

Session 5.1 – Human rights and ethics

Aim

To encourage participants to think about ethical, human rights and legal issues that need to be addressed in all HIV/AIDS interventions

Learning objectives

At the end of the session participants are able to:

- Understand the human right aspects of the HIV/AIDS epidemic
- Discuss arguments for and against key issues which arise in the context of HIV/AIDS related policy making and human rights

Session overview

1 hours 10 minutes

Step	Time	Activity/method	Content	Resources needed
1	10	Plenary presentation	Human rights and AIDS	Overhead projector
2	60	Discussion on statements	Statements on human rights and HIV/AIDS	

Resources needed

Overhead projector
Overheads/slides

Facilitator's notes

Step 1: (10 minutes)

Explain the aim and objectives of the session.

Step 2:

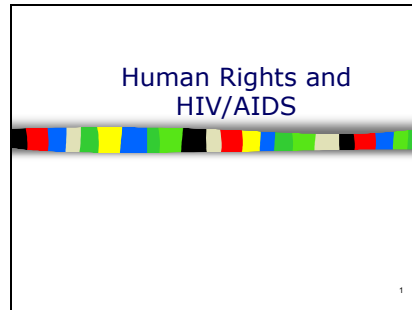
Give the short presentation.

During the presentation give the overview of human rights relevant to HIV/AIDS. With the slide on human rights discuss what these rights mean in Pakistan and ask participants to give examples.

Facilitators notes Day 5

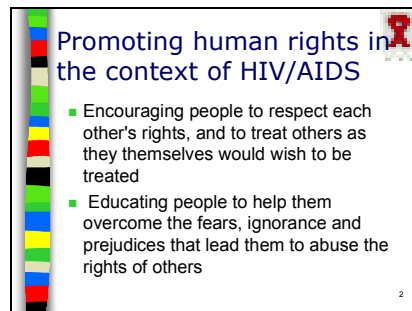
Presentation notes for 5.1

Dia 1



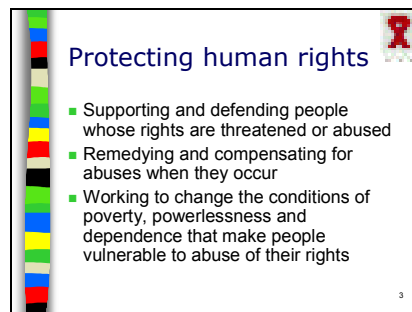
In many countries, human rights are not respected for people living with HIV and AIDS and their families. Often the human rights abuses specific to HIV/AIDS are build on existing human rights abuses towards minorities that also constitute the vulnerable groups in HIV/AIDS (street children, IDU, sex workers, MSM, hijras, migrants)

Dia 2



An important aspect of advocacy activities for NGOs lies in the promotion of human rights towards those groups that are vulnerable to HIV infection and PLWA

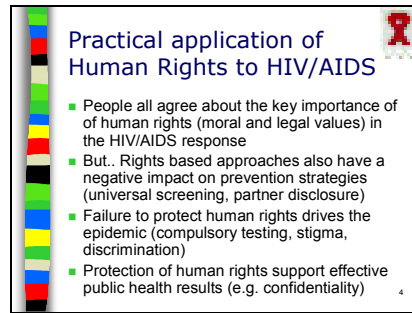
Dia 3



What activities are being done in Pakistan for the protection of human rights? Which specific rights are being protected, which are being abused? Remember also the gender aspects of human rights!

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Dia 4



Practical application of Human Rights to HIV/AIDS

- People all agree about the key importance of human rights (moral and legal values) in the HIV/AIDS response
- But.. Rights based approaches also have a negative impact on prevention strategies (universal screening, partner disclosure)
- Failure to protect human rights drives the epidemic (compulsory testing, stigma, discrimination)
- Protection of human rights support effective public health results (e.g. confidentiality)

Sometimes public health concerns have to make way for human rights. For instance, the right to privacy (confidentiality) will prevent doctors or counsellors to inform the partner of a HIV positive person, thus increasing the likelihood of that person to also get infected. Yet the human rights supersede this public health concern. If people do not trust confidentiality, they will never go for VCT and this is an important preventive measure.

Dia 5



Human rights relevant to HIV/AIDS

- Right to life
- Right to health
- Right to equality and non-discrimination
- Right to privacy
- Right to information
- Right to participation
- Right to enjoy the benefits of scientific progress
- Freedom from torture
- Right to work
- Right to education
- Right to an adequate standard of living

Right to life: Not leaving someone to die, let babies be born
Right to health: Having access to health care
Right to equality and non-discrimination: Not being discriminated as a HIV positive person
Right to privacy: confidentiality
Right to information: Being informed about HIV/AIDS, also youth
Right to participation: HIV positive people participate in community interventions
Right to enjoy the benefits of scientific progress: Access to ARVs
Freedom from torture: Rape in prisons
Right to work: Becoming unemployed as a HIV positive person
Right to education: Not letting children of HIV positive parents into school
Right to an adequate standard of living: Not letting affected households becoming impoverished

Step 3: Discussion on statements

This session aims to address attitudes of people working in the field of HIV/AIDS, and to highlight the complexity in policy development. The focus of the session is on identifying the reasons for and against the policy statements without enforcing one opinion or the other.

Steps:

1. Ask participants to look at the statements in the training module and allow people time to digest the statements and select an answer
2. Ask participants to come up with additional statements and note these down
3. Prepare on a flip chart the numbers of the topics (including additional ones) with enough room to put a mark next to it
4. Ask people to select the one most important statement which they want to bring for debate
5. Ask them to mark these behind the numbers on the flipchart
6. Select the top-5 statements for a debate

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7. Draw a line in the room: one side of the line means 'agree', the other side means 'disagree'. Indicate this on two large cards
8. The facilitator reads aloud statement X, and all participants have to choose a side and stand on that side of the line.
9. The facilitator will promote and guide a brief exchange of arguments between both sides (various persons); and then go to the next Statement Y and so on.
10. Wrap up with a summary of the arguments presented.

Note:

There is no 'right answer' to each statement; the idea is to show the variety in opinions and complexity of issues and policy making.

Session 5.3 – Mystery question box demystified

Aim

- To discuss the remaining questions that have been put into the mystery question box during the course of the training

Learning objectives

At the end of the session the participants will be able to:

- Understand issues that have come up in the mystery question box

Session overview

45 minutes

Step	Time	Activity/method	Content	Resources needed
1	45	Presentation and discussion	Questions asked	Flipchart

Resources needed

Flip chart and paper

Markers

Facilitator's notes

Step 1:

Make sure all questions have been taken out of the box.

Read them carefully all through the week and on the night before, prepare for the answers. Make sure you can answer them. If you need assistance in answering, consult colleagues.

Step 2:

Go one by one through the questions. Make sure everyone understands the question – if needed put the question on the flipchart for everyone to read. In answering the questions, you can start by asking the participants if they have an answer. Correct if necessary.