



Know your rights!

Facilitator's guide for 1-day introductory training on human rights, HIV & PNG law for members of key populations¹ and community stakeholders

Objectives:

- ① To inform participants of their basic human rights [HR]
- ② To enable participants to access legal and other services
- ③ To increase participants' understanding of and support for the rights of key populations

Materials needed:

Essential:

1. Biros; notebooks or exercise books (1 for each participant)
2. Flipchart paper; markers; Blu-Tack; scrap paper
3. Three pieces of flipchart paper; on each write one of the pairs of questions below, leaving enough space under each question for a written reply. Questions are:
Who has human rights?
Are there different human rights for different groups of people?
Are human rights temporary or permanent?
Are human rights recognised by PNG law? If yes, explain.
Is PNG the only country with human rights?
If I know about my human rights, can I do whatever I want?
4. Handout #1: Pre- and post-training questions (2 per participant, both marked with the same number)
5. Handout #2: Comparing human rights with PNG Constitution (1 for each participant)
6. Handout #3: Key populations fact sheet (1 for each participant)
7. Handout #4: Four stories (1 for each small group)
8. Handout #5: Evaluation form (1 for each participant)

Optional:

1. Resources materials (1 for each participant):
 - HAMP Act booklet ➤ You and the Police brochure ➤ Police flier
 - HIV and Discrimination brochure ➤ HIV and the Law brochure
2. *RPNGC Workplace HIV/AIDS Policy* (enough copies for Police participants)

¹ For Tingim Laip, *key populations* are the Papua New Guineans whose involvement in the response to HIV will be “key” -- most effective in reducing the spread of infection. They include those who are already *most affected* by HIV (people living with HIV) as well as those *most at risk* for contracting HIV (people in sex work including clients, transgenders and men who have sex with other men).

Time needed:

1 day (09:00-16:00, 6 hours with 1-hour lunch)

Programme outline & timing:

| | |
|---|---------|
| Pre-workshop and Introduction (15 min) | page 2 |
| Session 1 - Introducing human rights (2 hours) | page 3 |
| Activity 1: What are human rights? (45 min) | |
| Activity 2: Basic questions about human rights (15 min) | |
| Activity 3: Fundamental human rights (1 hour) | |
| Session 2 - Seeking justice (1 hour 15 min) | page 8 |
| Activity 1: What to do if stopped by the police (25 min) | |
| Activity 2: What to do if arrested (20 min) | |
| Activity 3: What to do when your rights are abused (30 min) | |
| Session 3 - Human rights and HIV (2 hours) | page 11 |
| Activity 1: Stigma and discrimination (20 min) | |
| Activity 2: Introduction to the HAMP Act (20 min) | |
| Activity 3: Four case studies (60 min) | |
| Activity 4: Some other relevant PNG laws (20 min) | |
| Post-workshop and Evaluation (30 min) | page 15 |

NOTE: If at all possible, arrange ahead of time for officers with the Ombudsman Commission, Human Rights Track (National Court) and District Court to be available to observe and answer participants' questions.

Pre-workshop and Introduction

Aim: To get things started

NOTE: Prior to the workshop, find out if any participants are pre-literate. If so, pair them with literate participants with whom they are comfortable. Be sure to do this in a respectful manner. For example, do not announce to the group, "Is there anyone here who doesn't know how to read?"

Time: 15 minutes

1. Ask participants to sign attendance and complete the pre-training survey tool²
2. Introduce yourself and have all participants introduce themselves
3. Introduce the training's objectives
4. Review the day's programme and necessary logistics

² Number the copies; each participant should have 2 copies marked with the same number. Distribute only 1 copy to each participant for this exercise, asking them to remember their numbers. (If they wish they can write down the number where they can find it at the end of the training.) The 2nd copy will be distributed at the end of the training so that results can be compared yet remain anonymous.

Session 1 – Introducing human rights

Aim: To provide participants with basic information about human rights

Time: 2 hours

Activity 1: What are human rights? (45 min)

1. Hang a piece of flipchart paper in the front of the room. Write on it *What are human rights?* Distribute scrap paper to each participant. Ask *What are human rights?* Ask each participant to write an answer and put it on the flipchart paper.
2. Read aloud all the answers. Then read the definition below based on the United Nations' *Universal Declaration of Human Rights* and compare with the group's answers:
Human Rights are the rights every human being receives at birth.
3. Make the following points about human rights:
 - a) The United Nations' *Universal Declaration of Human Rights* was written after World War II in response to the many racial, religious and other abuses suffered during that conflict, including torture and mass murder
 - b) All women, men and children are born with rights; human rights are universal
 - c) Some PNG customs respect human rights
 - d) Rights come with responsibilities. *Responsibility* can be understood as *the respect shown for another person's rights*
 - e) Illegal behaviour can cause a person's rights to be restricted or taken away, although other rights of that person are unchanged
 - f) Key human rights are recognised in the PNG Constitution

