



Prove It: Documenting Rights Abuses

Trainer's Supplement



Dongjen Centre
for Human Rights
Education
And Action





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About *Know It, Prove It, Change It:* *A Rights Curriculum for Grassroots Groups*

The *Know It, Prove It, Change It! A Rights Curriculum for Grassroots Groups* series is created specifically to help grassroots organizations in communities affected by HIV/AIDS to understand their basic rights, document rights abuses, and design and implement advocacy campaigns. The series has three parts:

- *Know It: The Rights Framework* discusses international human rights law and how it applies to people living with HIV/AIDS and other marginalized communities.
- *Prove It: Basics of Rights Documentation* explains how to plan and conduct rights research.
- *Change It: Ending Rights Abuses* shows how to plan and conduct local, national, and international advocacy based on the research.

Each book includes a manual, which describes the steps to take; and a trainer's supplement, which has the same information in the form of lesson plans, sample exercises, and templates to use in a training or workshop.

The *Know It, Prove It, Change It* series is created by three organizations with extensive experience in rights training. Thai AIDS Treatment Action Group (TTAG) from Bangkok, Thailand, works to achieve equal access to AIDS treatment for all and advocates on behalf of highly marginalized groups including people who use drugs and people in prison in Thailand. The mission of the Korekata AIDS Law Center in Beijing, China, is to defend the rights of people living with HIV/AIDS and to advance the development of Chinese law to protect the rights of people with AIDS. Asia Catalyst is a nongovernmental organization (NGO) based in New York, United States. It is a resource for grassroots NGOs in Asia, and offers long-term coaching and short-term technical assistance to new NGOs. All three organizations regularly offer training on rights documentation and advocacy, and conduct local and global advocacy.

In order to create a series of handbooks that would be useful in different contexts, we asked several experts from the Asia-Pacific region to read drafts and give comments. We held two focus group meetings (one in Thailand and one in China) with





representatives from grassroots AIDS and harm reduction groups from both countries. After our final draft was complete, we held pilot workshops at the International AIDS Conference in Vienna, and with members of Chinese and Thai NGOs in Bangkok, to test the curriculum and get additional input.

Our goal was to use this diversity and real-life experience to make the manuals better. As you use them, we hope you will contact us with your own thoughts and suggestions. You can email us with your suggestions or questions at info@asiacatalyst.org.

What is the relationship between HIV/AIDS and human rights?

Human rights and HIV/AIDS have a close connection. First, violations of human rights increase the risk of contracting HIV/AIDS. If drug users or sex workers know that they are likely to be imprisoned and beaten by police, they are less likely to take part in government AIDS education and prevention programs, for fear of being caught.

At the same time, having HIV/AIDS often leads to the violation of human rights. People living with HIV/AIDS often face discrimination by hospitals, employers, landlords, schools, and others. They may face barriers to ARV treatment, or violations of the right to privacy as well.

International experience has found that it is necessary to address the connection between HIV/AIDS and human rights and to protect basic rights as part of national and local responses to the epidemic. The appendix explains a few of the basic rights each person has under international law. For a more detailed discussion, please see our first book, *Know It: The Rights Framework* (forthcoming 2011).

Is a Rights-Based Approach Appropriate for Every Country?

One question we are often asked is: Each country has its own unique context. Are rights-based approaches always culturally appropriate?

While we agree that each country has its own traditions, styles of communication, and ways of managing politics (something that is especially important to keep in mind when planning advocacy), our three organizations—one Thai, one Chinese, and one American—find that our colleagues in marginalized communities all share similar experiences when it comes to their rights. Whether they are sex workers in Beijing, drug users in New York, or transgender people in Chiang Mai, the people we work with face discrimination, lack of privacy rights, lack of access to information, and police abuse—as well as other rights abuses that increase their vulnerability to HIV/AIDS.

HIV/AIDS does not respect cultural differences or national boundaries. It affects





everyone, especially people in each country who are marginalized from mainstream society. Globally, we've made great leaps and bounds in scientific research and improved access to treatment, but these things on their own have not been enough to end the AIDS crisis. Rights protections are an important part of the fight against HIV/AIDS, and rights documentation skills are a way to empower people most at risk of HIV to reclaim their human dignity and ensure that governments actually implement their policies. Working together on rights advocacy, both locally and across borders, can reduce everyone's vulnerability to HIV/AIDS.



How to Use this Supplement

Each volume of the *Know It, Prove It, Change It* series includes a manual, which can be used by an individual who wants to train him or herself, and a trainer's supplement, which a trainer can use in workshops to train other people. While the manual can be used as a reference or for individuals learning to conduct rights documentation, the supplement contains additional information that will be helpful in training groups. We recommend limiting the workshop to no more than 20 participants so that each person can get the individualized attention she needs to learn. As a new trainer, it's better to start out with a small group.

This supplement to *Prove It: Documenting Rights Abuses* includes three things:

- ▶ Lesson plans, which explain how to teach a 45-minute lesson on a specific skill and match the chapter subjects in the manual;
- ▶ Worksheets that you can print out and use for exercises in lesson plans. These can be reprinted for each participant to use during the training workshop; and
- ▶ Templates of forms that you can print out for a workshop, or use in your own human rights work.

What are lesson plans? The lesson plans cover each of the major topics in the manual, and are presented in the same order as the chapters of the manual.

Each lesson is made up of the following parts:

Introduction	A short explanation about the contents of the lesson
Concepts	The basic concepts that will be explored
Time Needed	Our estimate of how long it will take to teach this lesson. If you need to translate into other languages, double this amount of time
Objectives	The specific skills that workshop participants will acquire in this lesson
Resources Needed	Tools or documents you should prepare in advance for the lesson
Procedure	The sequence of activities the trainer should follow in the lesson, including exercises and what to say to participants. This section includes preparation (when necessary), opener, activity, and discussion
Summary	A recap of points that were taught in this lesson
Evaluation	This section will help you to evaluate whether or not workshop participants learned what you intended them to learn



How do I use the supplement? These teaching materials can be used in a variety of situations. You could use all the lesson plans just as they appear in the supplement in one four-day workshop. Or, you could select a few lessons that meet the specific needs of your organization for a one-day workshop. Use the supplement however it works best for you!

Why so many exercises? Not everyone can learn by sitting quietly and listening to a lecture. Some people can learn new skills and concepts by hearing about them, but some people can only learn things that they see visually, while other people only learn by doing and practicing new skills. Your workshop should aim to teach all three kinds of learners by including a verbal, visual and hands-on element in each lesson.

Why evaluate? Giving people exercises to practice what they do gives the trainer an opportunity to watch and evaluate how much participants have learned, and what areas the trainer may need to review or to teach differently.

If many of the participants in the workshop have not learned what you intended to teach, don't just move on to the next topic—come up with another way to explain or teach the same material.

What is the correct answer? Answers to some of these exercises are provided. However, rights documentation is complex, and there may be more than one right answer.

What do I do in a workshop where some people are more advanced than others? In most workshops, some participants are more experienced or have more education than others. It's important to find ways to keep the more advanced people engaged without overwhelming the beginners. Here are some ways to do this:

- Come up with several exercises for each lesson so that you have options for people at different levels. It's also a good idea to have extra exercises or projects available in case someone is having difficulty with an exercise;
- Ask the more advanced people to help to teach the beginners. Point out that the best way to learn something is to teach someone else;
- Find out what the more advanced person's special skills or interests are, and give them a chance to share them with others;





- If necessary, split the workshop into an advanced group and a beginning group and find a way to teach them separately;
- Ask the more advanced people to begin work on designing a real-life research project, using the manual.

What do I do if someone in the workshop is disruptive? Unfortunately, this sometimes happens. Someone who is disruptive or very vocal about their criticisms can make it difficult for others to learn. While you need to find out what's happening with that person, you also need to make sure that everyone in the group has the opportunity to learn what they need from the workshop.

Try to quietly pull the person aside from the larger group to find out in private what this person is feeling and why. It could be the person is frustrated because they are more or less advanced than the others, feels anxious or insecure, has a medical issue, or has a need to be the center of attention. It's also possible that this person is expressing a problem that others in the group share. Try to find a way to meet that individual's need while allowing the rest of the group to continue to learn.

Some people have learning disabilities that make it difficult for them to concentrate if there are distractions, such as other people talking in the room. Someone like this might be able to work better by himself. Ideally, you can work with this person to find a solution together that works for everyone. If you can't, you may have to ask him to leave the workshop.



INTRODUCTION

The Power of Testimony

Lesson i | The Power of Testimony

It's important to start with a session that shows what it is that we want researchers to learn to obtain, and explains why this is important. This also helps researchers to understand why they need to be systematic in their approach, and why we need to obtain informed consent, deal with Post-Traumatic Stress Disorder (PTSD), and in general, be protective of the people we interview.

Depending on the educational level of the participants, the trainer may also want to use this as an opportunity to let participants practice taking notes during a workshop. Obviously, note-taking is an important skill in research. Participants who do not have an advanced education will need to have a session to practice doing this with feedback from the trainer. Participants with a more advanced education or more workshop experience will not need to practice.

If the workshop has mixed levels—some people who are more educated or experienced with workshops than others—the trainer can pair a more advanced participant with a less advanced participant and ask the more advanced person to help the less advanced person.

Concepts	<ul style="list-style-type: none">• Testimony• Being systematic in research• Optional: Taking notes during a workshop
Time Needed	45 minutes
Objectives	<ul style="list-style-type: none">• To understand the importance of testimony in a rights report• To grasp the importance of placing the interviewee at the center of our work• To understand the importance of being systematic• To introduce our two cases studies from China and Thailand
Resources Needed	<ul style="list-style-type: none">• Template: Qualitative and quantitative research• Handout or Slides: Case Studies• For participants who are practicing taking notes: notebooks or pads and pens or pencils
Summary	<ul style="list-style-type: none">• Rights research is different from quantitative research, because we place the interviewee at the center of our work• In doing research it's important to focus on obtaining testimony, and to be systematic
Evaluation	<ul style="list-style-type: none">• Group discussion• For participants practicing notes: peer review and trainer review of notes





Procedure

Optional Opener: Note-taking

For a workshop where participants need to practice taking notes, the trainer can begin by announcing that she will lecture for part of the time in this session, and that participants should practice writing down the main ideas they hear—not every word. At the end of the session, peers and the trainer will review the notes.

In workshops where the participants do not need help learning to take notes, the trainer can start with the opener below.

Opener

1. The trainer shows two slides with examples of rights testimony. These could also be distributed as handouts. She asks participants to read the two examples aloud.

[Trainer text; can be inserted into visual presentation such as PowerPoint slides, an overhead projector slide, or written on a blackboard]

CASE STUDY | THAI DRUG USERS REPORT

Deadly Denial: Barriers to HIV/AIDS Treatment for People who Use Drugs in Thailand was a unique collaboration between a grassroots HIV group, Thai AIDS Treatment Action Group (TTAG), and Human Rights Watch (HRW). The report documents barriers injecting drug users (IDU) face in accessing AIDS treatment in the context of Thailand's brutal "war on drugs." Before the report was finalized, the two groups held a report-back meeting for the IDU community from whom data was collected, as well as related NGOs, government agencies, the UN and others was held in Bangkok. Together, they developed policy recommendations. The two organizations held a press conference for international and Thai media. The Thai government was confronted with the reality that their "universal (HIV treatment) coverage" policy was failing, and began to integrate appropriate IDU responses into their national AIDS plan.

SAMPLE TESTIMONY FROM THE THAI REPORT:

At K., age 33, an HIV-positive peer educator in Chiang Mai, explained that [as a result of the Thai war on drugs], HIV-positive drug users like him "would not go to the hospital unless we are dragged there." "The war on drugs has had an impact on me personally," At K. said, "The policy continues. HIV-positive injection drug users won't see the doctor because this policy has been there for too long and it's starting again now. My friends won't dare go to the hospital.... My friends say it's a state unit, it's a government office."





CASE STUDY | CHINA HIV/AIDS DISCRIMINATION REPORT

Locked Doors: The Human Rights of People Living with HIV/AIDS in China, was released by Human Rights Watch in 2003. The report documented discrimination against people with HIV/AIDS who were turned away from hospitals because they were HIV-positive. Human Rights Watch researchers interviewed survivors and experts in China and released the finished report to the media. Human Rights Watch worked with other NGOs to visit government officials, UN officials, international donors, and other experts and give them copies of the report and the news stories. Along with the efforts of many Chinese organizations and AIDS activists, as well as progressive government officials who pushed for change from within, the report helped to bring about policy changes. Today, China has a national policy prohibiting discrimination by hospitals against people living with HIV/AIDS, but it isn't always enforced. *(Laws and their limitations are discussed in more detail in Know It: The Rights Framework).*

SAMPLE TESTIMONY FROM THE REPORT:

One time, before I got tested, I felt sick, and I went for a checkup at a small hospital. They started to examine me, and they did a blood test. Did they test for HIV? I don't know...the doctor came to me late at night and found an excuse: he said they did not dare to treat me because their treatment was not good enough. He said I should go to another hospital.... [Since then] I call up the hospitals first and tell them straight out that I'm HIV-positive. They won't treat me.

— A PLWHA in Kunming, China

2. The trainer explains the meaning of the word “testimony” in rights research:

Rights testimony is a statement of the truth as experienced by someone who is a survivor of a rights abuse. Because they have the ability to move the people who hear them and read them to action, testimonies are the jewels of rights research.

3. The trainer leads a five-minute discussion with the group about the two sample testimonies. What do they tell us about that individual's experience? How might testimony be useful in advocacy? How might it be useful in outreach to media?





Activity

4. The trainer explains that in there are two kinds of social science research: qualitative and quantitative research. One is not better than the other—these are two different ways of studying a situation.

5. In **quantitative research**, the goal is to use a questionnaire to gain a large number of incidents. It is not possible to adapt the questionnaire to the specific environment. The researcher needs special computer skills to be able to analyze the information gathered through the questionnaires.

6. Rights research is **qualitative research**. In this approach, we put the interviewee at the center of our work. Our aim is to get the truth of their experience in their own words—the testimony. We also spend a lot of time in this approach trying to understand the context on the ground, obtaining informed consent, assessing and managing risk, and addressing post-traumatic stress disorder (the emotional scars left behind by abuse).

7. The trainer announces that the group is going to think about the advantages and disadvantages of qualitative research and quantitative research. She splits the group into pairs and asks them to write down one or two advantages or disadvantages for each. After five minutes, she says that there is not time to hear from everyone, but asks for a few volunteers to share what their pair came up with.

It is not necessary for each pair to share their answers—just a few advantages and disadvantages for qualitative and quantitative is okay.

After the participants have shared their answers (not before), the trainer hands out the Qualitative and Quantitative Research worksheet.

8. The trainer asks the group to suggest some important things to consider when you're doing qualitative research and trying to get testimony. She writes these up in front of the room as people suggest them.

Possible comments could include:

- a. Informed consent
- b. Reliability of people we interview
- c. Whether or not testimony is representative of a larger problem





d. Establishing rapport or trust with interviewees

e. Ability to take good notes to write down exactly what someone said

Summary

9. The trainer says that all these are important things to consider when doing research, and will be covered in this training. They are all part of being systematic: creating a system of steps that you take to keep your information organized and to make sure that information is reliable.

Evaluation

10. To assess whether or not the group has understood everything, the trainer asks for volunteers to sum up for the group what qualitative research is. Other members of the group can add anything that has been left out.

11. In a workshop where participants are learning to take notes, the trainer can ask each pair to share their notes together and point out anything that has been left out, or to point out if the person taking notes wrote down more detail than necessary. Once peers have looked at each others' notes, the trainer should look at them too and give participants feedback on how to note down the main ideas.

It can be difficult for someone who has not done it before to separate the main ideas from the less important details. It's possible that one or two people in your group may need separate help to learn how to take notes.



