



Protecting Human Rights by Fighting Stigma and Discrimination among PLHIVs and Key Populations Training Workshop

Workshop Facilitation Guide

Developed in collaboration between
CHRAJ & WAAF, with input from GAC
April 2015

About the Partners and Organizations Involved

The Discrimination Reporting System Outreach project is meant to improve knowledge and use of the Stigma and Discrimination Reporting System among People Living with HIV (PLHIV) and key populations. This system, launched in December 2013, is the result of a three year collaboration between the Commission on Human Rights and Administrative Justice (CHRAJ), the USAID PEPFAR-funded Health Policy Project (HPP), the Ghana AIDS Commission (GAC), and many other human organizations. The outreach project is being coordinated by WAAF.

CHRAJ was established to receive and investigate complaints of fundamental human rights and freedoms, administrative injustices, corruption and abuse of power and other related issues including, but not limited to, discrimination against individuals. The Commission on Human Rights and Administrative Justice Act (Act 456) established CHRAJ and entrusted it with the responsibility of ensuring the confidentiality and rights of its clients in the delivery of service.

WAAF is a non-governmental organization that amongst others, implements interventions for PLHIVs and Key Populations and recognizes the Discrimination Reporting System to be tremendously helpful in tracing cases of stigma against its target populations as well as providing more meaningful services in the future. WAAF serves, not only as a partner, but as a designated reporter, lodging human rights complaints on behalf of vulnerable populations.

In the quest to increase the uptake of cases reported, CHRAJ has offered WAAF the opportunity to coordinate activities within a six month project to increase public knowledge about the platform among PLHIVs, Key Populations, health care workers, and organizations working closely with these groups. The training outlined by this manual is an integral part of this project, the success of which will help protect the human rights of PLHIVs and Key Populations throughout Ghana.



For more information on CHRAJ, go to <http://www.chrajghana.com/>



For more information on WAAF, go to <http://www.waafweb.org/>

Activities and inspiration for this guide were taken from the following sources:

Understanding and challenging HIV stigma: Toolkit for action (Revised Edition, published June 2007)
Academy for Educational Development, International Center for Research on Women,
and International HIV/AIDS Alliance
For more information about Alliance publications, please go to www.aidsalliance.org/publications

Human Rights Simplified for Basic Schools: Teachers' Manual (published August 2008)
Commission on Human Rights and Administrative Justice (CHRAJ)

Teaching Human Rights: Practical activities for primary and secondary schools (published 2004)
United Nations Publication from the Office of the High Commissioner for Human Rights

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Contextual Overview

Background

Stigma and discrimination against people living with HIV (PLHIV) and key populations, such as sex workers and men who have sex with men, reduces access to critical services, adversely affects health outcomes, and undermines human rights. The Commission on Human Rights and Administrative Justice's (CHRAJ) Discrimination Reporting System for reporting PLHIV & KP -related discrimination has been designed to provide a mechanism for civil society organizations and individuals to report cases to CHRAJ and track case progress, and in particular for CSOs, use data on stigma and discrimination to guide future advocacy on HIV- and other related policies in Ghana.

After more than a year of the official launch and implementation of the Discrimination Reporting System in Ghana by CHRAJ, HIV and Key Population related cases remain unreported. Interactive follow up meetings with PLHIVs, MSMs and FSW groups uncovered that knowledge of stigma and discrimination in the broader context of human rights is very low among all the three groups. Interviews with PLHIVs and Key populations revealed that they did not fully understand what cases to report to CHRAJ due to the general lack of understanding of their basic human rights.

While CHRAJ together with key partners are making all the efforts to make the online reporting system user-friendly, the Commission also recognizes the knowledge gap in human rights education. Against the backdrop, CHRAJ with the technical assistance of HPP through its Public Education Unit, is working with CSOs to educate PLHIVs and Key Populations on human rights, so as to improve PLHIVs and key populations' knowledge of human rights through education for a better understanding as well as the appreciation of human rights violations and make reports before it.

Surfing through a number of available literature, it became evident that in spite of the many works that have been done on PLHIV and Key Population related stigma and discrimination, through trainings, gaps still exist in almost all the HIV related Stigma and Discrimination training modules from a human rights perspective. While there are excellent training modules available on PLHIV and Key Population related Stigma and Discrimination, in terms of material contents, there is very little or nothing at all on HIV and Key Population related Human Rights education in Ghana. The design of this training module therefore aims at filling the missing gap of Stigma and Human Rights.

Like many other training modules, the design of this one, draws on existing best practices and adapts a number of existing training modules and manuals to provide facilitators with the information, specific activities, and materials needed to effectively plan and deliver a hands-on training programme. This manual encourages participatory learning and provides hands-on identification of case scenarios, problem-solving experiences and exercises.

This manual includes learning objectives for each of the activities; descriptions of the training approach, methods and techniques; copies of handouts and worksheets where necessary, that can easily be copied and distributed to those who might be interested. There are also evaluation sheets for use by the facilitators. Other literature has been cited from many sources and these must be acknowledged wherever possible. Facilitators are expected to use this module to facilitate similar future training workshops.

It is expected that this manual will respond to the needs of PLHIV and Key Populations Stakeholders across Ghana as well as other related organizations. As the area of PLHIV and Key Population related Stigma and Discrimination/ Human Rights Education is envisioned to evolve, it is expected that the modules would also evolve. We look forward to receiving inputs and improvements from its users.

Introduction to the Guide

This guide has been created as a toolkit to provide trainings to groups of people living with HIV and members of key populations to serve as community focal persons to increase demand and use of the CHRAJ Discrimination Reporting System. This training module has been designed to address the knowledge and skill gaps reported as the cause for the underutilization of the Reporting System.. In order to provide participants with a complete understanding of the purpose of the system and the benefits to the community, as well as create a sense of agency within the participants, this training has been designed as a participatory exercise where the emphasis is placed on participant reflection, discussion, and action. Enclosed is information on how to facilitate a single-day training for up to 20 participants.

Objectives of the Training

The overall aim of the training is to bridge the knowledge gap in Human Rights Education to enable PLHIVs and Key Populations challenge and report all forms of rights violations that are perpetuated against them. The specific objectives are to work with participants to:

1. Have increased knowledge of stigma and discrimination based on fundamental Human Rights which applies to PLHIVs and key populations.
2. Explain links between Human Rights, Stigma and Discrimination as experienced by PLHIVs and Key Populations.
3. Recognize specific human rights violations often faced by PLHIVs and Key Populations as it pertains specifically to health risks (environmental factors, service providers, uptake of services by key populations, among others).
4. Understand why it is important to report Human Rights Violations faced by PLHIVs and Key Populations into the CHRAJ Discrimination Reporting System.
5. Identify issues that may need revision of policies.

How to Use the Activity Plans

Throughout this guide you will find Activity Plans intended to lead you, the facilitator, through the day of training. The plans have been selected to provide a logical progression through the material so that participants can build on their knowledge and understanding with each activity. You may find that the estimates of time and expectations of how activities proceed vary from group to group. Use the plans as a starting point, but keep in mind how an individual group may respond and what their needs might indicate.

The plans are divided up by session, including six sessions, as well as short introduction and wrap up sessions. The sessions represent related groupings of knowledge or skills that should be approached together. The sessions minimize the amount of presentation by the facilitator, rather focusing on participatory activities that may involve group discussion, movement, and interaction between participants. Be mindful of the space and safety or mobility concerns of participants as you choose and arrange the meeting space.

Throughout the activities, you will see sidebars with important information for each activity. The sidebars will provide you with notes about timing, preparation and planning for each session. For example, timing for each session may vary, so check the sidebar for appropriate planning of breaks. Pay close attention to what may need to be done ahead of each session or between activities to make activities flow during the day.

FACILITATOR NOTES

Here is where you will find essential information for planning and preparing each session or activity.



TIME: this will tell you about how long the activity should take. Remember to use this as a guide, not a rule.



PREPARATIONS: things the facilitator should do ahead of time to prepare for the session or activity



MATERIALS: the supplies you should have on hand to complete activities



OBJECTIVES: the skills or information participants should gain from the activities

Working with People and Feelings

The content of this training is inherently charged with feelings and potentially strong personal stories, connections, and memories. It is essential that the facilitator keep this in mind in all activities, discussions, and group work. While the ultimate goal of the training is to generate demand for the CHRAJ Discrimination Reporting System, you will likely find that topics arise that are challenging and maybe even controversial. At the end of the day, you are trying to change both thinking and actions. This kind of participatory learning encourages the connection of the training material to personal meaning. The facilitator should be prepared for what he or she might encounter as a result. To encourage participation and sharing, the facilitator is responsible for establishing a safe space where participants feel comfortable discussing and sharing delicate information. Especially when working with vulnerable populations, the following items directly addressed by the facilitator may help to ensure an appropriate environment for the work to take place.

Confidentiality

The facilitator and all participants have a responsibility to hold every training discussion in confidence as ashrined in the CHRAJ Privacy and Confidentiality Policy document. Never assume that things people feel comfortable disclosing in training settings are issues they will feel comfortable disclosing and / or talking about in public domain.

Acceptance

You are likely to encounter situations where participants feel very strongly or very differently about sensitive topics. It is important to note that the facilitator may not be an expert on all topics and so should not determine who is right or wrong during trainings. The facilitator should serve as a model for accepting differences and allowing participants to hear a broad range of opinions. However, it is also the facilitator's role to ensure participants stay focused on training discussions. . If a discussion becomes very sensitive, the facilitator should redirect the group back to the topic at hand. It can be helpful to acknowledge that discussions may have lost course, it will be good to summarize the pertinent points raised, and ask for a response from other participants on a more productive path of conversation acceptable to all.. That being said, controversial discussions can be very productive as long as the facilitators maintain the training focus and interest. Everyone attending the training has come to promote the rights and interests of him or herself, or a group to which he or she belongs. It is acceptable to call on participants to reflect on their goals in attending the training when investment in the training seems to be decreasing, or participation seems to be decreasing.

Equality and Fairness

In any group setting, leaders and dominant personalities may emerge. Do not allow these individuals or small groups to take control of the big group or to discourage the participation of all group members. If necessary, the facilitator can change large group discussions to smaller group breakout discussions to ensure broader participation for those who may not be as comfortable speaking in front of the whole group or competing with strong personalities. Try to encourage participation by all attendees, not just those who volunteer first or most often.

Training Groupings

Big and Small Groups

This training guide has been designed to accommodate groups of no more than 20 participants per training. This constitutes a “big” group and is helpful for ensuring good representation of a broad range of experiences and knowledge, as well as providing a strong base for social outreach to be performed by each one of these participants in the future. However, much group work and reflection requires smaller groups in order to ensure that everyone is heard and everyone is able to participate fully in the experience. Participants at the workshops should be seated in smaller groups of 4 to 5 participants each. This will create ready-made smaller groups for discussions or sharing that involves fewer individuals. It is helpful for these groups to include participants who have not met before or do not know each other very well.

In a smaller group, more people can share their ideas in a smaller amount of time. All of the groups can be talking simultaneously amongst themselves and pick out two or three major points or highlights from several minutes of discussions to share with the big group. This also allows groups to discuss different topics at the same time and then share a little bit of information on what they discussed with the big group. During small group work, it is important that the facilitator move from group to group, providing feedback and answering questions as needed.

Group Discussions

When groups are working through important information, it is the facilitator’s job to ensure that all discussions are as participant-guided as possible. The facilitator may be inclined to share his or her own opinions, or act as the expert. Certainly it is sometimes appropriate to answer a question that has a single, concrete answer (Such as “What was the definition of stigma that you gave us?”) However, the most important job of any discussion facilitator is to ask questions that will keep the participants engaged in productive conversation. For example:

- What do you think are the most important points here?
- What can we learn from all of this?
- How do you see this happening in the real world?
- What could be some solutions?
- How do you feel about that point?

Remember that the workshop is for the participants to make the work and the learning opportunity valuable to themselves, not for you or anyone else to control what they think. Encourage them to acknowledge and speak to other people’s points respectfully. Please see the section on Ground Rules in the Introduction session for more on creating an environment for positive discussions and encouraging safe participation among attendees.

Preparing for the Training

Arrange the Room

In order for the best big and small group experience, arrange the room for 20 participants with tables set for 4 to 5 participants each. Ensure tables and chairs are arranged so that everyone can easily face the front of the room, as well as work among themselves at their tables. A couple of activities call for some open space. If possible, arrange the tables so that you have an open space for these activities ahead of time. If not, see if there is space available outdoors or in a hallway for some of the activities.

Before each session, check the sidebar of the activities to see which materials can be set ahead of time. For the beginning of the training, set materials indicated to be pre-set for the Introduction and Session 1.