Activity 2: Basic questions about human rights (15 min)

1. Separate participants into 3 teams and give each a marker and flipchart paper with 2 questions written on it (see *Materials needed*, above). Ask groups to discuss their 2 questions, write answers underneath and choose 2 participants (female & male) to present.
2. Each team presents their answers to the group and gives time for other participants to comment. After all the questions have been answered, compare the answers below with the group's answers. Allow for discussion.
 - a) **Who has human rights?**
 - Every human being has human rights.
 - b) **Are there different human rights for different groups of people?**
 - In general, no. There are *fundamental* human rights which cannot be taken away. All people have these rights, no matter what their race, tribe, place of origin, political opinion, skin colour, religion or sex. Fundamental human rights include:

- Equality of citizens
 - Right to life
 - Right to protection of the law
 - Right to freedom
 - Right to freedom from inhuman treatment
 - However, even fundamental rights can be restricted or taken away if you break a law. For example, *the right to freedom* is taken away if you are convicted of a serious crime and sent to prison. But even in prison, you will still have other rights, such as the right to be free from inhuman treatment.
 - In addition, a country's citizens have rights not shared by non-citizens. For example, Papua New Guinean citizens have the right to vote or hold office, while non-citizens do not share these rights.
- c) Are human rights temporary or permanent?**
- Rights are permanent. Every human is born with human rights and they remain until death.
 - We have human rights regardless of where we are or what government we have.
 - Under a democratic government like Papua New Guinea's people should be able to exercise their rights. Under another form of government, such as a dictatorship, human rights are restricted or ignored.
- d) If I have my human rights, can I do whatever I want?**
- No. All rights come with responsibilities. In the PNG Constitution, the list of fundamental rights is followed by a list of *social obligations* – in other words, what is expected from each of us for the good of the community. These *social obligations* include:
 - participating fully in government
 - respecting the Constitution
 - respecting the rights and freedoms of others
 - Taking this last point, *exercising your own rights must be done in a way that ensures other people's rights are respected*. For example, religions often disagree. But because freedom of religion is protected in Papua New Guinea, government must protect the right of all citizens to practise their faith in their own way.
 - In general there are punishments for abusing the rights of others.
- e) Are human rights recognised under the law of PNG?**
- Yes, the Constitution of PNG recognises over a dozen human rights which are described as *fundamental rights and freedoms*. Some of these are especially important in the response to HIV, and will be discussed in the next activity.
 - Other human rights are covered in other agreements signed between the Papua New Guinea Government and international bodies, especially the United Nations. These agreements may not be laws, but the Government is still expected to abide by them.

Activity 3: Fundamental human rights (1 hour)

1. There are many human rights; 30 are recognised by the United Nations³. For today's workshop we will focus on only five with particular relevance to the response to HIV.
2. Remind participants that these five rights are all guaranteed by the PNG Constitution.
3. Write one of the rights [example: "Right to life"] on a whiteboard/blackboard or flipchart paper. Ask participants *What do you think this means?* After getting some responses, explain using the points below. Solicit questions. Continue in this way until all 5 rights have been presented.

a) **Equality of citizens**

- All citizens have the same rights and responsibilities. This is true regardless of their race, tribe, place of origin, political opinion, skin colour, belief or sex.
- Although certain customs may lower women's status, laws treat all citizens as equals. A woman and a man have the same rights.
- The rights of other people are also often abused. A person living with HIV, a sex worker, a disabled person, a man who has sex with other men, an unemployed youth, a transgender, a so-called "drug body," girls and boys -- all have the same rights as anyone else.

b) **Right to Life**

- Every person has *the Right to Life* – the right to be alive.
- All citizens must respect a person's *Right to Life*. No one has the right to intentionally kill another person. This is murder.
- However, one exception to this Right is when a country allows for law-breakers to be sentenced to death. This is called capital punishment and is illegal in many countries. Recently capital punishment was introduced in Papua New Guinea, and it is a matter of debate.
- ART (anti-retroviral treatment) is medicine that can sustain the life of a person living with HIV. If someone living with HIV is prevented from getting this medicine, and as a result dies, then their *Right to Life* has been taken away.
- The Right to Life is sometimes claimed by persons who are against ending a pregnancy – also called abortion. There is an active international debate on this issue. No one disagrees that a baby is born with life, but scientists and doctors do not agree on when or whether an unborn child is alive separate from its mother. The mother's Right to Life must also be considered, especially in a country like Papua New Guinea which has one of the world's highest percentages of mothers dying when they give birth.