Qualitative and Quantitative Research

Qualitative Research	Quantitative Research
The information gathered is words and images.	The information gathered is numbers and statistics.
The aim is a detailed, complete description in the words of the interviewee.	The aim is to organize information into categories and count things that fit in those categories.
The researcher him or herself is the tool for gathering information.	The researcher uses tools, such as questionnaires, to gather information.
The information is more rich, detailed and descriptive of the specific context or individual case.	The information is less detailed, but easier to compare across many locations or individuals.
The questions can be tailored to meet the specific context.	The questions must never be altered.
Testimony of individuals can be emotionally powerful.	People are not usually emotionally moved by statistics, but they can help to provide a picture of a problem that affects many people.
Requires informed consent by interviewee.	Requires informed consent by interviewee.

Lesson ii | Rights Issues in Our Communities

When we held trial workshops using this supplement, we got strong feedback that workshop participants wanted an opportunity to share with one another what the rights issues are in their communities, and what their experiences have been in doing rights research.

This can be time-consuming with a large group, so you may want to split your workshop up into smaller groups of four or five people for this section. Because participants in a workshop often learn the most from one another, we do recommend that you include this section in your workshop.

This lesson is not intended to provide a thorough training in international rights laws and HIV/AIDS. That is provided in the first volume of this series, *Know It: The Rights Framework*.

Concepts	<ul style="list-style-type: none">• How rights standards apply in the real world
Time Needed	45 minutes
Objectives	<ul style="list-style-type: none">• To share rights issues in our community• To be able to apply international rights standards to cases in the real world• To understand that rights abuse cases are often complex
Resources Needed	<ul style="list-style-type: none">• Template: Universal Declaration of Human Rights (simple English)• Pencils
Summary	<ul style="list-style-type: none">• Our communities face a range of complex rights issues• In one case, multiple rights may be violated• Different people can reasonably disagree about which rights were violated in one case
Evaluation	<ul style="list-style-type: none">• Group discussion

Procedure

Preparation

1. The trainer should obtain a copy of the constitution and relevant laws of the country in which the training is taking place and review them before the workshop. Alternatively, the trainer could obtain materials from a legal aid center (if there is one) or invite an AIDS lawyer to come to this session (if the trainer knows one).



Opener

2. The trainer asks the group to share rights abuses that face their community. She writes the issues up where everyone can see them as people call them out. She encourages people to be as specific as possible—for instance, if someone says “rights of drug users,” encourage them to name specific issues, such as “access to methadone,” and “police abuse in detention.”

If possible, she tries to get each participant to share at least one issue, and not let a few people dominate the discussion. If people criticize others’ suggestions, the trainer reminds everyone that we are just freely sharing ideas right now, and we will analyze them later.

Once the list is up on the wall, she asks people to identify which rights are protected under national law, and which rights are protected under international law. Some people in the group will know more than others, and some may be unsure if certain rights are protected at all.

Activity

3. The trainer splits the group into smaller groups of three to four people and asks each group to pick an issue. It’s okay if several groups want to do the same issue, but it’s better if each group has a different issue.

4. She then hands out the Universal Declaration of Human Rights (simple English) template and explains that this is the first human rights document to be created by the UN in 1948. She asks each group to select rights that apply to their issue. She gives the groups ten to 15 minutes to work on this. While each group is discussing it, the trainer moves around the room, listening to discussions and helping if the group needs help.

5. After 15 minutes, the trainer asks everyone to stop where they are and come back together as a big group. She asks each group to pick one person to speak on behalf of the group and share what they came up with.

6. In some cases, other members of the group or the trainer may suggest additional rights that apply. In other cases, participants may disagree about which rights apply to a specific case. The trainer should explain that reasonable





people can disagree about this—rights abuses are sometimes complex, and rights law is not always clear.

7. The trainer then asks participants if they know which national laws apply to the issues they discussed. If participants do not know, the trainer (or visiting legal expert, if there is one) can provide a few answers. She points out that in some cases, national laws may not cover issues that are covered by international human rights. However, all states that are members of the UN are required to uphold the UDHR.

8. The trainer explains that after the UDHR, international experts created many other rights laws to either explain specific rights in more detail or to explain rights that had not been covered in the UDHR.

Summary and Evaluation

12. The trainer summarizes the issues raised by the group, and tells the group that it is possible for reasonable people to disagree about which rights were violated in a given situation. Some abuses are clear, and some are more complex.

13. The group discussion gives the trainer an opportunity to evaluate how much the group has learned about how to apply rights standards to individual cases.





Lesson ii | Template

Universal Declaration of Human Rights (Simple English version)

[Adapted from Amnesty International Australia, http://www.universalrights.net/main/decl_1.htm]

All people everywhere have the same human rights, which no one can take away. This is the basis of freedom, justice and peace in the world.

This Declaration affirms the dignity and worth of all people, and the equal rights of women and men. The rights described here are the common standard for all people everywhere.

Every person and nation is asked to support the understanding and respect for these rights, and to take steps to make sure that they are recognised and observed everywhere, for all people.

Article 1: You have the same human rights as everyone else in the world, because you are a human being. These rights cannot be taken away from you. Everybody, no matter who they are or where they live, should be treated with dignity.

Article 2: You should not be treated differently, nor have your rights taken away, because of your race, colour, sex, language, religion or political opinions. Your basic rights should be respected no matter what country you are born in or how rich or poor you are.

Article 3: Everyone has the right to life, liberty and security of person.

Article 4: Human beings must not be owned, bought or sold. No one has the right to enslave anyone else. Slavery is a crime.

Article 5: Torture is forbidden at all times and in all circumstances. No one should suffer treatment or punishment that is cruel or makes him or her feel less than human.





Article 6: Everyone has the right to be treated as a person in the eyes of the law.

Article 7: You have the right to be treated by law in the same way as everyone else. You have the same right to be protected by the laws of your country as anyone else.

Article 8: If your rights under the law are violated by someone else, you have the right to see justice done.

Article 9: You may not be arrested or held in a police station without good reason. You may not be kept out of your own country. If you are detained, you have the right to challenge the detention in a court of law.

Article 10: You have the right to a fair and public hearing if you are ever accused of breaking the law, or if you have to go to court for some other reason. The courts must be independent from the government, qualified to understand the law, and free to make their own decisions.

Article 11: If you are accused of a crime, you have the right to be treated as innocent until you are proved guilty, according to the law. You have the right to a fair and public trial where you are allowed to defend yourself. You can not be tried for doing something, which was not a criminal offence in law at the time it was done.

Article 12: No one has the right to intrude in your private life or to interfere with your home or family without good reason. No one has the right to attack your good name without reason. The law should protect you against such interference.

Article 13: You have the right to move about freely within your country. You also have the right to travel to and from your own country, and to leave any country.

Article 14: If you are forced to flee your home because of human rights abuses, you have the right to seek safety in another country. This right does not apply if you have committed a non-political crime or an act that is not in keeping with the UDHR.





Article 15: You have the right to be treated as a citizen of the country you come from. No one can take away your citizenship, or prevent you from changing your country, without good reason.

Article 16: All adults have the right to marry, regardless of their race, country or religion. Both partners have equal rights in the marriage, and their free and full agreement is needed for the marriage to take place. All families are entitled to protection by the state.

Article 17: You have the right to own goods, land and other property, alone or with other people. No one has the right to take your property away without any good reason.

Article 18: You have the right to hold views on any issue you like without fear of punishment or censure. You also have the right to believe in any religion - or none at all. You have the right to change your religion if you wish, and to practice and teach your religion and beliefs.

Article 19: You have the right to tell people your opinion. You should be able to express your views, however unpopular, without fear of punishment. You have the right to communicate your views within your country and to people in other countries.

Article 20: You have the right to peacefully gather together with other people, in public or private. No one should force you to join any group if you do not wish to.

Article 21: You have the right to take part in the government of your own country directly or by being represented. Everyone has the right to equal access to public service in his or her country. Governments represent the will of the people. Therefore free and fair elections should be held on a regular basis.

Article 22: You have the right to have your basic needs met. Everyone is entitled to live in economic, social and cultural conditions that allow them dignity and let them develop as individuals. All countries should do everything they can to make this happen.





Article 23: You have the right to work in fair and safe conditions and to choose your job. You have the right to be paid enough for a decent standard of living, or to receive supplementary benefits. You also have the right to form or join trade unions to protect your interests.

Article 24: You have the right to time off from work. No one may force you to work unreasonable hours, and you have the right to holidays with pay.

Article 25: Everyone has the right to a decent life, including enough food, clothing, housing, medical care and social services. Society should help those unable to work because they are unemployed, sick, disabled or too old to work. Mothers and children are entitled to special care and assistance.

Article 26: Everyone has the right to an education. In the early years of schooling, it should be free of charge and compulsory. Education at a higher level should be equally available to everyone on the basis of merit. Education should develop the full human being and increase respect for human rights.

Article 27: No one may stop you from participating in the cultural life of your community. You also have the right to share in the benefits scientific discovery may bring, and the right to have any interests from your scientific, literary or artistic work protected.

Article 28: Human beings have the right to live in the kind of world where their rights and freedoms are respected.

Article 29: We all have a responsibility to the people around us, and we can only develop fully as individuals by taking care of each other. All the rights in the UDHR can be limited only by law and then only if necessary to protect other people's rights, meet society's sense of right and wrong, maintain order, and look after the welfare of society as a whole.

Article 30: There is nothing in the UDHR that justifies any person or state doing anything that takes away from the rights which we are all entitled.



CHAPTER 1

Planning Your Project

Lesson 1.1 | Mapping A Project

Introduction

Before starting on a research and advocacy project, it is crucial to spend some time “mapping the project”: identifying what other groups are currently working on the issue, who the players are in this field or industry, and what added value your organization can provide.

Concepts	<ul style="list-style-type: none">• Project mapping• Added value
Time Needed	90 minutes (this lesson is longer to allow small groups to work together to create a project map)
Objectives	<ul style="list-style-type: none">• How to figure out who the players are in your subject area, and the added value your organization brings to the issue
Resources Needed	<ul style="list-style-type: none">• Template: How To Map A Project• Worksheet: Sample Project Map• Pencils
Summary	<ul style="list-style-type: none">• Mapping is important so that:<ul style="list-style-type: none">○ You become informed about the issue and meet others who are also doing related work.○ You discuss your project with other groups and activists so that you know what work is already being done○ You can avoid duplicating work other groups are already doing
Evaluation	<ul style="list-style-type: none">• Group project maps

Procedure

Opener

1. The trainer explains that in conducting research, it is important to be systematic—to proceed according to a plan. To create effective plans, we recommend beginning by mapping the project. Mapping is conducting



background research and outreach, and allows you to create a map of who is doing what, who the players are, where you fit in, and what will make your report a valuable contribution.

Activity

2. The trainer explains that there are four key parts to planning your project:

- a. Map the project
- b. Define the target
- c. Plan the research
- d. Assess and manage risk

3. The trainer distributes the How To Map A Project worksheet to all participants to use as a reference later.

4. The trainer explains that the first step is to create a list of organizations working on an issue related to the research project. Researchers then contact or meet with those organizations to learn what they are working on, and to find out what the added value is of the researchers' project.

5. The added value is the thing that your research contributes to the field of people working on this issue. Ideally, it's different from what other organizations are doing. The value can come from studying an issue no one has studied before; or it can come from using a different research approach to get different kinds of information on an issue that other people are studying.

6. For instance, if many organizations are studying and advocating on the rights of sex workers, the added value of your project could be that you are able to obtain testimony from sex workers which helps others to understand the experiences of sex workers, in their own words. If many organizations are interested in discrimination against people with HIV/AIDS, but no one has examined the experiences of transgender people living with HIV/AIDS, and your organization is run by transgender people, your added value is that you can research that issue. Mapping the project helps you to identify your added value.

7. The trainer now explains the Sample Project Map. The sample map is a very





simple version of a map that shows organizations, media and academic experts working on the issue of HIV/AIDS-related discrimination in China. In creating this map, the researchers started by putting their own project in the middle, and groups other organizations by type: groups working on discrimination against other kinds of people, groups working on AIDS and rights but not discrimination, and groups working on the same subject as the researchers: discrimination against people with HIV/AIDS.

8. The trainer now splits the workshop into groups of three or four. Each group picks an issue for which they will create a project map. The issues they choose can come from the list they created in the previous lesson. Alternatively, they could use the on Thai drug users report which was introduced in the first lesson to create project maps. Allow the groups at least 20 minutes to work on this, and another 20 to 30 minutes to share them with the workshop when they are finished.

Summary and Evaluation

9. The trainer should walk around and look at these as they work on them and make suggestions for organizations or individuals they could reach out to: other NGOs, INGOs, international donors, UN agencies, national human rights commissions, web resources, etc.





Lesson 1.1 | Worksheet

How To Map A Project

- Project mapping is the first thing you should do. To create the map, ask:
 - What other groups are working on this issue?
 - Who are the key players on the subject?
 - What issues is no one else working on right now?
 - What “added value” can your organization bring?
- Do background research
 - Read everything available: NGO reports, news articles
 - Create a list of contacts/resources
 - Meet with others to discuss your project and ask for their advice
 - Ask everyone you meet for more contacts or articles/reports you should read
- Why is mapping important?
 - Get informed and meet others doing related work
 - Avoid duplicating work other groups are already doing
 - Let donors know that you have done your homework
- Shouldn't I keep my project secret?
 - Only keep it secret if there are serious security risks
 - Otherwise, it's better if you begin to get known for working on this issue



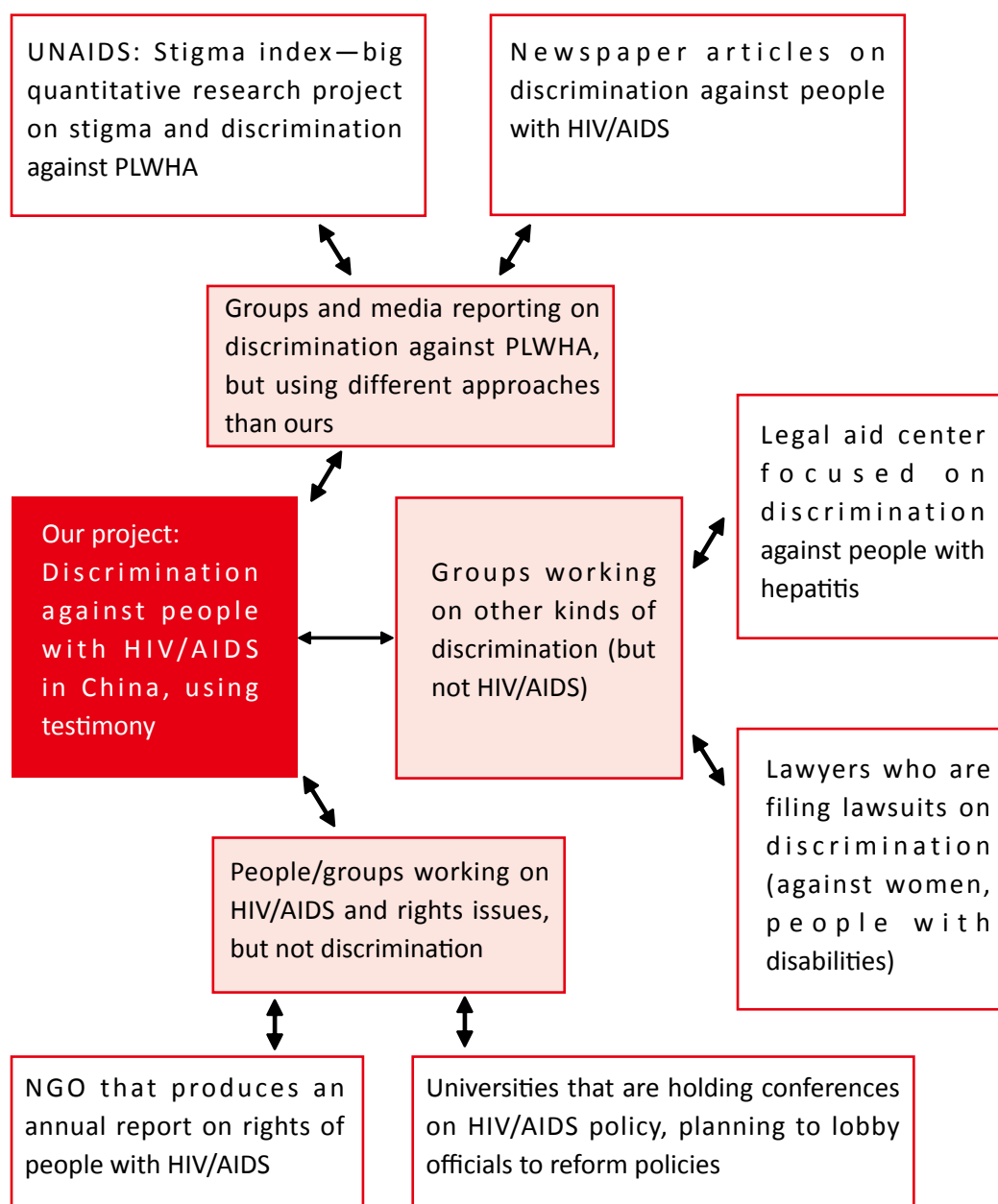


- Things to keep in mind when considering a collaboration with another NGO
 - Will you be equal partners, or will one group take the lead?
 - What will the division of labor be like?
 - Can you agree on budget, ownership of data?
 - Can you agree on advocacy approach and a clear timeline?
 - Can you communicate with each other easily?
 - Do you trust each other?
 - Will donors make more funds available for a joint project?



