



1 Day

## Gender and HIV/AIDS

### Facilitator Guide



#### Workshop Objectives

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

- ✓ Identify gender issues in HIV/AIDS work from multiple human perspectives and their programmatic implications.
- ✓ Identify best practices and strategies for integrating gender into HIV/AIDS programs and policies.
- ✓ Develop and adapt ideas to apply to their own HIV/AIDS work.

#### Preworkshop Preparation

1. Prepare flipcharts.
2. Photocopy the handouts for each person.
3. Human Face Exercise: There are two duplicate sets of approximately 20 roles each

Each person should have a role and each small group should have a mix of sexes and ages. Cut the first set of roles in strips, put each role in an envelop but keep the envelops sorted by sex and age (adult/non-adult). Keep that entire set of envelops separate and give those out first. Finish with one group and then move to another.

Follow the same process with the second set of roles (duplications of the first set).

Examine the Handouts and the background material for the trainers, including Factors for Two Vulnerable Groups, Finding The Missing Gender Issues In A Project Plan, and Triangle Analysis.

4. Prepare promising program examples, adapted to the focus of participants and recent new and cutting edge topics.
5. Contact participants before the workshop and ask them to bring their project papers.

**Method for Choosing Small Group Roles:** Because time will be an issue, give each small group a set of dice. Each member throws the dice. The lowest number is the recorder for the group; the highest number is the presenter to the large group. If there is a tie, those people throw again. This speeds up the process of deciding who will do which task and makes sure that the dominant personalities don't always take the lead roles. However, consider that in some cultures, dice may not be appropriate, especially if there are gambling problems in the community.



### Facilitator Guide

#### Materials Needed

##### Flipcharts/Newsprint and Markers

##### Printed Flipcharts:

- Introductions Questions
- Objectives
- Agenda
- Programmatic Implications Questions
- Program Examples Questions
- Vulnerabilities of HIV
- Case Study Questions
- Triangle Analysis

##### Handouts:

- Human Face Questions
- Factors for Two Vulnerable Groups
- Biological & Socio-Cultural Factors
- Promising and Provocative Approaches Example: Counseling Couples
- Promising Policy Responses for Vulnerable Groups
- Finding The Missing Gender Issues In A Project Plan
- Triangle Analysis
- Action Plan

##### List of Human Face Roles

##### Resources

BRIDGE. 2002. "Cutting Edge Pack: Gender and HIV." Brighton, UK:BRIDGE.

UNAIDS. 2003. *Gender and AIDS Almanac: A Gender-Based Approach to the Study of AIDS*. Geneva: UNAIDS.

Rao Gupta, Geeta. 2002. "Vulnerability and Resilience: Gender and HIV/AIDS in Latin America and the Caribbean." Washington, DC: International Center for Research on Women.

**Agenda**

I. Welcome/Introductions/Agenda	45 minutes
II. Understanding the Human Face of HIV	2 hours
<b>Break 15 minutes</b>	
IV. Programmatic Implications	1 hour, 15 minutes
<b>Lunch 1 hour</b>	
V. Promising and Surprising Interventions	1 hour
VI. Re-Examining Our Projects	1 hour
<b>Coffee available while working in groups</b>	
VII. Taking Lessons Home	30 minutes
VIII. Evaluation and Closing	30 minutes




## Gender and HIV/AIDS



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### Welcome/Introductions/Agenda

#### Welcome and Introductions

 45 minutes

##### Materials

Prepared Newsprint: Introductions questions.

##### *Welcome (5 minutes)*

1. Welcome the group to the workshop. Explain that the IGWG is committed to providing training and information critical to understanding how gender impacts our work in reproductive health. Say that the focus of this workshop will be to identify important gender issues and strategies in HIV/AIDS that participants can apply to their own work.
2. Introduce yourself and explain your role over the next day and a half. Have any other facilitators introduce themselves as well and explain their role during the workshop.

##### *Introductions (30 minutes)*

1. Divide the group into pairs and ask them to find out the following about each other:



- Name;
- Where they work;
- What programs/projects they're responsible for;
- Experience with gender in development;

Have this information posted on newsprint. Allow 5 minutes for this exercise.

