



Conducting Interviews Workbook

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Sexual Orientation, Gender Identity, Gender Expression and Sex Characteristics (SOGIESC)
in Forced Displacement and Migration

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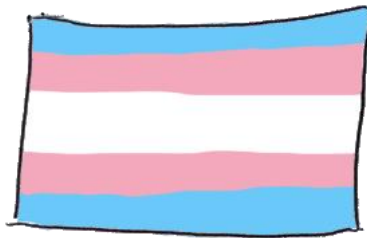


MODULE 8

INTERVIEW BASICS

Apollo's Story

When I came to this country, everyone – including my family – thought I was a girl. My stepmother was strict and religious. She would treat me differently from my brothers and it hurt my feelings. As a teenager, I realized I wasn't attracted to guys. Instead, I wanted to be one of them. After my family found out, they made me leave the house. Just like that, I left my whole life behind. I ended up homeless in a big city, while trying to figure out who I was. I suffered from trauma, and attempted suicide twice. Then, I found a community that supports me, a man who I now call father. Their true love and acceptance helped me realize I could be who I am on the outside too. I'm finally comfortable in my skin. Today, I feel free.



MODULE 8 EXERCISE



Mock Interview Scripts

Script One

Listen while we read an excerpt of an interview between an interviewer and a 23-year-old named Sam. After Sam's initial interview was completed, and just before he left the interview room, he told the interviewer he wanted to discuss an additional topic that had not been addressed. While the script is read, highlight points where the interviewer could have phrased the question or statement better, or where the interviewer said something inappropriate. Note why you feel this way for the group discussion that will follow. Keep in mind this example is for training purposes only and does not reflect a real interview.

Interviewer: If there is anything else you think could be important for me to know, you are welcome to tell me now.

Sam: I wasn't sure whether this was relevant, so I haven't said anything about it today. And I have to be honest, I feel very nervous to share this information with you. But if I left without telling you I think it would be a big mistake, because it's one of the reasons I'm not able to go home and am having so many problems here.

Interviewer: Yes, it is very important to learn about anything that has caused you problems. Please don't feel nervous. You can tell me anything you want.

Sam: Then I want to tell you that I'm not the same as other men in my community. I'm gay.

Interviewer: Thank you for sharing that with me. I know it can be difficult to talk about. I appreciate you trusting me enough to tell me. I want to remind you that everything you tell me is confidential. I won't share it with anyone in your family. Only our office and the organizations we refer you to for assistance will know this information. OK?

Sam: OK. Thank you.

Interviewer: When did you first realize this about yourself?

Sam: I realized when I was very young, maybe around age eight or nine. I'm not sure.

Interviewer: How did you know for sure you were gay?

Sam: Hmm.... Well, I just knew ... I just knew.

Interviewer: What do you think happened to make you gay?

Sam: What happened to make me gay? I don't know. I don't think anything happened.

Interviewer: OK, please tell me more about your experiences. Did you tell anyone you were gay?

Sam: When I was a teenager, I told my best friend.

Interviewer: You said you realized you were gay at age eight. Why did you wait so long to tell someone?

Sam: I was afraid of what my friends would think, or that my family would find out. I knew that my family would not accept me being gay, and that there might be consequences. I knew they would be very angry.

Interviewer: What kind of consequences might there be?

Sam: It's not acceptable to be gay in my community. I've heard people threatening to hurt people that are known to be gay. That made me afraid of what would happen if I told anyone. It's considered very shameful.

Interviewer: How did your friend react when you told him?

Sam: He is also gay, so he accepted me, but we agreed to keep it secret.

Interviewer: Why did you keep it secret?

Sam: We were afraid people would try to attack us or threaten us or our families if they found out.

Interviewer: Do you know other gay people in your home country?

Sam: Yes, a few.

Interviewer: How are they treated?

Sam: I've had gay friends who were beaten by their families or kicked out of their houses. You can be threatened just because someone suspects you're gay. It's very dangerous. You can be abused, harassed, or have to leave the community. You can also be blackmailed if someone finds out. I've heard of that happening.

Interviewer: Does anyone in your family know you're gay?

Sam: I think my mother suspects I am, but she would never accept it. She would never talk about it. Being gay is against her beliefs. She would be very ashamed. I told my sister a few years ago. She advised me not to tell anyone else in the family, if I wanted to keep living at home. She thinks when I get married I'll change my mind. She said I'd have to give up my family and my security if I wanted to be gay.

Interviewer: Are you going to get married?

Sam: If I have to stay living with my family, yes, I'll get married.

Interviewer: Why would you do that, if you're gay?

Sam: I have to get married, it's what my family wants.

Interviewer: Have you ever been in a relationship with a man?

Sam: Yes, I am in a relationship with someone now.

Interviewer: How did you meet?

Sam: We met through friends, at a mutual friend's party

Interviewer: How do you spend time together?

Sam: We meet at another friend's house, where it's safe to be together. His family doesn't know he's gay either, so we can't spend time at our houses.

Interviewer: What do you do in bed together?

Sam: ... *no answer* ...

Interviewer: Did you ever try dating a woman?

Sam: Yes. I had to. It's what is expected. It didn't work out.

Interviewer: Have you been tested for HIV?

Sam: No.

Interviewer: Are you involved in any organizations for LGBTIQ+ people in your home country?

Sam: What kind of organizations?

Interviewer: Organizations that work to support and assist people who are gay, like you.

Sam: No, we don't have those kinds of organizations.

Interviewer: What about here, in this country?

Sam: No, I'm not.

Interviewer: Have you ever been to the Black Cat Bar?

Sam: No, I don't know that place.

Interviewer: But according to my information, this is a well-known gay bar. How could you not know it?

Sam: I don't know. I don't go out to bars.

Interviewer: What are you afraid of happening if you return to your home country?

Sam: I'm afraid that people in my community there will find out that I'm gay, and abuse me verbally when I go outside, or that the police will catch us one day and we'll be in big trouble.

Interviewer: How would the police catch you?

Sam: Sometimes people will tell the police names of suspected gay men, just because they don't want you in the community. You never know what could happen.

Interviewer: Is there anything else you are afraid of if you return to your home country?

Sam: I'm afraid my family will find out as well. I'm afraid I'll be forced to marry, or that if I refuse to marry I'll be in big trouble. I'm very scared. Even if my family doesn't do that, it would be shameful for them and they would be afraid the community would find out.

Interviewer: Can you go back to your home country and live in another city where no one knows you?

Sam: No, I don't think that's an option. It's not safe to be gay anywhere in my country. And I would have no support system, no network. I don't know how I would even find a job.

Interviewer: What if you were careful to hide that you are gay? You could try not to act or look gay, right? You can avoid having any same-sex relationships or gay friends?

Sam: I don't want to live my life in hiding and in fear. I don't want to always worry that someone will discover me. I don't want to live without friends or a partner. I don't think that's any way to live.

MODULE 8 EXERCISE



Mock Interview Scripts

Script Two

Listen while we read an excerpt of an interview between an interviewer and 40-year-old named Sara. Sara has been to the office several times for counselling, during which she self-identified as transgender. While the script is read, highlight points where the interviewer could have phrased the question better, or said something inappropriate. Note why you feel this way. Keep in mind this example is for training purposes only and does not reflect a real interview.

Interviewer: I have just gone through an introduction with you. If you have any questions about the information I shared, please let me know. I'd also like to ask you if there is a name and pronoun that I can use throughout our interview today.

Sara: Yes, I prefer to be called Sara and I would like you to record that I am a woman.

Interviewer: Thank you, I will refer to you as Sara and as a woman in my notes. I'd like to let you know that the sex as listed on your official ID will also be in your file.

Sara: Thank you.

Interviewer: I want to ask you a few questions related to you being transgender. Now, just to be clear, are you still a man, or did you have an operation on your body to change to a woman?

Sara: Well, I still have the body of a man. But that is not how I consider myself.

Interviewer: Can you please explain?

Sara: I consider myself to be a woman. I feel like a woman inside, even if my body is not that of a woman outside. I thought you would respect that here.

Interviewer: Yes, we respect that here.

Sara: Thank you.

Interviewer: I asked because you don't look like a woman to me.

Sara: When I go out, I have to dress as a man and look like a man. Otherwise I'd have problems or be in danger. But if I ever move to a place that is safe for people like me, I will be myself. I will live as a woman.

Interviewer: When did you first know you were transgender?

Sara: I feel like I've always known. I never felt like I fit inside the body of a man.

Interviewer: When did you first realize you were gay?

Sara: I'm not gay.

Interviewer: Hmm.... You're not gay? OK.... You mentioned during registration that you are married.

Sara: Yes, I am married.

Interviewer: Why did you get married?

Sara: I wanted to marry my wife as soon as I met her. I love her very much.

Interviewer: How are you able to have physical relations with your wife?

Sara: I don't know what you mean.

Interviewer: I'm referring to sexual intercourse.

Sara: (*embarrassed pause*) We are able to.

Interviewer: OK.... When you realized you were transgender, did you tell anyone?

Sara: I have told a couple friends. And one time I tried to talk to a doctor about it. That didn't work out. But I read in the handout in your office that you accept us. So I wanted to tell you, in case you could help me.

Interviewer: Did the doctor try to treat your disorder?

Sara: The doctor wouldn't help me.

Interviewer: Does your wife know you are transgender?

Sara: No.

Interviewer: Do you know other transgender people in your home country or here?

Sara: Not really. I just read about them online. And I know of some famous transgender people, mostly from Pakistan or India. I also heard there were some in Nepal, but I don't know.

Interviewer: Does anyone in your family know you're transgender?

Sara: No. There's no way I could possibly tell them. Not now.

Interviewer: What would they do if they knew?

Sara: They would disown me for sure. My family is kind; I don't think they would harm me. But on the level of society, it is considered very wrong, especially in terms of my religion. It is not acceptable. My family would not associate with me. It would be too shameful.

Interviewer: Did anyone ever suspect you're transgender? Your family? Your friends?

Sara: No, I don't think so. I've been very careful to hide it well. I've been keeping it inside.

Interviewer: So, you have never been treated badly by anyone because you are transgender?