Lesson 2.1 | Worksheet

Sample Project Map: Report on discrimination against people with HIV/AIDS in China



Lesson 1.2 | Defining the Target

Introduction

This lesson focuses on how to define the individuals, organizations, and other entities that will be the targets of advocacy. Identifying the advocacy target in the beginning helps the research team to think about what kinds of research they need to conduct, and helps to get them thinking about how to frame their findings.

Concepts	<ul style="list-style-type: none">• Advocacy targets• Strategic planning• Cause and effect
Time Needed	45 minutes
Objectives	<ul style="list-style-type: none">• Learn to identify the person or people you want to influence in order to end the rights abuses, and the kinds of information you need to influence those people
Resources Needed	<ul style="list-style-type: none">• Worksheet: Identifying Targets• Template: Target Analysis – 1 per person• Pencils
Summary	<ul style="list-style-type: none">• Identifying advocacy targets are an important part of project planning
Evaluation	<ul style="list-style-type: none">• Fill in Target Analysis template

Procedure

Opener

1. The trainer starts the lesson by explaining that choosing an advocacy target is part of understanding your added value. It helps the research team to decide what kinds of research they need to do, and what kind of information they need in order to influence people in power.

Activity

2. The trainer explains that there are many possible targets, such as experts, government officials, donors, and UN representatives. It's possible that you may have more than one target. You can begin by asking:



- *Target:* Who has the power to end the rights abuse?
- *The Influential Partner:* Who has the power to influence the people who can end the rights abuse?
- *Strategy and Activities:* What will impress the people in power?
- *Strategy and Activities:* What kind of information will motivate the influential people to help?

3. The trainer hands out the worksheet, Identifying Targets, and works through it with everyone together.

4. For Scenario 1, some possible answers to the questions follow. Your group may come up with other answers:

- Who has the power to end this rights abuse (the advocacy targets)?

Possible responses: Doctors, hospital administrators, the health bureau...

- Who can influence the advocacy targets?

Possible responses: Media, UNAIDS, national government officials, university health experts...

- What kind of information will impress the advocacy targets?

Possible responses: Information that shows that the problem is widespread and systematic, not just one or two bad doctors.

- What kind of information will impress the influential people or agencies?

Possible responses: Compelling testimony from individuals that brings the problem to life.

5. For Scenario 2, some possible answers to the questions follow. Your group may come up with other answers:

- Who has the power to end this rights abuse (the advocacy targets)?

Possible responses: Village chiefs, the heads of village families

- Who can influence the advocacy targets?

Possible responses: Local religious leaders

- What kind of information will impress the advocacy targets?





Possible responses: Information that shows that forced marriage is having a negative effect on the whole village.

- What kind of information will impress the influential people or agencies?

Possible responses: Information that shows that forced marriage contradicts our local religion.

6. The key thing for the trainer to note here is that different kinds of problems have different advocacy targets and require different kinds of information. Groups that are not very experienced in advocacy tend to think that there is only one advocacy strategy: “Take it to the media!” In fact, in some situations, the media is not going to be interested or media attention could make the situation worse; in that case, groups need to think strategically about how to influence people in power.

7. Next, the trainer hands out the Target Analysis template and draws it on the blackboard. The template can be adjusted to suit the organization’s needs, but should include these categories: Rights Problem, Target, Partner Organization or Person, Strategy and Activities. Using either the China HIV/AIDS report or the Thai drug users report, the whole workshop brainstorms targets for that situation, partner organizations that can influence that target to end the rights abuse, and activities that would help to influence either the target or the influential partners.

8. Once the group has finished the Target Analysis template, discuss what kinds of information and what kind of final product would influence the targets and allies. Some possibilities:

- a. A published report with a lot of carefully-researched information
- b. An article written by an academic with help from a local NGO
- c. A short report that has a few good quotes
- d. A press release
- e. A short video
- f. A website or blog that is updated regularly
- g. Frequent short posts to social media
- h. A meeting at which abuse survivors share their personal experiences





Summary and Evaluation

9. The group discussion as everyone fills out the Target Analysis template should help the trainer to assess whether most participants understand the need to strategically tailor research and advocacy activities to the target and the partners.





Lesson 1.2 | Worksheet

Identifying Targets

Scenario 1: Hospital discrimination against people with HIV/AIDS

Problem:

People with HIV/AIDS are being routinely turned away by hospitals in a certain city. Patients check in for surgery, and the hospitals test them for HIV. If the patient is positive, the hospitals find an excuse to turn away the patient.

Who has the power to end this rights abuse (the advocacy targets)?

Who can influence the advocacy targets?

What kind of information will impress the people in power?

What kind of information will motivate the influential people to help?

Scenario 2: Forced marriage in a small village

Problem:

As part of “traditional practices,” village families force young women, some as young as 13 or 14, to marry older men. One young woman from the village refused to participate in this forced marriage and was seriously beaten by her family.





Who has the power to end this rights abuse (the advocacy targets)?

Who can influence the advocacy targets?

What kind of information will impress the people in power?

What kind of information will motivate the influential people to help?

Discuss:

Why are these two issues different? Why are the advocacy targets different?

What makes the kind of research you do for each project different?



Lesson 1.2 | Template

Target Analysis

RIGHTS ABUSE	TARGET	INFLUENTIAL PARTNER	STRATEGY & ACTIVITIES



Lesson 1.3 | Risk Assessment

Introduction

In this lesson, participants will think together about the risks that come with doing human rights research and documentation. They will acquire skills for analyzing risk to themselves and to the people for whom they advocate.

Concepts	<ul style="list-style-type: none">• Risk• Strategic planning• Ethical responsibilities• Relativism
Time Needed	45 minutes
Objectives	<ul style="list-style-type: none">• How to assess risk• How to think through potential consequences of actions• How to understand diverse comfort levels of risk
Resources Needed	<ul style="list-style-type: none">• Pencil and paper for brainstorming exercise• Handout or Slides: Risk Assessment
Summary	<ul style="list-style-type: none">• It is important to first assess the risk to all the different people involved in this project• Different people have different acceptable levels of risk and everyone should respect those differences
Evaluation	<ul style="list-style-type: none">• Listing the possible risks of human rights research situations

Procedure

Opener

1. The trainer writes a phrase on the board: "First, do no harm." She explains that this is a fundamental principle in medicine. It means that doctors have a responsibility to at minimum, try not to make their patients sicker than they were before.
2. She asks participants to explain what they think this phrase means to us as rights activists.
3. The trainer explains that, prior to starting a rights documentation project,





everyone should consider and discuss certain questions with everyone involved. Everyone has a different tolerance level for risk, and everyone's feelings about danger are equally valid and worthy of respect. Not all risks can be foreseen, and negative consequences of rights work are not our fault, they are the fault of the people who commit the abuses.

At the same time, as rights advocates, we have an ethical responsibility to take reasonable steps to protect ourselves and others from the risks we do know about.

Activity

4. The trainer hands out paper to all participants, and asks them to brainstorm in pairs with a few answers to the following questions:

What will happen if rights abusers find out that abuse victims have told you what happened to them? Please take a moment to create a short list of the possible risks.

The trainer gives members of the group five to ten minutes to write down a list of possible negative consequences to people we interview or for whom we advocate.

Possible negative consequences: Exposing vulnerable individuals to more abuse by the authorities; leaking information that identifies individuals to the police, who may harass or detain them; interviewees' families are or feel that they are in danger if they recount their stories; negative consequences for the individual such as denial to health care or other government services; or retraumatization of the individual through retelling the story.

5. After five to ten minutes, the trainer brings the participants back together and asks a few people to share a few possible risks. She writes these on the board. With each example, she asks the group: what are some ways of managing these or protecting the safety of the people involved?

Discussion

6. The trainer provides the following overview:

[Trainer text; can be inserted into visual presentation such as PowerPoint slides, an overhead projector slide, or written on a blackboard]





RISK ASSESSMENT

- What we will learn in this section:
 - How to assess risk
 - How to create a safety plan for your organization
- Consider the possible risks to:
 - The individuals you will interview
 - Rights activists
 - Rights researchers
 - Families of rights activists
 - Staff/colleagues of rights activists
- Rating your level of risk tolerance
 - Raise your hand if you would enjoy:
 - Flying in a helicopter
 - Flying in a balloon
 - Jumping out of an airplane with a parachute
 - Being forced out of an airplane without a parachute
 - Everyone has a different tolerance level for risk!
 - You should make sure that your possible interviewees have enough information to make a responsible decision
 - Respect their decision
- Questions to ask about risk
 - What is the level of risk to you personally if you undertake your project? What has happened to other people who do the same kind of work?
 - Is your family willing to stand by you and suffer alongside you if you choose to do this work?
 - Your colleagues and organization may also face risks as a result of your research. Do they understand these risks?





MANAGING RISK

- You can do the following to reduce risk:
 - Be vigilant about information security
 - Partner with larger, more well-established, or less politically sensitive groups
 - Keep your research out of the media
 - Meet in advance with your advocacy targets
 - Keep in mind: political climates can and do change, so you should reassess risks/management strategies throughout planning and implementation phases
- Releasing your report
 - Think through your media strategy
 - Should you keep the report out of the media? (weigh pros and cons)
 - Present the report to authorities in private, in advance?
 - Discuss the report with authorities in advance?
 - Publishing the report to the press and on the Internet could put people at risk if their real names are used
- Information security
 - Anonymity: Use fake names or numbers to identify interviewees
 - Keep your information secure
 - Keep a list of interviewees separate from the names or numbers you use to identify them on the interview transcripts or forms
 - Keep information locked in a safe place
 - Create different user accounts for shared computers
- You must have informed consent from each person you interview
 - There are four parts to informed consent
 - Disclosure – You introduce the project goal and what will be done with it





- Voluntariness – Interviewee makes her or his own choice, without pressure
- Comprehension – Interviewee totally understands the risk
- Competence – Interviewee is able to make a responsible choice
- How do you assess comprehension and competence?
- Interviewee always has the right to say “no”
 - She or he can choose not to answer questions
 - She or he can choose to delete items from your notes, delete pictures or recording

Summary and Evaluation

7. The trainer says that thinking about risk is difficult, but it is better to think about it and have a plan for the worst-case scenario than to be caught in a bad situation without any preparation. In the next lesson we will learn how to manage extreme situations or crises.

In Lesson 3.1, we explained in more detail about informed consent and its grounding in human rights principles. We also discussed ways to obtain informed consent with transparency and openness, and in ways that will help to ease any anxieties your interviewee may have.



Lesson 1.4 | Disappearance

Introduction

In this lesson, participants will learn about managing an emergency. This specific case is useful for groups working in countries where rights advocates are sometimes detained or “disappeared.” It may also be useful for groups that may not have this problem, but may run into other kinds of emergencies in rights work.

Concepts	<ul style="list-style-type: none">• Managing risk• Emergency preparedness
Time Needed	45 minutes
Objectives	<ul style="list-style-type: none">• How to create a safety plan for your organization
Resources Needed	<ul style="list-style-type: none">• Two willing volunteers• Worksheet: Developing an Emergency Plan
Summary	<ul style="list-style-type: none">• Come up with a plan for how to respond to a worst-case situation• Make sure that everyone involved has all the relevant emails and cell phone numbers for an emergency• In a crisis, decide on the “official line” of the organization, and make sure that everyone knows what to say when talking to press/public
Evaluation	Two members of the group evaluate the others; members of the workshop also do self-evaluation

Procedure

Preparation

1. Before the session begins, the trainer picks two especially observant, thoughtful workshop participants to be the “kidnap victims.” These two people sit separately from the workshop group and watch and listen to the group. They take notes on how everyone in the group responds to the assignment.
2. Some questions they should think about:
 - a. What went well about the group discussion? Did someone take charge? Did people listen to one another?



- b. What could have been done better? Did everyone who wanted to speak have a chance to speak? Did you come together with a plan of action? Were everyone's concerns addressed?
- c. What information did the group need that they did not have?
- d. Did the group forget to do anything important (such as contacting the family members of the kidnap victims)?

Opener

3. The trainer hands out the worksheet, Developing an Emergency Plan. She explains that last night, these two members of our workshop went to meet with a rights abuse victim for dinner. After leaving the dinner, they were supposed to go home, but they never arrived and they are not answering their cell phones. Someone else saw some thugs near the interview location, and the trainer is worried that these two rights activists may have been kidnapped.

Activity

4. This morning, someone from another rights group called the trainer and wants to put out a press release about the two kidnapped rights activist. The workshop participants have ten minutes to decide what to do. Some questions that they should think about (the trainer could write these on the board):

- a. Should the group allow the information to be posted online?
- b. What information do you need?
- c. Who should you contact?
- d. Who is in charge of the tasks that you need to get done?

5. After ten minutes, the trainer gets everyone back together again and asks the two "kidnap victims" to report on what they saw and heard.

Summary and Evaluation

6. The trainer then leads the workshop in a self-evaluation. Without naming names, members of the workshop should analyze how well they worked together and what they would do differently next time. The trainer should try to keep participants from blaming each other for mistakes, but focus on what to do better in the future.





