



**External Evaluation of the IAS Educational Fund: Post-conference country and regional meetings**  
April 2020

This document presents the findings of an external evaluation of the IAS Educational Fund: Post-conference country and regional meetings, commissioned by the International AIDS Society. The evaluation was carried out between November 2019 to March 2020 by Marlène Läubli Loud (LAUCO) and Glenn O'Neil (Owl RE).

The IAS thanks the evaluators for their work and constructive recommendations. The IAS will be issuing a management response that describes the way in which the recommendations will be implemented to further increase the relevance and impact of the programme.

# External evaluation of the IAS Educational Fund: Post-conference country and regional meetings



## Final Report

April 2020

LAUCO Evaluation & Training  
Owl Research and Evaluation (Owl RE)

## Executive summary

This document is the final report for an external evaluation of the post-conference country and regional meetings of the International AIDS Society (IAS) Educational Fund. The evaluation was carried out between November 2019 to March 2020 by Marlène Läubli Loud (LAUCO) and Glenn O'Neil (Owl RE).

The purpose of the evaluation was to assess the effectiveness, efficiency, relevance and sustainability of the post-conference country and regional meetings ("IAS meetings") of the IAS Educational Fund for the purpose of learning, improvement and accountability. The IAS Educational Fund was launched in 2016 as a complement to the International AIDS Conference and the IAS Conference on HIV Science with the aim of bringing the latest science to the frontline HIV workforce and other key stakeholders through regional meetings and other activities. Since 2016 the IAS has organized 29 country and regional meetings in 25 countries attended by 4,225 persons.

The evaluation was carried out through a participatory approach using mixed methods including: a document review; observation at two IAS meetings (Rwanda and India in 2019); semi-structured stakeholder interviews (24 persons); three online workshops in English and Spanish with 9 past participants; and online survey of past participants (239 responses); online survey of media fellowship past participants (13 responses); online survey of publishing workshop past participants (54 responses); and a cost-effectiveness analysis.

### Findings

**Relevance:** Meeting participants, organizing national partners and Governing Council (GC) members were unanimous in considering the IAS meetings as unique events. The meetings provided for the dissemination and contextualisation of the latest scientific information on HIV and AIDS. The expected results and overall goal of the IAS meetings were considered to be relevant to meeting participants, donors and partners although there were different understandings as to what they were. The pathway from the IAS meetings to the overall goal as set out in the Theory of Change was found to be more complex with a greater number of outputs, outcomes and paths existing than originally foreseen.

**Effectiveness:** The IAS meetings were found to be effective considering that virtually all participants reported benefitting from them. A range of benefits were identified with applying ideas and solutions discussed in the meetings to work challenges being the most common. Concrete examples provided by participants indicated that most changes were in applying ideas/solutions and in local treatment and prevention – ranging from changes of practices of the individual, to the team, to the organizational level. Improvements to policies and programmes were identified to a lesser extent.

Participants who identified as health workers were more likely to carry out a concrete change compared to other participants. Success factors identified were the meeting content, cross-learning between diverse participants, the meeting format and organization and a supportive work environment and/or context. Obstacles identified were the lack of resources to implement learning, limited follow up, mixed objectives of the meetings, short-term funding and a restrictive work environment and/or context.

**Cost efficiency** was assessed as positive considering that 94% of surveyed participants indicated that they benefited from the IAS meetings. The average cost per meeting participant in 2019 was US\$195 with a variation ranging from \$44 to \$573<sup>1</sup>. Variation was often due to savings seen in organizing meeting in conjunction with other topic-related conferences, although caution was stressed in seeing this as a cost-savings solution. Cost-savings were also seen through the practices adopted by the IAS team, speakers, organizing national partners and GC members.

**Sustainability:** Participants provided examples of benefits that could have possibly been sustained over time. However, their sustainability was largely dependent upon the motivation of the individual participants and a supportive work environment/context. Sustainability was also limited from the side of the IAS not being able to plan for any systematic follow-up due to lack of funding. Participants, GC members and organizing national partners thought that the IAS could build in further follow-up actions for each meeting and provided suggestions in this regard. The IAS meetings were designed to be relevant and sustainable through being embedded into the broader health context with preparatory consultations carried out with governments, global partners and local civil society organizations (CSOs). For each meeting, a GC member worked closely with the national organizing partner in developing the meeting programme although the GC itself was less involved in overseeing the IAS meetings and follow-up.

**Monitoring and evaluation:** The IAS team currently uses a range of tools to collect data and information to facilitate monitoring and evaluation. These tools provide the IAS team with a considerable amount of data and information although challenges were identified in how the tools were deployed, results analysed and used.

## **Conclusions and recommendations**

This evaluation found that the IAS meetings are relevant and effective in several ways; they fill an important gap; extending the reach of the knowledge generated by the International AIDS Conference and the IAS Conference on HIV Science, contextualising and prioritising it for diverse audiences and contexts. The IAS meetings provide a unique educational event for cross-learning between a range of actors from diverse working contexts with virtually all participants benefit from the meetings. They provide a secure

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<sup>1</sup> The analysis divides the total expenses (excluding indirect and IAS staff costs) of a given meeting by the number of participants. See annex 4 for the complete analysis.

space for raising and discussing sensitive HIV and AIDS, bio-medical and human rights-related issues. The IAS Educational Fund has also successfully expanded its offering through the webinars, publishing workshops and media fellowships. Comparing the benefits of the IAS meetings to their costs, the meetings displayed good value for money.

More significant results are seen in the changes to practices in treatment/prevention and ways of working - a key audience, health care workers are best placed to implement these changes. In terms of maximising impact, this could be a possible priority for future IAS meetings. Whilst there is evidence to show some perceived sustainability of learnings from the meetings, due to limited financial and human resources, there is no built-in component in the meetings' planning to support any follow-up. However, where it is clear that an action change is expected, then follow-up needs should be part and parcel of planning.

**A. Meeting objectives:** The IAS meetings' main objective, as identified in its ToC, is to help bring about policy/practice change, whereas through this evaluation, other objectives were identified; 1) knowledge sharing and updating; 2) changes to practices and ways of working; (in addition to 3) changes to policies and programmes). Whilst individual meetings were being planned by the IAS with one or more of these in mind, these three objectives are not formally evident in any overall strategic document. As such, different expectations from the meetings were evident. This evaluation would suggest that at the strategic level (and not at the individual meeting level), the IAS should determine what are its objective(s) for its meetings and clearly communicate them to the GC, organizing national partners, IAS Members and participants. As described above, this evaluation found influencing changes to practices and ways of working amongst health workers were where maximum impact could be seen.

**Recommendation:**

- ➔ At the strategic level, the IAS should determine the objective(s) for its meetings.
- ➔ These objectives should balance or set priorities between the three areas: (1) knowledge sharing and updating; 2) changes to practices and ways of working; 3) changes to policies and programmes.
- ➔ On this basis, objectives can then be set for the individual meetings.
- ➔ The strategic, global objectives, followed by the specific objective for an individual meeting should then be communicated to involved stakeholders as part of IAS meeting planning. In this way, it should prove clearer how an individual meeting fits into the bigger picture.

**B. Organizational and funding concept:** An obstacle for the IAS has been that funding to date has largely been based on individual meetings. As a consequence, this meant that planning and reporting were based on the individual meetings and in the short-term rather than a longer-term and more global view. This also limited the team in integrating any follow-up measures into its activities. The IAS team has started to move

towards an annual organizational and funding concept and this evaluation would encourage this move in addition to requesting donors to support the IAS Educational Fund with multi-year funding and not on the basis of individual meetings.

**Recommendation:**

- ➔ The IAS is encouraged to move towards an annual organizational and funding concept (documented as an “annual strategic plan”).
- ➔ The annual concept should incorporate follow-up and sustainability measures.
- ➔ Donors are requested to support this new model with multi-year funding.

**C. Follow-up and sustainability:** A limitation identified by this evaluation was in the follow-up and sustainability measures in place for the IAS meetings. The IAS is missing opportunities where even limited follow-up would maximise and extend further the results of the meetings. The type of follow-up and sustainability measures would depend upon the objectives of the given meeting. Further, such measures could be budgeted for and planned within the new annual concept.

**Recommendation:**

- ➔ The IAS should introduce and budget follow-up and sustainability measures for its meetings.
- ➔ National organizing partners should take a driving and budgeted role with the support of the regional GC member(s).
- ➔ Budget should be earmarked to provide the national partners with the needed resources to carry out the sustainability measures.
- ➔ The type of sustainability measures would depend upon the objectives set for the meeting(s).

**D. Role of GC:** The GC members currently play a key supportive role in guiding the given meetings in their region. Less involved has been the GC itself. The reorganization of the working groups set-up of the GC is an opportunity to re-animate the working group for the IAS Educational Fund and define its role in supporting IAS meetings.

**Recommendation:**

- ➔ The GC working group of the IAS Educational Fund is re-established and convened annually.
- ➔ The GC working group should discuss the strategic role of the IAS meetings in relation to the IAS more generally and the meetings’ global objectives as well as set the specific objectives for individual meetings.
- ➔ The GC working group should establish selection criteria for identifying the meeting locations, setting a limited number of meetings per year so that more accent can be placed on reviewing the previous year’s meetings’ follow-up activities and impact.

- The supporting role of GC members for the meetings should be more formalised with a written description of their expected roles and tasks shared and agreed with them.

**E. Press fellowship and publishing workshop:** Both these specialised activities were found to be valuable to participants and positive in producing results in their respective areas. As a new activity, the press fellowships reached an interesting and useful audience (International/regional/local journalists) for the IAS and should be continued and expanded, pending funding. The publishing workshops were also valuable for participants and supported them in advancing their scientific writing. The workshop organizers could consider expanding the focus to include a broader range of scientific writing rather than only on research manuscripts (this may require extra time for the workshop).

**Recommendation:**

- The press fellowships should be continued and expanded, pending funding.
- The publishing workshops could be expanded to include a broader focus on scientific writing, for example in preparing conference presentations and abstracts, fact sheets and research reports (with extra time added).

**F. Online resources and webinars:** The online resources and webinars relating to the IAS meetings were appreciated but not always known and accessed by participants. Therefore, this evaluation found that further reflection may be needed as to how to promote them further; national partners could have a role to play in their promotion. The webinars were appreciated although their topic material meant that they could become quickly outdated. At the same time, the webinars could also play a stronger role in follow-up and monitoring and evaluation.

**Recommendation:**

- Further ways should be explored for promoting the resources.
- The topics of the webinars should be determined considering timeliness.
- The webinars could also be used as follow-up measures and/or play a role in monitoring and evaluation (see next recommendation).

**G. Monitoring and evaluation (M&E):** This evaluation found that the IAS team had put in place a considerable number of M&E tools that were being used systematically for drawing out lessons to adapt and improve consequent meetings. The suggestion of the evaluation is to optimise these tools further, in particular by involving the national organizing partners in such work. A budget component for partners would be needed.

**Recommendations:** the following suggestions are made to optimise further the M&E tools:

- Create a budget line for the M&E tools, notably where actions are required by the national organizing partner, as suggested below.

- ➔ Ensure that participant registration data is consistent across meetings to allow comparison and analysis.
- ➔ Where possible, re-consider the use of online surveys for the immediate post-meeting reactions (possibly using recent innovations such as mobile instant polling throughout the meetings<sup>2</sup>). The use of incentives for increasing participation could be further explored.
- ➔ Consider reviewing the meeting narrative report template to make it less descriptive and more action-orientated (in terms of suggested follow-up and actions). Distinguish between the templates for symposia where the focus is on knowledge-sharing and workshops where the focus is on practice and policy change.
- ➔ Reduce the number of questions in the impact survey (see suggestions in separate document). Consider involving the national organizing partner with a budgeted action to send-out the survey and carry out some follow-up.
- ➔ Consider introducing more interactive and rapid evaluation methods, for example:
  - A (documented) feedback call with the national organizing partner and committee;
  - A webinar held six months after the meeting and hosted by the national partner where up to three participants explain their actions after the meetings (with all participants of the meeting invited to participate).
- ➔ The IAS Educational Fund should consider creating an annual report on activities and impact as the main reporting tool internally and for donors (based on the narrative reports from each meeting and results from other M&E tools). This annual report would replace the various donor and survey reports currently being produced.

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<sup>2</sup> There are many commercial offerings on the market including: <https://spotme.com/> and <https://www.mentimeter.com/>



## Glossary of abbreviations

CSO	Civil society organization
GC	Governing Council (of the IAS)
IAS	International AIDS Society
M&E	Monitoring and evaluation
SWOT	Strengths, weaknesses, opportunities, threats/challenges
ToC	Theory of Change

### Acknowledgements

The evaluation team would like to thank the IAS Educational Fund for having given us this opportunity to evaluate its activities. The process was most enriching and rewarding thanks to the professionalism of all members of the IAS Educational Fund's team and we are indeed indebted to them for their availability and support throughout.

We would also like to thank all those persons interviewed who were responsible in some way for the organization of the IAS events. Their commitment and enthusiasm was obvious in their thoughtful and candid responses during interviews. Those IAS meeting participants we were able to interview are especially thanked for having provided us with their time, comments and recommendations. We especially appreciated their open and frank engagement with us.

The team would also like to thank Patricia Goldschmid and Aleksandra Kulikova for their translation support. The survey and group discussion translations into Spanish and Russian respectively were possible because of their commitment and speedy response. Thanks also to James Swartz who carried out the statistical analysis.

### Target audiences for the evaluation

1. The IAS Educational Fund Management and Staff
2. The IAS Governing Council
3. The IAS donor organizations
4. All persons interviewed in the data collection process

### The Evaluation Team

The evaluation was jointly conducted by a two-person team consisting of:

1. Marlène Läubli Loud (DPhil, Univ. Sussex), international, independent consultant and founder of LAUCO, Evaluation & Training Consultancy.
2. Glenn O'Neil (PhD, London School of Economics) international, independent consultant and founder of Owl Research and Evaluation (Owl RE).

Cover photos: IAS Educational Fund meetings.

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## 1) Introduction

This document is the final report for an external evaluation of the post-conference country and regional meetings of the International AIDS Society (IAS) Educational Fund. The evaluation was carried out between November 2019 to March 2020 by Marlène Läubli Loud (LAUCO) and Glenn O'Neil (Owl RE) with support from Patricia Goldschmid for the survey, interviews and discussions in Spanish. A Russian-speaker, Aleksandra Kulikova also supported the team for survey translation. James Swartz carried out the statistical analysis.

## 2) Purpose of the evaluation

The purpose of the evaluation was to assess the effectiveness, efficiency, relevance and sustainability of the post-conference country and regional meetings (“IAS meetings”) of the IAS Educational Fund for the purpose of learning, improvement and accountability. The evaluation questions were centred on these criteria and are detailed in the evaluation matrix (see annex 10). The evaluation was forward-looking and set out recommendations for how performance of the IAS meetings could be improved.

In terms of scope, the evaluation focused on the following post-conference country and regional activities of the IAS Educational Fund: country and regional meetings (including a, b and c) a. Post-conference debriefing workshops; b. Scientific symposia; c. Experts/implementers meetings; d. Scientific publishing workshops; e. Press fellowships; f. Online webinars. The conference scholarships and online resources, two other activities of the IAS Educational Fund, were not included in the evaluation. The evaluation covered IAS activities for the period from October 2016 to December 2019, taking into account three full conference cycles, post-AIDS 2016, post-IAS 2017 and post-AIDS 2018, and part of the post-IAS 2019 cycle<sup>3</sup>.

## 3) Methodology

The evaluation took a participatory approach involving and consulting with the relevant stakeholders in the different steps of the evaluation. It used a mixed methods approach and cross validated evaluation findings through a triangulation process. The following table provides an overview of the methods used:

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<sup>3</sup> Participants from the post-IAS 2019 meetings in Argentina (August 2019) and Malaysia (October 2019) were included in the survey send-out.

<b>Tool</b>	<b>Description</b>	<b>Responses received/carried out</b>
Document review	Review of all relevant documentation and monitoring data including meeting and donor reports.	N/A
Observation	Observations by an evaluation team member at two IAS meetings in 2019 (Rwanda and India).	N/A
Interviews	Semi-structured interviews with IAS staff and stakeholders in English and French.	24 interviews in total: -2 donors -5 Governing Council Members -3 national organizing partners -10 participants -4 IAS staff
Online workshops	Online workshops with meeting participants.	3 workshops; 2 in English and 1 in Spanish with 9 participants in total
Online survey of past participants	Online survey <sup>4</sup> in English, French, Spanish and Russian with past participants from 2016 to 2019 (excluding December meetings – India and Rwanda).	239 responses received; 10% response rate (sent to 2498 valid emails).
Online survey for media fellowship	Online survey in English for participants of media fellowship in 2019.	13 responses received; 52% response rate (sent to 25 valid emails).
Online survey for publishing workshops	Online survey in English for participants of publishing workshops in 2019.	54 responses received; 33% response rate (sent to 162 valid emails).
Cost-effectiveness analysis	Analysis of budget and attendance data for 2019.	N/A

**Table 1: Evaluation methods used**

The evaluation team held a Theory of Change (ToC) workshop with the IAS team at the start of the evaluation in November 2019 to review the ToC and its implications for the evaluation questions. A findings validation meeting was held with the IAS team in February 2020 to review the key findings and an analysis of strengths, weaknesses, opportunities, and threats/challenges (SWOT) (see annex 1).

The evaluation questions are detailed in the evaluation matrix found at annex 10. The list of the main documents reviewed is found at annex 9. The list of persons interviewed/participants of the discussion group are found at annex 3. The evaluation tools used are found at annex 11.

<sup>4</sup> The survey was an adapted version of the IAS impact survey sent to participants some six months after each meeting.

**Limitations:** several limitations were experienced by the evaluation team. The response rate to the main survey was limited (10%) and care was needed in interpreting the results by triangulation with other data sources. Participants in interviews, discussions and the survey provided examples of where they claimed change had occurred due to their attendance at an IAS meeting; the evaluation team had no way of independently verifying the claims made given that many involved their own actions and initiatives.

## 4) Background

The IAS Educational Fund was launched in 2016 as a complement to the International AIDS Conference and the IAS Conference on HIV Science with the aim of bringing the latest science to the frontline HIV workforce and other key stakeholders through regional meetings and other activities. Since 2016 the IAS has organized 29 country and regional meetings in 25 countries attended by 4,225 persons, as summarised in the following table (excluding the conference scholarships and online resources):

<i>Types of meeting format models</i>	29 meetings in total: 11 workshops; 5 expert meetings; 6 symposia; 7 combined symposium, experts & implementer meeting
<i>Countries in which meetings have been held</i>	25 countries: Argentina (2), Brazil, Canada, Columbia, Côte d'Ivoire, Eswatini, Georgia, Ghana, Haiti, India (2), Indonesia, Japan, Kazakhstan, Kenya, Lebanon (2), Malaysia, Mexico, Morocco, Nigeria, Rwanda, Senegal, Thailand, Turkey, Ukraine (2) and Zimbabwe.
<i>Total no of participants</i>	4,225
<i>Participants by profession type<sup>5</sup></i>	Health Care workers-39%; Researcher-18%; Other Professions-13%; Policy/Administration-12%; Advocates/Activists-7%; Educators/Trainers-4%; Media representatives-3%; Unknown-2%; Lawyer-1%; Funder-0.4%
<i>No of publishing workshops</i>	3 workshops (2019) – 157 participants : Ghana (53); Zimbabwe (52); Rwanda (52)
<i>No of press fellowships</i>	3 fellowships (2019) – 21 participants: Ghana (6) & Zimbabwe (6), Rwanda (9)
<i>Webinars</i>	13 webinars (2019) – 966 participants: 5- key messages from 2019 IAS conference (1 each in English, French, Spanish, Russian and Portuguese) 1 - key messages from AIDS 2018 on self-testing 1- key messages from AIDS 2018 on PREP (in French) 1- key messages on HIV response in S.E. Asia and Pacific regions 1 - HIV response in the MENA region (in French) 4 - publishing workshops (2 in English, 1 in French and 1 in Spanish)

**Table 2: An Overview of IAS Educational Fund Activities 2016 to 2019**

<sup>5</sup> Based on analysis of participant data for seven meetings in 2019: Eswatini; Colombia; Ghana; Georgia; Zimbabwe; Lebanon; Argentina (prior to 2019, registration of participant type varied).

## 5) Findings

### 5.1. Relevance

**To assess the continued relevance of the IAS Educational Fund post-conference country and regional meetings**

**Key finding:** Meeting participants, organizing national partners and Governing Council (GC) members were unanimous in considering the IAS meetings as unique events. The meetings provided for the dissemination and contextualisation of the latest scientific information on HIV and AIDS. The expected results and overall goal of the IAS meetings were considered to be relevant to meeting participants, donors and partners although there were different understandings as to what they were. The pathway from the IAS meetings to the overall goal as set out in the Theory of Change was found to be more complex with a greater number of outputs, outcomes and paths existing than originally foreseen.

