

Proceedings

**Preparing the Canvas: A Curriculum Design
Workshop for an International IGH/A on
Gender and HIV/AIDS**

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The views expressed in this report have been taken from workshop proceedings and do not necessarily reflect the views of ACEWH, ComSec, the Women's Health Bureau, Health Canada, CIDA, or CIHR.

Sincere thanks to all.

Introduction

January 15-17, 2003, the Atlantic Centre of Excellence for Women's Health and partners – Dalhousie University, the IWK Health Centre, and the Commonwealth Secretariat – hosted the third in a series of workshops devoted to the development of an International Institute on Gender and HIV/AIDS. Two previous workshops, a feasibility workshop and a satellite session during AIDS 2002, affirmed the need for an international training program in this area and demonstrated broad international support for efforts to build such a program.

This third workshop, entitled “*Preparing the Canvas: A Curriculum Design Workshop for an International Institute on Gender and HIV/AIDS*”, brought together a group of international experts on gender and HIV/AIDS to help refine a curriculum framework, develop evaluation tools, set research priorities, and devise strategies for maintaining and building long-term global collaboration in support of the Institute.

This final report from the curriculum design workshop begins with an overview of the conceptual origins of the Institute and update on developmental activities. Next, we will provide a synthesis of the knowledge and experiences shared during the workshop, with particular attention to their implications for the goals and objectives of the Institute. The report closes with a series of recommendations and commitments from workshop participants aimed at furthering this work and supporting ACEWH and Com Sec as they prepare for the pilot Institute, scheduled for Spring 2004.

Background

The concept of an International Institute on Gender and HIV/AIDS (IIGH/A) first emerged in 1999, during informal discussions between the Atlantic (formerly Maritime) Centre of Excellence for Women's Health (ACEWH), Halifax, Nova Scotia and the Commonwealth Secretariat (ComSec), London, UK, about the HIV/AIDS pandemic. Of particular concern, then as now, is the disproportionate impact HIV/AIDS has on women and girls.

In January 2000, ComSec invited ACEWH to co-author a publication, entitled *Gender Mainstreaming in HIV/AIDS: Taking a Multisectoral Approach*, as part of its “Gender Mainstreaming Series on Development Issues”. This book, released in spring 2002, presents case studies from developing and developed countries, illustrating how programs that address gender and other determinants of health in HIV/AIDS prevention, care, treatment, and support are more likely to succeed than policies and practices that ignore social and cultural factors.

During this collaboration, ACEWH, ComSec, and their international partners recognized the need for a training centre dedicated to understanding the role of gender in the pandemic. The concept of an International Training Institute on Gender and HIV/AIDS was born in July 2001, during meetings between ACEWH and the Commonwealth

Secretariat. The IIGH/A was conceived as a knowledge transfer mechanism to foster the ability of mid-career managers, policy makers, and other ‘change agents’ across sectors to bring gender issues to the forefront in HIV/AIDS care, treatment, prevention, and support efforts.

In January 2002, a group of international professionals working in gender and/or HIV/AIDS in a variety of sectors – including health, education, development and agriculture – from ten countries came together in Halifax to assess the feasibility of and support for the proposed IIGH/A. Workshop participants strongly supported the work and affirmed the need for an international training institute. Participants also generated ideas and recommendations regarding the planning, development, and evaluation of the IIGH/A. At the conclusion of this workshop, participants pledged their personal commitment to transform the IIGH/A from concept to reality.

One of the recommendations that emerged during the Feasibility Workshop was for ACEWH and ComSec to host a satellite session on Gender and HIV/AIDS during the World AIDS Conference in Barcelona, Spain. In July 2002, more than 200 people attended the 2-hour satellite session: regional, national, and international representatives from a variety of policy and program areas; HIV/AIDS service providers; and people living with HIV/AIDS. Participants provided important insights and valuable recommendations pertaining to the design of the IIGH/A. In addition, the international network of experts and organizations committed to advancing the IIGH/A was increased and strengthened. Representatives from organizations such as the World Health Organization, International Labour Organization, UNIFEM, International Planned Parenthood Federation and from bilateral international development agencies displayed enthusiasm about the formation of the Institute.

The Curriculum Design Workshop was identified as the next step in the development of the IIGH/A.

Chronology

1999 – Informal discussions between ACEWH and ComSec about the severe and varying impacts of HIV/AIDS on men, women, girls and boys around the globe

2000 – Invitation from ComSec to ACEWH to co-author a book entitled *Gender Mainstreaming in HIV/AIDS: Taking a Multisectoral Approach*

2001 – Identification of the need to create a designated training centre for gender mainstreaming materials: an *International Institute on Gender and HIV/AIDS*

2002 – *Putting the Pieces Together: A Feasibility/Design Workshop for an International Institute on Gender and HIV/AIDS* January 16-18, Halifax, Nova Scotia, Canada

2002 – *Gender and HIV/AIDS: Bringing Women and Men Together* A Satellite Session during AIDS 2002 in Barcelona, Spain, July 7, Fira de Barcelona

2003 – *Preparing the Canvas: A Curriculum Design Workshop for an International Institute on Gender and HIV/AIDS* January 15-17, Halifax, Nova Scotia

2004 – *Pilot International Institute on Gender and HIV/AIDS* May/June 2004, Halifax, Nova Scotia

Pre-Workshop Preparation

In the fall of 2002, invitations were prepared and sent out to a number of organizations working in the areas of gender and HIV/AIDS. By the middle of December, ACEWH had a confirmed list of participants for the workshop (refer to Appendix A). In order to ensure that the IIGH/A curriculum would be appropriate and adaptable to the needs of people throughout the world, we have tried consistently to involve those with direct knowledge of and experience with HIV/AIDS – from regions most seriously affected by the pandemic. The involvement of these experts is crucial to our understanding of diverse contexts, cultures, countries, regions, etc.

One week prior to the workshop, a draft agenda and a background discussion paper were circulated electronically to participants. The discussion paper, prepared for ACEWH by Erin Connell, Curriculum Design Consultant, outlined considerations for development of the curriculum for the IIGH/A. Upon arrival, participants were given additional documentation, including the final reports from the previous 2 workshops as well as a hard copy of the discussion paper.

Workshop Participants

Thirty-five participants attended the three-day workshop. They represented international, national and local experts in HIV/AIDS, gender, health, education, and social and economic development. Some participants had been involved in previous workshops, providing continuity in the evolution of the Institute. Together with new participants, the group as a whole brought diverse skills and experiences related to the development of a transformational training programme in the area of gender and HIV/AIDS.

The diversity of the group and the participatory nature of the design workshop were well received. Participants shared insights and experiences, listening and learning from one another. Small group discussions proved both valuable and effective. There was great collegiality and mutual respect in the workshop between participants from varied backgrounds and working environments.

Profile of Participants:

- 80% women, 20% men
- 40% had attended one or more of the previous IIGH/A workshops – 60% had not
- 70% were Canadian; 30% came from other countries, including Botswana, Côte d'Ivoire, India, Kenya, Trinidad and Tobago, United Kingdom, and Zimbabwe
- 30% represented international organizations; 48% represented national or regional organizations; 22% had local affiliations within their home countries
- 12% of participants were out about their HIV+ status

Purpose of the Workshop

The purpose of the workshop was to collaborate on the development of the International Institute on Gender and HIV/AIDS with specific attention to the design of:

- a curriculum framework
- evaluation strategies and research priorities
- a short-term process to finalize the curriculum for the pilot Institute

A further goal of the workshop was to explore ways to foster new partnerships and nurture existing relationships in order to ensure long-term global collaboration in support of the IIGH/A.

Workshop Format: Objectives and Activities

The curriculum design workshop was an interactive three-day creative collaboration with set goals and objectives, and participatory activities (refer to Appendix B).

Day 1

Objectives

- Reporting on progress in the development of the IIGH/A;
- Learning more about international and Canadian perspectives and developments with respect to gender and HIV/AIDS;
- Sharing highlights of case studies and best practices in gender and HIV/AIDS programming across sectors in resource limited settings.

Activities

- *Introductions:* Participants were asked to introduce themselves and share a brief review of the progress that they themselves and/or their organizations have made in battling the global epidemic, with relevance to the development of the IIGH/A.
- *Gender and HIV Keynote panel:* Two participants delivered presentations on recent developments related to gender and HIV/AIDS. Madhu Bala Nath presented international perspectives and Louise Binder presented developments in Canada.
- *Transformation – Gender and HIV/AIDS:* Participants gathered in small groups to share and discuss a personal or work-related “transformative” experience that revealed the inter-connectedness of gender and HIV, and inspired them to create change/make a difference in their organization and/or community.
- *Draft Curriculum Framework:* A draft of the curriculum framework was presented by Erin Connell, followed by a discussion of key issues and aspects that should further inform the development of the framework.



Outcomes

- Increased understanding of international issues related to training and research in the area of gender and HIV/AIDS;
- Increased understanding of the preliminary development of the IIGH/A – where we are, how we got here, and where we intend to go in the near and distant future.

Day 2

Objectives

- Deepening understanding of best practices for gender mainstreaming in HIV/AIDS programmes and policies across sectors and around the world;
- Applying new knowledge about best practices to the development of a modular curriculum for the IIGH/A.



Activities

- Summary of previous day's activities.
- *Transformation Keynote Panel*: Two participants were asked to discuss their personal transformative experiences in a plenary session. They elaborated on the particular conditions and context of their experiences, highlighting those aspects that promoted and/or hindered their desire and/or ability to act as catalysts for change.
- *Recommendations*: Based on sharing of ideas and information, participants made recommendations about issues to be addressed in the curriculum framework and provided examples of specific learning activities to be incorporated into the IIGH/A curriculum.
- *Profiles for Potential Pilot Participants*: Participants were divided into groups according to experience and/or organizational affiliation to discuss the profile of potential participants from a variety of geographic and organizational contexts, and to recommend approaches for attracting the desired audience to the pilot IIGH/A.

Outcomes

- Creation of ideas, examples, strategies, and techniques with the potential to provoke or inspire transformation in the attitudes and actions of researchers, policy makers, and program managers in international and multi-sectoral settings;
- Participant profiles and recommendations regarding recruitment of participants for the IIGH/A.

Day 3

Objectives

- Developing a roster of indicators to evaluate the impact of the IIGH/A;
- Generating a research agenda for the IIGH/A;
- Agreeing upon plans for promoting the curriculum;
- Identifying sources of support and collaboration for the pilot Institute.

Activities

- Summary of previous day's activities.
- *Research Keynote Panel:* A panel of researchers – Jacqueline Gahagan, Frank Abamu, and Rawwida Baksh-Soodeen – addressed some of the issues involved in evaluating the impact of the curriculum, such as the ethical dimensions of research and the design of appropriate indicators of success. The panel also emphasized the importance of developing an action research program of evaluation as an integral component of the IIGH/A.
- *Measuring Impact of the IIGH/A:* In small groups, participants discussed appropriate methods for measuring both the impact of the curriculum and the training experience of the Institute.
- *Revised Draft Curriculum Framework and Sample Training Program Outline:* A conceptual framework for the IIGH/A curriculum was presented by Erin Connell (refer to Appendix C). A sample 10-day training programme, based on the framework, was outlined by Madhu Bala Nath (refer to Appendix D).
- *Commitments and Next Steps:* Participants were asked to share personal and/or organizational commitments to the development of the IIGH/A.

Outcomes

- Development of a research agenda, including links between IIGH/A research and training;
- Preliminary curriculum framework and training program outline;
- Declarations of support for and interest in next phases of development of the IIGH/A.