Lesson 1.4 | Worksheet

DEVELOPING AN EMERGENCY PLAN

- Think about emergencies before you start the project
 - Discuss and prepare for worst-case scenarios (in detail)
 - How long should you wait in an emergency before contacting the press?
 - Make sure that everyone in your organization knows what to do in an emergency
 - Prepare a list of everyone's contact information
 - Cell phones and emails of everyone involved in the project
 - Contact information for family or partner of each person
 - Contact information for someone influential who can help in a worst-case situation
 - Make sure that everyone on the list has the list
 - Designate clear responsibilities for each person
 - Who is in charge of talking to staff and volunteers?
 - Who is in charge of talking to the press?
 - How will decisions be made?
 - For traveling researchers, set up a system for regular check-in calls
 - Someone working in a risky situation should call in the morning to say where they are going, and call at night when they get back to the place where they are staying to report that they are safe
 - If the person misses a call, know whom you will contact next
 - Follow-up with interviewees at risk of retaliation
 - Provide them with cover stories
 - Provide them with an emergency contact number for you
- In case of an emergency:





- Stay calm
- Rule out all other logical explanations: Has the person been injured in a car accident instead of kidnapped by thugs? Should you call hospitals?
- Get the details straight: What happened, when did it happen, who was there?
- Contact the family/partner of your colleague or interviewee
- Update everyone in your organization and your ally organizations
- Tips on handling the press
 - Do not go public until you are ready to go public
 - Have a clear message and stick to it (write a short statement and read from it)
 - Use simple language
 - Do not exaggerate; stick to the facts that you are certain about
 - Tell the journalist clearly what is “on the record” and “off the record”
 - Follow up with the journalists you trust and give them updated information later
 - Encourage family to just express concern in public for the safety of their loved one



Lesson 1.5 | Plan the Research Timeline

Introduction

Now that the project has been mapped, advocacy targets identified, and risks assessed, the research and documentation team is ready to begin planning the project.

Concepts	<ul style="list-style-type: none">• Breaking big projects down into smaller steps• Assessing how long it takes to do things
Time Needed	45 minutes
Objectives	<ul style="list-style-type: none">• How to create a research and project timeline
Resources Needed	<ul style="list-style-type: none">• Worksheet: Sample Project Timeline• Handout or Slides: Planning Your Research
Summary	<ul style="list-style-type: none">• Know what research questions you'll need answered• Plan so you have enough time to execute the project
Evaluation	Observe the group discussion

Procedure

Opener

1. The trainer explains that a systematic approach to research planning creates a foundation for research so that researchers can stay organized and meet deadlines. It is also useful in creating a budget and applying for funds to support your project. Your timeline can go into a grant proposal, and will give potential donors an idea of how well you are prepared for your project. While you can't plan everything, you can think realistically about how long it takes to do most things.

Activity

2. The trainer hands out the sample project timeline and reviews it with the group.

3. The trainer tells the group that we will practice developing a timeline, and they should prepare to think through these questions:

[Trainer text; can be inserted into visual presentation such as PowerPoint slides, an overhead projector slide, or written on a blackboard]



PLANNING YOUR RESEARCH

- What kinds of research will we do?
- Who do we want to interview?
- Where will we find people? How many people will we interview?
- Who will be doing the interviewing?
- What kind of information collection/methodology fits best?
 - Testimony
 - Questionnaires
 - Field visits
 - Videos
 - Other sources of information: drawings, photos, journals, letters, news articles

4. Divide the participants into two groups, and provide them each with a flipchart. Ask them to brainstorm the tasks necessary to conduct a research project to produce a report on either

- a. Obstacles drug users face to getting AIDS treatment (the Thai report), or
- b. Discrimination against people with HIV/AIDS (the Chinese report)

Ask them to discuss how long each task would take and include that in the plane. Give them 15 minutes to come up with a list of tasks.

5. Ask both groups to explain what they have produced, and use their work to lead into the discussion of how long it will take to complete each task. Will it take a week, several weeks, or a month? Most groups that are new to research underestimate how long it will take to do things, so help them to break down each task and to think carefully about what the steps are to do it. Some things to note:

- a. You may need extra time to conduct more interviews after you start to write the report
- b. Several people within the organization may need to review/edit the





report. How long should each person have to read it and make edits? Discuss whether the time estimates are realistic when people have other responsibilities, families, jobs, etc.

c. How long will it take for a printer to print the report? If they are producing a website, how long will it take to create that?

6. Point out that a useful timeline should also include another line to identify who is responsible for each task. If no one is willing to take on a task, then it will not get done.

Summary and Evaluation

7. Tell the group that to plan a research project, you probably need to allow a little more time than you think you need to get each task done. It is better to “under-promise and over-deliver” on your project: that is, to promise to others to have the report later than you actually think it will be done.

8. Look at the task lists to evaluate how well participants have understood the concepts and that they are able to apply them to a timeline.



Lesson 1.5 | Template

Sample Project Timeline

(Adapted from Developing HIV/AIDS Work With Drug Users: A Guide to Participatory Assessment and Response. International HIV/AIDS Alliance, 2003.)

STAGE	Preparatory	Data Collection	Data Analysis	Compile Report	Advocacy
TIME FRAME	January-February	March-May	June	July-August	September-December
TASKS	<input type="checkbox"/> Literature review <input type="checkbox"/> Project Mapping <input type="checkbox"/> Defining the Target <input type="checkbox"/> ETC	<input type="checkbox"/> Interviews <input type="checkbox"/> Statistics	<input type="checkbox"/> Examine data collected <input type="checkbox"/> Follow-up to tie up loose ends <input type="checkbox"/> Sufficient evidence	<input type="checkbox"/> Outline <input type="checkbox"/> Write report <input type="checkbox"/> Report vetting by external readers	<input type="checkbox"/> Set up meetings with advocacy targets <input type="checkbox"/> Launch: tie to larger event/significant date

CHAPTER 2

The Rights Interview

Lesson 2.1 | Informed Consent

Introduction

In this lesson, we focus on informed consent. This lesson is longer than the others because it includes several practical exercises that are essential to helping people master obtaining informed consent.

Concepts	<ul style="list-style-type: none">• Informed Consent• Disclosure• Voluntariness• Comprehension
Time Needed	60 minutes
Objectives	<ul style="list-style-type: none">• How to obtain informed consent to interview, use the material, and to record the interview
Resources Needed	<ul style="list-style-type: none">• Worksheet: Obtaining Informed Consent• Template: Sample Informed Consent Agreement• A volunteer• Handout or Slides: Informed Consent and Trust-Building
Summary	<ul style="list-style-type: none">• Always begin by introducing yourself and your project—even if you think the interviewee knows already• There are four basic elements of informed consent: disclosure, voluntariness, comprehension and competence
Evaluation	<ul style="list-style-type: none">• Worksheet

Procedure

Opener

1. The trainer begins the lesson with a role-playing exercise. The trainer tells the participants to observe a mock rights interview. In this scenario, Tang is a rights researcher at an NGO. She is writing a report about police abuse against drug users in Thailand. Sam is a drug user she met at the local methadone clinic.



Activity

2. The trainer has recruited a volunteer for this lesson in advance and told him what to say.

3. The practice interview is acted out by the trainer and a volunteer, who play the parts of Tang (the researcher) and Sam (the interviewee). Tang sits down and starts asking Sam questions about his experience of police abuse. She does not explain her project first. Part of the way through the interview, Sam freaks out and asks what she's going to do with the information. He panics and tells her never to print anything and leaves the room.

Discussion

4. Discuss as a group what Tang did right and what she could have done better.

5. The trainer can now begin the lesson on interviewing techniques.

[Trainer text; can be inserted into visual presentation such as PowerPoint slides, an overhead projector slide, or written on a blackboard]



INFORMED CONSENT AND TRUST-BUILDING

- Remember that each rights interview is different
 - You will learn from your mistakes
 - However, you might not get a second chance to win the trust of your interviewee
- Introducing yourself: Setting up the interview
 - Who are you and why are you doing this project?
 - Explain your project: While you know what you are doing, your interviewee may not completely understand.
- You must get clear consent from the interviewee to use the information he/she tells you, and to record the interview
 - Protect yourself—if interviewee later complains that he did not understand the risks that can have negative repercussions for your research.
 - You must have informed consent from each person you interview
- There are four parts to informed consent
 - Disclosure – You introduce the project goal and what will be done with it
 - Voluntariness – Interviewee makes her or his own choice, without pressure
 - Comprehension – Interviewee totally understands the risk
 - Competence – Interviewee is able to make a responsible choice
- Interviewee always has the right to say “no”
 - She or he can choose not to answer questions
 - She or he can choose to delete items from your notes, delete pictures or recording
- How do you assess comprehension and competence? (Discuss with the workshop participants)
- Pros and cons of signing informed consent forms
 - Advantages: the interviewee clearly indicates her comprehension and consent
 - Disadvantage: the existence of a signed form itself could put the interviewee at risk, if it falls into the wrong hands
 - Second disadvantage: some interviewees will be more frightened by the form than by an oral discussion





- Whether you use a signed form or verbal informed consent, the important thing is that **the researcher and interviewee have a discussion** in which the interviewee can ask questions and modify the agreement in a way that makes the interviewee comfortable.

Activity

6. The trainer now divides the group into smaller groups of three for practice role-play exercises. In each group, one person is the interviewee, and two people are the interviewers. The interviewers and interviewee together decide what their research project is on. Then they separate, and the interviewers decide on how they will obtain informed consent. Each group should have about five minutes to prepare for the role play.

7. In the role play, two interviewers try to obtain informed consent from one interviewee. They should have ten to 15 minutes for this.

Discussion and Evaluation

8. The trainer brings all the workshop participants back together. She first asks each pair of interviewers to describe what happened during their role-play, and asks the interviewee to explain why she did or did not give informed consent to be interviewed. As they talk, the trainer should point to the four elements of informed consent so that everyone can see whether they were included or not. These are:

- Disclosure – You introduce the project goal and what will be done with it
- Voluntariness – Interviewee makes her or his own choice, without pressure
- Comprehension – Interviewee totally understands the risk
- Competence – Interviewee is able to make a responsible choice

Summary

9. The trainer reviews the four elements again, and distributes the Obtaining Informed Consent worksheet and the Sample Informed Consent Agreement for participants to use as a reference later.



Lesson 2.1 | Worksheet

Obtaining Informed Consent

With a partner, write an introduction you can use to explain your project to an interviewee. Include the four elements of informed consent: disclosure, voluntariness, comprehension & competence. When you are done, we will discuss a few of these introductions together.

Introducing your project

Disclosure

Voluntariness

Comprehension

Competence



Lesson 2.1 | Template

Sample Informed Consent Agreement

(Before beginning the interview, the researcher will read out this form, and leave one copy of the form with the interviewee.)

This Informed Consent Agreement provides information related to the _____ (title of research project) research project, to be conducted by _____ (organization).

Please read this consent form carefully and ask as many questions as you like before you decide whether you want to participate in this research study. You can ask questions at any time before, during or after your participation.

Purpose (This section outlines the purpose of the research)

To claim rights through legal means is an effective way to realize the equal rights of people living with HIV/AIDS, and to address discrimination. Advocacy through legal means with the aim of removing discrimination, promotion of rule of law, and promotion of social responsibility, can promote the well-being of people living with HIV/AIDS. This research project includes a survey of existing laws and policies and how laws are implemented in practice, as well as analysis of major causes of discrimination against people living with HIV/AIDS. Based on this research, we aim to provide specific recommendations to address the problem.

Procedures

As part of this research, we would like to interview you for about 30-60 minutes. There will be some sensitive questions in the interview. We hope you can participate in the whole interview and give us as much information as possible. Your willingness to share your experience is the most important resource in our research. If any questions make you confused or uncomfortable, or if you prefer not to answer, then you have the right to refuse to answer them. During the interview, you can stop the interviewer to ask questions at any time, or to take a break. You always have the right to stop the interview. In addition, you have the right to request that we remove information from our records after you have provided it. There will not be any





possible negative impact on you if you decide to stop the interview.

Confidentiality

All the information we obtain during our interview with you will be treated with confidentiality. We will not use your real name in our published report or book. Only the researchers participating in the research will have access to your personal information. Any names used during your interview (yours and those of any individual you mention during the interview) will be replaced with false names.

The interview will be recorded so that we can preserve the content of the interview, but we will not use your voice recording for any public purpose. The recording will be kept in a secure location. Your words will be processed and used as original material in the final report and in related academic works but always with the substitution of false names to avoid identifying you personally.

Possible Benefit

You will not receive any payment or direct benefit from our research. However, your participation may contribute to our efforts to combat HIV/AIDS-related discrimination in the health care system.

Statement by the researcher

I have provided a copy of this Informed Consent Agreement to the interviewee and have received her/his consent to proceed with the interview. I will respect and execute the rights described in this policy. I promise to guard the confidentiality of all written notes and recordings from this interview, including this form. The information gathered in this interview will be used in the following circumstances and in accordance with the assurances provided to the interviewee in this Informed Consent Agreement: (1) in the database of this research; (2) in our initial internal reports and other periodic reports; (3) in the final report; (4) in team meeting materials; (5) in academic papers and books; and (6) in other related academic research and policy surveys.

Signed:

Date:



Authorization by interviewee

I have read the Informed Consent Agreement provided by this researcher and have received satisfactory answers to my questions about informed consent. I volunteer to participate in the research. I authorize the researcher to take notes and record my voice, and to process and use the material according to this Informed Consent Agreement. I have received a copy of this agreement.

Signed:

Date:



Lesson 2.2 | Who, What, Where, When, Why and How

Introduction

In this lesson, we will go over the key questions to ask in the interview. This list of questions should be prepared prior to meeting the interviewee so that none of the key questions are missed or forgotten during the interview.

Concepts	<ul style="list-style-type: none">• Essential information needed for rights documentation• Importance of focusing on details
Time Needed	45 minutes
Objectives	<ul style="list-style-type: none">• How to prepare a list of interview questions
Resources Needed	<ul style="list-style-type: none">• Worksheet: Key Questions• Worksheet: Is This Good Testimony?• Pencils• Handout or Slides: Preparing a List of Key Questions
Summary	<ul style="list-style-type: none">• Write the key words WHO, WHAT, WHERE, WHEN, WHY and HOW on the front of your notebook. Refer to that list of key words during your interview.
Evaluation	<ul style="list-style-type: none">• Worksheet

Procedure

Opener

1. The trainer explains that in order to get useable data for a rights report, it is critical to get certain pieces of essential information. If you don't get them in the interview, it is very hard to go back and fill them in later.

Discussion

2. The trainer begins by handing out the Key Questions worksheet for future reference, and explaining the importance of putting together a good set of questions for interviews. Details create strong and credible testimony, and also make it easier for the researcher to identify and show patterns in the abuse. The trainer tells participants they will need to think through the entire interview from beginning to end beforehand and to write up a list of questions.



3. The trainer asks participants to brainstorm questions they would ask in an interview and writes them on the board. After five minutes of brainstorming, she groups questions together that relate to each of the six basic questions and says that these are the most essential questions to have answered in an interview: Who, What, Where, When, Why and How.

4. The trainer points out the importance of getting detailed information for each of these questions. For instance, if someone says, “I was detained for a long time,” this is a vague statement. For one person, being detained for a few hours could be considered a long time. For another person, that would not be considered a long detention. It’s important to ask people to be specific in their answers.

Activity

5. The trainer distributes the worksheet, *Is This Good Testimony?*, and asks participants to put their names on the worksheets and spend five to ten minutes filling them out. They can also do this in small groups, in pairs, or individually.

6. If there is time, after participants have filled out the worksheets, the trainer leads the group in a discussion about how they answered each question.

- For Sample Testimony 1 in the worksheet below, the trainer notes that this is not a very strong or detailed statement. This is a general statement. From this statement, it is hard to tell if the interviewee is talking about a recent experience or one that happened years ago. Because it is so vague, it is not very useful as testimony. To find out more details, the interviewer could ask probing questions using the five questions, such as:
 - **When** was the last time this happened to you?
 - **When and where** did it happen to you?
 - **What** exactly happened? Then what happened? What happened after that?
 - When the officer beat you, **how many times** did he hit you? Did he hit you with his hand, or with something else? Where on your body were you hit?





- **Who** was the police officer who hit you? Do you know what his rank was? What did he look like?

- **What did the police officer say** when he asked you for money? Did he threaten you with some specific consequence if you did not pay him?

- For Sample Testimony 2, the trainer notes that this is stronger testimony than the testimony in example one. It includes answers to most of the five questions. The interviewer could ask a few more specific questions:

- Where were you when you were arrested?

- How did you know the officer was a Unit Head?