The IAS meetings were found to be very relevant for their contexts and participants. Relevance was assured by:

- Selection of an organizing national partner that could guide in the selection of topics and their contextualisation;
- Implication of a GC member, often from the region, that could support the national partner in the selection of topics, speakers and the meeting format;
- Establishment of a local committee (where feasible) to develop a programme based on regional priorities and needs;
- Careful selection of the participants to ensure geographic representation and also representation from key and vulnerable population groups.

Stakeholders interviewed highlighted that the IAS meetings provided a safe space to discuss sensitive issues and between groups that rarely met (e.g. medical researchers and activists). The relevance of the meetings was reflected in the following select quotes from participants:

*“The IAS tailored the meeting to our region’s priorities and provided us with findings that are relevant to us – we are facing an increase in new HIV detections that’s why PrEP is key to us”* Health worker, government

*“The IAS meeting provided an opportunity to countries from the region to discuss and exchange on common challenges we face”* Policy official, government

*“The meetings provided a venue to hear voices that are rarely heard by our health workers and officials in our context - and to discuss very sensitive subjects we need to address”* Medical researcher, university

The IAS meetings are the key activities of the IAS Educational Fund programme and complementary to the other activities that fall outside of the meetings, i.e. the remote-access conferences, online resources and the scholarships for the global annual conference. The Educational Fund has also evolved with a broader range of activities now offered since 2016, such as the webinars, publishing workshops and press fellowships added in 2019.

In general, the expected results and overall goal for each of the IAS meetings were set out in the “IAS Educational Fund Meeting Overview” paper, the meeting’s planning document. These results and overall goals were considered to be relevant to donors and partners although there were different interpretations as to what they were. An organizing national partner could consider that the priority of the meetings was to provide participants with updated information and cross-learning between participants; a donor could consider that the priority was to see the meetings trigger practice or policy change. In this regard, there was a lack of clarity concerning the expected results (outputs and outcomes) and overall goals.

The current Theory of Change (ToC) for the IAS meetings sets out the pathway from the IAS meeting activities to outputs, outcomes and the overall goal (see annex 2). The ToC describes enhancing “skills, knowledge and professional networks” of participants at the output level that would lead to improved HIV-related strategies, programmes, support services and clinical practices (outcome level) and ultimately lead to a reduction of new HIV infections and AIDS-related deaths (overall goal).

This evaluation found that the pathway from the IAS meetings to the overall goal was more complex and with a greater number of outputs, outcomes and paths existing than originally foreseen (see modified ToC in annex 2). Additional outputs identified included: the cross-learning between participants; participants’ access to other stakeholders in the HIV response; and the media articles produced (for press fellowship). Additional outcomes included: participants introducing new ways of working; training/briefing of colleagues; advocating to improve HIV-related services and policies; participants changing their own medical management; and an increase in media articles and academic research. These outcomes were seen to lead to three longer-term outcomes:

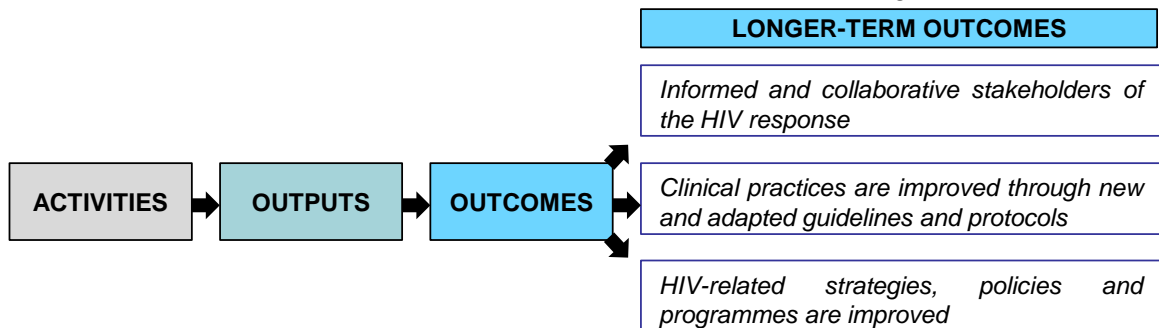


Figure 1: Simplified ToC to longer-term outcomes of IAS meetings

As described in the next section, examples were seen where each of these longer-term outcomes were reached. At the same time, these outcomes were given differing priorities as objectives by IAS staff, partners and donors as described above.

## **5.2. Effectiveness**

***To assess the effectiveness and influence of the IAS Educational Fund's post-conference country and regional meetings.***

**Key finding:** The IAS meetings were found to be effective considering that virtually all participants reported benefitting from them. A range of benefits were identified with applying ideas and solutions discussed in the meetings to work challenges being the most common. Concrete examples provided by participants indicated that most changes were in applying ideas/solutions and in local treatment and prevention – ranging from changes of practices of the individual, to the team, to the organizational level. Improvements to policies and programmes were identified to a lesser extent. Participants who identified as health workers were more likely to carry out a concrete change compared to other participants. Success factors identified were the meeting content, cross-learning between diverse participants, the meeting format and organization and a supportive work environment and/or context. Obstacles identified were the lack of resources to implement learning, limited follow up, mixed objectives of the meetings, short-term funding and a restrictive work environment and/or context.

Attending an IAS meeting was beneficial virtually for all participants; 94% (225) of surveyed participants responded that attending an IAS meeting had influenced or benefitted their individual and/or organization's work in some way. This was confirmed by the interviews, discussions and previous surveys. Those that saw no benefit (6% (14)) explained that the IAS meetings were not focused on their areas of work; that they did not physically attend the meetings (but still responded to the survey); or that they had limited resources and/or ability to apply the learnings of the meetings given their work environment/context.

The surveyed participants indicated that they benefited from the IAS meetings in a broad number of ways as seen in the graph below. Of the eight listed benefits, participants agreed or strongly agreed from 79% ("apply learning to own medical management") to 96% ("apply ideas and solutions discussed in the meetings to challenges I face at work"). Similar results were also seen in the IAS's post-meeting surveys carried out in 2018 and 2019.



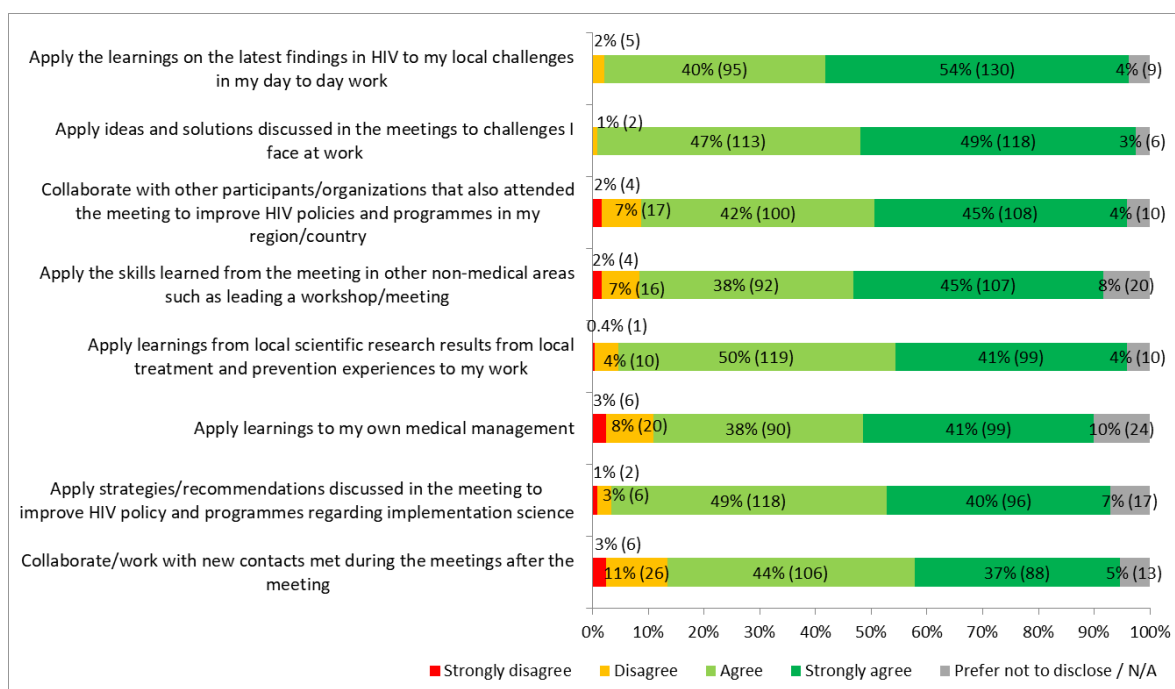


Figure 2: Application of benefits of IAS meetings (“I was able to...”)

Surveyed participants were asked to provide a concrete example of the above eight listed benefits; 216 out of 239 participants (90%) provided an example. Analysing these examples indicated nearly half of the examples given (100) were concerning applying ideas and solutions in the workplace or improving the local treatment and prevention. Similar examples were also provided in the group discussion and interviews with participants. Following are selected examples from participants:

### Ideas and solutions:

*“I learned to apply innovations in sexual health promotion for the youth in my work that provides HIV screening and awareness to schools and workplaces, it made it easier for me to conduct these events because of the sessions I’ve attended at the last conference”* Health care worker, NGO

*“At the professional level, learning about how to manage the available resources and support in a scientific and applied manner to provide high-quality services, as well as reaching the most vulnerable, and how to follow-up and evaluate the programs implemented”* Policy/Administration staff, government

*“Influyó positivamente en las prácticas y las metas que nos propusimos en el Comité Asesor de Base Comunitaria de la Fundación Huésped del cual formo parte como voluntario.”*

[Translation]: *“It positively influenced the practices and goals we set for ourselves in the Community Based Advisory Committee of the foundation of which I am a volunteer. “* Charity official

## Local treatment and prevention:

Individual level: *"The lessons learnt from the meeting have been key in influencing my work practice as I have been able to apply the skills learnt in dealing with clients. It also motivated me to train as an (HIV-testing services) HTS counsellor in order to gain more skills."* Researcher, NGO

Team level: *"J'ai travaillé avec mon staff médecins et infirmières pour améliorer la qualité de soins des patients, réunions 2 fois par semaine avec des objectifs clairs et précis pour la rétention en soin des patients de décembre à date pas de nouveaux perdus de vue dans le programme. On a adapté certaines stratégies pour garder cette performance jusqu'à la fin de la période"*

[Translation] *"I worked with my staff of doctors and nurses to improve the quality of patient care, meeting twice a week with clear and precise objectives for patient retention from December to date, no new patients were lost from the program. We adapted some strategies to keep this performance until the end of the period"* Doctor, hospital/clinic

Organization level: *"I learnt about differentiated care provision. Which as a result led to the establishment of the adolescent HIV clinic in my facility, helping to provide HIV service to meet the specific needs of these adolescents"*

Health care worker, hospital/clinic

Examples were also provided, to a lesser extent, of improvements made to **policies and programmes** (some 30 examples from survey and interview respondents):

*"In my country, we were reviewing our TB guidelines and the information I obtained from the IAS was used to inform the new guidelines. Most of the information obtained in IAS was helpful when we revised the TB/HIV co-infection section and MDR-TB section."*

Health care worker, government

*"We recently developed an HIV policy and some of the discussions and experiences at the meeting would have influenced my contributions on Models of Service delivery as it influences retention in care."* Health care worker, government

*"En mi estado de origen se ha generado un plan estratégico estatal de prevención combinada intersectorial en donde se incluyeron aspectos revisados en torno a PrEP"*

[Translation] *"In my home state, a state strategic plan for inter-sectoral combined prevention has been generated, which includes revised aspects of PrEP"*

Health care worker, government

Examples were also given as to how the IAS meetings provided knowledge and cross-learning between participants, provided evidence for advocacy and improved some non-medical skills such as writing, communications and facilitation.

Surveyed participants were also asked if they experienced any other “**unexpected benefits**”; some half (124) indicated that they had, such as improving their knowledge in a given area or networking and collaborating with other participants following the meetings. Participants that were interviewed also indicated that the ability to have an exchange with participants from diverse backgrounds from their own region was an unexpected benefit.

A statistical analysis (bivariate logistic regression and ordinary least squares regression) was carried out to identify statistically significant associations between the types of participants and results seen (see annex 12 for an extract of the analysis):

- Participants who identified as health workers were more likely to indicate a concrete action of change to local treatment and policies rather than other participants;
- French speakers were more likely to indicate a concrete action of change to local treatment and policies rather than English or Spanish speaking participants;
- Age of participants, type of organization and meetings attended did not influence any significant differences in the results seen.

Two specialised activities, **the press fellowship and the publishing workshop** produced additional results to the general meetings. For example, 11 out of 12 surveyed participants of the press fellowship believed that they were more successful in reporting on sensitive HIV issues and had learned how to use journalistic skills to influence policy and practice. 14 out of 47 surveyed participants of the publishing workshop responded that they had submitted a research manuscript to a peer reviewed journal following the publishing workshop; a further 21 participants responded that they were currently preparing a manuscript. Further details on these specialised activities are found at annexes 7 and 8.

Participants and other stakeholders, including national partners and GC members described the **success factors and obstacles** to reaching the results, as follows:

Success factors	Obstacles
<ul style="list-style-type: none"> <li>• <b>The meeting content</b>, including presentations and research findings</li> <li>• <b>Cross-learning</b> between diverse participants</li> <li>• The <b>Meeting format</b> encouraged learning and an exchange</li> <li>• Efficient <b>meeting organization</b></li> <li>• <b>Supportive work environment</b> and/or context</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lack of resources</b> within participant organizations in order to implement learning</li> <li>• <b>Limited follow-up</b> to any outcomes of the meetings</li> <li>• <b>Mixed objectives</b> for the meetings</li> <li>• <b>Short-term funding</b> (meeting-based)</li> <li>• <b>Restrictive work environment</b> and/or context</li> </ul>

Table 3: Success factors and obstacles of IAS meetings identified

These success factors and obstacles are also reflected in the SWOT analysis (see annex 1). Concerning the obstacle of short-term funding, in most cases, funding was provided by donors for specific meetings or meetings types rather than non-earmarked and for the longer-term. Therefore, it has been challenging for the IAS team in planning beyond the given year and in funding any follow-up needed (see section 5.4. below). The IAS team is currently moving away from a short-term funding model to a multi-year funding model with more flexibility on the use of the funds.

The obstacle of mixed objectives, as raised in section 5.1 above, concerned the different perceptions of a particular IAS meeting's objectives. For example, in interviews with participants, several were surprised to learn that the meetings had the ambition to trigger policy change and saw it as aiming to build informed and collaborative stakeholders (a legitimate outcome in itself and what would be needed prior to any policy change). At the same time, several participants thought that if policy change was an objective then the meetings should have had a different format (i.e. closer to that which was foreseen for the expert meetings with an expected outcomes statement and follow-up working group).

As described in the table above, the meeting formats were seen as a success factor and as seen in the graph below, the main formats used, such as presentations and Q&A sessions benefited the large majority of surveyed participants. Participants in the interviews and discussion groups also emphasised the interactive nature of the IAS meetings that was greatly appreciated.

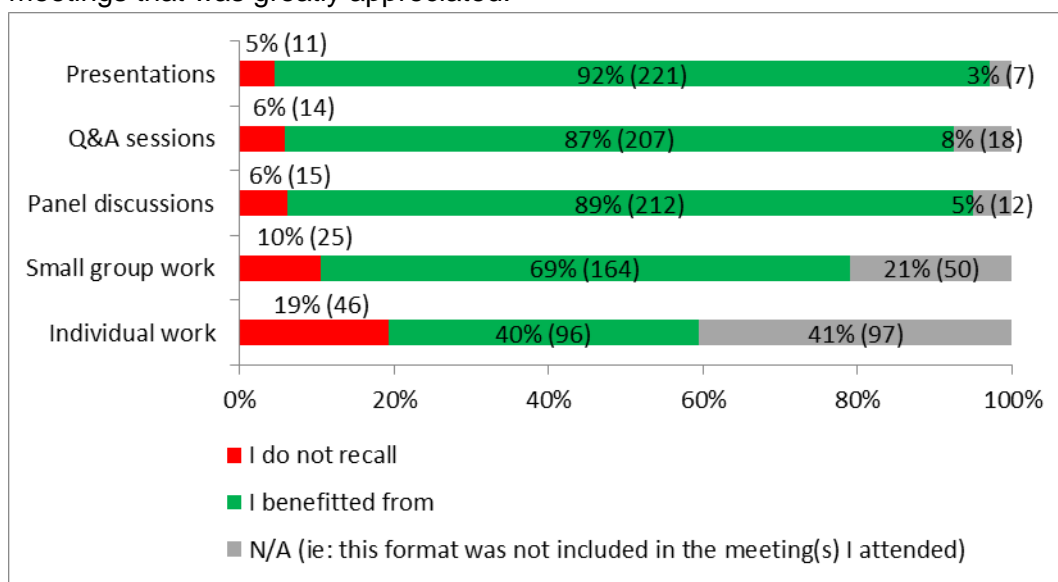


Figure 3: Benefitting from formats of IAS meetings

70% (168) of surveyed participants reported accessing the **resources from the IAS meetings**, compared with the findings from the discussions and interviews where several participants commented they were not sure what resources were available and where to find them. Further analysis on resources and themes is found at annex 6. Those participants who had participated in an **IAS webinar** appreciated them,

suggesting further use of the webinar format for follow-up and updates following the meetings (see section 5.4).

### 5.3. Cost efficiency

**To assess the cost efficiency of the Educational Fund's post-conference country and regional meetings in relation to the results achieved**

**Key finding:** Cost efficiency was assessed as positive considering that 94% of surveyed participants indicated that they benefited from the IAS meetings. The average cost per meeting participant in 2019 was US\$195 with a variation ranging from \$44 to \$573<sup>6</sup>. Variation was often due to savings seen in organizing meeting in conjunction with other topic-related conferences, although caution was stressed in seeing this as a cost-savings solution. Cost-savings were also seen through the practices adopted by the IAS team, speakers, organizing national partners and GC members.

The analysis of cost per participant for the 2019 meetings indicated that the average cost per participants was US\$195<sup>7</sup>. Given that virtually all participants reported at least one benefit from attending the IAS meetings it can be estimated that a “benefit” costed maximum \$195 to the IAS. As described above, the majority of changes reported by participants were in applying ideas and solutions in the workplace or improving the local treatment and prevention. Considering the potential impact of these changes for individuals, organizations and clients, the IAS meetings displayed good value for money.

The analysis of cost per participants of meetings in 2019 indicated that the cost varied for workshops between \$161 (Colombia) to \$573 (Kazakhstan) and for symposia from \$44 (Argentina) to \$337 (Georgia), as detailed in the table below.

<b>Meeting</b>	<i>Colombia April 2019</i>	<i>Eswatini March 2019</i>	<i>Malaysia October 2019</i>	<i>Ghana May 2019</i>	<i>Kazakhstan Nov. 2019</i>
<b>Type</b>	Workshop	Workshop	Workshop	Workshop	Workshop
<b>Cost per participant USD)</b>	<b>161</b>	<b>187</b>	<b>231</b>	<b>549</b>	<b>573</b>
<b>Meeting</b>	<i>Argentina August 2019</i>	<i>India December 2019</i>	<i>Rwanda November 2019</i>	<i>Lebanon June 2019</i>	<i>Georgia June 2019</i>
<b>Type</b>	Symposium	Symposium	Symposium	Workshop Symposium Expert meeting	Symposium
<b>Cost per participant USD)</b>	<b>44</b>	<b>211</b>	<b>211</b>	<b>262</b>	<b>337</b>

**Table 4: Analysis of cost per participant for 2019 IAS meetings**

<sup>6</sup> The analysis divides the total expenses (excluding indirect and IAS staff costs) of a given meeting by the number of participants. See annex 4 for the complete analysis.

<sup>7</sup> Ibid.

An analysis of the expenditures indicated that variation in expenses was often due to the budgets required for interpretation and supporting participants and speakers to attend the meetings. For example, for the Colombia workshop, the total expense for this budget line was \$5,882 and for the Ghana workshop it was \$16,616 (as several participants from West and Central Africa participated were funded to attend). Ghana required interpretation whereas it was not needed in Colombia. The latter also benefited from some catering costs being covered by the local partner and the IAS funded the participation of only 100 out of 374 participants.

Although potential cost-savings could be seen by organizing meetings in conjunction with existing conferences, caution was also needed with this solution. An example given was the 2019 symposium in India that was originally planned to coincide with an annual medical conference. However, holding the two together was abandoned as the medical conference did not offer a sufficiently diverse audience and also wished to impose a format incompatible with the spirit of the IAS meetings (i.e. medically-focused with lectures only and a mainly medical audience versus a participatory and interactive format involving multiple stakeholders in the HIV responses).