General Materials

Ensure that you have all of the following to allow activities to proceed smoothly:

- Index cards or stick-on (at least 200 for the whole workshop)
- Sets of prepared index cards (print, cut out, and sort prior to the training)
 - Fundamental Human Rights Cards: 5 sets of 8, each with one principle of human rights and the definition written on it (See Resources section 1A)
 - Identity Cards: one set, each with the identity of a person in a vulnerable population written or printed on it (See Resources section 2B)
 - Matching Game Cards: 5 sets of 10, each with 5 situation cards and 5 reporting methods cards (See Resources section 5A)
- Writing utensils
- Blank paper for participant notes
- One piece of paper with the word “STIGMA” on it in large letters (See Resources section 2C)
- Masking Tape (or any tape that won’t damage clothing or walls)
- Copies of the following documents found in the Resources section of this guide (at least two copies of each per small group, or one copy per participant)
 - 1992 Constitution of Ghana Chapter 5: Articles 12-33 (See Resources section 1B)
 - The Duties of each citizen laid out in the 1992 Constitution of Ghana (See Resources section 3A)
- One set of copies of the Picture Exercise handouts (See Resources section 2A)
- One set of 5 copies of an example case scenario per group. Each group should have the same case within their group, but a different case from every other group (See Resources section 4A)
- One copy of example reporting case summaries per group (See Resources section 6A)
- Copies of the Evaluation Survey (one per participant, plus extra) (See Resources Section 7A)
- Chart paper if you would like to be able to post information in the room
- A box or envelope where participants can submit cards anonymously with questions on them
- Projector and laptops for practice cases: at least 1 per small group (can be provided by facilitators, or by participants). Smart phones may also be used.

Other Notes

As each session will be geared towards PLHIVs and a particular key population group, ensure that you enter each day prepared for the particular concerns or needs of the group you are working with. If possible, it will be important to speak with the focal person or the leader of each of these identified groups about any questions that they may have regarding the training.

Throughout the workshop, it may be helpful to engage participants in energizer activities. This may include movement activities, ice breakers, songs, stretching, or any other activity that can help participants rest their minds and bodies between working sessions. Discuss possible energizers with fellow facilitators and participants to get ideas of what they would like to do to keep them from losing focus throughout the training sessions.

Timing allotted to each session are estimates and may be adapted to suit specific training needs.

ACTIVITY GUIDES

A session-by-session guide to the training process

- WELCOME AND INTRODUCTION
- SESSION 1: KEY ELEMENTS OF FUNDAMENTAL HUMAN RIGHTS
- SESSION 2: STIGMA AND DISCRIMINATION
- SESSION 3: RIGHTS AND RESPONSIBILITIES
- SESSION 4: REPORTING STIGMA AND DISCRIMINATION TO CHRAJ
- SESSION 5: CASE SCENARIOS
- SESSION 6: REDRESS AND ACCOUNTABILITY FOR HUMAN RIGHTS ABUSE
- WRAP UP

Welcome and Introduction

Welcome and Opening Formalities

Welcome participants and thank them for attending. You may include an opening prayer where appropriate. Share any important facilities information. Briefly explain the big purpose of the training and why the individuals present at the training have been gathered.

Brief Overview of CHRAJ (5 minutes)

The facilitator should start by greeting participants and introducing him or herself, as well as any other facilitators or organizing personnel in attendance. To create a context for the training, briefly review what CHRAJ is, CHRAJ's mandate, and a little bit of information about how that mandate is carried out and a brief intro on the Discrimination Reporting System.

Round Robin: Introductions (5 minutes)

Have every participant share their name and one reason they decided to attend the training, or one thing they hope to learn or gain from the training.

Ground Rules (3 minutes)

Have the group set 4-6 ground rules for conduct to be maintained throughout the day's training. You can explain that ground rules are agreements that will help everyone keep themselves focused on the purpose of the training, even when conversations may get difficult. Explain that the issues being approached in the training may be sensitive and everyone should feel safe in sharing any information or opinions they feel will enhance the training. You may write these rules down or post them on chart paper in the room if you feel it is necessary. Be sure to share the location of the question box or envelope and how to submit anonymous questions throughout the day.

Some suggested rules are below.

1. Everything shared in the meeting should remain confidential.
2. Listen to other participants without interrupting.
3. Even if you disagree, respect the opinions and feelings of others.
4. Keep language appropriate and sensitive to others.
5. Ensure all participants have a chance to share and speak.

FACILITATOR NOTES



TIME: 13 min



PREPARATIONS:

Make sure the room is set in a way that will allow activities to progress as you want



MATERIALS:

- Handouts or promotional materials you wish to provide
- See Session 1 for materials to pre-set
- Question Box (or envelope)

OBJECTIVES:

By the end of this session, the participants will know the following:



- CHRAJ'S mandate and who is responsible for following through with that mandate.
- The purpose of the training.
- Ground rules for the training.
- The names of other participants.

SESSION 1: Key Elements of Fundamental Human Rights and Freedoms: Rights to Life, Equality and Non-Discrimination

FACILITATOR NOTES

Understanding Human Rights (5 minutes)

This session will serve to set up a context for the following activity, as well as orient the participants to the group discussion process. Emphasize that this is all about idea sharing and that there are many different answers, but not necessarily a correct one. Guide the group through providing brief ideas about the following questions:

- *What does it mean to be human?*
- *What makes something a “right” that all humans should always have? Or is it something that they should always be able to choose as individuals to have or not? (For example, what is the difference between trying to survive without food and trying to survive without education?)*

Human Needs (Activity 5 minutes)

Tell the participants to look at the Fundamental Human Rights cards placed on a table. These cards must contain concepts that have been established to be the underlying big ideas behind many international documents concerning human rights. Give the participants the following instructions:

- *Take 2 minutes to arrange them in a pyramid shape (or something close to it) with the rights they think are most important to humanity at the very top and then ones that may be less essential at the bottom.*

It may be helpful to draw the pyramid shape on a board or flip chart to demonstrate. Move around the room during this time, but do not share your personal opinion. Remind the participants that there is no correct or incorrect and that every group will have something different



TIME: 60 minutes



PREPARATIONS:

- Set materials on every table prior to beginning the session.
- Plan what open space you will use for the movement-based activities.



MATERIALS:

- One stack of Human Rights cards per table or small group (Resources 1A, p. 35)
- At least two copies of the 1992 Constitution per table or small group (Resources 1C, p. 38)



OBJECTIVES:

By the end of this session, the participants will be able to:

- Describe fundamental Human Rights and Freedoms.
- Identify and list rights and freedoms as it applies to personal situations, all people, PLHIVs, and key populations
- Identify and discuss Human Rights in the context in a country's specific context.
- Identify practices that constitute Human Rights abuses and violations.
- Identify and discuss the responsibilities of every citizen.

At the end of the 2 minutes the facilitator will call out rights randomly one at a time and an example of how that right has been revoked or violated (see Resource 1B for an example script). Give the participants the following instruction:

- *Each time a right is called, remove that card from your pyramid. Look quickly over the remaining cards and consider if removing this card from your own life would make you feel like you had lost your humanity.*

End the exercise when you feel that the group is ready and they understand that removing or denying one's rights lead to a loss of humanity. Explain how pulling pieces out of the pyramid, no matter whether they are from the top or bottom, destroys the shape, or would cause the structure to collapse. The participants should be clear on the interdependence of rights and the importance of all rights to feeling like a whole, free human being.

Guided Reflection (Activity: 2 minutes)

Ask the group to think about how long it took for everyone to feel like their humanity was being taken away. For example, some people may have raised their hands immediately, but others may have waited until a few of the rights were removed because they consider them to not be essential to being a human. Ask participants to think about how their own past experiences, for example their educational levels, may have influenced their responses.

If there was a specific point at which many or most of the participants raised their hands, ask what was so important about that particular right or combination of rights.

Basic Human Rights (Activity: 5 minutes)

Now that participants feel more of a connection to the ideas behind human rights, it is time to build an understanding of the rights themselves and the legal documents surrounding them. In the case of a Ghana training, introduce participants to the 1992 Constitution of Ghana, specifically Chapter 5, which is on Fundamental Human Rights and Freedoms in Ghana. Ask everyone to look at the copies on their tables. Provide a brief overview of the purpose of the document and the main points behind it by explaining that this document applies to everyone in Ghana, regardless of race, gender, religion, sexual orientation, disability, or PLHIV/key population status. This brief talk is an informal introduction to the concept of having a central legal document that affirms these rights. Introduce the Preamble:

IN THE NAME OF THE ALMIGHTY GOD

We the People of Ghana,

IN EXERCISE of our natural and inalienable right to establish a framework of government which shall secure for ourselves and posterity the blessings of liberty, equality of opportunity and prosperity;

IN A SPIRIT of friendship and peace with all peoples of the world;

AND IN SOLEMN declaration and affirmation of our commitment to;

Freedom, Justice, Probity and Accountability;

The Principle that all powers of Government spring from the Sovereign Will of the People;

The Principle of Universal Adult Suffrage;

The Rule of Law;

The protection and preservation of Fundamental Human Rights and Freedoms, Unity and Stability for our Nation;

Human Rights Laws in Ghana; (Activity 20 minutes)

Read Article 12 of the 1992 Constitution all together as a big group. Ask each group to review a few of the articles (assigned by the facilitator) in their small group. They do not need to read every word, they just have to make sure that they understand the big ideas and major points of each. Tell them that they will have 15 minutes for their discussions. During this time, they will need to come up with one or two sentences for each article that they think summarizes the main points, and at least one of the fundamental rights that they think is directly related to or protected by that article. Longer articles may require more than two sentences, but ask participants to keep it brief. Ask them to think about specifically how it relates to them as individuals and others similar to them. Ask them also to consider what might be surprising to them about the article, or something they want to share with the group. Demonstrate the activity process by having the whole group read Article 13 and have them give one or two suggested summaries and suggestions of underlying fundamental rights.

Suggested Article Exercises Based on Length of Each Article

Group 1: Articles 14-17

Group 2: Articles 18-19

Group 3: Articles 20-23

Group 4: Articles 24-30

Group 5: Articles 31-33

Group Discussion: (10 minutes)

Go around the room in the order of the articles and have each group start by sharing their summaries. When all groups have shared their summaries, discuss the results. Some possible questions include the following:

- *For what reasons are these rights important?*
- *Do you see any potential problems or conflicts with these rights?*

Stand Up for Equality (Activity: 5 minutes)

Now that participants understand the basic human rights to which they are all entitled, they are likely beginning to see more and more clearly how these rights are not always equally distributed, recognized or protected. To illustrate this, have everyone engage in a movement activity that will simulate social standing with body position. **Variations based on the space you have available are noted below.** The facilitator will read statements about social standing or ways in which a person's rights are being protected or violated, along with instructions about how to move based on that statement. For example, one instruction might read "Take one step back if you think your spouse makes decisions for you." or "Take one step forward if you feel that everyone respects your religion."

ACTIVITY OPTIONS		
<p><i>Space and Ability to Stand with Room to Move</i></p> <ul style="list-style-type: none"> ➤ <i>Everyone stands in a straight line with space in front and behind for easy movement</i> ➤ <i>Participants take steps forward or backward depending on the instructions</i> ➤ <i>At the end of the exercise, have everyone look around at where they are in comparison to others in their group</i> 	<p><i>Space and Ability to Stand in Place at Tables</i></p> <ul style="list-style-type: none"> ➤ <i>Everyone stands at his or her seat</i> ➤ <i>Participants stand or sit depending on the instructions</i> ➤ <i>Look around to see how many people are impacted by each statement based on how many in the room are standing or sitting</i> 	<p><i>Lack of Space or Ability to Stand</i></p> <ul style="list-style-type: none"> ➤ <i>Everyone remains seated</i> ➤ <i>Participants raise or lower their hands depending on the instructions</i> ➤ <i>Look around to see how many people are impacted by each statement based on how many hands are raised and how many are lowered</i>

Stand Up for Equality - Example of Instructions

(You may ask all or few questions as is appropriate from each of the categories, not in any particular order)

Step forward / Stand up / Raise your hand if you...

- ... feel able to pursue all the education you want to.
- ... are able to make your own choices about who to date and marry.
- ... feel that you have financial freedom.
- ... feel equal to everyone else in the room.
- ... think the police protect your safety and rights.
- ... know that a court of law would treat you fairly at all times.
- ... always receive a fair wage for the work you do.
- ... know that you can access appropriate health care when necessary.
- ... have never been detained or restricted in your movements against your wishes.

Step back / Sit down / Lower your hand if you...

- ... have ever felt that someone treated you poorly because of your gender.
- ... have ever been arrested for no reason or for an unfair reason.
- ... have been served after others at a shop because of who you are or how you look.
- ... avoid visiting certain places because you feel uncomfortable, unsafe, or unwelcome there.
- ... have been denied a job or underpaid for a job based on your identity.
- ... feel that there are things you cannot say in public even though they are true out of fear of legal consequences.
- ... have ever been deprived of your property unfairly.
- ... conceal any part of your identity or life out of fear for your safety or wellbeing.
- ... have had another person make a decision for you over which you had no control.

Reflections on the activity (3 minutes)

Have the group return to their seats and share any insights they had. For example, were there questions that everyone reacted to the same way? Try to figure out what was significant about those items. Also, if there was a big difference between responses, try and analyze the causes behind some of those differences. If you are running out of time, ask participants to just think about the experience privately.

Session Summary: Violations and Abuses (5 minutes)

Hopefully all participants now have a stronger understanding of the rights to which everyone in Ghana is entitled. However, as the activity demonstrated, people don't always experience that in reality. When people are deprived of these rights in any way, they have experienced a violation or abuse of those human rights. Tell participants that a violation occurs when a law designed to protect human rights is broken. An abuse is the direct impact that a violation has on a human being. For example, when a government sets a procedure that restricts immigration of PLHIV based on their positive status, they are committing a violation. When a border agent denies a PLHIV the ability to cross into the country based on their status, that individual is experiencing an abuse of his or her rights. Violations and abuses occur in a variety of forms every day. Introduce the idea that the following session will address the ways in which people, especially PLHIV and members of key populations, experience things that may constitute human rights violations and abuses in everyday life.