Commitments

Through meaningful engagement in workshop activities, the participants displayed strong commitment to fulfilling the daily objectives and overall goals of the workshop. Relationships that were formed during the workshop illustrated a shared commitment to developing the IIGH/A curriculum and research agenda.

During the final portion of the workshop, participants were invited to voice their interest in continuing to contribute to the evolution of the IIGH/A. The majority of participants who expressed a desire to continue their commitment following the curriculum design workshop were interested in developing the concept of the IIGH/A. Other participants were interested in continuing as part of the information sharing network, collaborating to develop future funding or research proposals, and identifying appropriate links and relationships for the future.



Preliminary Curriculum Framework

The conceptual framework for the IIGH/A curriculum was prepared for ACEWH by Erin Connell, Curriculum Design Consultant (refer to Appendix C). This framework was conceived as a six-stage process:

1. Identifying target audiences
2. Pre-Institute assessment and preparation of participants
3. Background for the trainer/facilitator (including rationale, theoretical framework, curriculum guide and facilitation skills)
4. Training materials focusing on:
 - a. HIV/AIDS
 - b. Concept of mainstreaming gender in HIV/AIDS policies, programs, and practices
 - c. Tools for mainstreaming gender into HIV/AIDS policies, programs and practices
5. Post-Institute follow up
6. Evaluation of the IIGH/A

The curriculum framework remains preliminary, outlining possibilities for training objectives, participant preparation, program activities, and participant follow-up. Erin is continuing to revise and refine the framework based on feedback and suggestions from workshop participants.

Summary of Key Points and Findings

Context

One of the recurring issues raised during the workshop was the importance of understanding the cultural context of IIGH/A participants in order to: a) respect their needs and motives for attending the Institute; b) effectively build capacity and c) supply them with valuable and appropriate tools to effect community and policy change in their home countries. It was suggested that the curriculum design should include a pre-workshop capacity assessment for participants as a way of encouraging self-reflection on the cultural norms, values, stigmas, and gender issues that surround HIV/AIDS in their own work and home environments. As part of this exercise, participants would be encouraged to come to the Institute prepared to share personal stories and/or examples of their HIV/AIDS and gender work. Sharing of these personal accounts would encourage and facilitate cross-fertilization of ideas as well as the recognition of ingrained cultural biases; it would also create a foundation for participants to build tools and strategies for change in their own countries and communities. In particular, participants would be urged to recognize the links between their own experiences and potential areas of research and capacity building.

The consultation process around curriculum design revealed a deepened appreciation of the need for designers, facilitators, and trainers to recognize biases that stem from their own cultures, and their own professional and personal experiences. Rather than using definitive or prescriptive concepts of gender, sexuality, culture, and HIV/AIDS, thereby running the risk of creating an inappropriately “Westernized” learning environment, the IIGH/A must understand and respect the distinctive meanings attached to these concepts within and between societies. Social and economic determinants associated with gender and HIV/AIDS, such employment, marriage, violence, discrimination, etc., vary from one cultural context to the next. By developing a participant-centred curriculum, it is hoped that misunderstandings between the curriculum designers, facilitators, trainers, and participants will be ameliorated.

The research elements of the IIGH/A should be equally sensitive to cultural context. The selection of evaluation indicators, for example, must be specific to nations, regions, and communities in order to be effective and contribute to improving quality of life. Research should also incorporate an understanding of the political models and resources available to foster policy change within countries. In this way, it is hoped that results will be reliable, feasible, ethically responsible and meaningful for participants as well as for research and policy audiences.



Identified Challenges

- To determine the geographic and sectoral focus of the IIGH/A (e.g. regional, international, NGO);
- To build capacity by linking with other institutions, governments, and community groups – such as legal or policy networks, or the women’s movements within countries;
- To ensure that training and research translate into practice and policy after the culmination of the Institute;
- To incorporate gender-based analysis into the IIGH/A curriculum and research activities in a way that respects the varying social contexts of participants.

Relevance and Accessibility

The process of understanding cultural contexts is necessary to ensure that the curriculum model is relevant to participants. Participants will be encouraged to “unlearn” ingrained concepts of gender, sexuality, and HIV/AIDS in a non-threatening way, and to build their capacity to understand HIV/AIDS holistically. To enable this, the curriculum should be flexible and adaptable for use in many cultures and situations. Participants emphasized the view that “one size does not fit all”; the workshop curriculum should be responsive, using country-specific examples, tools, and dissemination action plans to enable participants to transfer their workshop experiences to real-world situations.

The issue of access to the IIGH/A was also central to discussions about target audiences. Participants stressed the importance of involving people living with HIV/AIDS as designers and participants in order to strengthen accessibility and relevance of the Institute. Some concern was expressed about recruitment through invitation; the desire to invite the “right” participants – those with the authority to effect change – could well limit the diversity of perspectives and experiences available at the IIGH/A and exclude those most resistant to re-thinking the relationship between gender and the HIV/AIDS pandemic. Screening tools could be used to assess participant compatibility so as to avoid “preaching to the converted.” Participants could also be invited from across sectors in one geographic region or location to create regional clusters of participants.

The importance of ensuring geographic accessibility of the IIGH/A was also raised. Several ideas were suggested, including conducting workshops in other countries, developing spin-off training events, or “piggy-backing” IIGH/A work on related events (such as national and international HIV/AIDS conferences and workshops).

Identified Challenges

- To conduct collaborative research encompassing varying interests, expertise and resources;
- To involve people living with HIV/AIDS in a meaningful way;
- To overcome participant inhibitions and to engage group members from varying cultures, disciplines, and sectors;
- To find and train experienced facilitators to lead diverse workshop groups;
- To develop innovative and progressive methodologies, tools, and perspectives to conduct research and training that will be accessible to a wide variety of participants;
- To establish an effective way of sharing and disseminating the information (e.g. list-serve or website only suitable for those with computer access);
- To develop a shorter curriculum model that takes job constraints into account (e.g. 10 days may be too long).

Locus of Control / Power

Developing a curriculum that is learner-centred and accessible for all participants emphasizes the role of each individual as an “agent of change,” and encourages personal commitment to effect change. The curriculum should be responsive to local needs – rather than conforming to a pre-determined agenda – and enable front-line workers to see themselves as “actors for transformation”.

Workshop participants acknowledged that political leadership is often necessary to effect policy change. In addition, one workshop speaker pointed out that it is often marginalized groups who instigate and direct political energy towards the important issues. One of the challenges associated with the IIGH/A is mobilizing marginalized groups; the curriculum should include advocacy training and capacity-building components to enable participants to provide post-workshop feedback to senior managers, funders, and policy and program advisors. Participants should also be encouraged to formulate and evaluate action plans for applying and disseminating their workshop training. Pre-workshop agreements or formal contracts with senior managers could be arranged to facilitate the feedback process.

A community-based and rights-based approach poses several challenges, particularly surrounding issues of gender and power. In recent years, the HIV/AIDS pandemic has driven a shift in priorities in developing countries – from economic to human development. Effective tools are needed to promote the concepts of human development theory within the IIGH/A curriculum and facilitate the uptake of this theory in practical terms. Workshop participants expressly identified the need for a research focus on social and legal policy work to effect these necessary changes. Training and research initiatives of the IIGH/A should seek to motivate and empower participants to learn responsible research practices and monitor their efforts towards social and policy change.

Participants pointed to the “conspiracy of silence” surrounding women and HIV/AIDS that operates on an international scale. Broadly, we need to address this problem by analyzing and critiquing gender and power relations, increasing women’s control and men’s responsibility in HIV/AIDS prevention. Increasing media coverage, and the involvement of women’s and men’s groups and people living with HIV/AIDS in prevention, care, treatment and support will enhance the ability of marginalized groups to contribute to change.

Identified Challenges

- To develop ethical guidelines surrounding ownership of the data / research (especially important when working with vulnerable populations);
- To incorporate the concept of human development theory and facilitate the practical uptake of this theory in participant work;
- To develop effective measures for social indicators, such as empowerment.

Broad Scope

The diversity of participants in this curriculum design workshop enabled the group to address a spectrum of social, economic, health, political, environmental and spiritual dimensions of the relationship between HIV/AIDS and gender. The profound importance of recognizing the interconnections between gender, sexuality, and HIV/AIDS was emphasized repeatedly – as was the need to see these interconnections being shaped by issues of social justice, human rights, race, religion, and socio-economic status. It was further suggested that similar arguments about the relationship between the determinants of health and disease could be made for other illnesses, such as tuberculosis or malaria, that plague the developing world.

Addressing the intersections of gender and HIV/AIDS requires insight and cooperation of a multiplicity of stakeholders with varying research interests and professional or personal expertise as well as access to resources. Potential partners include – but are not limited to – those involved in health, anti-globalization, law, environment, politics, and the media. Multidisciplinary partners should be trained to understand the differences between the most immediate and pressing needs of communities (such as health impacts) and the larger structural dimensions of the pandemic (such as legal and social issues). An effort must also be made to generate worldwide links to the IIGH/A by educating prospective partners about the IIGH/A goals and objectives, and integrating their organizational or regional priorities into the workshop curriculum or research initiatives. Although these allies will be invaluable to the process of developing, implementing, evaluating, and supporting the IIGH/A, it may prove taxing to sustain contact with and commitment from such a diverse and multinational team. A list-serve could be used to connect and integrate national HIV/AIDS plans, policies, and partners; however, practical challenges can arise, such as offering translated material for all participants.

As the structure of the IIGH/A evolves, it will be important to ensure the adaptability of the curriculum to diverse needs of participants. Innovative methodologies, tools, and

perspectives are necessary to increase the accessibility of the training and research to a wide range of participants; however, it may be more difficult to recruit funding and gain respect from policy-makers for less-conventional initiatives. One workshop participant remarked that policy makers frequently do not recognize anecdotal evidence such as personal stories, and may not accept the role of social determinants in preventing and treating HIV/AIDS. The research of the IIGH/A should give a voice to community needs and create an evidence base to influence social and policy change.

Identified Challenges

- To disseminate information about the breadth of IIGH/A priorities and innovative methods to a wide variety of policy makers, partners, and funding agencies;
- To determine the broad parameters of curriculum focus;
- To develop and sustain diverse, multinational faculty and research teams;
- To conduct community-based action research with widespread and culturally diverse communities;
- To adapt the curriculum to keep pace with the evolution of the IIGH/A and the HIV/AIDS epidemic;
- To include HIV/AIDS in the broader women's health agenda.

Evaluation

Feedback from daily and final evaluation forms were compiled and analysed to determine the most useful and relevant aspects of the workshop, including areas for improvement, key learning moments, and unanswered questions (refer to Appendix E).



Most Useful / Relevant

Networking with international partners was often mentioned as one of the most useful aspects of the workshop. Specific reference was made to the value of working with a diverse mix of people, the formation of international and multi-sectoral connections, and the benefits of face-to-face meetings with partners from around the world. Some participants also felt empowered by learning from varied experiences and finding common ground; the workshop generated a collective wisdom that was “greater than the sum of its parts.” This feedback suggests that an international mix of participants will also be valuable at the pilot Institute and future IIGH/A events.

Small group work was regarded a useful approach for sharing information and developing new ideas for information exchange. The comfortable atmosphere and mutual respect between group members enabled individuals to open up emotionally and intellectually. The group sharing activities created an atmosphere in which everyone felt they could contribute, and empowered those who were feeling overwhelmed.