³ These are found in *the Declaration of Human Rights*

c) Protection of the Law

- Every person has the right to the full protection of the law, including persons in police custody or charged with an offense. A person has rights even when arrested, in gaol or in prison.
- For any offence, the legal procedure is supposed to be followed.
 - ☐ A formal complaint must be laid to make arrest.
 - ☐ When arrested a person must be told of the reasons for the arrest, and the charges.
 - ☐ If detained the person must be informed of her or his right to talk to relatives, a close friend or a lawyer, and the right to bail.
- Under PNG law, a person charged with an offence is presumed innocent until proven guilty by a court of law. There is no legal basis for punishing an innocent person, such as:
 - ☐ A store's security guards bashing up a youth suspected of stealing
 - ☐ Soldiers breaking up a roadside market and taking the buai
 - ☐ Police picking up transgenders and forcing them to perform oral sex

d) Freedom from inhuman treatment

- No person can be given treatment or punishment that is extremely cruel or otherwise inhuman, and does not respect the dignity of the other person. This is called *torture*. Torture can be physical or mental. Possible examples:
 - ☐ Repeated domestic violence
 - ☐ Burning a suspected witch with hot irons
 - ☐ Forcing sex workers to parade in public while blowing up and swallowing condoms
 - ☐ A man slowly starving his HIV-positive sister
 - ☐ Children being tied with rope, locked in a closet and beaten
- Even in prison treatment should not be harsh, cruel or inhuman.

e) Liberty of assembly and association

- Everyone has the right to gather with others peacefully and to associate with them. This includes the right to join organisations that will protect your interests.
- Restrictions may be needed to safeguard national security, public safety, public morals, or the rights and freedoms of others.
- Joining a sex worker organisation (like Friends Frangipani) is an exercise of this right. So is becoming a member of Kapul Champions – even though sex between men is illegal.

4. Following the presentation, separate participants into teams. Give each team flipchart paper with two of the fundamental rights listed above written on it. (The same right can be given to more than one group.) Ensure there is space below each right for team members to write their answers.
5. Ask each team to choose two people to report back to the group. Teams:
 - a) Discuss each right and then write what it means
 - b) Prepare a role play showing *an abuse* of that right

6. When they are ready, ask the three teams to present their answers and their role plays to the group. Facilitate the discussion. After each role play, ask
 - a) *Which right is at issue here?*
 - b) *What did you see in the role play?*
 - c) *Do you think the team understands the right?*
 - d) *Did the role play show a good example of that right being abused?*
 - e) *Is there anything you would change?*
7. From the last session, review how the teams showed the equality of citizens being abused, and also the abuse of the rights to life, protection of the law, freedom from inhuman treatment, and liberty of assembly and association. Ensure that the teams understand each of these rights correctly.
8. Human rights are abused when people are unable to exercise their rights. Other examples of abuse could include:
 - a) violence, including gender-based violence
 - b) breach of confidentiality regarding HIV status
 - c) denying a transgender access to public services such as health care, education or police protection
 - d) blaming sex workers for spreading HIV

Session 2 – Seeking justice

Aim: To help participants identify human rights abuses, and what can be done about them

Time: 1 hour 15 min

Activity 1: What to do if stopped by the police (25 min)

NOTE: Most of this information is found in the PALJP brochure, “You and the Police”

1. Form participants into small groups. Tell groups that they have just been stopped by the police. What should the police do? What should you do? Do not use flipchart paper; instead, have one person quickly note down the group’s answers so that the report-back can also happen quickly. Allow 10 minutes.
2. Small groups report back.
3. Based on the responses in Activity 2, review these points with participants:
 - a) If you are detained by the police, you still have rights.
 - b) You are innocent until proven guilty.
 - c) Police may stop you if they believe you are about to commit a crime, are committing a crime or have committed a crime.
 - Police may question anyone regarding a crime
 - Police must be in uniform and/or have proper ID
 - Police may only keep you at the police station if you have been arrested. If you don’t know if you have been arrested, ask “Am I under arrest?” If the answer is *no*, then you are free to leave.
 - d) Police may search a person or vehicle for stolen property. They may also search for anything used to commit a crime.
 - The officer doing the search may touch the clothing and body of the person being searched.
 - A female suspect should be searched only by a police woman
 - PNG law protects everyone’s right to have condoms, including youths and sex workers. Carrying condoms is not evidence of criminal activity.
 - During a search police may remove anything stolen, or anything used for a crime.
 - If the police take something during a search they must write down the person’s name, a full description of the items, and when and where they were removed.
 - e) You cannot be locked in a police cell without being charged.

Activity 2: What to do if arrested (20 min)

1. Reform participants into small groups. Tell the groups that they have just been arrested by the police. What should the police do? What can you do? Have one person quickly take notes of the ideas. Allow 10 minutes.
2. Small groups report back.