- Was the car a marked police car, or unmarked?

- How many police officers beat you? Where on your body did they hit you? Did the Unit Head beat you, and was he there during the beating and torture?

- At any point, did the police officers offer you medical care? Did you ask to see a doctor, and if so, what did they say?

Summary and Evaluation

7. The worksheets can be used to evaluate whether participants have learned the material. If many have not, additional exercises could include:

a. Small groups or pairs practice interviewing the trainer about something that happened to her or him recently (not necessarily a rights abuse) while the group watches and observes. After each interview, the trainer leads the group in a discussion about what questions were asked, and what additional questions could have been asked.

b. Individual workshop participants interview a family member about something that happened in her or his childhood. Participants prepare a list of questions, with help from the trainer, and share results of the interviews with the group.

c. Small groups or pairs prepare to interview someone in the community about some recent important event (not a rights abuse). The groups/pairs draw up lists of questions with help from the trainer. The groups or pairs share the results of their interview with the workshop participants and discuss what they asked and what else they could have asked.



Lesson 2.2 | Worksheet

KEY QUESTIONS

- **There are several key pieces of information you need:**
 - WHO committed the abuse?
 - WHAT happened?
 - WHERE did it happen?
 - WHEN did it happen?
 - WHY did it happen?
- **Keep in mind:**
 - Get as many details as possible
 - Ask open questions
 - Do not suggest the answers
- **Who?**
 - Who was the victim?
 - Who committed the abuse? Does the victim know his name? If not, can the victim describe how the abuser looked? Uniform, rank, title? Clothes, hairstyle, weight? (Some victims may be reluctant to identify the abuser for fear of retribution. Do not pressure the victim to identify the abuser if she or he is afraid to do so.)
 - Who, if anyone, witnessed the abuse?
 - Does the victim have any reason to believe that senior-level people knew about the abuse? If so, why does the victim believe that?
- **What?**
 - What exactly happened?
 - Try to pin down the exact sequence of events
 - Make sure that nothing is left out and that the timing of events makes sense.





- Can the victim remember exactly what the abuser said and did?
 - Get as precise as possible.
 - This may be traumatic for the interviewee to remember.
 - Go slowly and take breaks
- If you are confused or unsure what happened, go back and ask again.

- **Where?**

- Where did the abuse happen?
- Try to get precise locations for every part of the story.
 - If it was on a street, then which street?
 - If it was in a building, which part of the building?
 - Did the victim move to different parts of the building?
- If the victim was detained, then where exactly was the person detained?
 - E.g., What were the conditions like? Were the lights on day and night? Was the prison clean? Was there food and drink available and was it adequate? How many people were detained in the same cell? Were they allowed to exercise regularly? Did they have access to toilets? Were there beds?
 - All of these details are extremely important in order to prove without doubt that conditions are abusive and in order to prove who the abusers were.

- **When?**

- On what date and day of the week did the abuse take place?
- At what time of day did the abuse take place?
- How long did the abuse continue for?

- **Why?**

- Why did the abuse happen? (The answer may be complicated.)
- What is the context of the abuse?
- Any previous interactions between abuser and victim?
- *Important:* If the story doesn't make sense to you, ask more questions.





- Victims may not wish to volunteer information that would put them in a bad light.

- It could be crucial for you to know the relationship, if any, between the victim and the abuser.

1. For instance, if someone is beaten by the police, that is terrible; but if the person began by threatening the police with a loaded gun, then that is a more complicated situation.

2. Similarly, if police demand that a victim pay a bribe, that is a problem; if the victim sold drugs and regularly paid bribes to the police for many years and then suddenly decided to stop, then that is a more complicated relationship.

- **How?**

- How did the abuse happen?

- If the victim was discriminated against, then how did the discrimination take place?

- If the victim was beaten, how many times, and with what?

- If the victim was arrested, what was she or he charged with?

- **Additional things to keep in mind**

- The interview may last anywhere from 15 minutes to several hours. This depends on the interviewer and interviewee's styles, and how much information needs to be shared. The interview should not go on for several hours without a break, however.

- The interview is not an interrogation nor is it a survey. Let the interviewee tell the story, and view your questions as guideposts to direct the interviewee's telling of the incident or abuse.





Lesson 2.2: Worksheet

Is This Good Testimony?

Both of these testimonies come from a report about police abuse of drug users by the Indonesian Harm Reduction Network.

Sample Testimony 1

"I have been beaten by the police many times. They always beat us because we are drug users. Sometimes they ask us for money."

What questions do you think the interviewer asked?

What other questions could the interviewer have asked?

Is this useful and powerful testimony? Why or why not?

Sample Testimony 2

"Around 11 p.m. two policemen arrested me. They accused me of selling putau [low-grade heroin]. They searched me and my friend. They found nothing. After 30 minutes, three more policemen came. One of them was the Unit Head. I was taken to a car. In the car I was beaten up and my toenails were pulled out so that I would admit that I sold putau. It lasted four hours."

What questions did the interviewer ask?

What other questions could the interviewer have asked?

What are the differences between this testimony and the first example?



Lesson 2.3 | Creating the Right Interview Setting

Introduction

In this lesson, you will learn about how to create the right setting for an interview, so that the interviewee is at ease. Participants will discuss the pros and cons of different types of settings.

Concepts	<ul style="list-style-type: none">• Privacy• Security of Interviewee• Building Rapport
Time Needed	45 minutes
Objectives	<ul style="list-style-type: none">• How to create the right interview setting• How to begin to build rapport with interviewee
Resources Needed	<ul style="list-style-type: none">• Photos of different possible interview locations• Handout or Slides: Choosing the Right Setting
Summary	<ul style="list-style-type: none">• Choose the setting carefully with attention to privacy, security, comfort, and age of the interviewee.
Evaluation	<ul style="list-style-type: none">• Discussing the pros and cons of interviewing in a particular space

Procedure

Preparation

1. Prepare photos of different possible interview settings, such as a park, a restaurant, an office, or a home. You can find these pictures on the Internet, in a magazine, or you can also draw them.

Opener

2. The trainer tells the group that one of the goals of the interviewer is to establish “rapport” with the interviewee. “Rapport” is a feeling of being in harmony and comfortable with another person that you might not otherwise know very well. Establishing that feeling of trust and friendliness can be important when you are asking someone to talk about a hurtful experience they have had. One element of building rapport is creating or choosing the right setting for the interview.
3. The environment can influence the way your interviewee feels and what she or he says. It is important that the setting be private and secure, so that the



interviewee is not influenced by others. Also, remember that even the family members of the interviewee may not know about the abuse she or he survived. However, some trauma survivors, such as rape survivors, may need to have emotional support from a friend or family members.

Activity

4. The trainer shows photographs or slides of the following settings, and leads the group in brainstorming a list of advantages and disadvantages to each setting.

a. On the street

Pros: Easy to access people, easy to end the interview quickly if you get unwanted attention

Cons: Noisy, lots of distractions, no privacy so other people may overhear, not a safe space for interviewee who may become emotional or upset while describing the abuse

b. In a hotel room

Pros: Private, quiet

Cons: Might be uncomfortable for female interviewees if they are being interviewed by men; expensive to rent

c. In a public park

Pros: Easy to access, easy to walk away

Cons: May be noisy, people may overhear, interviewees may be seen being interviewed, which could lead to problems

d. At an interviewee's home

e. At a bar or restaurant

f. In an office

Discussion

5. The trainer concludes by explaining some factors that are important in choosing the right setting:

[Trainer text; can be inserted into visual presentation such as PowerPoint slides, an overhead projector slide, or written on a blackboard]





CREATING THE RIGHT SETTING

- Make interviewee comfortable
 - Stress-free environment
 - Comfortable temperature and light
 - Provide snacks, water, or cigarettes
 - All those who need it to have emotional support from a friend or family member.
- Privacy
 - Interview person by him or herself
 - Avoid interruptions or outside influence
 - Protect your interviewee's confidentiality
 - Important: Never interview children alone
- Remember security
 - Do you need a cover story? What can the interviewee tell someone else if they don't want to disclose where they are actually going? If the topic is sensitive, you should discuss with the interviewee and agree on a cover story that you will both use if questioned by the police. A cover story could include a language lesson, helping someone to look for a job, or giving someone advice on their medical situation.
 - Do you need someone outside the interview location to be a lookout? You may also want to have a friend or colleague stationed outside to warn if there is danger or to observe if you or your interviewee are detained.
- Each setting has advantages and disadvantages. Key things to remember when choosing a setting are:
 - Privacy
 - Security
 - Comfort of your interviewee and his or her preferences

Summary and Evaluation

6. The trainer can raise one interesting location example not previously discussed (an amusement park, a public bathroom, a restaurant), and ask participants to say out loud the pros and cons of interviewing in that space, referring to the factors that the trainer has just discussed (comfort, privacy, security).



Lesson 2.4 | Recording the Interview

Introduction

In this lesson, we will focus on the importance of preserving a usable record of the interview, whether it is in written, audio, or video form. Participants will learn about the significance of maintaining good records so that the material can be used in advocacy.

Concepts	<ul style="list-style-type: none">• Importance of recording• Having a back-up plan
Time Needed	30 minutes
Objectives	<ul style="list-style-type: none">• To consider advantages and disadvantages of each recording method• To learn about preparing equipment before the interview• To learn about preparing a back-up system
Resources Needed	<ul style="list-style-type: none">• Paper and pens• Template: Tip Sheet for Recording
Summary	<ul style="list-style-type: none">• Record every word of the interview• Have a backup system in case your recorder breaks
Evaluation	<ul style="list-style-type: none">• Ask participants to name items off the Tip Sheet by memory

Procedure

Opener

1. The trainer starts the lesson by explaining the importance of recording the interview. Regardless of whether it is an audio recording, a video, typed, or hand-written, the interviewer needs to preserve good records of the interview so that the material can be used later in analysis and advocacy.
2. When making a record, it is always good to have a backup, in case there is a problem. Researchers should always carry a notebook and pen with them to take notes.



Activity

3. Hand out paper and pens to all the participants. Give them each five minutes to write down as many considerations as they can think of that should be taken into account when recording an interview. Ask them to list the ways in which something can be recorded, then how to go about doing it.

4. Go over the Tip Sheet for Recording template and see if there is anything you can add from the brainstorming session.

5. Watch out for photographs - Many small rights groups rely on photographs of violence or abuse in order to shock other people and raise concerns about a specific abuse. But this often has the reverse effect: experts who see the photographs are not so easily shocked, and they may become more skeptical of your objectivity and suspect that you are trying to manipulate them. In this digital age, it is easy for some people to create fake photographs or to alter videos. We recommend including photographs as back-up documentation in your final report, but only when you have a lot of interviews to corroborate the photographs. In our experience, powerful testimony can have a far greater effect than photographs.

Summary and Evaluation

6. The trainer can summarize the primary points: Record every word of the interview, and be sure to have a backup system in case your technology fails you.

7. Ask participants to say items off the Tip Sheet out loud, by memory.





Lesson 2.4: Template

TIP SHEET FOR RECORDING

FOR ALL EQUIPMENT:

- ☐ Always check that the equipment works before you leave for the interview.
- ☐ Do you have a charger and/or extra batteries?
- ☐ Make sure you have sufficient tape or enough space on your disk for the full interview.
- ☐ Is there background noise that will make it difficult to hear the interviewee?
- ☐ Record a few seconds with the interviewee talking and then play it back to make sure that the audio recording is clear and audible.
- ☐ Take a break from time to time to verify that the device is still recording.
- ☐ Turn off your cell phone or mute it.
- ☐ Bring a notebook and pencils or pens so that you can take notes.
- ☐ If a sound drowns out part of a testimony, stop, and start again from the beginning.
- ☐ As soon as possible after the interview, review all notes and recordings to make sure they are complete.
- ☐ As soon as possible after the interview, write down any impressions you had from the interview, follow-up questions for other interviews that you thought of, or any other thoughts or observations you had about the interview or interviewee that may be of use later.

AUDIO RECORDINGS:

- ☐ Watch out for keys in your pocket, cups on the table, anything that could make distracting noises. Notice if you are in an area with loud animals, motorcycles or other traffic around.
- ☐ Keep the microphone still. Moving it around will change the volume level.

VIDEO RECORDING:

- ☐ Do not record the face of a rights abuse victim. This could place the interviewee at risk of retaliation for having participated in the research.
- ☐ Film a few seconds and play it back to check that the interviewee is visible



and that the light is good.

- While recording, prop up the camera on something so that it does not move. Very tiny movements appear huge on a video camera, and even when you are standing still, your breathing will make the camera go up and down.
- Bring a clip microphone to get better sound quality.
- If possible, bring a camera tripod.
- If the interviewee said something that you think should be useful in a video clip, you can ask her to re-state the comment more concisely to get a more useable clip.

TAKING PHOTOGRAPHS:

- Do not photograph the face of a rights abuse victim. This could place the interviewee at risk of retaliation for having participated in the research.
- It is invaluable to have photographs to illustrate your report, post online, publish in other materials, or use to create an exhibit about the issue.
- Examples of photographs that do not endanger the identity of the interviewee include: photographs of their hands, backs, feet; photographs of the locations where abuses took place.

TAKING NOTES:

- Practice writing while maintaining eye contact.
- It is fine to ask the interviewee to pause so you can complete writing something down, but it is obviously better to minimize interruptions while they are talking.
- Keep the notebook on your lap or under a table so that it does not attract attention.
- Make up a short-hand or abbreviations in advance that you can use in your notes.

AFTER THE INTERVIEW

- Add anything you didn't have time to write down
 - Does everything make sense? Are there any missing parts?
- Do you need to follow up with more questions?
 - Make sure to leave your contact information with the interviewee



Lesson 2.5 | Rapport and Reliability

Introduction

This section addresses more advanced interview techniques.

Concepts	<ul style="list-style-type: none">• Building Rapport• Evaluating reliability• Practice interviews
Time Needed	45 minutes
Objectives	<ul style="list-style-type: none">• How to build rapport• How to evaluate reliability• Practice interview techniques
Resources Needed	<ul style="list-style-type: none">• Handout or Slides: Building Rapport, Reliability, After the Interview
Summary	<ul style="list-style-type: none">• Use body language to build rapport• Keep an open mind about all information in the interview• Try to corroborate as much as possible
Evaluation	<ul style="list-style-type: none">• Group discussion

Procedure

Discussion

1. Moving on to building rapport, the trainer can begin discussing these key points:

[Trainer text; can be inserted into visual presentation such as PowerPoint slides, an overhead projector slide, or distributed as a handout]



BUILDING RAPPORT

- Try to make interviewee feel that she or he can trust you
- Take the interviewee seriously
- Sit on same level, not above or below the interviewee
- Try to mirror body language
- Start with simple personal questions, such as age and occupation
- Then move up to interview questions
- Avoid “yes” or “no” questions
- Don’t be judgmental – never look shocked

2. Assessing reliability is also an important part of the interview process. The trainer should emphasize the following:

RELIABILITY

- Not all people are honest
 - Some people may make up stories to get attention
 - If you are paying for interviews, some people may lie for money
 - If you suspect that the person is not telling the truth, continue the interview normally, but try to assess the information later for accuracy. You can compare it to other sources and interviews, and leave out the parts that you think may be untrue.
- Look out for conflicting details
 - Does the story change?
 - Is the interviewee trying to please you?
- Try to verify information while protecting privacy
 - Never mention another interviewee by name
 - “Some people say X...have you ever experienced that?”





Discussion

3. The trainer reads the following case study from Hong Kong:

CASE STUDY: POLICE ABUSE AGAINST SEX WORKERS IN HONG KONG

A researcher once conducted a project to document police abuse of sex workers in Hong Kong. During an interview, a sex worker became very emotional and excited as she described a police raid on the brothel where she was taking a nap. She said, “They woke me up and told me to come to the station, so I pulled on my shirt and pants.” Later she described how she was forced to strip at the station. She said, “The police officer forced me to take off my shirt and then pulled off my skirt.”

