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minority  
rights  
group  
europe



Norad



**MINORITEIS'S EMPLOYMENT  
RIGHTS, NATIONAL AND  
INTERNATIONAL LABOR LAWS,  
RIGHT TO NON-DISCRIMINATION  
IN EMPLOYMENT AND  
DISCRIMINATION IN EMPLOYMENT  
AGAINST MINORITEIS DURING  
COVID-19**

**TRAINING MANUAL FOR ONE DAY**

**AFTAB AWAN**

**HEALTH AND RURAL DEVELOPMENT  
HARD BALOCHISTAN**

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## Foreword:

Health and Rural Development (HARD) Balochistan is one the leading organizations in Balochistan, Pakistan actively promoting and advocating for the women and minorities and other vulnerable and marginalized group's rights of society at every forum. HARD has always strived to raise the voice for the rights of the vulnerable and marginalized communities and groups and to empower these communities to stand and advocate for their own rights.

This manual has been developed for the training of a group of leaders and activists from minorities including women, men, PwDs and youth. The objective is to empower the leaders from minority groups affected by discrimination and harassment in employment by equipping them with substantial knowledge about their rights and providing them the skills to be able to monitor labor laws and document employment discrimination cases experienced during or as result of COVID-19. The training will build the confidence and motivate them to advocate and raise their voice and demand their right to employment for equal access to decent work and employment in public and private sector in Balochistan.

The training is expected to help activists from minority groups in not just effectively fighting the discrimination and harassment in which they have to face in employment and at work place but also enable them improve their lives along with mobilizing and engaging other community members in their advocacy efforts and awareness raising activiteis in Pakistan.

## List of Abbreviations

HARD	Health and Rural Development
GBV	Gender Based Violence
ILO	International Labor Organization
RNDEG	Right to Non-Discrimination in Employment Group
PwDs	Persons with Disabilities
MRGI	Minority Rights Group International
UN	United Nation

## Background and Objectives of the Training

This manual has been developed to be used for the capacity development of Social Activists, Women Labor Leaders, Duty Bearers and Advocates for the Labor Rights, engaged in advocacy efforts for the employment rights of minority groups in Pakistan to protect them from employment discrimination and harassment especially during COVID-19. The training is being conducted under the project **“to promote right to non-discrimination and equal access to employment for religious minorities”**. The project aims to Promote Right to Non-Discrimination in Employment & Labor Laws for minority groups, especially during COVID-19. Workplace discrimination comes in many different forms, but generally it means that an employee or a job applicant is treated differently or less favorably because of their sex or gender, or because the person is affiliated with an organization or group that is associated with a particular sex or gender<sup>1</sup>. This discrimination seems to have been exacerbated during Covid-19. COVID-19 has a broad range of disproportionate and adverse impacts upon national, ethnic, religious and linguistic minority communities. Some minority groups have suffered death rates several times higher than other groups during the pandemic. Emergency measures, including lockdowns, in response to COVID-19 have had a profound impact on people from minority groups, particularly migrants. Minority communities also face greater impacts from the economic downturn engendered by the pandemic. In countries where official data exist, a disproportionate number of deaths affecting minorities has been confirmed, revealing substantial structural inequalities in society<sup>2</sup>.

Though the overall employment sector has been severely affected by Covid-19, the impact has been very severe for persons from minority groups like Hazara community and Christian community, who have been hardest hit. Stigmatization and an increase in acts of incitement to hatred of minority communities have been reported in many locations, with minorities sometimes being cast as scapegoats for the virus. As a telling example of how unfounded these claims are, which group is considered “responsible” for the virus varies from place to place, with whoever is marginalized, socially disfavored or excluded, being targeted. In various locations. False claims about minorities being responsible for spread of pandemic, and endemic prejudice, have exposed members of minority communities to hate speech and violence. Reports of violence, discrimination, arbitrary denial of services, heightened exclusion or other forms of disparate negative impact in the COVID-19 crisis against minorities are widespread<sup>3</sup>.

A study on gender impact of Covid-19 in Pakistan tell us that those expected to be the most affected by this crisis include workers in the informal sector and daily wage earners. In Pakistan, Human Rights Watch has warned authorities that social distancing, quarantine and the closure of businesses will have enormous economic consequences for garment and textile workers, domestic workers and home-based workers, the majority of whom are women or belong to different minorities, and has urged the government to take urgent steps to mitigate the economic impact. Minorities also disproportionately hold jobs in industries with poor protection, such as lack of paid family leave and paid sick leave. There is the added dimension of the disproportionate impact of domestic workers’ and caregivers’ inability to provide in-home care to people with disabilities who rely on this support<sup>4</sup>. Keeping in view the dire situation of minority workers

<sup>1</sup> <https://www.equalrights.org/issue/economic-workplace-equality/discrimination-at-work/>

<sup>2</sup> [https://www.ohchr.org/Documents/Issues/Minorities/OHCHRGuidance\\_COVID19\\_MinoritiesRights.pdf](https://www.ohchr.org/Documents/Issues/Minorities/OHCHRGuidance_COVID19_MinoritiesRights.pdf)

<sup>3</sup> [https://www.ohchr.org/Documents/Issues/Minorities/OHCHRGuidance\\_COVID19\\_MinoritiesRights.pdf](https://www.ohchr.org/Documents/Issues/Minorities/OHCHRGuidance_COVID19_MinoritiesRights.pdf)

<sup>4</sup> [https://www.ifes.org/sites/default/files/gender\\_impact\\_of\\_covid-19\\_in\\_pakistan\\_contextual\\_analysis\\_and\\_the\\_way\\_forward\\_may\\_2020.pdf](https://www.ifes.org/sites/default/files/gender_impact_of_covid-19_in_pakistan_contextual_analysis_and_the_way_forward_may_2020.pdf)

during Covid-19, HARD Balochistan decided to launch an advocacy campaign to monitor the labor laws for people belonging to different minority group in COVID 19, not only to raise awareness about the rights of minorities in the society and the discrimination which they have to face at work place, but also to advocate for the rights of minorities and other vulnerable and marginalized groups and for ending work place discrimination and harassment and discrimination against minorities other vulnerable and marginalized groups of the society.