Cost-savings were also seen through the practices adopted by the IAS team, speakers, organizing national partners and GC members, including:

1. Emphasising with organizing national partners to keep costs at minimum and avoiding high cost venues.
2. GC members volunteering their time to support the meeting planning and organization;
3. Organizing national partners accepting to support the meeting organization with only minimal costs covered (in 2019, support to organizing national partners ranged from \$400 to \$1,711);
4. Organizing national partners securing additional funding/support for participants to attend (e.g. for the Malaysia meeting, it was reported that the Malaysian Ministry of Health covered costs for its staff to attend the meeting);
5. Speakers agreeing to speak for no charge with only travel/accommodation expenses covered if needed; speakers were also recruited from the region where possible;
6. IAS team members carrying out tasks beyond those budgeted for, such as follow-up surveys and results analysis.

#### 5.4. Sustainability

**To assess the sustainability of the IAS Educational Fund's post-conference country and regional meetings**

**Key finding:** Participants provided examples of benefits that could have possibly been sustained over time. However, their sustainability was largely dependent upon the motivation of the individual participants and a supportive work environment/context. Sustainability was also limited from the side of the IAS not being able to plan for any systematic follow-up due to lack of funding. Participants, GC members and organizing national partners thought that the IAS could build in further follow-up actions for each meeting and provided suggestions in this regard. The IAS meetings were designed to be relevant and sustainable through being embedded into the broader health context with preparatory consultations carried out with governments, global partners and local civil society organizations (CSOs). A GC member worked closely with the national organizing partner in developing the meeting programme although the GC itself was less involved in overseeing the IAS meetings and follow-up.

As described in the previous section, examples of the benefits of the IAS meetings provided by participants included many where the benefits could be sustainable over time, such as introducing a new way of working, changing a practice of treating clients or introducing a new policy or programme.

However, sustainability of these benefits was largely dependent upon the motivation of the individual participants and a supportive work environment/context. Sustainability was limited from the side of the IAS in planning systematically any follow-up actions due to a lack of funding. This could lead to disappointment from participants:

*"We built a momentum at the meeting and wanted to work together on a joint statement and advocacy plan – but it was never followed up which was a shame"* Activist, NGO

Participants, GC members and organizing national partners were of the opinion that the IAS could build in further follow-up actions for each meeting (possibly as a task of the organizing national partner) and dependent upon the objectives of the meeting. Suggestions included:

1. **For meetings with the aim of information sharing and update:** make available summary findings of the main updates in the form of fact-sheets, PowerPoint slides and/or infographics; promote and distribute them to participants.
2. **For meetings with the aim of improving ways of working and treatment practices:** collate for participants suggested ways of working and practices from the meeting discussions. Introduce a follow-up

mechanism where participants could share how they have improved their ways of working and practices (possibly through webinars and led by the organizing national partner).

3. **For meetings with the aim of policy and programme change:** orientate the meetings to determine common policy gaps and possible changes sought across the given region; work on suggested advocacy actions and create a working group to follow-up on the advocacy actions.

The IAS meetings were found to be designed to be relevant and sustainable through being embedded into the broader health context. As described above, the involvement of the national organizing partner and a GC member ensured that the meeting topics were relevant to the given region and countries.

National organizing partners interviewed described conferring with governments, global partners (such as UNAIDS and the Global Fund) and local civil society organizations (CSOs) to determine the topics to address in the IAS meetings and what should be highlighted to advance HIV and AIDS priorities. Given the broader consultation and the diverse participant types, gender equality and human rights aspects were taken into account, as evident in the topics of the IAS meetings. In terms of follow-up after the meetings with stakeholders, this tended to be left to initiatives of individual participants and partners. In some cases, this did occur, for example, a national organizing partner reported intending to set-up a regional network of HIV and AIDS practitioners. GC members and partners commented that they thought global partners could be more involved in any follow-up measures, for example, in supporting advocacy priorities in a given region.

As mentioned above, a GC member was nominated to support in the steering and development of each IAS meeting. In the 2019 meeting preparations examined (Zimbabwe and Lebanon), the GC member in both cases worked closely with the national organizing partner in developing the meeting programme, including identifying relevant speakers and topics. Both GC members and national partners highlighted the need for a close working relationship between the two. The GC itself was less involved in overseeing the IAS meetings or their follow-up. An Educational Fund working group was created in 2016 and has had teleconferences and email discussions since, mostly around the scholarship component but also on the IAS meetings (notably before the GC members were involved). The GC's structure and organization is currently being revised with the intention of re-launching the Educational Fund working group to support the IAS meetings and other activities.



## 5.5. Monitoring and evaluation

### *To assess the quality of the monitoring and evaluation (M&E) of the post-conference meetings*

**Key finding:** The IAS team currently uses a range of tools to collect data and information to facilitate M&E. These tools provide the IAS team with a considerable amount of data and information although challenges were identified in how the tools were deployed, results analysed and used.

The IAS team currently uses different tools to collect data and information to facilitate monitoring and evaluation:

Tool	Data/information collected
Participant registration	Demographic and participation information (which meetings attended)
Budget monitoring	Expenses per meeting and contributions by donors
Participants' immediate post-meeting evaluation survey	Demographic information, rating of the meeting elements and foreseen benefits (separate survey also carried out for publishing workshop)
Meeting narrative report	Description of the meeting's topics, discussions, recommendations and conclusions
Participants' impact survey – sent some six months after the meeting	Demographic information, appreciation of meeting elements, benefits seen, improvements suggested

**Table 5: Monitoring and evaluation tools**

In their totality, the above tools provide the IAS team with a considerable amount of data and information, although the following challenges were identified:

- ➔ The participant registration data was until 2019 not uniform in terms of information requested but adapted from meeting to meeting, also due to the donors' needs.
- ➔ The immediate post-meetings surveys are paper-based and handed out as part of the registration. In 2019, response rates ranged from 33% (day 1 Lebanon) to 72% (Colombia). Given that they are paper-based requires all responses to be entered manually which is time-consuming. Online surveys had been previously used but with even lower response rates. The surveys provide useful feedback on the meetings but were not intended to provide feedback on the impact of the meetings (given the timing when they were distributed).

- ➔ The meeting narrative reports are mainly descriptive and are not action-orientated (in terms of suggested follow-up and actions). There was also a difference seen in reporting styles between the type of meetings (e.g. a symposium versus a workshop).
- ➔ The impact surveys had generally a low response rate, ranging from 2.5% (Thailand 2017 and India 2018 meetings) to 26% (Argentina 2017 and Mexico 2018 meetings). The survey contained some 24 questions that could be a potential deterrent (although the survey used for this evaluation was reduced to 17 questions and received only a 10% response rate even with an incentive of a year's free IAS membership). The low response rates limited the usefulness of the data collected.
- ➔ The information and data collected was mainly used for donor reporting and based on the individual meetings rather than any annual or global review; there was no overall compilation of information and data from all meetings and presented in any type of annual report.
- ➔ There was no usage seen of more rapid and interactive evaluation methods such as feedback calls with national organizing partners following meetings or focus group discussions with participants during the meetings to discuss their reactions to the meetings and their intended actions after (the narrative report was the standard method for reporting and feedback<sup>8</sup>).
- ➔ National organizing partners were not involved in any monitoring and evaluation activities, aside from contributing to the narrative reports. This was also because the partners were not funded for such activities.
- ➔ Even though donors required some feedback data (such as participant numbers, costs etc.), all monitoring and evaluation activities had no budget attached to them (aside from this evaluation). Therefore, any activities were carried out by the IAS team in addition to their regular budgeted tasks.

Suggestions for improving the M&E of the IAS meetings are found in the next section.

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<sup>8</sup> The Educational Fund team do talk with participants informally about their reactions and intended actions. Further, an individual action planning tool has been introduced in 2019 for participants.

## 6) Conclusions and recommendations

This evaluation found that the IAS meetings are relevant and effective in several ways; they fill an important gap; extending the reach of the knowledge generated by the International AIDS Conference and the IAS Conference on HIV Science, contextualising and prioritising it for diverse audiences and contexts. The IAS meetings provide a unique educational event for cross-learning between a range of actors from diverse working contexts with virtually all participants benefit from the meetings. They provide a secure space for raising and discussing sensitive HIV and AIDS, bio-medical and human rights-related issues. The IAS Educational Fund has also successfully expanded its offering through the webinars, publishing workshops and media fellowships. Comparing the benefits of the IAS meetings to their costs, the meetings displayed good value for money.

Learnings from the meetings are being applied in different ways and at different levels – individual, group and organizational. Knowledge sharing and updating is certainly occurring; more significant results are seen in the changes to practices in treatment/prevention and ways of working - a key audience, health care workers are best placed to implement these changes. In terms of maximising impact, this could be a possible priority for future IAS meetings.

Whilst there is evidence to show some perceived sustainability of learnings from the meetings, due to limited financial and human resources, there is no built-in component in the meetings' planning to support any follow-up. Subject to the individual meeting's objective, this may or may not be required. However, where it is clear that an action change is expected, then follow-up needs should be part and parcel of planning.

These elements are reflected in the following conclusions and recommendations.

**A. Meeting objectives:** The IAS meetings' main objective, as identified in its ToC, is to help bring about policy/practice change, whereas through this evaluation, other objectives were identified; 1) knowledge sharing and updating; 2) changes to practices and ways of working; (in addition to 3) changes to policies and programmes). Whilst individual meetings were being planned by the IAS with one or more of these in mind, these three objectives are not formally evident in any overall strategic document. As such, different expectations from the meetings were evident. This evaluation would suggest that at the strategic level (and not at the individual meeting level), the IAS should determine what are its objective(s) for its meetings and clearly communicate them to the GC, organizing national partners, IAS Members and participants. As described above, this evaluation found influencing changes to practices and ways of working amongst health workers were where maximum impact could be seen.

### **Recommendation:**

- ➔ At the strategic level, the IAS should determine the objective(s) for its meetings.

- ➔ These objectives should balance or set priorities between the three areas: (1) knowledge sharing and updating; 2) changes to practices and ways of working; 3) changes to policies and programmes.
- ➔ On this basis, objectives can then be set for the individual meetings.
- ➔ The strategic, global objectives, followed by the specific objective for an individual meeting should then be communicated to involved stakeholders as part of IAS meeting planning. In this way it should prove clearer to the meeting organizers (as well as donors and participants) how their individual meeting fits into the bigger picture.

**B. Organizational and funding concept:** An obstacle for the IAS has been that funding to date has largely been based on individual meetings. As a consequence, this meant that planning and reporting were based on the individual meetings and in the short-term rather than a longer-term and more global view. This also limited the team in integrating any follow-up measures into its activities (as this would need to be done once the meeting was completed and the funding was then ended). The IAS team has started to move towards an annual organizational and funding concept and this evaluation would encourage this move in addition to requesting donors to support the IAS Educational Fund with multi-year funding and not on the basis of individual meetings.

**Recommendation:**

- ➔ The IAS is encouraged to move towards an annual organizational and funding concept (documented as an “annual strategic plan”).
- ➔ The annual concept should incorporate follow-up and sustainability measures (see next recommendations).
- ➔ Donors are requested to support this new model with multi-year funding.

**C. Follow-up and sustainability:** A limitation identified by this evaluation was in the follow-up and sustainability measures in place for the IAS meetings. The IAS is missing opportunities where even limited follow-up would maximise and extend further the results of the meetings. The type of follow-up and sustainability measures would depend upon the objectives of the given meeting, as explained in section 5.4 above. Further, such measures could be budgeted for and planned within the new annual concept.

**Recommendation:**

- ➔ The IAS should introduce and budget follow-up and sustainability measures for its meetings.
- ➔ National organizing partners should take a driving and budgeted role with the support of the regional GC member(s) (see next recommendation).
- ➔ Budget should be earmarked to provide the national partners with the needed resources to carry out the sustainability measures.
- ➔ The type of sustainability measures would depend upon the objectives set for the meeting(s) (see section 5.4 for some example follow-up and sustainability

measures).

**D. Role of GC:** The GC members currently play a key supportive role in guiding the given meetings in their region. Less involved has been the GC itself. The reorganization of the working groups set-up of the GC is an opportunity to re-animate the working group for the IAS Educational Fund and define its role in supporting IAS meetings.

**Recommendation:**

- ➔ The GC working group of the IAS Educational Fund is re-established and convened annually.
- ➔ The GC working group should discuss the strategic role of the IAS meetings in relation to the IAS more generally and the meetings' global objectives as well as set the specific objectives for individual meetings.
- ➔ The GC working group should establish selection criteria for identifying the meeting locations, setting a limited number of meetings per year so that more accent can be placed on reviewing the previous year's meetings' follow-up activities and impact.
- ➔ The supporting role of GC members for the meetings should be more formalised with a written description of their expected roles and tasks shared and agreed with them.

**E. Press fellowship and publishing workshop:** Both these specialised activities were found to be valuable to participants and positive in producing results in their respective areas. As a new activity, the press fellowships reached an interesting and useful audience (International/regional/local journalists) for the IAS and should be continued and expanded, pending funding. The publishing workshops were also valuable for participants and supported them in advancing their scientific writing. The workshop organizers could consider expanding the focus to include a broader range of scientific writing rather than only on research manuscripts (this may require extra time for the workshop).

**Recommendation:**

- ➔ The press fellowships should be continued and expanded, pending funding.
- ➔ The publishing workshops could be expanded to include a broader focus on scientific writing, for example in preparing conference presentations and abstracts, fact sheets and research reports (with extra time added).

**F. Online resources and webinars:** The online resources and webinars relating to the IAS meetings were appreciated but not always known and accessed by participants. Therefore, this evaluation found that further reflection may be needed as to how to promote them further; national partners could have a role to play in their promotion. The webinars were appreciated although their topic material meant that they could become quickly outdated. At the same time, the webinars could also play a stronger role in follow-up and monitoring and evaluation (see next conclusion).

**Recommendation:**

- ➔ Further ways should be explored for promoting the resources.
- ➔ The topics of the webinars should be determined considering timeliness.
- ➔ The webinars could also be used as follow-up measures and/or play a role in monitoring and evaluation (see next recommendation).

**G. Monitoring and evaluation (M&E):** This evaluation found that the IAS team had put in place a considerable number of M&E tools that were being used systematically for drawing out lessons to adapt and improve consequent meetings. The suggestion of the evaluation is to optimise these tools further, in particular by involving the national organizing partners in such work. A budget component for partners would be needed.

**Recommendations:** the following suggestions are made to optimise further the M&E tools:

- ➔ Create a budget line for the M&E tools, notably where actions are required by the national organizing partner, as suggested below.
- ➔ Ensure that participant registration data is consistent across meetings to allow comparison and analysis.
- ➔ Where possible, re-consider the use of online surveys for the immediate post-meeting reactions (possibly using recent innovations such as mobile instant polling throughout the meetings<sup>9</sup>). The use of incentives for increasing participation could be further explored.
- ➔ Consider reviewing the meeting narrative report template to make it less descriptive and more action-orientated (in terms of suggested follow-up and actions). Distinguish between the templates for symposia where the focus is on knowledge-sharing and workshops where the focus is on practice and policy change.
- ➔ Reduce the number of questions in the impact survey (see suggestions in separate document). Consider involving the national organizing partner with a budgeted action to send-out the survey and carry out some follow-up.
- ➔ Consider introducing more interactive and rapid evaluation methods; for example:
  - A (documented) feedback call with the national organizing partner and committee;
  - A webinar held six months after the meeting and hosted by the national partner where up to three participants explain their actions after the meetings (with all participants of the meeting invited to participate).
- ➔ The IAS Educational Fund should consider creating an annual report on activities and impact as the main reporting tool internally and for donors (based

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<sup>9</sup> There are many commercial offerings on the market including: <https://spotme.com/> and <https://www.mentimeter.com/>

on the narrative reports from each meeting and the results from other M&E tools). This annual report would replace the various donor and survey reports currently being produced.

## Annex One: SWOT analysis

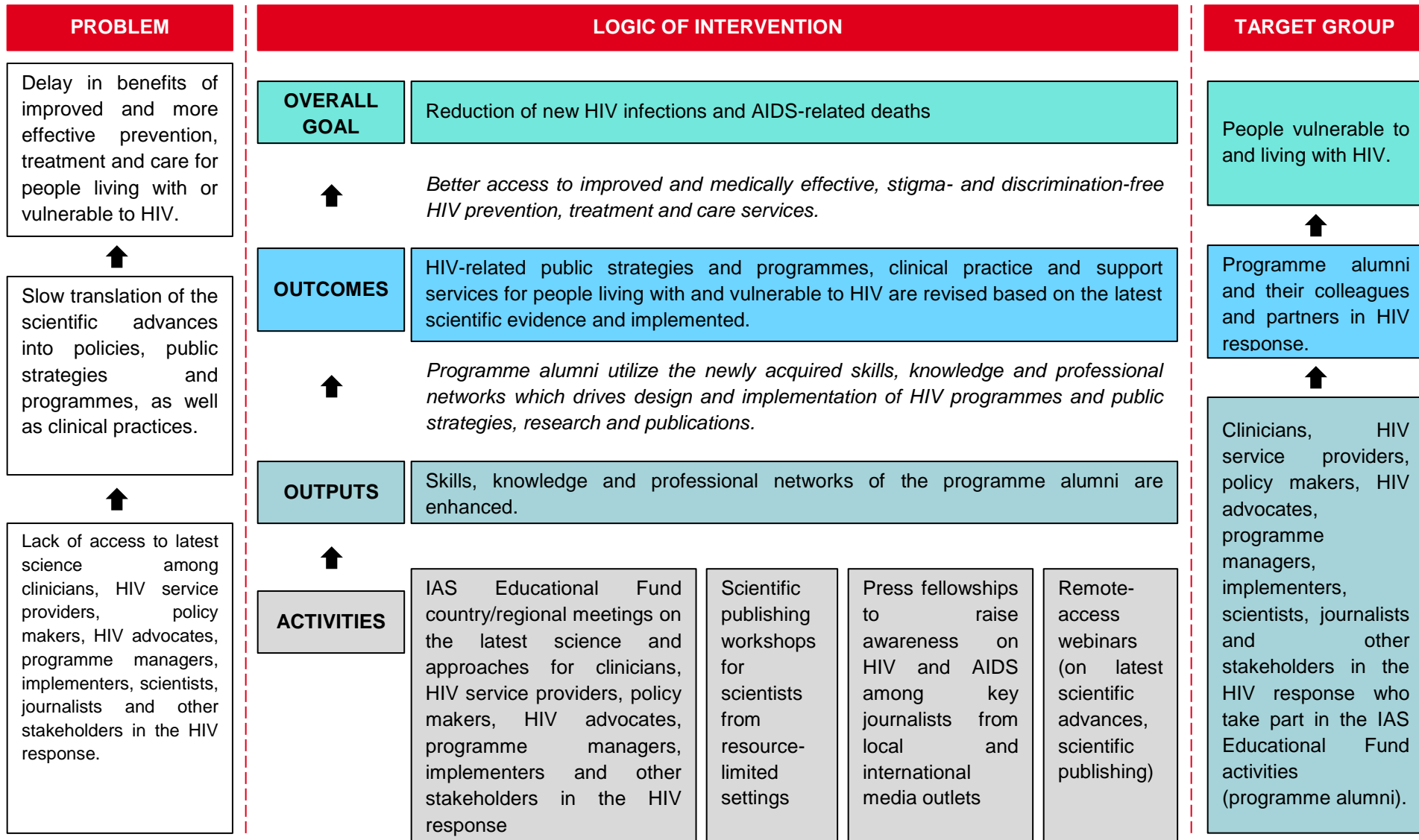
Strengths	Weaknesses
<ol style="list-style-type: none"> <li>1. IAS country and regional meetings provide a unique educational event for cross-learning between a range of actors from diverse working contexts concerned with HIV prevention, treatment and care.</li> <li>2. Large majority of participants benefit from the meetings</li> <li>3. Meetings present up-to-date scientific evidence that is effectively repackaged and contextualised to respond to regional and local needs.</li> <li>4. Meetings provide a secure space for raising and discussing sensitive HIV and AIDS, bio-medical and human rights-related issues.</li> <li>5. Learnings from the meetings are being applied in different ways and at different levels – individual, group and organizational.</li> <li>6. Local committees are established to assure local decisions on topics, speakers and participants</li> <li>7. All 3 models used for the meeting's format allow for interaction between the diverse groups of participants</li> <li>8. The IAS core Educational Fund team provides effective, professional support in the organization of the IAS regional meetings</li> <li>9. The publishing workshops are effective in encouraging publications on regional and local research</li> <li>10. The newly established media fellowship programme encourages regional/local media interest</li> <li>11. On line resources, especially the webinars, provide for short-</li> </ol>	<ol style="list-style-type: none"> <li>1. Measures to assure the sustainability of lessons drawn from IAS country and regional meetings</li> <li>2. Expectation unclear for the regional meetings with consequences on planning and follow-up</li> <li>3. Insecurity over medium term due to reliance on short-term funding from a few donors</li> <li>4. Planning for sustainability in the regions is insufficiently prioritised</li> <li>5. The selection of the format of meetings has been guided by donor choice in addition to educational priorities</li> <li>6. Visibility and use of online resources</li> <li>7. Balancing both knowledge-sharing and policy-influence aims</li> <li>8. Linking with regional partners for any follow-up on possible advocacy actions (e.g. UNAIDS)</li> <li>9. Linking with IAS global advocacy's goals and priorities</li> </ol>



