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# **GENDER DOESN'T = WOMEN**

## Gender Integration for Maternal Health Programs

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# A Focus on Women's Health

- Examines health conditions and morbidities associated with the reproductive role of women.
- Women's and girls' health programs typically do not:
  - Examine unequal social dynamics that interact with women's physiology to produce poor health outcomes.
  - Address the factors underlying women's subordinate positions in their households, communities, and societies that undermine their health status

# A Focus on Gender

- Examines how differences in power relations result in differential risks, exposures, vulnerabilities, and outcomes in health **for men and women**.
- **Gender-integrated approaches** treat **women's and men's** social, political, economic, educational, and health **status as interrelated and interdependent**, but changeable.
- To be successful, gender-focused health programs **often have to be multi-sectoral** and engage a wide variety of women and men stakeholders.

# Comparison of Gender, Human Rights, and Quality of Care

	GENDER	HUMAN RIGHTS	QUALITY OF CARE
Objective	Equality of opportunity for men/boys and women/girls	Realization of human rights as laid out in the Declaration of Human Rights and other International Human Right Instruments	Achieve application of clinical standards based on evidence and best practices
Outcome	Equitable measures reduce discrimination	Duty bearers meet their obligations, and rights holders are able to exercise rights	Application of protocols and standards
Process	Findings from context-specific analyses are applied to the design, implementation, monitoring, and evaluation of programs	Raise awareness about universal human rights principals and standards through programs	Evidence-based standards are transferred through pre-service and in-service training, supervision, and written policies and protocols
Focus	Socially constructed categories of people (men, women, boys, and girls)	Individuals	Individuals

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# The Gender Analysis Framework

- Natural resources
- Productive assets
- Income
- Knowledge
- Social networks

- Due process
- Education
- Employment opportunities
- Health services
- Infrastructure
- Inheritance rights
- Property titles

**Access to Assets**

**Beliefs and Perceptions**

**POWER**

**Laws, Policies, & Institutions**

**Practices & Participation**

**Influence:**

- Access to opportunities
- Mobility and decisions
- Expectations about appropriate behavior

- Time, space, and mobility
- Roles
- Household and community division of labor
- Participation in different activities

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# Steps in a Gender Assessment

- 1. Review of key gender issues** and gender-based constraints based on literature
- 2. Identification of gaps** in information
- 3. Data collection** to fill in targeted information gaps
- 4. Assessment of the institutional support** for gender mainstreaming, at different levels
- 5. Recommendations** for gender integration strategies, objectives, activities, and indicators

# The Jhpiego Gender Analysis Toolkit

Seeks to fill a gap:

- What gender issues affect various health areas?
- What questions should we even start asking?
- What validated questionnaires or data collection tools exist that we can adapt?

# Objectives of the Jhpiego Toolkit

- To give an overview on the **why**, **what**, and **how** of a gender assessment and analysis.
- To provide research questions to guide data collection when performing a project-level gender analysis.
- To provide information on validated data collection tools that support gender analysis.



General or Process Questions (From UNAIDS Gender Assessment Tool)	Types of Questions In Jhpiego Gender Analysis Toolkit				Examples of Data Collection Questions (From The International Men and Gender Equality Survey)
	Access to Assets	Beliefs and Perceptions (Norms)	Practices and Participation	Laws, Policies, and Institutions	
<p><b>What sociocultural norms and practices may contribute to increased risk of HIV transmission among women, girls, men, boys, and transgender persons?</b></p>	<p>What do men know about sex? What do women know about sex?</p>	<p>Can a woman discuss sex with her partner? Can a man discuss sex with his partner? Can a woman refuse sex with her partner? If a woman knows or suspects her husband has other sex partners, can she insist that her husband use a condom when having sex with her?</p>	<p>Do women initiate sex? Do men initiate sex? Can a woman refuse to have sex with a partner (married or unmarried)? Do men and women discuss sex?</p>	<p>What do rape laws say about forced sex in marriage?</p>	<p>For men and women (Totally agree, partially agree, disagree)</p> <ul style="list-style-type: none"> <li>• Men don't talk about sex</li> <li>• Men need more sex than women do</li> <li>• Men are always ready to have sex</li> <li>• I would be outraged if my wife/husband asked me to use a condom</li> </ul>

Domain	Health-Facility Level
<b>Access to Assets and Resources</b>	<ol style="list-style-type: none"> <li>1. Do men <i>and</i> women have access to health education, and can they access it when they are available to receive it?</li> <li>2. During antenatal care, does the provider ask the woman if there are any reasons that would prevent her from delivering at a health facility; if she is able to decide for herself where to deliver; and if not, whether she can bring the decision-maker to her next appointment?</li> </ol>
<b>Beliefs and Perceptions</b>	<ol style="list-style-type: none"> <li>1. What is considered respectful treatment, respectively, by women, men, health workers of female clients, health workers of male clients, and companions?</li> <li>2. Do health care workers believe boys and girls should receive the same attention and quality of care?</li> </ol>
<b>Practices and Participation</b>	<ol style="list-style-type: none"> <li>1. Are women discriminated against for being poor, of a particular ethnic group, for being young or old, for the timing of her arrival at the facility (too early or too late in labor), or for coming in with a miscarriage or abortion?</li> <li>2. Do health care providers treat women who give birth to a boy differently than those who give birth to a girl?</li> </ol>
<b>Laws, Policies, and Institutions</b>	<ol style="list-style-type: none"> <li>1. Are there guidelines for the health sector response on gender-based violence?</li> <li>2. Are there policies and guidelines for inviting women's partners for: antenatal care, HIV counseling and testing during antenatal care, and family planning?</li> </ol>