END OF SESSION

SNACK BREAK

SESSION 2: Stigma and Discrimination

This session will help participants build an idea of what exactly stigma and discrimination are, especially in regards to themselves and their population groups.

Understanding Stigma? (5 minutes)

As everyone returns from the break, there should be a picture placed around the room illustrating a scene in which a person is experiencing stigma. This activity will help participants to see different ways in which people may experience stigma and help them begin to think about causes and effects. Ask participants to look at the pictures before they return to their seats to get an idea of what everyone will be discussing in the coming session.

Ask the group to share their understanding of or ideas about what “stigma” means. Allow the group to share their ideas for about 2 minutes until you feel that the group has come up with a good general description of what stigma means. Add any of the key forms of stigma from the list below that may not have been covered by the discussion.

- **Moral judgments:** *people are blamed for their “behavior,” for example when someone with HIV is assumed to be promiscuous and to blame for their illness.*
- **Isolation:** *when people experience a sense of separation, or an “us” versus “them” attitude from others, based on ignorance and fear.*
- **Treating people as useless:** *when people experience a sense of being devalued, or no longer being able to make a contribution because of the judgment that they are in some way incapable or less than.*
- **Self-stigma:** *people blame and isolate themselves as a reaction to external stigma from others and society. They may feel an internal loss of self-esteem and power.*
- **Stigma by association:** *family members or others involved in significant relationships experience similar feelings of blame, shame, isolation, etc.*

FACILITATOR NOTES



TIME: 70 minutes



PREPARATIONS:

- Set materials for the session on each table (except Identity Cards and “STIGMA” page)
- Plan what open space you will use for the movement-based activity
- Plan what wall or table space you will use for the Problem Tree activity



MATERIALS:

- One set of Picture Exercise handouts (Resource 2A, p. 49)
- One set of Identity Cards (Resource 2B, p. 55)
- Tape
- “STIGMA” page (Resource 2C, p. 58)
- Blank index cards or stick-ons
- Writing utensils



OBJECTIVES:

By the end of this session, the participants will be able to:

- Identify and discuss examples and causes of stigma and discrimination.
- Explain how stigma and discrimination affect lives of individuals.
- Explain why stigma and discrimination are human rights issues.
- Recognize stigma and discrimination that should be reported.

Picture Exercise (Activity: 10minutes)

Have the groups look at the pictures at their own tables. The groups should take 10 minutes to talk amongst themselves about the picture in front of them. Their discussion should focus on the following topics:

- *In what ways are the people in the picture being labeled or judged?*
- *In what ways are they being treated as a result of the stigma they are experiencing?*
- *Does this happen in your own community? If so, discuss some examples.*

Reflections of the activity (5 minutes)

After 5 minutes, have the groups take one minute each to share with the big group what their picture was about and a brief summary of what they discussed, or what types of stigma they observed.

Understanding Discrimination (10 minutes)

Tell the group that the experiences of the people in the pictures are the results of stigma. Discrimination are the actions or inactions of others in response to stigmatizing ideas or beliefs that cause people to be isolated, denied services or entitlements, or subject to harmful words and actions from others.

Ask the group to come up with as many general examples of discrimination as they can think of. Use the list below as a reference and to fill in any gaps the discussion may miss.

- *Physical removal or isolation from family, friends or social situations (for example, being thrown out of the house or denied housing)*
- *Gossiping, name-calling, or verbal condemnation*
- *Loss of rights and decision-making power (for example, when a family makes decisions for a family member thinking that they cannot do it for themselves)*
- *Threats and violence*

ACTIVITY: Walk a Mile in Someone Else's Shoes (10 minutes)

To demonstrate how the stigma of labels, prejudgments and beliefs can shape behaviors and cause discrimination, every participant will be given an assigned “identity” printed on a card and taped to their back. The person wearing the card should not know what his or her assigned identity card says. When everyone has a card on his or her back, everyone should begin to move around the room and greet the other participants. Before greeting one another, each participant should look at the other's card to see what his or her identity is. During the greeting and a short conversation (lasting one or two minutes at most), the participants should treat one another according to the stigma that society holds to be true about that person or the group to which he or she belongs. For example, if someone's identity is “PLHIV, MSM, FSW ,” then the other participants may act on the false stigmatizing belief t and so they may refuse to shake hands or move close to that individual, or say things that suggest moral judgment. Let Participants know that they are not to tell one another what the cards behind them says. Instead, let them rely on the way they treat one another to provide hints about the identities on the cards. Have participants walk around the room for 2 or 4 minutes until everyone has had a chance to talk to three or more individuals.

Note: Some of the acts of discrimination may trigger strong feelings from participants. Be mindful of moving amongst the participants as they engage in this activity to monitor and acknowledge emotions, and to provide reminders about the goals of the activity as needed.

Reflections on the session (8 minutes)

As everyone to look at his or her own card and think about whether or not they were able to guess something about their “identity” based on their treatment. Ask participants to think about and discuss the following as they feel comfortable:

- *On what sorts of things did you base your discriminating behaviors? (Beliefs, ideas, things you have heard or experienced personally, etc.)*
- *Did you feel a personal connection with what you were experiencing?*
- *In what ways do you think people experience stigma and discrimination differently*

The Stigma Tree Exercise (10 minutes)

It should now be very apparent to participants that stigma is a central part of what people experience in society. Place your piece of paper with the word “STIGMA” on it in big letters in the center of an open table, floor, or wall space. This is the “trunk” of the tree, at the center of the things that cause stigma and result from stigma. Explain that the blank cards on the tables are going to be used to help create a “problem tree” that will help explore the way that the causes of stigma lead to the effects of discrimination.

Ask participants, individually or in pairs, to come up with at least one example of discrimination. This can be something they have experienced personally, observed in the previous activity, or heard about from someone else, etc. When they have an idea, they can write it on a card and then take the card to the Stigma Tree. The card can be placed or taped above the piece of paper with the word “STIGMA” on it. Similar cards can be grouped together in “branches.” For example, if the first person places a card that says “Being fired from a job,” and someone else places a card that says “Being denied work,” then these cards can be placed together. Do this for about 5 minutes.

Note: Cards can be moved or modified as participants see fit as the process continues.

When you have a good range of examples and branches, ask participants to do the same thing, this time coming up with at least one cause of stigma and the examples of discrimination the group came up with. These may be based on myths or misconceptions, on widely held beliefs, on prejudices towards groups, on moral judgments, etc. For example, one cause of stigma towards PLHIV might be lack of accurate scientific knowledge about HIV transmission. Have participants place or tape these cards under the word “STIGMA” as “roots” for the Stigma Tree. As with the branches, they can place similar ideas together. Do this for about another 5 minutes.

When the Stigma Tree is complete, have the group observe the whole finished product silently for a moment and think about how every part of the process is connected. If space allows, you can encourage them to gather around the tree for close observation.

Individual Reflections on Stigma and Discrimination (10 minutes)

Ask participants to return to their seats and take a blank piece of paper and something to write with. Everyone has experienced some form of stigma and discrimination in his or her life. At this time, instruct participants to think about a time when they felt the impact of stigma and discrimination towards, within, or close to themselves. They may have been a part of it, observed it, or heard about it. Ask them to take 5 minutes to write or draw something on the paper in front of them that expresses how they feel or what they think about that experience. It can be a story, a letter to someone, a poem, a cartoon, or just a collection of words that describe something about the experience, or anything else that helps to communicate something about what was experienced. This should be done individually without conversation.

At the end of 5 minutes, ask if anyone would like to share. They can either share what they created, or share how they felt while they were creating it. Be very mindful of feelings at this time.

Session Summary (2 minutes)

Take a couple of minutes to acknowledge the shared experiences, both through those who spoke and those who listened attentively. Ask participants to think about the next step. Stigma and discrimination can constitute violations and abuses of human rights. Now that everyone has a better shared understanding of what these words mean, we can begin to create a plan to take action against injustices. Just because these things exist, does not mean that we are powerless or that they will always exist in this way. Encourage participants to use the break to think about how they would like to see things change in a positive way and be a part of it.

END OF SESSION

ENERGIZER

SESSION 3: Rights and Responsibilities

This session will introduce the group to the idea that rights come with necessary responsibilities that every citizen must fulfill to ensure the protection of rights for themselves and others. Throughout the session, place emphasis on person responsibility as it relates to the context of recognizing stigma and discrimination, reporting it to CHRAJ and assisting others in doing so for themselves.

Information Sharing: Roles and Responsibilities (10 minutes)

Ask participants to think back to the experience of stigma and discrimination that they wrote about. In that situation, explain to them that everyone involved played a role. There are four types of roles in the case of such a situation.

- A **Perpetrator** is a person who commits an act of stigma and discrimination (this can be self-stigma or external stigma)
- A **Victim (Key Population Member)** is a person who directly experiences stigma and discrimination
- A **Bystander** witnesses stigma and discrimination, but takes no action for or against it
- A **Service Provider/Helper** is a person who actively intervenes or takes action to remedy the stigma and discrimination

Recognize the fact that, in some situations, an individual can play multiple roles at different times, especially in cases of self-stigma. The facilitator can also mention how the goal outcome is a resolution, which sometimes means an amicable settlement, but that vulnerable populations must be especially cautious to avoid settlements or compensation that do not resolve the actual stigma or discrimination experienced, or further discrimination through unfair settlements.

As a thought exercise, have everyone bring to mind the situation they wrote about earlier. Ask them the following questions aloud and give them some time to think silently about the answer

FACILITATOR NOTES



TIME: 48 minutes



PREPARATIONS:

- Set materials for the session on each table
- Plan what open space you will use for the movement-based activity

MATERIALS:

- Handout on the responsibilities of citizens as laid out in the 1992 Constitution of Ghana (Resource 3A, p. 59)

OBJECTIVES:

By the end of this session, the participants will be able to:

- Identify and appreciate human rights as enshrined in the 1992 Constitution of Ghana.
- Recognize and explain links between these rights and the stigma and discrimination experienced by PLHIV and key populations.
- Identify responsibilities imposed on every citizen.
- Appreciate and understand why rights go hand in hand with responsibilities.

between each one.

- *What role (or roles) did you play in the situation you wrote about?*
- *If the situation happened again, would you want to change your role?*
- *What are your personal feelings towards the way people in that situation acted within those roles? For example, did you pity the victim, or feel angry that they did not take action? Or do you feel proud of them for having the strength to act the way they did in a hard situation?*
- *How do you know when it is time to fulfill a certain role?*

When you feel that everyone has had a chance to think about this last question, tell participants that there are some guidelines for what role to play at a given time. All rights come with responsibilities and it is important to be able to recognize when we are responsible for protecting anyone's human rights against stigma and discrimination. Ask participants to look at the list of responsibilities of citizens as outlined in the 1992 Constitution of Ghana. Read through these together and note the following items:

- iii. Respect the rights, freedoms and legitimate interests of others, and generally to refrain from doing acts detrimental to the welfare of other persons.
- vi. Contribute to the well-being of the community where the citizen lives.
- viii. Cooperate with lawful agencies in the maintenance of law and order.
- x. Protect and safeguard the environment.

These items correlated directly to some of the human rights discussed earlier. For example, one cannot expect his or her right to life to be respected if that person acts in violence against another person to deprive that person of his or her life. In the next activity, the group will explore some of the responsibilities necessary to make sure everyone has equal protection of his or her rights. Remember the famous saying "The right to swing your fist ends where another person's nose begins." That is where responsibility steps in.

ACTIVITY: Freedom Circle (10 minutes)

This is intended to illustrate the processes which can contribute to a human rights violation and abuse. The first part of the activity requires the facilitator to be somewhat vague about what the activity is and how it demonstrates the lesson. For this exercise, you need some open space to make two circles of around 8 people each, so make sure you have that space in the room, or arrange to use another space outside the room.

Ask for two volunteers to be individual citizens. Tell them that, for this demonstration, they will be named a member of a key population being targeted by the training of that day (MSM/PLHIV/FSW/Key Population Member). Ask the volunteers to stand outside of the room and close the door so that they cannot hear what is being discussed inside the room.

Divide the rest of the participants into two equal groups and have them stand in two separate circles, holding hands and facing one another. Instruct the circles that one Key Population Member will stand in the center of each circle. They are not to let the Key Population Member leave the circle for any reason until otherwise instructed.

When the groups are ready, let the Key Population Members back into the room and ask them to stand in the center of the circles. The facilitator should then take a seat some distance from the circles and look on in silence.

Allow this to continue for several minutes until participants look a bit uneasy. At this point, ask the Key Population Members to come over to you, almost as if you have forgotten to give them some instruction. When they move towards you, the circle should prevent them from leaving. Let the Key Population Members struggle to get out of the circle. This might get a little aggressive, which is a good illustration of struggle, but stop the exercise before it gets out of hand. Ask everyone to sit down for a group reflection on what they just experienced.