### **Objectives of the Training:**

The overall objectives and the outputs of the training are:

- To develop a pool of leaders and activists minorities' communities to advocate for ending discrimination and harassment against minorities and other marginalized groups in employment and at work place
- To build understanding of the issues being faced by minorities due to the impact of Covid-19 in public and private sector

### **Specific Outputs:**

- Conceptual clarity of participants on national and international labor laws and right to non-discrimination
- Strengthened understanding of participants about gender aspect of employment
- Strengthened the capacity of the participants for carrying out effective and efficient advocacy and community mobilization campaigns for the rights of employees and workers belonging to minority groups
- Participants enabled to collect data, monitor the situation of minorities in employment and to document the cases of discrimination and violence against minorities.

## Session I: Introduction and Objectives of the Workshop

### Session I.1: Introduction of the Participants

#### Facilitator's Notes

**Purpose:** Familiarizing the participants with each other and making them comfortable with each other for good rapport

**Method:** Group Activity

**Tool:** -

**Duration:** 10 Minutes

#### Activity:

The facilitator will ask the participant sitting on his right to introduce his or herself. After the first participant, the facilitator will ask the 2<sup>nd</sup> participant to not only to introduce himself or herself but also tell the name of the first participant. The 3<sup>rd</sup> participant will be asked to introduce himself or herself and tell the name of the first two participants. In this way the last participant will not just introduce himself but will also narrate the names of all the participants. The activity will break the ice between the participants and will also familiarize them each other

### Session I.2: Objectives of the Workshop and Setting of the norms

#### Facilitator's Notes

#### Expectations of participants and Discussion on Objectives of the Workshop

**Purpose:** To identify what participants expect to gain from the training

**Method:** Brainstorming, whole group discussion

**Tools:** Flip chart or large pieces of paper/White board

**Duration:** 5 minutes

#### Activities:

1. The participants will be asked to write down what they expect from the training by writing/expressing their hopes and fears – giving one example each. These notes will then be collected by the facilitator and read out to the group OR
2. The participants will be generally asked, “What are your expectations about the training?”
3. The facilitator will display or write down the list of expectations on the flip chart;
4. In either method, repeated and overlapping statements will be screened and merged.
5. These lists will be displayed throughout the training, and referred to them as appropriate, and in particular for the evaluations.

## Objectives of the training

**Purpose:** To enable participants to understand and harmonize the objectives of the training by comparing them with their expectations

**Method:** Large group discussion

**Tools:** Power point

**Duration:** 5 minutes

### Activities:

The facilitator will present the objectives of the training through power point presentation and will ask the participants to comment or add if need be, and compare it with their expectations (show the chart/list of expectations displayed earlier.

This approach will allow participants to express their expectations freely. If participants expect something beyond the scope of the training, the facilitator will address this clearly at this point.

## Setting up Training Norms

**Purpose:** At the end of this session participants will be able to develop a code of conduct for the training sessions

**Method:** Small group/large group discussions

**Tools:** Flip Chart Paper

**Duration:** 5 minutes

### Activities

The facilitator will:

1. Ask participants to form a small group of 4, 5 or 6 individuals
2. Ask each group to choose a leader and reporter
3. Ask each group to come up with training norms
4. When the allotted time is up, ask each group to have a representative to present the agreed upon norms to the whole group on a flip chart or large pieces of paper
5. Screen and merge repeated and overlapping suggestions
6. Summarize the main “training norms” and get the agreement of all participants to adhere to the negotiated norms throughout the training sessions
7. Keep the flip chart paper on the wall throughout the training period

## Session 2: National and International Labor Laws and Right to Non-Discrimination

### Facilitator's Notes

**Purpose:** To familiarize the participants with the rights of the workers and laborers enshrined in the constitution of Pakistan and International conventions and treaties with specifics focus on right to no discrimination

**Method:** PowerPoint Presentation and open discussion

**Tools:** White charts, markers, Laptop, multimedia projector and screen

**Duration:** 80 minutes

### Activities:

1. The facilitator will ask the participants about their understanding of the labor rights and will ask them to name at one law which already there or should be included to protect the rights of the workers and laborers
2. The facilitator will list down all the laws discussed by the participants on the chart
3. Use the PowerPoint presentation to discuss the rights of the workers and laborers already present in the constitution and also protected through ILO conventions.

### **Provisions on Labor Rights in the Constitution of Pakistan**

#### Article 11:

- All forms of forced labor and traffic in human beings are prohibited.
- No child below the age of fourteen years shall be engaged in any factory or mine or any other hazardous employment.

#### Article 17:

- Every citizen shall have the right to form associations or unions, subject to any reasonable restrictions imposed by law in the interest of sovereignty or integrity of Pakistan, public order or morality.

#### Article 18:

- Every citizen shall have the right to enter upon any lawful profession or occupation, and to conduct any lawful trade or business.

#### Article 25:

- All citizens are equal before law and are entitled to equal protection of law.
- There shall be no discrimination on the basis of sex alone.

#### Article 27:

- No citizen otherwise qualified for appointment in the service of Pakistan shall be discriminated against in respect of any such appointment on the ground only of race, religion, caste, sex, residence or place of birth.

#### Article 37(e):

The State shall make provision for securing just and humane conditions of work, ensuring that children and women are not employed in vocations unsuited to their age or sex, and for maternity benefits for women in employment.

#### Article 38:

- The State shall secure the well-being of the people, irrespective of sex, caste, creed or race, by ensuring equitable adjustment of rights between employers and employees.
- Provide for all persons employed in the service of Pakistan or otherwise, social security by compulsory social insurance or other means.



## Participants Notes I: Provisions on Labor Rights in the Constitution of Pakistan

The Constitution of Pakistan has a wide range of provisions in regards to labor rights as Articles 11, 17, 18, 25 and 37(e) prohibit all forms of bonded labor, child labor, allow freedom of association, grant rights to unionize, provide citizen with the right to enter any lawful profession or trade without any discrimination and secure humane and reasonable working conditions.

The two main pieces of legislation responsible for safeguarding the rights of the workmen are the Industrial and Commercial Employment (Standing Orders) Ordinance 1968 and the Punjab Shops and Establishment Ordinance 1969. These ordinances are supposed to protect all workers engaged in industrial and commercial businesses.

