

## Gender Framework Domains



**IGWG**

**Directions:** Take the information that you identified in Table 1 and try to analyze the implications of that information using the categories in Table 2.

Table 2: Gender Constraints and Opportunities for Project Planning

<b>Key Gender Constraints/Opportunities</b>	<b>What is the identified gender-based constraint or opportunity?</b>	<b>(1) How will gender relations affect the achievement of sustainable results?</b>	<b>(2) How will proposed results affect the relative status of men and women?</b>	<b>Possible actions to address the constraints and opportunities to achieve more equitable outcomes</b>
<b>Access</b>	<ul style="list-style-type: none"> <li>• <b>Constraints:</b> Young women are dependent on men for financial support.</li> <li>• Lack of access to employment for men, contributes to instability in men and women relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• It is unlikely that women will use either contraception or condoms to protect themselves from pregnancy and HIV if their principal source of financial support comes from having children.</li> <li>• Men may view having children as the principal way of convincing women to be sexual partners, and therefore view contraception as a deterrent to sex.</li> </ul>	<ul style="list-style-type: none"> <li>• Focusing only on promoting safe sex and negotiating skills around the use of contraception will not address women's financial dependence on men.</li> </ul>	<ul style="list-style-type: none"> <li>• Income generating activities for both men and women may have a positive impact on women achieving greater financial independence and men being able to form longer term and more stable relationships with women and children, and thereby achieve greater communication about contraception and condom use, as well as more equitable relationships between men and women.</li> </ul>
<b>Knowledge, Beliefs and Perceptions</b>	<ul style="list-style-type: none"> <li>• <b>Opportunity:</b> Local beliefs discourage premarital sex.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater community support for delaying sexual debut would discourage coerced and intergenerational sex, as young women are most at risk. Older women may be more capable of negotiating safe sex practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased capacity of more mature women to negotiate safe sex practices will contribute to more equitable gender relations and health outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Involve key transmitters of social values and norms (e.g., respected community leaders, grandparents, or church pastors) in youth activities. Provide opportunities for intergenerational dialogue.</li> </ul>

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<p><b>Practices and Participation</b></p>	<ul style="list-style-type: none"> <li>• <b>Opportunity:</b> It may be possible to reach young adolescents (10-12) in through school.</li> <li>• <b>Constraint:</b> Older adolescents are not in school and if they become parents at a young age, may not participate in organized groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Younger children may be more open to alternative norms, messages, and practices about gender relations and reproductive health.</li> <li>• Groups organized explicitly for transmitting reproductive health information may not be synonymous with groups that most influence individuals gender roles, behaviors and identities and therefore may not lead to significant changes in health practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Life planning skills and reproductive health information transmitted to adolescents prior to being sexually active is more likely to influence their relationships with their peers, and give them the appropriate tools to delay sexual activity and negotiate safer sex practices.</li> <li>• Information transmitted through adhoc groups may not significantly impact gender relations or the adoption of different practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop in-school reproductive health educational and life skills activities for young adolescents with a gender equity approach.</li> <li>• Identify the appropriate groups for out of school young men and young women that influence social norms and behavior. Develop peer activities within these groups, as well as activities with other people who are models of more equitable gender norms and relationships in order to increase participants' capacity to implement reproductive health practices.</li> </ul>

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<b>Space and Time</b>	<ul style="list-style-type: none"> <li>• Constraint: Men are absent from community for long periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Men are likely to have multiple partners on multiple islands, putting both men and women at increased risk of sexually transmitted diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased condom use by men with may contribute to decreased transmission of sexually transmitted diseases, but it may not increase women's capacity to negotiate financial support or decision-making over other aspects of their lives. Current activities that are all realized in same-sex groups do not allow for practicing more equitable ways for men and women to interact</li> </ul>	<ul style="list-style-type: none"> <li>• Develop opportunities for young men and young women to discuss and practice more equitable ways of talking to and interacting with each other.</li> </ul>
<b>Formal and Customary Legal Frameworks</b>	<ul style="list-style-type: none"> <li>• Constraint: inadequate information on the legal status and rights of men and women.</li> </ul>			<ul style="list-style-type: none"> <li>• Include some information gathering activities on the legal issues with regard to rights over children, reproductive rights of men and women, and rights over resources, that may either constrain or facilitate achievement of results</li> </ul>

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<b>Power</b>	<ul style="list-style-type: none"> <li>• <b>Constraint:</b> The media reinforces inequitable power relationships between men and women that contribute to negative reproductive health outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Violence against women and coerced sex practices put young women and possibly young men at greater risk of HIV transmission.</li> </ul>	<ul style="list-style-type: none"> <li>• Proposed results aim to address gender-based violence through educational activities in youth oriented groups but do not address mass media messages.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with media outlets to develop youth oriented media that model more equitable gender relations. Develop effective PSAs and engaging dramatic productions to change attitudes about gender-based violence.</li> </ul>