Reflections of activity (5 minutes)

The discussion should allow the participants to see how human rights violations and abuses can occur, as well as reflect on their personal roles in the process. The following questions will help guide and frame your discussion.

- Ask the Key Population Members to share their feelings about what they just experienced
- Which of their rights were restricted?
- Did the Key Population Members have the right to movement in theory? (Yes)
- But did they have that right in reality? (No)
- Who took that right away? (The participants. They may say that the facilitator was the one who instructed them to do it, but be sure to point out that they made the choice to follow those instructions, even though there was no reason to do so. They were all compliant in helping the facilitator deny the rights of the Key Population Members)
- Who is responsible for protecting the rights of the Key Population Members? (Everyone. Make sure the participants see that every person had a responsibility to protect one another's rights or take action when they observed a violation or abuse.)

Make sure that participants express an understanding of how human rights exist within the system of government, community, and individual citizens.

Activity: Fish Bowl Discussion (20 minutes)

This next discussion will be a mixture of the big group discussions and the small group discussions that have occurred in previous sessions. For this activity, arrange 5 chairs in the front or center of the room in the “fish bowl” so that the people in the chairs can see one another when seated. The discussion will begin with 5 volunteers seated in these chairs. The facilitator will pose a question about the relationship between rights and responsibilities to this group and the five volunteers will freely discuss their thoughts on the matter, while the other participants listen. Only participants seated in the five central chairs may speak. After about 4 minutes, have the volunteers switch with 5 more participants. This will continue until all participants have had the option or opportunity to be in the center. The facilitator may ask questions, but should allow participants to shape the conversation and contribute their opinions. Use the following questions as a loose framework for the discussion:

- *What are the responsibilities that go along with fundamental human rights?*
- *Who is responsible for upholding human rights?*
- *What are the responsibilities of someone involved in or witnessing stigma and discrimination?*
- *What are the specific responsibilities that fall to PLHIV, key populations, and allies?*

Summary of Session (3 minutes)

Take a few minutes to summarize some of the main points of the group discussion and tie them back into the responsibilities all people have to help uphold and protect human rights. Fighting stigma and discrimination is a part of that process. Briefly introduce the next session by mentioning that it will be entirely devoted to looking at cases of stigma and discrimination and allowing participants to determine the outcomes.

END OF SESSION

LUNCH BREAK

SESSION 4: Reporting Stigma and Discrimination to CHRAJ

The purpose of this session is to provide participants with actual experience in lodging complaints using the online system. The goal is to create a level of familiarity and comfort with the system that will allow them to report and assist others in reporting quickly and easily, increasing use of the system overall.

Hands-on Exercise: Discrimination Reporting system; Making a Complaint to CHRAJ (30 minutes)

The facilitator should walk all participants through the process of making a complaint together as a big group. After the initial introduction, participants have a chance to ask general questions. The facilitator should now, project an image of the website from a laptop and demonstrate the process of navigating the CHRAJ website. Then ask participants with smart phones to try and access the system online and navigate on their own, to help them have a firsthand experience.

Begin by visiting <http://www.drssystem.chrajghana.com/> and clicking on “Complaint Form” in the menu bar.

Provide each group with the example of cases for practice (Resource 6A) so that they can follow along. As the facilitator goes over the online form, he or she should enter information from the example **but remember not to submit this dummy case online.** The facilitator should ask participants to provide the information by asking them to find the information in the examples and tell the facilitator what to enter in each field. Each group should have access to a laptop and the internet. If possible, have groups enter the second example case independently in their groups. As the groups work, the facilitators will circulate and answer questions, assisting groups as needed. The facilitator should conclude the session when the participants are confident in their abilities to use the system in practice.

END OF SESSION

Energizer

FACILITATOR NOTES



TIME: 30 minutes



PREPARATIONS:

- Check the Internet connection for the room and any other technology you will be using
- Make sure the projector is set up and functioning



MATERIALS:

- Laptops or smartphones for lodging practice complaints
- Copies of example scenario summaries for use in lodging practice complaints (Resource 4A p. 60)
- Copies of the CHRAJ brochure with instructions on lodging a complaint
- Copies of Questions to Ask handout (Resource 4B, p. 61)

OBJECTIVES:



By the end of this session, the participants will be able to:

- Understand and appreciate how to use CHRAJ’s online reporting system
- Use the online system to report stigma and discrimination to CHRAJ
- Assist others to report stigma and discrimination cases

SESSION 5: Case Scenarios

Small Group Case Scenario - This can be a Role Play activity/exercise (55 minutes)

For this activity, each group will be given copies of a different case scenario. Instruct them that they should review the case scenario as a group and think about the following elements:

- *Is this case an example of stigma and discrimination, or a human rights abuse?*
- *For what reasons do you think it is or is not an example?*
- *What do you think caused this situation?*
- *What roles are the different players fulfilling? (Perpetrator, Key Population, Bystander, Service Provider/Helper)*
- *What might happen next in this situation?*
- *Should the case be reported to CHRAJ?*

Instruct groups that if they want, they can select members to perform the case as a role play in front of the larger group. Tell them that they will act out a short role play to demonstrate the case as it has been given to them. or they may discuss and share the main points from their discussion with the larger group... Whether it was a role play or discussion of key points, they should indicate what they think about the scenario if they believe the case is an abuse that should be reported to CHRAJ or not and why. For those doing the role play, they should act out the characters making that decision. If not, the characters in the role play should state why. Give the groups 20 minutes to review their cases, make their decisions, and practice their role plays.

Each group should plan to present for a total of 3 or 5 minutes, including the role play of the situation, a brief summary of their discussion, and the role play of their conclusion.. Allow a total of 40 minutes for all groups for presentations of role plays to the larger group. Each group should take approximately 8 to 10 minutes to present their information to the group.

As a facilitator, Try to be mindful of all groups so that everyone's time is respected. At the conclusion of each role play, if time allows,

FACILITATOR NOTES

TIME: 60 minutes



PREPARATIONS:



- Ensure that groups have space to work and move separately from one another
- Plan a space in a front or central place for groups to present their role plays

MATERIALS:



- Enough copies of each scenario that every person in each group has one for him or herself (Resource 5A, p. 63)
- Extra blank paper, tape, and writing utensils in case groups need them



OBJECTIVES:

By the end of this session, the participants will be able to:

- Assess case scenarios of stigma and discrimination and identify instances of stigma and discrimination, as well as human rights abuses.
- Identify and appreciate what cases can and cannot be reported to CHRAJ.

ask for feedback from the larger group.

- *Does everyone agree with the group's assessment of the situation?*
- *Does everyone agree with the group's decision on how to proceed?*

Session Summary 5 Minutes

These cases represent real situations that participants might encounter. Emphasize that it can be very difficult to decide how to proceed, especially when you do not have a group of likeminded supportive people there to discuss it with. This is a good time to briefly mention that CHRAJ is there to help make that decision and that reporting a case is the first step to getting guidance on what the next step should be.

END OF SESSION

ENERGIZER

SESSION 6: Redress and Accountability for Human Rights Abuse

This session will start to guide participants through the steps of applying their new knowledge to the practice of reporting stigma and discrimination. It is designed to create demand for the system by inspiring a sense of duty and efficacy in each participant. To do this, it is necessary to allow participants to draw personal connections to the reasons to report and the process of turning reports into accountability.

Balancing the Scale Activity, Brainstorm on the Importance of Reporting (10 minutes)

The participants saw in the previous session some of the situations that might lead people to report an incident to CHRAJ. However, current usage of the Stigma and Discrimination Reporting Platform demonstrates that many incidents are going unreported. For this activity, participants should brainstorm reasons that they think people choose not to report.

Ask participants individually or in pairs to write down a reason why someone might not report an incident of stigma and discrimination to CHRAJ. Ask them to keep in mind specific reasons that might apply to PLHIV or key populations. When they have written down their reason, ask them to come up to a central location that you have chosen for the activity and place or tape their card to the left of the line of tape you have placed there. As with the Stigma Tree activity, ask participants to try to group similar ideas together as they place their cards.

When all of the cards are placed, read the reasons aloud to the large group. If time allows, ask for suggestions of other reasons that come to mind and add them.

FACILITATOR NOTES



TIME: 35 minutes



PREPARATIONS:

- Set materials for the session on each table
- Plan what space you will use for the Balancing the Scale activity and put a line of tape down the middle



MATERIALS:

- At least enough blank index cards for each participant to have 2
- Tape
- Writing utensils
- One set of Matching Game cards per small group (Resource 6A, p.69)



OBJECTIVES:

By the end of this session, the participants will be able to:

- Understand why it is important to report to CHRAJ.
- Understand the complaints handling procedures of CHRAJ.
- Understand the CHRAJ policies on privacy and confidentiality.
- List the different methods of making a complaint before CHRAJ.
- Make a complaint and assist others in making a complaint before CHRAJ.

Next, challenge the participants to come up with an argument or reason why a person should, in fact, report an incident that they suspect might be a human rights abuse as a result of stigma and discrimination. Follow the same procedure as before, having participants write their points on cards and place or tape them, this time to the right of the line of tape. The goal is to have as many or more cards to the right of the tape as are to the left to “balance the scale” or tip it in a more positive direction. When everyone has had a chance to add their card, read them all together as a group and then ask for any more reasons that the group can come up with.

Making a Complaint before CHRAJ (10 minutes)

Now that participants have an understanding of why they should report, they must gain an understanding of how to report. To do this, they should be provided with basic information about methods of making a complaint, then the procedure CHRAJ goes through once the complaint is received. This should include some emphasis of procedures that ensure the privacy and confidentiality of reporters and complainants. The participant should understand the expectations on both CHRAJ’s part and on his or her own through the process from the time the complaint is lodged, to the time it is closed.

Matching Game Exercise (10 minutes)

To allow participants to spend some time thinking critically about this process, they will have to recognize on their own what reporting methods will be used with what situations. Each group should have a set of scenario cards and a set of reporting method cards. Their goal is to match the short scenario with the reporting method that best fits that scenario. Give the groups about 5 minutes to match their cards and discuss their reasons.

At the end of the 5 minutes, go through the scenarios one by one. For each reporting method, ask groups to raise their hands if they thought that the method matched. For example, the facilitator may read out the first scenario and note that several different methods of reporting may fit this scenario. The facilitator may call out the methods one at a time, asking participants to raise their hands if they selected that method, and may see a few hands go up each time. The facilitator can ask for one reason that the groups feel that their choice is the correct one. This may bring participants to analyze the missing information. For example, the facilitator may suggest that participants consider the following:

- *Does the person in the scenario have a phone?*
- *Do they have access to the internet?*
- *Can they wait to report, or should it be reported immediately?*
- *Will anyone be in the CHRAJ office at this time?*

Session Summary (5 minutes)

Take a moment to review the main points of the session. Introduce the idea that in the next and final session, the participants will have a chance to practice putting this information to use so that they can get their questions answered and gain real experiencing in lodging complaints with the web-based reporting platform. At this time, ask that anyone who has remaining questions from any point during the training to write those questions down on a blank card and either give them to the facilitator, or place them anonymously in the question box or envelope introduced at the beginning of the training.

END OF SESSION

WRAP UP: Summary and Evaluation

This brief and informal closing session should be used to review the main points of the training, answer any unanswered questions from earlier in the day, and to allow participants to reflect meaningfully on their process and anticipate their future actions as a result of the training.

Dealing with Unanswered Questions (5 minutes)

At this time, the facilitator should pull any question cards from the question box and review them with the whole group. Any questions that the facilitator cannot answer at the time of the training should be followed up on at a later date. The facilitator can tell the participants that he or she will seek an answer to the question and email all participants with a response.

Ending Notes: (5 minutes)

Take 5 minutes to walk through the main points of each session, highlighting learning outcomes and major take away ideas. These points may vary depending on group conversations and characteristics of the participants, but the following may serve as a starting point:

SESSION 1: Key Elements of Fundamental Human Rights and Freedoms

- The concept and definition of fundamental human rights and freedoms
- The rights captured in the 1992 Constitution of Ghana
- The principle of equality as it applies to human rights
- The concepts of human rights violations and abuses

SESSION 2: Stigma and Discrimination and Your Life

- Definitions of stigma and discrimination
- Causes and effects of stigma
- The impact of stigma and discrimination on the lives of individuals
- The relationship between stigma and discrimination and human rights

FACILITATOR NOTES



TIME: 15 minutes



PREPARATIONS:

- Ensure that every participant has had the opportunity to submit question cards



MATERIALS:

- Copies of the Evaluation Survey (Resource 7A, p. 70)



OBJECTIVES:

By the end of this session, the participants will be able to reflect on the following:

- The key learning outcomes of the training, including main points from each session.
- The way in which they plan to put their training to use in the community.
- Any additional clarifying questions they may have.
- The structure and content of the training program, as well as the performance of the facilitators.