3. As above, based on the responses in Activity 4, review the following points with participants:
 - a) If you are arrested, you still have rights.
 - b) You are innocent until proven guilty.
 - c) When a person is arrested
 - You must be told why you are arrested and what you are charged with
 - Your name and the reason for the arrest must be entered into the permanent register of arrests
 - You have the right to talk to a relative, friend or lawyer. It is a breach of your rights if you are prevented from talking with someone.
 - Once you are formally charged (and depending on the crime) you have the right to bail. It can be a breach of your rights if you are denied bail.
 - You have the right to appear before a court and magistrate as soon as possible
 - A person may not be arrested just to be asked questions
 - A person can claim compensation for false arrest or false imprisonment, and also for assault by police.
4. Lead a short group discussion: *What is bail? Have any of you had to pay bail? What happened?*
5. Bail is a legal process that allows you to be released from the police while awaiting court.
 - a) Bail should be given if it is not possible for you to go to court in a reasonable time.
 - b) Bail usually is granted with conditions. One condition may be that someone promises you will appear in court, and pays money to guarantee this. The money is held by the government. If the conditions for the bail are not met, the government keeps the money.

Activity 3: What to do if your rights are abused (30 min)

NOTE: Most of this information is found in the PALJP brochures, "HIV and Discrimination" and "You and the Police"

- 1) In general, if your rights are abused, here's what you can do:
 - a) Talk to a trusted friend
 - b) For physical abuse, report the matter to the Family & Sexual Violence Unit at a police station. If no such unit exists, try to use your personal network to reach someone sympathetic amongst the police who will listen and document the complaint
 - For abuse within a marriage, or between any intimate partners, the survivor can apply for an Interim Protection Order (IPO) which can help prevent further physical harm
 - For sexual abuse, first go to the hospital to be examined and get emotional support and immediate first aid. Depending on the situation it

may be necessary to administer post-exposure prophylaxis (PEP), birth control or STI medication.

- Report cases of sexual abuse to the police only after receiving medical care
 - c) When members of key populations are abused, report this to the PNG Development Law Association. The role of the non-profit PNGDLA is to assist human rights abuses involving PLHIV, people in sex work, transgenders and men who have sex with other men
 - d) Report it to the relevant national advocacy network. These are: Friends Frangipani (for people in sex work); Kapul Champions (for transgenders & men who have sex with other men; and Igat Hope (for people living with HIV)
 - e) Use the courts: take the matter before the Village Court (for cases such as name-calling or malicious gossip), or the District Court
 - f) For very serious abuses of human rights, take the complaint directly to the Human Rights Track within the National Court by completing a “Human Rights Enforcement Application”
- 2) However, if your rights are being abused by the police, or by any other civil servants while acting officially, here’s what you can do:
- a) *Any of the steps above*
 - b) For police, report the matter to the Station Commander, the Royal PNG Constabulary Public Complaints or the Commissioner of Police
 - c) Make a complaint to the Ombudsman Commission. The role of the Ombudsman is to investigate complaints against public authorities, including the police. (The Ombudsman has no power to investigate complaints about private individuals, private companies or the personal matters of public servants.)
 - d) If you have been illegally detained by police, make a complaint directly to the National Court by completing and filing a “Complaint of Unlawful or Unreasonable Detention”

Session 3 – Human rights and HIV

Aim: To introduce participants to specific laws in Papua New Guinea that affect the country's response to HIV, and the human rights issues involved.

Time: 2 hours

Activity 1: Stigma and discrimination (20 min)

1. Announce that this session will begin by examining two concepts widely used in the HIV response: *stigma* and *discrimination*.
2. Separate the group into 4 teams. Ask Team 1 to discuss and then write a definition of *stigma*; Team 2 to write a definition of *discrimination*; Team 3 to do a role play showing *stigma*; and Team 4 to do a role play showing *discrimination*.
3. Ask Team 1 to share its definition of *stigma*, and then ask Team 3 to perform its role play. As necessary, add this to Team 1's definition: *Stigma is a label placed on someone which gives them less value than other people. This is often done publicly in a way that encourages others to hate the person being stigmatised. A person can stigmatise another person or a group of people; a person can also stigmatise himself ("self-stigma").* Lead the discussion asking: *What did you see in this role play? Who was being stigmatised? Why? Does this happen in your community?*
4. Ask Team 2 to share its definition of *discrimination*, and then ask Team 4 to perform its role play. As necessary, add this to Team 2's definition: *Discrimination is treating someone in a way that harms them, disadvantages them, or denies them their human rights.* Lead the discussion asking: *What did you see in this role play? Who was being discriminated against? How was the person being harmed? Does this happen in your community?*

Activity 2: Introduction to the HAMP Act (20 min)

1. Write "HAMP Act" on flipchart paper or a whiteboard; ask participants to raise their hand if they have heard of the HAMP Act. Ask whether anyone knows what the letters stand for, and then explain "HIV/AIDS Management & Prevention Act 2003".
2. Discuss, covering these main points: The HAMP Act...
 - a) Protects the rights of PLHIV and others affected
 - b) Prohibits stigma and discrimination against PLHIV and others affected
 - c) Protects everyone's right to access condoms and correct HIV information
 - d) Safeguards confidentiality of HIV status
 - e) Prevents forced testing [although there are exceptions]
 - f) Empowers PLHIV and others affected to seek justice for any abuses

