

## **Malawi Workshop Report**

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Training of Trainers

On

INTEGRATING GENDER INTO MALAWI MULTISECTORAL AIDS  
PROGRAMS AND OTHER HIV/AIDS ACTIVITIES

Held from August 11-13, 2003

At Kambiri Holiday Resort, Salima, Malawi

Organized by

Ministry of Gender and Community Services and  
National AIDS Commission

With funding from

The World Bank

August, 2003

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## **ACKNOWLEDGEMENTS**

The Ministry of Gender and Community Services would like to extend their gratitude to the World Bank for funding this workshop on Integrating Gender into Malawi Multisectoral AIDS Programs and Other HIV/AIDS Activities. This training comes at a time when Malawi is building national capacities to be able to undertake Gender and HIV/AIDS programming and management in all sectors of the economy. This training is thus, a step towards achieving the national goals of enhancing expertise in the area of Gender and HIV/AIDS. Special thanks go to Dr Shimwaayi Muntemba, Gender Advisor, of the World Bank's AFTPM for her personal guidance and participation that contributed to the success of this workshop.

At national level, the workshop was a responsibility of the Department of Gender in the Ministry of Gender and Community Services and the National AIDS Commission (NAC). Special vote of thanks go to Mrs. Isabel Matenje, Director of Gender Affairs, and Dr Bizwick Mwale, Executive Director of National AIDS Commission for their personal commitment in guiding the organization of the workshop and for their participation during the Workshop itself.

Mr Dyton Maliro, a Lecturer at Bunda College of the University of Malawi and Mrs. Gertrude Mwalabu, a Principal Nursing Officer at Lilongwe Central Hospital were the trainers. They were supported by two resource persons, Ms Linda Semu who is Senior Lecturer at Chancellor College of the University of Malawi and Dr Naomi Ngwira from the Malawi Institute of Policy Analysis. The services of these trainers and resource persons are hereby acknowledged.

The training was also graced by the presentations by Mrs Isabel Matenje (Director of Gender Affairs) and Mrs Esnath Kalyati (Gender Advisor for UN System in Malawi) who shared Malawi's experiences in gender mainstreaming. Their presentations provided real challenges facing the participants in their mainstreaming endeavors.

Mr Peter Msefula, Gender Programme Coordinator and Mrs. Christobel Chakwana, Gender Programme Officer, both from Ministry of Gender and Community Services coordinated and facilitated all workshop logistics. Also Mrs. Msosa and Ms Humba from the Ministry of Gender and Community Services provided secretarial and other support services throughout the workshop. Their dedication is hereby recognized.

Another set of thanks go to Mr Francis Mbuka, Acting Country Manager; Mr Paul Mtali, Resource Management Analyst; and Mr. James Ntambalika all of the Malawi Country Office for kindly supporting the organization and implementation of this workshop.

Final vote of thanks go to the institutions that participated in the Workshop by sending a participant. It is the sincere hope that these institutions will continue to provide conducive framework and environment that allow the participants to practice what was learnt at the Workshop.

## **LIST OF ACRONYMS**

AIDS	-	Acquired Immuno deficiency Syndrome
AFTPM	-	Poverty Reduction and Economic Management, Africa Region
CEDAW	-	Convention on the Elimination of All forms of Discrimination Against Women
MASAF	-	Malawi Social Action Fund
MAP	-	multisectoral AIDS Program
MMAP	-	Malawi Multisectoral AIDS Program
MANET	-	Malawi AIDS Network
MPRSP	-	Malawi Poverty Reduction Strategy Paper
MIN	-	Ministry
NAC	-	National AIDS Commission
NAPHAM	-	National Association of People with HIV/AIDS in Malawi
NGO	-	Non Governmental Organization
SADC	-	Southern Africa Development Community

## **A. BACKGROUND**

### **Overview of the World Bank initiative to integrate gender into the Multi-sectoral AIDS Program (MAP)**

Malawi is one of the four countries (others are Zambia, Rwanda and Cameroon) where the Africa Region's Gender Team in the World Bank plans to support capacity building for integrating gender into multisectoral AIDS program (MAP) and other HIV/AIDS Activities.

The overarching objective of this support is to integrate gender systematically in the fight against the HIV/AIDS pandemic. The country specific objectives are set out as follows:

- To increase the understanding of gender, gender and poverty and gender issues
- To raise awareness on the links between gender and the spread, management and control of HIV/IDS
- To raise/increase appreciation of the linkages between gender, custom/culture, law and the spread of HIV/AIDS
- To equip project participants with tools for integrating gender into HIV/AIDS programs in their countries.

The program aims to accomplish its objectives through three main activities:

- Facilitating building of databases on gender disaggregated prevalence rates; risks (legal and customary/cultural frameworks); and impacts. This would be done both at the national levels and at the Africa Region headquarters.
- Organizing two workshops (one for training skills/tools and the other on Monitoring and Evaluation) for key stakeholders at the national level in each country and some in the provinces to meet the learning objectives outlined above.

In proposing workshops as a learning approach, the Bank has been encouraged by the Norwegian-supported workshop held in Sierra Leone on Engendering HIV/AIDS Programs for Development. By the end of the training, participants (Ministry of Women Affairs staff, line ministries HIV/AIDS focal persons, NGOs) felt that they were better equipped to deal with issues relating to HIV/AIDS and gender. They also felt that they could play definitive roles in the evolving national policies for gender on one hand and HIV/AIDS on the other and their interconnectedness. They also felt that they were equipped to be effective players against HIV/AIDS in their communities and thus take on catalytic roles in behavior change in these communities. Men participants became particularly aware of culture and gender relations in the context of HIV/AIDS.

- Undertaking selective monitoring and evaluation to gauge the impacts of the training and to draw lessons for possible experience sharing.

### **The Malawi Workshop**

In Malawi, this Training of Trainers Workshop is the first step in the above program with the hope that the workshop would equip a pool of trainers to take the mantle of bringing the dynamics of gender into the activities being undertaken at all levels to stem and manage the HIV/AIDS pandemic.

The Workshop was organised by the Ministry of Gender and Community Services in collaboration with the National AIDS Commission. The World Bank provided the funding. It was held from August 11-13, 2003 at Kambiri Holiday Resort in Salima District. Nineteen participants from government departments, non-governmental organizations and networks of people living with HIV/AIDS attended.

Annex 1 is Workshop Program. Annex 2 lists the participants, trainers, resource persons and support staff.

