

Strengthening leadership of women living with HIV in Asia and the Pacific

Narrative Report

Report Overview

The ICW Feminist School is an ongoing program, first implemented in Southern Africa in 2014. In 2015, ICW Asia Pacific implemented their first regional Feminist School. ICWAP would also implement Feminist Schools in 2017 (which also resulted in the development of their strategic plan), and 2019.

Since the first iteration that ICW Feminist School has been adapted and revised numerous times not only to fit into the needs of the diverse communities where the feminist school was being implemented but also to conform to donor agendas. The constant iterations of the Feminist School left a document that was only understood by key facilitators to implement in person trainings. It was important to therefore meet with both ICW and ICWAP to discuss current challenges what exactly they needed and wanted to see as a final product for the Feminist School.

During the consultation a few key challenges presented themselves for moving forward on this project and therefore various solutions needed to be solved in order to satisfy project outcomes.

1. The ICW Feminist School has a broader programmatic pieces than just the multi-day Leadership, Advocacy and Movement Building workshop. There was lack of clarity both internally and externally about how these pieces interconnect as the Feminist School as there is almost no external promotion of the program.

There was an inventory of all ICW Feminist School products, including products that were region specific (EWNA Feminist School for Eastern Europe and Central Asia and ICW Latina Chapter for Young Women, Adolescents and Girl's Feminist Self Care Workshop). A document was created outlining what the Feminist School is and the various different components to share on the ICW website, later known as the ICW Feminist Toolkit. While the ICW Feminist School: Leadership, Advocacy and Movement Building Workshop is the flagship of the ICW Feminist School, acknowledging and clarifying the other pieces will help to ensure that regions select the right product to align with their needs. It was also decided that for this consultancy, only the ICW

Feminist School: Leadership, Advocacy and Movement Building would be revamped and finalized.

Feminist School Product	Description
That’s Why I’m a Feminist Workshop	This is the first workshop in the Feminist School series. That’s Why I’m a Feminist introduces participants to some of the basic concepts of feminism and have participants relate them to their own personal and country experiences. This 3-hour workshop can be implemented both virtually and in-person. The workshop also is very user friendly and can be adapted to be a Train the Train 2 month program where participants are given micro grants to replicate the workshop in their own country context.
Feminist School: Leadership, Advocacy and Movement Building Workshop	This hands on, highly participatory workshop focuses on grassroots country network development and raises consciousness about feminist theories, gender-inequalities, different types of power and their own network’s ability to improve the sexual and reproductive rights (SRHR) of women and girls. The workshop also includes a special focus on advocacy and at the end the participants create their own advocacy action plans. This workshop is 4-days and has been adapted to be both in-person with a virtual hybrid option.
ICW Feminist School Micro-Grant Program	The Micro-Grant Program allows participants to implement some of the activities developed in their action plans created during the Feminist School. Since these activities are developed by the community themselves, they are also movement-building regardless of their focus.
ICW Communications and Advocacy Program (also known as the Young Advocates Media Program)	First implemented in 2016 for AIDS 2016 in Durban, South Africa, the Young Advocates Media Program has become one of the cornerstone programs for the Chapter for Young Women, Adolescents and Girls. It is an 8-week, virtual training program focused on developing the social media and communication skills of young advocates. During the program participants develop their own social media activities and amplify joint messaging.
The Mini Feminist Advocacy Campaign Workshop	This is a 4-part virtual series to develop and implement an advocacy campaign over the course of one month. Each week participants engage in a short presentation then activity engage in the co-creation of an advocacy campaign for the conceptualization to implementation.

From Self Care to Action	This is a 4-part peer training on emotional intelligence with a focus on feminist self-care, development of soft skills for leadership and formulation of innovative proposals for young women with HIV. It is led by the ICW Latina CYWAG.
Eurasian Women’s Network on AIDS School of Feminism	This 4-day workshop focuses on the development of leadership and activist potential of women, living with HIV and women from key populations through feminist vision and gender theory in the Eastern Europe and Central Asia. It was developed building on the concepts of the ICW Feminist School in 2018.

2. The Feminist School: Leadership, Advocacy and Movement Building multi-day workshop needed to be adapted both for in person and virtual implementation.

Since the TOR stated that there were no resources for an in person workshop, the entire workshop needed to be modified and reimaged to accommodate virtual implementation. This made the work two fold. The Feminist School is very hands on and participatory which can be difficult to replicate virtually for many participants for multiple reasons. Therefore the in person workshop was reviewed and finalized, incorporating previous sessions learned and then we needed to review the core issues that arise for virtual workshops and think of solutions to address them.