# USEFUL TOOLS AND OTHER RESOURCES

## HEALTH FACILITY

1. CARE, International 2013 [The Community Score Card \(CSC\): A generic guide for implementing CARE's CSC process to improve quality of services](http://www.care.org/sites/default/files/documents/FP-2013-CARE_CommunityScoreCardToolkit.pdf). Atlanta: CARE. :  
[http://www.care.org/sites/default/files/documents/FP-2013-CARE\\_CommunityScoreCardToolkit.pdf](http://www.care.org/sites/default/files/documents/FP-2013-CARE_CommunityScoreCardToolkit.pdf)
  2. International Planned Parenthood Federation, Western Hemisphere Region 2008 [‘Men-streaming’ gender in sexual and reproductive health & HIV/AIDS A toolkit for development policy makers](https://www.k4health.org/toolkits/igwg-gender/%E2%80%98men-streaming%E2%80%99-gender-sexual-and-reproductive-health-hiv aids). New York: IPPF/WRO. <https://www.k4health.org/toolkits/igwg-gender/%E2%80%98men-streaming%E2%80%99-gender-sexual-and-reproductive-health-hiv aids>
  3. International Planned Parenthood Federation, Western Hemisphere Region 2002 [How Gender-Sensitive Are Your HIV and Family Planning Services](https://www.k4health.org/sites/default/files/gender_continuum_EN.pdf). New York: IPPF/WRO. [https://www.k4health.org/sites/default/files/gender\\_continuum\\_EN.pdf](https://www.k4health.org/sites/default/files/gender_continuum_EN.pdf)
  4. International Planned Parenthood Federation/ Western Hemisphere Region 2000 [Manual to Evaluate Quality of Care from a Gender Perspective](http://www.ippfwhr.org/atf/cf/%7B4FA48DB8-CE54-4CD3-B335-553F8BE1C230%7D/qoc_gen...). New York: IPPF/WRO. [http://www.ippfwhr.org/atf/cf/%7B4FA48DB8-CE54-4CD3-B335-553F8BE1C230%7D/qoc\\_gen...](http://www.ippfwhr.org/atf/cf/%7B4FA48DB8-CE54-4CD3-B335-553F8BE1C230%7D/qoc_gen...)
- Khanna, Renu 2013 [Understanding Maternal Health from a Gender and Rights Perspective](http://www.commonhealth.in/resourses/Understanding%20Maternal%20Health%20from%20a%20Gender%20and%20Rights%20Perspective.pdf). Tamilnadu, India: Commonhealth and Sahaj. <http://www.commonhealth.in/resourses/Understanding%20Maternal%20Health%20from%20a%20Gender%20and%20Rights%20Perspective.pdf>
5. Newman, Constance, M. Mwanamwenge, and K. Peterson 2013 [A Report on the Society for Family Health Gender Assessment](http://www.intrahealth.org/page/report-on-the-society-for-family-health-gender-assessment). Chapel Hill, NC: IntraHealth and SFM <http://www.intrahealth.org/page/report-on-the-society-for-family-health-gender-assessment>
  6. Reis, Chen 2006 [Nigeria: Access to Health Care for People Living with HIV and AIDS](http://physiciansforhumanrights.org/library/reports/nigeria-access-to-health.html). New York: Physicians for Human Rights in Coordination with Futures Group International/POLICY Project and Center for the Right to Health. <http://physiciansforhumanrights.org/library/reports/nigeria-access-to-health.html>
  7. Riveros, Patricia, Érica Palenque, Ricardo Vernon, Ignacio Carreño, and John Bratt 2009 [Reference Guides: For Health Care Organizations Seeking Accreditation for High-Quality, Gender-Sensitive Reproductive Health Services](http://www.popcouncil.org/uploads/pdfs/frontiers/Manuals/GenderRefGuide.pdf). New York: Population Council.  
*Manual:* <http://www.popcouncil.org/uploads/pdfs/frontiers/Manuals/GenderRefGuide.pdf>  
*Appendixes:* [http://www.popcouncil.org/uploads/pdfs/frontiers/Manuals/GenderRefGuide\\_Append.pdf](http://www.popcouncil.org/uploads/pdfs/frontiers/Manuals/GenderRefGuide_Append.pdf)

# Case Study Exercise

- Divide into four groups, one per gender domain.
- In your group, review the Yemen maternal child health case study. Identify gaps in gender-related information that may impact objectives.
- Referring to illustrative research questions from the toolkit for your domain and health system level, **develop 3-5 questions for data collection and indicate method you will use.**