Sara: No, but I know people are treated badly. We've talked online, in chat rooms.

Interviewer: Have you taken any steps to transition? That means changing your appearance or documents.

Sara: I couldn't do it at home and I can't do it here, but I would like to. I read that in other countries, you can.

Interviewer: So, Raj, you would like to become a transsexual someday, if you can?

Sara: I would like to try to live as a woman, if I can get the assistance I need. And I want to be where there are others like me

MODULE 8 GUIDANCE



Overview of the PEACE Model

The PEACE Model was initially developed by psychologists in the context of interviewing victims and witnesses of crimes in the early 1990s. It is a set of guiding principles on how to design and conduct interviews in a way that creates comfortable and supportive space for interviewees and obtains reliable information. It is based



on ethics-led sociological and psychological research into the nature of memory, eyewitness testimony, deception and decision making. In recent decades, this research has made a significant contribution to the development of investigative interview techniques. It draws on theory and practice in the fields of cognitive and investigative interviewing and has been adapted by UNHCR to the context of international protection. It presents tools and techniques which interviewers may use to facilitate communication and assist individuals in providing information. The model can be used in all interview contexts.

In order to respectfully obtain reliable information from an individual using the PEACE model, the interviewer

must design and conduct the interview around **five elements**:



1. Plan and Prepare:

- Plan for the case by learning about the interviewee's particular situation, becoming familiar with all available information on their countries of origin, transit and asylum with respect to their SOGIESC, and adapting interviewing techniques to their needs.
- Prepare a safe and confidential mental and emotional environment, including being aware of the interviewer's own biases, recognizing the power dynamics in the room and setting limits to the lines of questioning.
- Prepare a safe and confidential physical environment for the interviewee, including addressing the potential impact of the presence of the interpreter in the interview and the way they conduct their interpretation.
- Consider factors that may affect both the interviewer's ability to gather information and the interviewee's ability to recount information.



2. Engage and Explain:

- People with diverse SOGIESC may require a more supportive environment and have greater difficulty articulating their protection claims and concerns, so it is essential to establish trust and confidence first.
- **Engage:** Build rapport and trust throughout the interview by continuously using non-judgmental, non-verbal and verbal communication to create a welcoming space and to convey respect and safety.
- **Explain:** Explain the purpose of the particular interview and what form it will take, the respective roles of all parties in the interview, including the interpreter, the confidentiality of the procedures, and the

rights and obligations of the interviewee, including their right to confidentiality. Agree with the interviewee that they can stop the interview at any time or signal to the interviewer that a question is too difficult to discuss.

- The purpose of explaining the interview process is that the interviewee fully understands it, and this can be best done in a dialogue with the interviewee – e.g., by initiating a conversation with them instead of reading standard lines. In explaining the interview process, it is important to ensure the interviewee understands and can retain information, reiterating and clarifying the relevant information as the interviewee may need in the course of the interview.
- It is highly recommended to begin the interview with simple, non-sensitive topics that establish consent and clarify whether or not the interviewee has a partner or family members who may also need assistance.



3. Account:

In order to enable the interviewee to remember and share information about their background, identity, experiences and concerns and for the interviewer to obtain the most relevant, reliable and detailed information possible, it is crucial that the interviewer obtain a free account on each topic (material element) of the interviewees' claims in all interviews. This non-judgmental, non-intrusive and non-adversarial approach centers the interviewee as the one who best understands their experience, redresses the power imbalance between the interviewee and the interviewer, and creates a better understanding of the interviewee and their circumstances and experiences.

In RSD contexts:

This approach aims at enabling the interviewee to control their story, and to remember and tell (or recollect and recount) their experiences with as minimum interference from the interviewer as possible. It also helps the interviewee to share information on their SOGIESC when they are ready to do so and in their own words.

Clarifying the Account:

In order to obtain the most reliable and detailed information possible, this manner of interviewing poses open-ended questions first and proceeds to more focused, closed questions later.

- First, the interviewee is asked to tell, explain or describe.
 - Next, the interviewer may ask probing questions about specific experiences or incidents based on the 5WHs (Who, What, Where, Why and When).
 - Finally, the interviewer may follow up with closed or leading questions to clarify and verify, but not to obtain new information.
 - In RSD contexts: This approach aims at enabling the interviewee to control their story, and to remember and tell (or recollect and recount) their experiences with as minimum interference from the interviewer as possible. It also helps the interviewee to share information on their SOGIESC when they are ready to do so and in their own words.
- ☐ RSD interviewers must:
- Address apparent gaps and apparent inconsistencies in information provided by the interviewee, or apparent inconsistencies between the information provided by the interviewee and other reliable sources of information, including country of origin information.
 - Consider how and when during the interview to address inconsistencies, insufficient detail, concerns with plausibility or other potential credibility concerns. Considerations of plausibility are

vulnerable to the impact of biases and should be approached cautiously in considering the information obtained by interviewing people with diverse SOGIESC.

- Explain these concerns to the interviewee and give them an opportunity to explain or clarify then, submit their information in writing later (but before the case adjudication date), or request a complementary RSD interview.



4. Closure:

Once the interviewer has obtained and clarified information pertinent to the purpose of the interview, they should use active listening and reflection to summarize the interviewee's statements and requests, using their own words as much as possible. This allows the interviewer to check their understanding and gives the interviewee an opportunity to elaborate or clarify any relevant aspect summarized. Interviewers should record any corrections and/or confirmation provided by the interviewee.

In all interview contexts, interviewers must:

- Check with the interviewee to determine if there have been any communication or implicit bias issues during the interview.
- Ensure that the interviewee is satisfied with the way that the interview was conducted, take note of any concerns raised and address them to the extent possible and appropriate.
- Explain next steps and the timeframe in which they can expect a response, if relevant.
- Give time and space to the interviewee to process the emotional toll of the interview.



5. Evaluation:

During the final phase of the PEACE Model, the interviewer's tasks include evaluating the interview against quality indicators (see: Interview Evaluation Form) and obtaining feedback from the interviewee and from others such as peers or reviewers, with a view to improve overall interviewing skills. With regards to the individual interview, the Evaluation Phase involves an assessment of whether the interview objectives are achieved and whether the information obtained can be relied on in making findings following the interview. It also involves assessing the interview's impact on the well-being of the interviewer.

Following the interview, the interviewer synthesizes all the information obtained during the interview to make an informed assessment of the individual's situation, suitability for standard or expedited inclusion in assistance programmes, or referral for other responses, depending on the purpose of the interview.

MODULE 8 GUIDANCE



The Interview Planning Matrix

Topics / Issues	Available information	Information Needed	New Information	Concerns with the Information	How to Approach Identified



Interview Checklist: Plan and Prepare

Interview Checklist: PLAN AND PREPARE

This checklist is intended to outline the key tasks of the Plan and Prepare Phase of the protection interview, and should be read in conjunction with the checklists for the other phases of the PEACE Model. Some of the tasks listed herein will apply to all interviews, while others may be necessary and / or appropriate only in certain types of interviews or particular cases.

Interview planning

Step 1 Review available case information, including documents

- Identify the purpose of the interview
- Review information and documents the interviewee has presented, and consider to which facts these information or documents relate
- Review other available information relevant to the case.
- Identify the interviewee's specific needs

Step 2 Analyse the information and note what additional information is needed

- Identify what information and the level of detail you will need to gather during the interview
- Identify any inconsistencies or gaps in the information presented by the interviewee
- Use a timeline and/or family tree to structure information and identify potential gaps where necessary

Step 3 Obtain information from other sources where possible

- When information from other sources is available, consider:
 - whether you can rely on the source of information in respect of the specific issues to be explored (reliability of the source)
 - how the information relates to the interviewee's experiences or circumstances that may have a bearing on the outcome of the interview (specificity of information)

Step 4 Make a flexible plan for the interview

- Use an interview roadmap (e.g., Interview Planning Matrix)
- Outline relevant topics / issues to explore and the order in which to explore them during the interview
- Consider the interviewee's individual and contextual circumstances in order to respond to their specific needs and concerns that may arise during the interview (including questions they may have about the process)

- ❑ Consider how to close the interview, including in terms of follow-up actions (e.g., information about and referral to available services)

Physical preparations

Make the necessary arrangements regarding:

- ❑ Interpreter
 - Check if interpreter has appropriate background, training and skills
 - Brief on case and appropriate terminology
- ❑ Participation of legal representatives and other third parties
- ❑ Identification and accommodation of the interviewee's specific needs (e.g., accessibility of interview space, presence of support persons, etc.)
- ❑ Physical environment (e.g., seating arrangement, free of interruptions, confidentiality)
- ❑ Welfare (e.g., hygiene requirements, refreshments)
- ❑ Tools (e.g., pencil and paper, map, calendar, etc.)
- ❑ Time and duration of interview:
 - Is the time of the interview appropriate given the interviewee's circumstances and needs (e.g., caregiving obligations, religious practices, etc.)?
 - What is the potential impact of the length of the interview on the interviewee's mental health, their ability to focus, recall and share information? Would several, shorter interviews be appropriate?
- ❑ Translation of documents
- ❑ Recording the interview (when audio/video recording, test technology)

Safety considerations

- ❑ Make sure you have completed available/required security awareness training, including how to respond to threatening behaviour by interviewees
- ❑ Keep up-to-date with the Office security plans (e.g., contingency plans, evacuation procedures, assembly points, safe rooms, etc.)
- ❑ Make sure you know the safety and emergency measures in place (e.g., search protocols, monitoring of common areas, alarm systems in interview areas, etc.)
- ❑ Make sure know the time and expected response from security staff in the event of a security or safety incident
- ❑ Take steps to make the interview space as secure as possible, including by:
 - familiarising yourself with the available system to alert security staff in case of a safety or security incident (e.g., panic button)
 - keeping the room clear of all objects that could be used as a weapon
 - having direct access to an exit without having to pass the interviewee

Interviewing in detention

- ❑ Obtain authorisation from the competent authorities to access the detention centre
- ❑ Carry proper identification documents to conduct the interview
- ❑ Give the interviewee advanced notice of the time and purpose of the interview
- ❑ Take steps to ensure the confidentiality of interview space (a private room, without guards or other detainees present or able to overhear the conversation)
- ❑ Take measures to minimise breaches of confidentiality in respect of the interview record