So which was it—pants or a skirt?

4. The trainer asks participants to comment: What are the possible explanations for the interviewee’s confusion? Possible answers include:

- She was lying about the whole incident
- She was upset about the experience and couldn’t remember clearly
- The researcher misunderstood what the interviewee said

5. Ask workshop participants: How can a researcher know if an interviewee is telling the truth or not?

- What are reasons why someone would make up an incident? (some possible answers: payment for the interview, need for attention, desire to please/impress the researcher)
- What should a researcher do if she is not sure that an interviewee is telling the truth?

6. The trainer should lead the group in brainstorming ways to handle a situation like this.

- Should the researcher let the interviewee know that the researcher may not believe her? (Answer: never)
- Are there ways for the researcher to verify the information while protecting the interviewee’s confidentiality? (Answer: researcher can say “I have heard that x happened, have you heard that?”) without identifying the source. ALWAYS protect confidentiality!)





- If you are not sure that the events happened, and there is no way to verify the information, should the case be included in the report? (Answer: probably it should not be included, because it could jeopardize the reliability of the whole report)

Summary

7. The trainer summarizes the lesson by saying that on the one hand, we need to establish rapport with interviewees in order to encourage them to share their experiences with us. On the other hand, we must retain our objectivity as researchers in order to produce a report that is reliable.

Evaluation

8. The discussion should give the trainer an opportunity to evaluate whether participants understand the importance of obtaining reliable cases. If the participants do not grasp this important concept, the trainer can lead the group in discussing what could happen to the report if critics are able to prove that the report includes fake cases. Will the report be taken seriously by potential allies? Will the organization face challenges in raising funds to produce another report?



Lesson 2.6 | Dealing with Post-Traumatic Stress Disorder

Introduction

This section addresses Post-Traumatic Stress Disorder (PTSD), a common psychological response by survivors of serious physical, mental, and other forms of trauma. Participants will learn about what causes PTSD, as well as ways to deal with it during, before, and after the interview process.

Concepts	<ul style="list-style-type: none">• Trauma• Anxiety
Time Needed	45 minutes
Objectives	<ul style="list-style-type: none">• Learn about post-traumatic stress disorder and how to identify it• How to cope with it during the interview• How to cope with secondary traumatization to rights researchers
Resources Needed	<ul style="list-style-type: none">• Handouts or Slides: PTSD
Summary	<ul style="list-style-type: none">• PTSD is an anxiety disorder that some people get after seeing or living through a dangerous event.• Interviewers should be aware of possible triggers, and allow interviewees control over the situation as much as possible.
Evaluation	<ul style="list-style-type: none">• Discussion

Procedure

Opener

1. The trainer should begin with an explanation of the significance of Post-Traumatic Stress Disorder (PTSD) in rights interviews and why it is important that interviewers understand and be able to identify PTSD. The trainer should explain the following: When in danger, it's natural to feel afraid. This fear triggers many split-second changes in the body to prepare to defend against the danger or to avoid it. This "fight-or-flight" response is a healthy reaction meant to protect a person from harm. But in PTSD, this reaction is changed or damaged. People who have PTSD may feel stressed or frightened even when they're no longer in danger.



Discussion

2. The trainer should run through the following visual presentation so that participants can better understand and identify PTSD.

[Trainer text; can be inserted into visual presentation such as PowerPoint slides, an overhead projector slide, or written on a blackboard]

PTSD: What is it?

- PTSD is an anxiety disorder that some people get after seeing or living through a dangerous event.
- Caused by surviving or witnessing a dangerous event
- Body's natural response to fear: "fight or flight"
- People who suffer from PTSD may include: war veterans, survivors of physical or sexual assault, and survivors or witnesses of family abuse, natural disasters, or accidents

3. The trainer should outline the common symptoms of PTSD so that interviewers can be better able to identify it.

[Trainer text; can be inserted into visual presentation such as PowerPoint slides, an overhead projector slide, or written on a blackboard]

COMMON PTSD SYMPTOMS

- Re-experiencing
 - Nightmares, flashbacks, recurring memories
- Avoidance
 - Avoiding places that remind you of the experience
 - Emotional numbness
 - Feelings of guilt, depression
 - Having trouble remembering the traumatic event





- Hyperarousal
 - Easy to startle, trouble with concentration
 - Irritable, quick to anger

4. The trainer should also address **how long PTSD lasts**. Everyone is different. For some people, it lasts a few weeks, while for others, they do not exhibit any symptoms for years, and then all of a sudden they start to have symptoms. Sometimes the brain suppresses a traumatic memory as a way to protect the individual (e.g., this is common for survivors of child sexual abuse).

5. For general background, the trainer should also explain that PTSD is a normal reaction.

[Trainer text; can be inserted into visual presentation such as PowerPoint slides, an overhead projector slide, or written on a blackboard]

WHAT HELPS TO EASE PTSD?

- Talking to friends and family (Victims of trauma often blame themselves, or say, "I did not have it so bad, other people had it worse than me." Friends can help the victim to understand that she or he is not at fault and that what she or he did at the time was the right thing to do. This can help the victim to recover more quickly.)
- Talking with fellow-survivors
- Learning something positive from experience
- Physical exercise, a healthy diet, meditation

WHAT MAKES PTSD WORSE?

- Alcohol or drugs
- Abusing others
- Denying or minimizing the emotional suffering
- Blaming the victim





6. The trainer should warn the interviewers about the dangers of retriggering PTSD.

[Trainer text; can be inserted into visual presentation such as PowerPoint slides, an overhead projector slide, or written on a blackboard]

POSSIBLE TRIGGERS

- Similar locations or situations
- Smells, sights or sounds
- Contact with the abuser or others connected to the traumatic experience
- Anniversaries
- Movies on the same subject
- Talking about the experience

7. It is also important to emphasize that talking can be good and bad.

[Trainer text; can be inserted into visual presentation such as PowerPoint slides, an overhead projector slide, or written on a blackboard]

TALKING CAN HEAL

- Sharing an abuse can be very powerful
- Stigma forces many people to be silent about their abuse, especially sexual assault survivors
- Telling story can assert that the abuse was wrong
- It can begin the healing process

TALKING CAN HURT

- Interviewee will re-live abuse as she tells you about it
- Interviewee may have symptoms for days or weeks after interview





8. There are many possible treatments that trained psychologists use for PTSD, including cognitive behavior therapy and medication. We can also help a survivor, during and outside of the interview process.

[Trainer text; can be inserted into visual presentation such as PowerPoint slides, an overhead projector slide, or written on a blackboard]

WAYS TO HELP

- Offer emotional support, encouragement, patience
- Don't pressure the person to talk
- If he wants to talk, listen without passing judgment
- Be aware of possible triggers
- Develop a safety plan
- Positive distractions: walks, outings, trips to somewhere restful
- Support groups for survivors
- Do creative things together: cooking, painting, writing, music
- Pets, small children can help the survivor feel better

9. This section focuses specifically on how to manage PTSD during a rights interview.

[Trainer text; can be inserted into visual presentation such as PowerPoint slides, an overhead projector slide, or written on a blackboard]

CONTROL

- Allow the interviewee to make choices about the surroundings
- Take rest breaks to avoid overwhelming feelings, fatigue

ATTITUDE

- Avoid "re-victimization" – the survivor was not at fault





- Do not pass judgment on anything the victim says
- Show empathy and consideration
- If interviewee becomes overwhelmed, stop the interview

WRAPPING UP THE INTERVIEW

- Ask about family, children, future plans...
- Prepare resources explaining PTSD
- Referrals to social services
- Tell survivor that she may experience some symptoms, and they are normal

ENSURE SAFETY

- Does the survivor have emotional support?
- Does the survivor have safe mode of transportation home?

10. Lastly, the trainer should address the possibility of secondary or vicarious traumatization. This is when the researcher/interviewer is traumatized by hearing about these events.

[Trainer text; can be inserted into visual presentation such as PowerPoint slides, an overhead projector slide, or written on a blackboard]

SYMPTOMS OF SECONDARY OR VICARIOUS TRAUMATIZATION

- Trouble concentrating
- Feeling emotional, shaky
- Feeling panic at sudden sounds
- Trouble sleeping
- Obsessing about the victims and their suffering





WHAT HELPS?

- Doing something positive for the survivors
- Take breaks and do something you enjoy
- Talk to friends and other rights researchers

Activity

11. The trainer says that if someone is panicking, you can help the person to do a breathing and meditation exercise to help the person calm down and feel better. She can lead the group in trying this exercise together:

- Inhale slowly through your nose and comfortably fill your lungs all the way.
- Silently and gently say to yourself, "My body is filled with calmness." Exhale slowly through your mouth and comfortably empty your lungs all the way.
- Silently and gently say to yourself, "My body is releasing the tension."
- Repeat five times slowly and comfortably.
- Do this as many times as you need to.

[Adapted from http://www.ptsd.va.gov/professional/manuals/manual-pdf/pfa/PFA_Appx_E_handouts.pdf]

Summary and Evaluation

12. The trainer can review the material by asking participants to say what is NOT an appropriate or helpful response to PTSD.



CHAPTER 3

Write the Report

Lesson 3.1 | Organize the Information

Introduction

This lesson focuses on the behind-the-scenes aspect of documentation. It is very important to create a uniform system for organizing all of your information so that it is easy to access, easy to understand, and easy to analyze. Participants will learn how to organize files, which will also be an important aspect of analyzing the information.

Concepts	<ul style="list-style-type: none">• Creating a system to track information
Time Needed	30 minutes
Objectives	<ul style="list-style-type: none">• How to use case files and formats to order interviews and data
Resources Needed	<ul style="list-style-type: none">• Sample case folders (prepared in advance by trainer)• Template: Sample Case Cover Sheet• Template: Recording Cover Sheet• Handouts or Slides: Organizing Your Information
Summary	<ul style="list-style-type: none">• Having organized files is essential to producing a good human rights report
Evaluation	<ul style="list-style-type: none">• Discussion

Procedure

Preparation

1. The trainer prepares a sample case folder in advance, which includes a label with the name and number of the case. Inside is a Sample Case Cover Sheet, a Recording Format, and some photographs.

Opener

2. The trainer introduces the lesson by stating that as part of taking a systematic approach to rights research, researchers need to have a system for organizing



the research information. If the information is organized, it is easier to keep track of where everything is, and it also makes it easier to analyze it when the time comes. The trainer can recommend using the same system to organize paper files and any files on your computer.

Discussion

[Trainer text; can be inserted into visual presentation such as PowerPoint slides, an overhead projector slide, or written on a blackboard]

BASICS OF ORGANIZATION

- Create a system to organize materials
- Create a folder for each individual
- Create a case file information sheet
- If need to protect confidentiality: keep a list of real names separate from a list of fake names or numbers used on the case folders
- Basic principles for organizing data: systematic and universal
- Make sure that everyone who has access to the folders knows that if they take something out, they have to put it back in exactly the same place

CASE FOLDERS

- Organized by topics, locations or subjects
- Cover sheets for each folder with basic information
- Same numbering system for recordings, transcripts, videos and photographs
- Keep index in a secure location
- What goes in a case folder?
 - Transcripts
 - Recording logs
 - Photographs
 - Brochures from the individual's organization, and
 - Even slips of paper on which you have written notes or questions to yourself.





3. **Transcript** – This is a written version of everything that has been said in an interview. Although it would be ideal to have comprehensive transcripts of all audio and video interviews, it is very time-consuming to transcribe recordings. If you don't have the time or enough volunteers to do a full transcription of each recording, you could create a transcript outline instead.

4. **Transcript outline** – This includes the time on the tape and the corresponding topic (e.g., 0:01—introduction; 3:47—encounter with police; 16:23—the raid on the brothel; and 26:25—beaten by police). This way, when you write the report, you will know how far to fast-forward to reach the section that you need. Then, you can just transcribe certain portions of the tape that you will be using, based on the outline.

5. **Recording log** – If you have taken photographs or made audio or video recordings as part of your research, you should create a log, or a list of all the photographs or recordings. The list should use the same numbering system as your case files, and should include a few words to identify what is on the photograph or recording, as well as the date it was made.

6. The trainer can show the Sample Case Cover Sheet and template below as an example of the basic kinds of information that one needs to keep track of in a file. Depending on the content of the file and the nature of the project, the cover sheets may be adjusted to suit the specific needs of the organization. Regardless of what it looks like, it should include basic details so that everyone involved in the case can see the most important identifying information at a glance.

7. The trainer can also show the Recording Cover Sheet template as an example of the kinds of information that should be tracked for each video, audio recording, or photograph.

8. Regardless of the kind of system you choose to use, follow these general rules:

[Trainer text; can be inserted into visual presentation such as PowerPoint slides, an overhead projector slide, or written on a blackboard]





THE SYSTEMATIC APPROACH

- **Be consistent** – whatever system you use, use it for all the information you organize, and don't get lazy about it or postpone labeling and filing your information until later
- **Be universal** – make sure that everyone who needs to know how the system works and strictly follows the same system
- **Be secure** – make sure that you are taking steps to protect the security of your interviewees, even if you are not sure you need to do so.

9. Trainer explains that these templates are models that should be adapted to the needs of the individual organization and project. She leads the group in a discussion about how to modify these templates to fit the needs of the participants.



Lesson 3.1 | Worksheet

Sample Case Cover Sheet

Code/reference no.	BJ-CN-3M-2010.5 (The code stands for the following information: Location—Beijing; Language—Chinese; Interview No. 3; Male; May 2010)
Interviewee age	38 years old
Interview contact (phone, email)	86-10-6513-2269 yiyile@sinamail.com
Contents of file	Interview transcript, February 12, 2010
	Photo 1: Site of incident
	Photo 2: evidence of abuses on interviewee's back
	Arrest warrant issued to family, January 25, 2010
	Interview audio recording, February 12, 2010
Projects/services participated in at our organization	Legal workshop for those living with HIV/AIDS
Special needs	Needs methadone; 2nd-line ARVs Asked us for help in getting ARVS for daughter
Referrals	Came to us through Korekata AIDS Law Center
Notes	<ul style="list-style-type: none">• Hospitalized on February 20, 2010, and released on February 22, 2010.• Called to speak with XX on February 23, 2010 regarding discrimination by hospital staff.



Case Cover Sheet

Code/reference no.	
Interviewee age	
Interview contact (phone, email)	
Contents of file	
Projects/services participated in at our organization	
Special needs	
Referrals	
Notes	

Lesson 3.1 | Template

Recording Cover Sheet

Code/reference no.	
Audio, video, photo?	
Date of interview	
Time of interview	
Place	
Interviewers	
Major findings	
Key notes	

Lesson 3.2 | Analyze the Data

Introduction

Now that all of the information has been collected, it's time to organize your ideas in written form. Participants will learn different methods used for organizing data.

Concepts	<ul style="list-style-type: none">• Data analysis• Venn Diagram• Mind map• Matrix scoring
Time Needed	45 minutes
Objectives	<ul style="list-style-type: none">• Learn to use tools to organize ideas and information
Resources Needed	<ul style="list-style-type: none">• Worksheet: Three Tools for Analyzing Data
Summary	<ul style="list-style-type: none">• These tools help to group information together so that you can begin to plan your report• Each tool has advantages and disadvantages
Evaluation	<ul style="list-style-type: none">• Pop quiz

Procedure

Opener

1. Next, the trainer can move on to a lesson on analyzing the data. Once the data-gathering is finished, it's time to analyze your data and figure out, very objectively, what you can prove.

Activity

2. The trainer asks participants who have written reports before to explain how they organized the information and wrote the report. Allow five minutes for discussion.