The issue that was most relevant to workshop participants was the development of the curriculum itself, as well as the development of links between the IIGH/A work and other programs and projects. Many other issues of relevance were mentioned in the feedback, further highlighting the diversity of experience and skill of the curriculum design group. Governance issues as well as fundraising and research initiatives were deemed highly relevant for some respondents.

Areas for Improvement

There were two common responses regarding areas of improvement: more time, and more focus. It was felt that more time was necessary for the small group work and presentations in order to maximize efficiency and productivity. Many participants mentioned a lack of focus throughout the workshop, including a lack of clarity regarding the content and goals of the IIGH/A, the target audience, the links between the curriculum and research, and rationale for decisions made prior to the workshop. More clarity is needed in these areas, and the goals should be included in all aspects of the IIGH/A design. Greater focus is critical for designing research initiatives because of the link between research indicators and program goals, often tied to funding. One other stated area of improvement was identification of forthcoming donors to aid the future development of the IIGH/A.

Learning Moments

Many references to key learning moments during the workshop focused on the involvement of people living with HIV/AIDS in the development of the IIGH/A. Several people complimented the workshop presentation on Canadian perspectives of gender and HIV/AIDS, and stressed the need to ensure meaningful participation of motivated people living with HIV/AIDS at all levels of the IIGH/A work.

The small group work produced many learning moments, including the benefits of sharing experiences, talking about issues relevant to people living with HIV/AIDS, and seeing connections between one another's work. The presentations also assisted in learning about other perspectives, and how to mitigate the impact of HIV/AIDS. One challenge of the small group work and workshop presentations was how to present difficult information and personal stories in such a way that they would empower – rather than overwhelm – Institute participants. This consideration should be included in the development of the IIGH/A curriculum.



Concrete results, such as seeing the first draft of the curriculum, selecting participant criteria, and discussing Canada's commitment to a global initiative were also referred to as valuable learning moments.

Unanswered Questions

Research and questions regarding funding were the two main areas for future consideration. Several people mentioned the need to explore ethical issues in research, the positioning of research within training initiatives, and the role of research within the IIGH/A. The most frequently asked question related to funding was "Where is it?" A more developed plan of funding initiatives and potential sources of funding is necessary. Other unanswered questions include: how and when to produce regional satellite workshops or tailored courses; who amongst the world of resource people around the globe should be invited/included in the IIGH/A development; and the scope of participants and geographic areas that the IIGH/A would encompass.

Other Comments

There were many references made to the skill, commitment, intelligence, and caring of the participants of this Curriculum Design Workshop. The excellent assistance of support staff contributed to the positive energy and productivity in the room. The development of the draft curriculum demonstrated the expertise of the participants and the commitment of the group to the IIGH/A. Some respondents felt significant contributors and supporters should have been included in the group, including potential funders.

Next Steps and Follow Up

Closing comments from participants of the curriculum design workshop revealed an overarching awareness of the powerful potential of the IIGH/A for positive change in the area of gender and HIV/AIDS. Several group members stated their excitement about seeing a vision for the IIGH/A taking shape.

One of the first steps in translating vision into reality is determining the structure of the IIGH/A. Working groups need to be developed to address four separate priorities: curriculum and training; research and evaluation; networking and membership; and governance and administration. Governance of the IIGH/A was conceived as a small board, international steering committee, and a small secretariat – possibly located at Dalhousie University in Halifax, Canada – that would coordinate the growth of the IIGH/A and support the working groups, on-going projects, and other institute links. Several types of membership were suggested: full (benefits, conferences, research, work/resource sharing, voting, peer review); associate; student; financial; honorary; and legal. Models for the IIGH/A could be borrowed from other established HIV/AIDS or gender international institutes or organizations.

Social marketing strategies will also be important in the further development of the IIGH/A. Representatives from Dalhousie University and the Atlantic Centre of

Excellence for Women's Health may be able to explore potential links and ideas for the structural organization of the IIGH/A at the ComSec workshop in Arusha, Tanzania, in March, 2003. Other efforts are now necessary to promote the IIGH/A, particularly with the goal of mobilizing resources; these could include distributing brochures, establishing a website, and collaborating as co-applicants in conference and funding proposals.

Positive assurances of future links with African countries were given by several of the curriculum design workshop participants. Networks with partners such as SAT, RATN, CGIAR, etc. and "front line" working groups would contribute to the international scope of the IIGH/A, and possibly lead to governmental commitment and support for both research and policy change in the area of gender and HIV/AIDS. This North-South collaboration could create a venue for a worldwide discussion of issues surrounding gender equity.

Conclusions

On a positive note, the Curriculum Design Workshop clearly contributed to the development of valuable relationships. Sharing personal stories and working in small groups were two strategies that made participants feel comfortable about collaboration, thereby fuelling creative development of the IIGH/A framework



One of the stated purposes of the IIGH/A is to identify and nurture relationships for long-term global collaboration. The success of the curriculum design workshop indicates the importance of seeing connections between areas of expertise and being open to sharing personal experiences in a safe and responsive environment. Participants should be encouraged to see the intersections between issues of gender, sexuality, culture, and HIV/AIDS in a variety of settings, rather than accepting prescribed and limited definitions of these terms. The IIGH/A aims to provide an environment in which participants can create meaningful comparisons, can recognize their own cultural biases, and can then transfer their Institute experiences to real-life situations. Applying these approaches to the curriculum will allow participants to act as "agents of change," both within the learning environment, and in implementing their post-workshop action plans.

In closing, one of the challenges of implementing this curriculum model will be the development of appropriate and innovative methodologies, tools, and perspectives. We must be clear about the kinds of changes the IIGH/A hopes to facilitate and measure, and about how we hope to ensure that the translation of training and research learnings into practice is feasible and applicable in a variety of settings. The goals of the IIGH/A should inform each step of this process and clearly direct the on-going adaptation of both the curriculum and research frameworks to the needs of communities world-wide. In

order to do this, we must establish an effective and accessible method of sharing in the development and impact of the IIGH/A.

Much work will be needed to achieve these goals, particularly around defining research priorities for the IIGH/A. We need reliable success indicators that measure the impact of the curriculum and IIGH/A experience on participants and communities. Several other research challenges remain, including setting research priorities, developing terms of references, and sustaining authentic research relationships. Above all, core funding for the IIGH/A is imperative if we hope to build and sustain this important work on Gender and HIV/AIDS.



List of Acronyms and Abbreviations

| | |
|--------|--|
| ACEWH | Atlantic Centre of Excellence for Women's Health |
| AIDS | Acquired Immunodeficiency Syndrome |
| CIDA | Canadian International Development Agency |
| CIHR | Canadian Institutes of Health Research |
| ComSec | Commonwealth Secretariat |
| HIV | Human Immunodeficiency Virus |
| IIGH/A | International Institute on Gender and HIV/AIDS |
| ILO | International Labour Organization |
| IPPF | International Planned Parenthood Federation |
| NGO | Non-Governmental Organization |
| RATN | Regional AIDS Training Network |
| SAT | Southern African AIDS Training Program |
| UNIFEM | United Nations Development Fund for Women |
| WHO | World Health Organization |

Participant Biographies

Curriculum Design Workshop

January 15-17, 2003

Atlantic Centre of Excellence for Women's Health

Abamu, Frank, Focal Point on HIV/AIDS

West Africa Rice Development Association (WARDA), Consultative Group on International Agricultural Research (CGIAR)

Bouake, Cote d'Ivoire

Dr. Frank Abamu is WARDA's Focal Point on HIV/AIDS and coordinator for HIV/AIDS-agriculture network in West and Central Africa. He served in a 6 persons Working Group that developed the global initiative on HIV/AIDS, Agriculture and Food security (GIAAFS) being facilitated by the Consultative Group on International Agricultural Research (CGIAR). The broad objectives of the initiative are to increase understanding and communication of the bi-directional links between HIV/AIDS, agriculture, food and nutrition security; to develop and disseminate innovative gender-sensitive policies, technologies and methodologies emanating from such research; to step up efforts in information sharing and capacity development for national and international R&D agencies in the context of the HIV/AIDS challenge, and to ensure that CGIAR centers have best workplace practices in place for its workforce.

Dr. Abamu holds a PhD in Agronomy and serves as Focal Point for HIV/AIDS at WARDA in addition to other research duties. Dr. Abamu's cap on HIV/AIDS involves a range of facilitating functions and setting up infrastructure for the GIAAFS at WARDA. Mitigating HIV/AIDS within the Agriculture R&D work place, mainstreaming and coordinating HIV/AIDS and agriculture research in West & Central Africa. Dr. Abamu works in partnership with national agricultural research institutions, the public and private health sectors, NGO's involved in rural development, and other centers of the CGIAR under the GIAAFS umbrella.

WARDA (The West Africa Rice Development Association) is supported by the CGIAR. WARDA's main research center is located at Mbe near Bouake, Cote d'Ivoire.

Carol Amaratunga, Executive Director

Atlantic Centre of Excellence for Women's Health

Halifax, NS Canada

Carol Amaratunga, PhD, is the Executive Director, Atlantic Centre of Excellence for Women's Health, Associate Professor, Faculty of Health Professions, Dalhousie University, Halifax, Canada. Carol brings to the gender and HIV/AIDS research team her extensive background in health policy, women's health research, gender and policy, caregiving and unpaid work. Her academic training is in social anthropology, agricultural extension and economics, and adult education. She studied and worked for many years in Africa, Asia, the Caribbean, and Latin America on programs related to the health and well-being of rural and fisher populations. At the Atlantic Centre of Excellence for Women's Health she is currently developing proposals for the International Institute on Gender and HIV/AIDS. As well, she is developing a proposal for an International Coastal Network on Gender and HIV/AIDS with colleagues in Sri Lanka.

Joseph Amuzu, Chief Programme Officer

Social Transformation Programmes Division, Commonwealth Secretariat

London, UK

Chief Program Officer, Health and HIV/AIDS, Commonwealth Secretariat, London, UK. Dr. Amuzu is a public health physician by profession. He has rich experience from his previous work in the public health sector of Ghana, where he worked at various levels of the health service. He has also worked for USAID as a Reproductive Health Specialist where he provided leadership to USAID/Ghana's HIV/AIDS programmes and has served WHO/Ghana as a National Professional Officer for HIV/AIDS.

**Christopher Armstrong, HIV/AIDS Officer
Canadian International Development Agency (CIDA)
Ottawa, ON Canada**

Chris has worked as an HIV/AIDS Policy Officer in the Policy Branch of the Canadian International Development Agency since March 2001. Prior to that he worked with the Correctional Service of Canada on the National Infectious Disease Program. Chris has also worked on HIV/AIDS and health projects with Street Kids International in Thailand and Cambodia, and with the Human Development Centre in Thailand. Chris has a Master's Degree in Public Health from Yale University, New Haven, Connecticut, USA and a Bachelor's Degree in Science from McGill University, Montréal, Canada.

**Rawwida Baksh-Soodeen
Commonwealth Secretariat
London, UK**

Rawwida Baksh-Soodeen has recently been appointed Deputy Director/Head of Gender Section, in the Social Transformation Programmes Division of the Commonwealth Secretariat. Since she joined the ComSec in 1996, she has worked on the Gender Management System (GMS) as a Commonwealth approach to gender mainstreaming, and on Gender, Politics and Conflict Transformation. Her recent work in this area includes "Women and Men in Partnership for Post-Conflict Reconstruction" and "Women in Parliament" in Sierra Leone. She is currently involved in developing a new ComSec programme on "Women, Men and Young People in Partnership for Sustainable Peace" in Sri Lanka. Her new post includes responsibility for managing the ComSec's gender programme.