SESSION 3: Rights and Responsibilities

- The relationship between rights and responsibilities of citizens, communities, organizations, governments, etc.
- The roles people play in experiences of stigma and discrimination
- The individual's role in upholding human rights
- The responsibility to report to CHRAJ and assist others in reporting to CHRAJ

SESSION 4: Identifying Stigma and Discrimination and Human Rights Abuses

- Assessing cases for the purpose of identifying stigma and discrimination, and human rights abuses
- Cases that can and should be reported to CHRAJ
- Highlights from scenario discussions

SESSION 5: Redress and Accountability for Human Rights Abuses

- The reasons that people do not report stigma and discrimination
- The reasons it is important to report instances of stigma and discrimination to CHRAJ
- Methods of reporting to CHRAJ and assisting others in reporting to CHRAJ

SESSION 6: Reporting Stigma and Discrimination to CHRAJ Using the Online System

- Practical skills around how to use the web-based stigma and discrimination reporting platform

Round Robin: Concluding Thoughts (5 minutes)

Ask each participant to share the following:

- *One new thing you learned*
- *One way in which you plan to use today's training in the community*

At the conclusion of the sharing, be sure to thank everyone for their participation, cooperation, and time. Provide contact information and procedures for follow up as needed after the training.

Evaluation Surveys (as needed or as time allows)

Provide every participant with an evaluation survey and ask them to fill it out before they leave.

END OF TRAINING

RESOURCES

- [1A: Fundamental Human Rights Cards](#)
- [1B: Fundamental Human Rights Example Script](#)
- [1C: Excerpt from 1992 Constitution of Ghana](#)
- [2A Picture Exercise Handouts](#)
- [2B: Identity Cards](#)
- [2C: STIGMA Page](#)
- [3A: Handout on Responsibilities Outlined in the 1992 Constitution of Ghana](#)
- [4A: Example Scenario Summaries for Practice Complaints](#)
- [4B: Questions to Ask Complainants](#)
- [5A: Case Scenarios](#)
- [6A: Matching Game Cards](#)
- [7A: Evaluation Survey](#)

1 A: Fundamental Human Rights Cards (1 of 2)

RIGHT TO LIFE

RIGHT TO EDUCATION

FREEDOM OF EXPRESSION

FREEDOM OF ASSOCIATION

**FREEDOM OF THOUGHT,
CONSCIENCE, AND
RELIGION**

EQUALITY OF ALL PERSONS

1 A: Fundamental Human Rights Cards (2 of 2)

<p>FREEDOM FROM TORTURE, INHUMANE TREATMENT, AND PUNISHMENT</p>	<p>FREEDOM FROM SEXUAL EXPLOITATION AND ABUSE</p>
<p>FREEDOM FROM SALE, TRAFFICKING, AND ABDUCTION</p>	<p>RIGHT TO ADEQUATE FOOD AND SHELTER</p>
<p>RIGHT TO THE HIGHEST LEVEL OF HEALTH AND ACCESS TO MEDICAL SERVICES</p>	<p>RIGHT TO PEACEFUL ASSEMBLY</p>

1B: Removing Fundamental Human Rights Example Script

Right to Education: You would like to return to school to earn a certificate, but are told that you will be required to pass a health screening prior to enrollment. You are not told what you will be tested for, or what will lead to you being denied.

Right to Peaceful Assembly: You and many other members of your community are members of a religious minority. You wish to hold a public celebration in a park, but are told that you must apply for a permit, which is denied because the community feels it would go against the prevailing religious beliefs of the area.

Highest Level of Health and Access to Medical Services: The government hospital in your village is shut down and a representative from the hospital tells you that you can all visit the bigger and higher quality hospital in the next village. However, many people in your village cannot afford transportation.

Freedom of Association: Your church starts a meeting to discuss community problems. However, a local politician thinks that the group is meeting to support an opposition party agenda and has local police visit the church during the meetings to monitor activity. Many community members stop attending the meetings.

Equality of All Persons: You are in a shop and notice a man looking confused and trying to speak in a language from another country. The shopkeeper is annoyed and ignores the man, serving you first even though you entered the shop last.

Freedom of Thought, Conscience, and Religion: A group gathers outside a local mosque to tell everyone who enters that they should accept a different religious path. The group's activities disrupt the worship of those inside the mosque and many attendees feel intimidated by those outside.

Freedom of Expression: You call into a radio show to share your thoughts on how a large corporation in your area is harming the environment. You begin receiving threatening calls in response from people who want you to stop speaking up on the issue, and promise to do you and your family harm if you do.

Right to Adequate Food and Shelter: A large American company purchases the land on which you live from the government. You and your neighbors are forced to move immediately with inadequate compensation to buy or rent something similar to what you had before.

Freedom from Torture, Inhumane Treatment, and Punishment: A police officer arrests you for a crime you did not commit. Before taking you to the police department, you continue to tell him that you are innocent. He tells you that he doesn't care and hits you hard on the head repeatedly to get you to be quiet.

Freedom from Sale, Trafficking, and Abduction: You are taking a taxi home one night, when you notice that the taxi is not going the correct direction. The driver refuses to listen and instead takes you to a secluded alley where he is met by a group of people who take you from the taxi and tie you up until you give them all of your valuables and access to your banking information.

Freedom from Sexual Exploitation and Abuse: Your boss calls you into his or her office and suggests that some employees are being fired that week. Your boss suggests that the best way for you to keep your job is to offer sexual favors.

Right to Life: This one is left up to the participants to interpret what "life" means to them.

1C: Excerpt from the 1992 Constitution of Ghana, Chapter 5: Fundamental Human Rights and Freedoms (Articles 12-33)

Constitution of the Republic of Ghana

The Constitution

CHAPTER FIVE

FUNDAMENTAL HUMAN RIGHTS AND FREEDOMS

12.

(1) The fundamental human rights and freedoms enshrined in this chapter shall be respected and upheld by the Executive, Legislature and Judiciary and all other organs of government and its agencies and, where applicable to them, by all natural and legal persons in Ghana, and shall be enforceable by the Courts as provided for in this Constitution.

(2) Every person in Ghana, whatever his race, place of origin, political opinion, colour, religion, creed or gender shall be entitled to the fundamental human rights and freedoms of the individual contained in this Chapter but subject to respect for the rights and freedoms of others and for the public interest.

13.

(1) No person shall be deprived of his life intentionally except in the exercise of the execution of a sentence of a court in respect of a criminal offence under the laws of Ghana of which he has been convicted.

(2) A person shall not be held to have deprived another person of his life in contravention of clause (1) of this article if that other person dies as the result of a lawful act of war or if that other person dies as the result of the use of force to such an extent as is reasonably justifiable in the particular circumstances.-

- (a) for the defence of any person from violence or for the defence of property; or
- (b) in order to effect a lawful arrest or to prevent the escape of a person lawfully detained; or
- (c) for the purposes of suppressing a riot, insurrection or mutiny; or
- (d) in order to prevent the commission of a crime by that person.

14.

(1) Every person shall be entitled to his personal liberty and no person shall be deprived of his personal liberty except in the following cases and in accordance with procedure permitted by law -

- (a) in execution of a sentence or order of a court in respect of a criminal offence of which he has been convicted; or
- (b) in execution of an order of a court punishing him for contempt of court; or
- (c) for the purpose of bringing him before a court in execution of an order of a court; or
- (d) in the case of a person suffering from an infectious or contagious disease, a person of unsound mind, a person addicted to drugs or alcohol or a vagrant, for the purpose of his care or treatment or the protection of the community; or
- (e) for the purpose of the education or welfare of a person who has not attained the age of eighteen years; or
- (f) for the purpose of preventing the unlawful entry of that person into Ghana, or of effecting the expulsion, extradition or other lawful removal of that person from Ghana or for the purpose of restricting that person while he is being lawfully conveyed through Ghana in the course of his extradition or removal from one country to another; or

(g) upon reasonable suspicion of his having committed or being about to commit a criminal offence under the laws of Ghana.

(2) A person who is arrested, restricted or detained shall be informed immediately, in a language that he understands, of the reasons for his arrest, restriction or detention and of his right to a lawyer of his choice.

(3) A person who is arrested, restricted or detained -

(a) for the purpose of bringing him before a court in execution of an order of a court; or

(b) upon reasonable suspicion of his having committed or being about to commit a criminal offence under the laws of Ghana, and who is not released, shall be brought before a court within forty-eight hours after the arrest, restriction or detention.

(4) Where a person arrested, restricted or detained under paragraph (a) or (b) of clause (3) of this article is not tried within a reasonable time, then, without prejudice to any further proceedings that may be brought against him, he shall be released wither unconditionally or upon reasonable conditions, including in particular, conditions reasonably necessary to ensure that he appears at a later date for trial or for proceedings preliminary to trial.

(5) A person who is unlawfully arrested, restricted or detained by any other person shall be entitled to compensation from that other person.

(6) Where a person is convicted and sentenced to a term of imprisonment for an offence, any period he has spent in lawful custody in respect of that offence before the completion of his trial shall be taken into account in imposing the term of imprisonment.

(7) Where a person who has served the whole or a part of his sentence is acquitted on a appeal by a court, other than the Supreme Court, the court may certify tot he Supreme Court that the person acquitted be paid compensation; and the Supreme Court may, upon examination of all the facts and the certificate of the court concerned, award such compensation as it may think fit; or, where the acquittal is by the Supreme Court, it may order compensation to be paid to the person acquitted.

15.

(1) The dignity of all persons shall be inviolable.

(2) No person shall, whether or not he is arrested, restricted or retained, be subjected to -

(a) torture or other cruel, inhuman or degrading treatment or punishment;

(b) any other condition that detracts or is likely to detract from his dignity and worth as a human being.

(3) A person who has not been convicted of a criminal offence shall not be treated as a convicted person and shall be kept separately from convicted persons.

(4) A juvenile offender who is kept in lawful custody or detention shall be kept separately from an adult offender.

16.

(1) No person shall be held in slavery or servitude.

(2) No person shall be required to perform forced labour.

(3) For the purposes of this article, "forced labour" does not include -

(a) any labour required as a result of a sentence or order of a court; or

(b) any labour required of a member of a disciplined force or service as his duties or, in the case of a person who has conscientious objections to a service as a member of the Armed Forces of Ghana, any labour which that person is required by law to perform in place of such service; or

(c) any labour required during any period when Ghana is at war or in the event of an emergency or calamity that threatens the life and well-being of the community, to the extent that the requirement of such labour is reasonably justifiable in the circumstances of any situation arising or existing during that period for the purposes of dealing with the situation; or

(d) any labour reasonably required as part of normal communal or other civic obligations.

17.

(1) All persons shall be equal before the law.

(2) A person shall not be discriminated against on grounds of gender, race, colour, ethnic origin, religion, creed or social or economic status.

(3) For the purposes of this article, "discriminate" means to give different treatment to different persons attributable only or mainly to their respective descriptions by race, place of origin, political opinions, colour, gender, occupation, religion or creed, whereby persons of one description are subjected to disabilities or restrictions to which persons of another description are not made subject or are granted privileges or advantages which are not granted to persons of another description.

(4) Nothing in this article shall prevent Parliament from enacting laws that are reasonably necessary to provide -

(a) for the implementation of policies and programmes aimed at redressing social, economic or educational imbalance in the Ghanaian society;

(b) for matters relating to adoption, marriage, divorce, burial, devolution of property on death or other matters of personal law;

(c) for the imposition of restrictions on the acquisition of land by persons who are not citizens of Ghana or on the political and economic activities of such persons and for other matters relating to such persons; or

(d) for making different provision for different communities having regard to their special circumstances not being provision which is inconsistent with the spirit of this Constitution.

(5) Nothing shall be taken to be inconsistent with this article which is allowed to be done under any provision of this Chapter.

18.

(1) Every person has the right to own property either alone or in association with others.

(2) No person shall be subjected to interference with the privacy of his home, property, correspondence or communication except in accordance with law and as may be necessary in a free and democratic society for public safety or the economic well-being of the country, for the protection of health or morals, for the prevention of disorder or crime or for the protection of the rights or freedoms of others.

19.

(1) A person charged with a criminal offence shall be given a fair hearing within a reasonable time by a court.