3. The trainer explains that there are many ways to analyze information, and different people prefer different approaches.



4. First, researchers should spend some time reading through all their interviews and write notes on a separate sheet of paper—for instance, they can list some of the common issues they see repeating over and over again in multiple interviews, and note any really remarkable quotes they gathered in interviews. They can do this by using post-its or a highlighting marker to highlight quotes.

5. The trainer then gives out the worksheet, Three Tools for Analyzing Data, and reviews it with the participants.

Evaluation

6. The trainer gives the group five minutes to answer the “pop quiz” on the back of the worksheet. At the end, the participants discuss the answers together and grade their own papers. The trainer asks participants to raise their hands if they got three correct, four, and then five. This should give the trainer a sense of how many grasped the use of the tools.

Answers to the Quiz

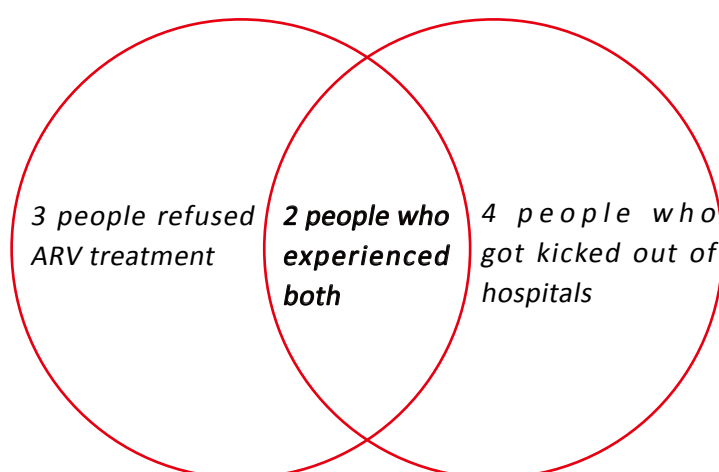
1. b 2. c 3. b 4. a 5. c



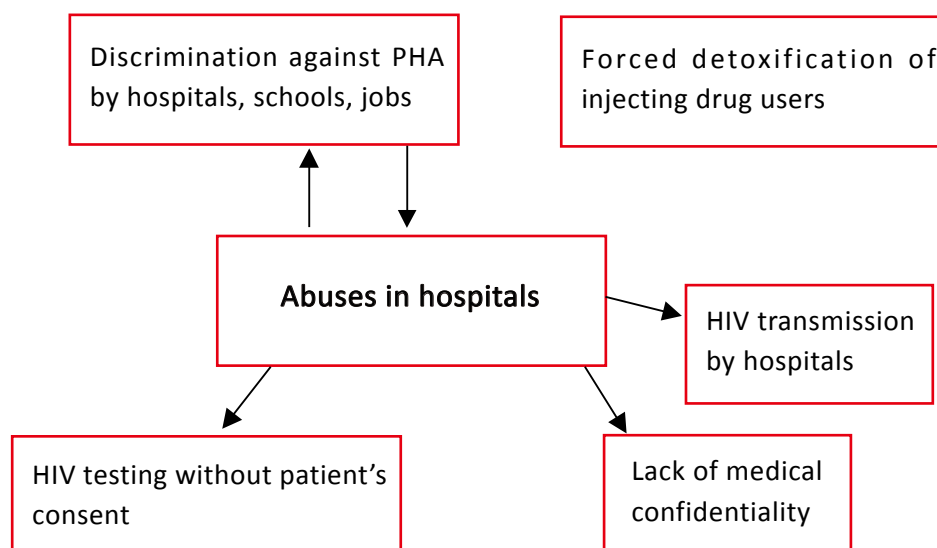
Lesson 3.2: Worksheet

Three Tools for Analyzing Data

Venn Diagram – uses boxes/circles to describe the relationship between ideas. The shared space in the middle indicates the overlapping points of interest. This is a Venn diagram to organize interviews with people who experienced being refused ARV treatment, people who were kicked out of hospitals because they were HIV-positive, and people who experienced both kinds of abuse



Mind map – a graphic representation of the problem, which identifies a central issue and then shows the reasons for a situation, problem, or behavior. The size of the circle indicates the level of importance.





Matrix scoring - Here is an example of a matrix scoring chart on a report on HIV/AIDS in China. The researchers planned that the report would document four rights abuses: discrimination by hospitals, discrimination by employers, violations of medical confidentiality, and testing for HIV without the person's consent.

In this chart, we are rating our interviews on a scale of 1 to 5, with 5 being really strong and useful testimony, and 1 being not so useful. A zero means that the person didn't talk about that topic at all. The interviewees are not referred to by their names, but by the city where they live and a number.

Interviewee	Hospital discrimination	Employer discrimination	Lack of confidentiality	Tested without consent
Zhejiang-1	5	2	5	5
Zhejiang-2	0	1	5	5
Zhengzhou-1	0	1	5	4

After filling in this chart, the researchers may realize that they don't have much testimony on the issue of either hospital discrimination or employer discrimination, but they have a lot of good testimony on lack of medical confidentiality and on testing without consent. Right now, they don't really have enough testimony to show that hospital discrimination is widespread and part of a pattern. From the evidence, it appears to have affected only one person.

Pop quiz

Pick the best answer for each question.

1. Which tool is useful for figuring out whether or not a topic connects to the rest of the report?

- a. Venn diagram b. Mind map c. Matrix scoring

2. Which tool can help researchers to identify areas where they need to gather more cases/testimony?

- a. Venn diagram b. Mind map c. Matrix scoring





3. What is the first step in analyzing information?

- a. Draw a Venn diagram
- b. Reread your notes and highlight important areas
- c. Get informed consent

4. How many interviews are there in the project in the Venn diagram?

- a. 7
- b. 9
- c. 3

5. What will the researchers in the Matrix Scoring project have to do next?

- a. Interview more people who have suffered hospital or employer discrimination
- b. Leave the subject of hospital or employer discrimination out of the report
- c. Both a and b are possible correct answers

Lesson 3.3 | Create an Outline

Introduction

Now that all of the information has been collected, it's time to organize your ideas in written form. Participants will learn to draft an outline and a mind map, which are both tools that will assist them in organizing the structure of the report. They will then learn about what to include in a rights report.

Concepts	<ul style="list-style-type: none">• Outlines• Table of contents• Executive summary• Methods section• Recommendations
Time Needed	45 minutes
Objectives	<ul style="list-style-type: none">• How to create a structure for writing the report
Resources Needed	<ul style="list-style-type: none">• Worksheet: Sample Outline• Worksheet: Outline Form• Template: Report Checklist
Summary	<ul style="list-style-type: none">• A report should make use of your best evidence (from statistics, interviews, etc.) in a organized, logical way• It should not only include facts and information but also recommended points for action by various advocacy targets
Evaluation	<ul style="list-style-type: none">• Worksheet: Outline Form

Procedure

Preparation

The trainer identifies a popular movie that most people will know and writes up a sample outline to draw on during the lesson.

Opener

1. The trainer should explain that prior to writing the report, the team should sit down and plan an outline, and that this will save a lot of time and confusion later.



Activity

2. The trainer hands out the Sample Outline worksheet and reviews it with the group. She can also point out the case study from Thailand to review later, or use a few examples from the case study to explain what goes in the outline. She explains that there are a few things to always include:

- o **Table of contents** – This helps readers to find information they are interested in.

- o **An executive summary** – A one-page overview of the issues, summarizing what you found in your research – this is useful for busy people who don't have time to read the report.

- o **A methods section** – This section explains how the research was done, when it was done, how many people were interviewed, and that the researchers obtained informed consent.

- o **Official policies and laws** – Every rights report should explain what the policies are on the abuses you are documenting. If you do not know the relevant laws, you should ask a larger NGO or an expert to help you find out what they are. Perhaps there is a legal rights group that can even help you to write this section. If you can, include international rights laws as well as national and local policies.

- o **Testimony** – Again, the words of your interviewees are the most valuable part of your report. Use the testimony to create a vivid picture of each abuse. In the outline, note which testimonies you will use.

- o **Conclusion** – This can be the hardest part to write, but it helps the reader to summarize all the key issues in the report.

- o **Recommendations** – It's not enough to document the problem: exactly what do you want the government to do about it? Make your recommendations specific and achievable.

- o **Acknowledgments** – This is a chance to thank all the people who helped you to produce the report, including advisors, donors, volunteers, other NGOs, and the people you interviewed.

Summary and Evaluation

3. To evaluate whether participants have learned how to write outlines, the trainer could assign participants to create an outline for a popular movie that everyone has seen, using the Outline Form template. Also hand out the Report Checklist for the participants to use as a reference in the future.





Lesson 3.3 | Worksheet

SAMPLE OUTLINE

1. Executive Summary
2. Introduction
 - a. Background to the issue
 - b. Methods for this report
3. Official policies on the issue
 - a. International law
 - b. National and local laws
4. First rights abuse
 - a. Background: Explain what happens
 - b. Quote testimonies of victims
 - c. What experts say about the problem
5. Second rights abuse
 - a. Background: Explain what happens
 - b. Quote testimonies of victims
 - c. What experts say about the problem
6. Third rights abuse
 - a. Background: Explain what happens
 - b. Quote testimonies of victims
 - c. What experts say about the problem
7. Conclusion: Summarize all patterns, causes, context for the rights abuse
8. Recommendations: What should be done to put an end to the problem? Who should do it?





CASE STUDY | THAI DRUG USERS REPORT

Here is the outline that TTAG and HRW created for their report, *Deadly Denial*:

1. Executive Summary and Recommendations

a. Executive Summary

b. Recommendations

i. To the government of Thailand

ii. To the government of the United States

iii. To the United Nations and International Donors to Thailand

2. Methods

3. Background

a. Thailand as an HIV/AIDS “Success Story”

b. HIV/AIDS and Injection Drug Use in Thailand

c. Narcotic Drug Law and Policy in Thailand

d. Providing HIV Care and Treatment to People Who Use Drugs:

General Principles

4. Findings

a. Drug Control Policy and Policing Practises Impeding Access to ART

i. Police Registration of Drug Users

ii. Interference with Harm Reduction Services

b. Obstacles to ART in Healthcare Settings

i. Denial of Antiretroviral Treatment to Drug Users

ii. Problematic Approaches to Methadone Patients

iii. Lack of Knowledge on Drug-Drug Interactions

iv. Inadequate Voluntary Counseling and Testing Services

v. Hepatitis C





c. Access to HIV-related Services in Custodial settings

i. Access to Antiretroviral Therapy

ii. Access to Medication-assisted Treatment for Opioid
Dependence

iii. Continuity of Care in and between Custodial Settings

iv. Compulsory Drug Treatment Centers

5. International Rights Standards

a. The Right to Health

b. Rights of Detainees to Health Care

6. Conclusion

7. Acknowledgments



Lesson 3.3 | Template

OUTLINE FORM

A. Executive Summary

B. Introduction: Background to the Issue

C. First topic:

1. First point:

2. Second point:

3. Third point:

C. Second topic:

1. First point:

2. Second point:

3. Third point:

D. Third topic:

1. First point:

2. Second point:

3. Third point:

E. Conclusion:

1. First point:

2. Second point:

3. Third point:



Lesson 3.3: Template

REPORT CHECKLIST

- ☐ Did you explain all terms clearly?
- ☐ Did you include a list of references at the end of the report (of books, articles, reports you have consulted)?
- ☐ Did you avoid citing websites as sources unless they are highly reliable?
- ☐ Were you careful about using photographs, and did you explain their importance?
- ☐ Did you ask someone who is a good writer to edit the report for you?
- ☐ Did you ask someone who knows nothing about the subject to read it and ask questions or give feedback?



Lesson 3.4 | Write Objectively

Introduction

In this lesson, participants learn how to write using an objective style and to avoid confusing verifiable facts with the opinions of researchers and interviewees

Concepts	<ul style="list-style-type: none">• Facts vs. opinions• Incorporating testimony into the report
Time Needed	45 minutes
Objectives	<ul style="list-style-type: none">• Learn the difference between facts and opinions• Understand how to incorporate testimony into a rights report
Resources Needed	<ul style="list-style-type: none">• Worksheet: Facts and Opinions• Worksheet: Report Excerpt
Summary	<ul style="list-style-type: none">• Rights reports include facts and opinions based on the facts (or analysis)• Using an objective style helps the reader to value the research
Evaluation	<ul style="list-style-type: none">• Pop Quiz: Facts vs. Opinions

Procedure

Opener

1. The trainer asks someone to explain the difference between facts and opinions. She writes the definition of “fact” up where everyone can see it.
2. **A fact is something that can be tested and proven by any objective or fair person.** An opinion is something that someone believes. If you believe that discrimination against people with HIV/AIDS is widespread, that may be a deeply-held belief. It’s only a fact if you can use collect actual and clear-cut cases of discrimination to prove that it happens.
3. She states that one of the reasons researchers do research is to gather evidence to support our claims. In writing the report, it is essential to be precise about the facts you have gathered, and not to confuse those facts with opinions—either your opinions, or opinions of the people you interview.

Activity

4. The trainer hands out the “Facts and Opinions” worksheet and asks the participants to work in pairs to fill it out. After five to ten minutes, when most



people are done, she works through the sheet with the group, asking people to explain why they think each statement is a fact or an opinion.

5. The trainer asks the participants how to include interviewees' opinions or unverified experiences in the report. After a brief discussion, she explains that researchers can use phrases in the report such as "allegedly," "reportedly," or "according to the interviewee," to show that the researchers are distanced from the interviews and are presenting the information without saying for certain that they know it to be true. Read the samples from the China report to show how using "the interviewee said" can turn a statement of opinion (what someone thinks about a situation) into a statement of fact (something that can be verified by others—it is possible to prove that someone said something).

Evaluation

6. Ask the participants to spend 15 minutes taking the pop quiz. Then discuss the answers together and use this to assess whether people understand how to use opinions in a report.

Answers to the quiz:

1. A fact is something that can be tested and proved by a fair person.
2. "Discrimination against people with HIV/AIDS is cruel and heartless." This is an opinion.
3. "Discrimination against people with HIV/AIDS is widespread." This is a fact if it can be proven through research.
4. "The doctor looked at the man with HIV/AIDS with a cold, unfeeling expression, as if he hated him." This is an opinion. The doctor could have had a stomachache or could have been in a bad mood for some other reason. He could just have an unpleasant face!
5. "A man with HIV/AIDS whom we interviewed said that the doctor looked at him with a cold, feeling expression." This is a fact – it is possible to verify whether someone said something.



Lesson 3.4 | Worksheet

FACT AND OPINION

Read each statement and write next to it either “fact” or “opinion”. Be ready to explain to the group why you think each statement is a fact or an opinion.

1. There are 32.9 million people living with HIV/AIDS in the world. _____
2. Doctors hate drug users. _____
3. Many children living with HIV/AIDS are discriminated against by schools. _____
4. No one cares about the rights of children living with HIV/AIDS. _____
5. The way sex workers with HIV/AIDs are treated is outrageous. _____
6. Former Chilean President Pinochet was a brutal dictator. _____
7. In 1998, the United Kingdom arrested Chilean President Pinochet. _____
8. Freedom of expression is restricted in 60% of all countries. _____



9. A lot of children living with HIV/AIDS are very unhappy.

10. The UN says that many children living with HIV/AIDS have psychological problems.

How to incorporate opinions into a report

These are statements by interviewees from the report on problems children with AIDS face in getting AIDS treatment in China. The statements are opinions, but by using words such as “the interviewee said,” the researchers turn them into facts that could be verified by others.

1. The quote (an opinion)

The country says it will care for people living with HIV/AIDS, but talk is only talk...[The policy] is only words on paper.

How it was used in the report (an opinion)

Many aid workers and parents of children with HIV feel the frustration expressed by the HIV-positive mother of an HIV-positive child, who said: “The country says it will care for people living with HIV/AIDS, but talk is only talk...[The policy] is only words on paper.”