2. After 5 minutes, ask the pairs to BRIEFLY introduce each other to the larger group. Record their expectations on newsprint for use during the review of the agenda. As participants are introduced, note any similarities in experience or unique experiences.

### Review of Workshop Objectives and Agenda

 10 minutes

#### Materials

Newsprint printed with objectives and agenda


1. Review the workshop objectives and agenda, displaying newsprint listing both. Direct participants to follow with their own copy in their folder. Link participant expectations mentioned in the introductions to the objectives and activities in the workshop. Any expectations that do not fall within the scope of the workshop should be written on newsprint marked “Parking Lot.” Explain that you will talk to IGWG staff about expectations mentioned here that aren’t addressed, and where the participant may find information on the topic.
2. Ask participants if they have any questions on the objectives and agenda for the workshop.

**Transition:** Say that many of us have worked at the program and policy levels on HIV/AIDS. Now, let’s look at the individuals, their issues, their concerns. It’s another way of approaching HIV/AIDS that may lead us to some new ideas for programming. This is an exercise to try to bring HIV/AIDS to life from many different perspectives.



### Understanding the Human Faces of HIV/AIDS in Households

#### Understanding the Human Face of HIV/AIDS in Households

 2 hours

##### Materials

Human faces roles

Handout: Human faces questions

1. Tell participants that this is an exercise to bring HIV/AIDS to life from many different perspectives. Many of us have worked at the program and policy levels. Now, let's look at the individuals, their issues, their concerns. It's another way of approaching HIV/AIDS that may lead us to some new ideas for programming.

##### *Getting Into Your Roles (20 minutes)*

1. Divide people into small groups.
2. Pass out the envelopes with roles. Mix male and female roles in each small group and age where possible. Distribute Human Face Questions to each participant and tell them the following:
  - We want you to play a different role today, to understand what it might be like to be this person. Give your person a name. Write your name and role at the top of the "Question" page.
  - Take about 15 minutes to think about who you have become. Build your story through answering the questions, and thinking about other details. What is your race or ethnicity, your occupation, your religion? Have you migrated from somewhere else? Are you from a rural or urban area?
  - Write your answers to the questions on the sheets in bulleted form. After we share our stories with others, the sheets will be posted and we will photocopy them to give to everyone.
  - Any questions?
3. Review the Handout Questions with the group.



### Understanding the Human Faces of HIV/AIDS in Households

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#### *Sharing Their Stories in Small Groups (45 minutes)*

1. Tell participants that they have about 5 minutes per person to tell their stories. After everyone has told a story, ask them to think about which story (stories) moved them the most or gave them new insights on programming.
2. Select 1-2 people to tell their stories to the large group. As they speak to the large group, they should stay in their roles.

#### *Large Group Sharing (45 minutes)*

1. Bring the group together and ask:
  - How was this experience for everyone?
  - Let's hear some of the stories. As you begin, tell us your name and age and I will write it on the flipchart. After each one, I will ask if anyone has any comments or other points to make.

**Facilitators' Note:** Make sure sufficient time is devoted to issues of race/ethnicity, sexual orientation, socio-economic status, sex workers. Bring out additional facts as needed or appropriate. Encourage them to see how these would affect the community as a whole.

#### *Processing the Stories (10 minutes)*

1. After people have shared, ask them about their own stories:
  - Did anything strike you about these stories? Did any themes come through?
  - What were some things that you never thought about before?
  - Did anyone experience the stigma of HIV/AIDS and how did it affect her or him? Were there any striking similarities or differences among the types of stigma and discrimination experienced by different characters? Why? How does gender relate to differences in stigma and discrimination?
  - *(Optional question depending upon time.)* What were the common concerns among different people? What were the differences? Why do you think these



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### Understanding the Human Faces of HIV/AIDS in Households

differences exist?

- Did any of these stories suggest something different that could be done in your HIV/AIDS work?

2. Tell the participants that it is time to take a break, and that afterwards, we will look at programmatic implications.


**Facilitators' Note:** Another training option is to move to the Optional Exercise #1, noting that we will step back from the experiences just shared and work to brainstorm a list of key sex and gender-related factors affecting vulnerability to and impact of epidemic on men and women.