## **B. MALAWI WORKSHOP - OBJECTIVES, CONTENT AND APPROACH**

### **Workshop goal and objectives**

The goal of the workshop was to systematically integrate gender into HIV/AIDS programs as a critical component in the fight against HIV/AIDS for national development. Specific objectives were:

- To create an understanding of gender and gender issues
- To raise awareness on gender and HIV/AIDS issues.
- To create understanding on the linkages between gender, poverty and HIV/AIDS
- To equip participants with tools for integrating gender into HIV/AIDS programs in Malawi.
- To create a core pool of trainers to facilitate integration of gender into HIV/AIDS activities in the country.

### **Course Content**

The content was organized around four modules with specific objectives

#### **Module 1: Understanding Gender and HIV/AIDS**

Module 1 aimed at creating common understanding of gender and HIV/AIDS concepts. The following were covered:

### **Understanding Gender**

- Sex vs Gender
- Social construction of gender
- Gender roles
- Gender disparities
- Gender equality and empowerment (Power relations –social and cultural)
- Critical gender issues in Malawi

### **Understanding HIV/AIDS**

- Basic facts about HIV/AIDS (Definitions, transmission, signs/symptoms)
- Socio-economic impacts
- Denial, stigmatization
- Prevention, Protection, Treatment and Care
- HIV/AIDS situation in Malawi
- HIV/AIDS mitigation – policies and strategies

### **Module 2: Gender and HIV/AIDS linkages**

This module aimed at illuminating the linkages that exist between gender, poverty and HIV/AIDS and their implications for multisectoral approaches to addressing the HIV/AIDS pandemic. The following were covered:

- Gender and Poverty (definitions of poverty, causes/factors, poverty profiles for Malawi, linkages between gender and poverty)
- Gender and HIV/AIDS (infection rates, vulnerability/power relations, impacts, linkages between gender, poverty and HIV/AIDS)
- Critical Gender and HIV/AIDS issues for Malawi

### **Module 3: Gender mainstreaming: Experiences, challenges and opportunities**

This module examined some major experiences of Malawi in integrating gender in order to share the achievements and challenges with a view of challenging the participants with the huge task facing them in their efforts to integrate gender in HIV/AIDS programs and other activities. The module had two topics:

- A gender perspective of Malawi country data (availability, quantity, quality)
- Efforts to mainstream gender: Experiences, challenges, lessons and opportunities. Special focus was on the Malawi Poverty Reduction Strategy Paper.

#### **Module 4: Operationalizing the modules**

Module 4 aimed at enhancing the skills of participants to be able to operationalize what had been covered in Modules 1-3. This was achieved by taking the participants through a gender analysis process to conduct a situation analysis, identify gender gaps and factors responsible for the gaps and to take steps to close those gaps during a programming process. The module covered the following:

- Introduction to Gender Analysis and Framework for Gender Analysis
- Gender Integration – application of rights-based programming/stepping stones.

#### **Workshop methodology**

The Workshop adopted a participatory and interactive approach that emphasized ‘everyone learning from each other’. Under this approach, participants shared experiences through group work and plenary sessions. Resource persons came in only to build on the participants’ knowledge and skills as shared during the group work and plenary sessions.

## **C. OVERVIEW OF SESSIONS**

The Workshop was organized around 9 sessions. Below is an overview of the sessions and major issues that emerged, where necessary.

### **Session 1. Workshop Orientation**

Participants were introduced to the MAP and the Malawi component of the Program. Workshop objectives were then explained, highlighting the fact that the workshop was aimed to develop a pool of expertise that would participate throughout the MAP program.

### **Session 2. Understanding gender**

The session started with an energizer, which led into formation of three groups. In the groups, participants developed their own understanding of Gender Vs Sex; Sex vs gender roles; and gender disparities. After plenary to synthesize the group work, the trainer made presentations on these concepts, including how gender is socially constructed.

The participants were then divided into three groups to generate local proverbs that help to understand gender issues in Malawi. After plenary to synthesize the proverbs, a resource person went through issues of gender equality and empowerment, focussing on socio-economic power relations that exist between men and women and their implications.

To give local context of the gender issues, the participants were divided into groups again to generate critical gender issues in Malawi. After plenary, a resource persons presented statistics major gender issues in Malawi in selected sectors such as education, employment and in decision making structures including at household level.

### **Session 3. Official Opening**

The Executive Director of National AIDS Commission, Dr Bizwick Mwale, officially opened the Workshop. Annex 3 is the opening speech.

### **Session 4. Understanding HIV/AIDS**

The trainer presented facts about HIV/AIDS;: socio-economic impacts; prevention; treatment; and care. HIV/AIDS situation in Malawi and some mitigation strategies. Throughout the presentations, participants were engaged to contribute either by asking questions or by sharing their experiences. Participants were overwhelmed by the differential rates of infection between males and females and their vulnerabilities.

### **Session 5. Gender and HIV/AIDS linkages**

First part focused on Gender and Poverty. At the beginning of the session, the resource person engaged participants to provide their understanding of poverty and its causes.

Then a presentation followed on definitions and causes of poverty and frameworks for analyzing poverty. Examples were developed together with participants on how poverty affects men and women differently.

Second part focussed on Gender and HIV/AIDS. This was a presentation of data to reveal differences in prevalence between males and females, vulnerability and explaining how poverty contributes to HIV/AIDS in males and females differently.

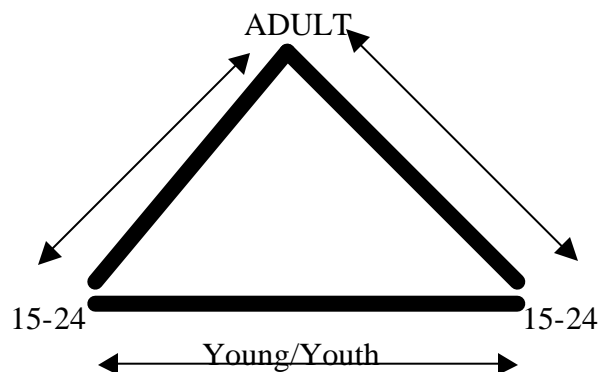
Dividing the participants into two groups of male participants and females participants, to come up with critical Gender and HIV/AIDS issues in Malawi, strengthened the session.

### **Session 6. Gender mainstreaming: experiences, challenges and opportunities**

First part was a presentation by a resource person on availability, quantity and quality of gender disaggregated data in Malawi. The conclusion was that there is a lack of gender disaggregated data because generally gender experts do not participate in the processes of collecting and analyzing data. The participants felt that Ministry of Gender and Community Services should start a process to influence the collection of gender disaggregated data by bodies such as the National Statistical Office, Centre for Social Research and others. Participants also felt that since most data collection is supported by public(donor) funds, the data collected should be readily made available for public use. Proposals were made to post the data on websites.

