

WORKSHOP REPORT

ON

ENGENDERING HIV/AIDS FOR DEVELOPMENT

HELD AT

**JAVOUHEY HOUSE LEICESTER PEAK
FREETOWN,
SIERRA LEONE**

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Prepared by:

Abie E. Kamara and Desmond S. Koroma

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Introduction

1. The workshop was part of a series of activities aimed at engendering the World Bank supported multi-sectoral AIDS programs (MAP). For Sierra Leone, this was the national workshop, which will be followed by four workshops at the regional (provincial) level. Sponsored by the World Bank, the workshop was organized in collaboration with the Ministry of Social Welfare, Gender and Children's Affairs and Ministry of Development and Economic Planning.

2. The **objectives** of the workshop were an echo of the overarching program objective aimed at integrating gender in the fight against the HIV/AIDS pandemic. The specific objectives of the workshop were:

- To increase the understanding of gender and gender issues
- To raise awareness on gender and HIV/AIDS issues
- To equip participants with tools for integrating gender into HIV/AIDS programs.

Expectations

Participants expected that at the end of the workshop they would:

- Be better equipped to deal with issues relating to AIDS and Gender;
- Be equipped to improve behavior change in their communities;
- Become better players in their communities;
- Be able to build partnerships for strengthening strategies for the engendering process;
- Increase their knowledge on critical issues regarding people living with HIV/AIDS (PLWHA).

The **agenda** for the workshop reflected the need to:

- Understand the linkages between Gender, Poverty & HIV/AIDS
- Supply expert input on key themes such as the concept of gender and its interpretations; Poverty, Gender and HIV/AIDS issues generally and as they relate to Sierra Leone and on the issue of operationalizing gender and HIV/AIDS.
- Gain/Sharpen impact oriented training skills
- Give adequate attention to workshop follow-up activities
- Build on sector experience and provide ample opportunity for participants to share their own experiences and concerns.

3. Registered participants totaled 25 (including resource persons and consultants), with representation from line ministries' focal persons on Sierra Leone's HIV/AIDS Response Program (SHARP), social development workers of the Ministry of Social Welfare, Gender and Children's Affairs and from the NGO community. The one disappointment noted with respect to participation was the absence of the Ministry of Transport. Most noteworthy, however, was the cross-sectoral composition of the participants. This was already a promising beginning in terms of enhancing the process of engendering HIV/AIDS in Sierra Leone.

4. The Minister of Social Welfare, Gender and Children's Affairs, the Honorable Mrs. Shirley Gbujama, officially opened the workshop. The World Bank Director for Ghana, Liberia and Sierra Leone, Mr. Peter Harrold, addressed participants during one of the sessions where a lot of interesting, open, frank and lively discussions on the issue were held.

5. Training was presented in **four modules**: The first **module** looked at the concept of gender and its interpretations. During this session, the participants were presented with the basic definition of gender and how it differs from sex. Whilst sex is about biological differences between men and women, gender describes the socially constructed roles, activities, and responsibilities assigned to women and men in a given culture, location or time. These social structures and attributes influence how women and men perceive themselves and each other. Examining gender roles and relationships between men and women helps to understand underlying gender attributes. Gender functions at the household, community, and national levels and thus is embedded in a society's social, cultural, economic, and political systems.

6. One of the tools used to drive home the meaning of gender was **proverbs** which is one way of discovering society's self perceptions. Using proverbs from other parts of the world, (presented in annex 1a) the trainer helped participants appreciate that proverbs are quoted in a specific social and cultural context to portray common beliefs and attitudes. In the context of gender, normally they are used to evaluate, validate and reinforce society's attitudes toward men and women. Participants noted the implications of such societal beliefs and attitudes for the roles, responsibilities and status of men and women, often to the disadvantage of the latter. They also noted that these beliefs and attitudes are played out in the various sectors. By the end of this session, it was clear that well-equipped facilities and technical competencies are not enough to enhance the appreciation of gender. Decisions made at the household level concerning resource allocation and distribution of roles may result in gender-based disparities in health and other sectors.

7. **During group** work that followed this presentation, participants came up with local proverbs that are used in Sierra Leone to portray culture and societal beliefs that have helped in shaping the roles of men and women in society. The proverbs are presented in annex 1b of this report.

8. Groups also examined the implications of gender disparity in four key sectors of the economy: Agriculture, Health, Education, Information and Communication, and looked at how gender perceptions are played out in these sectors. Group work reports are presented in annex 1c.

9. **During the plenary** discussions that followed, participants agreed that proverbs are used in a society as an attempt to justify ascribed roles of women and men at all levels, reflecting the relative disadvantaged position of women. It was agreed that to break this trend, there is need to reduce poverty and empower women. Education for both men and women was regarded as a key tool in changing the gender-biased perceptions. This could be done by giving equal opportunities to all, by influencing the school curriculum and putting the right policies in place. In order to shift gender perceptions, it is particularly necessary to focus on men so that they have

a clear appreciation of the issues and to prevent male resistance in bringing about change in these perceptions. Both national and local leaders-- secret society, traditional, religious etc. were seen as agents of change who could be made to integrate critical gender issues into developmental activities. They could also be sensitized to help advise on gender and HIV/AIDS issues in their societies. The SHARP and the PRSP programs can be used to address these issues. Participants identified direct access to information as critical in dealing with the issue of gender and HIV/AIDS.

10. **Module two** focused on mainstreaming gender in programs in Sierra Leone. The session started with presentations on mainstreaming gender strategies using the World Bank's Gender Strategy Framework. The key messages of the framework were that, firstly, gender is a central dimension of poverty reduction, economic growth, human well being, and development. Secondly, that gender disparities impose development costs, i.e., they adversely affect the core mission of the Bank (and of governments), which is poverty reduction.

The Bank's Gender Strategy includes

- Engendering Country Analysis, Policy Dialogue, and Operations
- Country Gender Assessments, involves a comprehensive diagnosis of the relevance of gender to poverty reduction, economic growth, human well-being, and development effectiveness resulting in synthesizing country knowledge and provide information for operational work
- Address gender in policy dialogue, analytical work, and lending.

Within this framework, the Africa Gender Strategy specifically includes

- Country Focus/Diagnostic as reflected by the
- Strategic Country Gender Assessments (SCGA)
- Flexibility in defining scope, timing, and nature of task
- The inclusion of Core Priority Tasks within the PRSP and HIV/AIDS programs which should be community-driven development interventions.

11. Participants also looked at gender statistics, depicting gender disparities in Sierra Leone. In the productive sector it was revealed that although the overall contribution of women to agriculture was higher than that of men, their contribution to GDP in this sector is 39.9 percent as opposed to 61.2 percent for men, indicating how women's work represented by the domestic economy remains undervalued and "invisible". In industry, men contribute 27.1 percent while women's is only 5.6 percent. In the services sector women contribute 33.1 percent and men 32.9 percent. Cross-country graphical illustrations were presented, depicting gender disparities in various sectors. For Sierra Leone, the facts revealed the following:

- **School enrolment:** a drop in female enrolment at the secondary compared to the primary
- **Water and Sanitation:** less than 30 percent of the population have access to safe water
- **Share of income:** women's share of income is less than 40 percent
- **Traditional energy:** this accounts for 80 percent of total energy

- **Empowerment:** women account for less than 10 percent of members of Parliament

12. The presentation also showed that although household and market economies are interdependent, because men dominate the magnetized economy while women are predominantly found in the unpaid domestic and informal sector, most of their activities are invisible and unaccounted for in GDP calculations (see above for the sharp exemplification of this in the agricultural sector).

Three key policy implications were derived from the presentation.

i). **Key Policy Implications:** Gender-based inequality limits economic growth and diminishes the effectiveness of poverty reduction efforts. Engendering priority actions in this regard would require that gender becomes a criterion for inclusive participation in setting poverty reduction policy. It should also be a criterion for prioritizing investment choices. Ways to achieve these include pro-poor growth interventions and reorienting research/extension and financial services, and adopting production & labor-saving technology in sectors such as agriculture and informal.

ii). **Key Policy Implications:** Coexistence and inter-dependence of household and market economies portray significant trade-offs and linkages. The engendering priority actions should take into consideration investments into the household economy (water/sanitation, domestic energy, transport) to improve the productivity of women's labor and thus contribute to the reduction of poverty as well as reduce the drudgery of their work. Concurrently, investing in gender-Inclusive human development activities such as literacy, vocational skills, nutrition, fertility and grassroots management training would promote balanced development.

iii). **Key Policy Implications:** Including gender in poverty reduction initiatives and prioritizing policy and investment choices would assist in decision making and engendering of the development process. The engendering priority actions include integrating gender into statistics, national accounts and other interventions such as intra-household modules in surveys, economic production data, benefit incidence analysis of public expenditures as integral of the household (care) economy, thus making women's work 'visible'.

13. The next presentation in this module, led by a resource person from the Ministry of Development and Economic Planning, looked at the linkage between gender and poverty, drawing on the country's IPRSP. Poverty was defined as resource deprivation (physical, economic, and social), resources needed to achieve sustainable livelihood. Poverty is multi dimensional in its causes and manifestations. In Sierra Leone, the causes of poverty include:

- Unemployment and under-employment
- Lack of access to social services
- Increased vulnerability from the civil war
- Bad governance and economic mismanagement
- Low Income.

14. On the whole, 81.6 percent of the population lives below the poverty line. The presentation highlighted the situation for women in particular, as reflected in the high maternal mortality which stands at 1,800 per 100,000 live births, high illiteracy at 89 percent compared to men's 69 percent. The Multi Indicator Cluster Survey (MICS II) Report shows that 46 percent of women of child-bearing age are unaware of HIV/AIDS.

15. Past development policies and programs adopted by government have affected men and women differently. On account of their different constraints, options, incentives and needs, women and men experience poverty differently and have different priorities for poverty reduction. Therefore, in order to significantly improve both equity and efficiency of poverty reduction strategies, gender differences must be recognized and taken into consideration in planning, implementation, monitoring and evaluation of all development interventions.

16. To date, Government of Sierra Leone has taken some steps to address gender and poverty issues. These include:

- Establishment of the Ministry of Social Welfare, Gender and Children's Affairs
- The formulation of a policy on gender mainstreaming
- Implementation of micro-credit to foster women's economic empowerment.

17. Recently, government has prepared the IPRSP as a strategy for reducing poverty. This will ensure gender mainstreaming in the transitional and medium-term phases. **In the group** work that followed these presentations, participants discussed issues relating to gender and poverty and validated the contention of feminization of poverty arising out of gender-based disparities. They also indicated what they would like to see in the country's PRSP in terms of gender and poverty across sectors. The group work reports are presented as Annexes 2a and 2b to this report.

18. **Plenary discussions** on this module revealed the need to create more awareness on the difference between gender and development as opposed to women in development. Participants also highlighted the need to adopt strategies that support the participation of men and women in the development process. If women were encouraged to fully participate in the economy, the growth rate of the economy would increase impressively. Participants agreed that culture influences sector work, and that there is feminization of poverty in Africa. They pointed out that as long as government policies remained biased against women, there would continue to be high illiteracy especially among women, high maternal mortality, low participation of women in decision making and low economic productivity. To reverse this trend, there has to be equal opportunities for both sexes. Participants proposed that educating both the girl and boy child would contribute immensely to development.

19. Some participants indicated that the concerns of their sectors, such as information, were not adequately addressed in the IPRSP. It was, however, pointed out that all these concerns would be addressed in the full PRSP, in which they would be involved in the preparation. Information was considered to be a key factor in the formulation and implementation of all programs including those that aimed at developing strategies for HIV /AIDS. Participants paid

particular attention to gender and poverty interrelationships in Sierra Leone in relation to the IPRSP, and concluded that they were not different from what obtains in other SSA countries.

20. **The third module** focused on the linkage between gender and HIV/AIDS. In her presentation, the trainer informed participants that there has to be a gender approach to HIV/AIDS since it affects men and women differently. For men, this relates to their control of decision-making concerning sex and women's sexuality, the need to prove their manhood and thus their inclination toward multiple partners and domination over women. In the case of women, their deference to male authority, lack of control over their sexuality and need to prove their motherhood were highlighted. The following statistics on SSA were presented to demonstrate that women are more infected than men:

- Out of 28.1 million people living with HIV/AIDS, 55% are women, representing 82% of the world's women with HIV/AIDS
- In the 15 and 19 years age group, girls are 5 to 6 times more infected than boys
- Outside SSA, more men than women are infected and elsewhere boys are more infected than girls in the same age group; in SSA: girls in the same age group are more infected than boys.

21. She presented the case for SSA women and girls being more vulnerable than men to HIV/AIDS as a result of a number of factors, including:

- Physiological vulnerability
- Physical and emotional burden of caring for sick family members and for orphaned children;
- Higher school drop out rate;
- Household management burden, leaving them little time to care for themselves;
- Economic weakness, reinforcing their vulnerability to HIV
- Social and cultural pressures, undermining control over their own sexuality.

22. Cultural norms were recognized as contributing to men's vulnerability to HIV/AIDS as well. In perceiving themselves as invulnerable to illness or risk, men do not take sufficient precautions or care for their health. Culturally constructed need for multiple partners poses a great threat to men. Moreover, men perpetuate violence against women as an expression of power over the latter; and are normally less informed than they think.

23. In conclusion, women vulnerability is associated with factors that are not within their control, determined by special socially and economically based relationships. To tackle these issues, AIDS programs need to develop gender sensitive strategies aimed at raising gender awareness among women as well as girls and boys so that they can question definitions of femininity and masculinity. AIDS programs must ensure that the specific needs of both men and women are addressed while putting the men in the center of the analysis, and thus helping them to shift towards behavior modification.

24. The second resource person presented the findings of the Social and Gender Assessment that was conducted in November and December 2001 in the context of the Sierra Leone

HIV/AIDS Response Program. She presented the purpose and objectives of the survey as follows:

- To examine psychological and socio-cultural aspects of HIV/AIDS
- To assess levels of knowledge of HIV/AIDS in the country
- To provide an insight into practices among specific subgroups that are likely to spread HIV/AIDS
- To provide an understanding of attitudes to, and perceptions of the population on, HIV/AIDS
- To provide social and gender related data on HIV/AIDS.

The survey methodology included:

- Focus group discussions targeting a wide range of groups
- Obtaining information on sex, age and occupational characteristics
- In-depth interviews with Ministry of Health personnel and selected personalities in society e.g. people living with HIV/AIDS (PLWHA) and institutions in prevention and treatment of HIV/AIDS and related health problems.

The major findings of the survey were that:

- Women are less knowledgeable about STIs and HIV/AIDS but particularly ignorant about mode of transmission of HIV/AIDS
- Both men and women rely on the same sources of information but women have less access than men
- Traditional practices which directly affect women's sexuality increase their vulnerability to HIV infection
- Commercial sex workers (CSW), mainly women, were identified as a high-risk group. They are more likely to sell sex for survival. Therefore, they are the more immediate concern for protection from HIV and other STIs.
- Women CSWs are aware of the role of condoms in prevention, but are forced by circumstances relating to poverty to engage in unprotected sex.
- Girls are more likely to be withdrawn from school to take care of sick members of their families.
- When household incomes drop as a result of infection of the chief earner(s), women assume new economic challenges.
- Women face stigmatization and other forms of discrimination, for example childlessness etc, forcing them into relationships that could expose them to HIV.

25. The causative factors responsible for the traditional practices relating to the spread of HIV/AIDS were identified as:

- Polygamy, wife inheritance, FGM and male circumcision, ear – piercing, tribal and other body markings, gum darkening etc.

26. The group Work that followed the presentations related to why it is necessary to use a gender approach in HIV/AIDS programming. The details of the task of this group work and the reports of the groups are presented in Annex 3.

27. During the Plenary, discussions centered on the linkage between gender and HIV/AIDS. It emerged that there are various socio-cultural and economic factors in Sierra Leone which affect the vulnerability of women below 30 years to HIV infection. Participants noted that there exists a gap in the infection rate among the sexes in different age groups. The gap between men and women below 30 years is higher for the latter than for those above 30 years because of the vulnerability for the under 30. Participants observed that the country's HIV/AIDS program (SHARP) need to be designed to deal with gender issues that are stumbling blocks to effective prevention and management of the disease. The general conclusion was that women are more vulnerable to HIV infection than men and that only a gendered approach could help capture and reflect this reality.

28. **The fourth and final module** introduced participants to the operationalization of gender and HIV/AIDS. First introduced were the challenges associated with tackling silence, stigma and denial of HIV/AIDS; accepting gender inequality in terms of sexual relationships, decision-making, access to productive resources; and moving from awareness to behavior change. This latter involves bridging the gap between knowledge and practice, which is the first step in winning the war against HIV/AIDS.

29. During the session, tools were presented that could be used in training and in the engendering process, with special focus on the regional workshops that are to follow the training of trainers course. These tools are mainly rooted in the *Stepping Stones approach* pioneered by Action Aid International, as well as in earlier pioneered participatory approaches. The approach revolves around three issues: *principles, methodology, and the process*.

The **underlying principles** of this approach are:

- that the best solutions are those developed by the people themselves or their communities
- that men and women each need private time and space with peers to explore needs, concerns and solutions responding to these needs and concerns
- that behavior change is likely to be effective and sustained if the whole community is involved.

30. **The methodology** emphasizes group formation, based on grouping peers of the same sex and similar age drawn from the whole community rather than segregation of individuals or “risk groups” (there should be cross-group sharing of experiences from time to time); the importance of effective cooperation and communication skills, employing participatory methods such as songs, games, and role plays. The methodology builds on people's experiences, needs, and priorities and takes into account facts and feelings about relationships, safer sex and HIV/AIDS.

31. The process spelt out that there should be participatory needs assessment emanating from discussions among community leaders, existing community groups, and at the workplace (the latter preferably through mini-group discussions).

32. Participants discovered that this methodology, which may also be used in schools, colleges, and at the workplace etc. enables groups to build a Vision of the Future and be able to access relevant information on HIV/AIDS. The materials for this approach must be categorized by needs. To achieve this, therefore, a progression of themes has to be followed, as indicated:

- developing skills of co-operation and communication
- exploring facts and feelings about relationships, HIV/AIDS and safe sex
- understanding what influences people to behave the way they do
- exploring how to practice and sustain change.

33. At the end of the workshop, participants were equipped with the relevant steps to follow as trainers to train others who work directly with communities. The steps are:

- Collect information on HIV/AIDS for the world, for Africa and for Sierra Leone
- Identify trainees
- Identify partners, if any
- Run/organize workshops, or hold tea/coffee sessions (workplace awareness raising)
- Consider what is important in terms of needs assessment to establish
- existing information, the level of information and gaps
- Introduce trainees to the concept of gender and its disparity causality, and to linkages between gender and poverty, gender and growth, gender and HIV/AIDS
- Walk the trainees through the methodology while taking into consideration group formation based on the peer group approach (same age and same sex) and communication skills
- Identified needs, concerns and solutions must be brought to the community (including workplace community);
- Communities must be empowered to decide what steps to take at the community level and what need to be brought to the national attention.

34. **At the end** of this session, participants demonstrated their ability to follow through this process during group work by forming peer groups based on sex. The group work reports are presented as Annex 4 to this report.

35. During the **plenary of this session** participants discussed how the stepping stones approach can motivate and mobilize men in tackling HIV issues. It emerged that the stepping stones approach can help young people to reflect and choose priorities in their lives and relationships and to create a vision for their future. Based on the plenary discussions, participants recognized that the following steps have to be followed in employing the Stepping Stones Approach in operationalising gender and HIV/AIDS:

- Group formation

- Identification of needs and concerns
- Mapping out solutions for addressing the identified needs and concerns for the various groups
- Bringing the solutions to community encounter groups for community strategies and action and eventually, if need be, for government action.

36. Participants realized that issues are freely and frankly discussed when groups are based on uniform characteristics (age and sex). A highpoint of the plenary was when one of the groups used a song to demonstrate the use and care of condoms.

Participants' Evaluation

37. The participants' own evaluations were collected using the Smiley Faces Evaluation Form provided by the World Bank based on the workshop objectives, issues discussed and expectations of the workshop, augmented with a few workshop-specific questions. The participants were clearly energized by the workshop, and in their own assessment the workshop was rated very highly, in providing them with the knowledge and tools for integrating gender into HIV/AIDS activities in their ministries/workplace and as they carry out some of SHARP-related activities.

Conclusion

38. The workshop succeeded in gathering cross-sectoral, near gender-balanced representation, in the four administrative regions of Sierra Leone. A process of mainstreaming gender into HIV/AIDS has begun with highly motivated participants from a variety of interest groups.

ANNEXES

Annex 1a: Proverbs Presented by the Trainer

PROVERBS ON PROVERBS

“A hundred proverbs, a hundred truths”. Spain

“An old proverb will never break” Russia

“Proverbs are the cream of language” AFAR

“Proverbs are the horses of speech”. Nigeria.

PROVERBS ON WOMEN AND MEN

Mothers are the only category of women favourably portrayed

“A wife should be like one's mother”. Swahili.

Mothers often seem to prefer sons to daughters:

“No matter how beautiful and talented a girl is, a boy is always more valuable”. China.

Women are more unfaithful than virtuous.

Men are warned not to fall for their charms and evil intentions

Biblical Eve

“Like the scorpions, woman is a relative of the devil: when she sees a poor wretch, she wriggles her behind and moves away” India

The silent submissive type is highly recommended

“Virtuous is a girl who suffers and dies without a sound”. India

Women ought to be less clever and should be kept inferior to men

“Never marry a woman with bigger foot than your own” Malawi

Women confined into the domestic sphere, and men to the public roles

The exercise of power by women is often seen as illegitimate.

Annex 1b: Group Work On Proverbs On Women & Men

GROUP I

If you want a callous person, choose a man.

A brave and outspoken woman is considered authoritative, and likened to a cock.

A man who loves the kitchen will never grow beards.

A woman should never be called John.

She has a very strong character, I wish she was a man.

A woman is like a virgin forest, you can never completely discover her.

A woman’s burden will always be taken by some man.

The presence of a woman in any social gathering adds life to it.

A barren woman is often considered a witch.

GROUP II

“The woman’s cutlass does not cut.”

“A hen does not crow.”

“Men are gem stones women a piece of white cloth.”

“Hunt a crab to eat and not the crab to eat you.”

“An obedient wife is like fresh and sweet palm wine.”

“A bad man is better than an empty house.”

“A house without a man, the children always go wayward/perish.”

“The mother hen does not jump over fire.”

“A woman should not climb a tree, otherwise the fruits will go sour.”

“One bangle does not shake.”

“The okra tree should not grow taller than its owner/master.”

GROUP III

Cocks cannot lay eggs.

Bad man better pass empty ose. [Relate to HIV/AIDs]

Push yander bete pas empti bed.

Two captain nor dae run wan ship.

Woman na mereesin na ose.

Okro no dae long pas in masta.

Wan man no dae ful blai.[Relate to HIV/AIDs]

Kip tik bien do, fo di dae we yu nei ba go kraes.[Relate to HIV/AIDs.
Bambot man na popula man, but bambot oman na rare giel. [Relate to HIV/AIDs.

Annex 1c: Implications of Gender Disparities and Interventions for the Various Sectors

GROUP I: INFORMATION

- Lack of access to relevant information on credit facilities extension services, reproductive health services etc.
- Lack of information on the basic rights of women and their responsibilities.
- Lack of knowledge, ignorance and the culture of silence which operates at all levels.
- It affirms the dominance of men over the women in society.
- Misuse of sexuality
- Information on the rights to education.

TRANSPORT AND COMMUNICATION

- Inadequate transportation facilities
- Limited communication between husband and wife
- Lack of access to new forms of information technology
- Movement of goods and services gives way to women indulging in relationships outside their marital home.
- Poor road network system.

GROUP II: AGRICULTURAL PRODUCTIVITY

- Access to farm inputs
- Decision making (Planning- implementation – marketing)
- Farm labour
- Access to information & Technology
- Access to credit/loan facilities
- Access to land (land ownership)
- Decision making over use of farm income
- Access to Agricultural Extension services and marketing information
- Belonging to farmer's cooperatives.

IMPLICATIONS

- Women have little or no access to farm inputs (appropriate). Most farm tools are male designed and male destined
- Although there is increased production, benefits always accrue to the men.

- Most decisions over farming are taken by men and imposed on women. Decisions over the type of farming enterprise affects women especially when pregnant or are suckling mothers (abortion, etc.)
- Women perform the major part of farm operations (drudgery). Men usually marry many wives leading to spread of STIs & HIV/AIDS
- Women have little or no access to farm techniques. Culturally, women cannot be blacksmiths nor weavers of cloth. This leads to under utilization of their potential.
- Discrimination against women in terms of access to credit/loans is rampant. They lack training in credit management skills, resulting in low family income
- Women do not have access to land, and this affects productivity
- Most extension services are geared toward men. Most extension workers are men. Most men do not permit their wives to come into contact with these workers, leading to poor farming practices and hence low productivity.

INTERVENTIONS/ACTIONS

- Increase women's involvement in decision making, farming and enterprises
- Design appropriate farm tools and equipment to reduce the drudgery of women's work
- Revisit land laws/reforms for women to have access to land.
- Give women the information on the availability of credit to women in the Ministry of Trade and Industry
- Revisit customary laws to better women's status
- Encourage more women to participate in decision-making. Strengthen groups like the 50 – 50 group (working toward equal participation in Parliament), TAFWIP, Women's help-line, etc.
- Encourage more women to train in agricultural extension
- Put in place more programs for women empowerment in all aspects to enhance their productivity and have economic growth at household, community & national levels.

GROUP III: EDUCATION

House Hold

- Boys are given more opportunities than girls (education, food and nutrition, recreational facilities)
- Cultural/Traditional beliefs (invest more in the boy child)
- Women's low self perception (women's place is in the home)
- Taboos – low nutritional status
- Parents/Teachers discriminate against the girl child's choice of subjects

Community

- Women are not decision makers even if they have the ability and resources.
- Women do not have access to facilities such as micro credit, loans, jobs land ownership, etc.

- The woman's place is considered to be in the home. Multiple roles in the home give them less time for community participation
- Discriminatory statutory and customary laws (right to bail, inheritance right, land tenure system – renting of the house).

National

- High illiteracy rate among women; high female drop outs; early pregnancy/marriages resulting in high maternal and infant mortality
- Lack of access to IEC materials
- Low level of female representation & participation at policy level.

Annex 2a: Feminisation of Poverty is it true? / What participants would like to see in the PRSP

GROUP I

How

- Because women are deprived economically, politically, socially, and educationally.

Why

- Fear of victimization
- The lack of the requisite educational background
- The lack of information relating to the sources of capital
- The lack of appropriate management skills
- Lack of information on certain rights relating to women
- Dependency syndrome of women on men

What I would like to see in the PRSP in terms of gender and poverty across sectors

- Gender sensitive programmes should be spelt out in the final PRSP document taking into account the needs, and the imbalances in the allocation of resources and other services.
- Women should be exposed to relevant information on available services and resources
- The Ministry of Information should be adequately equipped to carry out its responsibility
- Effective networking and monitoring mechanisms should be incorporated to ensure that gender related activities in the line Ministries are coordinated and successfully implemented.
- It must be emphasized that linkages should be established to facilitate free flow of information.

GROUP II: Feminization of Poverty - IS IT TRUE? HOW? WHY?

What I would like to see in the PRSP in terms of gender, poverty across sectors.

Poverty is defined as deprivation of resources (social, economic, physical), which are needed to achieve sustainable livelihood.

- In this context, women are said to be poorer compared to men
- Taking into account the causes of poverty
- More women are unemployed compared to men
- Women are more vulnerable as a result of the war
- Biases against women in terms of economic distribution of wealth/resources
- As a result of bad governance, policies formulated are not in favor of women
- Family income distribution is male dominated
- Due to lack of access to productive resources women contribute very little to the GDP. They are mostly in the informal sector

- Lack of basic facilities like micro-credit
- Low level of education, poor health, etc
- Poor service delivery in rural areas.

The Why Aspect: Government policies are biased against women and not gender sensitive. This has resulted in high illiteracy, high maternal mortality, low productivity and low participation in decision making.

What I would like to see in the PRSP in terms of Gender & Poverty

Education

- Increase girl child education
- More adult literacy programmes for women
- Encourage more girls to offer science subjects (Review the education curriculum to be gender sensitive)
- Free and compulsory basic education as a policy
- Top most priorities for PRSP should be Health and Education

Agriculture

- Improve or develop labour saving devices for women
- Increase number of women who pursue agriculture, training
- Direct agriculture credit to women's groups

Health

- Empower women in life skills with respect to their health
- Improve access to information on health issues
- Globalization of trade for women to go into the world market as a way of increasing their productivity and hence improve standards of living.

GROUP III

- It is true that women generally are poor in Sierra Leone.

HOW

- Status of women is lower compared to men
- Culture, Religion (Muslim) do not give much place to women
- Physical evidence of the status of women
- Lack of access to sustainable resources
- Low self esteem

WHY

- High level of illiteracy
- Lack of professional skills
- Lack of empowerment

- Cultural barriers
- Discriminating laws
- Violence against women in society
- Assistance in agricultures come very late

What would I like to see in the PRSP in terms of Gender and Poverty across sectors

- Gender balance in high policy making
- aid for women

Annex 3: Group Work on Gender and HIV/AIDS

Group Work Questions

- Why a gender approach?
- Why are women more vulnerable than men?
- Why are women and girls under 30 years more vulnerable?
- What are the socio-cultural factors creating vulnerability for women and men?
- How can this situation be reversed?
- What are the economic factors creating vulnerability for woman and men?
- How can this situation be reversed?
- What can AIDS Programmes do to tackle gender issues that stand in the way of effective prevention for men, women, girls and boys?

GROUP I

A. WHY A GENDER APPROACH?

- Gender means men and women
- Disparities in vulnerabilities between men and women

B. WHY ARE WOMEN MORE VULNERABLE?

- Economic, social, cultural and biological disadvantages faced by women
- Unequal power relations that favour men
- Lack of control over decisions relating to sex
- Lack of access to information on reproductive health services
- Men are more economically advantaged than women

C. WHY ARE GIRLS AND WOMEN UNDER 30 YEARS MORE VULNERABLE?

- Peer group influence
- Most productive and sexually active period
- Poverty and cultural beliefs skewed against them – easily enticed by men

D. WHY ARE MEN OVER 30 YEARS MORE INFECTED?

- Well placed economically
- Preference for younger women
- Less liable to speak out
- Liable to deny the existence of HIV/AIDS and fail to take precautions.

E. WHAT ARE THE SOCIO-CULTURAL FACTORS CREATING VULNERABILITY FOR WOMEN AND MEN?

Men & Women

- Traditional blood-letting practices
- Polygamy and the belief that men are- polygamous by nature
- Dependency syndrome- women on men
- The socialization process– women are made to believe that they are inferior, weaker, and less intelligent than men
- Feeling of superiority by men
- Men are better nourished than women– anemia especially during pregnancy
- Use of crude delivery methods.

F. HOW CAN THIS SITUATION BE REVERSED?

- Raise awareness about the relative vulnerability between men and women.
- Narrow the economic gap between men and women.

GROUP II: HIV/AIDS

A. Why Gender Approach?

- Why are women more vulnerable?
- Why are women and girls under 30 years of age more vulnerable?
- Why are men over 30 years more infected?

We will be able to determine the vulnerability rate among women and men. Because of the different vulnerabilities and different rates, where women/girls are more vulnerable than men, there is need to design programs that address gender issues.

B. Women are more vulnerable than men because of

- Their physiological make-up
- Their low economic status
- Because their sexuality is subjected to men, they find it difficult to make choices and right decisions
- Women under 30 are more vulnerable because: they are the most sexually active population, and are preferred by the more economically and socially powerful older men

C. Men over 30 years are more infected because:

- They have higher earning power which facilitates their desire to have affairs with more women. They are more energetic and want to prove their manhood.

D. What are the economic factors creating vulnerability for women and men and how can this be reversed?

WOMEN	MEN
<ul style="list-style-type: none"> • Low economic status • Poor earning power • Lack of access to productive resources(human, financial, etc) • The domineering role of males 	<ul style="list-style-type: none"> • Polygamy as a means of achieving cheap labour in farming activities • Misplaced priorities or • mismanagement of resources • Using money as a tool to prove their masculinity

In order to reverse this trend, we need to:

- Accomplish gender equality in terms of access to productive resources, Information, technology, labour saving devices for women, education etc.
- Create a conducive atmosphere for women to take part in decision making at all levels
- Encourage group formation for discussion of HIV/AIDS issues among men and women

E. What can AIDS Programs do to tackle gender issues that stand in the way of effective prevention for:

(i). Women

- Improve their educational status: establish adult literacy centers/programs at the national level; network with agencies and institutions on adult literacy
- Provide more resources for sustainable development

(ii). Men

- Training and mass sensitization and establishment of screening centers and provision of health care for PLWHA
- Sensitization on the modification of harmful traditional practices and beliefs e.g male chauvinism, polygamy, body piercing etc.

(iii). Girls

- Education to empower the girl child in both formal and informal/non formal sectors eg. Skills training, establishment of technical or vocational institutions
- Legislation formulated against early and forced marriages, and teenage Pregnancies
- Equal opportunities be given to girls in the home and at community level e.g. recreation, resources, school subjects/curriculum to be gender friendly
- Encourage IEC in the homes and communities.

(iv). **Boys**

- Education on non-violence eg. Rape, thuggery, drug abuse, truancy, fighting, etc.
- Provide basic social services eg. recreational facilities, youth groups, interaction, preventive measures on HIV/AIDS etc.
- Gainful employment for youths (boys and girls).

N/B: *Health care facilities must be provided for all of the above on reproductive and sexual health issues

ANNEX 4

GROUP WORK: Tools For Reaching Communities based on the Stepping Stone (Action Aid) and Other Participatory Approaches

GROUP I: FEMALES

- Tools for reaching the community on HIV/AIDS:
 - Preparation of a participatory needs assessment:
- (i) Examine existing knowledge and experiences:
- What the community knows about HIV/AIDS (level of awareness)
 - Do they know or not? Does it exist /Do you believe it exists?
- (ii) Facts about the condition:
- High risk groups and the gender dimensions (women & girls)
 - Signs and symptoms
 - Mode of transmission.
 - Prevention and cure
 - Build facts on the known to the unknown
 - Pose questions to bring out the gender dimensions
- (iii) What are the **concerns** and needs of this community
- Inadequate knowledge about HIV/AIDS concern that this dreadful disease is incurable and fatal
 - Concern about the implications of HIV/AIDS on their economic activities, social and cultural beliefs and practices eg. Low productivity, destruction of viable production group, reduced population growth.
 - It results in a breakdown of family/social structures in the sense that AIDS orphans cannot be adequately cared for; it exacerbates poverty
 - which further exposes AIDS orphans and others to undesirable sexual practices, hence increasing the risks of spreading the disease within the community

SOLUTIONS/NEEDS:

- Advocacy to promote abstinence, screening and testing; care for PLWHA; establish referral centers for needed services
- Provide alternative sources of income for:
 - women, especially CSWs
 - youths – start-up kits
- Education: mass sensitization, skill training;
- Make reproductive health an integral part of the school curriculum
- Translation of HIV/AIDS messages into local languages.
- Use pictures drama, role plays skits songs etc to disseminate information on HIV/AIDS effectively.
- Encourage formation of group discussions among peers, victims and families of victims
- Provision of counseling

GROUP II: FEMALES

NEEDS

- Identify people living with HIV/AIDS
- Intensify the provision of counseling services
- Training of counselors, technicians and information providers
- Harmonized messages (should be same message sent to different parts of the country)
- Integrate HIV/AIDS issues into development programs
- De-mystify issues relating to HIV/AIDS
- An affordable and adaptable production of female condom

CONCERNS

- Lack of skills and techniques for testing (technical)
- Testing facilities centralized to the capital city area
- Absence of appropriate IEC material
- Inadequate way of expressing HIV/AIDS in the local languages and therefore absence of a local common name for HIV/AIDS – Have about thirteen languages in Sierra Leone. What name should the disease be given?
- How do we break the cultural silence resulting from the stigma attached to the disease
- How to stop people infected with HIV/AIDS from spreading the disease
- Very few trained counselors on HIV/AIDS

SOLUTIONS

- Lobby and advocate for HIV/AIDS friendly policies, plans and programs
- Inclusion of traditional songs, dramas, skits and community theatre
- Improve on existing IEC materials using the views of community people
- Involve people at risk in planning and implementing programs at all levels
- Holding consultations with community people to get their advice on appropriate time and venue for activities

GROUP III: MALES

What are needs, concerns and solutions of men in relation to HIV/AIDS in the community?

NEEDS/CONCERNS

- Promiscuity – socialization which creates an expectation for/that men go around with many women
- Need for ego boosting through sexual prowess
- Disbelief in the existence of HIV/AIDS
- Ref: misinformation of the public by “Dr Bangura Bangs” (who goes round challenging the existence of HIV/Aids)
- Polygamy (cultural backup)
- Choosing of younger women/girls in the bid to derive sexual pleasure

CONCERNS

- Increase in the rate of HIV/AIDS infection/focus on older men
- Economic drain. (deprivation of family members)
- High rate of school dropouts by girl children (boys are given priority).
- Escalation of teenage pregnancy because of male preference for younger women
- Increase in extra marital relationships (wives are sexually starved by their husbands)

SOLUTIONS

- Work toward change of behavior and attitudes (one man to one wife)
- Encourage the use of condoms through awareness and sensitization
- Establish the fact that sexual pleasure does not depend on age, but the cultivation of mutual love between partners
- Peer group discussions among men about the negative effects of their sexual behavior with regards to the spread of HIV/AIDS

Workshop Program

DAY ONE - WEDNESDAY FEBRUARY 13,TH 2002

- 4:00 p.m. Participants meet at Youyi Building
- 5:30 p.m. Check in at Javouhey House
- 7:00 p.m. Supper
- 7:45 p.m. Opening**
- 7:45 p.m. - 8:00 p.m. Self Introductions
- 8:00 p.m. - 9:00 p.m. Official Opening
- 8:00 p.m. – 8:10 Chairperson's Welcoming Remarks
Mr. S. K. Braima
Deputy Secretary: Ministry of Social Welfare,
Gender and Children's Affairs
- 8:10 p.m.– 8:20 p.m. **Remarks by the World Bank on Gender and Development**
Shimwaayi Muntemba
World Bank; African Region Gender Unit
- 8: 20 p.m – 8: 30 p.m. **Official Opening**
Hon. Mrs. S. Y. Gbujama
Minister of Social Welfare, gender and Children's Affairs

DAY TWO - THURSDAY FEBRUARY 14,TH 2002

- 7:00 a.m. - 8:15 a.m. Breakfast**
- 8:15 a.m. - 8:30 a.m. Review of Objectives and Agenda**
- 8:30 a.m. Session I**
- 8:30 a.m. - 9:30 a.m. Concept of Gender
- 9:30 a.m. - 10:30 a.m. Working groups
- 10:30 a.m. - 11:00 a.m. Tea/Coffee Break**
- 11:00 a.m. - 12:00 noon Plenary
12noon - 1:00 p.m. presentation: Interpreting the Concepts

1:00 p.m. - 2:00 p.m.	Lunch
2:15 p.m. - 4:00 p.m.	Working groups
4 p.m. - 4:30 p.m.	Tea/Coffee break
4:30 p.m. - 6:00 p.m.	Plenary: Evaluation of the Day's Session
7:00p.m - 8:00 p.m.	Supper
8:00 p.m. - 9:30 p.m.	Encounters Experience sharing Reflections on Day's Session

9:30 p.m. - 10 p.m. Organizing Team Meets

DAY III - FRIDAY FEBURARY 15TH, 2002

7:00 a.m. - 8:15 a.m.	Breakfast
8:30 a.m.	<i>Session II</i>
8:30 a.m. - 9:30 a.m.	Main streaming Gender in Sierra Leone
9:30 a.m. - 11:00 a.m.	Gender in the Poverty Reduction Strategy of Sierra Leone
11:00 a.m. - 12:00 a.m.	<i>Remarks by and discourse with Mr. Peter Harrold, World Bank Country Director for Ghana, Liberia, Sierra Leone</i>
12:00 a.m. - 1:00 p.m.	Working Groups
<i>1:00 p.m. - 2:00 p.m.</i>	<i>Lunch</i>
2:15 p.m.	<i>Session III</i>
2:15 - 3:00 p.m.	Gender Dimension of HIV/AIDS
3:00 p.m. - 4:00 p.m.	Plenary
4:00 p.m. - 4:30 p.m.	Gender HIV/AIDS Issues in Sierra Leone
<i>4:30 p.m. - 5:00 p.m.</i>	<i>Tea/Coffee Break</i>
5:00 p.m. - 6:00 p.m.	Group Work
	Evaluation of Day's Session
<i>7:00p.m. - 8:00 p.m.</i>	<i>Supper</i>

8:00 p.m. - 9:30 p.m. Encounters
Experience sharing
Reflections on Day's Session

9:30 p.m. - 10 p.m. Organizing Team Meets

DAY IV - SATURDAY FEBRUARY 16TH, 2002

7:00 a.m. - 8:15 a.m. *Breakfast*

8:30 a.m. *Session III Continues*

8:30 a.m. - 10:00 a.m. Plenary

10:00 a.m. - 10:30 a.m. *Tea/Coffee Break*

10:30 a.m. *Session IV*

10:30 a.m. - 12:00 noon Operationalising Gender in HIV/AIDS

12:00 noon - 1:00 p.m. Group work

1:00 p.m. - 2:00 p.m. *Lunch*

2:15 p.m. - 4:30 p.m. Plenary

5:00 p.m. – 5:30 p.m. **Closing Ceremony**
Chairperson - **Mr. S. K. Braima**
Deputy Secretary, Ministry of Social Welfare,
Gender and Children's Affairs

5:00 p.m. – 5: 10 p.m. Remarks by **Dr. Shimwaayi Muntemba**
World Bank Africa Region Gender Unit

5: 10 p.m. – 5: 25 p.m. Presentation of Certificates

5:25 p.m. –5:30 p.m. Vote of Thanks
Mr. Dominic Lamin

5:30 p.m. Closing Remarks - Chairperson
Mr. S. K. Braima .

5:00 p.m. - 6:00 p.m. Check out and Departure for Youyi Building

List of Participants

1. ALIMAM Y SESAY
Health Educator
National AIDS Control Program
Ministry of Health and Sanitation
Freetown
2. BOBOR O.P. KELLY
Regional Training Officer
Western Area
Ministry of Agriculture Forestry and Marine Resources
3. DILYS THOMPSON (also resource person)
Coordinator
Grassroots Gender Empowerment Movement
Freetown
4. DOMINIC LAMIN
Assistant Director
Ministry of Information and Broadcasting
Freetown
5. DOREEN Z. FAUX
Senior Assistant Secretary
Establishment Secretary's Office
Freetown
6. ELIZABETH M. SAM (also resource person)
Lecturer; Institute for Population Studies
Fourah Bay College
Freetown
7. FATOU Y. KARGBO
Social Development Officer
Ministry of Social Welfare, Gender and Children's Affairs
Freetown
8. FLORENCE FOGBAWA
Social Development Worker
Ministry of Social Welfare, Gender and Children's Affairs
Bo
9. FRANK KALLON
Social Development Officer
Ministry of Social Welfare, Gender and Children's Affairs
Freetown

10. GERTRUDE SESAY
Social Development Worker
Ministry of Social Welfare, Gender and Children's Affairs
Freetown
11. HAWA A. MUSA (also resource person)
Senior Planning Officer
Ministry of Development and Economic Planning
Freetown
12. IYESHA JOSIAH
Coordinator
Sierra Leone Association of Non Governmental Organisations
13. JAMES BAMPIA BUNDU
Social Development Worker
Ministry of Social Welfare, Gender and Children's Affairs
Kailahun District; Eastern Province
14. KULA JAH
Social Development Officer
Ministry of Social Welfare, Gender and Children's Affairs
Freetown
15. LYDIA MACAULEY
Staff Superintendent
Ministry of Social Welfare, Gender and Children's Affairs
Freetown
16. MARTHA C. MASSALLY
Principal Social Development Officer
Ministry of Social Welfare, Gender and Children's Affairs
Moyamba; Southern Province
17. MAYBELLE A. GAMANGA
Health Educator
Ministry of Education Youths and Sports
Freetown
18. PATRICIA MANSARAY
Principal Social Development Officer
Ministry of Social Welfare, Gender and Children's Affairs
Makeni; Northern Province
19. PATRICK BANGURA
Principal Social Development Officer
Ministry of Social Welfare, Gender and Children's Affairs
Kenema; Eastern Province

20. SALAMU KOROMA
Executive Officer
Ministry of Social Welfare, Gender and Children's Affairs
Freetown
21. THERESA M. BAGREY
Coordinator
Society for Women and AIDS in Africa; Sierra Leone Chapter
Freetown
22. THERESA VAMBOI
Acting Chief Social Development Officer
Ministry of Social Welfare, Gender and Children's Affairs
Freetown

Trainer

SHIMWAAYI MUNTEMBA
Senior Social Scientist
Africa Region Gender Unit
World Bank
Washington DC, USA

Secretariat Support

CHRISTIANA KAJUE
Ministry of Development and Economic Planning
Freetown

Consultants

DESMOND S. KOROMA
Development and Planning Officer
Ministry of Development and Economic Planning
Freetown

ABIE E. KAMARA
Development and Planning Officer
Ministry of Development and Economic Planning
Freetown