3. One other provision of the HAMP Act makes it a crime to “intentionally infect others with HIV”.
 - a) This last point has become law in many countries, but is very controversial. Many people now consider this approach to cause great harm
 - b) First, it is nearly impossible to prove that someone *intends* to transmit HIV; instead, most PLHIV are very careful and worry about *not* infecting others
 - c) There is also no test that shows who infects someone else, or when it took place; we simply do not know, and it cannot be proved in a court
 - d) This approach also ignores the fact that when an HIV+ person is consistently on ART, they cannot pass on the virus
 - e) There are many reasons why it is difficult for an HIV+ person to reveal their status to a sexual partner – but this does not mean they wish to pass on the virus
 - f) In effect, this part of the HAMP Act places all the burden of prevention on people already living with the virus, but ignores the responsibility of others. Instead, prevention is everyone’s responsibility, whether you know your status or not. **If every person who is *not* infected with HIV uses a condom, HIV could not spread. It is *people who refuse to use condoms* – people who are *not* infected, and people who don’t know their HIV status -- *who are spreading HIV*.**
4. Ask participants: *Why was the HAMP Act written? In 2003, what was it like for Papua New Guineans living with HIV? As needed, add that there were many hateful and violent attacks on the rights of PLHIV, including people losing their jobs, homes and families, thrown out of their communities, being buried alive, and so on. The Act was written in response to these abuses of human rights.*

Activity 3: Four case studies (40 min)

1. Separate participants into four small groups. Give each group a different story -- Betty’s Story, Mary’s Story, Ruth & Bari’s Story or Roma’s Story – flipchart paper and a marker. Ask each group to read the story aloud together so that all members can hear. The group then writes its answers to these four questions on the paper.
 - a) Who is the person whose rights are abused?
 - b) What are the key issues (problems)?
 - c) What can be done?
 - d) If you were in their position, do you think you would be able to seek assistance? Why or why not?
2. The four groups present back, first telling their story and then answering the 5 questions above. Facilitate discussion.

Activity 4: Some other relevant PNG laws (20 min)

1. It is often said that sex work and sex between men are illegal in PNG. Actually, the situation is not quite so straight forward. This is partly because the laws are from

the colonial period and came to PNG from England via Australia. They are poorly written and out-of-date with modern trends.

2. Sex work

- a) In the Summary Offences Act, Section 55 makes it illegal to “knowingly” *live off the earnings of prostitution*.
- b) Ask participants: *Who lives off the earnings of prostitution?* Draw out responses that identify brothel owners or pimps. This Section of the Act was originally written to discourage the exploitation of women by brothel owners or pimps, the very people (usually men) who do live off the earnings of sex workers. However, within the last 50 years it has been interpreted to mean the women themselves.

3. Sex between men

- a) Regarding sex between men, there are two relevant sections of the Criminal Code. These are Section 210 which refers to “indecent practices between males” and Section 212 which refers to “gross indecency”. It is these sections which are interpreted to mean anal and oral sex, although these words appear nowhere in the law. “Gross indecency” is not defined.
- b) It is the sex act itself that is illegal. There are no laws about men being in a relationship, or identifying as MSM, gay or homosexual, or being members of Kapul Champions (PNG’s national network for transgenders and men who have sex with other men).
- c) If two men choose to have sex together, both are breaking the current law. This is important since blackmail in PNG usually involves a willing sexual partner who then threatens to go to the police. But in fact if he does go to the police, and the police know the law, the blackmailer himself risks arrest.
- d) These sections of the Criminal Code are specific to consensual sex between adult men. Other laws or sections of the Code deal with forced sex (rape), and with sex involving children. Both are illegal.

4. Tell participants that the next activity is a debate, and that you will need six volunteers. The rest of the participants are the audience.

- a) Divide the volunteers into two groups, one group to argue for the statement, one to argue against. The statement is: *The current laws on sex work and sex between men are helping spread HIV.*
- b) Each side will organise their position in three sections: an opening statement, key arguments, and conclusion. One person will take each section. No one speaker may take longer than 5 minutes.
- c) Give the teams of volunteers 30 minutes to organise their arguments, and then 30 minutes for the debate itself.
- d) At the end, ask audience members to vote on which argument was more persuasive.
- e) When summarising, point out the United Nations and other bodies see such laws as helping to block the response to HIV. Reforming such laws is an important part of the response. Laws like this are controversial in PNG and in

many other countries. In many countries sex work is not against the law; the same is true of sex between consenting adult men. In PNG these laws are now with the Law Reform Commission for review.

Post-workshop and Evaluation

Aim: To find out what participants have learned and how the training could be improved

Time: 30 min

Activity 1: Naming local resources (10 min)

1. On flipchart paper or whiteboard, list any resources for counselling or legal assistance, along with contact information. Include any local resources, District and National Courts, Human Rights Track, Ombudsman and PNGDLA.
2. Review the list with participants. Based on their experience make any revisions or additions.