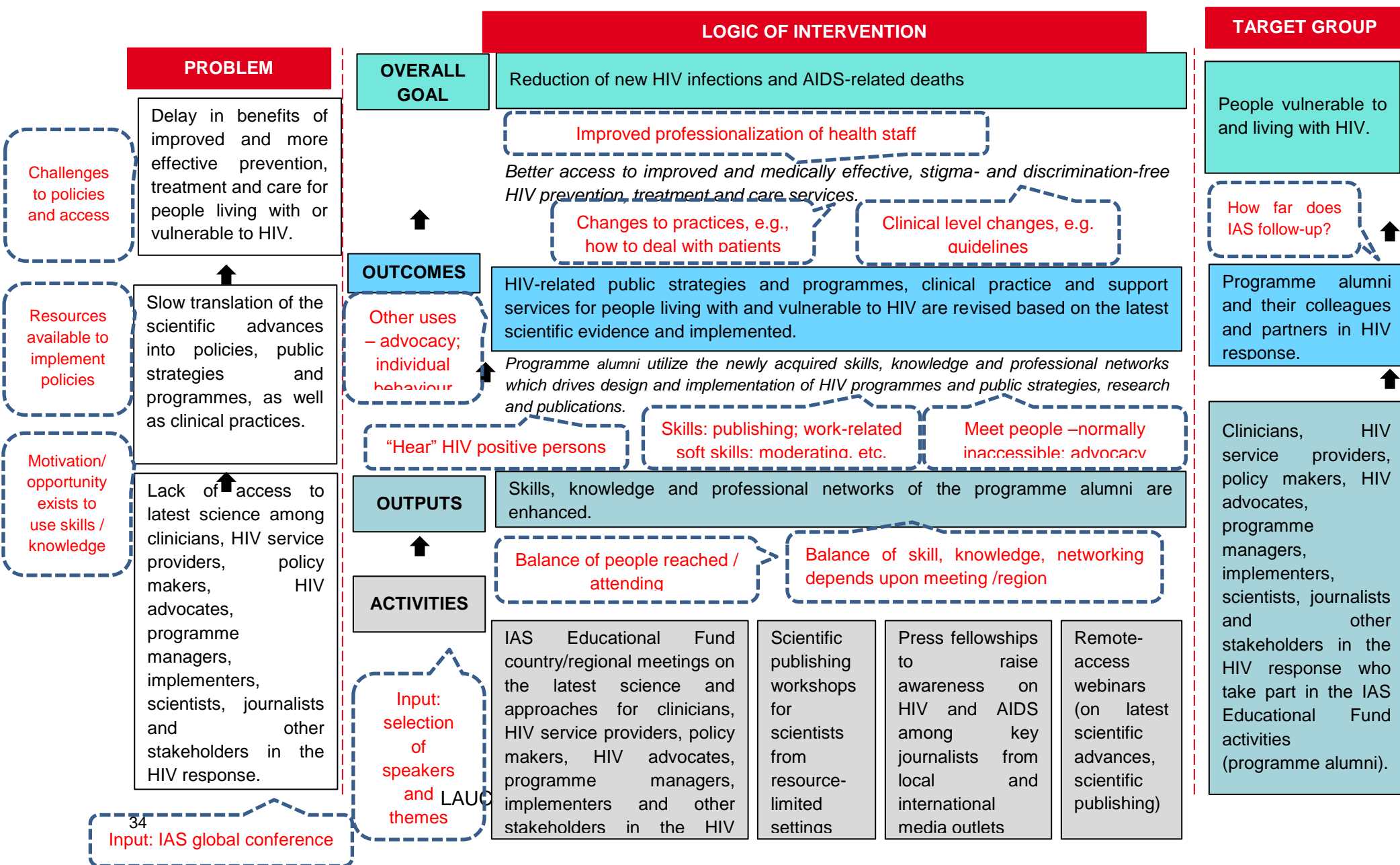
<p>term engagement with members and meeting participants.</p> <p>12. Good tools and structures in place to support internal planning and monitoring</p>	
<p><b>Opportunities</b></p> <ol style="list-style-type: none"> <li>1. Revise organizational and funding concept to integrate into an overall IAS concept</li> <li>2. Identify clear aim and objectives of the regional meetings, so that meeting organization, format and follow-up can be adapted accordingly.</li> <li>3. Revise and scale down monitoring tools and activities and supplement with other evaluation methods in line with strategic plan.</li> <li>4. Capitalise on established links in the regions with the global partners (such as the Global Fund and UNAIDS) for follow-up strategic planning and action</li> <li>5. Involve regional GC members in developing regional strategic plans</li> <li>6. Explore advantages and disadvantages of combining HIV with other infectious diseases such as STIs, TB in order to sustain interest and support for IAS regional work.</li> </ol>	<p><b>Threats / Challenges</b></p> <ol style="list-style-type: none"> <li>1. Support in the developed countries for HIV research and intervention may well dwindle over the medium term so that it will become increasingly difficult to secure the needed funding</li> <li>2. Balancing needs and representation from both medical professions, policy makers and community workers in the regional meetings is both a strength but also a threat since over representation of any one may deter the participation of another.</li> <li>7. Increasing demand for IAS regional meetings might overwhelm IAS capacity to maintain current quality</li> <li>8. Potential frustration of audiences if little follow-up is carried out</li> </ol>

## Annex Two: Theories of change

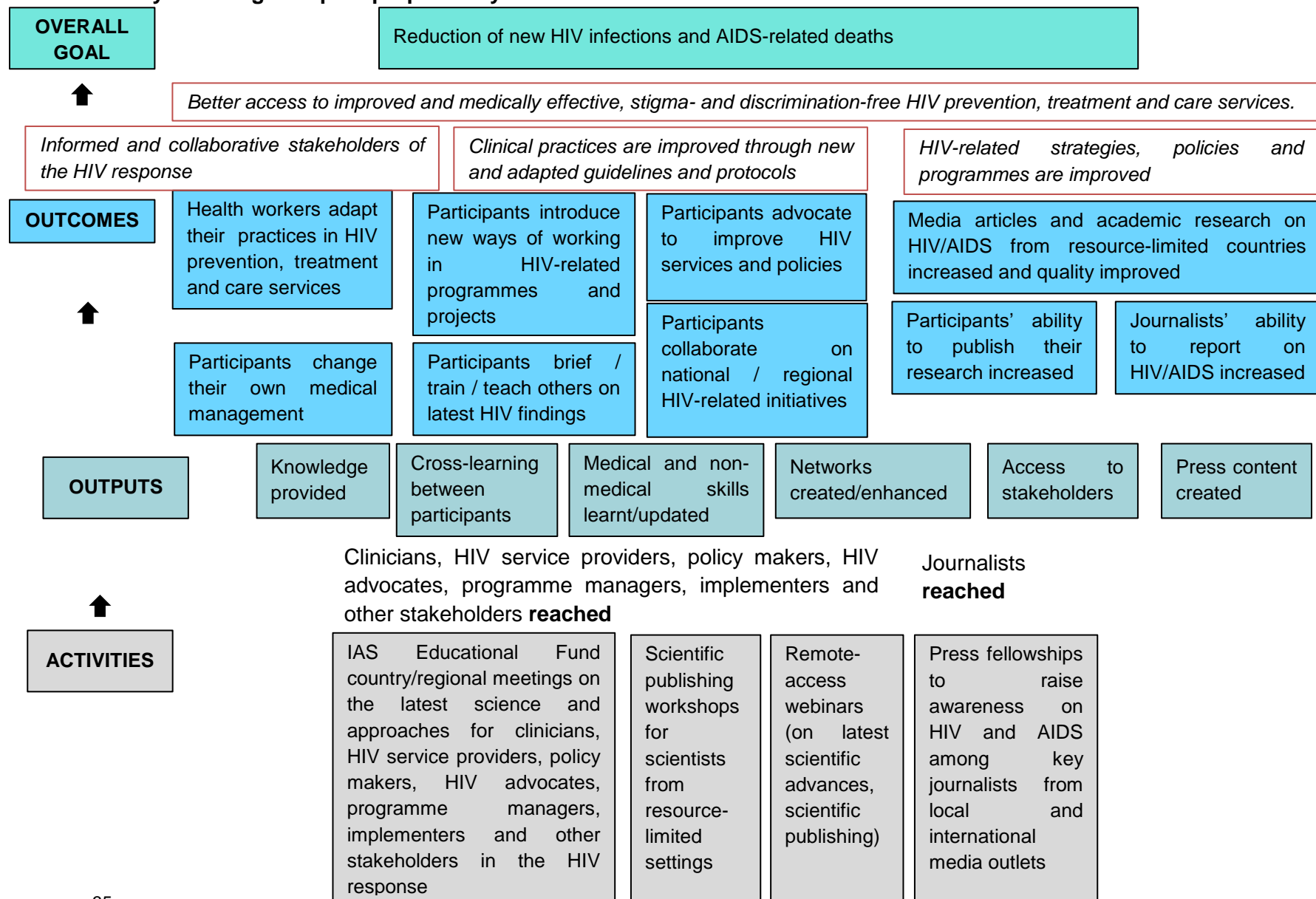
### Original Theory of Change:



## Theory of Change adapted during the ToC / inception workshop:



## Theory of Change adapted proposed by the evaluation



### Annex Three: Persons interviewed and discussion group participants

#	Family Name	First Name	Position	Organization	Stakeholder type	Country
1.	Amsler	Susanne	Senior Adviser, Global Health Programme, Health Division	Swiss Development and Cooperation Agency (SDC)	Donor	Switzerland
2.	Kessler	Harold	Head Medical Information and Scientific Communications, Global Medical Sciences	ViiV Healthcare	Donor	USA
3.	Bekker	Linda-Gail	Professor of Medicine and Chief Operating Officer of the Desmond Tutu HIV Foundation; Director of the Desmond Tutu HIV Centre	Desmond Tutu HIV Foundation & Director Desmond Tutu HIV Centre, University of Cape Town	Ex IAS President, GC member	South Africa
4.	Hakim	James	Professor of Medicine	University of Zimbabwe	IAS GC member	Zimbabwe
5.	Kamarulzaman	Adeeba	Dean of the Faculty of Medicine and Professor of Medicine and Infectious Diseases	University of Malaya in Kuala Lumpur, Malaysia	IAS President elect	Malaysia
6.	Ngure	Kenneth	Associate Professor of Global Health and the Chair of the Department of	Jomo Kenyatta University of Agriculture and	IAS GC member	Kenya

			Community Health	Technology		
7.	Pozniak	Anton	Consultant Physician and Director TB Services	Chelsea and Westminster Hospital	IAS President	UK
8.	Phanuphak	Nittaya	Chief of Prevention	Thai Red Cross AIDS Centre	Malaysia Meeting Local Partner	Thailand
9.	Rizk	Nesrine	Assistant Professor of Clinical specialty	AUBMC	Lebanon Meeting Local Partner	Lebanon
10	Willis	Nicola	Director	Africaid, Zvandiri	Harare Meeting local partner	Zimbabwe
11	Amar	Pazare	Senior clinician	King Edward Memorial Hospital	Meeting participant	India
12	Florianio Borges	Peter	Chief Executive Officer	Human Touch Foundation NGO for Youth	Meeting participant	India
13	Garima	Sharma	Technical Expert HIV /AIDS	UN Development Programme & UNAIDS	Meeting participant	India
14	Issa	Karimou		NGO Ballal	Meeting participant	Niger
15	Jaya	Sahodaran	General Manager	NGO transgender activist org	Meeting participant	India
16	Kemigisa	Barbara	Community Activist, rural community	Pillpower NGO	Meeting participant	Zimbabwe
17	Mavushes	Phyllis	Community Adolescent	Zvandiri, CATS NGO	Meeting participant	Uganda

			Treatment Supporter			
18	Murphy	Eammon	Regional Director	UNAIDS, Asia and the Pacific	Meeting Participant Global partner	Thailand
19	Sh. Alok	Saxena	Joint Secretary	National AIDS Control Organization (TBC)	Meeting participant	India
20	Bennani	Azziza	(former) Director National HIV/AIDS programme	Ministry of Health, Morocco	Meeting participant	Morocco
21	Lundström	Erika	Director, Governance, Membership and Learning	International AIDS Society	staff	Switzerland
22	Felix-Bower	Laure	Project Manager, IAS Educational Fund	International AIDS Society	staff	Switzerland
23	Serakova	Radka	Membership and Learning Officer	International AIDS Society	staff	Switzerland
24	Filipova	Andrea	Resource Mobilization and Development Officer	International AIDS Society	staff	Switzerland
<b>Participants in online group discussions</b>						
25	Tsereteli	Nino	Executive Director	Center for Information and Counselling on Reproductive Health	Meeting participant	Georgia
26	Stvilla	Ketevan	Manager	Global Fund HIV	Meeting participant	Georgia

				Program		
27	Oguzhan	Nuh	IAS Youth Ambassador		Meeting participant	Turkey
28	Azwa	Raja Iskandar Shah Raja	Associate Professor Infectious Diseases	University of Malaya	Malaysia meeting Local partner	Malaysia
29	Ballavaian	Jamile	Health professional	HIV Unit Hospital Ramos Mejia	Meeting participant	Argentina
30	Kaunang	Jaclyn Angelina	Planning, Monitoring & Evaluation Officer	Indonesia AIDS Coalition	Meeting participant	Indonesia
31	Greco	Maria Marta	Health professional	Hospital/Clinic	Meeting participant	Argentina
32	Hourcade-Bellocq	Javier	Health professional	NGO – GNP+	Meeting participant	Argentina
33	Cardona	Andreas	Postgraduate	Community Based organization	Meeting participant	Colombia



## Annex Four: Cost analysis of 2019 meetings

<i>Meeting</i>	<i>Eswatini March 2019</i>	<i>Colombia April 2019</i>	<i>Ghana May 2019</i>	<i>Georgia June 2019</i>	<i>Zimbabwe June 2019</i>	<i>Lebanon June 2019</i>	<i>Argentina August 2019</i>	<i>Malaysia October 2019</i>	<i>Kazakhstan November 2019</i>	<i>Rwanda November 2019</i>	<i>India December 2019</i>	<b>Totals</b>
<i>Type</i>	workshop	workshop	workshop	symposium	symposium	workshop symposium expert meeting	symposium	workshop	workshop	symposium	symposium	--
<i>Total expenses (USD)<sup>10</sup></i>	28,687	14,812	35,710	25,944	19,550	38,585	16,369	36,917	28,089	25,497	23,795	<b>293,955</b>
<i>No. participants</i>	153	92	65	77	159	147	374	160	49	121	113	<b>1,510</b>
<i>Cost per participant (USD)</i>	<b>187</b>	<b>161</b>	<b>549</b>	<b>337</b>	<b>123</b>	<b>262</b>	<b>44</b>	<b>231</b>	<b>573</b>	<b>211</b>	<b>211</b>	<b>195</b>

<sup>10</sup> Excluding salaries and indirect costs.

## Annex Five: Additional graphs from the participants survey

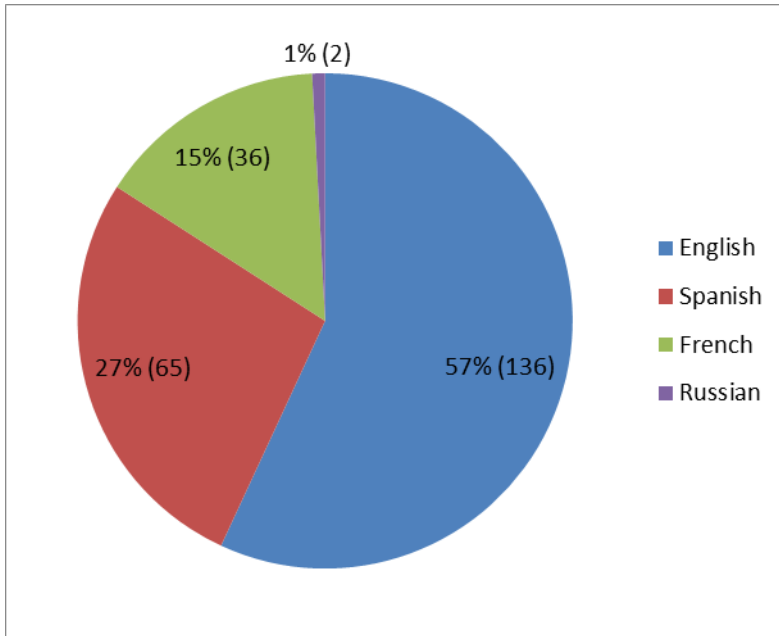


Figure 4: Language of survey respondents

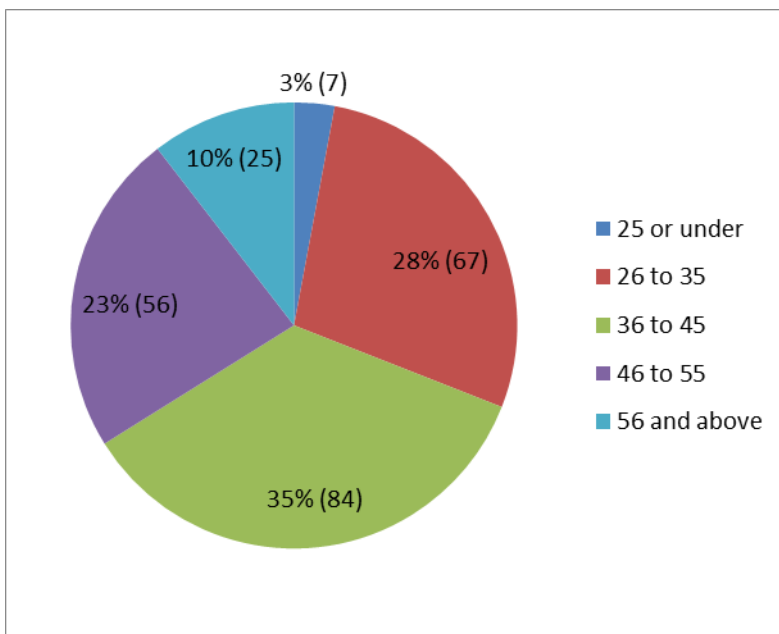
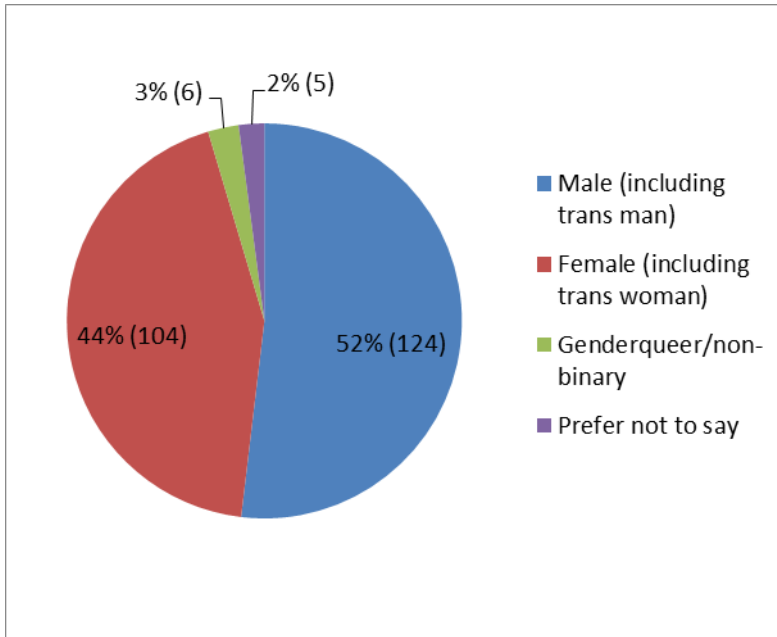
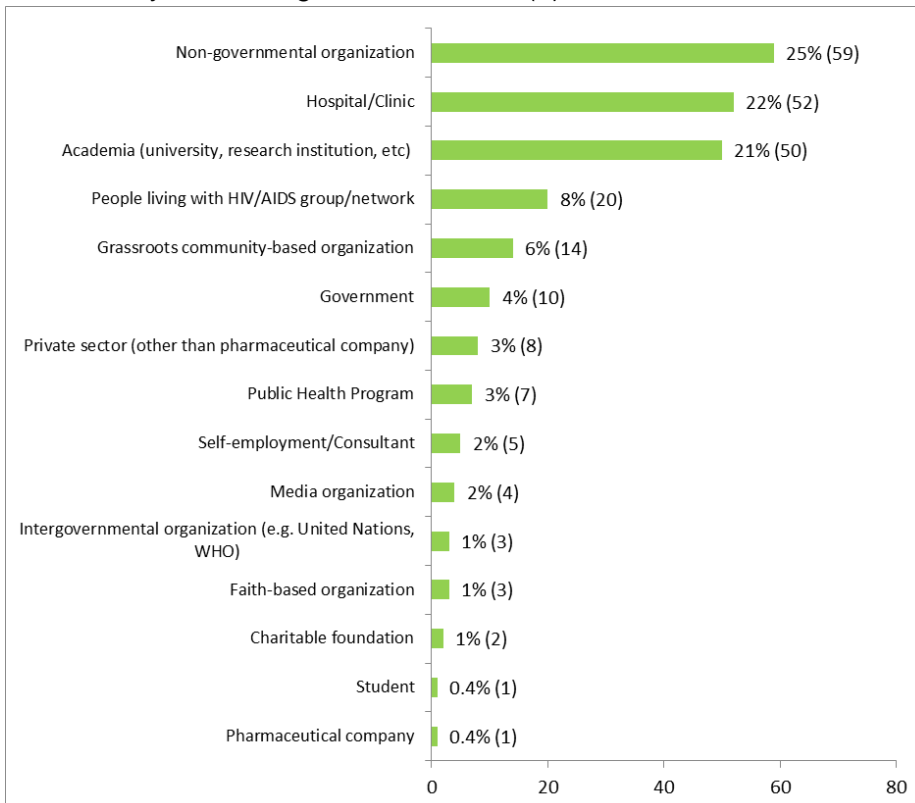


Figure 5: Age of survey respondents



**Figure 6: Gender identity of survey respondents**

N.B. 98% (234) of survey respondents replied that their gender identity was the same as the sex they were assigned at birth; 2% (5) said it was not.