(2) A person charged with a criminal offence shall -

(a) in the case of an offence other than high treason or treason, the punishment for which is death or imprisonment for life, be tried by a judge and jury and -

(i) where the punishment is death, the verdict of the jury shall be unanimous; and

(ii) in the case of life imprisonment, the verdict of the jury shall be by such majority as Parliament may by law prescribe;

- (b) in the case of an offence tribal by a Regional Tribunal the penalty for which is death, the decision of the Chairman and the other panel members shall be unanimous;
- (c) be presumed to be innocent until he is proved or has pleaded guilty;
- (d) be informed immediately in a language that he understands, and in detail; of the nature of the offence charged;
- (e) be given adequate time and facilities for the preparation of this defence;
- (f) be permitted to defend himself before the court in person or by a lawyer of his choice;
- (g) be afforded facilities to examine, in person or by his lawyer, the witnesses called by the prosecution before the court, and to obtain the attendance and carry out the examination of witnesses to testify on the same conditions as those applicable to witnesses called by the prosecution;
- (h) be permitted to have, without payment by him, the assistance of an interpreter where he cannot understand the language used at the trial; and
- (i) in the case of the offence of high treason or treason, be tried by the High Court duly constituted by three Justices of that Court and the decision of the Justices shall be unanimous.
- (3) The trial of a person charged with a criminal offence shall take place in his presence unless;-
- (a) he refuses to appear before the court for the trial to be conducted in his presence after he has been duly notified of the trial; or
- (b) he conducts himself in such a manner as to render the continuation of the proceedings in his presence impracticable and the court orders him to be removed for the trial to proceed in his absence.
- (4) Whenever a person is tried for a criminal offence the accused person or a person authorised by him shall, if he so requires, be given, within a reasonable time not exceeding six months after judgement, a copy of any record of the proceedings made by or on behalf of the court for the use of the accused person.
- (5) A person shall not be charged with or held to be guilty of a criminal offence which is founded on an act or omission that did not at the time it took place constitute an offence.
- (6) No penalty shall be imposed for a criminal offence that is severer in degree or description than the maximum penalty that could have been imposed for that offence at the time when it was committed.
- (7) No person who shows that he has been tried by a competent court for a criminal offence and either convicted or acquitted, shall again be tried for that offence or for any other criminal offence of which he could have been convicted at the trial for the offence, except on the order of a superior court in the course of appeal or review proceedings relating to the conviction or acquittal.
- (8) Notwithstanding clause (7) of this article, an acquittal of a person on a trial for high treason or treason shall not be a bar to the institution of proceedings for any other offence against that person.
- (9) Paragraphs (a) and (b) of clause (2) of this article shall not apply in the case of a trial by a court-martial or other military tribunal.
- (10) No person who is tried for a criminal offence shall be compelled to give evidence at the trial.
- (11) No person shall be convicted of a criminal offence unless the offence is defined and the penalty for it is prescribed in a written law.
- (12) Clause (11) of this article shall not prevent a Superior Court from punishing a person for contempt of itself notwithstanding that the act or omission constitution the contempt is not defined in a written law and the penalty is not so prescribed.
- (13) An adjudicating authority for the determination of the existence or extent of a civil right or obligation shall, subject to the provisions of this Constitution, be established by law and shall be independent and impartial; and

where proceedings for determination are instituted by a person before such an adjudicating authority, the case shall be given a fair hearing within a reasonable time.

(14) Except as may be otherwise ordered by the adjudicating authority in the interest of public morality, public safety, or public order the proceedings of any such adjudicating authority shall be in public.

(15) Nothing in this article shall prevent an adjudicating authority from excluding from the proceeding persons, other than the parties to the proceedings and their lawyers, to such an extent as the authority-

- (a) may consider necessary or expedient in circumstances where publicity would prejudice the interests of justice; or
- (b) may be empowered by law to do in the interest of defence, public safety, public order, public morality, the welfare of persons under the age of eighteen or the protection of the private lives of persons concerned in the proceedings.

(16) Nothing in, or done under the authority of, any law shall be held to be inconsistent with or in contravention of, the following provisions

- (a) paragraph (c) of clause (2) of this article, to the extent that the law in question imposes upon a person charged with a criminal offence, the burden of providing particular facts; or
- (b) clause (7) of this article, to the extent that the law in question authorises a court to try a member of a disciplined force for a criminal offence notwithstanding any trial and conviction or acquittal of that member under the disciplinary law of the force, except that any court which tries that member and convicts him shall, in sentencing him to any punishment, take into account any punishment imposed on him under that disciplinary law.

(17) Subject to clause (18) of this article, treason shall consist only-

- (a) in levying war against Ghana or assisting any state or person or inciting or conspiring with any person to levy war against Ghana; or
- (b) in attempting by force of arms or other violent means to overthrow the organs of government established by or under this Constitution; or
- (c) in taking part or being concerned in or inciting or conspiring with any person to make or take part or be concerned in, any such attempt.

(18) An act which aims at procuring by constitutional means an alteration of the law or of the policies of the Government shall not be considered as an act calculated to overthrow the organs of government.

(19) Notwithstanding any other provision of this article, but subject to clause (20) of this article, Parliament may, by or under an Act of Parliament, establish military courts or tribunals for the trial of offences against military law committed by persons subject to military law.

(20) Where a person subject to military law, who is not in active service, commits an offence which is within the jurisdiction of a civil court, he shall not be tried by a court-martial or military tribunal for the offence unless the offence is within the jurisdiction of a court-martial or other military tribunals under any law for the enforcement of military discipline.

(21) For the purposes of this article, "criminal offence" means a criminal offence under the laws of Ghana.

20.

(1) No property of any description or interest in or right over any property shall be compulsorily taken possession of or acquired by the State unless the following conditions are satisfied.

- (a) the taking of possession or acquisition if necessary in the interest of defence, public safety, public order, public morality, public health, town and country planning or the development or utilization of property in such a manner as to promote the public benefit; and

(b) the necessity for the acquisition is clearly stated and is such as to provide reasonable justification for causing any hardship that may result to any person who has an interest in or right over the property.

(2) Compulsory acquisition of property by the State shall only be made under a law which makes provision for:

(a) the prompt payment of fair and adequate compensation; and

(b) a right of access to the High Court by any person who has an interest in or right over the property whether direct or on appeal from other authority, for the determination of his interest or right and the amount of compensation to which he is entitled.

(3) Where a compulsory acquisition or possession of land effected by the State in accordance with clause (1) of this article involves displacement of any inhabitants, the State shall resettle the displaced inhabitants on suitable alternative land with due regard for their economic well-being and social and cultural values.

(4) Nothing in this article shall be construed as affecting the operation of any general law so far as it provides for the taking of possession or acquisition of property.

(a) by way of vesting or administration of trust property, enemy property or the property of persons adjudged or otherwise declared bankrupt or insolvent, persons of unsafe mind, deceased persons or bodies corporate or unincorporated in the course of being wound up; or

(b) in the execution of a judgement or order of a court; or

(c) by reason of its being in a dangerous state or injurious to the health of human beings, animals or plants; or

(d) in consequence of any law with respect to the limitation of actions; or

(e) for so long only as may be necessary for the purpose of any examination, investigation, trial or inquiry; or

(f) for so long as may be necessary for the carrying out of work on any land for the purpose of the provision of public facilities or utilities, except that where any damage results from any such work there shall be paid appropriate compensation.

(5) Any property compulsorily taken possession of or acquired in the public interest or for a public purpose shall be used only in the public interest or for the public purpose for which it was acquired.

(6) Where the property is not used in the public interest or for the purpose for which it was acquired, the owner of the property immediately before the compulsory acquisition, shall be given the first option for acquiring the property and shall, on such reacquisition refund the whole or part of the compensation paid to him as provided for by law or such other amount as is commensurate with the value of the property at the time of the reacquisition.

21.

(1) All persons shall have the right to -

(a) freedom of speech and expression, which shall include freedom of the press and other media;

(b) freedom of thought, conscience and belief, which shall include academic freedom;

(c) freedom to practise any religion and to manifest such practice;

(d) freedom of assembly including freedom to take part in processions and demonstrations;

(e) freedom of association, which shall include freedom to form or join trade unions or other associations, national or international, for the protection of their interest;

(f) information, subject to such qualifications and laws as are necessary in a democratic society;

(g) freedom of movement which means the right to move freely in Ghana, the right to leave and to enter Ghana and immunity from expulsion from Ghana.

(2) A restriction on a person's freedom of movement by his lawful detention shall not be held to be inconsistent with or in contravention of this article.

(3) All citizens shall have the right and freedom to form or join political parties and to participate in political activities subject to such qualifications and laws as are necessary in a free and democratic society and are consistent with this Constitution.

(4) Nothing in, or done under the authority of, a law shall be held to be inconsistent with, or in contravention of, this article to the extent that the law in question makes provision-

(a) for the imposition of restrictions by order of a court, that are required in the interest of defence, public safety or public order, on the movement or residence within Ghana of any person; or

(b) for the imposition of restrictions, by order of a court, on the movement or residence within Ghana of any person either as a result of his having been found guilty of a criminal offence under the laws of Ghana or for the purposes of ensuring that he appears before a court at a later date for trial for a criminal offence or for proceedings relating to his extradition or lawful removal from Ghana; or

(c) for the imposition of restrictions that are reasonably required in the interest of defence, public safety, public health or the running of essential services, on the movement or residence within Ghana of any person or persons generally, or any class of persons; or

(d) for the imposition of restrictions on the freedom of entry into Ghana, or of movement in Ghana, if a person who is not a citizen of Ghana; or

(e) that is reasonably required for the purpose of safeguarding the people of Ghana against the teaching or encourages disrespect for the nationhood of Ghana, the national symbols and emblems, or incites hatred against other members of the community except so far as that provision or, as the case may be, the thing done under the authority of that law is shown not to be reasonably justifiable in terms of the spirit of this Constitution.

(5) Whenever a person, whose freedom of movement has been restricted by the order of a court under paragraph (a) of clause (4) of this article, requests at any time during the period of that restriction not earlier than seven days after the order was made, or three months after he last made such request, as the case may be, his case shall be reviewed by that court.

(6) On a review by a court under clause (5) of this article, the court may, subject to the right of appeal from its decision, make such order for the continuation or termination of the restriction as it considers necessary or expedient.

22.

(1) A spouse shall not be deprived of a reasonable provision out of the estate of a spouse whether or not the spouse died having made a will.

(2) Parliament shall, as soon as practicable after the coming into force of this Constitution, enact legislation regulating the property rights of spouses.

(3) With a view to achieving the full realisation of the rights referred to in clause (2) of this article -

(a) spouses shall have equal access to property jointly acquired during marriage;

(b) assets which are jointly acquired during marriage shall be distributed equitably between the spouses upon dissolution of the marriage.

23.

Administrative bodies and administrative officials shall act fairly and reasonably and comply with the requirements imposed on them by law and persons aggrieved by the exercise of such acts and decisions shall have the right to seek redress before a court or other tribunal.

24.

(1) Every person has the right to work under satisfactory, safe and healthy conditions, and shall receive equal pay for equal work without distinction of any kind.

(2) Every worker shall be assured of rest, leisure and reasonable limitation of working hours and periods of holidays with pay, as well as remuneration for public holidays.

(3) Every worker has a right to form or join a trade union of his choice for the promotion and protection of his economic and social interests.

(4) Restrictions shall not be placed on the exercise of the right conferred by clause (3) of this article except restrictions prescribed by law and reasonably necessary in the interest of national security or public order or for the protection of the rights and freedoms of others.

25.

(1) All persons shall have the right to equal educational opportunities and facilities and with a view to achieving the full realisation of that right -

(a) basic education shall be free, compulsory and available to all;

(b) secondary education in its different forms, including technical and vocational education, shall be made generally available and accessible to all by every appropriate means, and in particular, by the progressive introduction of free education;

(c) higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular, by progressive introduction of free education;

(d) functional literacy shall be encouraged or intensified as far as possible;

(e) the development of a system of schools with adequate facilities at all levels shall be actively pursued.

(2) Every person shall have the right, at his own expense, to establish and maintain a private school or schools at all levels and of such categories and in accordance with such conditions as may be provided by law.

26.

(1) Every person is entitled to enjoy, practise, profess, maintain and promote any culture, language, tradition or religion subject to the provisions of this Constitution.

(2) All customary practices which dehumanise or are injurious to the physical and mental well-being of a person are prohibited.

27.

(1) Special care shall be accorded to mothers during a reasonable period before and after child-birth; and during those periods, working mothers shall be accorded paid leave.

(2) Facilities shall be provided for the care of children below school-going age to enable women, who have the traditional care for children, realise their full potential.

(3) Women shall be guaranteed equal rights to training and promotion without any impediments from any person.

28.

(1) Parliament shall enact such laws as are necessary to ensure that -

(a) every child has the right to the same measure of special care, assistance and maintenance as is necessary for its development from its natural parents, except where those parents have effectively surrendered their rights and responsibilities in respect of the child in accordance with law;

(b) every child, whether or not born in wedlock, shall be entitled to reasonable provision out of the estate of its parents;

(c) parents undertake their natural right and obligation of care, maintenance and upbringing of their children in co-operation with such institutions as Parliament may, by law, prescribe in such manner that in all cases the interest of the children are paramount;

(d) children and young persons receive special protection against exposure to physical and moral hazards; and

(e) the protection and advancement of the family as the unit of society are safeguarded in promotion of the interest of children.

(2) Every child has the right to be protected from engaging in work that constitutes a threat to his health, education or development.

(3) A child shall not be subjected to torture or other cruel, inhuman or degrading treatment or punishment.

(4) No child shall be deprived by any other person of medical treatment, education or any other social or economic benefit by reason only of religious or other beliefs.

(5) For the purposes of this article, "child" means a person below the age of eighteen years.

29.

(1) Disabled persons have the right to live with their families or with foster parents and to participate in social, creative or recreational activities.

(2) A disabled person shall not be subjected to differential treatment in respect of his residence other than that required by his condition or by the improvement which he may derive from the treatment.

(3) If the stay of a disabled person in a specialised establishment is indispensable, the environment and living conditions there shall be as close as possible to those of the normal life of a person of his age.

(4) Disabled persons shall be protected against all exploitation, all regulations and all treatment of a discriminatory, abusive or degrading nature.

(5) In any Judicial proceedings in which a disabled person is a party, the legal procedure applied shall take his physical and mental condition into account.

(6) As far as practicable, every place to which the public have access shall have appropriate facilities for disabled persons.

(7) Special incentive shall be given to disabled persons engaged in business and also to business organisations that employ disabled persons in significant numbers.

(8) Parliament shall enact such laws as are necessary to ensure the enforcement of the provisions of this article.

30.

