion, national or social origin, property, birth or perceived social status.

## 4. HUMAN RIGHTS DUE DILIGENCE TRAINING

### 4.1 Why to train?

As a fundamental principle, human rights have to be respected and protected throughout all program activities. The inclusion of stakeholder’s visions, perceptions and necessities towards human rights in the protected area (PA) management plan and in the grantee institutional culture, furthermore, fosters collaboration between the grantee and stakeholders and is likely to have positive results within the overall conservation process.

There is a global move toward mandatory compliance for responsible business conduct. These developments require companies or other actors of all sizes to conduct due diligence (DD) processes to assess how and when their activities could pose human rights risks in the supply chains and take active steps to mitigate and remedial steps to address human rights abuse that may occur. Also in the conservation context there are constantly human rights issues occurring or there is potential for such, e.g., with human-wildlife conflicts, encounters between local communities and park rangers, resource use and access restrictions for nature conservation purposes having adverse effects on people’s livelihoods etc. Therefore, it is essential, that staff working in the conservation context is adequately trained on general and industry-specific salient human rights risks and how to conduct DD practices to minimize risks and remedy adverse impacts. HRDD training raises awareness of participants for high-risk issues and promotes values, beliefs and attitudes that encourage all individuals to uphold their own rights and those of others.

### 4.2 Whom to train?

After having established why HRDD training is important, it needs to be determined for whom respective trainings are intended. It should be noted that selected recipients for HRDD training depends on the specific grantee organization structure and roles and responsibilities assigned.

Generally, every staff member working on human rights topics and risk management topics or who might potentially encounter human rights issues in their everyday work, should conduct relevant trainings. This includes also contracted workers in the LL and external auditors.

<sup>4</sup> The HRDD trainings should cover not only LLF funded activities for the LL program, but all activities in the program specific legacy landscape and surroundings.

Relevant personnel for HRDD trainings could be, but is not limited to:

- LL program staff and managers;
- Human rights advisors;
- Community liaison officers;
- Grievance officers;
- Risk and compliance officers;
- Human rights contractors and external auditors;
- Human resources personnel;
- Communications officers;
- PA personnel, rangers, construction workers, stakeholders involved in program execution etc. (suggest participation in specialized trainings according to relevant field of work, e.g., engagement with local communities).

Please note, that not all HRDD aspects (listed in the section below) will be relevant for all staff members, but should be allocated on a case by case basis depending on the LL-specific context, existing staff expertise, responsibility, and involvement etc.

### 4.3 What to train?

When organizing HRDD training it is important to have a clear idea of what is necessary to train and what should be reflected in training materials. Generally, trainings should facilitate the following aspects:

- Setting the scene: fundamentals of human rights (key principles and standards);
- Importance of human rights for conservation projects;
- Increase participant's skills and understanding of business and human rights issues with a special focus on the conservation context;
- Reinforce participant's expertise on the supply chains and human rights due diligence;
- Gain insights to the implementation of human rights due diligence;
- Develop the ability to integrate human rights aspects into the grantee's internal processes;
- Map, identify, research and analyze human rights due diligence aspects, including the identification of the different affected people groups and their specific rights (diverse approach strategy to different vulnerable groups);
- Transfer of knowledge about how to plan and coordinate activities related to human rights due diligence process;
- Develop communication strategies to communicate HRDD processes to relevant program stakeholders;
- Navigate monitoring and evaluation (M&E) tools and processes.

Since the UNGP are the first global standard for preventing and addressing human rights risks linked to business activities, their key elements should be reflected in respective HRDD trainings. The key elements of HRDD established by the UNGP are outlined below, including respective training requirements for each UNGP element concerning HRDD.

#### 4.3.1 *The United Nations Guiding Principles on Business and Human Rights*

The UNGP provide guidance for states and business enterprises to protect and respect human rights and to remedy human rights abuses in relation to business activities. This guidance is provided in

form of 31 principles setting a global standard for preventing and addressing the risk of adverse impacts on human rights linked to business activity. From 31 UNGP, principle 19-21 focus on conducting human rights due diligence.

Key six elements of the UNGP are presented in Figure 4-1 and provide a solid basis for integrating human rights protection measures into grantees' activities.



**Figure 4-1 Key Elements of the UNGP**

A first and essential step is expressing commitment to protect, respect and remedy human rights in form of a policy statement. A policy commitment is a statement approved by the most senior management level which constitutes the basis to take corresponding measures throughout the grantee's activities to LL program, respect human rights and remedy violations. All LLF funded entities should have an environmental and social (E&S) and human rights policy in place that, at a minimum, incorporates the standards reflected in the LLF policies (refer to LLF's ESMS documentation, [Annex A – ES & HR Policy Statement](#)).

Once this basis is established, the grantee should conduct a HRDD process that will help to identify, prevent, mitigate and account for adverse human rights impacts (potentially) caused by the LL program. The process of HRDD starts with an assessment, in which actual and potential adverse effects that the grantee causes, contributes to or is linked to, are evaluated<sup>5</sup>. Relevant findings from this assessment should then be integrated across relevant internal functions and processes, to take appropriate action<sup>6</sup>. The ESDDs conducted as part of the LL selection process represent such assessment. When appropriate actions (defined in the ESAPs of the ESDDs) are implemented, the grantee should verify their effectiveness in addressing the adverse impacts by establishing monitoring mechanisms<sup>7</sup>. If a grantee identifies that an adverse human rights impact has already been caused, the UNGP establish the provision of remediation in legitimate processes<sup>8</sup>. To guarantee accountability

<sup>5</sup> See Principle 17

<sup>6</sup> See Principle 19

<sup>7</sup> See Principle 20

<sup>8</sup> See Principle 22



and transparency in handling human rights issues, the grantee should frequently communicate relevant information on addressing human rights impacts<sup>9</sup>.

Since those six key elements provide the basis for HRDD according to the UNGPs, their content should be reflected in relevant training programs.

### **4.3.2 Conducting Human Rights Due Diligence**

UNGP principle 17-21 elaborate on necessary steps to conduct HRDD. Key findings drawn from the UNGP on how to conduct solid HRDD will be reflected upon in the below sections that should be a key component of all relevant trainings that grantee's should take when working in the human rights due diligence process. The UNGP indicate that a company (i.e., the grantee) needs to assess human rights risks based on the scale and complexity of the LL program and the severity and likelihood of potential human rights risks. Each program's risk assessment will therefore be unique and proportional to the program's risks and the level of detail provided by the grantee in the assessment documentation will be proportional to the level of risks identified. Furthermore, it should be noted that the human rights risk assessment (HRRA) should be an ongoing process based on the respective risk depending on the program specific context, since human rights situations are complex and change over time.

The below sections elaborate on the four steps that grantees should undertake according to the UNGP to conduct proper HRDD and respective training recommendations.

#### **4.3.2.1 Identifying and Assessing Human Rights Impacts (UNGP Principle 18)**

The initial step in conducting HRDD is to identify and analyze the nature of potential human rights impacts, or actual impacts that already occurred.

LLF requires each LL, which applies for funding, that an ESDD is to be undertaken early in the application process. The results of the ESDD will then inform the further process, including the general decision whether a given application would be rejected or whether the applicant can proceed to develop the detailed program proposal with the E&S safeguard actions and measures<sup>10</sup>.

While the ESDD includes an initial assessment of salient human rights risks, those identified risks need a proper analysis and a continuous re-assessment. This re-assessment should understand the specific impacts that LLF funded program and/or program activity and planned future activities have or might have on specific people. Further assessments, apart from the initial ESDD should have a particular focus on human rights risks, since the operational setting of LL program activities in sensitive areas, including high risk areas, constitute an environment in which human rights violations are more likely to occur, e.g., due to political instability, corruption etc. Hence, HRDD training are necessary to train relevant staff to assess properly the LL program human rights situation on a regular basis. The cases of vulnerable and marginalized groups should be paid special attention to when conducting HRDD, since those groups will be more impacted by adverse effects. Furthermore, it should be considered that LL program activities might have a different impact on e.g., men and women or young and old people. Recommended trainings should include gender sensitivity training, conflict resolution trainings and specialized trainings on assessing human rights impacts of vulnerable people (e.g., disabled people, indigenous people etc.).