Prior to joining the ComSec in 1996, Rawwida was Coordinator of the Caribbean Association for Feminist Research and Action (CAFRA) from 1988-1995. CAFRA is a network of feminist researchers and activists spanning the Dutch, English, French and Spanish Caribbean region. Rawwida also lectured in Linguistics at the University of the West Indies, St. Augustine, Trinidad and Tobago from 1983-1987.

Rawwida's academic training has spanned a number of fields including international relations (MSc), gender and development (MA), socio-historical linguistics (PhD), and English literature and linguistics (BA). She has studied at the London School of Economics (United Kingdom), Institute of Social Studies (The Netherlands), and University of the West Indies (Trinidad and Tobago).

**Madhu Bala Nath, Regional Advisor, Asia Pacific
Global Programme on Gender and HIV/AIDS, UNIFEM
New Delhi, India**

Madhu Bala Nath started her career as a women development (WID) officer with the Swedish International Development Authority (SIDA) in India in the early eighties. During this tenure she spent most of her time working with women at the grass roots in some of the most remote parts of the country understanding their concerns and supporting women's groups with catalytic resources to start addressing some of these needs. In 1986, Madhu moved on to carrying these issues to the policy level working with the United Nations Development Fund for Women (UNIFEM) as their adviser in India and later on as their adviser for India and Indo China. The focus of the work included improving the visibility of women's work through national census processes, creating spaces for women to negotiate with their political representatives in national electoral processes, and sensitising senior policy makers to gender in development issues. In 1994, Madhu started her work on HIV/AIDS working first with the UNDP Regional project on HIV and development for Asia and the Pacific, and then as the UNIFEM/UNAIDS gender and HIV Adviser based in New York until June 2000. She is currently working as the UNIFEM Regional Adviser, gender and HIV /AIDS, Asia and the Pacific, based in India. Her approach has been to enhance understanding of critical and strategic partners about the HIV/AIDS epidemic from the gender perspective so that the 'AIDS constituency' is expanded and strengthened and efforts at HIV/AIDS prevention and care become more real and sustainable. She has authored two books entitled, "...and then she stirred," and "From Tragedy Towards Hope."

**Sandra Bentley, Interministerial Women's Secretariat, Province of PEI
Charlottetown, PEI Canada**

Sandra Bentley R.S.W. is senior policy advisor on the status of women for the province of Prince Edward Island, Canada. She is intergovernmental liaison on issues related to gender equity and diversity in several policy sectors including labour, justice, health and research. Sandra chairs a federal/provincial/territorial working group on gender and health which is currently promoting gender content in health information and research priorities. She is also a member of working groups on violence indicators and women's economic equality. Sandra co-chairs the Steering Committee of the Atlantic Centre of Excellence for Women's Health and has promoted several research and program activities aimed at increasing knowledge on gender considerations in policy and program planning. Sandra also serves on the advisory board of the Institute of Gender and Health, one of 13 institutes in the Canadian Institutes of Health Research (CIHR), where she is a member of working groups on sex, gender and health, knowledge transfer and globalization, gender, and health.

**Cindy Berman, Technical Specialist/Gender Advisor
ILO Programme on HIV/AIDS and the World of Work
International Labour Organization (ILO)
London, UK**

Cindy Berman is the Coordinator of a collaborative ILO and UNIFEM Programme the Care Economy, HIV/AIDS and the World of Work. The programme highlights the unpaid household care work undertaken primarily by women in the context of HIV/AIDS, and the extent to which it impedes their ability to earn an income and function in the labour market. It seeks strategies and policies that will mitigate the economic, social and human rights impact of this untenable care burden.

Cindy worked as Liaison Officer on gender and economic issues in the ILO New York liaison office to the United Nations since 1999, and as HIV/AIDS focal point since 2001 for the preparatory phase and UN General Assembly Special Session on HIV/AIDS. Prior to her work at the ILO, Cindy worked in the national health service in the UK on a collaborative programme with WHO which provided public health policy advice and capacity building to countries in the Baltic States. She has worked for many years in the voluntary sector – for a large UK aid agency where she worked as Programme Manager for Southern Africa and for several disability organisations in the UK.

Cindy was born and educated in South Africa and became deeply involved as an activist in the anti-apartheid struggle since 1979 until she left for the UK in 1989. In South Africa she was an Executive member of the Federation of Transvaal Women, the NUSAS Women's Movement, and various United Democratic Front committees. In a professional capacity, she worked as Research, Education and Information Officer in the Community Resource and Information Centre in Johannesburg, which was subsequently firebombed and most of the staff detained, some tortured and killed in detention. Cindy continued to run the organisation from 'underground' for several years, before the State of Emergency was lifted, and she worked later with PLANACT, an NGO working with community based organisations on housing and planning issues. She coordinated a large policy and capacity building programme jointly commissioned by trade unions and employers of the largest electricity parastatal in the country on transforming single sex housing conditions for primarily male migrant workers.

Issues of gender equality have been central to both her professional and voluntary work over more than twenty years, and this has taken the form of organising and activism at a grassroots level, training, research, writing and advocacy. HIV/AIDS was highlighted in the early 1990s in aid and development work in Southern Africa, and Cindy has worked with many projects and programmes to build capacity and support effective responses. The ILO and UNIFEM programme brings much of this experience together. Cindy is currently based in London, operating part time at the Commonwealth Secretariat's Social Transformation Programme Division, and part-time at the ILO office in London.

**Louise Binder, Chair
Canadian Treatment Action Council (CTAC)
Toronto, Canada**

Louise Binder is a woman from Toronto living with HIV/AIDS. She is a lawyer by training and did human resources work before her retirement in 1994. Louise is currently Chair of CTAC and Voices of Positive Women, and Co-Chair on the Canadian government's Ministerial Council on HIV/AIDS. She also sits on the Community Advisory Committee of the Canadian Trials Network and the HIV/AIDS Ethics Review Committee of University of Toronto. Some of her past volunteer work in AIDS organizations include participating on the Boards of Toronto People with AIDS Foundation, the Legal Network, Community Research Initiative of Toronto, and HIV/AIDS Legal Clinic of Ontario. Louise was recently awarded an Honorary Degree of Doctor of Laws from Queen's University.

**Bob Bortolussi, Chief of Research
IWK Health Centre
Halifax, NS Canada**

Dr. Robert Bortolussi is a Pediatric specialist in Infectious Diseases and head of the multidisciplinary HIV Care team at the IWK Health Centre. The IWK serves as a leader for health needs for women and children of the three Atlantic Maritime Provinces of Canada. Dr. Bortolussi is also the Chief of Research at the Health Centre and Professor of Pediatrics at Dalhousie University.

**David Burge, BC Centre of Excellence for Women's Health, Co-medical Director of the BC Women and Family HIV Centre (Oak Tree Clinic) Clinical Professor, British Columbia's Women's Hospital, Division of Infectious Diseases, Dept. of Medicine, University of British Columbia
Vancouver, BC Canada**

I am a co-investigator on the Canadian Women's HIV Study, the principal investigator on a Canadian national study of bone density and osteoporosis in HIV positive women, and the first author of Canadian Consensus Guideline for the Care of HIV positive pregnant women (in press, CMAJ). I was the principal co-author of BC therapeutic guidelines for the care of HIV positive women (published through the BC Center of Excellence in HIV/AIDS), as well as pregnant women. We care for about 450 HIV positive women in our clinic, and see all the women known to be HIV positive in pregnancy, as well as care for their infants.

**Colleen Cameron, Professor
Coady International Institute and St. Francis Xavier University
Antigonish, NS Canada**

I have been teaching at the Coady International Institute half time and at the Dept of Nursing at St.F.X University half time since 1990. Some of the courses I have been teaching are Gender and Development, Community Development and Health, and Gender and Health. A major focus of each of these courses is on the impact of gender discrimination on the health of women and girls.

Debbie Castle, Workshop Facilitator
People Development
Halifax, NS Canada

Deborah Castle is a partner and co-founder of People Development, an international Human Resource Development firm based in Halifax Canada since 1976. Through her 25-year career Debbie has served as organization and community development specialist using her skills and experience as an educator, evaluator, planner and facilitator. Debbie's present contracts include: mainstreaming gender in a large water harvesting project in Ethiopia; a participatory improvement project with FAO in Accra Ghana; and this present project with Atlantic Centre of Excellence for Women's Health as facilitator of the workshops on feasibility, and now on curriculum design.

Debbie has worked on gender issues since 1988 as an educator and evaluator in developing the capacity for Women for Change in Zambia to address gender in the national development of the country. After 10 years of implementation she coordinated the publishing of their manual that outlines their approach to this transformational work at the community level. She has also worked with Oxfam-Canada to develop the analytical framework for integrating gender in Oxfam's work with its partners in Ethiopia. This work is captured in a toolkit, which offers specific examples of five tools and how they are being used by NGOs in Ethiopia.

In HIV/AIDS Debbie has facilitated strategic planning sessions for the Atlantic AIDS Network and the Canadian Women and AIDS Coalition. Both these projects assessed the situation in Canada and developed working plans for the future goals of these organizations. Debbie has also consulted on evaluations for the Mainline Needle Exchange and the Living Positively with HIV/AIDS programs offered in Halifax. Debbie completed her Doctorate and Masters in Adult Education with research in the areas of Visioning and Evaluation; both these are firmly grounded in her work in organizations

Felicitas Chiganze, Deputy Director
Southern African AIDS Training Programme (SAT)
Harare, Zimbabwe

Felicitas Chiganze, Deputy Director of the Southern African AIDS Training Programme (SAT) has extensive experience in community level HIV and AIDS programming in Southern Africa and parts of East Africa, having worked with SAT for the last 10 years. SAT is a project of CIDA and a pioneer in supporting community responses to HIV and AIDS in Southern Africa.

Felicitas also has a strong gender and development background and she spent many years working in the Zimbabwe Ministry of Women's Affairs where she rose to the level of Under Secretary for Women's Affairs. She also spent a couple of years working in CIDA as a Development Officer and had a one year stint with a women's NGO which was involved in a regional research initiative on women and the law in Southern Africa. She therefore has experience working in government, donor agency, NGO and an international organisation.

Felicitas Chiganze holds a BA Degree in Political Science and History plus a Concurrent Diploma in Education, from the University of Botswana; a Post Grad Diploma In Economic Planning and Development from IDEP, Senegal; and a Post Grad Diploma in Women's Law, from the University of Oslo.

Barbara Clow, Senior Research Officer
ACEWH
Halifax, NS Canada

Barbara Clow is an historian, social scientist, and Senior Research Officer at the Atlantic Centre of Excellence for Women's Health. She is involved in a variety of research activities related to women's health, including the Rural and Remote Women's Health Research Project, a SSHRC-funded Research Project to develop quality indicators appropriate for women's health, and a CIHR-funded Research Project dealing with the health of African Nova Scotian women living in rural and remote communities. She also serves on the National Coordinating Group on Health Care Reform and Women, which brings together representatives from all the Centres of Excellence for Women's Health and the Canadian Women's Health Network to analyse the impact of health reforms on women in Canada.