**Break**      **15 minutes**



## Programmatic Implications

### Programmatic Implications

 1 hour, 15 minutes

#### Materials

PowerPoint presentation:

Briefing booklet

Printed flipchart: programmatic implications questions

**Facilitators' Note:** There are two options. You can present the Power Point information and the Briefing Booklet on HIV/AIDS or you can use peer teaching. Make your decision based on the time element and energy of the group. The peer teaching method allows them to take some responsibility for the information and groups tend to pay more attention when their peers are presenting. The Peer Teaching Option is presented as an Optional Exercise at the end of this curriculum.

#### *Power Point Presentation (50 minutes)*

1. If you use the Power Point presentation, ask them ahead of time to pick out the point that impresses them the most. When you have completed the presentation, ask them to share their reactions on what impressed them the most.

#### *Work in Pairs (20 minutes)*

1. Ask them to work in pairs and review their notes from the Power Point presentation and to examine the Briefing Booklet. Ask them to discuss these points on the flip-chart:



- Which issues or points are most important in your country?
- Are there programmatic gaps with any of these groups in your country?
- Are there other gender issues related to programming that we've not yet identified (ie issues not identified in the materials and conversation)?
- Which parts of the Briefing Booklet are most applicable to your work?
- Are there any areas where you still have questions?

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2. At the end of the 20 minutes, ask them if they have any points to share or any remaining questions.
3. Explain that, after lunch, the group will look at some studies that suggest promising interventions or unexpected things that can go wrong.
4. Tell them that later in the afternoon, they will divide up according to program, professional or geographic groups to talk about Action Plans. Say that:
  - Some of you may be from the same geographic or professional group. Because HIV/AIDS work crosses many types of jobs and sectors, we want to bring people together who might think of new ways to coordinate their efforts in the future.
  - Does anyone have any suggestions about how you would like to work together to plan your actions for when you return? Some of you may want to coordinate your work.
5. Try to get them to decide on these groups now so you can post papers with the headings. They can sign up for these groups over lunch.

**Lunch            1 hour**

### Promising and Provocative Program Approaches

#### Promising and Provocative Program Approaches

 1 hour

##### Materials

Handouts: Promising and Provocative Approaches

Example: Counseling Couples

Program example developed by facilitator

Prepared flipchart: Program Approaches Questions

1. Divide into four small groups.
2. Give both handouts to each group. Also, give each group a set of dice.
3. Tell them:
  - Let's now look at some intervention ideas. We are giving you case studies to analyze. Some interventions worked; some didn't because of surprising reasons. See if you can apply some of these ideas in your programs.
  - Throw the dice and choose the recorder (lowest number) and the presenter (highest number).
  - Take five minutes to read your Case Study and make individual notes on the following questions on the flipchart.



- What are the gender issues?
- How does the project address them?
- What difference does it make that the gender issues are addressed?
- Which lessons could be applied to your own work?

- Spend the next 5 minutes sharing the answers in your small group. Prepare a flipchart for a presentation for the group on your case study.

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*Reporting Out* (30 minutes)

1. Begin the small group presentations on the other Case Studies. Each group has 5 minutes to present. Each group will repeat the answers to the four questions.
2. When all the groups have finished, ask:
  - Do these cases tell us anything that may challenge our previous assumptions? That deepen our understanding?
  - What are the major lessons about gender from these Case Studies?
  - Do these lessons trigger any other ideas for your country?
  - What are the best ideas or lessons from these case studies?
3. Explain that the flipcharts will be posted for a walkabout at break time. Collect the flipcharts and post them.