According to the UNGP, adverse human rights risks should be prioritized according to their severity<sup>11</sup>. Therefore, once a risk profile has been developed (possibly as part of the initial ESDD), prioritization is necessary to ensure resources are used appropriately and efficiently. Depending on the risk, the

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<sup>9</sup> See Principle 21

<sup>10</sup> See **LLF ToR for ESDD**

<sup>11</sup> See UNGP Principle 14

level of responsibility<sup>12</sup>, the severity and likelihood of the risks, the corrective action plan will vary (e.g., if the risks is linked to a specific product what can be done to mitigate risks such as measures to improve sourcing of raw materials etc.). The second part of the development of the risk assessment framework therefore would use the criteria identified and prioritize high-risk areas using a risk matrix.

The risk matrix presented in Figure 4-5 below can be used to assess human rights risks and set priorities for high-risk areas. Risk scoring is dependent on the two primary dimensions of human rights risk assessment, which are: severity of risks and impacts, as well as likelihood of occurrence. A 5x5 risk matrix, in which five definitions of likelihood and 5 definitions of severity of risks and impacts are used, can be a useful tool for analyzing risks. Each impact should be assessed and rated according to one of the six levels, which are very low, low, medium, high, very high and extreme. Severity level can be assessed by posing questions regarding scale, scope, and ability to remedy. A very high to extreme severity, for example would be assessed, if the impacts will be grave, impacting core human rights such as the right to life or health (scale), many people will be affected (scope) and there is a low chance to restore people impacted to a situation that is equivalent or better than before the impact (remedy). For the purpose of explanation, generic definitions are used in the following examples that aim to clarify the different assessments of likelihood and scale of an impact. Figure 4-2 below presents the different definitions of likelihood.



**Figure 4-2 Definitions of Likelihood**

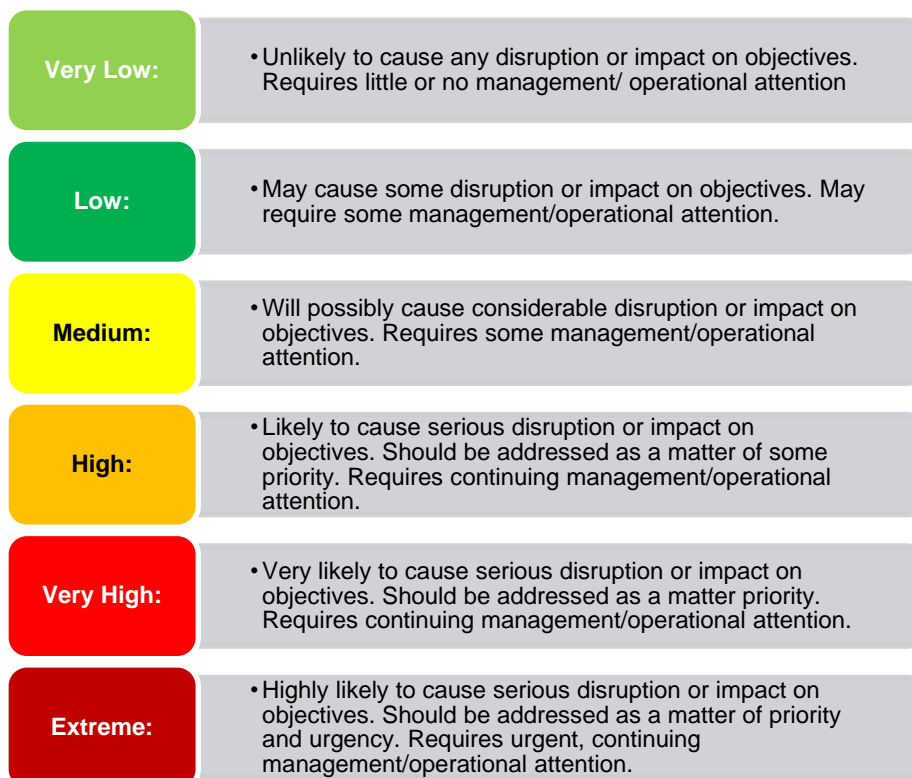
If the event was to occur, its severity may be estimated by determining how the result of its occurrence would best be described. Figure 4-3 below shows the different definitions of severity.

<sup>12</sup> for further guidance on the level of responsibility and involvement as per UNGP refer to LLF ESMS documents, [Annex C – ESAP development \(incl. UNGP implementation\)](#)



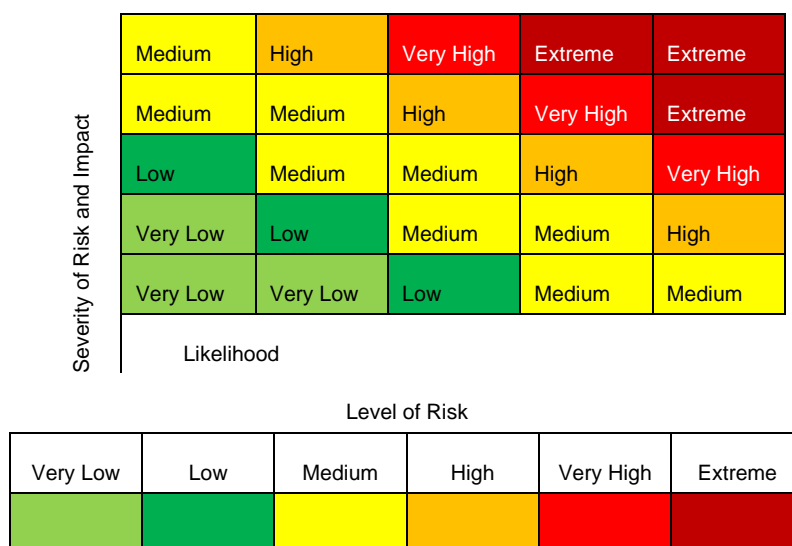
**Figure 4-3 Definitions of Severity**

Once the levels of likelihood and significance have been assessed for each identified risk, the overall level of each risk can be determined using a risk matrix. In order to create the risk matrix, it is essential to establish the level of likelihood that an impact may occur. Figure 4-4 below shows the different levels of likelihood.



**Figure 4-4 Levels of Likelihood**

Once the severity of risk and likelihood of occurrence of an impact is established using the above definitions and guidance, the risk assessment matrix can be created, following the example provided for in Figure 4-5 below.



**Figure 4-5 Human Rights Risk Assessment Matrix**

Using a human rights risk assessment matrix is essential in prioritizing high-risk topics, allocating sufficient and appropriate resources and being able to address them in a timely and effective manner. Furthermore, training should include the development of accurate actions according to the level of inherent risk and familiarity with mitigation hierarchies.

### Meaningful Consultation

The best way to get a comprehensive understanding of the context specific human rights situation is to engage with affected communities and relevant stakeholders and conduct meaningful consultations. Any consultation should consider language and other possible barriers that could hinder effective engagement and obtaining an adequate understanding of the human rights situation. If direct engagement with relevant stakeholders is not possible, other alternatives should be assessed, such as involving independent experts, e.g., human rights defenders. Staff responsible for stakeholder engagement should regularly take part in training sessions on consultation strategies, engagement methods, including meaningful consultation, participation, as well as obtaining free, prior and informed consent (FPIC) in case of indigenous people’s involvement, overcoming consultation barriers etc.

### Regular Assessments

Human rights situations are dynamic and will change over time. Therefore, assessments of human rights impacts should be undertaken by the grantee at regular intervals. This can and should be prior to LL program activities, prior to a decision or changes in operating the LL, in response to or anticipation of changes in the operating environment (e.g., political change, rising social tensions) and periodically throughout LLF – recipient relationship. Feedback, grievances and/or compliances submitted via the program-level grievances redress mechanism<sup>13</sup> should constantly be monitored and assessed since they provide a valuable tool for identification of human rights abuses.

Figure 4-6 below presents key training requirements that are essential for UNGP 18, as well as some general knowledge, that should be acquired prior to commencing specific HRDD training.

<sup>13</sup> Refer to LLF ESMS documents, [Annex Q – Program-level Grievances and Feedback Mechanism](#)

### General Knowledge (Prior to Trainings)

- Human rights fundamentals
- Human rights screening and assessment tools (e.g., UNDP Human Rights Self-Assessment Training Tool)
- Severity and likelihood assessment tools
- Risk mapping tools (e.g., risk assessment matrix)
- Those are a level more general than the other three - so, more a preparation for training or training the responsible managers than training the actual staff on the ground.

### Knowledge Objectives of the Trainings

- Human rights and importance of the UNGP
- Salient human risks (with special focus on the conservation context)
- Elements of meaningful consultation and FPIC
- Mitigation hierarchy

### Tools & Other Trainings

- Grievances management and monitoring tools
- Stakeholder engagement and consultation facilitation trainings
- Relevant safety trainings for on the ground work, e.g., hostile environment awareness training (HEAT)

## Figure 4-6 Key Training Requirements for UNGP Principle 18

### 4.3.2.2 Integrating and Acting on Findings (UNGP Principle 19)

According to the UNGP, findings from the human rights impact assessments should be integrated across relevant functions and processes throughout LL program and/or program activities. The risk assessment helps to prioritize human rights risks and determine the level of regular due diligence required. The HRDD measures will be integrated in ESAP (i.e., which is part of the grant agreement), and should be included in the LL program's management plans.

#### Effective Integration

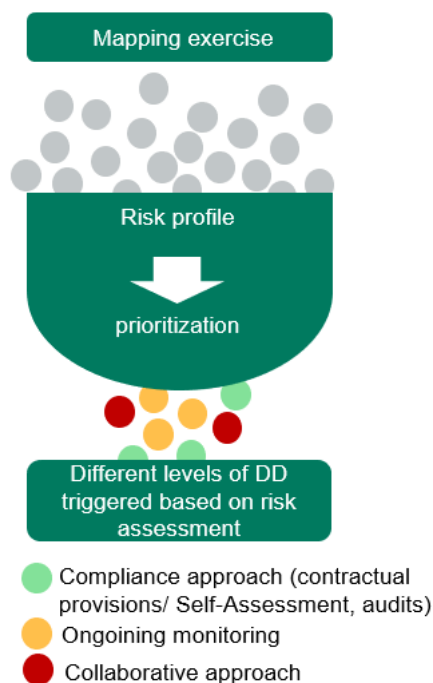
Embedding human rights policy in all relevant business functions is crucial for effective assessment of human rights impacts and for horizontal integration of specific findings across the LL program. Only then, relevant human rights assessment findings can be properly understood, given due weight and properly acted upon. Integration of relevant findings across functions and processes may involve assigning responsibilities to units and individuals, but also integrating findings into the following business processes:

- The grantee decision-making process;
- The grantee contractual documents with other program partners (e.g., management plans);
- Budgeting for compliance, mitigation and remedy; and
- Oversight and compliance with impact assessment recommendations.

#### Appropriate Action

The human rights risk mapping based on the ESDD outcomes and ongoing HRDD enables the grantee to create risk profiles of program activities and the assessment matrix of established risks enables to set priorities for high-risk issues. The risk assessment indicates which level of due diligence is required (i.e., low, medium, high, extreme). HRDD measures can, thus, vary from compliance measures (e.g., grant arrangements) for lower risk issues, over ongoing monitoring for medium risk issues, up to high-risk issues that require a collaborate approach and active involvement.

What is considered as appropriate action, furthermore, depends on whether the grantee caused, contributed or is directly linked to the entity causing the adverse human rights impact. The extent of leverage that the grantee has in addressing the adverse impact is essential in taking appropriate action. In order to assess which is the appropriate action to take in a specific situation, please refer to the LLF ESMS documents, [Annex C – ESAP development \(incl. UNGP implementation\)](#).



**Figure 4-7 Identifying Appropriate Action from Mapping and Risk Prioritization**

Generally, while potential impacts should be prevented or mitigated, actual impacts that already occurred should be subject to remedy in accordance with UNGP 22. Remedy can include, but is not limited to:

- Improved conditions for victims of abuse; (e.g., improved livelihood conditions after resettlement);
- Restitution and/or (non-)financial compensation for harms (e.g., replacement cattle/crops for victims of human-wildlife conflicts)
- Punitive sanctions; (e.g., dismissal and legal proceedings against abusive security personnel);
- Guarantees of non-repetition; and/or corrective actions (e.g., when FPIC process has not been conducted properly and indigenous communities feel uninformed about a LL program);
- A statement acknowledging wrongdoing (e.g., for insufficient HRDD that led to human rights abuses);

Some suggested management measures to effectively integrate HRDD findings and initiate appropriate actions are amongst others:

- Establishment of a memorandum of understanding<sup>14</sup> between the grantee and local security or police forces;
- Development of a code of conduct and training for staff, including contractors;
- Establishment of a rigorous procurement process that includes ongoing monitoring.

<sup>14</sup> Refer to LLF ESMS documents, [Annex I – MoU for collaboration with public security forces](#)

### Knowledge Objectives of the Trainings

- UNGP “involvement framework”
- Due diligence levels
- Establishing adequate actions and provision of remedy
- Budgeting for implementation measures

### Tools & Trainings

- Risk Mapping and Prioritization Tools
- Tools for establishing risk under UNGP
- Tools to assess and build leverage as per UNGP
- Risk mitigation trainings
- Conflict resolution and mediation facilitation tools/trainings

## Figure 4-8 Training Requirements for UNGP Principle 19

### 4.3.2.3 Monitoring and Evaluation (UNGP Principle 20)

Monitoring and evaluation is important to constantly drive improvement of the overall human rights due diligence process. Tracking the effectiveness of actions preventing, mitigating, remedying adverse human rights impacts is necessary for the grantee to understand whether its human rights policy is properly implemented and where changes to optimize its policy or implementation of it are needed. Special attention should be placed on monitoring the human rights situation for vulnerable and marginalized groups. All monitoring should be based on appropriate qualitative and quantitative indicators and be integrated in relevant internal reporting processes, using gender and age-disaggregated data, where available.

### Knowledge Objectives of the Trainings

- Importance of M&E
- Requirements for tracking effectiveness of responses
- Qualitative and quantitative indicators for HRDD tracking
- Procedure when impacts are found

### Trainings & Tools

- Developing a tracking plan
- Participatory Evaluation Training
- Audit Trainings
- Using survey and evaluation tools (e.g., key performance indicators to assess vulnerable people's human rights safeguards compliance)
- Integrating human rights-focused tracking systems into pre-existing tracking efforts, tools or models

## Figure 4-9 Key Training Requirements for UNGP Principle 20

### 4.3.2.4 Communication and Accountability (UNGP Principle 21)

External communication is essential for providing transparency and accountability to relevant stakeholders (e.g., affected communities, investors etc.). Communication of human rights strategies and actions can include, but are not limited to:

- In-person meetings;
- Online dialogues;
- Consultation with affected stakeholders; and
- Formal public reports.

According to the UNGP, formal reporting is expected when there are risks of severe human rights impacts, either due to the nature of the business operations or the operating context. All reporting should include indicators of how the grantee is identifying and addressing adverse human rights impacts. Credibility of the grantee reporting can be improved by calling in independent experts or considering sector-specific indicators for evaluation.

### Knowledge Objectives of the Trainings

- Key communication principles/requirements
- Formal reporting channels
- HRDD indicators, sector-specific indicators for efficient and transparent reporting

### Tools & Trainings

- Stakeholder consultation and communication facilitation training
- Different communication forms, channels, methods
- Reporting and report writing trainings (key elements and requirements)
- Specialized trainings on stakeholder engagement facilitation with vulnerable-groups (women, indigenous peoples, marginalized groups etc.)

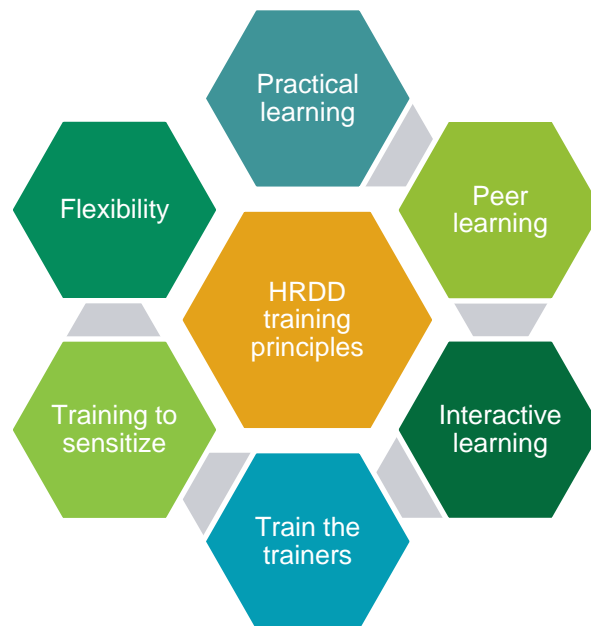
**Figure 4-10 Key Training Requirements for UNGP Principle 21**

## 4.4 How to train?

The following section elaborates on key principles and approaches to conduct HRDD training.

### 4.4.1 Principles for Effective HRDD Training

Figure 4-11 below presents key principles/concepts that should be followed for effective HRDD trainings. Each principle/concept is further elaborated on in the below sections.



**Figure 4-11 Key HRDD Training Principles**



### *Practical Learning*

HRDD training should be practical and tailored to the participant's practical needs. This said, it should focus on what value can a better understanding of human rights due diligence topics bring to their work or their activities. Training efforts that ignore this fact are likely to be neither credible nor effective. Thus, training materials should include practical information on proven techniques for performing professional tasks (as recommended by experts and literature on current best practice) as well as practical activities, such as role plays or case studies, in which they apply these techniques.

### *Peer Learning*

When selecting the training team (including resource persons), it is better to opt for practitioners in the relevant field, rather than assembling a team composed of professors and theorists. Best practices suggest that training is far more effective when a peer learning approach is followed, so that learners – whether they be development professionals, judges or young people – discuss human rights issues and learn from each other, rather than through a professor-student model of training.

### *Interactive Learning*

Active participation by the learners is one of the most important factors enabling learning. It is generally acknowledged that “learning by doing” is the most effective strategy when it comes to adult training. Ensuring participation involves starting with the learners' own experience and facilitating critical reflection and analysis, so that they can develop strategies for action in close exchange with each other.

### *Train the Trainers*

Participants in HRDD training should be selected on the basis of their future training responsibilities when they return to their institutions or communities. In this way, the impact of a particular course is multiplied, as new knowledge and skills gained through the course are passed on throughout the team. In these cases, human rights due diligence training should not only focus on relevant thematical contents but also on training methodology, knowledge, and skills for sharing newly acquired knowledge.

### *Training to Sensitize*

In addition to transferring knowledge and developing practical skills, HRDD training aims to sensitize trainees to their own attitudes and to their potential for behavior that violates human rights, however unintentionally. For example, activities such as role plays can help participants become aware of gender, racial or disability bias in their own behaviors and attitudes; they can show how the term “degrading treatment”, as found in various international instruments, may imply different thresholds when applied to women and to men, or to one cultural group as opposed to another.

### *Flexibility*

Training materials and courses must be designed to be flexible. Trainers should not regard existing, relevant training materials as prescriptive, but should adapt them to the particular cultural, educational and experiential needs and reality of the actual learners. They should therefore create their own tailored materials, based on the content of existing ones and the particular situation on the ground. In addition, they should be flexible enough to adapt strategies during training delivery if feedback from course participants and the training team suggests that adjustments are necessary. Training should allow for flexible learning in form of different modules that can be accomplished online or in face-to-face session.

#### 4.4.2 *Methods and Materials*

In order to achieve the abovementioned outcomes, the following methods and materials are recommended:

- Training modules to allocate trainings flexibly and according to topics;
- Interactive module components (e.g., discussions and exchange, train the trainers etc.);
- Key reading materials and case studies with focus on the conservation context in the appropriate language of the main user groups;
- Expert presentations and lessons learned;
- Clear learning objectives with a focus of HRDD in the conservation context.

### 5. RESOURCES

Relevant resources that the grantee can draw upon in order to facilitate effective human rights due diligence trainings are amongst others:

- United Nations Development Program (UNDP), Training Facilitation Guide on Human Rights Due Diligence, 2021<sup>15</sup>;
- United Nations Global Compact, A Guide for Business on how to develop a Human Rights Policy, 2015<sup>16</sup>;
- United Nations Human Rights, Gender Dimensions of the Guiding Principles on Business and Human Rights, 2019<sup>17</sup>.

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<sup>15</sup> [Training Facilitation Guide on Human Rights Due Diligence](#)

<sup>16</sup> [A Guide for Business on how to develop a Human Rights Policy](#)

<sup>17</sup> [Gender Dimensions of the Guiding Principles on Business and Human Rights](#)