**Erin Connell, Curriculum Design Consultant
Ottawa, ON Canada**

Erin has been contracted to develop curriculum for the International Institute on Gender and HIV/AIDS. Erin was recently a Project Officer at the Planned Parenthood Federation of Canada and, in her tenure there, developed a national curriculum for sexual and reproductive health (SRH), a toolkit to support rural and remote communities in developing SRH programs and services, and updated, expanded and refined a web-based resource on women, youth and HIV. At the Hamilton AIDS Network, she planned and implemented a Treatment Information Centre and volunteered with the Buddy Program and Women and HIV Committee. Erin also worked at the Women's Health Office, Faculty of Health Sciences, McMaster University and coordinated activities that integrated women's health issues into education, research and services. Erin has a Master's Degree in Canadian Studies/Women's Studies and is in her first year of the PhD program in Sociology at Carleton University where her research interests include sexual health, HIV/AIDS, gender and sexual citizenship.

**Janet Conners
AIDS Activist
Hatchet Lake, NS Canada**

My name is Janet Conners and I have been living with HIV/AIDS since 1989. Apart from my own care, I was the sole caregiver for my late husband, Randy, until his death from AIDS. I have also been a member of several caregiving teams for friends.

Although I am not working at present, I consider myself to be an AIDS activist and advocate for treatment, research, effective policy, and prevention. I am a past member of the Board of Director of the Canadian Treatment Advocates Council. I was a member of the executive and sat on many sub committees of CTAC, including the HPB subcommittee, the PMPRB subcommittee, and I am currently a member of the PASS and Women's subcommittees. I am also the founder of and spokesperson for the Janet Conners (Infected Spouses & Children) Association, a not for profit organization representing the rights of those persons secondarily infected with HIV/AIDS. This group had standing before Justice Krever's Inquiry and I was called as a witness and provided testimony and directed our legal council. With my husband, Randy, I was the successful in obtaining compensation from the Nova Scotia government (the first province in Canada to grant compensation) for person infected, directly and secondarily, through the blood supply. I am listed as a co-researcher on CTAC's PASS proposal and am listed as a community researcher for Atlantic Canada on the Canadian Women & HIV/AIDS Research Project, headed by Dr. Catherine Hankins.

Since 1999, I have been a guest lecturer and HIV/AIDS educator. I have spoken in public schools, universities (including Schools of Law, Medicine, Social Work and Health Administration), vocational schools, prisons, the Elizabeth Frye Society, and the Nova Scotia Deaf and Hard of Hearing Society. I assisted in the development of the AIDS 101/ Speakers Bureau Training Program. I was the only HIV positive woman on the Nova Scotia Women and HIV/AIDS Project advisory board, for all three phases of the project.

I have participated in skills development workshops including Community Development Building, Grieving in the Community, and Death and Dying. I have facilitated board development for the AIDS Coalition of Nova Scotia, a workshop on "lobbying the government" for the Nova Scotia Mental Health Association and for the Nova Scotia Provincial Laboratory Technicians, and "Peer Treatment Counseling" for the AIDS Coalition of Nova Scotia. I continue to feel that there is a need for gender specific research. I was involved, as chair of the treatment committee, in the planning of the first ever conference on HIV/AIDS specifically for women. I attended the first ever international conference on Microbicides and their effect on the reproductive lives of women.

Aine Costigan, Co-Director
Strengthening STD/HIV/AIDS Control Project in Kenya
Regional AIDS Training Network (RATN)
Nairobi, Kenya

Aine Costigan has been working full time in HIV/AIDS for over ten years. She has always believed that gender is integral to both men and women's HIV/AIDS risk and vulnerability and access to care and support issues. In this context, the development of gender and HIV/AIDS policy frameworks and practical tools for capacity building programme implementation are critical steps for making progress on this issue. She has worked on the development of Kenya's gender and HIV/AIDS mainstreaming policy and undertaking gender and HIV/AIDS training for a broad reach of organizations in Kenya.

Lisa Dixon, National Community Based Research Coordinator
The Canadian Aboriginal AIDS Network (CAAN)
Ottawa, ON Canada

I am the National Community Based Research Coordinator at the Canadian Aboriginal AIDS Network (CAAN) for the Aboriginal HIV/AIDS Community Based Research Capacity-Building Initiative in Canada. This program brings new opportunities to build research skills in Aboriginal communities, organizations and researchers and will provide support to develop the understanding and skills of Aboriginal communities and professional researchers working in Aboriginal communities. I am also on CAAN's National Steering Committee for Issues Facing Aboriginal Women, Families, and Children which will use the expertise of the community to identify ways to address issues of importance to the membership of CAAN and Aboriginal people living with and affected by HIV/AIDS and to build a better understanding of these issues through developing resources and in-depth information.

Helena Fehr, Governance and Programme Officer
Commonwealth of Learning (COL)
Vancouver, BC Canada

As Governance and Programme Officer at The Commonwealth of Learning (COL), Helena has responsibility for governance issues -- which includes supporting COL's relationships with governments and international organisations -- as well as programme development. COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies throughout the Commonwealth. Helena's work has focussed on implementing and managing a pilot distance education scholarship programme in the Caribbean and programme design and management in the fields of open and distance learning and gender, disabilities, youth and human rights.

Helena has worked for more than ten years as a programme designer, manager and evaluator in the fields of international education and distance learning. Her experience includes instructional design, conference planning, and programme development and implementation, both locally and internationally. Prior to joining COL, Helena worked as an independent consultant, completing work in the areas of tourism research, project design, and implementation in Brazil, Canada, and Cuba. She also has an M.A. in Education (Curriculum and Instruction), with a focus on open and distance learning; her M.A. thesis focused on the development and implementation of an innovative distance education programme for the Cuban eco-tourism industry.

Rosemary Forbes, Programme Officer
Interagency Coalition on AIDS and Development (ICAD)
Ottawa, ON Canada

Rosemary has been working in international development for approximately 20 years, most of it in southern Africa. From 1995-2000, she was in South Africa and (amongst other things) was responsible for developing a program which strengthened the capacity of community-based organizations (CBOs) and NGOs to mainstream HIV/AIDS into their organizational and long-term strategic planning. Naturally, addressing various gender issues formed an important component of that program. Since returning to Canada, she has been working with ICAD on the CIDA-funded HIV/AIDS Small Grants Fund.

Jacqueline Gahagan, Assistant Professor
School of Health and Human Performance, Dalhousie University
Research Associate, ACEWH
Halifax, NS Canada

Jacqueline Gahagan is an Assistant Professor with the School of Health & Human Performance at Dalhousie University where she teaches in the Health Promotion program area at both the graduate and undergraduate levels. Jacqueline also holds cross appointments in Community Health & Epidemiology, Nursing and Women's Studies at Dalhousie University. Jacqueline is a Research Associate with ACEWH, involved with the HIV/AIDS portfolio, including the development of the research arm of the International Institute on Gender and HIV/AIDS.

Jacqueline served on Health Canada's National Reference Group on Women and HIV/AIDS. Jacqueline has been appointed as a member of the Nova Scotia Advisory Commission on AIDS for a three-year term of office, and more recently, she has been appointed by the Federal Minister of Health to serve on the Ministerial Council on HIV/AIDS. Jacqueline's current research projects include: "Living with HIV in Nova Scotia", "Unlocking Our Futures: Federally Sentenced Women in Canada and HIV/Hepatitis C Prevention, Care, Treatment and Support", "National Study on HIV Counseling and Testing Among Pregnant Women: Best Practices", "Adherence to Antiretroviral Therapy Among HIV+ Women", and "HIV Prevention Among Young Heterosexually Active Males in Nova Scotia: Implications for Best Practices".

Judith Hockney, Director
Women's Health Program, IWK Health Centre
Halifax, NS Canada

Judith Hockney is a Senior Executive and Program Director for the Women's Health Program at the IWK Health Centre for Children, Youth and Women. Judith received her degree in Nursing at McGill University and her Masters Degree from the University in Manitoba specializing in Community Health. She has been a Women's Health advocate for twenty-five years. Judith worked in the area of HIV and AIDS providing support in rural communities for 4 ½ years. She is an international health consultant and is committed to gender equity and policy change.

Morag Humble, Health and Social Development Specialist
Agriteam Canada Consulting Ltd.
Hull, QC Canada

Morag Humble has been working on gender, health and development issues for over 12 years. She is currently the Project Director for the Canada-Pakistan HIV/AIDS Surveillance Project, funded by CIDA, and is responsible for the project's gender strategy.

Catherine Kulisek,
Manager, Women's Health Contribution Program
Women's Health Bureau, Health Canada
Ottawa, ON Canada

As a 1984 masters graduate of Carleton University, Ottawa, Ontario, Catherine has expertise in justice and health portfolios of the Government of Canada, grounded by many years of change management experience and extensive volunteerism at the community level. Catherine's early career was spent as a case management officer and senior researcher in federal penitentiaries, halfway houses and youth facilities. In 1988, she joined Justice Canada and was involved in policy development and implementation related to legal aid, crime prevention through social development, public legal education and information and child support. While at Justice Canada, Catherine led the re-engineering of several corporate services and functions. Catherine joined the Women's Health Bureau, Health Canada in July of 2001, as Manager of the Women's Health Contribution Program.

Martha McDonald, Professor
Economics Department, Saint Mary's University
Halifax, NS Canada

Associate Professor, Department of Economics, St. Mary's University, Halifax, Canada. Dr. MacDonald has worked and published widely in the field of gender, economics, and development. She has also served as Co-Director of the Summer Institute on Gender and Development at St. Mary's University.

Albert McNutt
Truro AIDS Connection
Truro, NS Canada

Albert McNutt is a person who has been living positively since 1987. He is the Founder of the PHA Resource for the Northern AIDS Connection Society, serving the northern health region of Nova Scotia. He is extremely active in HIV education within the school system. He also works closely with individuals who are incarcerated as well as with female offenders upon release. His main focus recently has been education and empowerment issues for women.

Judith Morrain-Webb, Consultant
Valiant Consulting Group
Trinidad, West Indies

Mrs. Judith Morrain-Webb is a management professional with progressive and diverse experience in the Financial Services Sector, Public Sector, and Education and in organisational development. As senior consultant with Valiant Consulting Group Ltd., she draws upon more than 25 years of experience in the public and private sectors to provide strategic support to local, regional and international governmental, non-governmental, non-profit and for-profit organisations in the areas of strategic planning, organisational transformation, organisation analysis, human resource planning, quality management systems, operations management, compensation systems, and performance management systems. Her competency also spans the areas of financial service management, enterprise development, public service management, including governance, education, health, HIV/AIDS awareness, the environment and youth services. She has been engaged in organisational assessment, strategic human resource management and restructuring projects for over 15 years. Judith has worked as a senior manager in a commercial bank, as a research economist in the Public Service and as a teacher. She is currently adjunct faculty in the Department of Management Studies at UWI, St. Augustine and the Centre for Management Development, Cave Hill, Barbados, where she lectures in Human Resource Management, Organisational Behaviour and Compensation Management. Judith has lectured for the International MBA program at the Institute of Business at the UWI, St. Augustine and has performed as Lead Consultant and Associate Consultant on a number of major organisational analysis projects regionally and internationally.

**Eric Mykhalovskiy, Assistant Professor
Community Health and Epidemiology, Dalhousie University
Halifax, NS Canada**

Eric Mykhalovskiy is Assistant Professor in the Department of Community Health and Epidemiology, Dalhousie University. Eric has been involved in community-based HIV/AIDS organizing and research since 1990. He was the founding staff person of the Canadian AIDS Treatment Information Exchange and served on its board of directors for many years. Eric's HIV-related research draws primarily on institutional ethnography to explore health promotion issues for people living with HIV/AIDS (PHAs). With George Smith he is the co-author of *Hooking up* (1994) a research report funded by Health Canada that explored the barriers PHAs living in Toronto face when accessing social services. More recently he co-authored *Making care visible: antiretroviral therapy and the health work of people living with HIV/AIDS* (2002). This study was funded by the Positive Action Fund, AIDS Bureau, Ontario Ministry of Health. Drawing on individual and focus group interviews, it explored the day-to-day work that PHAs from varied social backgrounds (women, aboriginals, gay men, PHAs on social assistance, injection drug users and others) living in southern Ontario do to look after their health. The report explores how PHAs' health work takes shape within an institutional field that involves the health-care system, AIDS service organization, social service agencies, pharmaceutical companies, and other sites. In 2001, Eric carried out a series of informal consultations with HIV-related NGOs in Kyiv, Ukraine for the Ukrainian Lesbian and Gay Association.