**Figure 7: Type of organization**

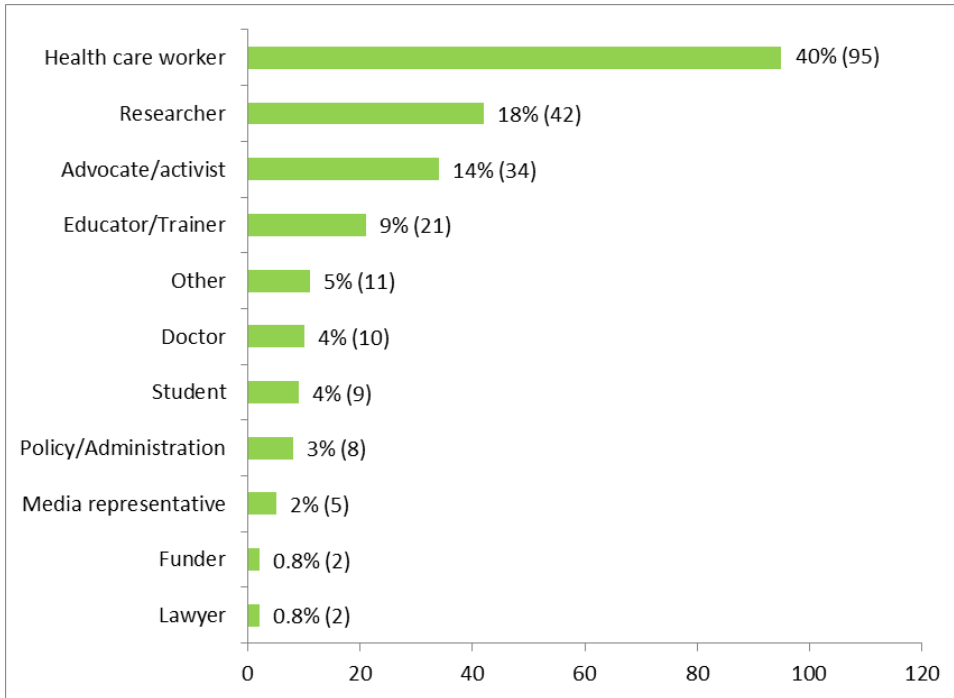


Figure 8: Type of profession

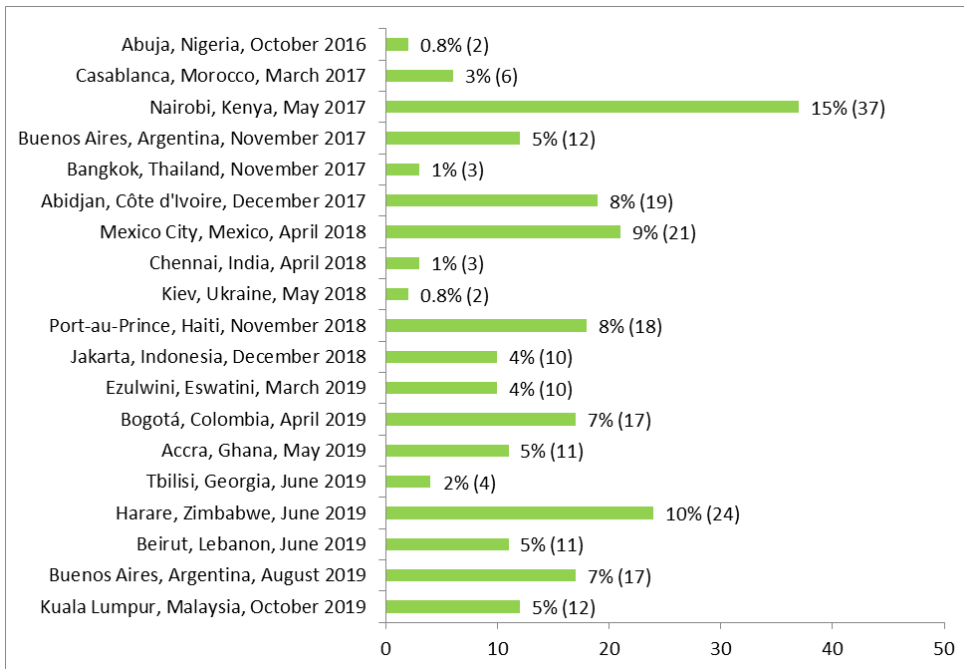


Figure 9: IAS meetings attended

## Annex Six: Additional analysis on resources and themes

Surveyed participants were asked if they accessed the material from the IAS Educational Fund meeting they attended (on the IAS website, such as presentations, videos or the final report). 70% (168) responded Yes and 30% (71) responded No.

In discussions and interviews, several participants commented that they were not always aware what resources were available and where to find them. Surveyed participants were asked what additional online resources they would like the IAS Educational Fund to provide. Some 140 participants provided a response with the main requests being:

1. Regular updates; current research results on HIV and AIDS; breaking news on the epidemic; new resource; knowledge toolkits; examples of best practices and guideline; send by e-newsletter.
2. Meeting results: IAS meetings reports; session presentations; videos of selected sessions; livestreaming of some sessions; more webinars.
3. Training: short courses (in-person and online); accredited courses; topics suggested include HIV and AIDS management and abstract writing.
4. Video content of IAS meetings and of HIV and AIDS topics.
5. Funds and scholarships (for research and attending conferences).

Surveyed participants were asked what they desired as future topics for future IAS webinars:

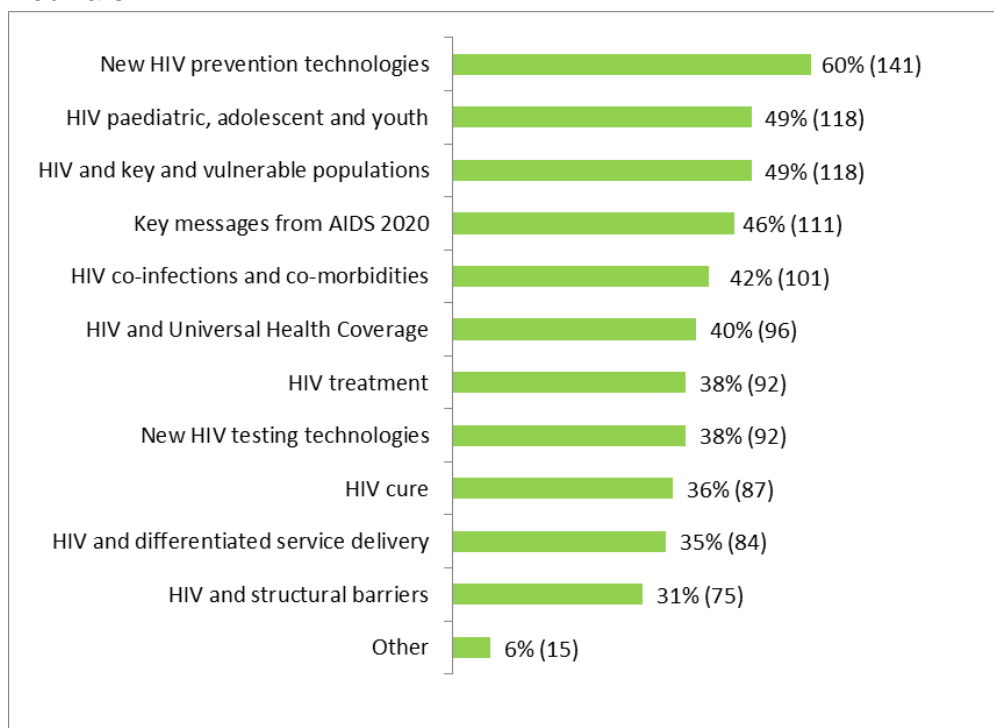
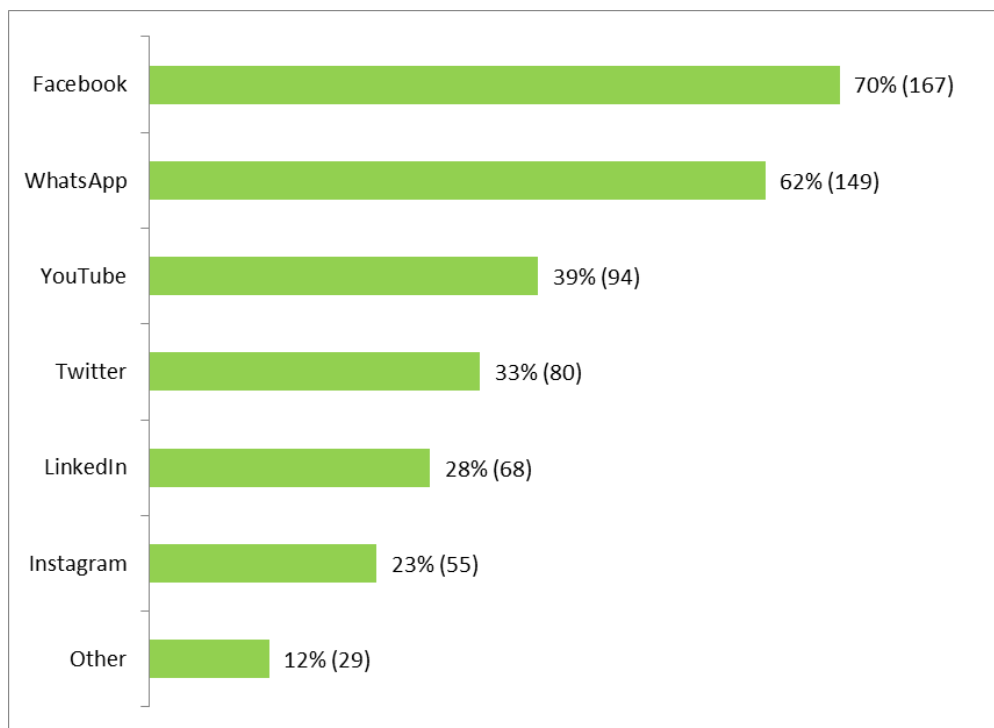


Figure 10: Desired future topics for IAS meetings

(Other mentioned mainly HIV and aging - 4 respondents)

Surveyed participants were asked what social media they were using to stay updated on HIV and AIDS:



**Figure 11: Use of social media to stay updated on HIV and AIDS**

(Other: email; mobile apps; websites)

Surveyed participants were asked how the IAS could support their projects and careers in the future as seen in the chart below; the majority responded to organize additional meetings (64%) and provide additional networking opportunities (63%).

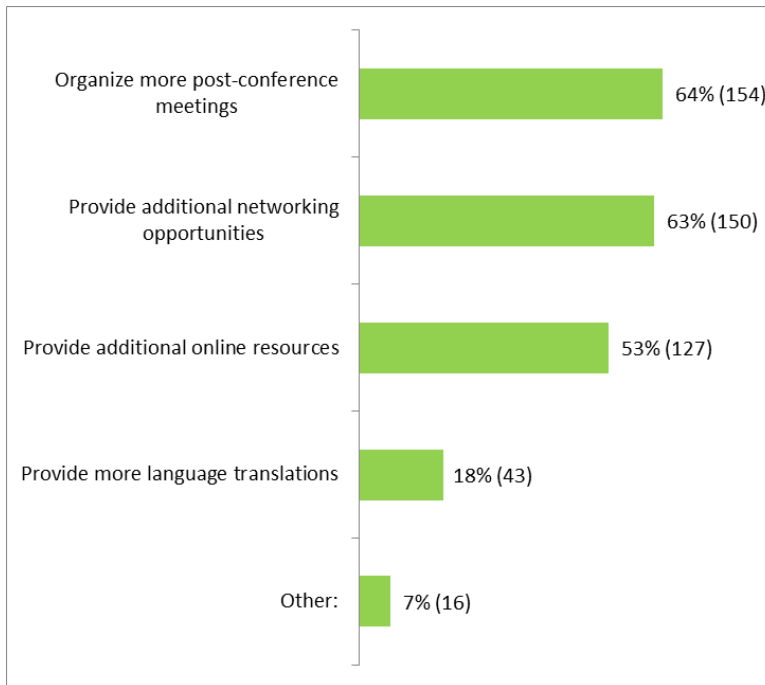


Figure 12: How can the IAS better support participants' projects and careers in the future

## Annex Seven: Additional analysis on press fellowships

The press fellowships was a new activity of the Educational Fund and was launched in 2019 with fellowships available in three locations to coincide with IAS meetings; Ghana, Zimbabwe and Rwanda. Of 25 participants with valid emails, 13 (52%) responded to an online feedback survey for this evaluation.

The surveyed participants indicated which of the three meetings they had attended:

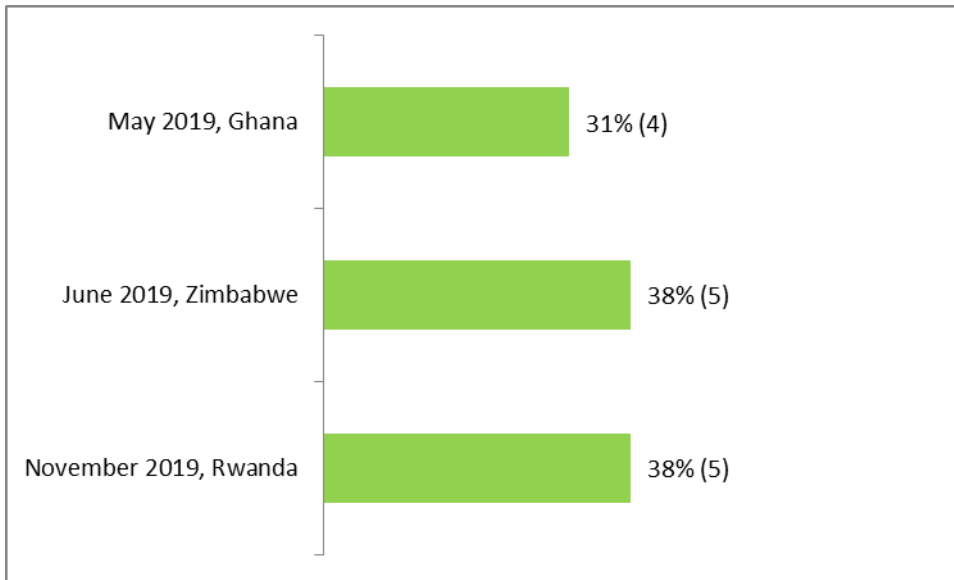


Figure 13: IAS meeting attended

The majority of surveyed participants were aged between 26-45 years old.

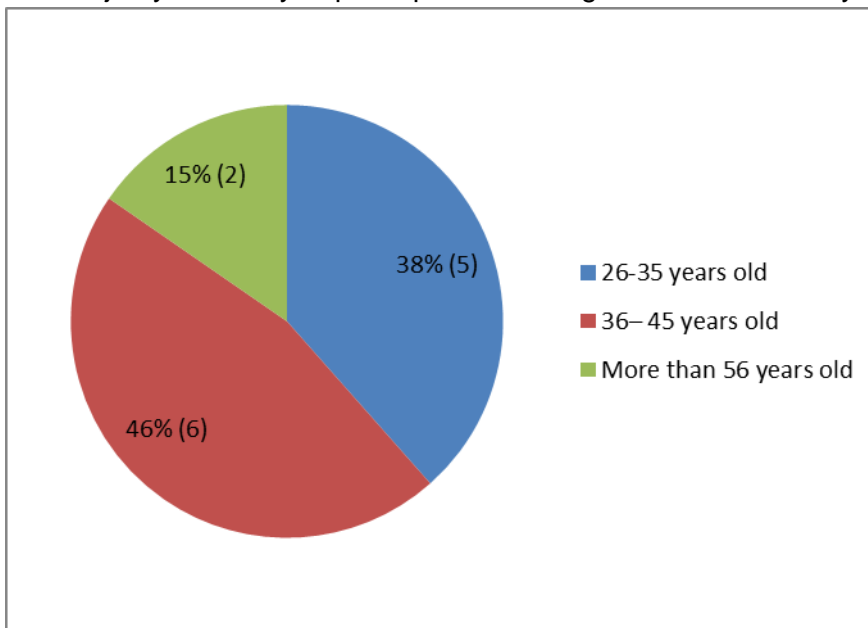


Figure 14: Age (press fellowship)



The large majority of surveyed participants – 85% (11) had more than five years' experience in reporting on HIV and AIDS issues.

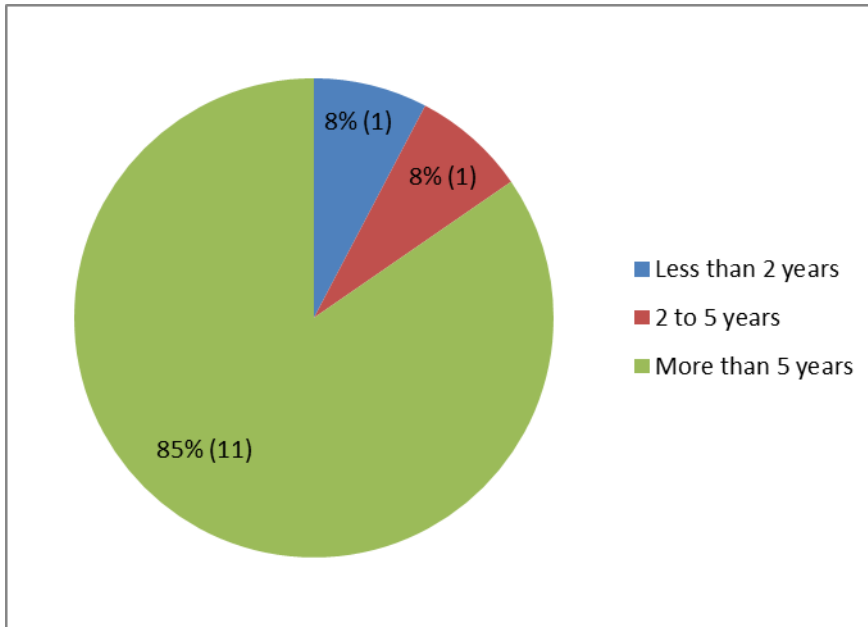


Figure 15: Experience in reporting on HIV and AIDS issues

The following graph illustrates the activities that surveyed participants carried out as part of their fellowship, with interviewing carried out by all and the other activities by most with a few exceptions.