Mental preparation

- ❑ Think of the interviewee as a unique individual with particular needs and concerns
- ❑ Consider how your experiences with interviewees with similar profiles and backgrounds likely to affect how you prepare for and conduct the interview? Stay open-minded to the interviewee's perspective.
- ❑ Consider how personal factors (e.g., social status, age, gender, disability status, sexual orientation) and experiences may affect the way you receive and process information
- ❑ Consider how your state of mind and physical well-being can affect the way you conduct the interview. Make use of stress-coping mechanisms as necessary.
- ❑ Be ready to listen to accounts of traumatising and violent incidents. Be ready to manage both your and the interviewee's emotions.
- ❑ Be prepared for the interviewee to share information on topics/issues you have not anticipated

Remote interview arrangements – *additional considerations*

- ❑ Inform the interviewee about the remote interview arrangements and address any concerns they may have
- ❑ Test the communication platform/technology with the interviewee the other parties to the interview
- ❑ Remind the interviewee to ensure connectivity (e.g., internet connection, battery power, etc.) for the duration of the interview
- ❑ Ask the interviewee to find a quiet place with no distractions and outside the presence / not within hearing of unauthorised persons if interview not on UNHCR / partner organisation premises
- ❑ Factor in time for technical checks at the beginning of the interview
- ❑ Make sure there is no clutter in your camera view
- ❑ Minimise audio-visual interruptions and background noise
- ❑ Close all non-essential applications and programs on your devices
- ❑ Turn off the device notification sounds



Interview Checklist: Engage and Explain

Interview Checklist: ENGAGE AND EXPLAIN

*This checklist is intended to outline the key tasks of the Engage and Explain Phase, **and should be read in conjunction with the checklists for the other phases of the PEACE Model**. Some of the tasks listed herein will apply to all interviews, while others may be necessary and / or appropriate only in certain types of interviews or particular cases.*

Engage

Welcome and introductions:

- Welcome the interviewee (use of appropriate greetings)
- Introduce all parties present in the interview
- Check that the interviewee and interpreter understand each other

Interviewee's identity:

- Confirm the interviewee's identity
- Confirm name, pronoun and terminology (e.g., SOGIESC non-conformity or disability) preferences
- Verify and confirm Information already given (e.g., bio data, family composition, etc.)

Building and maintaining rapport (see Rapport Framework):

- Minimise interruptions throughout the interview (e.g., putting the mobile phones on silent, not taking calls unless urgent)
- Open conversation with neutral topics.
- Convey interest in the interviewee as a person as appropriate (e.g., responding to the interviewee's comments and questions, maintaining eye contact as appropriate).
- Reassure the interviewee that they are in a safe and confidential environment
- Acknowledge the interviewee's emotions and respond to them in an appropriate manner
- Explain any delays or technical issues in the interview
- Reassure the interviewee of professionalism, non-judgemental and understanding attitude, and experience in hearing accounts of a sensitive and personal nature
- Give time to the interviewee to ask questions, and address any questions and concerns raised
- Check the interviewee's understanding regularly and take steps to encourage the sharing of information

Accommodating specific needs:

- Inform the interviewee about the interview setting and facilities.
- Encourage the interviewee to share their experiences relating to their disabilities, including with the organisation and experiences of access to the interview setting and facilities
- Check with the interviewee if they need help in the interview process, and how such assistance can be provided

Communication patterns:

- Communicate in the same way you want to communicate during the interview
- Use "mirroring" as a communication tool

- ❑ Encourage the interviewee to ask questions and to indicate communication problems
- ❑ Observe the interviewee's responses and communication style, and adapt to them

Explain

Provide explanations and ensure the interviewee's understanding by engaging the interviewee in a dialogue regarding:

- ❑ The purpose and structure of the interview
- ❑ The respective roles of the interviewee and the interviewer in the interview
- ❑ The role of interpreter and other persons present (e.g., legal representative, support person, etc.)
- ❑ Interpretation, including how to communicate through an interpreter, where applicable
- ❑ How to raise concerns regarding the participation or conduct of the interpreter and others present
- ❑ The confidentiality of the procedures
- ❑ The duty to cooperate
- ❑ Reasons why the interviewer will be asking questions
- ❑ Recording of the interview (e.g., maintaining a transcript, using audio or video recording devices)
- ❑ Information about breaks and other welfare measures (e.g., food/drink, religious practice, etc.)

Before starting the interview

- ❑ Check potential limitations on the interviewee's ability to participate in the interview in a meaningful way (e.g., current physical and mental health, etc.)

Remote Interview – Additional Considerations

Access to the communication technology:

- ❑ Check that the communication platform/technology is functional and that there are no connectivity problems
- ❑ Be on the lookout for any technical problems that may arise and address them without delay
- ❑ Explain if there are technical problems and steps taken to address them

Building and maintaining rapport:

- ❑ Spend time to warm up; don't start the interview before the interviewee is able to engage in a conversation
- ❑ Verbalise rapport building behaviour (e.g., say that you are hearing the interviewee or that you are listening to them, refer to the interviewee with the agreed name when you are addressing them, and summarise your understanding of their statements before asking the next question etc) (*see: Rapport Framework*)
- ❑ Dress as in a face-to-face interview

Communication:

- ❑ Try to look directly into the camera, and not at the screen, when addressing the interviewee
- ❑ Mute your microphone when not speaking
- ❑ If there are other parties present in the interview, indicate when you are addressing the interviewee and ask them to confirm they can hear you
- ❑ Make sure your statements and questions are heard and understood (e.g., speak slower, ask the interviewee to repeat your words, etc.)
- ❑ Be expressive with your face and voice

See: RSD Remote Interview Checklist



Interview Checklist: Account

Interview Checklist: ACCOUNT

This checklist is intended to outline the key tasks of the Account Phase, and should be read in conjunction with the checklists for the other phases of the PEACE Model. Some of the tasks listed herein will apply to all interviews, while others may be necessary and / or appropriate only in certain types of interviews or particular cases.

Obtain a free account

- Explain to the interviewee what you will do during the free account (listen and take notes)
- Introduce the free account for each topic
- Encourage the interviewee to share information on a relevant topic, in their own words, at their own pace, and in the order they like
- Do not interrupt the interviewee and encourage them to share information by using silences or through verbal and non-verbal prompts
- Listen to what is said, what is not said and what the interviewee may be trying to say without putting it into words
- Do not ask for the account to be presented in a chronological order, instead listen for clues about timeframe or sequence of events (before, after, etc.)
- Provide feedback without influencing the interviewee's response or confirming or refuting their statements (e.g. "thank you for giving me these details")
- Take note of your questions and concerns but do not raise them yet

Analyse the free account

- Compare the interviewee's free account with your written interview plan
- Identify new topics and issues relevant to the purpose of the interview
- Identify concerns with the account (i.e. gaps and discrepancies/inconsistencies)
- Identify what kind of information and what level of details you still need
- Plan how to explore the relevant topics / issues in a structured manner
- Consider the topics / issues in terms of sensitivity

Clarify the account

General considerations:

- Explain to the interviewee what you will do at this step of the Account Phase
- Check rapport, rebuild rapport if required

- ❑ Consider the interviewee’s ability and willingness to remember and recount, particularly with regard to sensitive issues
- ❑ If necessary, indicate the level of detail you need to achieve the purpose of the interview

Explore and clarify the account in a structured manner:

- ❑ Introduce the topic or issue to be explored
- ❑ Listen to and consider the response
- ❑ Further explore and clarify through open-ended and closed questions, in line with the Reliability Hierarchy
- ❑ Make sure the interviewee understands the questions and your purpose for asking them
- ❑ Link your questions to the interviewee’s earlier statements and their context
- ❑ Tailor the interview methodology to the type of memory you want to explore
- ❑ Use cognitive interview techniques to help the interviewee more about specific issues when necessary:
- ❑ Encourage the interviewee to use drawings and map to explain specific issues relating to places
- ❑ Give the interviewee time to think and consider and formulate an answer.
- ❑ Summarise the information obtained to ensure common understanding
- ❑ Ask the interviewee to explain remaining gaps or inconsistencies on relevant issues

Remote Interview – Additional Considerations:

- ❑ Monitor the quality of the audio/video transmission throughout the interview
- ❑ Ask all present in the interview to signal any problems with the sound and/or video quality and transmission, and address them without delay
- ❑ Be vigilant about any signs indicating the interviewee may experience difficulties with the remote interviewing arrangement (e.g. hesitation or time-lapse before answering, answers not related to the question, non-verbal cues indicating a lack of understanding of a question or a problem with the interpretation, etc.)
- ❑ Make sure your statements and questions are heard and understood, e.g. speak slower, ask the interviewee to repeat your words
- ❑ Record any statement or concerns raised by the interviewee regarding the impact of the remote interviewing arrangement on their ability to provide information during the interview
- ❑ Summarise and confirm understanding of the interviewee's account frequently and systematically
- ❑ Confirm that you heard and understood the interviewee, or ask the interviewee to repeat
- ❑ Before asking a sensitive question or summarising sensitive information, ask the interviewee if you can do so
- ❑ If applicable, ask the interviewee to tell you if and when there is anyone else who is not a party to the interview in hearing distance



Interview Checklist: Closure

Interview Checklist: CLOSURE

This checklist is intended to outline the key tasks of the Closure Phase of the protection interview, and should be read in conjunction with the checklists for other phases of the PEACE Model. Some of the tasks listed herein will apply to all interviews, while others may be necessary and / or appropriate only in certain types of interviews or particular cases.