2. The quote (an opinion)

Children with HIV/AIDS have no hope. They drop out of school, stop taking their medications, they don’t see the need to continue.

How it was used in the report (a fact)

An AIDS doctor, Dr. Yang, said that the children she treats are “without hope... They drop out of school, stop taking their medications, they don’t see the need to continue.”





Pop Quiz

1. Define a fact: _____

2. “Discrimination against people with HIV/AIDS is cruel and heartless.” Is this a fact or an opinion? Explain.

3. “Discrimination against people with HIV/AIDS is widespread.” Is this a fact or an opinion? Explain.

4. Is this a fact? “The doctor looked at the man with HIV/AIDS with a cold, unfeeling expression, as if he hated him.”

5. Is this a fact? “A man with HIV/AIDS whom we interviewed said that the doctor looked at him with a cold, feeling expression.”



Lesson 3.5 | Use References

Concepts	<ul style="list-style-type: none">• Footnotes and endnotes• Plagiarism
Time Needed	45 minutes
Objectives	<ul style="list-style-type: none">• Learn the difference between plagiarism and citing a source• Learn to create footnotes for interviews, articles, reports and other sources
Resources Needed	<ul style="list-style-type: none">• Worksheet: What Goes in a Reference?• Worksheet: Report Excerpt
Summary	<ul style="list-style-type: none">• References (footnotes and endnotes) show the source of your information and allow the reader to find additional information
Evaluation	<ul style="list-style-type: none">• Use articles to write footnotes

Procedure

The trainer finds some news articles that participants can use to create footnotes in class.

Discussion

1. The trainer explains the word plagiarism. In plagiarism, a writer copies from something another writer has published without making any reference to the source. This is considered theft of intellectual property. Plagiarism can undermine public trust in your report. Researchers therefore need to know how to cite a source using references.
2. If you copy something that was previously published into your report, you must
 - a) Put the section you copied in quotation marks, and
 - b) Provide a footnote that gives the author, title, publisher and date of the publication.
3. Every fact in the report, and every quotation, should have a reference—either an endnote or a footnote. This way, someone reading your report can check to see that you are quoting something accurately. They can also look up the original source in order to get more information.



4. An endnote is placed at the end of the report, and a footnote is placed at the bottom (or foot) of the page where the quotation or fact appears. Some people prefer endnotes and some prefer footnotes. A report should use one or the other, usually not both.

5. Each footnote should include:

- a) Author or individual who is the source of the information
- b) Name of the article or report
- c) Publisher or organization
- d) Date

6. The trainer hands out the worksheet, What Goes in a Footnote?, and reviews it with the participants. She also hands out the Report Excerpt for participants to review later as an example of how to use quotations and footnotes in a report.

Evaluation

7. If there is time, the trainer can split participants into pairs and have them use news articles to create sample footnotes together.





Lesson 3.5 | Worksheet

What Goes in a Reference?

Here is a footnote for a reference to a news article. In this case, the report refers to something the researcher read in a news article that is useful background information. The report reads:

The average rural income in China in 2008 was US\$690.⁶

The footnote at the bottom of the page reads:

⁶Shirong Chen, "China rural-urban wage gap widens," BBC News, January 16, 2009; <http://news.bbc.co.uk/2/hi/asia-pacific/7833779.stm>, retrieved March 15, 2009.

In this case, the footnote lists two dates: one date when the article was published (January 16) and one day when the researcher read the article online (March 15). This is because information that is published on the internet is sometimes changed after it is published.

Here is an excerpt from a law. In this case, the report quotes the law to show what a government's obligations are. The quotation reads:

The state and the community shall show concern about and help patients with infectious diseases, pathogen carriers and patients suspected of having infectious diseases, and make it possible for them to receive timely medical treatment. No work units or individuals shall discriminate against patients with infectious diseases, pathogen carriers and patients suspected of having infectious diseases.¹

At the bottom of the page, the footnote reads:

1. Law of the People's Republic of China on Prevention and Treatment of Infectious Diseases [hereinafter, Law on Prevention and Treatment of Infectious Diseases], adopted at the 6th Meeting of the Standing Committee of the Seventh National People's Congress on February 21, 1989, revised at the 11th Meeting of the Standing Committee of the Tenth National People's Congress on August 28, 2004 and promulgated by Order No. 17 of the President of the People's Republic of China on August 28, 2004, Article 16.

This information allows a reader to find the law and the paragraph (or "article") referred to in the report.





Here is an example of a quote from an interview Asia Catalyst did with Xiao Fan (not his real name), an NGO staff person living with HIV/AIDS in China's Henan Province:

"ARV drugs are already ineffective, our CD4 counts have plummeted, and many people are already resistant to the first-line drug treatment. Second-line treatment is not free, so for many people the situation is not very optimistic."²

At the bottom of the page, the footnote reads:

2. Xiao Fan, Henan AIDS NGO Worker, Asia Catalyst interview, Beijing, China, August 2008.

The footnote includes the name of the person interviewed (in this case, it's a name he made up), who interviewed him, where, and when.

Here is a footnote on a statement of fact in a report. The researcher didn't include all the testimony, because she didn't have enough space. However, she provided footnotes so that readers understand that the statement is based on her research:

None of the sex workers interviewed for this report had been informed by a doctor that she or he had contracted HIV. Two said they had learned by reading their own medical records.³

The footnote on the bottom of the page reads:

3. Mei Li, sex worker. Asia Catalyst interview, Yunnan Province, 2008; Yulan, sex worker. Asia Catalyst interview, Sichuan Province, 2008.

In this case, the report is citing a sex worker and the fake name that she and the researcher decided to use to protect her confidentiality. Here the reader cannot find the sex worker to ask her if she really said that she had learned she was HIV-positive by reading her own medical records. However, the footnote can build some confidence with the reader that there actually was an interview.





Lesson 3.5 | Worksheet

Report Excerpt

The following excerpt from a report on barriers to treatment for children with HIV/AIDS in China uses statistics, testimonies and case studies to show how the high cost of treatment for opportunistic infections makes it difficult for families to treat children with HIV/AIDS:

The High Cost of Treatment

The cost of buying smuggled second-line medicines, treating side effects and paying for other hospital costs quickly adds up. A number of international organizations working on AIDS in China said that, despite the Four Free, One Care system, the high cost remains the main barrier to comprehensive treatment for children living with HIV/AIDS.¹

In particular, several cited the high costs of treating opportunistic infection treatment as a significant problem.² Because of their weakened immune systems, people living with HIV/AIDS are vulnerable to infections of many kinds, which may lead to serious illness and eventually death. These vary from patient to patient, but commonly include fungal infections such as candidiasis, protozoal diseases such as toxoplasmosis, viral infections such as cytomegalovirus, bacterial infections such as tuberculosis and pneumonia, and HIV-specific malignancies such as lymphoma or Kaposi's sarcoma. If ARV treatment is interrupted for any reason, it becomes even more urgent to treat opportunistic infections.

Some opportunistic infections can be prevented with early treatment; the WHO recommends such treatment for infants and children.³ The government has committed to providing treatment for opportunistic infections at a reduced price.⁴ However, Dr. Yang, the head of the ARV treatment program at a public hospital in Yunnan, explains

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1. Ming Pai, staffperson at an international health NGO, Asia Catalyst interview, Beijing China, August 2008; Sam Cheng, staffperson at an international organization, Asia Catalyst interview, Beijing, China July 2008; Kathy Li, Community Health Project Manager at an international organization, Asia Catalyst interview, Kunming, China, July 2008

2. Li Ran, worker at international NGO, Asia Catalyst interview, Beijing, June 2008; Dr. Yang, head of ARV treatment at People's Hospital, Asia Catalyst interview, (city withheld), Yunnan, July 2008; Dr. Huang, chief doctor in a rural village, Asia Catalyst interview, Yunnan, July 2008; Calvin Xue (real name), staffperson at Loving Source (at the time), Asia Catalyst interview, Beijing, August 2008; Mary Su, Regional Project Manager of an AIDS Service Organization, Asia Catalyst interview, Kunming, July 20a08.

3. Guidelines on co-trimoxazole prophylaxis for HIV-related infections among children, adolescents and adults: Recommendations for a public health approach, World Health Organization, 2006; <http://www.who.int/hiv/pub/guidelines/ctxguidelines.pdf>.

4. State Council Notice on Strengthening HIV/AIDS Prevention and Control, (III, IV) Issued on March 16, 2004. http://www.chain.net.cn/english/Laws_and_Policies/Policies/15009.htm.





that while patients may apply for this coverage, only around thirty-seven percent of the applications are approved. For the others, “sometimes it may be cost prohibitive to bring (HIV-positive) kids in.”⁵

Families who spoke to Asia Catalyst bore this out. After Gu Lan’s brother died of AIDS, Gu Lan took in his HIV-positive niece and became her guardian. He told Asia Catalyst, “The child has tuberculosis and we have to pay for that medicine. It costs about thirty RMB (roughly US\$4.25), but she has to take it a few times a month. It’s very difficult to pay for it.”⁶

Xing Lu, a fourteen-year-old living with HIV/AIDS, agreed:

The ARVs are [free] from the hospital, but we have to buy all the other drugs. Liver medicine, anti-inflammatory medicine, immunity booster medication—none of this is free. These past few days, we have spent about 1,700 or 1,800 RMB (roughly US\$242–\$257) on medicine. When we come again next month, I don’t know where we will get it from.⁷

Ken Legins from UNICEF reported that even when taking a free HIV test, patients were required to pay for the cotton balls, gloves, needles, and other small costs associated with the procedure.⁸

The average rural income in China in 2008 was US\$690.⁹ In Yunnan Province, the average rural income the same year was 3,102 RMB (about US\$453).¹⁰ For these families, a onetime trip to the doctor for an IV costing fifty RMB is a major expense. As Rui Na, the mother of an HIV-positive child, explains,

Some people are utterly unable to bring their children to the hospital [because of the cost]. They try to buy some of the medicines themselves, or do whatever they can on their own, and their children just die.¹¹

Thus, some families face difficult choices. One parent said that he had been forced to discontinue treatment for his HIV-positive child because he could no longer afford the high hospital fees.¹² Other families reported selling a home, a business, or a car in order to pay for a child’s treatment.¹³ One boy wrote about how his older sister had to

5. Dr. Yang interview, July 2008.

6. Gu Lan, uncle and caretaker of an HIV-positive girl, Asia Catalyst interview, via phone, Yunnan, July 2008.

7. Xing Lu interview, June 2008.

8. Ken Legins interview, August 2008.

9. Shirong Chen, “China rural-urban wage gap widens,” BBC News, January 16, 2009; <http://news.bbc.co.uk/2/hi/asia-pacific/7833779.stm>, retrieved March 15, 2009.

10. 云南农民人均收入超过3000元 (Yunnan average rural income exceeds 3,000 RMB), Xinhua news agency, February 1, 2009; http://www.yn.xinhuanet.com/newscenter/2009-02/01/content_15565752.htm, retrieved March 15, 2009.

11. Rui Na, HIV-positive mother of an untested child, Asia Catalyst interview, Yunnan, July 2008.

12. Liu Fang interview, August 2008.

13. Xing Lu interview, June 2008; Liu Fang interview, August 2008.





drop out of a coveted university position so that his parents' savings could be spent on his medical costs.¹⁴ Xing Lu explains the toll her medical costs have taken on her family,

Before I had this sickness, it wasn't that my family had a lot of money, but we were about middle class. Now we are in debt everywhere . . . [and] it's very bad and shameful to have to borrow money. We don't have anything except for a place to live.¹⁵

Recently, the Chinese government has announced plans to implement sweeping policy reforms that will expand the health insurance program to more Chinese citizens.¹⁶ Zhejiang Province has also taken steps to include previously uncovered treatment costs for HIV/AIDS in the provincial health insurance program.¹⁷

But for now, many aid workers and parents of children with HIV feel the frustration expressed by Li Yulan, the HIV-positive mother of an HIV-positive child:

The country says it will care for people living with HIV/AIDS, but talk is only talk. [Programs] exist, such as Four Free, One Care, but . . . the implementation still hasn't come through. It's only words on paper.¹⁸

14. Xiao Liu journal entry, August 2008.

15. Xing Lu interview, June 2008.

16. "Chinese Pin Hope on New Healthcare Reform Plan," Xinhua News Agency, January 22, 2009, http://news.xinhuanet.com/english/2009-01/22/content_10703561.htm.

17. "HIV Treatment Covered by Social Insurance," China Daily, March 4, 2004.

18. Li Yulan, HIV-positive mother of an HIV-positive child, Asia Catalyst interview, Yunnan, China, July 2008.





A Summary of Key Points

Introduction | The Power of Testimony

- Rights research is different from quantitative research, because we place the interviewee at the center of our work
- In doing research it's important to focus on obtaining testimony, and to be systematic
- Our communities face a range of complex rights issues
- In one case, multiple rights may be violated
- Different people can reasonably disagree about which rights were violated in one case

Chapter 1 | Planning Your Project

- Mapping is important so that:
 - You become informed about the issue and meet others who are also doing related work.
 - You discuss your project with other groups and activists so that you know what work is already being done
 - You can avoid duplicating work other groups are already doing
- Identifying advocacy targets are an important part of project planning
- It is important to first assess the risk to all the different people involved in this project
- Different people have different acceptable levels of risk and everyone should respect those differences
- Come up with a plan for how to respond to a worst-case situation
- Make sure that everyone involved has all the relevant emails and cell phone numbers for an emergency





- In a crisis, decide on the “official line” of the organization, and make sure that everyone knows what to say when talking to press/public
- Know what research questions you’ll need answered
- Plan so you have enough time to execute the project
- Always begin by introducing yourself and your project—even if you think the interviewee knows already

Chapter 2 | The Rights Interview

- There are four basic elements of informed consent: disclosure, voluntariness, comprehension and competence
- Write the key words WHO, WHAT, WHERE, WHEN, WHY and HOW on the front of your notebook. Refer to that list of key words during your interview.
- Choose the setting carefully with attention to privacy, security, comfort, and age of the interviewee
- Record every word of the interview
- Have a backup system in case your recorder breaks
- Use body language to build rapport
- Keep an open mind about all information in the interview
- Try to corroborate as much as possible
- PTSD is an anxiety disorder that some people get after seeing or living through a dangerous event
- Interviewers should be aware of possible triggers, and allow interviewees control over the situation as much as possible

Chapter 3 | Write the Report

- Having organized files is essential to producing a good human rights report





- These tools help to group information together so that you can begin to plan your report
- Each tool has advantages and disadvantages
- A report should make use of your best evidence (from statistics, interviews, etc.) in a organized, logical way
- It should not only include facts and information but also recommended points for action by various advocacy targets
- References (footnotes and endnotes) show the source of your information and allow the reader to find additional information





Capacity Building

Asia Catalyst provides coaching and training in organizational management to small nonprofits in East and Southeast Asia. We partner with groups working on economic and social rights, with a special focus on groups working on health and rights. We are especially interested in working with groups of people from marginalized communities (such as sex workers, drug users, LGBT people, and people with HIV/AIDS) who engage in policy advocacy. We work one-on-one with local partners to train them in strategic planning, staff and volunteer management, fundraising, financial management, rights documentation and advocacy.

For additional information and to request information about how to apply for technical assistance, visit Asia Catalyst's website: <http://www.asiacatalyst.org>, or email us in English or Chinese at info@asiacatalyst.org.





Asia Catalyst, Korekata AIDS Law Center, and Thai AIDS Treatment Action Group would like to thank the following donors for their support:

Levi Strauss Foundation

Open Society Institute

Seven Sisters

US-China Legal Cooperation Fund





A Rights Curriculum for Grassroots Groups

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