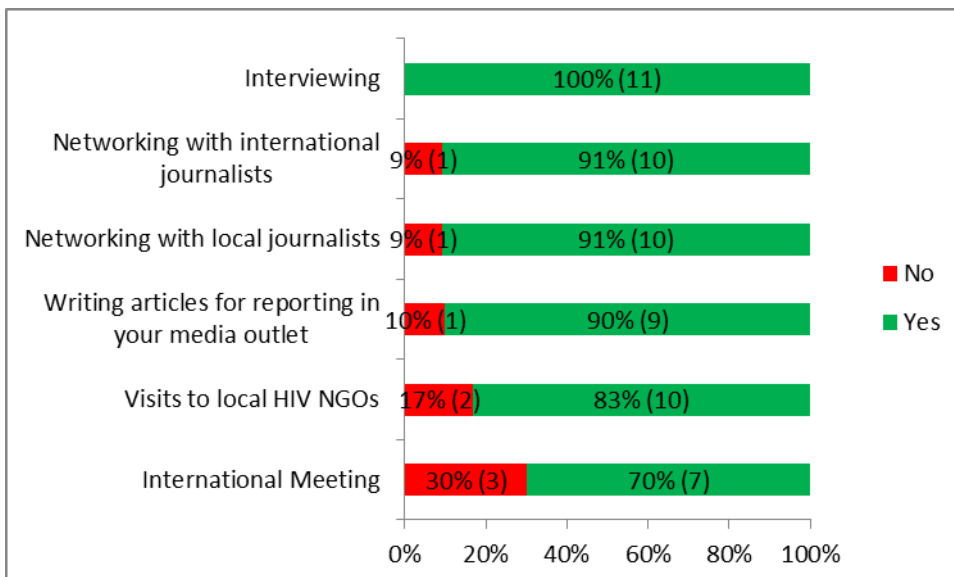
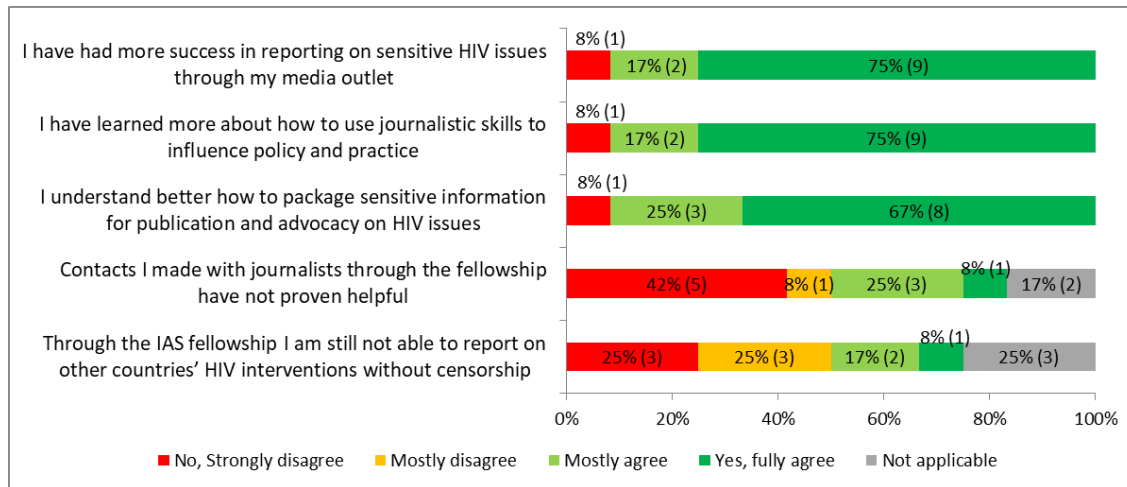


Figure 16: Participation in activities of press fellowship (participated or not in given activities)

When asked about the results of participating in the fellowship, 92% mostly or fully agreed that they had had more success in reporting on sensitive HIV issues and had learnt more about how to use journalistic skills to influence policy and practice.



**Figure 17: Results from participating in the press fellowship**

When asked what of the fellowship had the greatest impact on them, surveyed participants mostly mentioned the field trip visits, e.g. to health clinics and to visit NGOs. Participants also appreciated speaking with both medical experts and people living with HIV and AIDS. Several participants mentioned the value of putting a human face to their media stories. An obstacle stated by several participants was the use of overly scientific language – not sufficiently explained for the layperson. Following are some comments and suggestions from participants:

*“On the positive being able to speak to real people and them telling their own story was quite phenomenal for me because often we focus on statistics only but missing the link with the people involved. I also commend the presence of experts who were on stand by to answer any questions. At times it can get very medical so having someone to explain the heavy words was welcome. However I felt that it would have been more beneficial if we had more time in the field and visit more sites for comparison's sake. What works at one site might not be the same elsewhere so it is good to interrogate such. Then for continuity's sake it would be great if scholars are supported after the scholarship to pursue an area of interest. For an example during the tours I picked on a couple of issues that I would have loved to follow through since I did not really exhaust it. Then lastly scholars could pick on areas that they need capacity building so that when they go to the field their knowledge allows them to ask the right questions.”*

*“Since most of the fellowship was taken up by the field trips which ran concurrently with the actual conference, it would be nice to organize press conference either before or after the field trips that will serve to recoup the highlight of main points discussed during the conference (when the journalists were away)”*

*“Such Fellowship are good. However It would be more important for IAS to put in place mechanism to interpret the data that is shared by scientists. Keeping it simple so that we are able to understand. We as journalists are not scientists. Yes, personally i may have understood it because i have been involved in HIV work for sometimes, but a young journalist reporting on HIV may not easily understand it and he / she has to write a story to the audience. I had many journalists running back to me at the hotel lobby asking me, questions on what the scientists meant. Honestly we cannot afford to have a misguided and misrepresented facts on HIV research.”*

*“Integrating local and foreign journalists worked well for me and was the best part of my experience in Ghana. I would add a little bit more time to the programme in order to visit maybe a few more projects. Funds permitting it would also be interesting to have more of the educational tours as well”*

## Annex Eight: Additional analysis on publishing workshops

The scientific publishing workshops were a new activity of the Educational Fund and were launched in 2019 with workshops available in three locations to coincide with IAS meetings; Ghana, Zimbabwe and Rwanda. The scientific publishing workshops are conducted by the editors of the Journal of the International AIDS Society (JIAS) and have been previously held to coincide with the international IAS conferences. Of 162 participants with valid emails, 54 (33%) responded to an online feedback survey for this evaluation.

Surveyed participants indicated the publishing workshop they had attended:

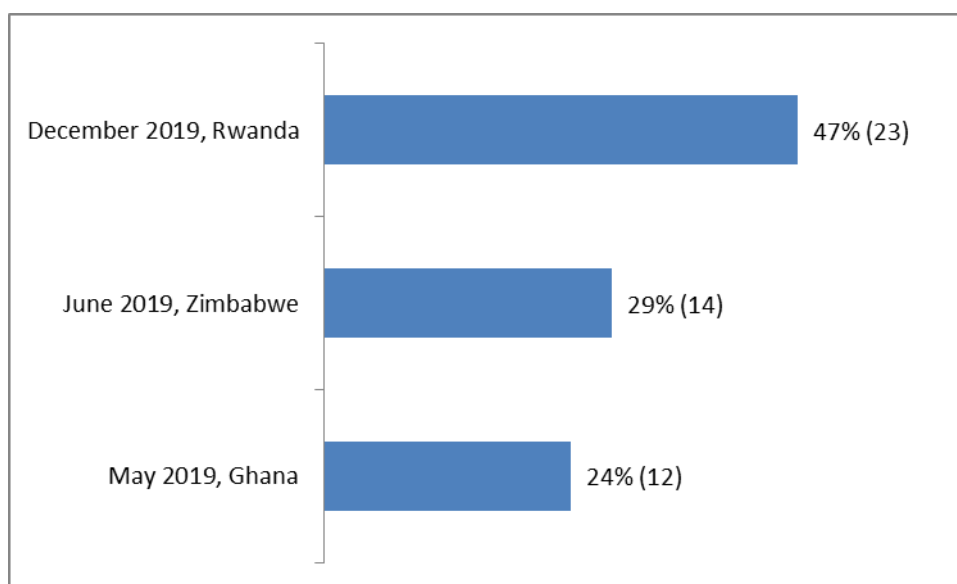


Figure 18: Publishing workshop attended

Surveyed participants indicated their type of profession with the largest category being researchers – 39% (21).

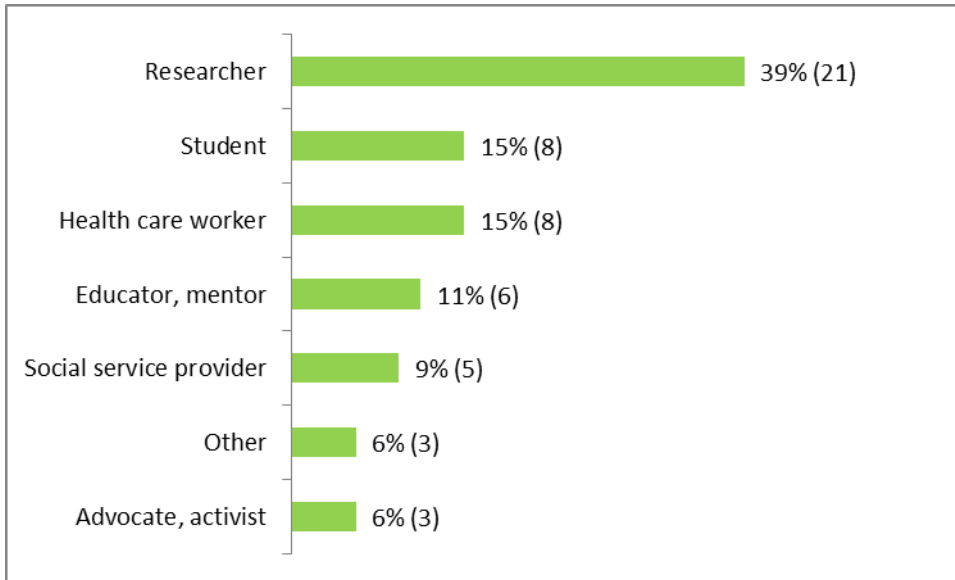


Figure 19: Type of profession (publishing workshop)

As indicated in the graph below, the majority of surveyed participants were aged between 26-45 years old.

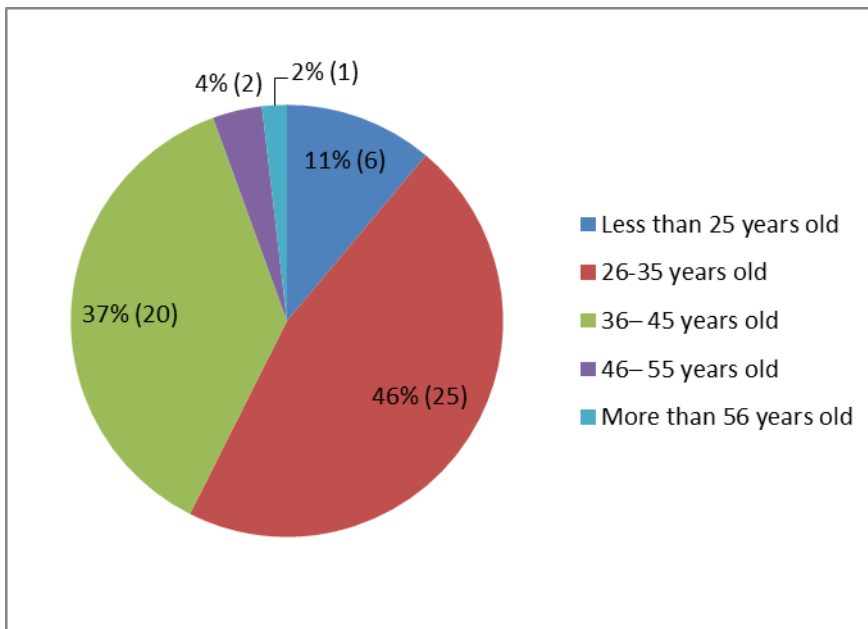


Figure 20: Age (publishing workshop)

Surveyed participants were asked about their actions and experience prior to the publishing workshop with over one third (37% - 25) having thought about some research that they wanted to have published.

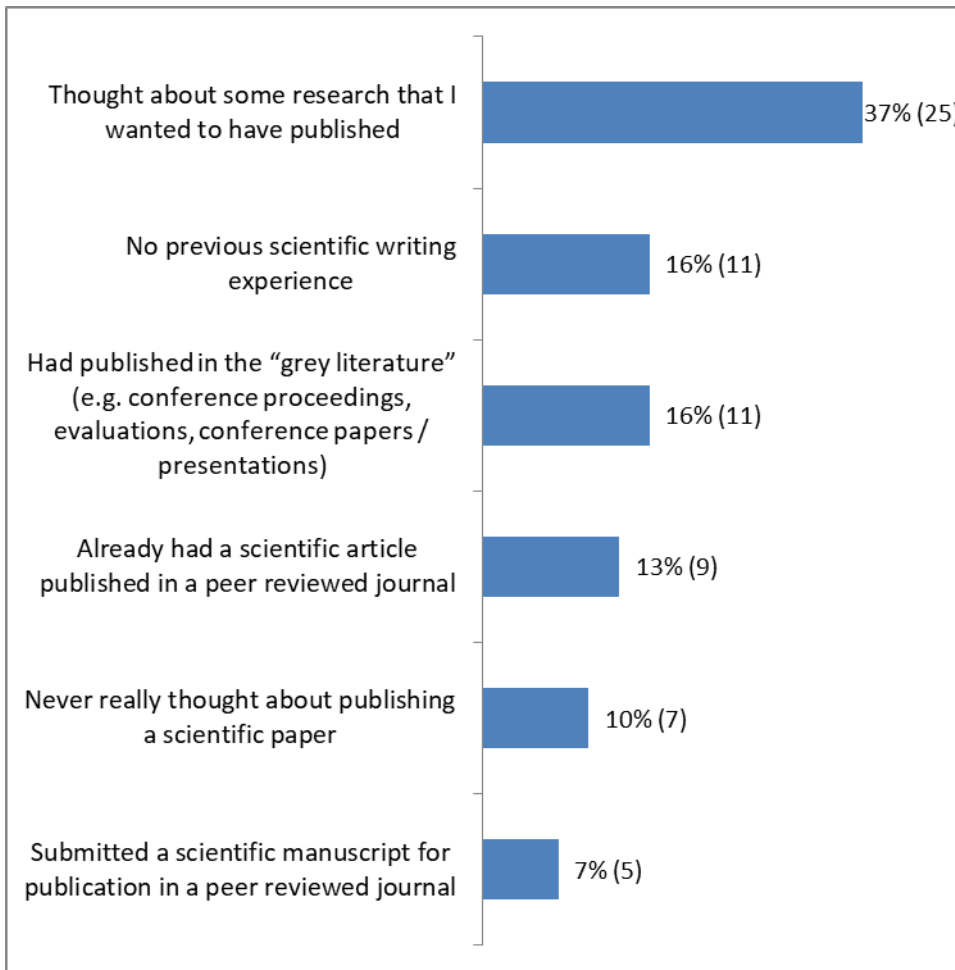


Figure 21: Actions considered prior to the publishing workshop

When asked about the formats of the workshop, the large majority agreed that they did help their learning

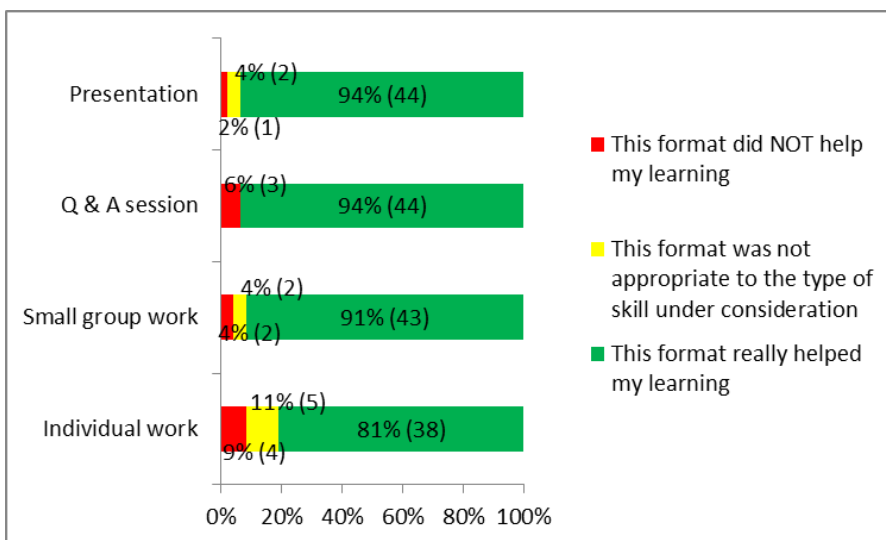


Figure 22: Usefulness of formats for learning

Surveyed participants were asked about the usefulness of the workshop topics with “Writing a manuscript” rated the most useful and “Editorial process” the least.

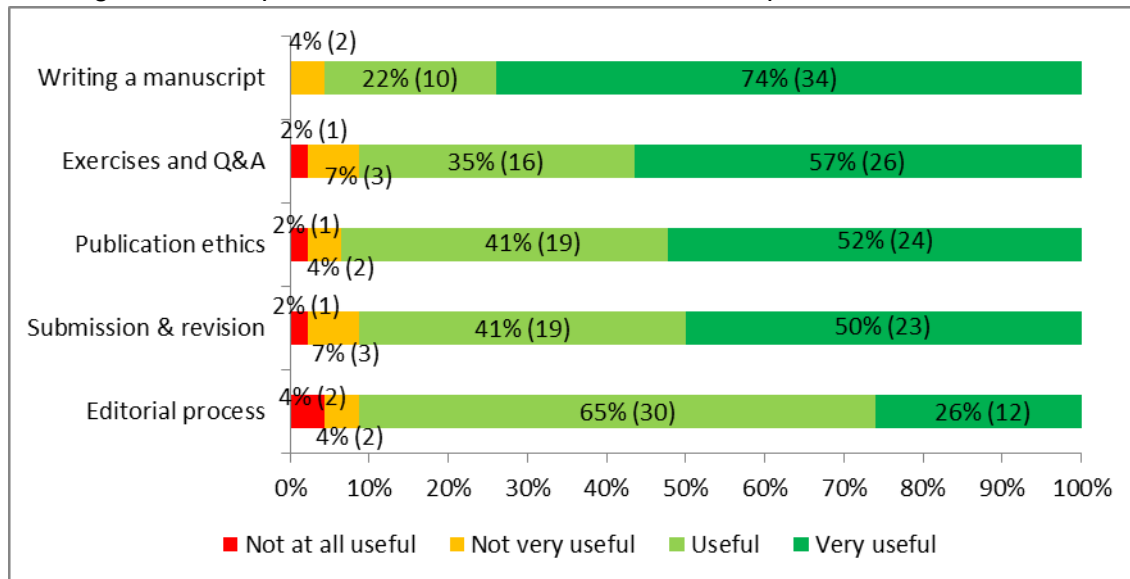


Figure 23: Usefulness of the workshop topics

In assessing the benefits of the workshop, the large majority indicated that as a result of the workshop they have understood better how to structure and write a research manuscript and the workshop helped them prepare for other types of scientific communication.

