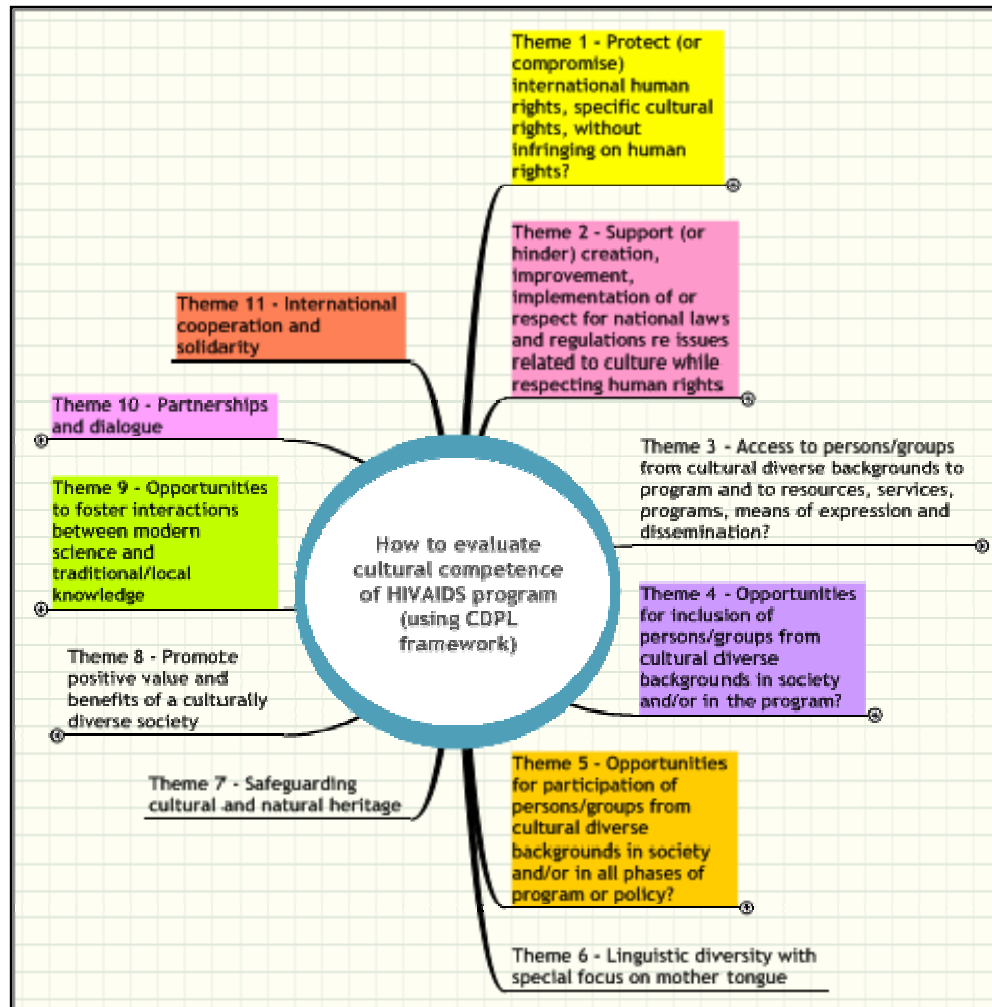


# How to evaluate cultural competence of HIVAIDS program (using CDPL framework)



# Theme 1 - Protect (or compromise) international human rights, specific cultural rights, without infringing on human rights?

**Theme 1 - Protect (or compromise) international human rights, specific cultural rights, without infringing on human rights?**

*Explore* - Does the program outcome of empowerment avoid a rupture of the traditional culture? (qq 1 and 7)

*Evaluate* - How is program information communicated?

So that all groups are informed

So that all groups informed understand what they have been informed

*Explore* - Does program, if too culturally crafted (e.g. in order not to upset local culture-gender niceties, gloss over the fact that husbands are responsible for infecting wives) *compromise* gender rights and other human rights

# Theme 2 - Support (or hinder) creation, improvement, implementation of or respect for national laws and regulations re issues related to culture while respecting human rights

**Theme 2 - Support (or hinder) creation, improvement, implementation of or respect for national laws and regulations re issues related to culture while respecting human rights**

*Document opportunities for formative (rather than summative) review and evaluation within each country and across countries to increase the cultural goodness-of-fit in each setting?*

*Explore - How will program enable discussion and dialogue necessary for prevention and treatment services with cultural settings where it is taboo to discuss either the HIV/AIDS or risk behaviours such as intravenous drug use or homosexuality?*

# Theme 3 - Access to persons/groups from cultural diverse backgrounds to program and to resources, services, programs, means of expression and dissemination?