A person who by reason of sickness or any other cause is unable to give his consent shall not be deprived by any other person of medical treatment, education or any other social or economic benefit by reason only of religious or other beliefs.

Emergency Powers

31.

(1) The President may, acting in accordance with the advice of the Council of State, by Proclamation published in the Gazette, declare that a state of emergency exists in Ghana or in any part of Ghana for the purposes of the provisions of this Constitution.

(2) Notwithstanding any other provision of this article, where a proclamation is published under clause (1) of this article, the President shall place immediately before Parliament, the facts and circumstances leading to the declaration of the state of emergency.

(3) Parliament shall, within seventy-two hours after being so notified, decide whether the proclamation should remain in force or should be revoked; and the President shall act in accordance with the decision of Parliament.

(4) A declaration of a state of emergency shall cease to have effect at the expiration of a period of seven days beginning with the date of publication of the declaration, unless, before the expiration of that period, it is approved by a resolution passed for that purpose by a majority of all the members of Parliament.

(5) Subject to clause (7) of this article, a declaration of a state of emergency approved by a resolution of Parliament under clause (4) of this article shall continue in force until the expiration of a period of three months beginning with the date of its being so approved or until such earlier date as may be specified in the resolution.

(6) Parliament may, by resolution passed by a majority of all members of Parliament, extend its approval of the declaration for periods of not more than one month at a time.

(7) Parliament may, by a resolution passed by a majority of all the members of Parliament, at any time, revoke a declaration of a state of emergency approved by Parliament under this article.

(8) For the avoidance of doubt, it is hereby declared that the provisions of any enactment, other than an Act of Parliament, dealing with a state of emergency declared under clause (1) of this article shall apply only to that part of Ghana where the emergency exists.

(9) The circumstances under which a state of emergency may be declared under this article include a natural disaster and any situation in which any action is taken or is immediately threatened to be taken by any person or body of persons which -

(a) is calculated or likely to deprive the community of the essentials of life; or

(b) renders necessary the taking of measures which are required for securing the public safety, the defence of Ghana and the maintenance of public order and of supplies and services essential to the life of the community.

(10) Nothing in, or done under the authority of, an Act of Parliament shall be held to be inconsistent with, or in contravention of, articles 12 to 30 of this Constitution to the period when a state of emergency is in force, of measures that are reasonably justifiable for the purposes of dealing with the situation that exists during that period.

32.

(1) Where a person is restricted or detained by virtue of a law made pursuant to a declaration of a state of emergency, the following provisions shall apply

(a) he shall as soon as practicable, and in any case not later than twenty-four hours after the commencement of the restriction or detention, be furnished with a statement in writing specifying in detail the grounds upon which he is restricted or detained and the statement shall be read or interpreted to the person restricted or detained;

(b) the spouse, parent, child or other available next of kin of the person restricted or detained shall be informed of the detention or restriction within twenty-four hours after the commencement of the detention or restriction and be permitted access to the person at the earliest practicable opportunity, and in any case within twenty-four hours after the commencement of the restriction or detention;

(c) not more than ten days after the commencement of his restriction or detention, a notification shall be published in the Gazette and in the media stating that he had been restricted or detained and giving particulars of the provision of law under which his restriction or detention is authorised and the grounds of his restriction or detention;

(d) not more than ten days after commencement of his restriction or detention, and after that, during his restriction or detention, at intervals of not more than three months, his case shall be reviewed by a tribunal composed of not

less than three Justices of the Superior Court of Judicature appointed by the Chief Justice; except that the same tribunal shall not review more than once the case of a person restricted or detained;

(e) he shall be afforded every possible facility to consult a lawyer of his choice who shall be permitted to make representations to the tribunal appointed for the review of the case of the restricted or detained person;

(f) at the hearing of his case, he shall be permitted to appear in person or by a lawyer of his choice.

(2) On a review by a tribunal of the case of a restricted or detained person, the tribunal may order the release of the person and the payment to him of adequate compensation or uphold the grounds of his restriction or detention; and the authority by which the restriction or detention was ordered shall act accordingly.

(3) In every month in which there is a sitting of parliament, a Minister of State authorised by the President, shall make report to Parliament of the number of persons restricted or detained by virtue of such a law as is referred to in clause (10) of article 31 of this Constitution and the number of cases in which the authority that ordered the restriction or detention has acted in accordance with the decisions of the tribunal appointed under this article.

(4) Notwithstanding clause (3) of this article, the Minister referred to in that clause shall publish every month in the Gazette and in the media.

(a) the number and the names and addresses of the persons restricted or detained;

(b) the number of cases reviewed by the tribunal; and

(c) the number of cases in which the authority which ordered the restriction or detention has acted in accordance with the decisions of the tribunal appointed under this article.

(5) For the avoidance of doubt, it is hereby declared that at the end of an emergency declared under clause (1) of article 31 of this Constitution, a person in restriction or detention or in custody as a result of the declaration of the emergency shall be released immediately.

Protection of Rights by the Court

33.

(1) Where a person alleges that a provision of this Constitution on the fundamental human rights and freedoms has been, or is being or is likely to be contravened in relation to him, then, without prejudice to any other action that is lawfully available, that person may apply to the High Court for redress.

(2) The High Court may, under clause (1) of this article, issue such directions or orders or writs including rites or orders in the nature of *habeas corpus*, *certiorari*, *mandamus*, *prohibition*, and *quo warrant* as it may consider appropriate for the purposes of enforcing or securing the enforcement of any of the provisions on the fundamental human rights and freedoms to the protection of which the person concerned is entitled.

(3) A person aggrieved by a determination of the High Court may appeal to the Court of Appeal with the right of a further appeal to the Supreme Court.

(4) The Rules of Court Committee may make rules of court with respect to the practice and procedure of the Superior Courts for the purposes of this article.

(5) The rights, duties, declarations and guarantees relating to the fundamental human rights and freedoms specifically mentioned in this Chapter shall not be regarded as excluding others not specifically mentioned which are considered to be inherent in a democracy and intended to secure the freedom and dignity of man.

2A: Picture Exercise Handouts (1 of 6)



Picture Exercise courtesy of *Understanding and Challenging HIV Stigma Toolkit for Action* created by Academy for Educational Development, International Center for Research on Women and International HIV/AIDS Alliance, illustrations by Petra Röhr-Rouendaal, 2006

2A: Picture Exercise Handouts (2 of 6)



Picture Exercise courtesy of *Understanding and Challenging HIV Stigma Toolkit for Action* created by Academy for Educational Development, International Center for Research on Women and International HIV/AIDS Alliance, illustrations by Petra Röhr-Rouendaal, 2006

2A: Picture Exercise Handouts (3 of 6)



Picture Exercise courtesy of *Understanding and Challenging HIV Stigma Toolkit for Action* created by Academy for Educational Development, International Center for Research on Women and International HIV/AIDS Alliance, illustrations by Petra Röhr-Rouendaal, 2006

2A: Picture Exercise Handouts (4 of 6)



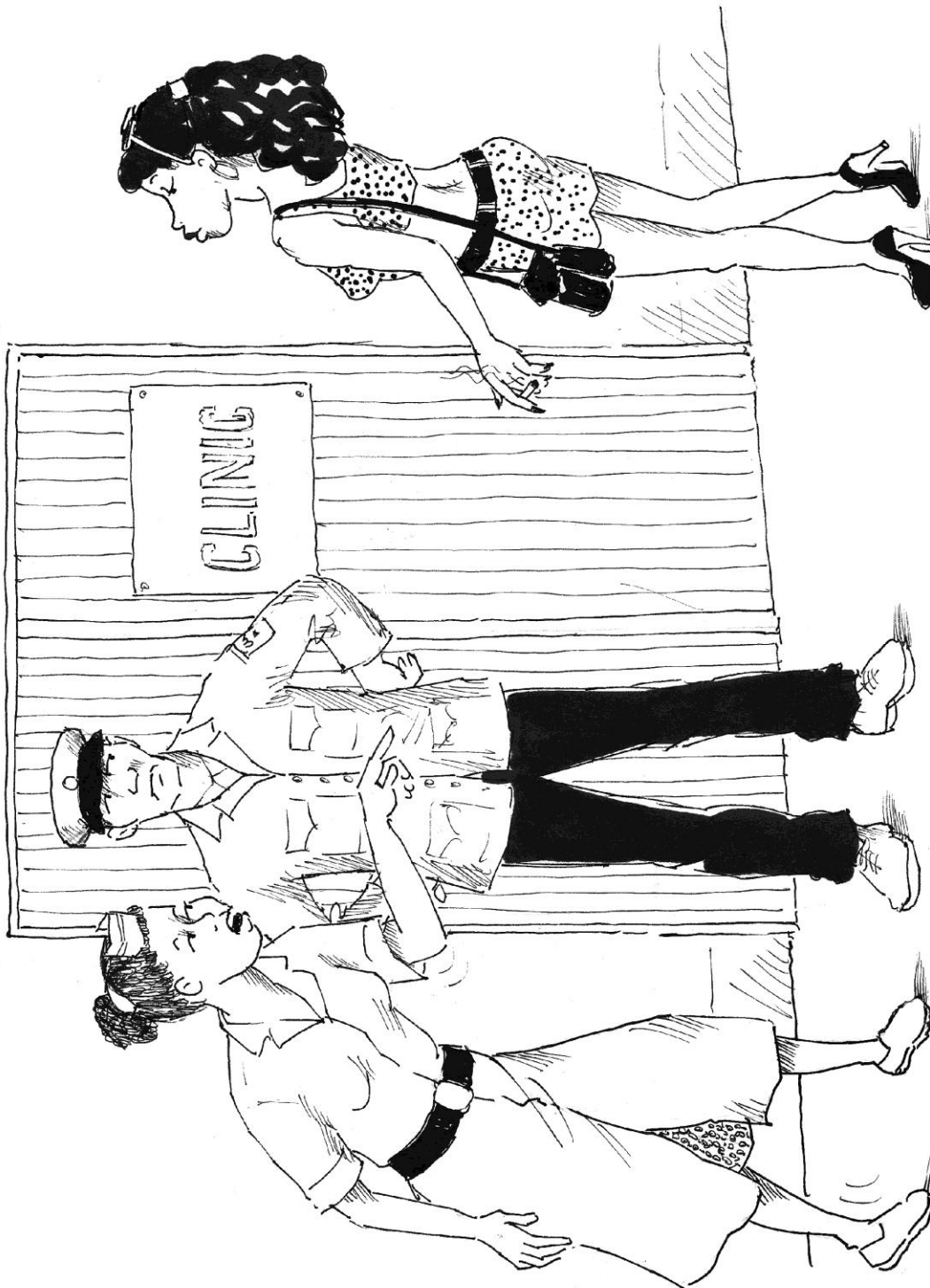
Picture Exercise courtesy of *Understanding and Challenging HIV Stigma Toolkit for Action* created by Academy for Educational Development, International Center for Research on Women and International HIV/AIDS Alliance, illustrations by Petra Röhr-Rouendaal, 2006

2A: Picture Exercise Handouts (5 of 6)



Picture Exercise courtesy of *Understanding and Challenging HIV Stigma Toolkit for Action* created by Academy for Educational Development, International Center for Research on Women and International HIV/AIDS Alliance, illustrations by Petra Röhr-Rouendaal, 2006

2A: Picture Exercise Handouts (6 of 6)



Picture Exercise courtesy of *Understanding and Challenging HIV Stigma Toolkit for Action* created by Academy for Educational Development, International Center for Research on Women and International HIV/AIDS Alliance, illustrations by Petra Röhr-Rouendaal, 2006

2B: Identity Cards (1 of 3)

PASTOR	ASHAWOO
LIAR	KOJOBESIA
WEE SMOKER	WITCH
PLHIV	MSM

2B: Identity Cards (2 of 3)

HAWKER	LESBIAN
LAWYER	FSW
FOOTBALLER	TB PATIENT
TAXI DRIVER	TEASEWUO (A LIVING DEAD PERSON)

2B: Identity Cards (3 of 3)

ARMED ROBBER	PRISONER
BURGER	PROFESSOR
KAYAYOO	BEGGAR
POLICE OFFICER	HEALTH CARE WORKER

STIGMA

3A: Responsibilities of Citizens Outlined in the 1992 Constitution of Ghana

Duties and Responsibilities in the 1992 Constitution

As with the African Charter on Human and Peoples Rights, a specific quality of the 1992 Constitution is its requirement that citizens owe the nation duties and responsibilities.

These include the duties to:

- i. Promote the prestige and good name of Ghana and respect the symbols of the nation
- ii. Foster national unity and live in harmony with others
- iii. Respect the rights, freedoms and legitimate interests of others, and generally to refrain from doing acts detrimental to the welfare of other persons
- iv. Work conscientiously in his [or her] lawfully chosen profession
- v. Protect and preserve public property and expose and combat misuse and waste of public funds and property
- vi. Contribute to the well-being of the community where the citizen lives
- vii. Defend Ghana and render national service when necessary
- viii. Cooperate with lawful agencies in the maintenance of law and order
- ix. Declare their income honestly to the appropriate and lawful agencies and to satisfy all tax obligations, and
- x. Protect and safeguard the environment.