Activity 2: Post-training survey (10 min)

1. Ask participants to complete the post-training survey tool, identifying their form with the same number used for the pre-training survey.

Activity 3: Evaluation (10 min)

1. Hand out copies of the evaluation form and ask participants to answer the questions. Encourage them to make their responses as specific as possible.

Handout #1, side 1 (English):

Pre- and post-training questions

Mark only one box for each answer.

| # | Questions | True | False | Not sure |
|----|---|------|-------|----------|
| 1 | Men have more rights than women. | | | |
| 2 | If I am raped I must first go to the police. | | | |
| 3 | Sex workers, and people living with HIV, have no rights. | | | |
| 4 | If police tell a sex worker, "You go around giving AIDS to men", she has the right to take them to court. | | | |
| 5 | In PNG it's okay for men to shout at women and bash them up. | | | |
| 6 | If a sex worker is raped, there's nothing she can do about it. | | | |
| 7 | A clinic nurse gives me medicine. Then she told one of my wantoks that I am HIV positive. I didn't give her permission to do this, but it's not worth doing anything about. | | | |
| 8 | I'm transgender. The people in my village gossip about me and swear at me, but there's nothing I can do about it. | | | |
| 9 | My husband and I are HIV positive. I love my husband very much, but if he has sex with anyone else, I can take him to court for giving me HIV. | | | |
| 10 | PNG law protects everyone's rights. | | | |
| 11 | Because I'm a sex worker I have no rights. | | | |
| 12 | I have HIV. My family makes me sleep in the bush, far from the house. I want to take them to court but the law will not let me because they are family | | | |
| 13 | If my husband bashes me up, that's okay: he loves me too much and is just jealous. | | | |
| 14 | If customs don't agree with human rights, there's nothing to be done: custom is custom. | | | |
| 15 | If I'm really sick, the doctor can test my blood for HIV even if I don't give consent. | | | |

Handout #1 (side 2, Tok Pisin):

Ol Askim: Emi tru o giaman?

Long wanwan askim, tikim wanpela bokis tasol.

| # | Ol askim | Tru | Giaman | Mi no save |
|----|--|-----|--------|------------|
| 1 | Ol man igat planti rait long ol meri. | | | |
| 2 | Sapos oli reipim mi o bagarapim mi, nambawan samting, mi mas go long polis. | | | |
| 3 | Ol pamuk, na ol lain husait istap pinis wantaim HIV, ol ino gat ol "rait". | | | |
| 4 | Sapos polis tokim wanpela pamuk, "yu save raun na givim sik AIDS long ol man", emi gat rait long kotim ol. | | | |
| 5 | Long PNG emi orait long ol man long toktok strong long ol meri na paitim ol. | | | |
| 6 | Sapos oli reipim 1pela pamuk, emi no inap wokim wanpela samting. | | | |
| 7 | Wanpela sista blong klinik isave givim marasin long mi. Bihain emi tokim wantok bilong mi, mi stap wantaim HIV. Mi no bin tokorait, tasol nogat samting. | | | |
| 8 | Mi wanpela meriman. Ol lain long ples isave mekim rabis toktok lo bagarapim mi na toknogutim mi, tasol mi no inap long mekim wanpela samting. | | | |
| 9 | Mi tupela marit stap wantaim HIV. Mi laikim man bilong mi tumas. Tasol, sapos emi paul nabaut, mi inap long kotim em bikaus emi bin givim sik nogut long mi. | | | |
| 10 | Ol lo bilong PNG isave lukautim ol "rait" bilong olgeta manmeri. | | | |
| 11 | Bikaus mi pamuk mi nogat ol "rait". | | | |
| 12 | Mi stap wantaim HIV. Famili bilong mi tokim mi lo slip lo bus, longwe lo haus. Mi laik kotim ol tasol mi no inap, bilong wanem, lo itok emi tambu long kotim famili bilong mi. | | | |
| 13 | Sapos man bilong mi paitim mi, emi orait. Emi laikim mi tumas na emi jalus tasol. | | | |
| 14 | Sapos ol kastam tumbuna blokim ol "rait" bilong ol manmeri, ino gat we long stretim dispela. Kastam emi kastam tasol. | | | |
| 15 | Sapos mi sik nogut tru, dokta inap lo testim blut blong mi long HIV, maski mi no bin tok orait long em. | | | |

Comparing human rights with rights written into the PNG Constitution

| Universal Declaration of Human Rights (UN) | PNG Constitution |
|--|--|
| 1 <i>We Are All Born Free & Equal.</i> We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way. | Equality of all citizens |
| 2 <i>Don't Discriminate.</i> These rights belong to everybody, whatever our differences. | Equality of all citizens |
| 3 <i>The Right to Life.</i> We all have the right to life, and to live in freedom and safety. | Right to life. |
| 4 <i>No Slavery.</i> Nobody has any right to make us a slave. We cannot make anyone our slave. | Freedom from forced labour. |
| 5 <i>No Torture.</i> Nobody has any right to hurt us or to torture us. | Freedom from inhuman treatment |
| 6 <i>You Have Rights No Matter Where You go.</i> I am a person just like you! | Equality of all citizens; Right to the protection of the law |
| 7 <i>We're All Equal Before the Law.</i> The law is the same for everyone. It must treat us all fairly. | Right to the protection of the law |
| 8 <i>Your Human Rights Are Protected by Law.</i> We can all ask for the law to help us when we are not treated fairly. | Right to the protection of the law |
| 9 <i>No Unfair Detainment.</i> Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country. | Right to Liberty of the person |
| 10 <i>The Right to Trial.</i> If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do. | Right to the protection of the law |
| 11 <i>We're Always Innocent Till Proven Guilty.</i> Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true. | Right to the protection of the law |
| 12 <i>The Right to Privacy.</i> Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason. | Right to privacy |
| 13 <i>Freedom to Move.</i> We all have the right to go where we want in our own country and to travel as we wish. | Right to freedom of movement |
| 14 <i>The Right to Seek a Safe Place to Live.</i> If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe. | No |
| 15 <i>Right to a Nationality.</i> We all have the right to belong to a country. | Equality of all citizens |
| 16 <i>Marriage and Family.</i> Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated. | No |
| 17 <i>The Right to Your Own Things.</i> Everyone has the right to own things or share them. Nobody should take our things from us without a good reason. | Protection from unjust deprivation of property. |
| 18 <i>Freedom of Thought.</i> We all have the right to believe in what we want to believe, to have a religion, or to change it if we want. | Freedom of conscience, thought and religion |

Handout #2 (side 2):

Comparing human rights with rights written into the PNG Constitution, *continued*

| Universal Declaration of Human Rights (UN) | PNG Constitution |
|--|---|
| 19 <i>Freedom of Expression.</i> We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people. | Freedom of expression |
| 20 <i>The Right to Public Assembly.</i> We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to. | Freedom of assembly and association |
| 21 <i>The Right to Democracy.</i> We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders. | Right to vote and stand for public office |
| 22 <i>Social Assistance.</i> We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old. | No |
| 23 <i>Workers' Rights.</i> Every grown-up has the right to do a job, to a fair wage for their work, and decent working conditions. | Freedom of employment |
| 24 <i>The Right to rest and leisure, including time off work.</i> | No |
| 25 <i>Food and Shelter for All.</i> We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for. | No |
| 26 <i>The Right to Education.</i> Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn. | No, but included in National Goals and Directive Principles |
| 27 <i>Everyone has the right to participate in cultural life.</i> | No, but included in the National Goals and Directive Principles |
| 28 <i>A Fair and Free World.</i> There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world. | No |
| 29 <i>Responsibility.</i> We have a duty to other people, and we should protect their rights and freedoms. | Yes |
| 30 <i>No One Can Take Away Your Human Rights</i> | -- |

--Source:

“Workshop on Rights and Laws for Men of Diverse Sexualities and Transgenders in PNG” manual by Tim Leach, January 2015

Handout #3:

Key Populations Fact Sheet

See separate document

Four Stories

After reading your story, discuss in your group and answer these questions:

1. Who is the person whose rights are abused?
2. What are the key issues (problems)?
3. What can be done?
4. If you were in their position, do you think you would be able to seek assistance? Why or why not?

Mary's Story

Mary is a woman living with HIV. She lives in Warakum. One morning she had an argument with her cousin sister. Her sister screamed at her and said, *You AIDS carrier and whore*. Her sister kept on screaming at the top of her voice. Her sister slapped Mary on her face. The neighbours were gathering and listening to their argument. Mary was so upset she went to the police station to report her sister for slapping her, but her sister got to the station first. Mary's sister talked to a policeman outside the station who was related to her husband. This policeman then had Mary locked in a cell. When Mary asked why she was being locked up, the policeman just laughed and walked away.

Betty's Story

Betty is 26 years and is a school teacher. She is married with 2 children. Her husband works for an Oil Company. Betty is 2 months pregnant.

In one of Betty's pregnancy check-ups (antenatal) at the local clinic, she was asked whether she would agree to have an HIV test as part of the routine checks for all pregnant mothers. After going through pre-test counselling, she decided to have the test. When she received the result of the test, she found out that she was HIV+.

When the school's Head Teacher found out about this, he told Betty she could no longer teach at the school. She was also told that her children had to leave the school: what if they gave HIV to other children?

Ruth and Bari's story

Two nights ago Ruth and her friend Bari left the house to find some buai. As they walked a village car stopped next to them. Three men got out of the car and bashed up Ruth and Bari. The two women called for help but no one came.

The men swore at the women, punched and kicked them. They called the women all kinds of names and said, *Pamuks like you need to be taught a lesson*.

When the men saw the women were bleeding they left. Then another man saw them and helped them go to the hospital. Ruth wants to seek justice.