The law provides clear guidelines to be followed by all commercial and industrial businesses. Firstly, it states that the terms and conditions of service are to be given on every new appointment, promotion or transfer in writing. Working hours should be published in the workplace, which should be visible to the workmen along with holidays and paydays. Moreover, in an industrial establishment where 50 or more workers are employed, the industry needs to provide a Group Incentive Scheme either in the form of additional wages or extra holidays to the workers in the establishment. In addition to this, the employer is liable to provide compulsory group insurance for permanent workers in relation to unforeseen incidents in the absence of which, the employer becomes liable to pay the workmen's families in case of their death.

### Article 11:

- All forms of forced labor and traffic in human beings are prohibited.
- No child below the age of fourteen years shall be engaged in any factory or mine or any other hazardous employment.

### Article 17:

- Every citizen shall have the right to form associations or unions, subject to any reasonable restrictions imposed by law in the interest of sovereignty or integrity of Pakistan, public order or morality.

### Article 18:

- Every citizen shall have the right to enter upon any lawful profession or occupation, and to conduct any lawful trade or business.

### Article 25:

- All citizens are equal before law and are entitled to equal protection of law.
- There shall be no discrimination on the basis of sex alone.

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- No citizen otherwise qualified for appointment in the service of Pakistan shall be discriminated against in respect of any such appointment on the ground only of race, religion, caste, sex, residence or place of birth.

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- The State shall make provision for securing just and humane conditions of work, ensuring that children and women are not employed in vocations unsuited to their age or sex, and for maternity benefits for women in employment.

### Article 38:

- The State shall secure the well-being of the people, irrespective of sex, caste, creed or race, by ensuring equitable adjustment of rights between employers and employees.
  - Provide for all persons employed in the service of Pakistan or otherwise, social security by compulsory social insurance or other means.

## Participants Notes 2: ILO Conventions

The ILO Conventions cover a wide area of social and labor issues including basic human rights, minimum wages, industrial relations, employment policy, social dialogue, social security and other issues. The ILO Governing Body has identified eight “fundamental” Conventions, covering subjects that are considered to be fundamental principles and rights at work: freedom of association and the effective recognition of the right to collective bargaining; the elimination of all forms of forced or compulsory labour; the effective abolition of child labor; and the elimination of discrimination in respect of employment and occupation. These principles are also covered by the ILO Declaration on Fundamental Principles and Rights at Work (1998)

The eight fundamental Conventions are:

1. Freedom of Association and Protection of the Right to Organize Convention, 1948 (No. 87)
2. Right to Organize and Collective Bargaining Convention, 1949 (No. 98)
3. Forced Labor Convention, 1930 (No. 29) (and its 2014 Protocol)
4. Abolition of Forced Labor Convention, 1957 (No. 105)
5. Minimum Age Convention, 1973 (No. 138)
6. Worst Forms of Child Labor Convention, 1999 (No. 182)
7. Equal Remuneration Convention, 1951 (No. 100)
8. Discrimination (Employment and Occupation) Convention, 1958 (No. 111)

### Participants Notes 3: Right to Non-Discrimination<sup>5</sup>

Discrimination occurs when a person is treated less favorably than others because of characteristics that are not related to the person's competencies or the inherent requirements of the job. All workers and job seekers have the right to be treated equally, regardless of any attributes other than their ability to do the job. Discrimination may occur before hiring, on the job or upon leaving.

Freedom from discrimination is a fundamental human right. It is essential for workers to be able to choose their employment freely, to develop their potential to the full and to be rewarded based on merit.

There are numerous international labor standards addressing discrimination. The 1998 ILO Declaration on Fundamental Principles and Rights at Work calls on all member States to promote and realize within their territories the right to be free from discriminatory employment practices. It identifies as fundamental conventions the Discrimination (in Employment and Occupation) Convention, 1958 (No. 111) and the Equal Remuneration Convention, 1951 (No. 100).

Convention 111 identifies as bases of discrimination race, color, sex, religion, political opinion, national extraction, social origin. Other ILO instruments list additional grounds: HIV/AIDS, age, disability, family responsibilities, sexual orientation, and trade union membership or activities. Convention 100 promotes the principle of equal pay for work of equal value.

The 1998 Declaration and the MNE Declaration also call upon enterprises to help promote equality of opportunity and treatment in employment and occupation. Company managers and workers should review their hiring and other employment practices for any bases of discrimination which may result in treating some jobseekers or workers less favorably than others because of characteristics that are not related to the person's competencies or the inherent requirements of the job.

Companies should make qualifications, skills and experience the basis for the recruitment, placement, training and advancement of their staff at all levels.

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<sup>5</sup> [https://www.ilo.org/empent/areas/business-helpdesk/WCMS\\_DOC\\_ENT\\_HLP\\_BDE\\_EN/lang--en/index.htm](https://www.ilo.org/empent/areas/business-helpdesk/WCMS_DOC_ENT_HLP_BDE_EN/lang--en/index.htm)

## Session 3: Rights of Employees from Minority Groups and Issues Faced by them during Covid-19

### Facilitators Notes

**Purpose:** To discuss in the detail the issues and rights of persons from minorities and other vulnerable and marginalized groups and the impact of Covid-19 on the already existing discrimination

**Method:** Brainstorming and PowerPoint Presentation

**Tools:** White charts, markers, Laptop, multimedia projector and screen

**Duration:** 45 minutes

### Activities:

1. The facilitator will invite participants to openly discuss the issues faced by minorities in employment and at work place. The facilitator will also invite the participants to think about the economic impact of Covid-19 of the lives and employment of common people. Then the facilitator will lead the discussion to the specific impact of covid on the lives of persons from minorities and ask the participants to share if they had seen any such incident in their neighborhood.
2. The facilitator will use the PowerPoint Presentation to discuss the issues faced by minorities and other vulnerable and marginalized groups in employment and work place. The facilitator will also discuss the impact of Covid-19
3. The participants will be asked to brainstorm about the legislation and policy changes required to address these issues.

## Participants' Note: 5: Issues faced by Minorities and other Marginalized Groups<sup>6</sup>

Ethnic minorities include Sindhis (14.1 per cent), Pashtuns or Pashtuns (15.42 per cent, 2006 Census of Afghans in Pakistan), Muhajirs (7.57 per cent), Baluchis (3.57 per cent).

Religious minorities include Christians (1.59 per cent, 1998 Census), Ahmadis (0.22 per cent, 1998 Census), Hindus (1.6 per cent) 1998 Census), Shi'as, Isma'ilis, Bohras, Parsis and Sikhs.

Constitutional recognition is granted to the inhabitants of Pakistan's four provinces as well as those residing in Tribal Areas. Pakistan's officially recognized nationalities are the Punjabis, the Sindhis, the Pashtuns and the Baluchis. Urdu is the official language and English has retained an official standing, used widely in governmental and official correspondence and the higher courts, as well as institutions of higher education.

Christians, Hindus, Ahmadis, Scheduled Castes and others (including Sikhs and Parsis) are officially and constitutionally recognized as religious minorities. Shi'a, Ismaili and Bohra communities are recognized as Muslim communities. Ahmadis are now not recognized.

In recent years Pakistan has faced increasing levels of violence resulting not only from a range of militant organizations, including ISIS-affiliated groups, but also the operations of the country's military in its bloody counterinsurgency campaign in Baluchistan. This has occurred alongside deepening social divisions and the country's continued governance challenges, including corruption. In this context a climate of growing intolerance has flourished, demonstrated by the growing influence of religious organizations such as Tehreek-e-Labaik Pakistan (TLP) and their ability to shape official policy. Pakistani Taliban and ISIS affiliates failed to derail parliamentary elections in July 2018 but killed hundreds of civilians, including 149 in Mastung, Baluchistan – the country's second deadliest attack by extremists to date. In response, security personnel continue to perpetrate a range of abuses, including against civilians.

But while insecurity and violence have been felt across the country, affecting all communities, the country's deep-seated ethnic and religious discrimination has left minorities especially vulnerable. Though religious communities such as Ahmadis, Christians and Hindus have suffered discrimination in Pakistan for decades, their persecution has intensified in recent years and has now reached critical levels. This insecurity not only exposes them to the threat of death and injury, but also reinforces their exclusion from political participation, basic services, education and employment. As a result, large numbers have been forced to emigrate from the country.

The dangers are especially acute for those communities facing discrimination on both ethnic and religious grounds, such as Pakistan's primarily Shi'a Hazaras, who are targeted as a visible ethnic minority as well as for their faith. Living mostly in Quetta, Baluchistan, in recent years Hazaras have increasingly been targeted by Sunni militant groups such as the Lashkar-e-Jhangvi (LeJ) and TTP. As Muslims, Hazaras do not face certain restrictions affecting other religions. However, extremist Sunni groups that operate within Pakistan view Shi'a as apostates and regularly carry out attacks against them. The Hazara population, due to their ethnic identity are readily identifiable, are especially vulnerable as a result. According to data from Pakistan's National Commission on Human Rights, between January 2012 and December 2017, at least

<sup>6</sup> <https://minorityrights.org/country/pakistan/>

509 Hazaras were killed and 627 wounded in targeted attacks in Quetta alone – although community representatives state that the actual figure is much higher. These attacks have continued unabated, with a targeted bombing of a vegetable market in Quetta in April 2019 leaving at least 24 dead and many others injured.

Violent attacks against minorities occur against a backdrop of discrimination in almost every aspect of their lives, including political participation, marriage and freedom of belief, by the widespread reluctance among law enforcement agencies to enforce legal protections against discrimination. In particular, Pakistan’s notorious blasphemy laws, often used to settle personal scores and achieve political gains, continued to disproportionately impact Pakistan’s minority communities. Today, according to Human Rights Watch, at least 17 people are on death row following a conviction on the basis of blasphemy laws, most of whom are members of religious minorities. One of the most notorious cases concerns Asia Bibi, a Christian woman sentenced to death after her conviction in a high-profile blasphemy case in 2010. In July 2015 the Supreme Court agreed to suspend her execution to hear an appeal against her sentence, although this was subsequently postponed in October 2016 after one of the judges recused himself from the case, until May 2018 when it was announced that Bibi’s appeal would be held soon. In October 2018, she was acquitted by the Supreme Court on the basis of insufficient evidence, but was prevented from leaving the country, where she still remains despite the confirmation of the verdict in January 2019. Bibi’s acquittal has triggered major protests throughout the country.

While in recent years there have been some positive signs that the malicious use of blasphemy laws may be curbed through stronger regulations – in January 2017, the Senate officially opened discussions on whether the blasphemy provisions should be reformed to prevent misuse – blasphemy-related violence remains high. In particular, there has also been an escalation of anti-blasphemy activities online and through social media, often with official support. In May 2017, for example, the Pakistan Telecommunication Authority sent out a mass text to millions of Pakistan citizens – reportedly following a court order – urging them to report any ‘blasphemous content’ they encountered online. This was just a month after Mashal Khan, a student who identified as humanist, was lynched by more than 50 fellow students and university staff members after rumors spread that he had spread blasphemous content online.

Prejudice and negative stereotypes are also actively disseminated against religious communities in a range of contexts, including in some mosques and classrooms, as well as in certain media outlets. Though many Pakistanis do not subscribe to these views, the failure of authorities to curb the spread of negative stereotypes and hate speech is directly affecting their representation. This in turn is reinforcing inequalities in employment, service access and other areas.

In particular, the persecution of Pakistan’s Ahmadi community – the largest Ahmadi population in the world – is also encouraged by a constitutionally sanctioned legal regime, broadly referred to as the ‘anti-Ahmadi laws’. Despite their established presence in Pakistan, however, Ahmadis are among the country’s most persecuted communities, with many forced to conceal their faith for fear of attack. Discrimination against the community began as early as the 1950s, with the formation of anti-Ahmadi movements calling for restrictions and their designation as heretics: this culminated in a 1984 presidential ordinance that made it illegal for Ahmadis to ‘pose as Muslims’ or ‘refer to their faith as Islam’. Under this law, it became a criminal penalty to describe an Ahmadi place of worship as a mosque or their call to prayer as *Azaan*.

Even saying an Islamic greeting can be a non-bailable criminal offence for an Ahmadi in Pakistan. Against this backdrop of institutional discrimination, Ahmadis are marginalized in almost every sphere of public life. Community members report increased discrimination as a result of anti-Ahmadi rhetoric employed by Prime Minister Imran Khan during his 2018 election campaign and various legislative measures passed in the same year, including a March 2018 High Court verdict requiring all citizens to publicly identify their faith when applying for identity documents – a move widely seen to target minorities and Ahmadis in particular.

Migration and a protracted process of social and religious homogenization has seen the Pakistani Hindu community dwindle over the decades. Recent reports have suggested that between 1,200 Hindus to as many as 5,000 Hindus leave Pakistan each year due to religious persecution, the majority from Sindh province. In Sindh and elsewhere, despite a long tradition of diversity and tolerance, growing religious polarisation is evident, fuelling discrimination and violence towards the Hindu population.

In addition to violent attacks, a key challenge is the kidnapping and forced conversion of Hindu women and girls to Islam. The women who are subject to these coercive practices are predominantly poor, as highlighted by the disproportionate number of Scheduled Caste Hindu women among the victims. While there are no reliable statistics available regarding the number of forced conversions that take place each year, human rights activists have estimated that approximately 300 cases of forced conversion of Hindu women and girls take place annually, although they expect the scale of the problem may be greater due to gaps in reporting and documentation.

Pakistan's Christians have also long been the target of violence and discrimination. However, in recent years sectarian violence in the country has intensified, bringing with it new threats in the form of targeted terrorist attacks. One of the worst incidents for the community took place in Lahore on 27 March 2016 when Jamaat-ul-Ahrar, a splinter group of the Tehreek-e-Taliban (TTP), bombed Gulshan-i-Iqbal park and killed more than 70 people, mostly women and children. Although the majority of the victims were Muslims, the intended target were the many low-income Christian families who had gathered in the park that day to celebrate Easter. This was the third major terrorist incident specifically targeting Christians. The first, a twin suicide bombing in September 2013 at the All Saints Church in Peshawar, a city in Pakistan's Khyber Pakhtunkhwa province, left more than 100 dead and many others injured. In March 2015, the simultaneous targeting of two churches in Lahore by Taliban suicide bombers resulted in at least 15 casualties. Increasingly, Christians have also increasingly been targeted by ISIS-affiliated groups, including an attack in December 2017 on a Christian church in Quetta killing nine worshippers and injuring 57 others.

However, while these attacks have drawn considerable attention to the plight of Pakistan's Christians, they are only part of the picture of everyday violence and persecution the community experiences, including the constant threat of blasphemy allegations. Neighbourhoods have been attacked, homes set ablaze and individuals burnt alive as a result of false accusations. Recent years have also seen Christian girls increasingly subjected to abduction, forced marriage and conversion to Islam. According to UNICEF, 21 per cent of girls are married before the age of 18 in Pakistan, particularly in the country's most marginalized communities. Though Pakistani law sets the minimal age of marriage to 16 for girls and 18 for boys, this rule is rarely enforced, as sharia often outweighs national law in the judicial system. The

Council of Islamic Ideology, a constitutional body which gives Islamic legal advice to the government, has moreover repeatedly declared as ‘un-Islamic’ previous attempts to raise the minimum age of marriage to 18 nationwide. The latest attempt in date has been approved in January 2019 by the Upper House of the government and was passed by the Senate in May 2019, though it has yet to be approved by the National Assembly.

The rising climate of intolerance has also put at risk the existence of some smaller religious minority groups, some of which have not typically been the target of violence. This includes Pakistani Parsis who, as a vulnerable minority in an unstable environment, have been prompted to leave the country in recent years, speeding the dwindling of their community. For Pakistan’s small Zikri population, rising extremism – including the appearance of pro-ISIS graffiti in south-west Pakistan – has fuelled fear in the community. Following a series of violent attacks, many Zikris have been forced to conceal their identity and flee their historic homes to other parts of the country. Sikhs, many of whom now live in the northwest of the country and whose heritage stretches back 500 years to when the religion was founded in what is now Pakistan, have also been compelled to leave the country in increasing numbers.

Religious minorities are not the only groups that suffered discrimination in Pakistan. Pakistan has become an increasingly hostile environment for the country’s mostly Pashtun refugees from Afghanistan, the majority of whom have lived in Pakistan for decades. They now face harsher limits on legal residency that in turn has encouraged greater levels of police harassment and extortion. With the total number of Afghans in Pakistan estimated at around 2.5 million, including 1.4 million registered refugees, the government has repeatedly threatened mass deportations. A UNHCR-assisted process of repatriation for refugees is currently underway, but the future prospects of returnees to Afghanistan – a country some may not have visited for decades – is uncertain amid continued conflict and the absence of long-term reintegration strategies.

Meanwhile, in the context of the continued separatist struggle in Baluchistan, disappearances, torture and extra-judicial killings of armed separatists and activists by security forces reportedly continue, sustained by a climate of impunity. While Baluch militants have been responsible for killings of non-Baluchis and armed extremists have also been active in the region, creating widespread insecurity, security forces have also contributed to the deteriorating human rights environment through enforced disappearances, extrajudicial killings, arbitrary detention and heavy-handed measures to repress any dissent. This includes the targeting of peaceful protestors and activists associated with Baluchistan, which remains widespread and systematic.



## Participants Notes 6: Impact of Covid-19 on Employees from Minority Groups

It has become clear that the COVID-19 crisis will have far-reaching economic impacts. Those expected to be the most affected by this crisis include workers in the informal sector and daily wage earners. In Pakistan, Human Rights Watch has warned authorities that social distancing, quarantine and the closure of businesses will have enormous economic consequences for garment and textile workers, domestic workers and home-based workers, the majority of whom are women, and has urged the government to take urgent steps to mitigate the economic impact.

One of the most disruptive consequences of the pandemic is the immense damage it has wrought on incomes and livelihoods worldwide, already reflected in soaring unemployment levels in many countries including Pakistan. The consequences could be especially acute in regions already characterized by high levels of informal and poorly paid employment. Though projections remain uncertain, estimates suggest that at least three million jobs have been lost so far in Pakistan as a result of the pandemic. Lockdowns, curfews and other restrictions put in place due to the pandemic have caused thousands of people to lose their only source of income. Without adequate measures in place to address the economic and food insecurity that has resulted, the situation of migrants, refugees and minorities and indigenous peoples already living in poverty could become even more precarious, with damaging long-term health consequences. Many have been forced to choose to abide by the restrictions and risk having no access to food or water and potentially losing their homes, or violate those restrictions and jeopardize their personal safety. In many refugee camps, death by starvation is considered to be a greater risk than the virus itself. Migrant workers, while the challenges they face are generally different, have never the less been left out of many state support packages and even actively disadvantaged by official measures put in place in response to the pandemic that have made their situation even more insecure.

Workers in the informal sector, who in most cases belong to minorities, have been especially hard hit by the economic meltdown. Although many countries have introduced some form of relief package to mitigate the consequences of the loss of income, those working in the informal sector have frequently been excluded from these protections. In addition, these schemes generally require some form of documentation that many minorities lack. For example, in Pakistan financial assistance for poor workers depends on the national socio-economic registry and national identification card – something many migrants are unable to access.

The impact of Covid-19 on livelihoods is also gendered. Historically, minorities and indigenous peoples make up a large share of the workforce in the informal sector, with women disproportionately represented. There is an increasing concern that as a result of the pandemic, many women in low-income countries in particular may be forced into extreme poverty. The pandemic's effect on food security is still evolving across the world. In many countries, the risks to food security can be related to disruptions in domestic food supply chains and production, and loss of incomes. Food insecurity is worsened for populations affected by conflict, climate change and economic meltdown. In addition, food prices have been rising in several countries due to measures taken to combat the spread of Covid-19. These alarming developments can have a disastrous impact on the poor and vulnerable. These shortages could exacerbate existing health vulnerabilities among local populations, potentially raising the risks of the virus.

## Session 4: Advocacy and Leadership Skills

### Facilitator's Notes

- Purpose:** To introduce the participants to some basic advocacy and leadership skills to enable them to advocate for the rights of vulnerable and marginalized groups
- Method:** Group Activity and PowerPoint Presentation
- Tools:** Laptop, multimedia projector and screen
- Duration:** 60 minutes

### Activities:

1. The facilitator will divide the participants into three groups
2. Each group will be given a scenario to develop a small role play

Scenario 1: A Group of social activists is meeting members of provincial assemble to advocate with him/her for supporting a bill on the right on non-discrimination in the assembly

Scenario 2: A group of social activists are holding a press conference for the rights of minorities and facing hostile questions from unsupportive press reporters

Scenario 3: A factory owner has refused the facilitate a minority employee, who is asking for his/her religious festival and instead has terminated her. The union leaders are negotiating with owner for rights of women employee

3. The groups will work together on their script for 10 minutes. Then will come back and perform a role of five minutes duration
4. Facilitator will use the power point presentation to talk about the advocacy, it objectives and the skills required to carry out advocacy.

### Be Aware of the Following Unproductive Advocacy Styles:

It will help if you are able to identify these typical ways of communicating needs when you see them (whether in others or even in

yourself), and also to understand why they are not productive means of getting needs met.



- **Passive or Submissive:** Yielding to someone else's preferences while discounting your rights and needs. Passive people are overly nice and interested in pleasing others to the detriment of their own needs.



- **Aggressive:** Communicating in an openly demanding, forceful, or hostile way. Aggressive people tend to be insensitive to the rights and feelings of others; this style of interacting often creates needless conflict.



- **Passive-Aggressive:** Expressing angry, aggressive feelings in a hidden fashion through passive resistance. Passive-aggressive people seldom get their needs met because others often don't understand what their needs are.



- **Manipulative:** Trying to have needs met by making others feel guilty or sorry for you. This style of interacting only works as long as the other person does not realize they are being manipulated.

## Participants Notes 7: Advocacy and Leadership Skills

Advocacy means supporting a cause or issue in order to bring about change and help others. You are an advocate when you support a cause or speak in favor of an issue. Advocates do not have to be leaders, but good leaders should be strong advocates. Issues that people advocate about can be specific to an individual (self-advocacy). They can also involve an entire community or a group of people (collective advocacy). Collective advocacy often attempts to influence or change society. Anyone can be an advocate<sup>7</sup>.

You do not need to have any formal qualifications. If you are advocating on behalf of yourself, all you need is personal experience and an understanding of how to get your issues heard. In order to advocate on behalf of a group or community you need the consent and support of the community or group that you are representing. For advocacy to be effective, it is important to learn how to identify issues of concern, as well as issues that can prevent your advocacy efforts from being successful. Change is more likely to occur if individual or community needs are expressed in a clear way to those people or organisations.

### **What can advocacy achieve?**

Advocacy is aimed at bringing change or reform. Advocacy challenges services, systems and the broader community to respond genuinely to meet the expressed requirements or needs of people. Effective advocacy will inevitably empower people in their everyday lives. Advocacy and promoting the needs of your community can:

- Open doors to participation
- Right wrongs
- Change the balance of power
- Address injustice
- Improve services
- Alter attitudes and values

### **Finding your own style of advocacy**

Try and find your own style of advocacy. What works for one person will not always work for others. Remember, you have a right to have your issues heard. You do not need to be an expert on every issue. Speak from what you know. You have valuable knowledge and experience.

You do not need a university degree to speak about your experiences. Make sure you respect other people who talk from their own knowledge. Their understanding might be different from your own. You might even believe that other people are wrong. Just as you have a right to have your issues heard, you need to respect the rights of others to have their issues heard, even when you do not agree with them. There is no particular way to undertake advocacy. It is something that happens every time an individual speaks out in support of his or her own cause or community

### **Being prepared**

Every person who works for social, cultural, or political change is an activist. Advocacy can mean putting yourself in the spotlight. Even when acting with or on behalf of a group, advocacy is still a very personal

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<sup>7</sup> [https://silo.tips/queue/community-leadership-advocacy-and-skills?&queue\\_id=-1&v=1609095041&u=MTE1LjE4Ni4xNjkuMTQx](https://silo.tips/queue/community-leadership-advocacy-and-skills?&queue_id=-1&v=1609095041&u=MTE1LjE4Ni4xNjkuMTQx)

activity. When things go well you will feel good about the gains that are made. But you may feel disappointed or angry when things do not go well.

- Being well prepared and organized is a good way of reducing the risk of being ineffective and of minimizing stress.
- It is also useful to think about your personal resources, recognise personal boundaries, take care of yourself, and work through your motives for being involved.
- Being prepared is about getting organized, creating networks and finding people to undertake advocacy activities with you.
- It is also about developing new skills, increasing your knowledge and being open to new opportunities. Advocacy often needs to be done one step at a time. You may need to develop a plan of action to help you keep focused on long-term goals.

### **How is advocacy undertaken?**

Each person will have a different reason for engaging in advocacy. Some will want to act at a local, personal level. Others will want to act at a higher level and influence matters of national importance. There are many ways of undertaking advocacy and promoting the needs of your community. Some examples include:

- Participating in community consultation about a decision through satisfaction surveys, suggestion boxes, questionnaires, program evaluations or forums
- Joining advisory or reference groups to offer input from a community perspective
- Holding full membership and voting rights on decision-making bodies
- Forming and operating self-help and peer support groups
- Becoming involved in lobbying and advocacy activities
- Being employed to fill roles such as: consultants on projects, community liaison in agencies and conducting social research
- Advocates may also work with training institutions, including universities, to raise awareness about their community's needs.

### **Overall Principles**

- Before a Meeting Request a written agenda before any meeting.
- Once you have seen the agenda, contact the person in charge of the meeting to add your concerns or questions to it
- Plan ahead
- Research all relevant literature about available resources
- Write down your important issues and questions in advance
- Be clear about your requests
- Talk to the appropriate people
- Write letters or e-mail
- Make appointments
- Plan for the worst-case scenario
- Remember that you are a valuable member of the team

## Session 5: Community Mobilization:

### Facilitator's Notes

**Purpose:** To help participants in identifying barriers to community mobilization and to provide them tools to overcome them

Help participants discuss different Community Mobilization Strategies and identify which strategies, they are going to adopt

**Method:** Group Activity and PowerPoint Presentation

**Tools:** Laptop, multimedia projector and screen

**Duration:** 90 Minutes

### Activities

1. The facilitator will divide the participants into three groups
2. Each group will be given a scenario to discuss and develop a step wise strategy to address it.

Scenario 1: Organize a community mobilization session in a traditional community to encourage community members to allow their daughters to work for supporting the families

Scenario 2: Mobilization of the workers in a factory to form a union and advocate for the right to non-discrimination and equal treatment

Scenario 3: Designing of a awareness raising campaign in the communities about the issues of minorities in the employment

3. The groups will work together on their strategies for 15 minutes. Then will come back and give presentation about their proposed strategy to achieve the objective and its steps
4. Facilitator will use the power point presentation to talk about community mobilization, its process and planning for community mobilization

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- *The process of engaging communities to identify community priorities, resources, needs, and solutions in such a way as to promote representative participation, good governance, accountability, and peaceful change.*
  - *Sustained mobilization takes place when communities remain active and empowered after the program ends. Fostering people to be their own agents of change is the underlying goal of 'community mobilization*
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## Participants' Notes 8: Community Mobilization

Community mobilization engages all sectors of the population in a community-wide effort to address a legal, social, health or environmental issue. It brings together policy makers and opinion leaders, local, state, and federal governments, professional groups, religious groups, businesses, and individual community members. Community mobilization empowers individuals and groups to take some kind of action to facilitate change. Part of the process includes mobilizing necessary resources, disseminating information, generating support, and fostering cooperation across public and private sectors in the community. Anyone can initiate a community mobilization effort — community members, CBOs and NGO, or concerned department and affected persons. All it takes is a person or a group to start the process and bring others into it.

### Process of Community Mobilization

Mobilization is not carried around delivery of certain packages, but with the objective to form and then transform the communities in to organized representative groups. Any package delivered is implemented with the objective to help the community learn how to take on similar activities in the future on their own.

Moreover, the community groups are not formed to shine statistics in the progress reports. The focus instead is in the interest of the communities and sustainability of these groups

Step 1: Preparation

1. The Goals
2. The Target Community
3. The Needed Skills
4. The Basic Concepts
5. Outside Resources

Step 2: Taking a start

1. Understanding the Mobilization Cycle
2. Paving the way
3. Awareness Raising
4. Organisation
5. Open Dialogue
6. Challenge the Community
7. Needs Prioritized by the Community

Step 3: Organizing the Community

1. Implementation
2. Forming the Core Committee
3. Situational Analysis
4. Preparing an Action Plan
5. Project Design, Proposals, Outside Resource
6. Monitoring Arrangements
7. Organizing for Action

Step 4:

Implementation

1. Implementing the Community Plan
2. Monitoring
3. Community Newly Generated Needs
4. Needed Skills
5. Communication Between Core Committee and General Body
6. Sustainability

Step 5:

Completing the Mobilization Cycle

1. Community Leadership and Internal Mobilization
2. Learning from mistakes
3. Sustainability or phasing out

## Session 6: Making a Case: Collecting Data and Developing Case Studies

### Facilitator's Notes

- Purpose:**
- To discuss the importance of data collection for advocacy
  - To discuss the basic principles of data collection
  - To introduce the participants to the tools developed for the survey
- Method:** PowerPoint Presentation and open discussion
- Tools:** Laptop, multimedia projector and screen
- Duration:** 60 minutes

### Activities:

1. The facilitator will discuss the importance of data and data collection for effective advocacy using the power point
2. Facilitator will discuss the basic protocols for data collection
3. Facilitator will share the survey questionnaire developed for the data collection in the project and discuss all the sections of the questionnaires in detail, so that participants fully understand how to administer it in the field

### Participants' Notes 9: Importance of data for effective advocacy<sup>8</sup>

The list below shares twelve reasons why data is important, what you can do with it, and how it relates to the human services field. You can also download '12 Reasons Why Data Is Important' to print out copies and share with your colleagues and other stakeholders.

#### 1. Improve People's Lives

Data will help you to improve quality of life for people you support: Improving quality is first and foremost among the reasons why organizations should be using data. By allowing you to measure and take action, an effective data system can enable your organization to improve the quality of people's lives.

#### 2. Make Informed Decisions

Data = Knowledge. Good data provides indisputable evidence, while anecdotal evidence, assumptions, or abstract observation might lead to wasted resources due to taking action based on an incorrect conclusion.

#### 3. Stop Molehills from Turning Into Mountains

Data allows you to monitor the health of important systems in your organization: By utilizing data for quality monitoring, organizations are able to respond to challenges before they become full-blown crisis. Effective quality monitoring will allow your organization to be proactive rather than reactive and will support the organization to maintain best practices over time.

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<sup>8</sup> <https://www.c-q-l.org/resources/guides/12-reasons-why-data-is-important/>



#### **4. Get the Results You Want**

Data allows organizations to measure the effectiveness of a given strategy: When strategies are put into place to overcome a challenge, collecting data will allow you to determine how well your solution is performing, and whether or not your approach needs to be tweaked or changed over the long-term.

#### **5. Find Solutions to Problems**

Data allows organizations to more effectively determine the cause of problems. Data allows organizations to visualize relationships between what is happening in different locations, departments, and systems. If the number of medication errors has gone up, is there an issue such as [staff turnover or vacancy rates](#) that may suggest a cause? Looking at these data points side-by-side allows us to develop more accurate theories, and put into place more effective solutions.

#### **6. Back Up Your Arguments**

Data is a key component to systems advocacy. Utilizing data will help present a strong argument for systems change. Whether you are advocating for increased funding from public or private sources, or making the case for changes in regulation, illustrating your argument through the use of data will allow you to demonstrate why changes are needed.

#### **7. Stop the Guessing Game**

Data will help you explain (both good and bad) decisions to your stakeholders. Whether or not your strategies and decisions have the outcome you anticipated, you can be confident that you developed your approach based not upon guesses, but good solid data.

#### **8. Be Strategic in Your Approaches**

Data increases efficiency. Effective data collection and analysis will allow you to direct scarce resources where they are most needed. If an increase in significant incidents is noted in a particular service area, this data can be dissected further to determine whether the increase is widespread or isolated to a particular site. If the issue is isolated, training, staffing, or other resources can be deployed precisely where they are needed, as opposed to system-wide. Data will also support organizations to determine which areas should take priority over others.

#### **9. Know What You Are Doing Well**

Data allows you to replicate areas of strength across your organization. Data analysis will support you to identify high-performing programs, service areas, and people. Once you identify your high-performers, you can study them in order to develop strategies to assist programs, service areas and people that are low-performing.

#### **10. Keep Track of It All**

Good data allows organizations to establish baselines, benchmarks, and goals to keep moving forward. Because data allows you to measure, you will be able to establish baselines, find benchmarks and set performance goals. A baseline is what a certain area looks like before a particular solution is implemented. Benchmarks establish where others are at in a similar demographic, such as Personal Outcome Measures

national data. Collecting data will allow your organization to set goals for performance and celebrate your successes when they are achieved.

## **11. Make the Most of Your Money**

Funding is increasingly outcome and data-driven. With the shift from funding that is based on services provided to funding that is based on outcomes achieved, it is increasingly important for organizations to implement evidence-based practice and develop systems to collect and analyze data.

## **12. Access the Resources Around You**

Your organization probably already has most of the data and expertise you need to begin analysis. Your HR office probably already tracks data regarding your staff. You are probably already reporting data regarding incidents to your state oversight agency. You probably have at least one person in your organization who has experience with Excel. But, if you don't do any of these things, there is still hope! There are lots of free resources online that can get you started. Do a web search for "how to analyze data" or "how to make a chart in Excel."

### **Participants' Notes 10: Basic protocols of data collection**

#### **The importance of ensuring accurate and appropriate data collection**

Regardless of the field of study or preference for defining data (quantitative, qualitative), accurate data collection is essential to maintaining the integrity of research. Both the selection of appropriate data collection instruments (existing, modified, or newly developed) and clearly delineated instructions for their correct use reduce the likelihood of errors occurring.

Consequences from improperly collected data include

- inability to answer research questions accurately
- inability to repeat and validate the study
- distorted findings resulting in wasted resources
- misleading other researchers to pursue fruitless avenues of investigation
- compromising decisions for public policy
- causing harm to human participants and animal subjects

While the degree of impact from faulty data collection may vary by discipline and the nature of investigation, there is the potential to cause disproportionate harm when these research results are used to support public policy recommendations.

#### **The key SOPs with regards to data collection during COVID-19 are as follows<sup>9</sup>:**

1. Ensure protection and safety of both staff members as well as members of local communities at all times, while trying to provide key information on the humanitarian situation as well as respecting containment measures at all times

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<sup>9</sup> <https://www.reachresourcecentre.info/wp-content/uploads/2020/05/DataCollectionSOPCOVID-19.pdf>

2.Ensure all mandatory measures (based on both national and global guidance) for protection of staff members and local communities are being taken

3.Ensure only critical and essential data collection exercises are carried out during their period i.e. those that will inform life-saving interventions and/ or strategic response prioritization exercises; all other non-essential exercises can be put on hold until the risk subsides

4.Ensure there is no unnecessary duplication of data collection efforts by closely coordinating all such efforts with stakeholders of the humanitarian community and promoting Joint Needs and/or Coordinated Needs Assessment wherever relevant

5.Ensure all data collection efforts undertaken during this period are done so in the most reliable, transparent and methodologically robust manner possible given the circumstances (for example, being aware of respondent biases that may result from remote data collection techniques, factoring these biases into the analysis and declaring all known biases and limitations within the information products), so as to be able to provide an accurate and reliable evidence base for decision-making

6.Ensure there is stronger and more stringent data management systems and processes as a pre-requisite for switching to remote data collection, specifically in terms of data protection and management of personally identifiable data as well as data cleaning and processing to ensure highest possible quality of data collected during this period

7.Throughout, ensure adherence to the core values that are consistent with existing interagency guidance and commitments, including the Grand Bargain Principles for Coordinated Needs Assessment Ethos, IASC Operational Guidance on the Coordination of Assessments in Humanitarian Emergencies, the IASC Commitments on Accountability to Affected Populations (AAP), the IASC Grand Bargain Participation Revolution Recommendations, the Core Humanitarian Standard, Protection Information Management Principles, Protection Mainstreaming principles, the Good Humanitarian Donorship initiative, and the UN Privacy Policy Group Personal Data Protection and Privacy Principles; these frameworks should be guiding all IMPACT country teams' risk assessments and operational decisions during this period