- Let the interviewee know that the interview is coming to a close

Emotional closure and rapport:

- Check if rapport is maintained, and rebuild rapport if required
- Remind the interviewee that they are in a safe space, if necessary and appropriate
- Allow the interviewee some space to regulate their emotions and express their feelings about the interview or issues discussed during the interview
- Remain calm and friendly even if the interviewee expresses frustration or other negative feelings about the interview process
- Reiterate the confidentiality of the procedures
- Close the interview by talking about neutral topics

Interview objectives:

- Consider whether the interview objectives are achieved
- Read back or summarise the main aspects of the account.
- Give the interviewee the opportunity to provide additional information, or clarify or explain aspects of the account
- Record additions/clarifications/explanations as and when they arise during the read-back or summary

Record of the interview:

- Ensure that you and the interviewee have a common understanding of the information gathered and that the interview record is accurate
- Make sure to accurately record the following as required:
 - Time and date of the interview, including breaks and time it ended
 - All parties present
 - All questions and answers, and submission of documents or photographs

At the end of the interview:

- ❑ Ask the interviewee for feedback on the way the interview has been conducted
- ❑ Ask the interviewee if they have any concerns about the interpreter/interpretation
- ❑ Add notes and drawings to the file
- ❑ Explain how to provide additional information
- ❑ If needed, provide information about and make referrals for psychosocial support, medical examination, and/or other services

What will happen after the interview

- ❑ How the interviewee will be informed about the decision or course of action to be taken
- ❑ Check and, where necessary, update the interviewee's contact details, including current living address, for the purposes of future communication
- ❑ Indicate estimated timeframe for communicating the decision or course of action; refrain from making promises
- ❑ Explain possible outcomes of the interview and potential consequences
- ❑ Allow the interviewee to ask any final questions

MODULE 8 GUIDANCE



Interview Checklist: The Interview Evaluation

The following are questions you can ask yourself at the conclusion of an interview:

- ✓ Was the interview conducive to the interviewee remembering and recounting information?
- ✓ Did I factor in the interviewee’s individual and contextual circumstances and respond well to them?
- ✓ Did I build rapport throughout the interview?
- ✓ Was I able to help the interviewee keep engaged in the interview and help them understand the interview process?
- ✓ Did I obtain information through free account and follow up by using the reliability hierarchy?
- ✓ Did I provide the interviewee with the opportunity to clarify statements and provide additional information?
- ✓ Did I confirm the accuracy of the interview record with the interviewee? [or: did I confirm with the interviewee my understanding of their account?]
- ✓ Was the interviewee able to correct their information or add new information as they reviewed their statements?
- ✓ Did I maintain the dignity of the interviewee throughout the interview by asking questions that were appropriate and respectful?
- ✓ Was my body language and were my reactions supportive of the interviewee, regardless of the information being shared?
- ✓ What did I miss? How do I now gather that missing information?

Interview Evaluation Form					
Interviewer		Office/Unit of interviewer			
Date/place of interview		File No. of interviewee			
Duration of Interview	Start time: End time:	Audio rec Y/N		Video rec Y/N	
Name/Title of evaluator		Date/place of evaluation			

Additional information:	
<p>The Interview Evaluation Form has been developed as a tool for evaluating interviews based on identified performance criteria with a view to contribute to improvement of interviewing at individual and organisational level. Using the form should lead to predictability and uniformity when evaluating interviews, thereby providing an objective basis for further capacity development interventions.</p>	
<p>This form can be used as a tool for self-assessment, evaluating an observed interview or an interview record. Please note that, depending on the type of interview or assessment being conducted, some of the indicators may not be relevant to the evaluation (e.g., indicators relating to the interpreter).</p>	
<p>The form can be used in its entirety or adapted to focus on particular phases or aspect of the PEACE Model. In filling the form, the recommended practice is to assess each indicator on a scale of 1 (fully unsatisfactory), 2 (partly unsatisfactory), 3 (neither unsatisfactory nor satisfactory), 4 (partly satisfactory) and 5 (fully satisfactory), as well as to provide concrete examples and suggestions regarding aspects of the interview that were done well and those that could be strengthened. If there are sections in which the interviewer receives several low scores, this may indicate that these areas should be targeted for improvement. It is helpful to provide clear and specific observations and suggestions, whenever possible, as this will help guide the interviewer or aid in developing a capacity development plan. Focus on aspects of the interview performance the interviewer can change or improve.</p>	
Pre-Interview - The interviewer	
Interview planning:	
	Reviews all available information in the case management system (including physical and electronic files) that is relevant to the purpose of the interview
	Prepares an interview roadmap (e.g. Interview Planning Matrix)
Physical preparation:	
	Takes steps to optimise the physical environment where the interview will take place (selecting the best location, adjusting seating arrangements, confidentiality safeguards)
	Verifies available security and safety measures in place.
	Addresses potential security and safety hazards
	Makes necessary adjustments to accommodate the interviewee's specific needs (e.g., presence of support person, accessibility of the interview location, child-friendly interview environment etc.)
	Ensures that necessary materials/tools are available to interviewer, interviewee and interpreter, and are ready to use (e.g. electronic devices, pens, paper etc.)
	Checks if an interpreter is required and whether an interpreter with the appropriate knowledge, skills and training is available for the interview
	Briefs the interpreter on the case prior to the interview, and addresses potential concerns
	Agrees on how to address potential issues or difficulties in interpreting during the interview
	Asks the interpreter to take notes to ensure accuracy of interpretation (e.g., names of persons and places), as well as statements that could be interpreted differently
Which aspects were done well?	
Which aspects could be improved (suggestions)?	
Interview	
Overarching indicators - The interviewer:	

	Demonstrates familiarity with the available case information, including documents presented (e.g., the documents are translated as necessary)
	Demonstrates awareness and/or cognizance of the interviewee's individual circumstances and specific needs, and is prepared to accommodate them in their interview planning
	Appropriately responds to any threat to the safety of the parties in the interview
	Remains focused during the interview
	Responds to the interviewee's account without judgment or bias
	Demonstrates ability to cope and manage emotional responses of the interviewee
	Adjusts interviewing techniques to the interviewee's communication style (e.g. hesitations or vagueness)
	Responds appropriately to interviewee's behaviour and provides adequate support
	Pays attention to signs of potential problems with interpretation and addresses them
	Examines documentation (e.g. ID cards, military records, medical records, etc.) presented by the interviewee
	Adjusts interviewing style to take into account issues relating to the interview setting (e.g. detention, IT issues, issues arising from remote interview arrangements)
Engage and Explain - The interviewer:	
	Introduces all parties present in the interview
	Establishes name, pronouns and terminology preferences
	Explains the roles and responsibilities of all parties present in the interview
	Checks if the interviewee is comfortable with all parties present in the interview
	Verifies understanding between the interviewee and interpreter, and asks them to indicate difficulties with the interpretation
	Checks whether there is any prior relationship between the interpreter and interviewee, and addresses potential concerns
	Explains that everything said in the interview room will be interpreted without adding or omitting anything
	Explain to the interviewee how to raise any concerns regarding the participation or conduct of the interpreter
	Addresses the interviewee directly, by facing and directing questions or comments to the interviewee, and asks the interviewee to do the same
	Uses neutral topics to start a conversation with the interviewee
	Reassures the interviewee that they are in a safe and confidential environment
	Tries to reduce interview-related stress and anxiety
	Responds appropriately to the interviewee's behaviour and questions
	Explains welfare measures and encourages all parties to express their needs throughout the interview (e.g., breaks, toilet, food/drink, religious practice)
	Explains the purpose of the interview, the procedures relating to the interview, and the way the interview will be conducted (including interview recording)
	Explains the rights and duties of the interviewee clearly and in a manner that the interviewee understands (e.g., the right to confidentiality, the duty to cooperate and the duty to provide a full and truthful account)

	Checks the interviewee's understanding of the explanations provided
	Checks potential limitations on the interviewee's ability to participate in the interview in a meaningful way (e.g., current physical and mental health, etc)
	Adjusts communication style according to the interviewee's individual circumstances and specific needs (age, gender, disability etc.)
Which aspects were done well?	
Which aspects could be improved (suggestions)?	
Account - Obtain free account - The interviewer:	
	Explains to the interviewee the respective roles during free account
	Initiates a free account ("introduction to free account that ends with a TED question")
	Encourages interviewee to provide the account in their own words, at their own pace; does not ask for chronology
	Actively listens to the free account and does not interrupt or interfere unnecessarily
	Encourages free account, by using pauses and silences as well as verbal and non-verbal cues
	Avoids asking probing and closed questions to obtain specific information while obtaining a free account
	Obtains free accounts for all relevant topics, including topics stemming from new information provided by the interviewee (Account Spiral)
Which aspects were done well?	
Which aspects could be improved (suggestions)?	
Analyse the free account - The interviewer:	
	Takes time to analyse the free account
	Makes use of the interview roadmap (e.g. Interview Planning Matrix) to analyse the information obtained through the free account, including new information
	Draws / revises timeline of events based on the account, when necessary
	Identifies apparent gaps and inconsistencies or other credibility concerns in the account
Which aspects were done well?	
Which aspects could be improved (suggestions)?	
Clarify the account - The interviewer:	
	Explores each topic in structured manner (including by using the Account Spiral)
	Uses TED questions (tell me, explain to me, describe for me...) to obtain detailed and reliable information
	Explains the level of detail required
	Uses probing questions (5WH) to clarify gaps and inconsistencies

	Avoids “why” questions, or questions that are or can be perceived as judgemental or speculative
	Uses closed questions where appropriate (e.g. to check understanding)
	Avoids leading or forced-choice questions
	Questions are clearly formulated and easily understood; rephrases questions where necessary
	Avoids asking more than one question at a time
	Uses interviewing techniques to help the interviewee remember and share detailed information (e.g. context reinstatement)
	Encourages the interviewee to provide information by drawing or demonstrating when appropriate
	Accurately summarises the information obtained
Where interviewee is unwilling or unable to provide information relevant to the purpose of the interview, the interviewer:	
	Asks the interviewee about their concerns or difficulties in sharing information and responds to them appropriately
	Addresses instances of non-cooperation appropriately, including through counselling appropriate to the type of interview
	Reiterates the confidentiality of the procedures when necessary
	Avoids challenging the interviewee’s account unnecessarily, including by exploring all scenarios that could explain the apparent inconsistency and checking interpretation
Where aspects of the account must be challenged, the interviewer:	
	Presents the information giving rise to credibility concerns at the right time
	Presents the inconsistent information in an appropriate manner (i.e., demonstrating an understanding of how to raise inconsistent information depending on the content and source of the information)
	Notifies the interviewee about credibility concerns in a non-confrontational manner
	Gives the interviewee time to respond to credibility concerns
	Follows up and clarifies as necessary the explanations provided by the interviewee
Which aspects were done well?	
Which aspects could be improved (suggestions)?	
Closure - The interviewer:	
	Checks in with the interviewee if they are ready for the closure of the interview (e.g., take steps to rebuild rapport, if necessary, and ask how they are feeling)
	Reviews main aspects of the information obtained with the interviewee
	Welcomes clarifications and additional information, and reflects them fully and accurately in the interview record (including through returning to the Account phase if feasible and necessary)
	Explains next steps of the process, potential outcomes and applicable procedures
	Addresses any questions or concerns raised by the interviewee
	Provides information regarding available resources and services; obtains interviewee's consent if referral is appropriate
	Debriefs the interviewee on their experience of the interview