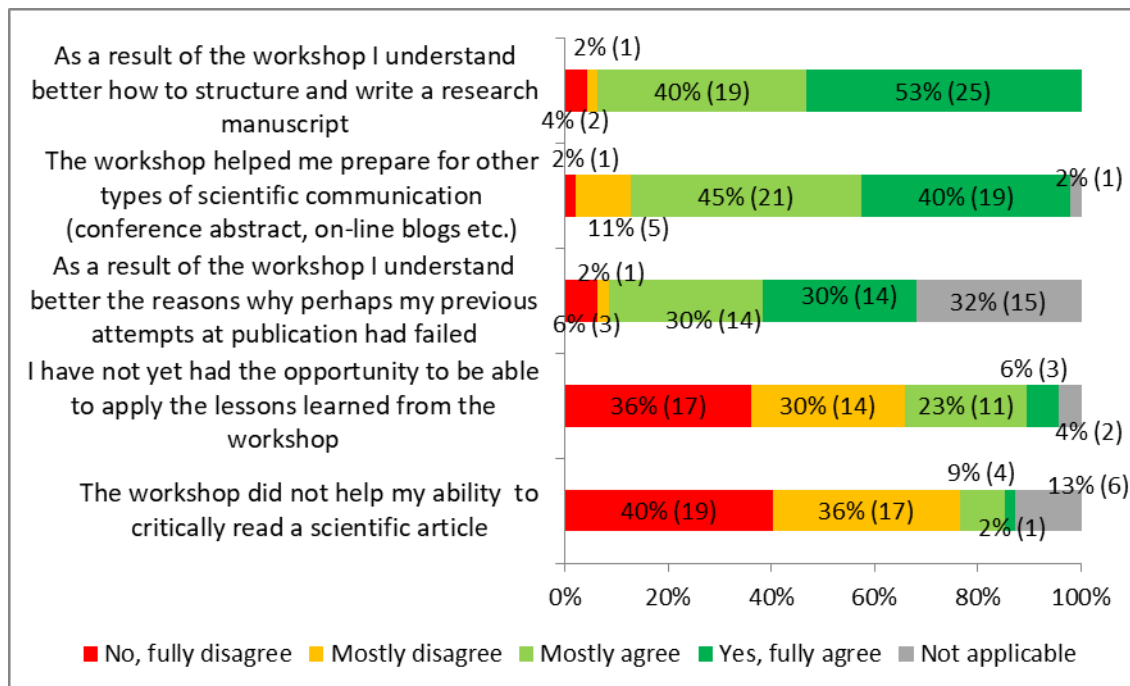


Figure 24: Benefits of the publishing workshop

Surveyed participants were asked if they had submitted a research manuscript to a peer reviewed journal following the workshop; 30% (14) replied they had:

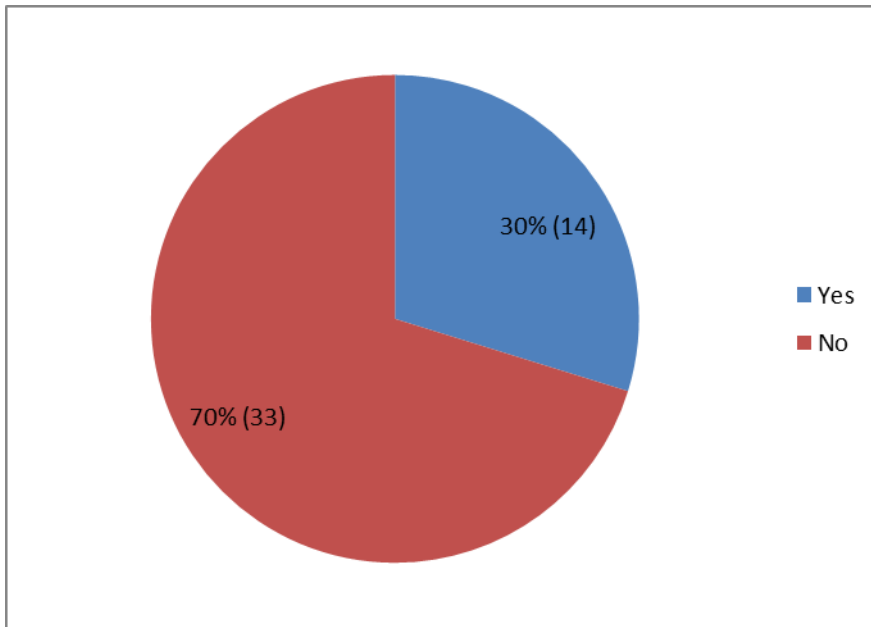


Figure 25: Participants who have submitted a research manuscript to a peer reviewed journal following the publishing workshop

Those who had submitted a manuscript agreed to a great or some extent that the knowledge gained at the workshop was useful for them. When asked to explain further, participants mainly mentioned knowing how to structure their manuscript and how to improve their scientific writing.

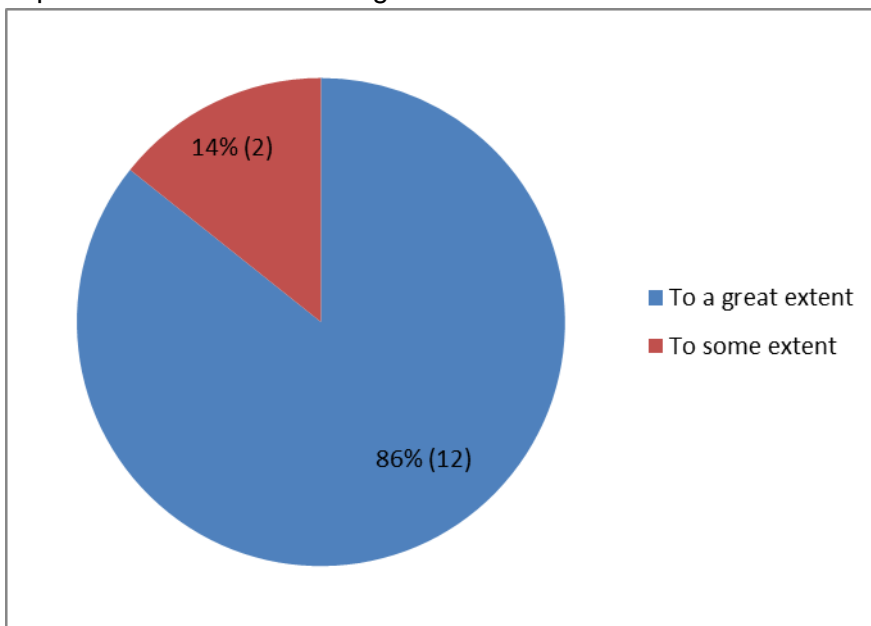
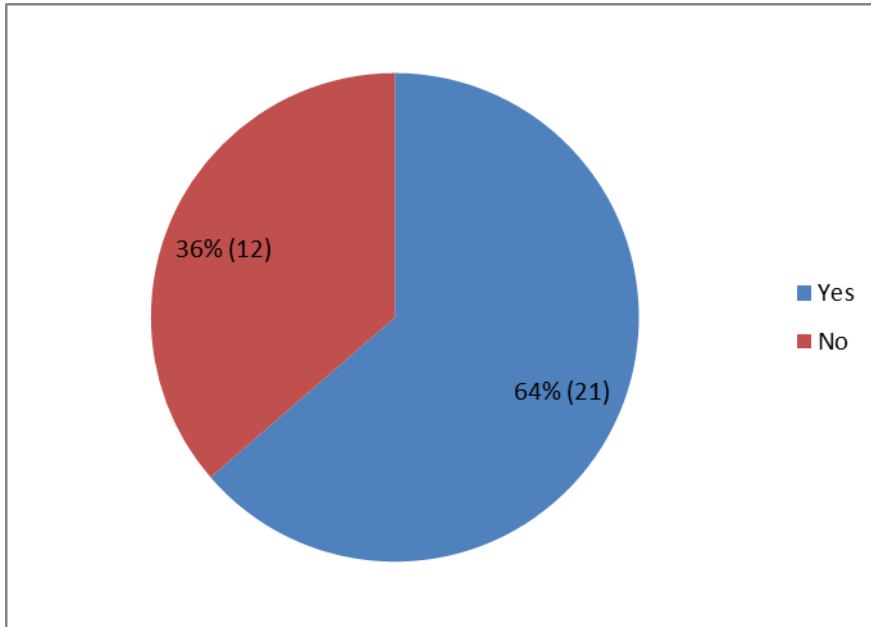


Figure 26: Usefulness of knowledge gained at the workshop on writing and submitting a manuscript



Surveyed participants were asked if they were currently preparing a research manuscript for submission to a peer reviewed journal following the workshop; 64% (21) replied they were:



**Figure 27: Participants currently preparing a research manuscript for submission to a peer reviewed journal**

Those who were preparing a manuscript agreed to a great or some extent that the knowledge gained at the workshop was useful for them (one person responded to a very little extent it was useful). When asked to explain further, participants mentioned knowing what was important in a manuscript for reviewers, selecting a topic and a journal in addition to structuring the manuscript.

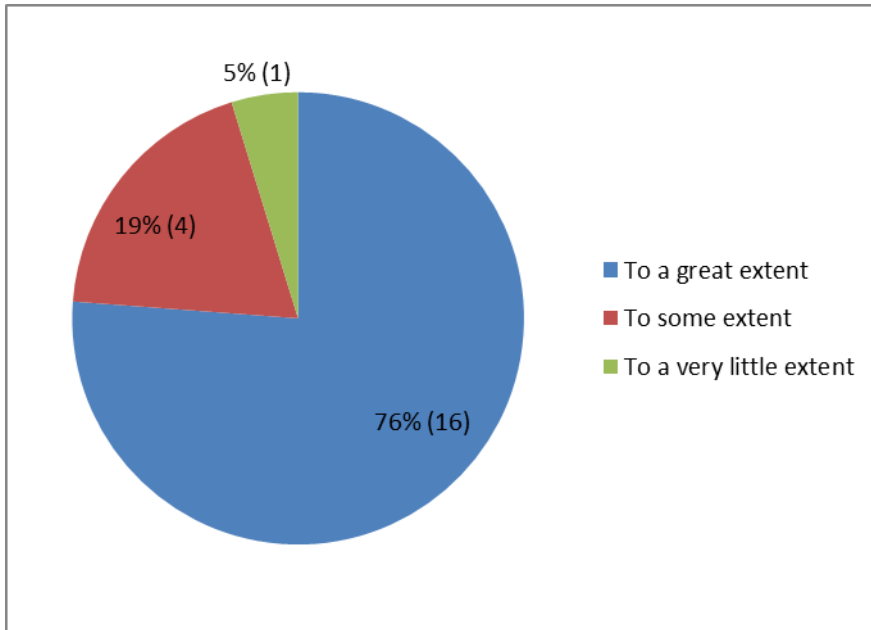


Figure 28: Useful of knowledge gained at the workshop on preparing a manuscript

When asked what actions they had carried out following the workshop, the majority indicated that they had discussed with colleagues about what to do to increase their chances of having their research published (66% - 36) and shared with colleagues the materials/handouts of the workshop (54% - 29).

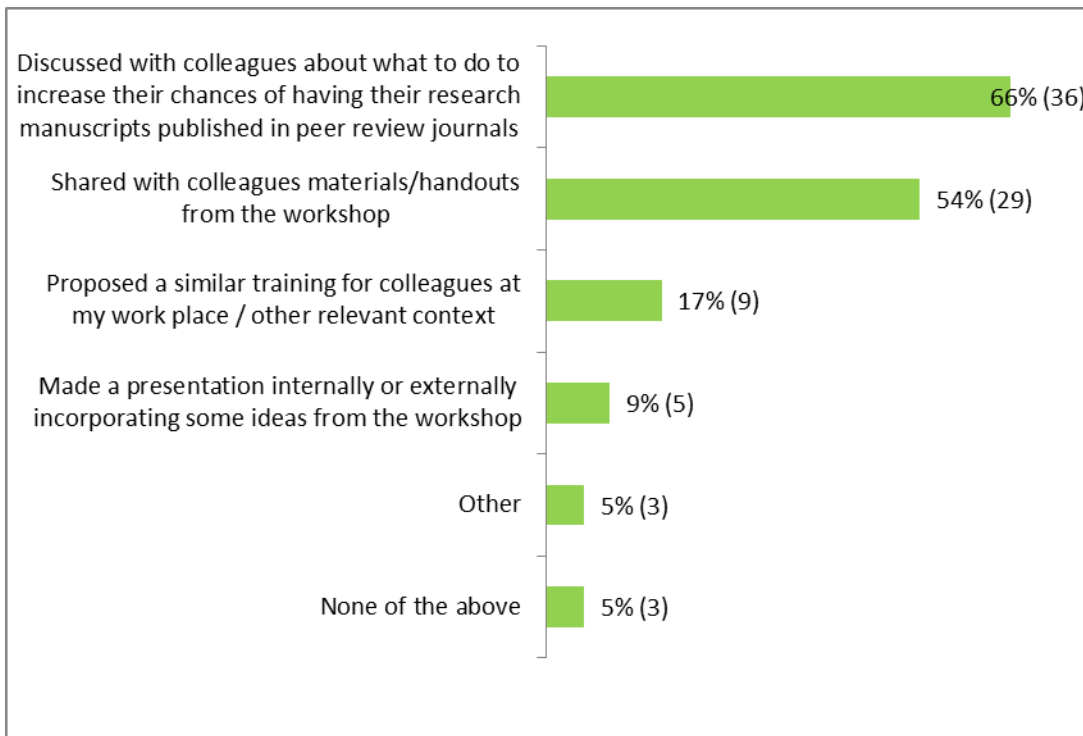


Figure 29: Actions carried out following the publishing workshop

When asked for further feedback on the workshop, the main comment was that more time was needed (this comment was also raised in the feedback surveys carried out during the workshops in Ghana and Zimbabwe). Participants also had suggestions as to the content and focus of the workshop as illustrated in the following comments:

*“Following the workshop I submitted two conference abstracts - so it helped me prepare for that – not yet for a manuscript submission”*

*“It was helpful and i suggest more of that. Sessions could also involve participants submitting their own works to be discussed and reshaped at the conferences”.*

*“Materials for the workshop were limited. Also materials from the publish workshop should be shared via email to all participants in addition to the hard copies”*

*“The workshop was very useful, however manuscript submission process was not fully explained in detail”*

*“The workshop had a greater impact and has pushed me to want to write more and more.”*

*“I was expecting to learn from scratch what writing and publishing of articles entail, how to go about it. However the workshop seemed to address those who already know about writing and publishing... So I was a bit lost”*

*“To have many workshops with different methodology (quantitative, qualitative or both)”*

## **Annex Nine: Documents reviewed**

- 1) Funding Proposals, including the annexed IAS reports, to the following Donors:
  - ViiV Healthcare (2019)
  - Swiss Development & Cooperation Agency (2019)
- 2) Minutes of IAS GC, 14 March, 2016 (as an example)
- 3) Terms of Reference for the IAS GC Thematic Working Groups
- 4) IAS Meeting Overview (Planning) Documents for Lebanon (2019 - Roles and responsibilities) Malaysia and Rwanda (Meetings in 2019)
- 5) IAS Educational Fund Meeting Final Reports:
  - Senegal Post Meeting Report (2016)
  - Indonesia Survey Report (2018)
  - Zimbabwe Survey Report (2019),
  - Lebanon Survey Reports, Days 1 to 3 (2019)
  - Malaysia Survey Report (2019)
- 6) Meeting Outcome Reports for Morocco (2017), Zimbabwe (2019)
- 7) IAS Post-Meeting Impact Assessment Reports: 2016-2017 meetings; Thailand and India (2017-2018)
- 8) IAS Educational Fund website content
- 9) IAS Publishing Workshop Reports: Zimbabwe (2019) and Ghana (2019)
- 10) UNAIDS Terminology Guidelines

## Annex Ten: Evaluation matrix

<b>Key Evaluation Questions and sub questions</b>	<b>Indicators</b>	<b>Data Collection Tools</b>	<b>Sources of Information</b>
<b>1. To assess the continued relevance of the IAS Educational Fund post-conference country and regional meetings.</b>			
How do the post conference meetings fit into the wider IAS Educational Fund Programme?	Extent to which the post-conference meetings fit into the wider IAS Educational Fund Programme	Document review Interviews	Educational Fund documentation Meeting participants IAS staff
Are the expected results/overall goal well understood by the IAS, donors and partners?	Level of understanding of expected results/overall goal	Document review Interviews	Educational Fund documentation IAS staff / Governing Council Partners Donors
To what extent are the donors' and partners' activities relevant to the expected results/overall goal?	Identification of donor / partner activities relevant to expected results/overall goal	Document review Interviews	Educational Fund documentation IAS staff / Governing Council Partners Donors
To what extent does the Theory of Change (ToC) represent the actual pathway(s) from activities to expected results/overall goal for the post-conference meetings?	Comparison between ToC and pathways to change as described by participants	Document review Interviews Online workshops Online survey	Educational Fund documentation Meeting participants IAS staff / Governing Council
<b>2. To assess the effectiveness and influence of the IAS Educational Fund's post-conference country and regional meetings.</b>			
To what extent are the expected results achieved? Are there any unintended results?	Extent to which expected results are achieved Identification of unintended results	Document review Observation Interviews Online workshops Online survey	Educational Fund documentation Meeting participants IAS staff / members / Governing Council
Do the meetings contribute to changes of technical guidelines, practices and policies in the country? What are success factors and obstacles?	Instances identified in changes to guidelines, practices and policies at country-level Identification of success factors and obstacles	Interviews Online workshops Online survey	Meeting participants IAS staff / members / Governing Council

To what extent do the overall management and activities of the post-conference meetings contribute to results seen?	Extent of contribution of post-conference 1) overall management and 2) activities to the results seen	Document review Observation Interviews Online workshops	Educational Fund documentation Meeting participants IAS staff / members /Governing Council
<b>3. To assess the cost efficiency of the Educational Fund's post-conference country and regional meetings in relation to the results achieved.</b>			
How cost efficient are the post-conference meetings?	Comparison of expenditure against activities and results	Document review Cost-effectiveness analysis	Educational Fund documentation Budget documentation
<b>4. To assess the sustainability of the IAS Educational Fund's post-conference country and regional meetings.</b>			
Do the post-conference meetings take into account and complement ongoing or planned initiatives? (by the government, UNAIDS, Global Fund, CSO, etc.)	Identification of ongoing/planned initiatives and level of complementarity with the post-conference meetings	Document review Interviews	Educational Fund documentation IAS staff / members / Governing Council Partners Donors
How adequate is the support of the IAS Governing Council in the steering and development of the post-conference meetings?	Identification of support provided by the Governing Council and its adequacy	Document review Interviews	Educational Fund documentation IAS staff / members / Governing Council
Are the meetings embedded in a broader health context? What are success factors and obstacles?	Extent to which the post-conference meetings are embedded in the broader health context Identification of success factors and obstacles	Document review Observation Interviews	Educational Fund documentation Meeting participants IAS staff / members / Governing Council
How do the post-conference meetings and their expected results take into account gender equality and human rights aspects?	Extent to which the post-conference meetings and expected results take into account gender equality and human rights aspects	Document review Interviews	Meeting participants IAS staff
To what extent are the results achieved sustainable?	Extent to which the identified results are sustainable	Online workshops Online survey	Conference participants IAS staff Partners
<b>5. To assess the quality of the monitoring and evaluation of the post-conference meetings.</b>			

To what extent are the monitoring and evaluation actions and resources in place able to capture and document the expected results?	Identification of monitoring and evaluation actions and resources in place and ability to capture and document the expected results	Document review Interviews	Educational Fund documentation Meeting participants IAS staff
<b>Conclusions and recommendations.</b>			

## Annex Eleven: Evaluation tools

### 1) Participants survey

Dear colleagues,

On behalf of the International AIDS Society (IAS), we would like to invite you to tell us about your experience as a participant of the [IAS Educational Fund meetings](#).

In order to assess the impact of the meetings, the IAS is also currently conducting an external evaluation of the IAS Educational Fund programme. We would like to hear how your attendance influenced your work in the months/years following the meetings. In addition, we would like to hear how the IAS Educational Fund could better support your projects in the future.

As part of this process, we kindly invite you to complete our impact survey. It should take approximately 10-15 minutes to complete and we would be most grateful if you would respond **by 31 January 2020**.

#### [\*\*TAKE THE SURVEY\*\*](#)

The survey is anonymous and your responses will be kept confidential. If you wish to be considered for a **free one-year IAS membership**, please complete the survey and enter your email address. The email address you enter will only be used to determine three recipients of free IAS memberships. The result of this draw is exempt from legal procedures.

If you have any questions about this survey, please contact [iasedu@iasociety.org](mailto:iasedu@iasociety.org).

Thank you for your support.

The IAS Educational Fund team

*1. How old are you ?(*Required)	
<i>Select one.</i>	
<input type="radio"/>	25 or under
<input type="radio"/>	26-35
<input type="radio"/>	36-45
<input type="radio"/>	46-55
<input type="radio"/>	56+



*2. What is your gender identity? (*Required)	
Select one.	
<input type="radio"/>	Female (including trans woman)
<input type="radio"/>	Male (including trans man)
<input type="radio"/>	Genderqueer/non-binary
<input type="radio"/>	Prefer not to say

*3. Is your gender identity the same as the sex you were assigned at birth? (*Required)	
Select one.	
<input type="radio"/>	Yes
<input type="radio"/>	No

*4. What type of organization do you work for? (Please select the most appropriate).	
<i>Select one.</i>	
<input type="radio"/>	Academia (university, research institution etc)
<input type="radio"/>	Charitable foundation
<input type="radio"/>	Cooperative
<input type="radio"/>	Faith-based organization
<input type="radio"/>	Government
<input type="radio"/>	Grassroots community-based organization
<input type="radio"/>	Hospital/Clinic
<input type="radio"/>	Intergovernmental organization (e.g. United Nations, WHO)
<input type="radio"/>	Media organization
<input type="radio"/>	Non-governmental organization
<input type="radio"/>	People living with HIV/AIDS group/network
<input type="radio"/>	Pharmaceutical company
<input type="radio"/>	Private sector (other than pharmaceutical company)
<input type="radio"/>	Self-employment/Consultant
<input type="radio"/>	Trade Union
<input type="radio"/>	Other organization/affiliation

*5. What is your profession? (*Required)	
<i>Select one.</i>	
<input type="radio"/>	Health care worker
<input type="radio"/>	Researcher
<input type="radio"/>	Educator/Trainer
<input type="radio"/>	Lawyer
<input type="radio"/>	Funder
<input type="radio"/>	Media representative
<input type="radio"/>	Policy/Administration
<input type="radio"/>	Advocate/Activist
<input type="radio"/>	Student
<input type="radio"/>	Other profession/occupation

\*6. Please indicate which of the following IAS Educational Fund post-conference meeting(s) you attended. (\*Required)

*Select at least 1 choice.*

<input type="checkbox"/>	Abuja, Nigeria, October 2016
<input type="checkbox"/>	Dakar, Senegal, November 2016
<input type="checkbox"/>	Casablanca, Morocco, March 2017
<input type="checkbox"/>	Nairobi, Kenya, May 2017
<input type="checkbox"/>	Buenos Aires, Argentina, November 2017
<input type="checkbox"/>	Bangkok, Thailand, November 2017
<input type="checkbox"/>	Abidjan, Côte d'Ivoire, December 2017
<input type="checkbox"/>	Mexico City, Mexico, April 2018
<input type="checkbox"/>	Chennai, India, April 2018
<input type="checkbox"/>	Kyiv, Ukraine, May 2018
<input type="checkbox"/>	Port-au-Prince, Haiti, November 2018
<input type="checkbox"/>	Jakarta, Indonesia, December 2018
<input type="checkbox"/>	Ezulwini, Eswatini, March 2019
<input type="checkbox"/>	Bogotá, Colombia, April 2019
<input type="checkbox"/>	Accra, Ghana, May 2019
<input type="checkbox"/>	Tbilisi, Georgia, June 2019
<input type="checkbox"/>	Harare, Zimbabwe, June 2019
<input type="checkbox"/>	Beirut, Lebanon, June 2019
<input type="checkbox"/>	Buenos Aires, Argentina, August 2019
<input type="checkbox"/>	Kuala Lumpur, Malaysia, October 2019

7\*. Please select which type of educational/learning format(s) used in the IAS Educational Fund meeting(s) most benefitted your learning? (select all that apply).

