



It is envisaged that the ICL will have a three layered approach, representing different levels of specificity depending on the users' needs. Level 1 will form the "Checklist at a glance", Level 2 will be the "Procedures" and Level 3 will be "In-depth information". Broadly, Level 1 will display a global iterative approach to the designing, planning, implementation and evaluation of an intervention. This will incorporate steps such as "specify research aims and conditions"; analyse problem and define clear objectives for behaviour and/ or environmental change. An iterative next step within this level would be to "select theory and review evidence". With this, a formulation "of testable hypotheses and research questions" will be employed. The "designing the study" section within Level 1 has a number of subsections such as, "translate strategies and research questions into material and measures"; "anticipate effects" and "sampling", any constraints that may need to be considered and finally to "anticipate the implementation" of the intervention. Another point to consider when taking the global Level 1 view within the ICL would be "preparation for and piloting of the interventions itself". Data analyses is also contemplated and finally how best to communicate the findings of the intervention plus any long-term follow up would need to be given due thought. Level 2 of the Intervention Checklist will comprise of specific content on each of the topics mentioned within Level 1. This will allow those users that require more detail, to have that available to them. Level 3 of the ICL will encompass relevant references to the literature and also relevant links to websites of similar topics.

The strengths of the ICL are that it is an integrated framework for interventions. It allows for both theory testing and theory application. It will provide concrete strategies and "How To's" for specific stages of an intervention design and implementation. The web-based format will also allow for flexibility in application and for further development of the checklist.

The Intervention Checklist will be available within the EHPS website and members of the focus group will be presenting it at EHPS Conference 2006. It is hoped that the ICL will also have a link to Wikipedia, whereby using these features, visitors will be allowed to comment on the ICL and offer suggestions on how best to improve the website. The CREATE 2005 participants hope that the Intervention Checklist will become a tool for all researchers to utilise when designing, planning, evaluating and implementing their interventions. It is hoped that the ICL will be available very soon - so keep checking! We encourage you to visit the EHPS website, use it and please make any suggestions that could improve the design and content of the Intervention Checklist.

CEU Summer School "Gender, health and inequality"

July, 18–26, 2006, Budapest

From July 18th to 26th, the Central European University (CEU) sponsored an intensive summer course on **"Gender, health and inequality"**. Located in Budapest, the CEU is an international university, accredited both in the USA and in Hungary. It offers a wide range of courses, targeting issues of social change and the policy implications of transitions to open societies. The CEU **summer university program (SUN)** was established in 1996 in order to host interdisciplinary, research-oriented, academic courses and workshops for professional development in the humanities and social sciences. These courses are designed to attract both young scholars (i.e. Ph.D. students, junior researchers) and professionals (e.g. representatives of NGO's) from all over the world, but especially from the emerging democracies of the former Soviet and East and Central European countries. The courses cover a wide spectrum of disciplines, from legal studies and international relations to public policy, anthropology and cultural studies.

The **"Gender, health and inequality"** course examined the complex interrelations between health, gender and inequality. The program included a variety of topics such as: reproduction and public policy, sex trafficking, private violence and complicity, the anthropology of health policy, reproductive disruptions and reproductive technologies,

Catherine Darker
(University of
Birmingham)

**On Behalf of the ICL
Focus Group, including
Anna Davies (University
College London)
Andries Oeberst
(International University
of Bremen)
Martina Panzer
(International University
of Bremen)**



CEU Summer School



Roma health issues, labor market inequalities and health, political economy and the health of nations, immigrant's health, stress and health, masculinities and men's health.

The lectures offered students multidisciplinary perspectives on gender, health and inequality issues. These were followed by critical debates, small group assignments and discussions that provided ample opportunities to compare gender constructs, health experiences and health care delivery across countries and cultures. Participants were also encouraged to discuss their research and interests during individual or group meetings with faculty. The learning process continued throughout the nine intensive course days, including ongoing debates during lunch, dinner or even the Sunday boat trip to the small town of Szentendre.

The course was co-organized by directors Adriana Baban, Professor of Psychology, Babes-Bolyai University (Romania) and Gail Kligman, Professor of Sociology and Director of the Center for European and Eurasian Studies, UCLA (USA). In addition, participating faculty included: Nicolette Hart, Professor of Sociology, UCLA, Eva Fodor, Professor of Sociology, CEU (Hungary), Michele Rivkin-Fish, Professor of Anthropology, University of North Carolina (USA), Irina Todorova, Director of the Health Psychology Research Center (Bulgaria), Larrisa Remennick, Professor of Sociology, Bar-Ilan University (Israel) and Andor Urmos, Director of the Department of Roma Integration inside the Ministry of Youth, Family, Social Affairs and Equal Opportunities (Hungary).

Twenty young scholars and professionals participated in the course. Their academic and professional backgrounds ranged from cultural and medical anthropology and sociology, to health psychology and human rights law. The course participants came from different geographical regions: Central Asia (Uzbekistan, Kyrgyzstan, Armenia, Georgia and Turkey), East and Central Europe (Romania, Bulgaria, Hungary, Poland and Czech Republic), USA, Mexico and Spain. On the whole, participants found the course to be stimulating and instructive, noting that the lectures and reading materials (available before the course) offered a very useful and well-structured background for discussion. We quote some of the students' impressions:

"The course was very helpful for my research and career development. I appreciate the suggestions I received from the professors that are working in my field and I also enjoyed the multicultural experience, the time spent with the wonderful people I met at this course" (Eva, Czech Republic).

"For me it was very useful to see how researchers have studied gender and health related phenomena that I have experienced subjectively in my country. The course provided me with the opportunity to exchange ideas and come up with topics for future collaborative studies. I also enjoyed very much meeting the teachers and the colleagues from different countries and talk to them about gender and health issues." (Almagul, Kyrgyzstan).

This kind of summer course enables young scholars and professionals from different geographical areas to meet, engage in academic and social exchanges, and discover their similar interests, making "the globalization of friendship" possible. Importantly, such a course also serves as a productive starting point for future collaborative and comparative research projects which address issues associated with gender, health and inequalities in an increasingly globalized world, and promote appropriate policy interventions.

As a course participant I hope that in the future, other young researchers and professionals will apply and benefit from the opportunity to participate in this course and contribute to the study of the complex issues associated with and interrelations between gender, health and inequality.

Catrinel Craciun, Babes-Bolyai University, Cluj-Napoca



**Adriana Baban and
Gail Kligman,
Course Directors**