	Asks the interviewee if there were any issues in communicating and sharing information during the interview
	Uses neutral topics to close the interview
Which aspects were done well?	
Which aspects could be improved (suggestions)?	
Post-interview	
The interviewer:	
	Debriefs the interpreter, provides constructive feedback
	Considers whether the interview objectives are achieved
	Takes the time they need to emotionally process the interview
(If applicable) The interview record includes:	
	All necessary formalities and personal data
	A full and accurate record of all the questions and answers (verbatim transcript, or notes supplemented by audio/video recording, as applicable)
	Information about the time at which the interview started, when breaks begin and end, when welfare support is given, when interruptions occur, submission of documents or photographs
	Any clarifications or additions are recorded and tracked where they arise without altering the original record
	Issues relating to the interview setting (e.g. detention, IT issues) are noted
	The interview transcript is checked for accuracy against the audio/video-recording when there are concerns that the information was not accurately captured
Which aspects were done well?	
Which aspects could be improved (suggestions, including training and professional development needs)?	
General impression	
	The interview objectives are achieved.
	The interviewer uses available time efficiently
	The account properly covers all relevant issues relating to the purpose of the interview
Which aspects were done well?	
Which aspects could be improved (suggestions, including training and professional development needs)?	

Remote Interview – The interviewer:

This checklist is designed to help evaluate the interviewer’s performance specific to remote interview arrangements. Given the purpose of this checklist, overarching considerations such as whether or not the remote interview arrangements are appropriate or whether technical support was made available are not included in this checklist, although they should be verified prior to the interview See: **Interview Checklist – Remote Interview Arrangements**.

Communication technology / platform

	Tests the communication platform/technology with the interviewee and other parties prior to the interview
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	Factors in enough time at the beginning of the interview to allow for technical checks and for all parties to be at ease with the communication technology used
--	---

	Identifies and addresses technical issues
--	---

	Takes steps to minimise audio-visual interruptions and background noise
--	---

Conduct of the interview

	Verifies the interviewee’s identity in a manner appropriate to the remote interview environment
--	---

	Explains the conditions under which the interview is conducted
--	--

	Gives the interviewee the opportunity to raise questions or concerns regarding the remote interview arrangements, and takes steps to address them
--	---

	Addresses potential concerns with the confidentiality of the interview (e.g. presence of persons in hearing distance)
--	---

	Starts the interview when the interviewee shows signs of being safe and comfortable with the interview setting
--	--

	Adapts behaviour to build and maintain rapport in the remote interview (e.g., verbalising rapport behaviour – see: <i>Rapport Framework</i>)
--	---

	Asks the interviewee to confirm their understanding of the questions
--	--

	Takes steps to minimise gaps in communication in the audio and/or video recording (e.g., speaking clearly into the microphone, turning off other devices, instructing the interviewee to do the same)
--	---

	Encourages the interviewee to provide feedback on their experience of the remote interview (including whether they were able to share all the information they wanted to share) at the end of the interview
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Which aspects were done well?

Which aspects could be improved (suggestions)?



Interview Checklist: Working with an Interpreter

INTERVIEW CHECKLIST: WORKING WITH AN INTERPRETER

This checklist is intended to outline the key tasks relating to working with interpreters in the interview, and should be read in conjunction with the checklists for the other phases of the PEACE Model. Some of the tasks listed herein will apply to all interviews, while others may be necessary and / or appropriate only in certain types of interviews or particular cases.

Plan and Prepare

- ❑ **Review the file to identify:**
 - ❑ interviewee's preference relating to the gender of the interpreter
 - ❑ source language (e.g., particular dialect, the appropriate sign language, etc.).
- ❑ Make sure the interpreter assigned or available has the appropriate background, training and skills, to perform their role effectively
- ❑ Make sure the interpreter knows and understands the professional rules of conduct and the duty to preserve the confidentiality of the procedures
- ❑ Brief the interpreter on the case and the specific circumstances and needs of the interviewee
- ❑ Address potential concerns regarding the interpreter's impartiality, knowledge, skills or attitudes
- ❑ **Remind the interpreter to:**
 - ❑ Interpret everything said without adding or omitting anything
 - ❑ Take notes during the interview
 - ❑ Indicate challenges with interpretation
 - ❑ Take note and notify you of statements or terms that could be interpreted differently
 - ❑ Check their understanding, clarify mistakes and feel free to consult a dictionary, where necessary
- ❑ Indicate when they need a break
- ❑ Include the interpreter in the mental preparation
- ❑ Ensure the seating in the interview room is appropriate
- ❑ Make sure the interpreter's access to documentation/information on file is allowed only under supervision and strictly limited to the specific document/information requiring translation

Engage and Explain

- ❑ Introduce the interpreter to the interviewee
- ❑ Check whether there is a prior relationship between the interviewee and the interpreter

- ❑ Address the interviewee directly
- ❑ Verify the interviewee and interpreter understand each other
- ❑ **Explain the role of the interpreter, in particular:**
 - ❑ The interpreter’s duty of confidentiality
 - ❑ Professional, neutral and impartial role of the interpreter
 - ❑ The interpreter’s role to interpret everything, without adding or omitting anything
 - ❑ How to raise any concerns the interviewee may have regarding the interpreter
- ❑ Explain to the interviewee:
 - ❑ how to communicate effectively through an interpreter
 - ❑ how to indicate if they have any difficulty understanding the interpreter

Account

- ❑ Keep questions are kept clear and simple.
- ❑ Break Information into reasonable amounts, pausing and avoiding idioms, in order to allow for accurate interpretation
- ❑ Avoid words and pronouns that may be misinterpreted, if possible, when posing questions to the interviewee.
- ❑ Ensure that conversations between the interpreter and interviewee are interpreted.
- ❑ Make sure that interpretation is conducted in a manner that does not interrupt free account or an account about sensitive topics

Take steps to ensure the quality of interpretation, including:

- ❑ summarising the interviewee statements
- ❑ asking the interviewee to repeat/paraphrase your questions and comments
- ❑ monitoring the interviewee’s responses to the questions
- ❑ making sure the exchanges between the interpreter and interviewee are interpreted
- ❑ being attentive to non-verbal indications that the interviewee does not understand the question or is not comfortable answering.
- ❑ Address potential problems with the quality of interpretation or the interpreter’s conduct immediately
- ❑ Pay attention to signs that the interpreter may be emotionally affected by the interviewee’s account and address them
- ❑ Take regular breaks as required

Closure

- ❑ Make sure the interpreter feels fit and able to concentrate when summarising the interviewee’s account
- ❑ Reiterate the duty of confidentiality
- ❑ Make sure the interpreter hands over any notes taken during the interview, and include them on the file

- ❑ Thank the interpreter for the assistance provided
- ❑ Ask the interviewee for feedback on the interpretation

Evaluation

- ❑ Debrief the interpreter ask how the interview was for them
- ❑ Make sure the interpreter is aware of the psychosocial care and staff well-being resources available within the organisation should such resources be needed
- ❑ Provide constructive feedback to the interpreter
- ❑ Evaluate the quality of interpretation, including identifying any issues that may impact the objective of obtaining a relevant, reliable and detailed account
- ❑ Put on record any issues with interpretation that may impact the fairness and efficiency of the interview
- ❑ Put on record and communicate to the interpreter's supervisor or in line with other established reporting lines Any need for improvement and/or training



Tell, Explain, Describe

**Probing Questions
5WH (opened/closed)**

**Closed/leading
questions**

MODULE 8 GUIDANCE



Framework for Building and Maintaining Rapport

Attention		
Behaviour	Description	Examples
Focus	Giving the interviewee your full attention	<ul style="list-style-type: none"> Putting mobile phones on silent, or better not having mobile phones in the interview room Minimizing and apologizing for interruptions
Attentive body language	Gestures and postures that indicate you are listening	<ul style="list-style-type: none"> Making eye contact when appropriate; Nodding – taking into account that there are different meanings of nodding in different cultures;
Encouraging	Words and sounds that express interest and convey that you are listening	<ul style="list-style-type: none"> “Mmmhmm” “I see”; “Go on” “And then...”
Paraphrasing	Repeating back important details of an interviewee’s statement to indicate attention and understanding	<ul style="list-style-type: none"> “You were concerned about your children’s safety.” “Things have been very difficult since you came here.”
Summarizing	Briefly summarizing longer excerpts of the interviewee’s story	<ul style="list-style-type: none"> “Let me summarize what you have said to make sure I have understood you well...”
Acknowledging emotions	Responding to the emotions that the interviewee expresses or demonstrates through their tone of voice, facial expression, and body language. Be always cautious in referring to the interviewee’s emotions – emotions are easy to get wrong.	<ul style="list-style-type: none"> “I can see how difficult it is for you to talk about this.” “You don’t seem comfortable.” “I hear you saying that you are nervous.” <p>Don’t use emotion labels unless used by the interviewee.</p>
Positivity		
Behaviour	Description	Examples
Politeness	Being polite and respectful	<ul style="list-style-type: none"> Using culturally appropriate greetings – e.g. bowing your head or putting your right hand on your chest Introducing yourself Asking how the interviewee would like to be addressed Thanking the interviewee for their time