	<i>I benefitted from</i>	<i>N/A (ie: this format was not included in the meeting(s) I attended)</i>	<i>I do not recall</i>
Presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q&A sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Panel discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Small group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please rate the following statements about the Educational Fund meeting that you attended?

*Select one per row.*

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Prefer not to disclose / N/A</i>
I was able to apply ideas and solutions discussed in the meetings to challenges I face at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I was able to apply the learnings on the latest findings in HIV to my local challenges in my day to day work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I was able to collaborate with other participants/organizations that also attended the meeting to improve HIV policies and programmes in my region/country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I was able to apply strategies/recommendations discussed in the meeting to improve HIV policy and programmes regarding implementation science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I was able to collaborate/work with new contacts met during the meetings after the meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I was able to apply learnings from local scientific research results from local treatment and prevention experiences to my work					
I was able to apply the skills learned from the meeting in other non-medical areas such as leading a workshop/meeting					
I was able to apply learnings to					

my own medical management					
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*9. Has attending the IAS Educational Fund meeting influenced or benefitted your individual work and/or your organization's work in any way? (Select one)(*Required)		
<i>Select one.</i>		
<input type="radio"/>	Yes	(Go to question number 10.)
<input type="radio"/>	No	(Answer question number 9.1.) Go to question 13

9.1 Please comment or give a reason for this.

10*. Provide a concrete example on how the IAS Educational Fund meeting has influenced your professional practice (i.e. improved work practices, changed internal policies, refined strategy, new project, programme and/or research, policy change at the local/national or global level, investment, career opportunities, etc.) - (200 words maximum). If available, please include weblinks to any supporting material.

11. Have you experienced any other changes/benefits from attending the IAS Educational Fund meeting(s) which are different from those you have already mentioned?


12 What has helped you in achieving the changes/benefits of the IAS Educational Fund meeting(s)?


13\* What prevented you in achieving any changes/benefits from the IAS Educational Fund meeting(s)?


\*14. Have you accessed the material from the IAS Educational Fund meeting you attended, on the IAS website, such as presentations, videos or the final report (where available)?(\*Required)

Select one.

<input type="radio"/>	Yes	
<input type="radio"/>	No	

*15. How can the IAS Educational Fund better support your projects and career in the future?(*Required)		
<i>Select all that apply.</i>		
<input type="checkbox"/>	Provide additional online resources	(Answer question number 15.1.)
<input type="checkbox"/>	Organize more post-conference meetings	
<input type="checkbox"/>	Provide more language translations	
<input type="checkbox"/>	Provide additional networking opportunities	
<input type="checkbox"/>	Other: <div></div>	(Answer question number 15.2)

*15.1 What additional online resources would you like the IAS Educational Fund to provide?(*Required)
<div></div>
<div></div>
<div></div>

*15.2 If other, please specify how the IAS Educational Fund could further support your projects and career in the future.(*Required)
<div></div>
<div></div>
<div></div>

16. Which webinar topic would you like to see the IAS organize in the coming months? Please rank the topics listed below starting with your favorite topic and ending with your least favorite?

- ☐ New HIV prevention technologies
- ☐ New HIV testing technologies
- ☐ HIV paediatric, adolescent and youth
- ☐ HIV treatment
- ☐ HIV and differentiated service delivery
- ☐ HIV and key and vulnerable populations
- ☐ HIV and structural barriers
- ☐ HIV and Universal Health Coverage
- ☐ HIV co-infections and co-morbidities
- ☐ HIV cure



- ☐ Key messages from AIDS 2020
- ☐ Other

\*17. Which of the following social media do you use to stay up to date with the latest news on HIV and AIDS? Please check all that apply. (\*Required)

*Select all that apply.*

<input type="checkbox"/>	Facebook
<input type="checkbox"/>	WhatsApp
<input type="checkbox"/>	Flickr
<input type="checkbox"/>	LinkedIn
<input type="checkbox"/>	Twitter
<input type="checkbox"/>	YouTube
<input type="checkbox"/>	Instagram
<input type="checkbox"/>	Snapchat
<input type="checkbox"/>	Other:
	<input type="text"/>

Thank you for your feedback!

## 2) Media fellowship survey

### Introduction

Last year, you were awarded an IAS Educational Fund Media Fellowship. The fellowship provides experienced journalists with an opportunity to update their knowledge and learn of HIV experience particularly in other countries in their region. It also enables local journalists to network with other local and international journalists and report on international and regional meetings but with local optic.

Since this is a relatively new IAS initiative, the Fund has commissioned an external evaluation team to assess the fellowship's utility and learn what might be improved. As members of the evaluation team, we have a special interest in learning how you have been able to follow-up on what you learned through the fellowship and, if so, what exactly. Please would you take the time to complete this on line questionnaire, *returning it to us by no later than 31 January, 2020*. Completing the questionnaire should take no more than 10 minutes.

Once again, we encourage you to give us your frank responses which we shall treat in strict confidence. We will aggregate and summarise the responses for our analysis. Thank you so much for helping the IAS improve its work.

First, a little about you

**I am (required)**

<input type="radio"/>	Less than 25 years old
<input type="radio"/>	26-35 years old
<input type="radio"/>	36– 45 years old
<input type="radio"/>	46– 55 years old
<input type="radio"/>	More than 56 years old

**1. My experience of reporting on HIV issues is:**

<input type="radio"/>	Less than 2 years
<input type="radio"/>	2 to 5 years
<input type="radio"/>	More than 5 years

**2. Please indicate which of the following IAS Educational Fund Regional Meetings you attended. (\*Required)**

<input type="checkbox"/>	May 2019, Ghana
<input type="checkbox"/>	June 2019, Zimbabwe
<input type="checkbox"/>	November 2019, Rwanda
<input type="checkbox"/>	

**And now please tell us about your experience as a media fellow during the IAS Regional Meeting**

**3. During your participation in the IAS Regional Meeting, please tell us about which types of activities you took part in (please select all that apply).**

International Meeting

YES/NO

Visits to local HIV NGOs

YES/NO

Networking with local journalists

YES/NO

Networking with international journalists

YES/NO

Interviewing (please tell us with what type of person e.g. community advocate, politician etc

YES/NO

Writing articles for reporting in your local media (How many? and could you please include any links to examples) YES/NO

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Other (please tell us about any other activity and/or your opinion about them):

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**Finally, please tell us your opinion about the FELLOWSHIP's IMPACT on your work**

- 4.** Now, some months later, please tell us **to what extent you agree or disagree with the following statements:**

	To what extent do you agree or disagree with the following statements (put a tick (✓) in one column per item:	No, strongly disagree	Mostly disagree	Mostly agree	Yes, fully agree	Not applicable
		1	2	4	5	
	As a result of the IAS fellowship, I understand better how to package sensitive information for publication and advocacy on HIV issues					
	As a result of the IAS fellowship, I have learned more about how to use journalistic skills to change policy and practice					
	As a result of the IAS fellowship I have had more success in reporting on sensitive HIV issues through my local media channels					
	I can regularly share information with other journalists in my region as a result of the fellowship					
	Contacts I made with international					

	journalists through the fellowship have not proven helpful					
	Through the IAS fellowship I am still not able to report on other countries' HIV interventions without censorship					

5. Which aspects of the fellowship had the MOST impact on you as a journalist reporting on HIV issues

6. Which aspects of the fellowship had LITTLE/NO impact on you as a journalist reporting on HIV issues

7. What was the most unexpected or novel part of the fellowship experience?

8. Do you have any further comments on the fellowship's impact on your journalism? Please help the IAS Educational Fund improve this initiative by providing us with your frank opinions / your recommendations and constructive criticism. For example, imagine you are writing a note to a fellow journalist in another country in your region to tell her/him about your thoughts and reflections about your experience. What worked, why and how did it help you or not with your reporting?

### THANK YOU FOR RESPONDING TO THE QUESTIONNAIRE

### 3) Publishing workshop survey

Last year you took part in a workshop that the Journal of the International AIDS Society (JIAS) organized in conjunction with the IAS Educational Fund on how to write and submit a research manuscript. You may have completed a survey on site to give the JIAS your immediate feedback. Since this is a relative new IAS initiative, the Fund has commissioned an external evaluation team to assess the utility of the workshops and what could be improved. Therefore, we are most interested to follow-up on your experience and learn more about how you have been able to apply what you have learned during the workshop. We would be grateful if you could complete this questionnaire on line by 7 February 2020 at the latest. Completing the questionnaire should take no more than 10 minutes.

We encourage you to give us your feedback which we shall treat in strict confidence. We will aggregate and summarize the responses for our analysis. Thank you so much for helping to improve the IAS courses.

Thank you in advance,  
Glenn O'Neil and Marlène Läubli Loud  
Evaluation team, IAS Educational Fund

**1. What is your main occupation? *Select one choice only***

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> Researcher       | <input type="checkbox"/> Health care worker | <input type="checkbox"/> Social service provider | <input type="checkbox"/> Policy advisor/officer |
| <input type="checkbox"/> Educator, mentor | <input type="checkbox"/> Lawyer             | <input type="checkbox"/> Advocate, activist      | <input type="checkbox"/> Other: _____           |
| <input type="checkbox"/> Funder           | <input type="checkbox"/> Student            | <input type="checkbox"/> Media representative    |   |

**2. How old are you?** ☐ 25 years or less ☐ 26-35 years ☐ 36-45 years ☐ 46-55 years ☐ More than 56 years old

**3. Prior to this workshop, I had (please tick all relevant statements):**

- ☐ Already had a scientific article published in a peer reviewed journal
- ☐ Submitted a scientific manuscript for publication in a peer reviewed journal
- ☐ Thought about some research that I wanted to have published
- ☐ Never really thought about publishing a scientific paper
- ☐ Had published in the "grey literature" (e.g. conference proceedings, evaluations, conference papers / presentations)
- ☐ No previous scientific writing experience

**4. Please indicate which of the following JIAS workshops you attended. (\*Required) Select at least 1 choice.**

- ☐ May 2019, Ghana
- ☐ June 2019, Zimbabwe
- ☐ November 2019, Rwanda

**Now, please tell us your opinion about the WORKSHOP STRUCTURE**

**5. Please select which of the different types of educational/learning format(s) used for the JIAS workshop HELPED your learning? (Please select all that apply).**

This format really helped my learning	This format was not appropriate to the type of	This format did NOT help my learning
---------------------------------------	--	--------------------------------------

	skill under consideration		
Presentation	[ ]	[ ]	[ ]
Q & A session	[ ]	[ ]	[ ]
Small group work	[ ]	[ ]	[ ]
Individual work	[ ]	[ ]	[ ]
Other, please specify:			

**Finally, please tell us your opinion about the WORKSHOP's IMPACT**

**6. Now, some months after the workshop, please tell us to what extent you agree or disagree with the following statements:**

	No, fully disagree	Mostly Disagree	Mostly Agree	Yes, fully agree	Not Applicable
As a result of the workshop I understand better how to structure and write a research manuscript	[ ]	[ ]	[ ]	[ ]	[ ]
As a result of the workshop I understand better the reasons why perhaps my previous attempts at publication had failed	[ ]	[ ]	[ ]	[ ]	[ ]
The workshop helped me prepare for other types of scientific communication (conference abstract, on-line blogs etc.)	[ ]	[ ]	[ ]	[ ]	[ ]
The workshop did not help my ability to critically read a scientific article	[ ]	[ ]	[ ]	[ ]	[ ]
I have not yet had the opportunity to be able to apply the lessons learned from the workshop	[ ]	[ ]	[ ]	[ ]	[ ]

**7. Since the workshop was held, did you submit one or more research manuscript(s) to a peer reviewed scientific journal?**

[ ] Yes [ ] No

➔ **If yes:**

**7A: Overall, how useful was the knowledge you gained at the workshop on writing and submitting your manuscript(s)?**

To a great extent	To some extent	To a very little extent	Not at all	Does not apply
[ ]	[ ]	[ ]	[ ]	[ ]

**7A1 Could you briefly explain?**

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→ If no:

**7B: Are you currently in the process of preparing a manuscript for submission in a peer-reviewed scientific journal?**

[ ] Yes [ ] No

→ If yes:

**7B1: Overall, how useful is the knowledge you gained at the workshop on preparing your manuscript?**

To a great extent	To some extent	To a very little extent	Not at all	Does not apply
[ ]	[ ]	[ ]	[ ]	[ ]

**8B2 Could you briefly explain?**

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→ [If no: To Question 9]

**8. Please tell us about the workshop topics that had the most impact on learning how to write and submit a research manuscript:**

*Select one choice per topic*

Topic	Very useful	Useful	Not very useful	Not at all useful
Writing a manuscript	[ ]	[ ]	[ ]	[ ]
Submission & revision	[ ]	[ ]	[ ]	[ ]

Editorial process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publication ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercises and Q&A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**9. Which of the following have you done as a result of attending the workshop: (select as many as appropriate):**

- ☐ Discussed with colleagues about what to do to increase their chances of having their research manuscripts published in peer review journals
- ☐ Shared with colleagues materials/handouts from the workshop
- ☐ Made a presentation internally or externally incorporating some ideas from the workshop
- ☐ Proposed a similar training for colleagues at my work place / other relevant context
- ☐ None of the above
- ☐ Other, please specify\_\_\_\_\_

**10. Do you have any further comments on the impact of the workshop on your efforts to write and submit a research manuscript?**

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**Thank you message:**

Thank you for participating in this survey! Your answers are important to improve the IAS workshops.

**4) Online workshops guide**

<b>Timing</b>	<b>Activity</b>	<b>Tools</b>
10 minutes	<b>1. Introduction</b> Introduction to the evaluation; quick introduction of who is online (each participant presents themselves); Mentimeter is explained. Participants informed that workshop will be recorded (only to help with our analysis).	PowerPoint slides shown by facilitators
10 minutes	<b>2. Added value</b> Question to participants: <i>using Mentimeter, could you put in two-three keywords that describe for you the added value of the meetings for you?</i>	Mentimeter (for those not able to access Mentimeter we will ask them to put their responses in the chat field of Zoom)



	<p>The responses will be shown in real-time in a word-cloud that the facilitators will share with the participants. Facilitators will comment and summarise the responses.</p> <p>Question to participants: <i>Do any participants have anything to add to these main points (on added value)?</i> Participants will be given opportunity to speak and share their opinions.</p>	
20 minutes	<p><b>3. Benefits / Changes?</b></p> <p>Question to participants: <i>using Mentimeter, could you please select which of the benefits listed* you have experienced?</i></p> <p>The responses will be shown in real-time in a bar chart that the facilitators will share with the participants. Facilitators will comment and summarise the responses.</p> <p>Question to participants: <i>Do any participants want to provide more details about a benefit/change they have experienced – perhaps one that is not in the graph?</i></p> <p>Participants will be given opportunity to speak and share an example.</p>	Mentimeter
20 minutes	<p><b>4. Success factors and obstacles</b></p> <p>Question to participants: <i>using Mentimeter, could you list keywords which for you are success factors for the benefits you noted?</i> (Facilitators will give some examples). The responses will be shown in real-time in a word cloud that the facilitators will share with the participants. Facilitators will comment and summarise the responses.</p> <p>Question to participants: <i>using Mentimeter, could you list keywords which for you are obstacles for the benefits seen (or not seen)?</i> (Facilitators will give some examples). The responses will be shown in real-time in a word cloud that the facilitators will share with the participants.</p>	Mentimeter
20 minutes	<p><b>5. Improvements</b></p> <p>Question to participants: <i>What changes and improvements do you think are needed for the meetings to ensure better results?</i></p> <p>Participants will be asked one-by-one to provide some feedback.</p>	Question on PowerPoint slide

10 minutes	<b>6. Conclusion</b> Facilitators will summarise the discussion, ask for final comments and explain the next steps of the evaluation process.	Timeline and contact details of evaluation team on PowerPoint slide
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## 5) Interview guide

The questions will be adapted on the basis of the persons being interviewed - not all questions will be relevant/appropriate for all interviewees. Text in [square brackets] are instructions/prompts to the interviewer.

### General

1. Please briefly explain your activities/work in relation to IAS.
2. Which of the IAS, post-conference, regional meetings have you attended and when? [refer to the list of meetings listed in the IAS impact survey]

### Relevance

3. How do these post-conference meetings (“meetings” hereafter) complement other health programmes in your region?
4. What is the added value of these meetings for you? [prompt to see if they feel there is something also unique about this type of meeting compared with relevant others they may have attended]

### Effectiveness

5. What do you [as an ex-participant/beneficiary] expect to get out of these regional meetings?

[Prompt – has it happened?]

6. The meeting’s aims are to 1) enhance the skills, knowledge and networks of participants and 2) to have participants use the information/skills/networks to update HIV-related strategies, programmes, services and clinical practice. Is this occurring? Can you provide concrete examples – [prompt again - to changes to technical guidelines, practices and policies in your country/region/work practice]?
7. What have been the barriers AND drivers to any changes? Please explain them:

[prompt: we are also interested in understanding what elements of the meeting contribute (or not) to participants making change, i.e. such as the format of the meetings, who was present / key speakers/ how / what was being presented, etc.]

- 8.** What, if any, are the other benefits for you of attending these meetings [prompt – i.e. that are in addition to the above]?

Sustainability

- 9.** To what extent have the changes you mentioned [as identified above] been sustained / are sustainable over time?
- 10.** How do the meetings take into account gender equality and human rights aspects?

Forward looking

- 11.** Where, if any would you see improvements to ensure better results?
- 12.** What could be done to make the results achieved more sustainable?
- 13.** Any other comments or suggestions:

## Annex Twelve: Statistical analysis of survey results

Linear regression

Number of obs = 226  
 F(15, 210) = 1.97  
 Prob > F = 0.0186  
 R-squared = 0.1107  
 Root MSE = 2.5508

concrete	Coef.	Robust Std. Err.	t	P> t	[95% Conf. Interval]	
language						
French	.0450554	.5901924	0.08	0.939	-1.118406	1.208516
Spanish	.2098413	.3954635	0.53	0.596	-.5697457	.9894284
age4						
36 to 45	.1707173	.429685	0.40	0.692	-.6763314	1.017766
46 to 55	.2356803	.4833102	0.49	0.626	-.7170811	1.188442
56+	.0730593	.4793462	0.15	0.879	-.8718878	1.018006
gender_id						
Male (including trans man)	-.1920097	.3421143	-0.56	0.575	-.8664281	.4824088
profession						
Educator/Trainer	.5769847	.7350227	0.78	0.433	-.8719837	2.025953
Health care worker	1.893545	.6916952	2.74	0.007	.5299895	3.257101
Researcher	.3285815	.7688263	0.43	0.670	-1.187025	1.844188
Other	.8656822	.734873	1.18	0.240	-.5829913	2.314356
org						
NGO/Foundation/Faith-based	-.5601657	.5126695	-1.09	0.276	-1.570804	.4504723
Governmental	-.8729954	.7612223	-1.15	0.253	-2.373612	.627621
Hospital/Clinic	-.5074105	.552042	-0.92	0.359	-1.595665	.5808436
PLWHIV	-1.291214	.7850699	-1.64	0.102	-2.838842	.2564132
Private Sector	-1.041514	.6980533	-1.49	0.137	-2.417603	.3345762
_cons	3.864926	.8258769	4.68	0.000	2.236854	5.492997