**Cally Onalenna Kebapetse Ramalefo, Executive Director
Botswana Family Welfare Association (BOFWA)
Gaborone, Botswana**

Ms Cally Onalenna Kebapetse Ramalefo is the Executive Director of Botswana Family Welfare Association (BOFWA), an affiliate of the International Planned Parenthood Federation (IPPF). Cally holds a BA in Education (Botswana) and MA in Reproductive Health Programme Management (UK). Cally's career spans 22 years. She started out as a teacher from elementary to teacher training for 12 years. She later joined BOFWA where she is presently overseeing the entire SRH programme for youth.

Besides the overall management of BOFWA, Cally has had formal short term training on gender and reproductive health and also on HIV/AIDS through international and national institutions. Presently she is responsible for the gender and health training in BOFWA, sits in the Gender Advisory Committee in the Ministry of Labour and Home Affairs/Women's Affairs Department, is a member of the National HIV/AIDS Council and has initiated two HIV/AIDS clubs for parents and youth.

**Linda Roberts, Multi Service Coordinator
Captain William Spry Community Centre
Halifax, NS Canada**

Linda Roberts has been involved in community development, feminist and social justice issues for more than twenty-five years. As the Multi-Service Coordinator at the Captain William Spry Community Centre in Halifax, Nova Scotia, Canada she works with community groups and agencies to address local problems and needs. Two projects developed from this approach of local action on local issues have been recognized internationally (Teen Health Centre and the abuse of parents by their teenage children). Most recently she has been a volunteer consultant to HIV/AIDS community mobilization projects in Uganda, The Gambia and Ethiopia. With the Peer Health Education Program in The Gambia, a 'Healthy Relationships' curriculum was developed as a preventative approach to the spread of HIV/AIDS. In Uganda and Ethiopia, the focus was on strengthening the work of indigenous NGOs in encouraging and supporting communities to address HIV/AIDS.

**Yolanda Simon, Founder/Regional Coordinator
Caribbean Regional Network of People Living with HIV/AIDS (CRN+)
Trinidad, West Indies**

Ms. Yolanda Simon was born in Trinidad and Tobago and has been involved in HIV/AIDS from as early as 1988. She has supported counseling and education efforts with the Caribbean Epidemiology Centre (CAREC) and The University of the West Indies. Ms. Simon is a member of CAREC's Advocacy Team. Ms Simon has also been a consultant with the Pan American Health Organization (PAHO) and the World Health Organization (WHO).

At present, Ms. Simon in her capacity as Regional Coordinator of the Caribbean Regional Network of People Living with HIV/AIDS is engaged sub-regionally in the development of HIV/AIDS support groups in the wider Caribbean. She has participated in numerous meetings/ workshops at the national regional and international level - which focus on the planning and implementation of National PLWHA networks and organizations and the empowerment of people living with HIV/AIDS

**Miriam Stewart, Director
Institute of Gender and Health
Canadian Institutes of Health Research
Edmonton, AB Canada**

**Madine Vanderplaat, Associate Professor and Chairperson
Department of Sociology and Criminology, Saint Mary's University
Halifax, NS Canada**

Madine VanderPlaat is a research methodologist and program evaluator. She holds a Ph.D. in the Sociology of Education from Dalhousie University and is an Associate Professor of Sociology and Women=s Studies at Saint Mary=s University. She has worked extensively with Health Canada developing the social justice dimensions of community based health promotion programs for women, children and families. She has been an academic researcher for a series of regional and national community-government Think Tanks on community capacity building, participation and governance. Her research and publication interests focus on collaborative and participatory research strategies, empowerment oriented program evaluation and social interventions designed to promote social inclusion and civil society. She is currently working with the human rights and health research unit at the National School for Public Health in Brazil and on the development of a coastal communities network for Women's and Children's Health and HIV/AIDS. She teaches both qualitative and quantitative research methods.

**Tasha Yovetich, Researcher
Canadian HIV/AIDS Legal Network
Ottawa, ON Canada**

A member of the Canadian HIV/AIDS Legal Network for the past 3 years, Tasha Yovetich has worked in the area of sexual health information and policy with the Planned Parenthood Federation of Canada, the Canadian AIDS Society and the AIDS Committee of Ottawa. As a researcher with the Canadian HIV/AIDS Legal Network this summer, she worked on a paper addressing legal and policy issues for Canadian women living with and affected by HIV/AIDS. A graduate of Carleton University in Women Studies/ French, she is currently at the University of Ottawa in second year Common Law.

Preparing the Canvas:

A Curriculum Design Workshop for an International Institute on Gender and HIV/AIDS

**Agenda and Schedule for the Curriculum Design Workshop
Atlantic Centre of Excellence for Women's Health and Partners, Halifax, NS
January 15-17, 2003**

Welcome!

Our curriculum design workshop revolves around the metaphor of an artist preparing to paint – gathering equipment, choosing canvas and colours, and finally designing a piece of work about which she feels passionate. During the next three days, we will concentrate our creative impulses on the challenging task of crafting our own masterpiece, a curriculum for the Gender and HIV/AIDS Institute. Drawing on the expertise and experiences of workshop participants, on their insights and inspirations, we will paint a glorious landscape of ideas, evidence, and examples about gender and HIV/AIDS – a landscape so vibrant and compelling that it will transform the thinking of mid-career policy-planners, programme managers, and researchers as well as the methods they employ to battle the global epidemic. We are excited about this workshop and the pilot Institute scheduled for 2003-2004. Together we will create a masterpiece. Let's roll up our sleeves.

Daily Schedule:

We will work from 9 am – to 5 pm each day. Continental breakfast will be served at 8:00 am in the *Thomas "A" Room* of the Delta Barrington Hotel. Lunch and dinner will also be part of the programme. Times for dinner may vary slightly but we can expect to be together until 9 pm each day. We look forward to "painting" with you!

Purpose of the Workshop:

To collaborate on the design and development of the International Institute on Gender and HIV/AIDS with specific attention to the:

1. Curriculum framework;
2. Evaluation and research;
3. Short-term process to finalise the curriculum for a pilot Institute;
4. Identifying and nurturing relationships for long-term global collaboration in support of the International Institute.

Welcoming Dinner: Tuesday, January 14, 2003

Please join us for a reception and dinner at 6 pm in the *McKinley and Granville Rooms* of the *Delta Barrington Hotel*. We will renew old acquaintances with those involved in earlier stages of this project as well as make welcome those who are new to the work.

Day 1 – Wednesday, January 15 - Insights from Experience

Getting Ready – ‘Drawing’ from Past Experiences

- ❖ To share accomplishments and progress in the development of the International Institute on Gender and HIV/AIDS
- ❖ To hear about International and Canadian perspectives and developments in gender and HIV/AIDS
- ❖ To share highlights of case studies and best practices in gender and HIV/AIDS programming across sectors in resource limited settings

9:00 *Thomas “B” Room*

Welcoming Remarks

Introductions, Connecting, Setting up the workshop

Overview of progress and accomplishments to date toward the International Institute on Gender and HIV/AIDS

10:15 Break

10:30 Keynote Panel - Recent International and Canadian Perspectives and Developments on the Importance and Scope of Gender and HIV/AIDS work
Discussion in small groups with feedback in the large group

12:30 Lunch – *Stone Street Cafe*

2:00 Case Studies/Best Practices – Highlights of Gender and HIV/AIDS mainstreaming across sectors – examples from policy, programming, research, and other interventions. Participants will be given an opportunity in small groups to briefly describe a significant intervention from their work.
Summary of Lessons for the International Institute from the case studies and best practices will be presented to the large group.

3:30 Break

3:45 A Framework for the International Institute – *Broad Brush Strokes* of Key Aspects for the Curriculum Framework for the International Institute from ACEWH perspective

4:45 Wrap –up for the day – closing comments and feedback

6:30 Reception and Dinner – *Art Gallery of Nova Scotia*
Featuring The Group of Seven Art Exhibit
1723 Hollis Street, Halifax, NS

Day 2 – Thursday, January 16 - Inspiration for Transformation

'Composing the Work of Art - Choosing the style, subject, medium, colours and brushes, sketching the first draft'

- ❖ To deepen our understanding of the best practices and case studies – what is the process for enabling change agents to move the gender and HIV/AIDS agenda forward
- ❖ To put together content, approach and methodology for a 10-day modular curriculum for the International Institute on Gender and HIV/AIDS

9:00 *Thomas "B" Room*

Re-cap of Day 1 and Overview of Day 2 schedule

9:15 Panel – Understanding the Process of Creating Transformational Change and Developing Critical Consciousness in Mainstreaming Gender and HIV/AIDS across sectors – how can change agents move the gender and HIV/AIDS agenda forward in organisations, policy, programmes and research. (Hearing more from selected participants on how the best practices contributed to change)

10:30 Break

10:45 Challenges from the Field – Knowing the Audience - Profiles of mid-career policy planners, program managers and researchers and their national/regional contexts and organisations to whom the Institute Curriculum must appeal. Input from all participants about who should attend the Institute and how to make it attractive to them.

12:30 Lunch – *Stone Street Cafe*

2:00 Design elements – Suggestions of learning activities, logistics, follow-up that will be key to a successful 10-day modular curriculum and will be catalysts in transforming how Institute participants think and act regarding issues of Gender and HIV/AIDS across sectors

3:30 Break

3:45 *Critical Brush Strokes* for the Curriculum on Gender and HIV/AIDS

4:45 Wrap-up for the day – closing comments and session feedback

6:30 Grafton Street Dinner Theater – "*Rock me Gently*" – The greatest music ever written inside the borders of Canada, this comedy takes Canadian rock and roll to the front of the stage.

Day 3 – Friday, January 17 – Impact Assessment

'Framing the piece – planning for protecting and preserving the art work, signing the piece and searching for patrons'

- ❖ To establish indicators to evaluate the impact of the Institute
- ❖ To generate a research agenda for the Institute
- ❖ To create plans for promoting the curriculum
- ❖ To identify support and collaboration for the development of the Institute pilot

9:00 *Thomas "B" Room*

Re-cap of Day 2 and overview of today's agenda

9:15 Impact – How will we know the impact of the Institute? – Developing the research arm of the Institute – Partners presentation

- short-term and long-term
- individual participant and their organisation
- organisation and community/ nation in which they exist

Ethics protocol - What are the ethical considerations for the Evaluation and Research elements of the Institute

10:30 Break

10:45 Measuring the Uptake of Concepts and Principles from the Institute

- with participants immediately after the Institute and at critical points of follow-up in their back home contexts (tracer studies)
- through action research assignments of participants and their organisations
- Establishing Success Indicators for the Institute - What indicators will measure the impact of the institute?

12:30 Lunch – *Stone Street Café*

2:00 Framework for the International Institute – conceptual framework based on workshop inputs to be presented by the Curriculum Design Consultant

3:30 Break

3:45 Workshop Wrap-up – Evaluations, Lessons, Summary, Acknowledgements, Commitments, Promotion Ideas and Plans for the Pilot.