		<ul style="list-style-type: none"> • Apologizing for any delays or technical issues in the interview
Friendliness	Behaving in a genuine and friendly manner while maintaining appropriate professional boundaries; this can be achieved by finding common ground	<ul style="list-style-type: none"> • “How are you today?” • “It’s been so cold lately. Do you like cold weather?... Me neither. I much prefer the summer.”
Using the interviewee’s name	Periodically using the interviewee’s name when asking questions or using other rapport building techniques; it is important to do this sparingly or it will seem fake	<ul style="list-style-type: none"> • “Thank you for giving me so much detail, Nelson. Now I’d like to summarize it to make sure I have understood it....” • “Fatima, you mentioned that there were others around you when the soldiers came. Could you describe those people?”
Empathy	Expressing understanding of the emotional experience of the interviewee; this builds on acknowledgement of emotional experience	<ul style="list-style-type: none"> • “It’s natural to be nervous; most people are a bit nervous when they come for an interview.” • “I can understand that you hesitate to talk about that experience. It sounds very difficult.”
Acknowledging difficult disclosures	Noting when the interviewee has shared something painful, shameful, or difficult to talk about	<ul style="list-style-type: none"> • “Thank you for sharing that with me.” • “I appreciate you telling me about that experience. I can imagine that it is difficult to talk about it.”
Reassurance	Providing information that helps the interviewee to feel safe with you	<ul style="list-style-type: none"> • “I have listened to a lot of people and have heard many sad stories over the years of doing this. It’s really okay for you to tell me anything. I won’t be disturbed and I won’t judge you.” • “This is a humanitarian organization. Our job is to help people, not to judge them. Whatever you have to tell me, I will listen.” • “I understand that people identify themselves in different ways. It’s up to you to describe who you are to me and how you see yourself.” • “You don’t have to be worried that other people may find out about what happened to you. Everything you say is confidential. We will not disclose anything you say today to your family or anyone else without your consent.”
Asking about needs and acknowledging them	<p>Enquiring about the interviewee’s needs in order to proceed with the interview</p> <p>Checking whether the interviewee has any concerns about the interview setting, or the interpreter</p>	<ul style="list-style-type: none"> • “Now that we’ve talked about the interview, how do you feel about proceeding?” • “Is there anything I can do to make you feel more comfortable?” • “I understand that you made inquiries about accommodations for you and your family. We will have a chance to talk more about it at the end of the interview and will help you get in touch with the right people.”

		<ul style="list-style-type: none"> • “I know you have two young children. Is there someone who can take care of them for the duration of this interview?”
Coordination		
Behaviour	Description	Examples
Accommodation of disabilities and health conditions	<p>Asking the interviewee if they need help in the interview process, and asking how such assistance can be provided</p> <p>Inviting the interviewee to share their experience of access to the interview setting and facilities</p>	<ul style="list-style-type: none"> • “Please let me know if there is anything that may affect your participation in the interview today.” • “Please let me know how we can help to make it easier for you to participate in the interview.” • Ask whether they have had challenges, and acknowledge any challenges to accessibility, and offer information on how such challenges will be addressed
Agreement	Agreeing with the interviewee where appropriate	<ul style="list-style-type: none"> • “Yes, that’s correct.”
Plain language	Using plain language that is easily understood and appropriate for the interviewee’s background	<ul style="list-style-type: none"> • Confidentiality: “You don’t have to be worried that other people may find out about what happened to you. We will not disclose anything you say today to your family or anyone else without asking you first.”
Providing information about the interview process and procedure	Using the “dialogue approach” to orient the interviewee to what will happen during and after the interview	<ul style="list-style-type: none"> • “Let’s talk a bit about what we’ll do here today. Do you know why you’re here today?” • “Okay, that’s close. Today’s interview is a protection interview, which means...”
Orientation to the facilities	Providing the interviewee with information about the interview setting and facilities, taking into account the interviewee’s specific needs, such as disability	<ul style="list-style-type: none"> • “There are washrooms just outside if you need to use one.”
Respect	Showing respect for the interviewee as a person	<ul style="list-style-type: none"> • Dressing in a professional manner that is appropriate within the cultural context of the interviewee • Being on time • Minimizing interruptions • Remaining calm even if the interviewee becomes upset or angry
Answering questions	Giving the interviewee time to ask questions and providing full answers to them	<ul style="list-style-type: none"> • “Is there anything you would like to ask me?” • “Do you have any questions for me before we continue?”

MODULE 8 GUIDANCE



Asking TED and 5WH Questions

Depending on the specific situation, the interviewer may wish to **explore a wide range of topics** related to the individual's current and past protection concerns. The below questions are **illustrative only**. There is no one set of questions that should be utilized when discussing an individual's SOGIESC, nor are there standard sets of questions for different types of interviews. Recall that the questions we ask will be dependent on the purpose of interview and the information we plan to gather during that interview.

Tell, Explain and Describe (TED) Questions

There are many thematic areas that an interviewer may hear about in an individual's account, such as:

- Difference, stigma and shame, and their impact on the individual's life
- Discrimination, criminalization, harassment, abuse and threats, or fear of, in families, communities, and societies, and their impact on the individual's life
- The stereotypes and prejudices surrounding relationships that do not conform to the norm in that society
- Discomfort or unfamiliarity surrounding terms related to SOGIESC
- Lack of trust in confidentiality of processes or with particular assisting organizations

The interviewer may also ask Tell, Explain and Describe (TED) questions about particular thematic areas, such as:

- Knowledge of others in similar situations subject to continuing harm
- Interactions with government authorities and access to justice
- Descriptions of friends or social networks
- Ability to access and maintain dignified housing, employment, education and medical care
- Familial, social or other pressures and the emotional consequences
- Current or past same-gender relationships, if any
- The interviewee's cultural, economic, family, political, religious and social background, which may impact how they express their sexual orientation, gender identity, gender expression or sex characteristics, or may explain the reasons why they did not live openly

The following are examples of TED questions:

- You said you were arrested on that day. Please tell me more about your arrest.
- You said you were arrested after leaving that place. Please describe for me your arrest.
- You said that you had conflicts in the family after that event. Please describe these conflicts.

5WH Questions

5WH questions to clarify information provided or fill in gaps. For example, if an individual shares with the interviewer that they were arrested, the interviewer might ask:

- You said you were arrested. What were you told about being arrested?
- What do you know about the reasons for your arrest?
- When were you arrested?
- Where were you arrested?
- Who arrested you?

MODULE 8 GUIDANCE



Questions and Common Stereotypes to Avoid

Inappropriate Questions to Avoid

What happened to make you LGBTIQ+? Were you born gay?

Don't assume having diverse SOGIESC is the result of an incident or external factor. Don't assume someone can pinpoint a specific moment in time when they had a specific orientation or identity, or that they will say they know for sure they were born gay or transgender. Note that the wording of these questions implies to the interviewee that you hold a certain stereotype in relation to the individual's diverse SOGIESC, and their response should satisfy your expectations.

Why do you choose to be LGBTIQ+, if you're being persecuted?

Don't assume having diverse SOGIESC is a choice, any more than you would assume that a heterosexual individual chooses to be straight.

Have you ever had sex with someone of the same sex or gender?

Having sexual experience(s) is not necessary to know one's sexual orientation. This is the case for people of all sexual orientations. It is irrelevant to the claim.

Have you ever tried having sex with someone of a different sex or gender?

This implies the individual has not "tried hard enough" to be heterosexual. We do not expect heterosexuals to try having sex with persons of the same sex.

Do you like men or women more?

This is an irrelevant question and has no bearing on a sexual orientation claim, particularly for people who testify they are bisexual.

Can you prove to us you have a diverse sexual orientation? Will you submit videos of you engaging in sexual activity?

There is no test an individual can undergo, or report they can submit, to "prove" their sexual orientation. Asking someone to submit a video or photos of them engaging in sexual acts is absolutely prohibited. When an individual provides testimony that they have a diverse SOGIESC, their statement should be explored using standard, positive and non-invasive lines of questioning.

How many sexual partners have you had? What position were you in when you were caught? Do you receive money for sex? How do you have sex? What do you do in bed? Are you a "top" (active / giver) or "bottom" (passive / receiver) participant? Do you use lubricant or sexual devices?

Asking for details of sexual activity is extremely inappropriate in an interview.

Have you been tested for HIV?

There is not a direct correlation between having diverse SOGIESC and being at higher risk for HIV. Only discuss HIV status if the individual mentions it. If you are required to ask everyone you interview whether they have been tested for HIV, be sure you notify the individual that you are required to ask everyone the question so they understand you are not making assumptions about them.

Have you sought medical attention? Do you have a medical report confirming you have a diverse sexual orientation or gender identity?

While transgender individuals may have sought medical consultation in relation to transition, intersex individuals may have sought medical consultation related to their bodily diversity and some LGBTIQ+ individuals may have sought medical attention after being harmed due to their SOGIESC, having a diverse SOGIESC is not a medical condition. In relation to transgender individuals, remember that bodily modifications are irrelevant to an individual's self-determined gender identity. Many persons of diverse gender identities will not pursue medical transition but may transition in other ways, such as changing their gender expression or name.

What are you, a man or a woman? It's a simple question – give me a simple answer.

This is an offensive statement rather than a question, and always inappropriate, especially for transgender, non-binary or intersex individuals. If you need to clarify which pronoun you should use, ask the individual respectfully what they prefer.

You said you are transgender – so are you gay or straight?

Transgender individuals may identify as gay, straight or in another way. There is no reason to ask someone about their sexual orientation unless they offer the information first. Likewise, if someone shares that they are a person of diverse sexual orientation, it is not appropriate to assume they are also a person of diverse gender identity. And finally, we should not make any assumptions about the sexual orientation or gender identity of intersex people.

If you're gay, why are you married?

Many lesbian and gay people, especially women, marry different-gender partners for cultural, religious or other personal reasons. Personal reasons include reciprocal love before or after the individual's identification with their diverse sexual orientation, as well convenience or passing strategies. Especially in the case of lesbians, marriages may be forced and involve marital rape. While you may need to explore marriage as part of the interview, do not automatically assume that marriage undermines or negates a claim. This question should be phrased in another, less judgmental, way, such as: "You said that you were married to [a person of a different gender]. Please tell me more about your marriage," and look for information about the circumstances of their marriage.