**Break available during group work in the next activity**

#### Re-Examining Our Projects

 1 hour

##### Materials

Handouts: Action Plan

Finding the Missing Gender Issues in a Project Plan

1. Gather the sign-up lists of groups and help people confirm how they want to break into the smaller groups to talk about applications and Action Plans. Form the groups.
2. Introduce the session and review the handout, but take no more than 5 minutes. Tell the participants:
  - Now it is time to take another look at our own HIV/AIDS work. But, as we do this, let's review one other tool for analyzing gender factors, and then the action plan we will use to move forward integrating gender into our projects.
  - Look first at the handout "Finding the Missing Gender Issues in a Project Plan." We don't have time to go over this in detail, but this will give you another way of analyzing a project from the Situation Analysis through Policy Goals to Project Activities.
3. Distribute and briefly review the Action Plan Handout. Tell participants to take 15 minutes individually to review their own HIV/AIDS work against the information and questions in these handouts and their other work during the workshop. Ask them to analyze their own project and think about the following questions:
  - Think about a gender weakness that you have discovered in your work or programs since you first arrived at this workshop. How would you improve it?
  - Identify one action you will take when you return home, based on what you have learned at this workshop.
4. Ask them to come back to their groups and to share this information with the colleagues in their small group for the next 30 minutes. Some of them may want to plan collaborative actions.

#### **Taking Lessons Home**


 30 minutes

1. Bring everyone back to the large group and ask them to share the following. Have another trainer take notes:
  - What new issue or strategy about gender did you discover – if any – in your programs? What are your plans for improving the programs?
  - What were some “ah-ha!” moments today?
  - What is the first thing you want to apply when you get home?
  - What would you tell your son or daughter -- or mother or father --about what you learned at this workshop?
  - Are there any questions that remain?
  - What are the most important points that will stick with you?



### Close and Evaluation

#### Close and Evaluation

 10 minutes

##### Materials

Evaluation sheets

1. Ask if there are any final comments and questions. Thank the participants for their excellent participation and their energy.
2. Distribute the evaluations. Tell the participants that their input is critical to ensuring that we meet our objectives and they find the knowledge and skills useful. Ask them to complete the evaluation now and turn it in as they leave. Remind them that they do not have to put their name on it.

### Optional Exercise: Peer Teaching

#### Optional Exercise: Peer Teaching

 1 hour


1. With participants in small groups, divide the print-outs of the slide show (or papers with more description) into several logical sections (no more than four, preferably three); one logical section for each small group.
  2. Give each small group a number and the section in order of how they will present.
  3. Give them a time limit according to how many groups you have, such as 7 minutes per presentation. Ask them to:
    - Identify a reporter and a presenter by throwing the dice. You will have 7 minutes to present.
    - Spend a few moments reading and taking a few notes on the most important points.
    - Then share and agree on the most important points.
    - We want you to confirm your learning by “teaching” your colleagues. Be creative in your presentations, such as different members presenting different information.
  4. Call on the groups by their order in the entire presentation.
- Note:** If you are working with a group where women’s self-confidence is an issue, ask every member of the group to come forward, even if only one person is speaking. Just being in front of a group can increase the comfort level and confidence of individuals.
5. They have up to 7 minutes each. After each presentation, ask:
    - Any new information?
    - Anything surprising?
    - Any missing gender issues related to programming in these areas [i.e., ones not raised?]
    - Which issues resonated most in your current work?

**Note:** Take just one or two responses, depending on time, and note that in the afternoon we will spend more time looking at our programs, and how to better address gender issues.



## Optional Exercise:

### Summary of Gender Issues in HIV/AIDS

 35 minutes

#### Materials

Prepared flipcharts

1. Prepare four flipcharts to work with the large group. As you go through each chart, leave enough time for people to copy the responses or tell them that you will post the charts later.
2. Tell the participants that we will focus on four different sets of people and summarize what we have learned. Ask them:
  - What are the gender norms, roles, and relations that affect women's and men's vulnerability to HIV/AIDS?
  - On the first flipchart, what makes women and girls **vulnerable** to HIV/AIDS? What about men and boys? What have we learned? Have we left anything out?



Vulnerability to HIV/AIDS	
Women/Girls	Men/Boys

#### Prompts:

- Ask about particular vulnerabilities of female and male sex workers, if not mentioned.
- Ask about particular vulnerabilities of men who have sex with men (MSM), if not mentioned.
- What most impresses you about vulnerability factors?

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### Optional Exercise:



#### Impact of HIV/AIDS

Women/Girls

Men/Boys

- Now, let's look at how HIV/AIDS impacts each sex differently according to their gender roles.
- How does HIV/AIDS impact women and girls? Think of all the roles that women played in the Human Faces exercise.
- How does HIV/AIDS impact men and boys? Think about all the family configurations and age groups.
- What impresses you most about the differences in impact?
- Any questions about what we have covered?