The Director of Gender Affairs in the Ministry of Gender and Community Services then presented Malawi's achievements and challenges in the efforts to mainstream gender. The Gender Advisor for the UN System in Malawi also shared with the participants a framework that explains the spread of HIV/AIDS.

#### **Spreading of HIV Virus**



Participants felt that not much has been done because: Despite some gender focal points being trained in gender mainstreaming, their relatively lower positions in the organizations they work for makes it difficult to have any influence. This is compounded by lack of terms of reference/job description such that gender mainstreaming is seen as an added on activity and not part of ongoing activities. Again, lack of resources makes the

practice of gender mainstreaming difficult. An example was given from the education sector where primary education advisors were trained to ensure gender mainstreaming in primary education, but this initiative has been constrained by lack of resources.

### **Session 7. Operationalizing the modules**

The trainer first engaged participants to examine the experiences, challenges and constraints that Malawi has faced in gender mainstreaming and to generate major challenges that participants face in trying to practice what has been learnt in gender mainstreaming workshops. Participants enumerated five key challenges:

- After a workshop, there is no framework in place to ensure that there is follow up action nor a mechanism to monitor the participants regarding whether and how they would be applying the knowledge and skills acquired at workshops. To a larger extent, this reflects lack of action plans and weak capacities in the national gender machinery (Ministry of Gender and Community Services).
- Most of the training programs are seen as a ‘One time activity’ instead of viewing it as a life-long training activity in which participants of a workshop are continually brought together to share their experiences and challenges in refresher courses and to enhance their knowledge and skills to take up new challenges.
- Most participants are not committed to practicing what has been learnt at the workshops. In part, this reflects the process that is used to select participants for a workshop.
- Placement of gender and/or HIV/AIDS focal points is critical to practicing what has been learnt. Participants felt that focal points should be placed in critical senior positions to be able to implement the activities and policy level support required.
- In the case of this workshop, participants will not be able to practice the knowledge and skills unless their activities are linked to the global MAP activities through collectively developed plans of action. In particular, participants felt that a trainer’s manual should be produced to guide the participants
- Most participants fail to practice because most workshops emphasize what different concepts are without equipping participants with skills on ‘how to actually do it’.

The trainer then explained how gender analysis can be conducted to illuminate the position of men and women in a given situation, the gaps that exist and the factors creating those gaps and to suggest appropriate interventions.

Participants were then taken through a rights based/stepping stone process of integrating rights and gender into a programming process. This was a plenary session in which an example suggested by the participants was used. Some aspects such as prioritizing men's and women's needs/rights were facilitated by the participants to explain how such processes are actually done (see Exercise 5, Annexes 4 for the example and Annex 5 for complete process).

### **Session 8. Way forward/action plan**

A resource person facilitated development of an action plan for Capacity Building for Integrating Gender into HIV/AIDS Programs and other HIV/AIDS activities. The Malawi action plan links the Workshop to the global MAP program.

The Workshop agreed on the action plan set out below.

- Organised Training of Trainers (11-13 August 2003)
- Draft a Trainers Manual on Gender and HIV/AIDS (By end October 2003)
- Organize Training on Monitoring and Evaluation (Nov, 2003, for 4 days)
- Organize Regional/District Workshops for extension workers (End Feb/Early March, 2003, each workshop for 5 days).
- Evaluation of the program

Below are other actions agreed upon to be implemented simultaneously :

- Conducting Gender and HIV/AIDS sensitization at workplaces and elsewhere
- Establishing a gender and HIV/AIDS network for sharing experiences, knowledge and skills
- Building gender databases – gender disaggregated data and factors fuelling HIV/AIDS in Malawi
- Conducting a rapid situation analysis on gender and HIV/AIDS training needs for the districts
- Lobbying National AIDS Commission for resources to enable participants to implement the proposed actions such as conducting sensitization workshops at the respective workplaces.

The participants requested the Ministry of Gender and Community Services to identify a focal point in the Ministry who would coordinate these activities and linkages with the participants.

### **Session 9. Official Closing**

Dr Muntamba made a few remarks before presenting participants' certificates to a representative from the Ministry of Gender and Community Services for signing by the Director of Gender Affairs (they had already been signed by the World Bank Country Manager). Once signed, the Ministry will send the certificates to the participants.

In her closing remarks, Dr Muntemba specifically indicated that she was highly impressed with the level of attendance, level of participation and the gender balance of the participants. She expressed thankfulness for the ever-smiling faces, positive response from both participants and trainers/resource persons given the short notice.

#### **D. SUMMARY OF WORKSHOP EVALUATION**

Everyday, there was an evaluation of the program. The evaluation involved individual participants filling in a form that was designed to assess the mood of the participants with regard to the modules. Participants were also asked to write down what they liked most/least in each of the modules. Another evaluation method was to divide the participants into groups to evaluate the programs through group discussion.

The final evaluation started in a plenary where together, the participants and resource persons agreed on key criteria for final evaluation (Course content, Facilitation – Methods and Competencies, Participation, Timing and Logistics).

Despite some logistical constraints faced, the workshop was a great success. The evaluations revealed that the course provided knowledge and skills that the participants would use at their work places and in subsequent MAP activities. All participants expressed eagerness to take the knowledge and skills further but would need guidelines/a manual to be used as a reference point.

However, analysis of views of participants, trainers/resource persons and workshop organizers on specific issues lead to the following conclusions:

- **Course content.** Participants felt that the course content was relevant and practical because it focussed on real issues on the ground affecting Malawi. The topics were designed to build on each other but the flow of some topics was not consistent. However, no examples were given here.
- **Facilitation.** The Workshop employed different facilitation methods that continuously engaged participants to give input or to share experiences. The course delivery method used and involvement of participants depended on the resource persons covering the session but overall, facilitation was very good. Competencies of the resource persons/trainers were rated to be good/excellent. Some loose printed notes were given to participants in form of handouts. However, the absence of a training manual made it difficult to systematically follow/understand some of the material. For instance, linkages between gender, poverty and HIV/AIDS were not adequately addressed/tied together.
- **Participation.** Participation was very good. No participant missed a session and all sessions started on time since participants observed time. A timekeeper was appointed from among the participants to ensure observance to the Workshop Program. Second, there was good participation in terms of

engaging in the delivery of the sessions by sharing their life experiences (either through group work or plenary) but the extent of involvement depended on the resource persons/trainers covering the session. On administrative/logistical issues, the Workshop elected a president and a vice president to coordinate participants' concerns with the Workshop organizers. This ensured that the Workshop minimized time spent on addressing individual participant's concerns on administrative aspects of the Workshop and instead to focus on the course contents.