5:00 Good-byes

International Institute on Gender and HIV/AIDS
Curriculum Framework DRAFT

A. Participants/Target Audience

- Senior level officials (although may be difficult to engage high level officials)
- Mid-level professionals
- Entry and/or young leaders
- Men and women from a variety of sectors (women's groups, AIDS organizations, government, Aboriginal communities, UN/international community, education, agriculture, pharmaceutical companies/private sector) and portfolios (communication, policy, programs, projects)
- Diverse range of participants with diverse experiences and lived realities (including HIV status)
- Participants with a direct or indirect mandate in gender and/or HIV/AIDS
- Must have some influence, decision-making power. Should have some status to influence change or build capacity. Community leaders.
- Teams (e.g. multiple participants from an organization) and/or individual participants

B. Pre-Institute

Section 1: Assessment and Preparation

- Tools and resources in order to assess knowledge level and motivation of participants, assess ability to act as a 'change agent', assess organizational culture (level of support and buy-in) and commitment of individual and community (local, regional, etc.)
- Agreement/contract regarding expectations
- Background preparation (self-reflection, background reading, on-line discussions, prepare stimulus stories/case studies)

C. Background for the trainer/facilitator

Section2: Introduction to the Curriculum

- Rationale and approach: HIV/AIDS as a development and gender issue requiring a multi-sectoral response
- Theoretical framework: transformative learning, participatory action research, dynamic delivery systems
- How to use the curriculum (format of modules, adaptation of learning tools, etc.)
- Tips on facilitation (e.g. working with groups; sensitivity regarding culture, context, HIV status; setting "ground rules"; icebreakers; etc.)

D. Training materials

Section 3: HIV/AIDS

- The global HIV/AIDS epidemic
- International agreements pertaining to HIV/AIDS (e.g. UNGASS on HIV/AIDS)
- "AIDS 101": etiology, transmission, prevention, treatment, care, support in the context of HIV/AIDS as a human rights issue, social justice issue, gender issue, development issue.
- Cultural and sociocultural impacts and determinants of HIV/AIDS, health and gender, including how we construct and understand sexuality – our attitudes, behaviours, norms, values, biases. Discussion around cultural definitions, changes and shifts – culture is not static, it evolves.
- Socioeconomic impact, social issues, coping strategies, social protection and HIV/AIDS

Section 4: Mainstreaming Gender into HIV/AIDS Across Sectors: Concepts (The What)

- Defining and understanding gender, sex, gender roles, gender socialization (what it means to be a man, woman) – concepts that will be revisited and reinforced throughout the curriculum
- Intersections of gender and culture, gender across culture
- The gender lens: defining gender-based analysis, gender mainstreaming
- Impact of gender on HIV: local, regional, national, global; individual, family, community; across sectors (e.g. agriculture, education, law, labour, etc.)
- Determinants of health approach to HIV/AIDS (social, economic, political, environmental, spiritual). Conceptualizing and defining a multi-sectoral response to HIV that will decrease isolation of efforts. Understanding intersections of health and HIV/AIDS with education, agriculture, transportation, military, labour, justice, law, etc.

Section 5: Mainstreaming Gender in HIV/AIDS Across Sectors: Tools (The How)

- Gender mainstreaming in HIV/AIDS: how to develop, implement and evaluate policies, programs and strategies
- Change management tools: engaging, building and facilitating capacity and commitment of constituencies working in HIV/AIDS with particular attention to resource limited and culturally diverse settings (e.g. strategies related to community mobilization, advocacy/lobbying, communication, leadership, partnerships, action-based policy, action research, etc.)
- Success indicators: monitoring, assessing and evaluating the uptake and impact of gender mainstreaming in HIV/AIDS across sectors
- Developing action plans that are specific, measurable, achievable, realistic and time bound.

E. Post-Institute

Section 6: Follow-Up

- Report and support mechanisms: implementation of action plans, reporting results (virtually – an online community – or otherwise). Develop and support alumni, a learning community.
- Tools and resources in order to carry out action research
- Tools and resources in order to mentor, coach, support each other

F. Evaluation of the Institute

Section 7: Measuring Indicators of Success

- Determining parameters of success that are culturally and context specific
- Questionnaires and other tools to gather baseline and follow-up data in order to measure the success/uptake of a gender mainstreaming approach to HIV/AIDS across sectors – did the Institute change attitudes? Empower ‘change agents’? Influence policy or programs?

Preliminary Training Program Outline for the IIGH/A

Presented by Madhu Bala Nath

Objectives of the Curriculum

- To enhance understanding of the links between gender, HIV/AIDS, and human rights with a critical mass of participants
- Skills building to enable participants to understand and develop action plans to mainstream gender and HIV/AIDS in the development sector
- To develop an international network in a cluster of countries to strengthen and expand HIV/AIDS prevention and care

Pre-training Preparation

1. Participant selection: identify a niche in National AIDS programs and gain an indication of individual commitment
2. Develop participant profile
3. Identify two national training institutions in the country cluster to partner with IIGH/A
4. Prepare background on basic facts for participants?
5. Support situational analysis from secondary data in each participating country

Training Programme Outline

Day 1: HIV

- Provide basic HIV/AIDS information: promotion, care, treatment, support
- What is human development?
- Developing links between gender and HIV/AIDS using international data and statistics

Task: Prepare a needs assessment questionnaire on gender and HIV/AIDS within the framework of participant countries

Day 2: Sexuality

- Discussion of the interrelations between gender, sexuality and HIV/AIDS
- Identifying myths and rituals that impact on the spread of HIV/AIDS positively and negatively
- Consensus building exercises on gender and sexuality in groups
- How to talk about sex and sexuality

Task: Suggest innovative way to unlearn some of the myths and rituals discussed; highlights of the constraints and driving forces, suggestions of next steps.

Day 3: Development

- Understanding the impacts of HIV/AIDS on households, and national development initiatives
- Sharing coping strategies that work
- Participatory exercises such as a demographic silhouette

Task: Prepare a list of potential vulnerabilities in your geographic cluster. How could these impact human development in your region over the next five years? How can this prevented?

Day 4: Sectors

- Analysis of sectors with a gender and HIV/AIDS focus: education; governance; resource management; violence against women; economics

Task: Analyse case studies of different sectors. How can HIV/AIDS be addressed in projects or programs within these sectors?

Day 5: Human rights

- Discussion of the interrelatedness of human rights, gender, and HIV/AIDS
- The role of law and the media in promoting human rights
- The language policy on gender and HIV/AIDS
- Research and ethical responsibilities surrounding gender and HIV/AIDS

Task: Develop a short ethical research protocol to identify sexuality and gender related vulnerabilities within communities. Discuss the impacts of HIV/AIDS on households.

Day 6-7: Days off

- Real life testimonials; meet with leaders from a PLHA organization to discuss policy impact and potential areas for ongoing collaboration

Day 8: Mainstreaming

- Sharing successes and failures in gender mainstreaming

Task: Develop a 1-2 year workplan that is sensitive to gender and HIV/AIDS issues. Who would be the stakeholders? What would be the process? What would be the impediments? How could these be overcome?

Day 9: Evaluation

- Monitoring and evaluation of development programs with a gender and HIV/AIDS lens
- How to conduct community-based impact assessments that capture gender and HIV/AIDS vulnerabilities and consequences

Task: Prepare a list of verifiable program indicators

Day 10: Workplans

- Preparation of country-specific workplans
- Evaluation of workshop

Curriculum Follow-up

- To build capacity in gender sensitive data collection and analysis
- To provide technical support for internalizing gender concepts
- To provide counseling skills
- To reinforce the commitment of participants to keep efforts on track

Compilation of Evaluation Forms

Sixteen participants responded to the final evaluation on the last afternoon of the workshop.

The single element of the design that consistently ranked ‘very good – excellent’ was the ‘discussion and work in small groups’- average 4.5/5. Comments about what was most useful in the workshop supported this rating:

- ❑ *Interaction and networking with other participants*
- ❑ *Sharing info and experiences*
- ❑ *Learning from the experience of other participants, listening to varied experience*
- ❑ *The small group discussions were particularly fruitful in generating ideas, solutions and plans*
- ❑ *Working through ideas in small groups*
- ❑ *In a small group discussion hearing how the sex workers explained to members of the women’s movement the similarities between the two groups and how the sex workers were able to stop child trafficking. Also learning also learning some of the issues people living with AIDS have to deal with*

The second most highly ranked component was ‘the workshop environment’ – average 4.2/5.

Comments that reflected this ranking included:

- ❑ *Collegiality*
- ❑ *Respect for each other’s views, the mutual respect*
- ❑ *It was refreshing to be in a workshop that was not dictated by time*
- ❑ *Multi-sectoral component and willingness to listen to all sectors*
- ❑ *Great bonding with excellent human beings*
- ❑ *The network established, the celebration, the commitment*
- ❑ *Mix of conceptual discussions and concrete detail*

As well, time was a factor in the environment; some comments showed how this could be improved:

- ❑ *Better time management -15 minutes in small group discussion is simply not enough*
- ❑ *Faster focus on content issues*
- ❑ *Time too short to accomplish everything*
- ❑ *A little more time at the beginning to set goals, an idea of the final product we were working toward*
- ❑ *The activities were not kept to time so some people’s presentations were not as available as others*

The participants considered the ‘overall rating of the workshop and the pre-workshop contact and information’ to be very good – 4/5.

- ❑ *Very well organized session*
- ❑ *Support staff excellent*
- ❑ *Excellent 4 days – nice mix of work and social, I think it was a great group that engaged to produce a lot more than usually is accomplished in these things.*
- ❑ *Ensuring meaningful involvement of PLHAs from the concept stage to the reality of the Institute and ensuring participants as beneficiaries of the Institute.*

Participants rated the organization of the agenda and schedule as 'good' – average 3.8/5. And the usefulness of the materials and handouts was also rated at an average of 3.8/5.

- Everything was well managed*
- Each day brought with it opportunities to learn something, to affirm something*

The purpose of the workshop was four-fold. – To collaborate on the design and development of the proposed International Institute on Gender and HIV/AIDS with specific attention to:

1. Curriculum framework
2. Evaluation and research
3. Short-term process to finalize the curriculum for the pilot Institute
4. Identifying and nurturing relationships for the long-term global collaboration in support of the International Institute

Participants ranked the workshop as good in both 'achieving our purpose' and 'the effectiveness of the activities used' – average 3.75/5. The suggestions received to improve this include:

- More use /inclusion of goal of the Institute*
- Speed at which the draft day-to-day content was produced*
- Work on vision of audience before developing curriculum areas*
- Rationale for some previous decisions like aiming at mid-managers could have been presented to the group*
- Working on the criteria for selection of participants for the Institute – the evaluation of concepts like getting teams from countries, supporting networking of this team, etc.*

'The presenters and discussions in the large group' were rated good – average 3.5/5.

- Useful – facilitation of the large group*
- Joseph's presentation and resulting discussion - Joseph's presentation while well done was a reminder of how overwhelming the issues truly are – and the energy in the room was noticeably lower afterwards. The Institute will need to take this into account especially because it is taking a multi-sectoral approach. It will need to convey difficult and upsetting information in a way that empowers, not overwhelms or disheartens people so they can go back and be inspired to assist in change in their everyday lives. This is critical and was not really discussed perhaps because we are all involved in AIDS work already*
- Third day too much presentation when folks were tired*
- Seeing the first draft of the curriculum was a key moment on the third day*

The evaluations were also key in identifying some key moments, improvements and questions that remain unanswered.