Roma's Story

Roma is from Kundiawa but works for a biscuit company in Port Moresby. He got a phone call from an unknown number. He answered the phone and the caller identified himself as Bru. Roma has met Bru. Bru kept calling and asking for money. Roma stopped answering Bru's calls. When Roma finally answered a call Bru demanded K1,000. Bru told Roma that if he didn't give him this money Bru would tell the police that Roma is a gay man. Bru also threatened to bash up Roma.

Roma comes to you for help. What will you do?

Fopela Stori

Wantaim grup bilong yu, ridim stori bilong yu wantaim. Bihain, ridim wanwan askim na paitim tok igokam.

1. Husait dispela man/meri ol ibin bagarapim raits bilong em?
2. Long dispela stori, wanem ol dispela hevi?
3. Wanem samting bai ol wokim long stretim dispela hevi?
4. Sapos yu dispela man/meri, yu ting yu inap painim halivim? Bilong wanem bai yu painim halivim o bilong wanem bai yu ino inap painim halivim?

Stori bilong Mary

Mary emi wanpela meri husait istap wantaim binatang bilong HIV. Emi save slip kirap long Warakum. Wanpela monin emi gat kros wantaim sista bilong em. Sista bilong em singaut antap long em na tok, *Yu save karim sik AIDS na raun, yu wanpela pamuk meri*. Sista bilong em singaut singaut na bikmaus antap long em. Sista bilong em brukim pes bilong em. Ol lain istap klostu klostu long ol iharim kros-pait bilong ol. Mary emi pilim nogut olgeta na emi go long polis steson long mekim komplein. Tasol sista bilong em igo pas na stretim tok wantaim wanpela polis husait iwantok bilong man bilong em. Polisman ikirap na kalabusim Mary long sel. Taim Mary askim polis bilong wanem emi stap long sel, polisman ilap na wokabaut tasol.

Stori bilong Betty

Betty emi gat 26pela krismas na emi wanpela tisa meri. Emi marit na emi gat 2pela pikinini. Man bilong em iwok wantaim wanpela Oil Company. Betty igat bel 2pela mun.

Betty isave go long skel bilong ol belmama long klinik. Wankain long ol narapela belmama, ol sista askim Betty sapos oli ken sekim blut bilong em long HIV. Bihain long kisim skul toktok emi wanbel long kisim HIV test. Taim emi kisim toksave bilong test, test itok olsem emi stap wantaim binatang bilong HIV.

Taim het tisa ipainimaut olsem Betty istap wantaim HIV, het tisa itokim em olsem emi no inap wok moa long skul. Het tisa tokim Betty ol pikinini bilong em tu imas lusim skul: sapos oli givim sik long ol narapela pikinini, olsem wanem?

Stori bilong Ruth na Bari

Tupela nait igo pinis, Ruth na fren bilong em, Bari, ibin lusim haus bilong painim buai. Taim ol wokabaut long rot, wanpela kar long ples bilong ol ikam stop sait bilong ol. Tripela man ikam autsait long kar. Ol ipaitim Ruth na Bari nogut tru. Tupela meri isingaut long kisim helpim tasol nogat wanpela lain iharim singaut bilong ol na kam halivim ol.

Ol man toknogutim tupela, paitim tupela na kikim ol tu. Ol ikolim ol kainkain nem nogut long ol na tok *Ol pamuk meri olsem yutupela imas kisim skul.*

Taim tupela man lukim blut pundaun, oli lusim tupela meri na go. Bihain narapela man ilukim 2pela na helpim ol igo long hausik. Ruth ilaik karim dispela hevi igo long husait inap long helpim na stretim.

Handout #4 (side 4, Tok Pisin)

Stori bilong Roma

Roma emi bilong Kundiawa na emi save wok wantaim wanpela biskit kampani long Mosbi. Wanpela taim mobile bilong em ikirai tasol em ino save long namba. Emi answerim kol na man itoksave olsem, nem bilong em Bru. Roma ibin bungim Bru. Bru wok long kolim em yet na askim em long moni. Roma emi les olgeta na emi les long bekim singaut long Bru. Taim Roma ianswerim kol Bru iaskim em long K1,000. Emi tokim Roma sapos Roma ino givim dispela moni K1,000, em bai kisim polis, bilong wanem, Bru bai tokim polis Roma emi wanpela gay. Na tu Bru imekim poret tok olsem em bai paitim Roma sapos Roma ino givim Bru dispela moni K1,000 Bru askim long em.

Roma ikam long yu long kisim halivim. Wanem samting bai yu mekim long Roma?

Evaluation Form

1. Name three new things you have learnt./Kolim 3pela nupela samting yu bin kisim skul long en.

2. What would you like to know more about?/Wanem samting yu laik save more long en?

3. What would have made the training better?/Sapos mipela wokim dispela skul gen, wanem samting bai mekim skul gutpela moa?

4. Anything else?/Narapela samting?