- **Timing.** The general feeling was that the time allocated to cover the content of the course effectively was too short. In the process, most topics were hurriedly covered.

## ANNEXES

### Annex 1: Workshop Program

Date/Time	Program Activity
<b>Sun 10/08/2003:</b> <b>15:00</b> <b>18:00 –</b> <b>19:00</b>	<b>Departing for Kambiri Holiday Resort (from Min of Gender)</b> <b>Registration</b> (Welcome Remarks, Introductions, House keeping/ground rules)
<b>Mon August 11, 2003</b>  <b>08:00-</b> <b>09:00</b>  <b>09:00-</b> <b>10:30</b>  <b>10:30-</b> <b>11:00</b> <b>11:00 –</b> <b>11:30</b> <b>11:00-</b> <b>12:00</b> <b>12:30-</b> <b>13:30</b> <b>13:30-</b> <b>15:00</b> <b>15:00-</b> <b>15:30</b>  <b>15:30-</b> <b>16:00</b> <b>16:00-</b> <b>18:00</b>  <b>18:00</b>	<b>Session I: Workshop Orientation - by Muntemba/Maliro</b> (Introductions, Background, Objectives, Content and Methodology) <b>Session II: Understanding Gender – by Maliro</b> (Sex vs. gender, Gender roles, Gender disparities, Social construction) <b>Official opening/Word of Welcome</b> (Chairperson, World Bank, Guest of Honour) <b>Tea break</b> <b>Session II: Understanding Gender – by Muntemba</b> (Gender equality and empowerment - socioeconomic power relations) <b>Lunch break</b> <b>Session II: Understanding Gender – by Semu</b> (Critical gender issues in Malawi) <b>Session IV: Understanding HIV/AIDS</b> (Basic facts About HIV/AIDS (Definitions, transmission, signs/symptoms, Socio-economic impacts, Denial, stigmatization) <b>Tea break</b> <b>Session IV: Understanding HIV/AIDS – by Mwalabu</b> (Prevention, Protection, Treatment and Care, HIV/AIDS situation in Malawi, HIV/AIDS mitigation – policies and strategies) <b>Evaluation</b> (distributed forms to be filled later and submitted next day)

<p><b>Tue, August 12, 2003</b></p> <p><b>08:00-08:30</b></p> <p><b>08:30-10:00</b></p> <p><b>10:00-10:30</b></p> <p><b>10:30-12:30</b></p> <p><b>12:30-13:30</b></p> <p><b>13:30-15:00</b></p> <p><b>15:00-15:30</b></p> <p><b>15:30-16:00</b></p> <p><b>16:00-17:00</b></p> <p><b>17:00-18:00</b></p>	<p><b>Recap of previous day's sessions</b></p> <p><b>Session V: Gender and HIV/AIDS linkages – by Ngwira</b> (Gender and Poverty – definitions of poverty, causes/factors, poverty profiles for Malawi, linkages between gender and poverty)</p> <p><b>Tea break</b></p> <p><b>Session V: Gender and HIV/AIDS linkages – by Muntamba</b> (Gender and HIV/AIDS –Infection rates, vulnerability/power relations, impacts, linkages between gender, poverty and HIV/AIDS)</p> <p><b>Lunch break</b></p> <p><b>Session V: Gender and HIV/AIDS linkages – by Semu</b> (Critical Gender and HIV/AIDS issues for Malawi)</p> <p><b>Session VI: Gender mainstreaming: Experiences, challenges and opportunities-Ngwira</b> (A gender perspective of country data (availability, quantity, quality))</p> <p><b>Tea break</b></p> <p><b>Session VI: Gender mainstreaming: Experiences, challenges and opportunities-Ngwira</b> (A gender perspective of country data (availability, quantity, quality))</p> <p><b>Session VI: Gender mainstreaming: Experiences, challenges and opportunities-Matenje – Director of Gender Affairs</b> (Efforts to mainstream gender – case of MPRSP)</p>
<p><b>Wed, August 13, 2003</b></p> <p><b>08:00-08:30</b></p> <p><b>08:30-10:30</b></p> <p><b>10:30-11:00</b></p> <p><b>11:00-12:30</b></p> <p><b>12:30-13:30</b></p> <p><b>13:30-14:00</b></p> <p><b>15:30</b></p>	<p><b>Recap of previous day's sessions/evaluation</b></p> <p><b>Session VI Operationalizing the modules - Maliro</b> (Introduction to Gender Analysis, Gender integration rights based/stepping stones)</p> <p><b>Tea break</b></p> <p><b>Session VII: Way forward/Action Plans – Muntamba</b> (Follow up to the workshop)</p> <p><b>Workshop Evaluation</b></p> <p><b>Lunch break</b></p> <p><b>Official Closing</b></p> <p><b>Participants Departure</b></p>

## **Annex 2: List of participants, trainers, resource persons and support staff**

### **Participants**

1. Ms Tinyade Kachika, Legal Programme Officer, Women and Law in Southern Africa, P/Bag 534, Limbe. tkachika@hotmail.com
2. Ms Linda Kawamba, Principal Labour Officer, P/Bag 344, Lilongwe. 01773277/09206119. lindizga@yahoo.com
3. Mr Maxwell Nkhokwe, Planner, Ministry of Education, P/Bag 328 Lilongwe 3. nkhokwe@educ.umass.edu
4. Mr Jacob Kambemba, Field Supervisor Central Region, Malawi Network of People Living with HIV/AIDS, P/Bag 355, Lilongwe3. Napham@Malawi.net
5. Mr Mac Davis Chiluzi, Chief Youth Officer, Ministry of Youth, Sports and Culture, P/Bag 384 Lilongwe 3, 01788755
6. Mr Wisdom Kanyamula, Regional Support Officer (c ), Malawi Network of Support Organizations, P.O Box 728, Lilongwe 3. 01 724 886. manaso@malawi.net
7. Mr James Ntambalika, The World Bank, P.O. Box 30557 Lilongwe 3. 01 770 611
8. Ms Christobel Chakwana, Gender Programme Officer, Ministry of Gender and Community Services P/Bag 330 Lilongwe 3. 01770411/08873760. Deliwe30@yahoo.com
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11. Ms S̄bongile Chibwe, Finance and Administration Assistant, MANET, P/Bag B377 LL 3. 01773727. manetplus@manetplus.com
12. Mr Fritz Kadyoma, Gender & Curriculum Specialist, Malawi Institute of Education, P.O Box 50, Domasi. 01 536300
13. Mr A.N.S. Dzinza, Under secretary, Ministry of Tourism, P/Bag 326, Lilongwe 3. 01 775 499. tourism@mw.net
14. Mr Charles Chabuka, Tutor, Magomero Community Development College, P/Bag 3 Namadzi. 01534257/08323847
15. Mrs Makoko Chirwa, Executive Director, Women's Voice P/Bag 231 Blantyre. 09948622. cmakoko@hotmail.com
16. Lieutenant Colonel Mafumu Gondwe, AIDS Programme Coordinator, Malawi Defense Force. Maenje@malawi.net or mamhs@sdp.org.mw
17. Mr Peter Msefula, Gender Programme Coordinator, Ministry of Gender and Community Services. P/Bag 330 Lilongwe. 01770411/01774105
18. Ms Mary Chitsulo, Gender Programme Officer, Catholic Development Commission of Malawi. Box 30384 Lilongwe 3. 08883875/09511136. mvdziko@yahoo.com
19. Ms Gloria Chisala, Programme Officer, Ministry of Gender and Community Services. P/Bag 330 Lilongwe 3. 01770411/01774105 gloriachisala@yahoo.co.uk

### **Trainers**

1. Mr. Dyton Maliro, Lecturer, Department of Rural Development, Bunda College, University of Malawi. P.O Box 219, Lilongwe. Fax 01 277 364 Tel 01 277238. [ddmaliro@yahoo.com](mailto:ddmaliro@yahoo.com)
2. Mrs Gertrude Mwalabu, Principal Nursing Officer, Lilongwe Central Hospital. Box 149, Lilongwe. 09930195/08872228. [lch@sdpn.org.mw](mailto:lch@sdpn.org.mw).

### **Resource Persons**

1. Ms Linda Semu, Senior Lecturer, Chancellor College, Box 280, Zomba. 08891592. [lsemu@indiana.edu](mailto:lsemu@indiana.edu)
2. Dr Naomi Ngwira, Director, Institute for Policy Research and Analysis for Dialogue, P.O Box 2090, Blantyre. 01 621 871/09 510 362. [iprad@malawi.net](mailto:iprad@malawi.net)

### **World Bank Representative**

Dr Shimwaayi Muntemba, Gender Team, Africa Region, World Bank, Washington. [Smuntemba@worldbank.org](mailto:Smuntemba@worldbank.org)

### **Support Staff – Ministry of Gender and Community Services**

1. Mrs B Msosa
2. Ms C. Humba

### **Annex 3: Opening Speech by Dr Bizwick Mwale, Executive Director for NAC**

*The World Bank Representative, Dr. Shimwaayi Muntemba  
The Representative from Ministry of Gender and Community Services  
Ladies and gentlemen*

I am greatly honoured to have this opportunity to officially open this important Training of Trainers Workshop on Integrating Gender into HIV/AIDS Programs. Before I do so, allow me to say a few words.

I have been informed that the training is aimed at equipping trainers from various organizations with the necessary skills to integrate gender into HIV/AIDS interventions. I am further informed that these trainers are expected to train people in their organizations in the gender dimension of the HIV/AIDS pandemic.

Ladies and gentlemen, HIV/AIDS apart from depriving this nation of its critical human resource, it is also impoverishing many Malawians. It is widely acknowledged that HIV/AIDS is increasing the number of children who grow up uneducated, illiterate and unsocialized due to lack of parental care. The employment sector has mainly been worst hit by the pandemic and a huge amount of funds has been spent on precautionary measures while these funds would have been used in other activities that would boost the economy of Malawi.

I am therefore very pleased to see that both government and civil society institutions are represented in this training. You are aware that the Malawi Public Sector has been affected greatly with this pandemic especially in terms of the depletion of the much needed human resources. The study on The Impact of HIV/AIDS on Human Resources in the Malawi Public Sector 2001 has revealed that 'high morbidity and mortality rates due to HIV/AIDS results in low productivity. In addition, the government spends huge sums of money caring for and supporting infected and affected public service staff and their dependants'. It is therefore my sincere hope that the knowledge and skills gained in this training workshop should be used to assist reversing the current trend by training other cadres of staff in your institutions as to how to mainstream gender into HIV/AIDS programs, as well as how to prevent the spread of the disease.

Ladies and gentlemen, Malawi will not realize the goals and objectives of the Malawi Poverty Reduction Strategy Paper, Vision 2020 and the Millennium Development goals if gender is not mainstreamed in all policies, programmes and actions. As you are aware, Malawi committed herself to achievement of gender equality. Malawi is a signatory to various international and regional instruments such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), Beijing Platform for Action (1995), International Conference on Population and Development (1994), SADC Gender and Development Declaration (1997) all of which emphasize the need for state parties to mainstream the critical cross cutting issues of gender and HIV/AIDS in their national

goals. The Malawi Poverty Reduction Strategy has recognized that gender and HIV/AIDS are critical factors for consideration in the government effort to reduce poverty. As a result, specific resources have been allocated to ensure integration of these issues in every national initiative.

Further, Malawi Government launched the National Gender Policy 2000 and is now in the process of finalizing a National Gender Programme Framework which aims at mainstreaming gender in the six thematic areas of Education and Training; Reproductive Health, Food and Nutrition Security, Natural Resources and Environmental management, Governance and Human Rights, and Poverty Alleviation and Economic Empowerment all of which recognize HIV/AIDS as a critical area for action.

Ladies and gentlemen, you are aware that the Malawi Constitution (1994) upholds the principle of gender equality as a matter of national policy. As such, section 24 calls for the invalidation of all laws, policies, actions, practices and beliefs that discriminate against women and girls. This is a very powerful tool for all practitioners who are working towards the achievement of equality. It is therefore my belief that as you go through this training programme this week, you will reflect on these provisions and find ways of addressing issues of discrimination against HIV/AIDS sufferers especially women in order to achieve equality for all and the enjoyment of rights by every Malawian.

A gender approach to HIV/AIDS interventions is important as it enables key actors to understand why and how HIV/AIDS epidemic affects women and men differently. You will agree with me that women and girls are the most affected by the HIV/AIDS pandemic as apart from being victims they are also culturally expected to provide care to their sick family members.

Yet in some cases women are blamed for 'causing the disease'. You as trainers have a big role to dispel this belief and to provide accurate information regarding the differentiation impact of the disease among men and women. The gender approach, which you will be trained in, will therefore facilitate increased understanding of the challenges for prevention and coping mechanisms for the management of HIV/AIDS impact.

Lastly but not least, this gendered approach to HIV/AIDS necessitates the analysis of gender stereotypes and the exploration of different ways to reduce inequalities in caring for the sick in order to create supportive environment for those affected and infected. You as trainers have an enormous task to synchronize these issues.

Ladies and gentlemen, the need to mainstream gender in HIV/AIDS programmes can not be overemphasized. I therefore urge all the participants to take this course seriously so that you can gain the necessary knowledge that will assist you to train others. I am informed you have a lot of expertise in issues of HIV/AIDS. You will need to take advantage of the experiences of the gender experts in order to integrate the two cross-cutting issues professionally.

Let me congratulate the training team for coming up with a comprehensive programme for you this week. I will be keen to receive a report on the action plans you will develop as a result of this training. The momentum gathered this week should be maintained. Therefore I look forward to your plans for training others in your organizations which my institution National AIDS Commission will be prepared to support.

May I take this opportunity to express my sincere gratitude to the World Bank for financing this activity. This demonstrates commitment the development partners have on issues of gender and HIV/AIDS.

With these few remarks, I officially open the workshop.

Thank you for your attention.

## **Annex 4: Group work**

### **Exercise 1. Understanding Gender**

Discuss your understanding of Sex vs Gender; Sex Roles Vs Gender Roles; and gender disparities

#### **GROUP 1**

##### **UNDERSTANDING GENDER AND SEX**

- **SEX:** Biologically constructed, Can not change; Universal
- **GENDER:** Socially constructed, Can change from society to society, It changes with time

##### **SEX ROLES**

- **MAN:** Impregnates
- **WOMEN:** Breast feed, Give birth, Get pregnant

##### **GENDER ROLES**

- Roles that man/women/boy/girl is expected to perform.
- These expectations are from the society
- The gender roles are culturally/socially re-enforced through various institutions
- Gender roles vary from society to society
- Gender roles vary with time
- Examples Child care, Community roles e.g. caring for the sick, Positions in the society, Domestic chores, proposing love.

##### **GENDER DISPARITIES**

- Biased treatment on male/female towards: access to resources, benefits, opportunities, power

#### **GROUP 2**

##### **UNDERSTANDING OF SEX**

- Biological differences between females and males
- Physical differences between females and males
- Sex can not be changed e.g. Breast feeding, impregnating

##### **UNDERSTANDING OF GENDER**

- Social relationship between men and women
- Culturally determined differences affecting men and women in society.
- Description of roles played by men and women in society.
- Gender can be changed e.g. Rearing of children

##### **UNDERSTANDING SEX ROLES**

- What female and males do by virtue of being born such – Biologically determined roles/ activities.
- Natural attributes for males and females

#### UNDERSTANDING OF GENDER ROLES

- Taught activities which society expects males or females to do, i.e. Drawing water; herding cattle.

#### GENDER DISPARITIES

- Inequalities existing between males and females by virtue of their description of roles by society (e.g.. education, household chores)

### **GROUP 3**

SEX – Biological male/female

GENDER – Determined by the society concerning the roles of the male and female

SEX ROLES:

- Male: To propose, To reproduce
- Female: Child bearing, Breast feeding

#### GENDER ROLES

- Male: Arts and craft, Building and construction, Polygamy, Drinking and smoking, Courageous
- Female: Cooking, House keeping, Looking after children, Dancing, beauty contest

#### GENDER DISPARITIES

- Differences of men and women in e.g. Employment, Education, Promotion, Confidence, Decision making

### **PLENARY**

- SEX: Biological features that distinguish males from females: Do not change.
- GENDER: Social construct that differentiates males from females and they change from culture to culture or within the same culture
- SEX ROLES: Things that are expected of males or females basing on their physiological/Biological capabilities and they can not be changed.
- GENDER ROLES: Things that are expected of males or females based on the expectations of the Society and they vary from culture to culture.
- GENDER DISPARITIES: Inconsistencies that are based on social construction that can not be justified. E.g.. Having more men in decision making positions when there are women who are equally qualified for the same position and vice versa.

## Exercise 2. Understanding gender

Generate proverbs/sayings/riddles that are locally said and assist to understand gender.

### Group 1

- MWAMUNA NDI KABUDULA AMATHERA MOYENDA (*a man is like a pair of short trousers which gets torn apart/finished as he moves into different places*. It means a man should explore 'life' so a woman should not wonder why a husband is never around most of the times).
- MWAMUNA NDI PAMIMBA (*a man is in the stomach*. It means the role of a woman is to ensure that the man has eaten something).
- OSALIRA NGATI MKAZI (*Do not cry like a woman*. It means a man should be more withstanding than a woman).

### Group 2

- Mwamuna ndi mpamimba (*a man is in the stomach*. It means the role of a woman is to ensure that the man has eaten something).
- Mwamuna sauzidwa (*a man is never told*. It means a man as head of household should know everything and decide without being told anything by a woman).
- Sunga khosi mkanda woyera udzavala (*Keep your neck so that you wear a string of beads*. It means a woman/girl should be faithful/patient in order for her to marry one day).
- Timba sachepa ndi mazira ake (*A bird is never small with its eggs*. It means one should never be underrated with his/her achievements and it often refers to a man who has achieved something great, which many did not expect).
- Wakwata kwa phezi saopa kung'anima (who has married to the thunderstorms should not fear the lightening. It refers to men/women to fulfill all the demands once married).

### Group 3

- Kafirire kunka iweko (*Persevere where you are going*. This is to women who are just getting married to be accommodating in the family no matter how difficult the situation)
- Za kudambwe saulula (*what you hear/do at an initiation ceremony should never be shared with those who have never been there*. Telling men and women to keep secrecy/confidentiality e.g. even when battered, a wife should not reveal to others. Or when raped, a woman should not reveal to others).
- Mwamuna ndi mwana (*a man is a child*. Do not take seriously what a man does/says e.g. if he rapes, just forgive/forget the same way you would do if he were a child).

#### Group 4

- Mwamuna mpamimba (*a man is in the stomach*. It means the role of a woman is to ensure that the man has eaten something).
- Mwamuna ndi kabudula amathera moyenda (*a man is like a pair of short trousers which gets torn apart/finished as he moves into different places*. It means a man should explore 'life' so a woman should not wonder why a husband is never around most of the times).
- Kafirire kunka iweko (*Persevere where you are going*. This is to women who are just getting married to be accommodating in the family no matter how difficult the situation)
- Mwala ogubuduzika gubuduzika siuyanga ndere (*a rolling stone gathers no moss*).
- Mwamuna salira (*A man does not cry*. Telling to be more withstanding/tougher than a woman)
- Fodya wako ndiamene ali pa mphuno wa pachala ndiwamphepo (*You snuff is the one on the nose. The one on the finger is for the wind..* Asking to be content with what one has)
- Ana ndi chuma (*Children is property*. Asking families/persuading women to have many children)
- Pamodzimodzi padaoletsa dzungu (*same place rottens a pumpkin*. Asking men to change wives as much as they can. Opposite of rolling stone gathers no moss).

#### Group 5

- Mwamuna ndi mwana (*a man is a child*. Do not take seriously what a man does/says e.g. if he rapes, just forgive/forget the same way you would do if he were a child).
- Mwamuna sauzidwa (*a man is never told*. It means a man as head of household should know everything and decide without being told anything by a woman).
- Mkamwini ndi mlamba sakhalira kuterereka (*a bridegroom is a mudfish which is slippery*. Telling women to be obedient to husbands since they can divorce easily).
- Mwamuna mpamimba (*a man is in the stomach*. It means the role of a woman is to ensure that the man has eaten something).
- Mkazi amamva nkhwali (*a woman should hear the guinea fowl as it crows early in the morning*. It asks women to start work as early as possible).
- Mkazi sakhalala mlendo/sachita chilendo (*A woman is never a stranger*. Asking women to assist with work especially cooking wherever they visit as the men are chatting).
- Mwamuna ndi mutu wa banja (*a man is head of household*)

**Plenary – Proverbs from elsewhere by World Bank Gender Advisor**

***Sierra Leone***

MEN	WOMEN
<ul style="list-style-type: none"> <li>• A man who loves kitchen will never grow a beard</li> <li>• A bad man is better than an empty house</li> <li>• If you want a callous person, choose a man</li> <li>• A house without a man, the children always go wayward</li> </ul>	<ul style="list-style-type: none"> <li>• A woman should never be called John</li> <li>• She has a very strong character. I will she was a man</li> <li>• A hen does not crow</li> <li>• The woman’s cutlass does not cut</li> <li>• The okra tree should not grow taller than its owner</li> </ul>

***Zambia***

MEN	WOMEN
<ul style="list-style-type: none"> <li>• Amuna napamimba</li> <li>• Umaume Emutwe wa Danda</li> <li>• “A man is a head of household”</li> <li>• Akaume Takachepa</li> <li>• “A man/boy is never small/too young</li> </ul>	<ul style="list-style-type: none"> <li>• Bana basimbi ndubono</li> <li>• “Daughters are wealth”</li> <li>• Musali Kilishete?</li> <li>• “Is a woman a person/Human being”</li> <li>• Ukwapa tachila kubeya</li> <li>• “The armpit can never be higher than the shoulder</li> </ul>

**Exercise 2. Critical gender issues in Malawi**

**Group 1**

**At household level**

- Controlling of Resources
- Division of labour
- Sex preference e.g. Education
- Decision making

**At community level**

- Division of labour – community work – MASAF; celebrations, funerals.
- Decision making
- Control of Resources.

**At national level**

- Decision making positions – political and professional
- Access to Resources e.g. loans and Control of Resources
- Retention/Access/Enrollment to Education
- Defense Force
- Paternity Leave
- Trials on medical drugs

## **Group 2**

### **At household level**

- Female does more domestic work.
- Decision on social economics issues is done by male
- Girls are denied education opportunities
- Women do more child caring roles, Women do more caring work for the sick
- Men enjoy more house benefits.

### **At community level**

- Most positions on leadership are held by men
- Women do more voluntary work – social activities. Men are involved or become active on Economic/ paying work.

### **At national level**

- Politically; male dominated nation
- Education system denies girls chance to access other avenues, Boys are enrolled earlier than girls and even more
- Employment opportunities favour male
- Family planning favours male than female

## **Group 3**

### **At household level**

- Unequal distribution of labour
- Education priorities
- Parental Socialization
- Widowhood rites

### **At community level**

- Leadership positions
- Initiation rites

### **At national level**

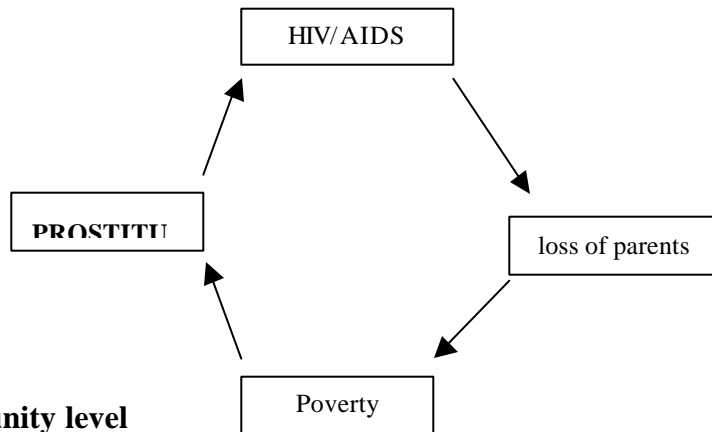
- Decision making positions
- Participation in Politics, Religion, economy etc
- Education priorities

## **Exercise 3. Critical HIV issues in Malawi**

### **Group 1**

#### **At household level**

- Reduced labour - low production, child labour
- Dependency burden
- School drop outs/absenteeism
- Elderly/child heads of households increased
- Physiological traumas
- Care time/ resources spent on victims.
- vicious cycle of poverty



#### **At community level**

- Slows down community development work
- Many sick, funerals. Deplete resources – through community contributions to funerals.
- Eroding community spirit – “burn out”
- Opportunity for risky sexual behaviour – kugona kumaliro (sleeping at funerals)
- Active people dying, leaving less productive people
- weakened cultural values towards funeral and caring/weddings
- High chances of people catching virus due to funeral rites .

#### **National Level**

- Loss of skilled labour
- Low production
- Costly-funeral costs/medical bills
- High staff attrition – not corresponding with recruitment
- Affecting demographic structure
- No future

#### **Group 2**

- 60% of girls (15-24 years) are infected
- Home based care is women dominated
- Mass communication on HIV/AIDS is more accessible to men because of the illiteracy among women
- Child headed household are burdening more girls than boys
- School drop out rates are higher for girls due to HIV/AIDS impact

- High absenteeism among women employees because of their gender roles
- Health personnel interact more with women than men
- Youth clubs are male dominated – youth clubs are outlets of information on gender, HIV/AIDS, human rights, economic empowerment, leadership and participation.

### **Group 3**

- Burden of caring for the sick is with the woman. Therefore, there is reduced labour force which leads to reduced productivity
- High illiteracy levels/low employment which make women look for resources through promiscuous ways/behaviour
- Cultural and traditional practices which do not respect/allow inheritance/succession of property when one dies.
- Lack of policy and legal framework to safeguard the rights of vulnerable groups at national level.

### **Group 4**

- Emergence of home based care due to HIV/AIDS, more women than men are involved in the actual caring for the sick – this increases women's workload and absenteeism and drop out rates for schoolgirls.
- Decision making is dominated by males; when they die due to HIV/AIDS women/children take over the role of making decisions for the family yet they were unprepared for it.
- Lack of control on women sexual and reproductive health rights makes women more susceptible to HIV/AIDS.
- Preference of sons to daughters in terms of education leads to prostitution for economic gains. This makes girls vulnerable to HIV/AIDS.
- Malawian cultural values and traditions which perpetuate sexual violence e.g. fisi (asking another man to sleep with your wife in order to have a child), kutchosa fumbi (cleansing ceremony which involves a woman sleeping with another man when the husband has died in order to be cleansed of evil spirits) and marital rape all make women more susceptible to HIV/AIDS.

## **Exercise 4 Discussing vulnerability to HIV/AIDS – what makes men and women vulnerable**

### **Women's only group 1**

- Polygamy, concubines by husbands
- Tiredness, loss of interest by women – leads to forced sexual intercourse thereby bruising the woman.
- Orgasm timing is different leading to getting sexual satisfaction outside marriage.
- Urban poor lack support – this lack of financial support drives women into prostitution.

- By seeking vengeance, one is lead to have a partner outside marriage.
- Due to impotence/barrenness, one engages in sex outside marriage for conception.
- Lack of communication – women seek love elsewhere.
- No compliments from husbands forces women to seek love elsewhere
- Violence in the home leads to women seeking support from men elsewhere.

### **Women's only group 2**

- Condom use in the home imposed on the wife by social/health workers without participation of husband – hence do not use.
- Care giving roles- want to please a man
- Husband's attitude – HIV positivity does not deter demand for more children
- Tipite tonse attitude (let us both die)
- Cultural practices such as kutchosa fumbi
- Church and society – maintains family irrespective of infidelity.
- Poverty
- Failure to reveal HIV status after abandoning the wife initially and coming back later.

### **Men's only group 3**

- Girls entice men in high positions for favours –cash, progression, careers
- Girls particularize men for certain preferred qualities such as sexual satisfaction
- No sexual communication in the homes
- Seduction of men by women/girls
- Lack of maintenance of original qualities once married hence look for other women.

## **Exercise 5: Example of rights-based approach to integrating gender into a programming process**

1. Program identified – Gender and HIV/AIDS
  - Care for HIV/AIDS clients
2. Target groups
  - Patients
  - Orphans
  - Caregivers
  - Each of the above can be grouped into men only, women only, boys only and girls only to go through impacts of HIV/AIDS.
3. Identification of rights of patients
  - Right to life
  - Right to employment

- Right to health
- Right to marriage
- Right to equal treatment

**Pairwise ranking to prioritize the rights**

Right to	Health	Life	Employment	Equal treatment	Marriage
Health	-	L	H	H	H
Life	L	-	L	L	L
Employment	H	L	-	E	E
Equal treatment	H	L	E	-	ET
Marriage	H	L	E	ET	-

**Ranking**

- (2) Health (H) = 6
- (1) Life (L) = 8
- (3) Employment (E) = 4
- (4) Equal treatment (ET) = 2
- (5) Marriage (M) = 0

**Annex 5: Integrating Gender into HIV/AIDS – application of rights based/stepping stones**

- To integrate human rights and gender into a situation analysis process during a planning of an HIV/AIDS program/activity

Suggested steps (need group work and plenary for every step)

**A. Prioritization of rights**

1. Define programs/activity’s target group (community, support groups, volunteers, caregivers, health/social workers, patients/orphans etc
2. For each target group, facilitate an exercise to go over the general impacts of HIV/AIDS
3. Facilitate an exercise to go through the concept of human rights, emphasizing rights of People living with HIV/AIDS and rights related gender equality and women’s empowerment. Develop a list of the rights.
4. Ask each group to choose from the list key rights (a max of 3-5) they feel are least realized because of the impacts of HIV/AIDS. Participatory Rural Appraisal Ranking/Voting can be used to prioritize the rights.

**B. Identification of Duty Bearers**

5. Ask each group to provide details from daily experiences how they know that the right is not being realized due to impacts of HIV/AIDS
6. Probe on whom, in the opinion of each of the target groups, has duties to address the problem of HIV/AIDS identified in A above. In other words, get the groups to

- explain who should be doing something to address the problem of HIV/AIDS at national, district, community, household level etc.
7. Identification of capacity gaps and potential solutions
  8. Ask what each identified duty bearer should ideally be doing to address the problem
  9. For each duty bearer, ask what is preventing them from fulfilling their duties in addressing the problem. What barriers exist and why? This is capacity gap identification
  10. For each capacity gap, ask what interventions could be undertaken to enable each duty bearer to fulfill his/her duties effectively. In other words, get the groups to come up with possible solutions to fill the identified capacity gaps.
  11. Again, ask the group to prioritize their solutions for each capacity identified. Participatory ranking can be used.

**C. Integrating gender**

- One way to ensure gender responsiveness is to classify the groups according to gender (men groups, women groups, boys groups, girls groups etc)
  - Explain to the groups that one of the objectives is to ensure that there is gender equality and women's empowerment in order to improve the condition of the group that lags behind (e.g. increasing male participation in the care of HIV/AIDS victims)
12. Then ask the group to examine the previous steps again to determine how the problems identified are impacting men, women, boys and girls as separate groups. Again, ask them to examine how the implementation of solutions/interventions that they have suggested above might impact men, women, boys and girls differently and the resultant effects. Appropriate gender analysis framework has to be used here (Harvard etc)
  13. For each solution, ask the group to come up with innovative ways of modifying it so that it addresses the needs of men, women, boys, girls etc to advantage.
  14. Ask the groups to prioritize the solutions and explain how it should be integrated into the program/Activity to address specific gender gaps identified.

**D. Defining engendered results and indicators**

15. Divide the groups again. For each solution, ask what changes should take place if the HIV/AIDS program/activity is successfully implemented. In other words, what results are they expecting?
16. For each result they suggest, ask the groups to define ways in which they can measure the results. How will they know that the result has been realized?
17. The facilitator should then, in a plenary, classify the results into short term and long term.
18. Indicators for each solution should then be put against each result. These become monitoring and evaluation indicators.