Key Moments

- Presentation of Canadian perspective by Louise Binder*
- Working on selection criteria for participants of the Institute*
- Ensuring PLHAs involvement from concept to reality*
- Listening to other participants*
- Speed at which day-to-day course content was produced*
- Sustained commitment of Canada to take on the Institute as a global initiative*

Improvements

- Start earlier – 8:30*
- Multi-lateral involvement would have enhanced our chances of reaching out to them for future support*
- More clarity on Institute goals and larger audience*

Questions still unanswered

- ❑ *Real relationship between research and training curriculum*
- ❑ *Role of research and ethical aspects*
- ❑ *Future funding situation and promotion*
- ❑ *Role and expectations of future involvement and participation of other central resource people (not present) and regional partners*
- ❑ *Geographic scope and nature of participants of the Institute*
- ❑ *Structure of Institute*

Commitment

There was great commitment by participants to help design the curriculum for the pilot and to work on appropriate advisory committees to support the Institute activities – average ranking 4/5. Some of those who offered included:

- ❑ Louise Binder for curriculum design and research ethics
- ❑ David Budge speaking on behalf of ‘our group in Vancouver and the BC Centre of Excellence in Women’s Health can both have on-going involvement and wish to support the initiative in whatever way we can’
- ❑ Tasha Yovetich suggested others in the Legal Network we can contact for an idea of the extent to which they can be involved – she suggested they might be available to assist with the human rights HIV aspects.
- ❑ Others like Tasha were not in a position to make commitments on behalf of their organizations but will speak on behalf of their experience so far with the IIGH/A planning.
- ❑ Morag Humble is interested in areas of design, information sharing and the Advisory Committee.

Others are interested in being faculty members, fund-raising, and being able to help wherever possible.

Participants are also willing to do their bit towards:

- ❑ *Continuing to develop the concept of the IIGH/A - average 3.8/5*
- ❑ *Continuing as part of the information-sharing network – average 3.6/5*
- ❑ *Collaborating to develop future funding/research proposals - average 3.5/5*
- ❑ *Working with others to develop the IIGH/A as a high profile program - average 3.4/5*
- ❑ *Identifying appropriate linkages and relationships for the future - average 3.3/5*

FINAL EVALUATION

Overall Objectives of the Workshop:

To collaborate on the design and development of the proposed International Institute on Gender and HIV/AIDS with specific attention to the:

1. Curriculum framework
2. Evaluation and Research
3. Short-term process to finalise the curriculum for a pilot Institute
4. Identifying and nurturing relationships for long-term global collaboration in support of the International Institute

Please evaluate each of the following aspects of the workshop by circling a number on the scale from 1-5. Page two provides you with open questions for your response.

| <u>A. Workshop</u> | Very Unsatisfactory | Unsatisfactory | Good | Very Good | Excellent |
|--|---------------------|-----------------------------|------------------------------|------------------------------|------------------------------|
| Achievement of the Overall Purpose | 1 | 2 | 3 (3.75) | 4 | 5 |
| Pre-workshop Contact and Information | 1 | 2 | 3 | (4) | 5 |
| Organisation of the Agenda and Schedule | 1 | 2 | 3 (3.8) | 4 | 5 |
| Effectiveness of the activities used | 1 | 2 | 3 (3.75) | 4 | 5 |
| Presentations and discussions in the large group | 1 | 2 | 3 (3.5) | 4 | 5 |
| Discussions and work in small groups | 1 | 2 | 3 | 4 (4.5) | 5 |
| Workshop environment | 1 | 2 | 3 | 4 (4.2) | 5 |
| Usefulness of materials and handouts | 1 | 2 | 3 (3.8) | 4 | 5 |
| Overall rating of the workshop | 1 | 2 | 3 | (4) | 5 |
| | | | | | |
| <u>B. Level of Your Future Commitment</u> | Don't count on me! | I'm not sure, keep in touch | I can do a bit, but not much | I can offer support, call me | I'm ready, willing and able! |
| To continue to develop the concept of the International Institute on Gender and HIV/AIDS | 1 | 2 | 3 (3.8) | 4 | 5 |
| To work with others to develop the Institute as a high profile program | 1 | 2 | 3 (3.4) | 4 | 5 |
| To the design of the curriculum for the pilot Institute | 1 | 2 | 3 | (4) | 5 |
| To collaborate to develop future funding / research proposals | 1 | 2 | 3 (3.5) | 4 | 5 |
| To continue as part of the information sharing network | 1 | 2 | 3 (3.6) | 4 | 5 |
| To identify appropriate linkages and relationships for the Institute | 1 | 2 | 3 (3.3) | 4 | 5 |
| To work on appropriate Advisory Committees to support Institute activities | 1 | 2 | 3 | (4) | 5 |

1. What did you find most useful about this workshop?

- the mix of people and experience, meeting people*
- the interaction and networking with other participants - 3 comments*
- connections made with International people*
- collegiality*
- respect for each other's views, the mutual respect – 2 comments*
- sharing of info and experience*
- the expertise of all – facilitator and participants*
- learning from the experience of other participants, listening to varied experiences*
- face-to-face meetings with other participants and organising/host committee*
- it was refreshing to be in a workshop that was not dictatorial by time, and that the small group discussions did in fact add value to the overall outcomes*
- the huge amount of knowledge*
- small group discussions and the facilitation of the large group*
- small group discussions were particularly fruitful in generating ideas, solutions, and plans*
- the development of the small group discussions*
- working through ideas in the small groups*
- mix of general conceptual discussion and concrete detail*
- practical focus on curriculum or other areas*
- new ideas for information exchange*
- Joseph's presentation and the resulting discussion*
- Multi-sectoral component and willingness to listen to all sectors even agriculture*

2. How could the workshop have been improved?

- Vision of audience before developing curriculum areas*
- Link between research and curriculum be clarified*
- Faster focus on content issues*
- Building on lessons learned last year at the Coady it became apparent to me that I had indeed made the transformation and am now able to see things through the gender lens*
- Real Icebreakers – I really cannot think of anything else – very well done*
- Everything was well managed*
- Better time management – having 15 minutes for small group work is simply not enough – 2 comments*
- Not sure – time is always a factor*
- Hard to visualise how more could have been done ... in fact time too short to accomplish everything*
- A little more focussed at the beginning – setting of goals, an idea of the final product we were working toward*
- Small group work needed more time. Second day had best balance. Third day too much presentation not enough group presentation when folks were tired.*
- Sometimes the days were long and the activity was not kept to time so some people's presentations were not as available as others*
- Perhaps the rationale for some previous decisions like aiming curriculum at mid-managers could have been presented to this new group. More use/inclusion of the goal of the Institute*
- If donors were forth-coming*

3. Was there a key learning moment for you during the workshop? If so, what was it and when did it happen?

- Each day brought with it opportunities to learn something, to reaffirm something*
- Seeing the first draft of the curriculum*
- Watching Louise present and feeling so motivated by her spirit and smarts and wanting that for PLHAs in resource poor settings – the transformational moment*
- During Louise's presentation*
- No one key moment but Louise's presentation gave a good context*
- Working on the criteria for selection of participants for the Institute – the evaluation of concepts like getting teams from countries, supporting networking of this team, etc.*
- Ensuring the involvement of PLHAs (meaningful) from the concept stage to the reality of the Institute and ensuring the participation as beneficiaries of the Institute (Yolanda)*
- Surprise at the speed at which the draft day-to-day course content was produced*
- Listening to Felicitas over dinner*
- In a small group discussion hearing how the sex workers explained to members of the women's movement the similarities between the two groups and how the sex workers were able to stop child trafficking. Also learning also learning some of the issues people living with AIDS have to deal with*
- I learned more on gender and treatment issues*
- Really enjoyed Cindy's inputs re: mitigation of impact*
- In small group when people shared their experience of adult education and how to address key issues like HIV in a very lateral way allowing people to hear the information*
- Colleen Cameron - Coady Institute*
- The sustained commitment of Canada to take on the Institute as a global Initiative*

4. What are the top 1 or 2 issues covered in the workshop that are most relevant to your involvement?

- HIV/AIDS*
- Gender and Human Rights*
- Influencing public policy on access to treatments*
- Curriculum presented by Madhu*
- Good curriculum development that transforms change agents*
- Community-based research*
- Social change agenda*
- Change agents*
- Multi-stakeholder participation in the development of the Institute*
- Gender and health – helping/facilitating people to understand these concepts (Colleen)*
- Governance/structure/vision*
- Structure and governance*
- Relevancy of the issue as a whole – importance and urgency*
- Curriculum for pilot*
- The curriculum and the pilot*
- Curriculum development*
- Developing links to programs/projects*
- Including a rights-based approach to the analysis of gender and HIV*
- Discussing/describing the participants (who will attend the Institute)*

5. What are the top 1 or 2 issues covered in the workshop that are least relevant to your involvement?

- Fundraising*
- Structure of the Institute*
- Governance*
- The workshop kept my focus from the get-go – I have/got the big picture*
- Everything discussed is relevant to me*
- It's all relevant*
- Research part – I haven't made it fit for me yet what needs to be under the Institute header vs. tapped into by networking and collaboration*
- Seeing the group of seven*

6. What questions remain unanswered for you?

- What is the real relationship between research and the training curriculum?*
- Should there be a research component to the curriculum*
- The ethical aspects of the research, communication, community involvement and the time frame*
- Role of research*
- There are resource people that I would consider central in this area in terms of their work – why not invite them or maybe you did*
- Where are we regarding the funding situation?*
- Where the funds will come from, funding was not adequately discussed but is key to the development of the Institute (3)*
- Nature of participants*
- Geographical scope*
- Precise role of BC Centre of Excellence in Women's Health*
- Best options for mutual funding – promotion*
- The structure of the Institute and the involvement of satellite regional networks*
- How and when to work to develop and market special tailored courses to niche markets (health ministers, CIDA youth interns)*
- Expectations of future involvement*

7. Please take a moment to add any comments you may have about the workshop:

- The workshop built on the Jan 2002 workshop and reaffirmed several issues brought up in 2002. It's now time to get the boat in the water*
- Very well organised session*
- Activities were diverting, fun.*
- Support staff is excellent*
- I would have started earlier – 8:30, the participants were fab and the facilitator very skilled*
- Great bonding with excellent human beings*
- A very committed group of individuals - high energy levels. Also please remember to include men. All of them in the shape, design and act of the Institute*
- Multi-lateral involvement would have enhanced our chances of reaching out to them for future support and for their contributions to the curriculum*
- Very interesting – a bit of confusion about goals or at least who the Institute is targeted at*
- The network established, the celebration, the commitment, the atmosphere of learning*
- Excellent 4 days – nice mix of work and social. I think it was a great group that managed to produce a lot more than usually accomplished in these things. While there are still questions - I have a clearer picture of where it is going*
- Great opportunity to make new personal connections in addition to content work*

- ❑ *Joseph's presentation while well done was a reminder of how overwhelming the issues truly are – and the energy in the room was noticeably lower afterwards. The Institute will need to take this into account especially because it is taking a multi-sectoral approach. It will need to convey difficult and upsetting information in a way that empowers, not overwhelms or disheartens people so they can go back and be inspired to assist in change in their everyday lives. This is critical and was not really discussed perhaps because we are all involved in AIDS work already*
- ❑ *I think an astonishing amount of work has been done in 3 days*
- ❑ *Keep it up and do not forget Africa*