4A: Example Scenario Summaries for Practice Complaints

Summary 1

Esoun is a 27 year-old unemployed man. He is single and does not have a girlfriend. On 5th May, 2014 around 12 midnight he accompanied a friend to visit the public toilet. Some assailants, about 8 in number bounced on him and assaulted him because they suspected him to be an MSM. Esoun later reported the matter to Officer Kofi Boakye at the Mamprobi Police Station where he was issued with a medical report form. He first visited the medical Mamprobi Polyclinic to seek medical assistance but after going through the initial checks form, Dr. Otoo demanded GH¢100 before he would the medical report.

Esoun could not afford to pay for the amount demanded, so he subsequently went to the Castle Clinic hoping that he would be spared, but unfortunately there was no help. Again he went to the Ghana Police Hospital, but even there he was made to pay GH¢70 before he could obtain the medical report from a certified Doctor.

Information provided in conversation between focal person and Esoun:

- Mobile number: 024XXX8734
- Self-identifies as MSM
- No other personal information provided for fear of legal recourse
- Respondent address: PO Box SQ5, Accra
- Respondent fixed line number: 026XXX8293

Summary 2

Yaratu is a 35 year old married to S. W. Manful for the past 7 years without a child. Yaratu is a petty trader and Mr. Manful is a Deputy Director of one of the newly created Ministries. Yaratu tested HIV positive about a year ago but was still happily married after disclosing her status to the husband. S. W. Manful later went to check his status and tested positive, but did not show any sign of grief or apprehension to the wife.

Few months later Mr. Manful started maltreating and harassing her and it was revealed that a pastor has prophesied that Yaratu had injected her husband spiritually with the HIV virus. Mr. Manful insisted on throwing her out of their matrimonial home because the pastor said she is a witch. Manful has since brought his girlfriend to live with him. Now Mr. Manful and his family accused Yaratu of injecting the Manful and his girlfriend with the HIV virus and do not want to associate with her any longer.

Information provided in conversation between focal person and Yaratu:

- Mobile number: 020XXX9201
- Email: yaratu@ghmail.com
- Address: PO Box TM10, Tamale
- Date of Birth: 3/2/1980
- Respondent mobile number: 025XXX6574
- Respondent email: manful@ghmail.com
- Respondent address: PO Box TM12, Tamale

4B: Questions to Ask Complainants

Complaints put directly into the online system will walk you through all of the questions you might need to ask to ensure CHRAJ is able to follow up on the information you share. However, in cases where you are unable to put in the complaint directly, you may need to know what questions to ask a complainant to provide the CHRAJ officers with enough background information to proceed. Use this worksheet to assist complainants in lodging their complaints successfully. Please attach copies of any supporting documentation that may be helpful to CHRAJ's investigation.

Note: In order to ensure confidentiality, CHRAJ allows the person who has experienced discrimination to remain anonymous. If you are reporting a case for someone else, please omit identifying information about the complainant, except for those items marked with a * below.

SECTION 1: Details of the person/organization making the complaint

Name of Reporting Organization/Third-party Individual	
Name of Complainant	
*Sex	Date of Birth
HIV/KPG Status	
<input type="checkbox"/> Person Living with HIV <input type="checkbox"/> LGBT Person <input type="checkbox"/> Sex Worker <input type="checkbox"/> Other	
Postal Address	
Email Address	
Mobile Phone Number	Fixed Line Phone Number
Residential Address/ House Number	

SECTION 2: Details of the person/organization against whom the complaint is being made

*Name	
Postal Address	
Email Address	
Mobile Phone Number	Fixed Line Phone Number
Occupation	
<input type="checkbox"/> Health Worker <input type="checkbox"/> Police Officer <input type="checkbox"/> Teacher <input type="checkbox"/> Religious Leader/Pastor <input type="checkbox"/> Military Personnel <input type="checkbox"/> Other	

SECTION 3: Incident details

*Region and district where the incident occurred
Nature of Complaint
<input type="checkbox"/> Common Complaints <input type="checkbox"/> Civil & Political Rights <input type="checkbox"/> Property Rights <input type="checkbox"/> Economic and Social Rights <input type="checkbox"/> Women's Rights <input type="checkbox"/> Children's Rights
Remedy Sought
<input type="checkbox"/> Compensation <input type="checkbox"/> End of Service Benefits <input type="checkbox"/> Entitlement/Compensation <input type="checkbox"/> Re-employment <input type="checkbox"/> Other
*State Briefly what happened

5A: Case Scenarios (1 of 6)

Summary

Akosua Agyare is a 40 year-old woman married to Opanin Kwadwo Mensah for 20 years. They have been blessed with 3 children namely Ama, Yaa and Kwasi Mensah. The children are all below 18 years and are in school. The eldest child is in class 6, the second child is in class 4 and the last child is in class 1.

Unfortunately for Akosua Ayare who was hitherto happily married to her husband, she was found to be HIV positive when she had her last child. Surprisingly, her husband and her 3 children do not have the virus. Akosua does not know how and where she contracted the virus and she has not known any man apart from her husband during the subsistence of the marriage. In fact her condition is a mystery to her. Initially she was given a lot of support by her husband but as time went on her husband became violent towards her and had refused to have anything to do with her. She has been denied access to her own biological children and she has been driven out of the matrimonial home.

Characters

Akosua Agyare – 40 year-old married woman, HIV positive

Opanin Kwadwo Mensah – Akosua’s husband of 20 years

CHRAJ Officer

Ama, Yaa and Kwasi (Optional) – Akosua and Opanin’s children

Script

5A: Case Scenarios (2 of 6)

Summary

Georgina is a 25 year old woman who works with an international school in the eastern region as cook. She has been doing this job for the past 15 years without any blemish. In fact, her peers and superiors all testify to her hard work and dedication to duty. Georgina is not married but she has a stable girlfriend. In accordance with law and as required by persons who prepare food for public consumption, Georgina and her colleagues were required to go through some health checks.

The test results showed that Georgina is HIV positive and as a result she was asked by the school authorities to resign because her status will compel parents to withdraw their children from the school if they found out. She was promised that she would be compensated if she resigned and based on that assurance she resigned. Three months on she had not heard from the school and she has not been paid any compensation.

Characters

Georgina – 25 year-old, HIV positive

Georgina's girlfriend

School Authority

CHRAJ Officer

Script

5A: Case Scenarios (3 of 6)

Summary

Kwaku Alormenu is a 35 year old professional driver with 10years experience in driving both private and public transport for long hours. He is single but he has a girlfriend. Kwaku found a job advert by a prestigious institution in Ghana that anyone would relish working with in the newspapers looking for professional drivers. He applied for the job as driver. Fortunately for Kwaku, he was invited for an interview and he passed.

Kwaku was given an appointment letter to start work on 5th January 2015 but his appointment was made subject to passing an interview. Knowing that he was hale and hearty, Kwaku went through the interview and answered no to all ailments that were indicated in the pre-employment medical examination form including HIV, liver, kidney, cancer, diabetes among other diseases.

Unfortunately, for Kwaku he was found to be HIV positive with some complications of the liver, kidney, swollen feet, and skin disorders among others. The interviewer referred Kwaku for physician specialist attention on the basis that he was found to be currently medically unfit to work and he has been referred for physician specialist attention before he starts work.

Characters

Kwaku – 35 year-old professional driver, HIV positive with other health complications

Kwaku's Girlfriend

Interviewer

CHRAJ Officer

Script

5A: Case Scenarios (4 of 6)

Summary

Ekua Faakyi, an FSW was sexually and physical abused by a client when she refused to have anal sex without condom with the client after offering her a huge amount of money. The client forcefully demanded to have his own way with her which resulted in the abuse and beating up the FSW up severely and caused injuries on her whole body (hands, breast and etc). She also said the client come to a Hotel with a car without a registration number. Ekua reported the case to the Pro-Link Office in Obuasi, the officer also reported the matter to the M-Friend who is also a Police Officer at the DOVVSU office. She was sent to the hospital for medication, treatment, and she is doing well.

Characters

Ekua Faakyi – FSW

Pro-Link Officer

M-Friend/Police Officer

Health Care Worker at the Hospital (optional)

Script

5A: Case Scenarios (5 of 6)

Summary

Efua Timpoani is a 41 year-old Chop Bar operator Kokome at Nkawkaw in the Eastern Region. Her chop bar was one of the best in her area. Two years ago her daughter, Mpompowaa, 19 years of age was impregnated by one Eli Jombo, 21 years. Upon several approaches Eli's father John Jombo refused to accept responsibility and as a result Timpoani took legal action against the Jombo's son to maintain the child. She succeeded in court but this did not go down well with the Jombo family.

After some time John Jombo started picking up quarrels with her at the least opportunity and disclosed her HIV status to the community where she lives. Efua Timpoani claims that this has led to the collapse of her chop bar since people no longer patronise it upon becoming aware of her status.

Characters

Efua Timpoani – 41 year-old, Chop Bar operator, Mpompowaa's mother, HIV positive

Mpompowaa – 19 year-old, Efua's daughter, unmarried mother

Eli Jombo – 21 year-old, father of Mpompowaa's baby

John Jombo – Eli's father

CHRAJ Officer

Script

5A: Case Scenarios (6 of 6)

Summary

Cephtan was in his room when a friend visited him in Nkwanta. Immediately after the friend entered the room, a group of area boys claiming they suspected Cephtan to be a homosexual who was going to have sex with his visitor broke into the room, beat them up and took them to the Nkwanta Police Station. The police arrested Cephtan on Sunday 15th June 2014 and kept him in a police cell without trial until Thursday 19th June 2014 evening at which time he was released. Cephtan could only be released after the police had extorted a bribe of GH¢ 700.00 from him and his family.

Characters

Cephtan

Cephtan's Male Friend

Two Area Boys

Police Officer

CHRAJ Officer

Script

6A: Matching Game Cards

Scenario	Reporting Method
<p>A friend's cousin who is from another country is coming to Ghana to live with her family following the death of her husband. She is being detained at the Ghanaian border. She says that the officer asked about her HIV status, and then told her she could not enter when she refused to answer.</p>	<p>REPORT USING THE ONLINE COMPLAINT FORM AT http://drsysteM.chrajghana.com/</p>
<p>You are coming from a lunch meeting in central Accra when you are arrested. The police officers refuse to tell you why, but release you after you agree to give them all of the cash you have at the time. They then let you go where they found you, but you now have no money and no credit on your phone.</p>	<p>REPORT IN PERSON AT THE CHRAJ HEADQUARTERS</p>
<p>At a public forum on LGBT issues in the community run by a national advocacy agency, a participant shares that they were fired from their job due to rumors about the person's sexuality. Since then, they have been unable to get a new job because their past employer has told others not to hire the person.</p>	<p>REPORT TO AN ORGANIZATION THAT WILL THEN ASSIST IN REPORTING TO CHRAJ</p>
<p>While writing an article for a local news source, you learn while completing a survey in the community that a large company in the area has been hiring more men for higher paid positions even when the female candidates are more qualified. One female employee you speak with reports being sexually assaulted by a coworker, but is afraid to lose her job if she reports. This has been going on for several years, despite complaints to local officials.</p>	<p>REPORT IN WRITING AND MAIL TO THE COMMISSION</p>
<p>You are at the hospital with a severe fever. The nurse tells you that she is sure you have an STI because that's what a lifestyle like yours will get you in the end. She shakes her head and doesn't look you in the eye. She takes some blood, but doesn't tell you what she is testing for. You are left alone to wait for your test results with little information about what to expect.</p>	<p>REPORT BY TEXTING "chraj" TO 1907 AND TYPING A SHORT DESCRIPTION OF THE COMPLAINT INTO THE SMS</p>

7A: Evaluation Survey

Evaluation of Protecting Human Rights by Fighting Stigma and Discrimination among PLHIV and Key Populations Training Workshop

Participant Name (Optional): _____

Date: _____

Training Location: _____

Facilitator Name(s): _____

If you are comfortable, please identify any Key Population(s) you consider yourself to be a part of: _____

Instructions

Please circle the number under the choice that most reflects your opinion about the following items:

Content	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The information provided in the training related to me personally	1	2	3	4	5
The objectives of the training were clearly communicated	1	2	3	4	5
The information provided in the training related clearly to the objectives of the training	1	2	3	4	5
The content of the workshop related appropriately to the concerns and needs of vulnerable key populations	1	2	3	4	5

Design

The workshop objectives were appropriately planned to meet the needs of the workshop participants	1	2	3	4	5
The workshop activities were engaging and interesting	1	2	3	4	5
The workshop activities clearly connected to the content and objectives of the training	1	2	3	4	5
The workshop activities allowed participants to better understand the content of the training	1	2	3	4	5
The pacing and timing of the workshop was appropriate to the content and activities	1	2	3	4	5

Facilitator(s)

The facilitator(s) were well prepared	1	2	3	4	5
The facilitator(s) were supportive and helpful with all participants	1	2	3	4	5
The facilitator(s) managed discussions well	1	2	3	4	5
The facilitator(s) managed activities well	1	2	3	4	5
The facilitator(s) made people feel comfortable asking questions and sharing opinions	1	2	3	4	5

Results	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I accomplished all or most of the objectives of the training	1	2	3	4	5
I will be able to use the information provided in this training in my life/work	1	2	3	4	5

Feedback

What could be done to improve the training?

What did you find most useful or valuable about this training?

Additional comments: