

## **HIV/AIDS and Power Dynamics in Pakistan: A Gender Training Manual**

### Training Overview

#### Day 1

<b>Module</b>	<b>Module Objectives</b>	<b>Activity</b>	<b>Expected Outcome of Activity</b>	<b>Timing of Activity</b>	<b>Training Approach</b>	<b>Resources</b>
Introduction	To introduce the participants to the course programme and to each other	1. Getting to know the issues and each other	i) Participants (pxs.) know each other and are comfortable ii) Pxs. learn about the issues the course focuses on	20 minutes	Group Activity	A clock or watch Loud whistle
		2. Introduction of participants	Pxs. know each other's names and some basic information	1 hour	Individual, questions/answers	Pieces of cardboard A4 size Markers
		3. Developing a Group Contract	Discussed : i) norms and logistics for the training ii) know what to expect from the course	30 minutes	Brainstorming Individual	Coloured flip charts cut into cards

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		4.Introduction to course content and methods	Pxs. have learnt about the objectives and structure of the course	30 minutes	Trainer presentations	Overheads Handout of Training Overview for facilitators
I. Understanding Gender	<ul style="list-style-type: none"> <li>a. To have a common understanding of the concept of 'gender'</li> <li>b. To understand that gender norms are socially constructed</li> <li>c. To understand how gender norms value manhood over womanhood and how they affect health related issues.</li> </ul>	1. Differentiating between Sex and Gender	<ul style="list-style-type: none"> <li>i) Pxs. have understood which differences between women and men can be explained on the basis of biology or 'sex' differences</li> <li>ii) Have understood which differences between women and men are based on social values or 'gender norms'</li> </ul>	1 hr. 40 mins.	Group work Brainstorming Discussion	Flip charts Coloured cards Coloured markers Handouts

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		2. Images of Equality	iii) Have recognized that norms and values which are socially constructed can be changed Pxs. have reflected upon the different messages young people receive about gender, and understood how different social expectations for boys and girls later have impact on their self esteem, confidence, potential and well-being	30 minutes	Group activity	Handouts
		3. The Social Construction of Gender	Pxs. have: i. identified the social processes and institutions which shape	1 hour, 30 minutes	Individual, groups and discussion	Flip charts, markers, paper and pens; sticking tape

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			<p>our understanding of what it means to be a boy or a girl , a man or a woman</p> <p>ii. understood how individuals experience the moment of recognition that they are a boy or a girl</p> <p>iii. understood that the concept of ‘gender norms’ refers to the values society associates with being a boy or a girl, a woman or a man; and it values manhood over womanhood</p>			

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		4.Masculinity and Femininity	<p>Pxs.have understood:</p> <ul style="list-style-type: none"> <li>i. that the characteristics termed as feminine or masculine are socially constructed</li> <li>ii. the effects of femininity and masculinity on health related issues, esp. on HIV/AIDS</li> <li>iii. that gender norms are not static</li> </ul>	1 hour	Brainstorming, discussion, group activity	Handout
<b>Day 2</b>						
		5. Division of Labour	<p>Pxs. have:</p> <ul style="list-style-type: none"> <li>i. identified the different roles that men and women play and the values</li> </ul>	1 hour, 40 minutes	Group work Discussions	Handouts

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			<p>associated with these roles</p> <p>ii. identified the impact of these different roles on women's and men's health</p> <p>iii. identified how the low economic valuation of women's roles impacts on their health and HIV/AIDS</p> <p>iv. are able to use the concepts of 'division of labour' and 'gender roles' to reduce the disparity between men and women</p>			

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		6. Access to and Control of Resources	Pxs. can: <ul style="list-style-type: none"> <li>i. describe the range of resources which people use</li> <li>ii. identify the different impact of having access to a resource as opposed to control over a resource</li> <li>iii. identify the patterns of women's and men's access to and control over resources in their community</li> <li>iv. identify the impact of women's lesser control over resources on their health</li> </ul>	1 hour, 30 minutes.	Role play Discussion	Overhead Handouts

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II. Gender and Health	<ul style="list-style-type: none"> <li>a. To understand the impact of gender relations on health within the local socio-economic context</li> <li>b. To analyze the gender determinants of HIV/AIDS</li> <li>c. To have a clear understanding of sexual health and sexuality</li> <li>d. To understand the linkages between gender , health and HIV/AIDS</li> </ul>	1.Social Construction of Health	Pxs. have understood the meaning of health beyond the bio-medical approach	1 hour	Individual, brainstorming and discussion	

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		2. Linking Gender and Health	Pxs. Can: <ul style="list-style-type: none"> <li>i. conduct a gender analysis of the causes and consequences of a health problem</li> <li>ii. identify how gender norms, and men's and women's differential access to and control over resources impact directly on their vulnerability to and ability to address health problems</li> <li>iii. identify the different ways in which society responds to the same health problem when it is a man or a woman who has the health problem</li> </ul>	1 hour, 30 mins.	Group activity Discussion	Overhead Handouts

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		3. Sexual Health	<p>Pxs. have understood that:</p> <ul style="list-style-type: none"> <li>i. sexual health is very important for the well being of an individual</li> <li>ii. sexual health encompasses the physical, social and psychological aspects of a person's life</li> </ul>	1 hour	Brainstorming Discussion	Overhead/Flip charts

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Day 3						
		4. Sexuality in the Era of HIV/AIDS	Pxs. have understood : <ul style="list-style-type: none"> <li>i. the concept of positive sexuality in one's life / relationship</li> <li>ii. the physical, mental, and social determinants of healthy sexuality</li> </ul>	1 hour	Group work Brainstorming Discussion	Overhead / Flip charts
		5. Gender and HIV/AIDS	Pxs. have understood: <ul style="list-style-type: none"> <li>i. the linkages between gender and HIV/AIDS</li> <li>ii. how biological and socio-cultural factors enhance vulnerabilities to HIV/AIDS</li> </ul>	45 minutes	Discussion	Overhead

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		6.Risky Behaviours and Vulnerable Groups	Pxs. have: <ul style="list-style-type: none"> <li>i. understood what are risky behaviours</li> <li>ii. started thinking about programming for vulnerable groups</li> </ul>	1 hour	Brainstorming Discussion	Handout
		7. Stigma and Discrimination	Pxs.have understood: <ul style="list-style-type: none"> <li>i. the impact that stigma and discrimination have on health-seeking behaviour</li> <li>ii. the gendered aspects of stigma and discrimination</li> </ul>	1 hour, 15 minutes	Individual Presentations Discussion	Handouts

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III. Human Rights, Reproductive Rights and Empowerment	To have a common understanding of the meaning of human rights and some of the key reproductive rights-related concepts in the ICPD, FWCW and 'plus ten' documents; SRHR, gender equality and equity and empowerment	1. Human Rights from a Personal Perspective	<p>Pxs. have:</p> <ul style="list-style-type: none"> <li>i. understood the concept of human rights</li> <li>ii. discussed the importance of integrating a rights-based approach in services</li> <li>iii. understood the concept of sexual rights</li> </ul>	45 minutes	Brainstorming Group work Discussion	Handouts
<b>Day 4</b>						
		2. Reproductive Rights	<p>Pxs. are able to:</p> <ul style="list-style-type: none"> <li>i. link the contents of a human rights approach to health services to the concept of reproductive rights (RR)</li> <li>ii. identify the</li> </ul>	1 hour, 30 minutes	Brainstorming Discussion	Handouts

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			<p>range of behaviours necessary to facilitate RR</p> <p>iii. know where to find RR in the ICPD Programme of Action (POA)</p> <p>iv. identify how international consensus agreements could be useful in national or local advocacy</p>			

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		3.Power Dimensions and Rights in Men's and Women's Relationships	Pxs. are able to: <ul style="list-style-type: none"> <li>i. distinguish between reproductive rights and sexual rights</li> <li>ii. identify how lack of sexual rights leads to vulnerability towards HIV/AIDS and violence against women</li> <li>iii. identify actions that govt., their own organization and they as individuals could take to promote sexual rights</li> </ul>	1 hour, 30 minutes	Questions/Answers Group work/Case studies and discussions	Handouts Overhead