If you're gay, why do you have children?

As with the above question about marriage, many lesbian and gay people, especially women, marry different-gender partners for cultural, religious or other personal reasons. Especially in the case of lesbians, marriages may be forced and involve marital rape. Sometimes children are the result. In other instances, the individual may have had children consensually with a different-gender partner. While you may need to explore an individual's parental status as part of an interview, do not automatically assume that their having children undermines their narrative. This question should be phrased in another, open-minded, way.

Was your attacker gay or straight?

If an individual was attacked, sexually abused or raped, there is no need to inquire about the gender identity or sexual orientation of the abuser or attacker. If information about the abuser or attacker is relevant, ask what the interviewee knows about them.

Any question that employs assumptions –

For example, that gay men act or dress effeminately, or that lesbians act or dress in a masculine way.

Unhelpful Questions to Avoid

What do you think about homosexuality?

An individual's opinion on homosexuality is irrelevant to establishing their protection or programmatic needs.

Can you describe the gay community in this country?

Many people with diverse SOGIESC will not engage with LGBTIQ+ communities in their country of asylum or migration. They may be focused on other needs, such as asylum, housing or employment. And regardless of having diverse SOGIESC, they are a foreigner in the country of asylum or migration and may not easily integrate with local communities.

Can you tell me the name of gay authors? What kind of music do you listen to? What kind of art do you like?

The interests of people with diverse SOGIESC are as diverse as the individuals themselves. People with diverse SOGIESC do not all listen to the same kind of music, read the same authors and like the same kind of art. Asking such questions is invoking a stereotype and will not illicit useful information.

Common Stereotypes to Avoid

When interviewing people with diverse SOGIESC, **avoid assuming**:

- That having diverse SOGIESC is a **choice** or lifestyle.
- That an individual can, or should, become **“straight”** in order to avoid persecution.
- That an individual should remain **“in the closet”** – or hide their identity – to avoid harm.
- That if an individual does not **“look gay,”** or **“look transgender,”** he or she is not gay or transgender, or does not face harm based on the perception of others. Cultural norms and personal experiences vary greatly.
- That gay men are **pedophiles**. Research shows that most child-abusers identify as straight men, and there is no other link between sexual orientation and child abuse.
- That gay men have had **many** sexual partners.
- That gay and bisexual men are **effeminate**.
- That lesbian and bisexual women **look** and act like men.
- That all people with diverse SOGIESC **engage** in sex work.
- That an individual who is **HIV positive** is gay, or vice versa.
- That a transgender or intersex individual **also identifies** as lesbian, gay or bisexual, or vice versa.
- That an **intersex person** will also be transgender.
- That a person with diverse SOGIESC **trusts the interviewer** just because they are personnel of the UN or an NGO. Trust must be gained through actions, words, attitudes and the office environment.

MODULE 8 GUIDANCE



Interviewing Specific Individuals

Interviewing Women with Diverse Sexual Orientation

When interviewing women with diverse sexual orientation, keep the following in mind:

- Persecution occurs at the intersection of gender and sexual orientation, and often less visible for women.
- Lesbians and bisexual women are more likely to be married to men, despite their sexual orientation, and are more likely to experience harm at the hands of non-state actors (including family members), such as abuse, honor crimes, rape, corrective rape, domestic violence, incest and forced marriage.
- Inferior economic and/or social status in many countries makes it harder for women to flee, migrate and access protection and harder for them to support themselves in the country of asylum or migration. It also makes them more vulnerable to human trafficking.

Interviewing Individuals with Diverse Gender Identity and Expression

When interviewing individuals with diverse gender identity and expression, keep the following in mind:

- Refer to the person by their **current name and pronoun**; ask how they want to be addressed if you are unsure.
- In general, you should **refer to** a transgender woman (an individual who was assigned the sex of male at birth but identifies as a woman) as “she,” and to a transgender man (an individual who was assigned the sex of female at birth but identifies as a man) as “he”. Individuals who identify as non-binary, agender or in another way may prefer “they,” another pronoun or no pronouns. Always ask the individual rather than making assumptions about what pronouns they use.
- When **in doubt**, use the term “transgender” rather than “transsexual” or “transvestite.”
- If relevant, **ask** during the interview whether the individual uses any particular terms to describe their identity.

Interviewing Intersex Individuals

When interviewing intersex individuals, keep the following in mind:

- Intersex is not a **discrete category**. It represents a wide spectrum of natural bodily diversity.
- Refer to an **intersex person** by their name, pronouns, title and gender they specify.
- Do not assume that a person with diverse sex characteristics has a diverse gender identity or sexual orientation.
- When in doubt, **ask** the individual if they have a preference for particular terminology and avoid stigmatizing language including “disorder” or “hermaphrodite.”

MODULE 8 GUIDANCE



Tips for Supporting a Free Account

As an interviewer, you can support an interviewee with diverse SOGIESC in giving a free account by keeping in mind the following tips:



- Keep in mind that people with diverse SOGIESC may require a more supportive environment and have greater difficulty articulating their narrative.
- Start with a topic that is less sensitive, to allow the individual time to feel more comfortable.
- Open each topic with encouragement to give a free account. An example is the following: *“Now I would like you to tell me about the problems you are facing. When you are telling me, please include as much information as possible such as the time and place things happened. Remember that I was not there, so do not know any details. Don’t worry about what we may need from you or how to express things, or if you forget or skip anything. It’s my role to help you share information with us. I will support you to provide a full account and ask more detailed questions later to understand events. For now, you will be doing most of the talking and I will listen and not interrupt unless you give me a sign. I am ready to listen to you now.”*
- Give the interviewee time to think and formulate answer without rushing them.
- Actively listen while the interviewee speaks; this requires attention, focus, empathy and patience.
- Encourage the interviewee to speak until they have shared all of the information they can remember.
- Remember that an interviewee may feel particularly reluctant to disclose information about their SOGIESC, and may take a long time, or several meetings, to feel comfortable enough to disclose the information.
- Keep neutral body language that encourages the individual to continue speaking.
- Try to establish a safe space with individuals who have a difficult time sharing much information.
- Be patient with individuals who have a great deal of information to share.
- If you don’t understand the term an individual uses, ask them to explain what it means to them. Individuals will use a wide range of terms to describe having diverse SOGIESC.

- Discuss intimate information carefully, focusing on perception and keeping key terms and concepts in mind.
- Be careful not to conflate sexual orientation, gender identity, gender expression and sex characteristics. Refresh your memory regularly on terms and concepts.
- Remain aware of whether the interpreter could potentially be a deterrent to the individual freely expressing themselves.

Free Account Case Study

An interviewee, R., expresses protection concerns because he is “different.” You are required to identify the reason for R.’s protection concerns. How would you explore R.’s “difference” in the interview?

Do:

- Ask R. what he means by being different
- Ask R. to describe his experience of realizing he was different
- Ask R. to describe his personal experiences of being stigmatized, excluded or harmed
- Ask probing questions if necessary to clarify the narrative

Do not:

- Rely on a particular model related to difference or hold the expectation that someone who expresses being different has a particular set of experiences
- Use a checklist of behaviours or experiences premised upon stereotypes or bias
- Ask R. about sexual experiences
- Assume if R. has diverse SOGIESC he will identify using any particular term
- Assume if R. has diverse SOGIESC he will have shared that with others
- Assume R. will be aware of any LGBTIQ+ organizations or centers
- Assume if R. is married, he may not have a diverse sexual orientation – people get married for a wide range of social, cultural, religious, economic or other personal reasons

The PEACE Model tools presented in this Workbook were developed as part of the Interviewing for Protection Learning Programme (IPLP). Contact: UNHCR GLDC Protection Unit at hgglcpr1@unhcr.org and UNHCR Division of International Protection at peker@unhcr.org. UNHCR personnel can access the Interviewing for Protection Learning Course (IPeLC) on the UNHCR Learning Platform.

MODULE 8 GUIDANCE



Creating Safer Interview Spaces for RSD

The following reminders will help you create safer spaces when conducting RSD interviews:

- It **may take** an individual several complementary or follow-up interviews to feel comfortable sharing their diverse SOGIESC or information related to their current situation.
- **“Hiding”** coping mechanisms include isolation or adopting “masculine” or “feminine” mannerisms. These mechanisms **may reinforce** internalized homophobia and low self-esteem.
- If you are using an **interpreter**, ensure that the interpreter is trained in interviewing people with diverse SOGIESC and will translate your questions in a sensitive and appropriate manner. Individuals may feel more comfortable disclosing information if they have an interviewer or interpreter of a **particular gender**. Use the RSD Job Aid on Working with an Interpreter.
- It is helpful if the interviewer reassures the individual of the **confidentiality** of the interview process and of the organization’s commitment to human rights and to providing a safe space in which the individual can express themselves.
- Start off slowly with general, open-ended questions. Give the individual **time** to feel comfortable and answer the questions. Take **breaks** if needed.
- Reassure the individual that you can **revisit any question** at any time if they are not comfortable answering the question right away.
- Use **non-judgmental** and non-adversarial questioning. Be careful and sensitive about how you ask questions.
- Be **well informed**. Know the situation in the countries of origin and asylum.
- Use **legal standards** as a guide. Remember, the basis of the claim may either be the individual’s **actual** SOGIESC or the persecutor’s **perception** of their sexual orientation, gender identity, gender expression or sex characteristics.
- Gently let the individual know that **intimate details** of relationships or sexual encounters are not necessary to establish a claim, if they discuss them.
- Let the individual **educate you** about the issues facing them and the broader community to which they belong.
- Don’t be afraid to **ask questions** if you don’t understand the terminology an individual is using.
- Openly demonstrate that the interview is a safe space for people with diverse SOGIESC by displaying organizational safe space posters or wearing a safe space lanyard, button or pin.
- Keep in mind that the **more experience you have listening to people with diverse SOGIESC**, the more confident and comfortable you will feel conducting interviews with people with diverse SOGIESC. A good practice to improve your interview skills is to familiarize yourself with the personal experiences of people with diverse SOGIESC.