Issue	Solution	Result
Lack of in person cohesion in virtual workshop	<p>Hybrid Team Model</p> <p>Each country was asked to create a team of 3 who could meet in person in a physical space to do the workshop together while as a team they participated with the other teams virtually.</p> <p>Jamboard templates were created so groups could work collectively.</p>	<p>Since this is a new format, not all country focal points understood the recommendation for participants to be in the same city, therefore many groups participated separately. When the groups participated in the same physical space, they were able to continue to build on their small group cohesion and support each other to finalize the homework on the same day. This is also helpful for teams that didn’t have computers.</p> <p>The Jamboards were very helpful, though not all participants were equally tech savvy.</p>

<p>Limited attention span on ZOOM + how to incorporate all the element of the 4 day in person</p>	<p>In order to accommodate virtual learning we needed to reduce and/or reconfigure some of the activities in the virtual workshop. We also decided to configure each day as follows: 3 hour virtual workshop + 2 hours of team homework (collaborative group project) + 30 minutes of personal reflection.</p> <p>The 4 day workshop was spread over 4 weeks asking participants to join each Friday.</p>	<p>This worked great overall. The main difference was that there would be additional team building activities (including group dinner). All teams delivered their homework except for the one team on the first day. That being said, it was challenging. The homework was done to varying levels of degrees and not always correctly. Participants said that it was hard, but they appreciated that this team as both team building and time to practice new skills together.</p>
<p>Digital divides</p> <ul style="list-style-type: none"> ● internet connectivity ● different access to technology ● Different levels of understanding of technology 	<p>Honoraria of \$250 was given to each participant to cover data costs and help supplement their time.</p> <p>Teams were encouraged to share devices or meet in a partner space.</p> <p>The workshop has spaces to give more time for connection issues, technical glitches and issues using technology (such as the breakout rooms or Jamboards).</p>	<p>Teams appreciated their costs being covered. While the internet was not perfect all the time, our group had nearly a 100% attendance rate with only some of the team from Pakistan missing the first day. All teams also completed and submitted the homework which signals that they also met at least once outside the 3 hour workshop.</p>

3. Between ICWAP and UNAIDS it was unclear the focal theme of this addition of the Feminist School.

While this was a challenge, it presented an opportunity for the Feminist School to be conceptualized in a way that allows for the actual content to stay the same while being able to adjust themes based on the needs of the network and/or funding priorities. The solution was to intentionally leave out two blocks of time earmarked for a special session (two shorter ones in the hybrid version). Since ICWAP wanted to focus on SRHR, an introductory workshop was modified for ICW to use in a 40-60 minute space. In the other space, a guest speaker was invited to speak about the Global Fund as another introductory session. In future Feminist Schools, the special sessions can focus on different issues or skills building in an easy, already established block of time. In the future ICW can create other short 40 - 60 minutes presentations on different themes that can work in these places expanding the Feminist School toolkit. *In the case of the Global Fund, this is much too huge to go in depth in a day let alone an hour session.*

This also gave the opportunity to schedule a follow up presentation with APCASO for early January, allowing for continued learnings for participants who want to sustain their engagement.

5. The facilitator's manual was difficult to use for people who are inexperienced in both facilitation and the content. It would not be possible for many people to facilitate the workshop as is.

This was an ongoing issue with workshops in general and it was very important for ICWAP to be able to simplify the workshop in order for new facilitators in the future. Therefore the facilitator's manuals were redesigned and use a highly scripted facilitator's notes approach. Each activity is described and also includes a script for the facilitator to use in case of doubt. This was the technique that was used in the That's Why I'm a Feminist TOT, in which the participants (all of which implemented the workshop in their communities with 10 - 30 participants) said it was very user friendly and made it easy to adapt to their local context.

Results

- Consulted with ICWAP and ICW Global office to address needs for the Feminist School;
- Updated and finalized *in person* ICW Feminist School: Leadership, Advocacy and Movement Building facilitator's manual and powerpoint slide deck;
- Created a new *hybrid* ICW Feminist School: Leadership, Advocacy and Movement Building facilitator's manual and powerpoint slide deck as well as virtual Jamboard templates;
- Created an inventory list of Feminist School products for the ICW website for stronger branding and visibility;
- 18 diverse women living with HIV, from India, Pakistan, Myanmar, Nepal, Philippines and Indonesia (3 from each country) completed the Feminist School: Leadership, Advocacy and Movement Building workshop;
- 6 country team action plans were created including 1 regional action plan focusing on continued Feminist School work that participants wanted to continue into 2023;
- **100% success rate of participant completion;**
- Each team is planning to implement 2 country level activities before the end of the year from their action plans in addition to a joint regional activity for the 16 Days of Activism.

Recommendations

Most of the recommendations can be directly linked to the Regional Feminist School Action Plan that was co-created with the participants of the Feminist School.

- ICWAP should continue to build a relationship with APCASO and support opportunities for learning and engaging in Global Fund CCMs and advocacy in country and regionally (this is planned for January but ongoing opportunities would be great to include more women). Any additional support that UNAIDS could provide in supporting additional training and/or links for the participants to be capacitated in engaging in national Global Fund processes would be highly beneficial.
- UNAIDS should support the *That's Why I'm a Feminist* TOT and another regional and/or country level implementation of the ICW Feminist School: Leadership, Advocacy and Movement Building Workshops in 2023 to continue the momentum
- Training on Data Collection with small grant for implementation
- ICWAP and UNAIDS should look at ways to better support small scale projects via micro grants for continued feminist movement building.