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Day 5						
		4. Empowerment	Pxs. are able to: <ol style="list-style-type: none"> <li>i. conceptualize empowerment at a personal and individual level</li> <li>ii. identify the requirements to facilitate empowerment in individuals</li> <li>iii. describe and assess different approaches to empowerment</li> <li>iv. describe why empowerment is central to the achievement of sexual and reproductive rights and health</li> <li>v. identify actions that their own organizations can take to promote women's empowerment</li> </ol>	1 hour, 30 minutes	Brainstorming Group work Discussion	Handouts

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		5.Human Rights, Gender Equality and Quality of Care	vi. identify the roles that men can play in empowerment of women  To identify the inter-linkages between gender relations, human rights and service quality	40 minutes	Reading/Group exercise	Flip charts Markers Overhead Handouts
IV. Promoting Equity in HIV/AIDS Programming	a. To understand the impact of gender relations on health-seeking behaviour, health and HIV/AIDS services. b. To explore how a gender equity and rights approach can be incorporated into sexual,	1. Incorporating Social and Gender Dimensions in Health Service Planning	i) Pxs. have understood the social and biological causes of poor health outcomes ii) Pxs. are able to describe interventions that could address the identified causes of poor health outcomes	1 hour, 45 minutes	Group work Discussion	Flip charts Coloured pieces of cardboard Markers/Sticking tape or glue

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	HIV/AIDS and reproductive health programming c. To re-evaluate your own programmes d. To understand the role of men in HIV/AIDS and the spread of infection					
		2. What Constitutes Comprehensive Services	Pxs. are able to: i) understand the different components of RH services as outlined in ICPD POA 7.6 ii) discuss which of these services are and are not	1 hour, 30 minutes	Group work Discussion	Handouts Overheads

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			provided in reality iii) explore reasons why these are not provided iv) link the contents of this activity to the modules on gender health and rights already completed in the course			
Day 6						
		3. Comprehensive HIV/AIDS services	Pxs. can: i. identify the needs (medical and non-medical) of an HIV positive person ii. identify components of a comprehensive HIV/AIDS service	1 hour, 15 minutes	Group activity Discussion	Flip charts Markers

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		4. Promoting Individual Behaviour Change and Positive Health Outcomes through Programme Actions	Pxs. Are able to : i. understand the range of actions besides those that deal with bio-medical issues, that are required to address individual behaviour change ii. identify strategies required to build a supportive environment in reproductive behaviour change	1 hour, 30 minutes	Question/answer Brainstorming Group work	Handout
<b>Day 7</b>						
		5. Working with Men in HIV/AIDs	Pxs. are able to: i. understand how the gender relationships between men and women influence their vulnerabilities	1hour, 40 minutes	Role play Group work	Handouts Flip charts Markers

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			<p>to HIV infection</p> <ul style="list-style-type: none"> <li>ii. realize how men can be at great risk of contracting the infection in some situations</li> <li>iii. understand that in most relationships women are more vulnerable than men</li> <li>iv. understand men's role in their own protection as well as protecting women from infections</li> </ul>			

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		6. Evaluating IEC Materials	Pxs. are able to : <ul style="list-style-type: none"> <li>i. analyse IEC materials</li> <li>ii. understand how such materials can challenge gender norms and promote human rights</li> <li>iii. assess the materials used in our organizations from a gender and human rights point of view</li> </ul>	2 hours, 30 minutes.	Group work Question/Answers	Handouts/Posters from pxs' organizations

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		7. Mainstreaming Gender Equality in Institutions.	Pxs. can: <ul style="list-style-type: none"> <li>i. conduct a gender analysis of an institution to promote gender equality and equity</li> <li>ii. identify practical actions to promote gender equity and equality in that institution</li> <li>iii. plan how to implement at least two actions once returning to work</li> </ul>	2 hours	Trainer presentation Discussion	Overhead Handouts

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Day 8						
		8. Appraisal of HIV/AIDS Programmes	Pxs. are able to: <ul style="list-style-type: none"> <li>i. analyse their programme from a gender and human rights point of view</li> <li>ii. assess if modifications to this project would promote gender equity and human rights</li> <li>iii. plan how such modifications could be undertaken</li> </ul>	2 hours - 30 minutes	Group work	Handouts/Copies of pxs.' project plans Flip charts markers

Note: Facilitator's notes are incorporated in activities  
 On Day 8 (last day of the course) the sessions end at lunch time.