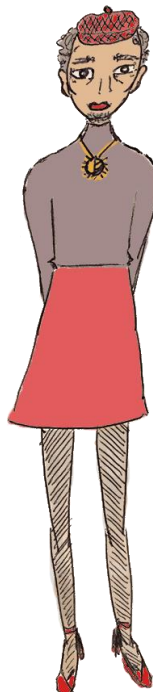


MODULE 9

INTERVIEW TECHNIQUES

Jens's Story

“The biggest secret in my life was when I was age 15... it was my girlfriend. My stepfather was a very religious man and we lived in a small, conservative community where I had to hide my true self. I needed to escape, so I worked several jobs to save enough money to attend a university in a bigger city. There, I could be myself, but without any support systems I lived in abject poverty and struggled constantly. But then I met many other LGBTQ+ youth who had also struggled to leave home. It felt liberating to find a new community! For the first time in my life, I belonged. I can't return home again, but in the new community I've created, we support one another unconditionally and celebrate who we are. Now, we have each other.”



MODULE 9 EXERCISE



Paired Role-Play One – Narrative Sheet

Name: Hasti

Age / Sex as listed on ID: 31 / Female

Legally Married? No

Partner / Common-law Spouse? Yes, a female. They fled their country of origin (CoO) together and are living in the country of asylum (CoA) together.

Occupation: Seamstress for an employment project

Is her family aware of her sexual orientation? No.

What was Hasti's experience growing up? Since childhood, Hasti knew she was different from other girls. Hasti liked to play with boys, play football, climb trees and ride a bicycle – activities girls in her country didn't usually do. She also did not enjoy talking to boys in the same way other girls did. She never wanted to flirt with them and never felt an attraction to them. For these reasons, people started talking about her. They said she dressed like a boy and that she acted strangely. Eventually, Hasti became aware that she had a diverse sexual orientation.

Did anyone else in the CoO (extended family, friends, community members, schoolmates, etc.) know about her sexual orientation? If so, how did they react? When Hasti was in her early 20s, she played football on a women's team after university. Her partner was also on the team. After they met, they became inseparable. They ate together and often stayed at one another's houses. Some suspected they had feelings for one another. Family members told her that, in their religion, being in a same-gender relationship was a grave sin. A neighbor said if the rumors about them were true, the girls should be killed. A local religious leader remarked that lesbians should be beheaded, because "ridding the world of such filth is a good deed." Eventually, they felt the only way to be together safely was to leave. At first, they tried moving to a large city where they could support themselves with basic jobs. However, as they became known in their new neighborhood, problems began. When Hasti's partner left the house, the boys teased her by asking, "Where is your boyfriend?" When Hasti and her partner returned home at night, the neighbors said, "Look! The husband and wife have come home." They thus decided to leave the country.

Does she know other people like her in her CoO? How are they treated? No. She did not and does not currently know anyone else from her country like her and her partner. Based on the threats people made, she assumes other women like them would not risk being exposed publicly.

Situation in the CoA? At the community center, women have started harassing them for not wearing the same clothing as other women in the community. They said they would be answerable "on the day of judgment" and their dress gave the community a bad name. Two weeks ago, several women teased them by whispering, "lesbians" and "eunuchs" and laughing when they walked by. As Hasti and her partner were leaving the center, a woman told Hasti her brother wanted to "make a real woman out of her." She said if her husband caught them acting inappropriately, he would beat them until they bled.

What would happen if she returned to her CoO? Hasti fears she and her partner would be killed by extended family or community members. She also fears being harmed by people at their local religious center.

MODULE 9 EXERCISE



Paired Role-Play One – Interviewer Sheet

Name: Hasti

Age / Sex as listed on ID: 31 / Female

Legally Married? No

Partner / Common-law Spouse? Unknown.

Occupation: Seamstress for an employment project

Interview Background

- You are conducting a **routine interview** with Hasti today. You plan to use the PEACE model.
- You are **unaware** that SOGIESC has a role in Hasti’s experiences of harm in her country of origin.
- You are unaware that Hasti faces any **challenges** related to her SOGIESC at the current time.
- You have **received training** on diverse SOGIESC but have not, to your knowledge, interviewed any such cases.
- However, you have your **training materials** to refer to when directing your line of questioning and are familiar with your organization’s guidance.
- At the start of the role-play, you have just finished giving Hasti your **full standard introduction**. You should plan to **summarize that introduction** to open the role-play.

Country Facts

- **Country of Origin (CoO):** A recent report from a reputable human rights organization notes that, while there are no laws in the penal code of Hasti’s country explicitly prohibiting same-sex conduct, people with diverse SOGIESC are routinely attacked and killed with impunity.
- **Country of Asylum (CoA):** Diverse sexual orientation, gender identity and gender expression are not criminalized, but it is inappropriate to discuss or display diverse SOGIESC.

Other Challenges

- People with diverse SOGIESCs have a difficult time accessing **employment, housing, education and health care** in the CoA.
- Due to being a **single young woman**, Hasti may face particular challenges accessing employment and other services.

MODULE 9 EXERCISE



Paired Role-Play Two – Narrative Sheet

Name: Asad

Age / Sex as listed on ID: 19 / Male

Legally Married? No

Partner / Common-law Spouse? Unknown

Occupation: Informal labourer

Is his family aware of his sexual orientation? Yes. Although he is not open about his sexual orientation with his family or the community, he has since childhood been perceived to be gay by both his family and community members in his country of origin and has suffered ongoing emotional and physical harm from his family and his community as a result.

What was Asad's experience growing up? Asad began to know he was different from his peers around age 12 when his friends began liking girls. He didn't like girls in the same way. Eventually he realized he had same-sex attraction. He also realized that this was why his family and community harassed him for being different as he grew up – because he was not like other boys.

Did anyone else in his country of origin (CoO) (extended family, friends, community members, schoolmates, etc.) know about his sexual orientation? If so, how did they react? Several years ago, Asad was doused with petrol and nearly set on fire by a crowd of youth near his school. He was saved due to the intervention of an older woman, who stepped in between him and the youth, giving him time to run away. Afterwards, he was forced to go into hiding in his family's home. He and his family then began receiving death threats about his perceived sexual orientation. Later that year, Asad was abducted by his uncle, who attempted to take him to a remote village where their extended family lived for either forced marriage or honor killing. Asad was able to escape on the way and return to the capital city. Once back in the city, he did not return to the area where his family was living. He instead sought refuge with friends in another area of the city. Soon after, Asad and a friend were beaten and robbed while walking home after dark. Their attackers used anti-gay slurs while demanding money and beating them with sticks. Asad and his friend were unwilling to report the incident to the police due to experiences their friends had had related to police extortion and verbal abuse. They also avoided going to the hospital to have their injuries treated, as they didn't want to draw attention to the attack. Eventually one friend's family decided to flee the country and Asad went with them.

Does he know other people like him in his CoO? How are they treated? He does not currently know anyone else who is gay there. The friends he previously knew who are gay in his country of origin have all fled. He has heard what happens to people like him there, however (*see below.*)

Situation in the country of asylum (CoA)? Asad supports himself through infrequent menial labour and has dropped out of school. He avoids UNHCR and other organizations because he fears seeing others from his country who may tell his family where he is. The family he is staying with is sympathetic, but he feels that he is a burden on them since he cannot make much money.

What would happen if he returned to his CoO? Even if Asad could live apart from his family, he knows people like him face many threats, including imprisonment, physical punishment and even death.

MODULE 9 EXERCISE



Paired Role-Play Two – Interviewer Sheet

Name: Asad

Age / Sex as listed on ID: 19 / Male

Legally Married? No

Partner / Common-law Spouse? Unknown

Occupation: Informal labourer

Interview Background

- You are conducting a **routine interview** with Asad today. You plan to use the PEACE model.
- You are **unaware** that SOGIESC has a role in Asad’s experiences of harm in his country of origin.
- You are unaware that Asad faces any **challenges** related to his SOGIESC at the current time.
- You have **received training** on diverse SOGIESC but have not, to your knowledge, interviewed any such cases.
- However, you have your **training materials** to refer to when directing your line of questioning, and are familiar with your organization’s guidance.
- At the start of the role-play, you have just finished giving Asad your **full standard introduction**. You should plan to **summarize that introduction** to open the role-play.

Country Facts

- **Country of Origin (CoO):** Same-sex activity is criminalized in the penal code and that, if caught engaging in same-sex activity, an individual could be punished with imprisonment for up to five years. While the penal code is not necessarily enforced throughout the country, the law creates an air of impunity surrounding non-state violence against people with diverse SOGIESC. There are also areas of the country that operate under a set of religious laws that recommend lashes or the death penalty for “homosexual conduct.” There are reports of both men and women being executed under this law.
- **Country of Asylum (CoA):** Diverse SOGIESC is not criminalized, but it is inappropriate to discuss or display diverse SOGIESC in public.

Other Challenges

- People with diverse SOGIESC have a difficult time accessing **employment, housing, education and health care** in the CoA.
- Due to being a **single young man**, Asad may face particular challenges accessing employment and other services.

MODULE 9 EXERCISE



Situational Awareness

Scenario One (for learners working in refugee status determination)

A woman schedules an urgent appointment. She has completed all interviews related to her refugee status determination and is pending a final decision. She tells you she has additional information she wishes to share. She says she identifies as a lesbian and that a new law has just passed in her country of origin that makes same-sex relationships punishable by 15 years in prison. She explains she did not previously share her sexual orientation because she did not feel it was relevant to her claim. She now feels she cannot return to her country of origin both due to the reasons she previously provided, and because of her sexual orientation.

**Do you take this information into consideration? *What additional questions will you need to ask her?*

Scenario Two (for learners not working in refugee status determination)

During an interview, a single adult female mentions she has always known she is “not like other women.” She explains she is “not interested in marrying a man” and says, “My family has hurt me because of it.” You believe she is trying to tell you that she has a diverse sexual orientation or is perceived by her family to have a diverse sexual orientation, so you follow a line of questioning that you feel may prompt her to share the information explicitly with you. She is unable or unwilling to answer your questions.

**Why might that be? *How might you establish whether she has a diverse sexual orientation or is perceived to have a diverse sexual orientation? *If she continues to be unable or unwilling to answer your questions, what should you do?*

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