**Theme 3 - Access to persons/groups from cultural diverse backgrounds to program and to resources, services, programs, means of expression and dissemination?**

---

Physical, economical, legal, social accessibility of program

Improvement of access to education; domestic and international markets; art, scientific and technological knowledge

# Theme 4 - Opportunities for inclusion of persons/groups from cultural diverse backgrounds in society and/or in the program?

**Theme 4 - Opportunities for inclusion of persons/groups from cultural diverse backgrounds in society and/or in the program?**

*Explore* - How will CLCs ensure that project reaches people most in need (rather than simply reaching larger proportion of society)? Most in need implies people from diverse subgroups within country - (a) MSM, IDU etc. and (b) ethnic minorities, subcultures; (c) gender

*Evaluate* - How are personnel equipped (technically, knowledge base)? What is built in to project to equip them with cultural competence?

# Theme 5 - Opportunities for participation of persons/groups from cultural diverse backgrounds in society and/or in all phases of program or policy?

**Theme 5 - Opportunities for participation of persons/groups from cultural diverse backgrounds in society and/or in all phases of program or policy?**

*Evaluate* - What criteria will be used to select right people who will attend? How will they encourage them to attend?  
How will they recognise and overcome cultural constraints (viz temporal mapping e.g. Ramadan, monsoon, seasonal agricultural & cropping work; and problems due to illness i.e. women tending husbands with AIDS or struggling to eke out living for children and pay for ARV)?  
What incentives can be created to overcome ecological-cultural barriers and attend?  
Should the people go to CLC or should be Centre go to the people?

*Test* - To what extent does proposal go beyond conventional 'teach-them-and-they-can-fix-it' paradigm to recognise deep cultural contexts through which people make choices, or don't make choices, to reduce risk behaviour?

*Test* - How can program, beyond its focus on HIV/AIDS prevention and support, derive real, immediate, urgent and practical dividends for participants (i.e. income generating skills, microcredit)

How will project link with empowerment of recipients (incl. minority groups)?

What is outreach of CLCs? How will this project reach beyond, and utilise permanent ubiquitous structures?

*Evaluate* - What budget allocation has been made to underpin cultural competence of the project - e.g. obtain cultural resources for training core staff, developing culturally appropriate measures-indicators-tools for monitoring & evaluation?

# Theme 6 - Linguistic diversity with special focus on mother tongue

## **Theme 6 - Linguistic diversity with special focus on mother tongue**

---

# Theme 7 - Safeguarding cultural and natural heritage

## **Theme 7 - Safeguarding cultural and natural heritage**

---



# Theme 8 - Promote positive value and benefits of a culturally diverse society

- Explore - How will intercultural and intergenerational dialogue be fostered?

# Theme 9 - Opportunities to foster interactions between modern science and traditional/local knowledge

How will prevention message (i.e. arm wife to say condom or nothing to husband who may bring HIV home) be a *credible option*, given cultural norms within family and their economic dependence upon husband (e.g. fear that husband will divorce her and leave her destitute)?

How can local traditional culture be harnessed as a cultural open-channel to bring potential beneficiaries to the project (e.g. bring traditional music, dance, local theatre) as a non-threatening familiar non-stigmatising non-accusatory refreshing attractive magnet to draw the villagers into the CLC/program

To what extent is existing knowledge about local culture informing project design, execution, evaluation and dissemination?

How will traditional healers be called upon to incorporate traditional and modern pedagogies in health promotion?

**Theme 9 - Opportunities to foster interactions between modern science and traditional/local knowledge**

# Theme 10 - Partnerships and dialogue

How can one-size-fits-all program be applicable in a given country and cultural setting? Are there tailored male/female or ethnic majority/minorities programs

What evidence is there that program will foster dialogue within country to (a) create transformation and increased tolerance and reduction of stigma within existing cultural institutions; and (b) derive lessons from other sector projects within same cultural settings e.g. MCH, Mental Health?

**Theme 10 - Partnerships and dialogue**

In project design?

In selection and recruitment of highest areas of need?

In designing and disseminating the health message?

In minimising the chance of cultural backlash?

How does this project involve community leaders in particular local religious leaders and traditional healers as well as ULAMA?

# Theme 11 - International cooperation and solidarity

## Theme 11 - International cooperation and solidarity