

Applying Gender Analysis to Health Programs

Time: 90 minutes

Activity Objective: Apply a framework for gender analysis to real-world HIV program examples.

Materials:

- PowerPoint Presentation: Gender Analysis & Integration for HIV and Sexuality, Section 2: Integrating Gender Across the Program Cycle
- Handouts: Tables 1 and 2, Integrating Gender into the Program Cycle
- Handouts: Case Studies

Activity:

1. Explain that to give participants a chance to practice integrating gender and sexuality into health programs, we have developed two worksheets to help guide this process. Hand out copies of Tables 1 and 2.

First, walk participants through Table 1, identifying the various components. Be sure to note that we will be paying special attention to sexuality in this exercise:

- The gender analysis framework applies to all groups across different sexual orientations and gender identities.
- We are talking about sexuality as a concept and framework that is broader than sexual orientations and gender identities. Thus, we are looking at how gender affects dimensions of sexuality that fit within each of the domains.
- Certain gender domains link more strongly to different dimensions of sexuality, but the two frameworks do not perfectly match up. For example, legal rights and status may link most with SOGI, power and agency, and sexual and reproductive health; while access to assets is more closely linked with sexual behaviors and practices, and sexual and reproductive health. However, it is useful to keep both frameworks in mind to help identify opportunities and barriers for meeting your program objectives.

2. Ask participants to consider a concrete example (a case study that the facilitator has prepared in advance, a scenario from the movie, or their own project context).

3. Supply the participants with a sample overall program goal or health objective, written on a prepared flipchart).

For example, in the case of a safe motherhood (SM) program, a sample program objective could be to ensure timely access to high-quality emergency obstetric care for all pregnant women. For this example, ask the participants to identify the following items, as per the columns in Table 1:

1st column—Key *gender* relations in each of the 4 domains +power that can be identified from the case study or other specific context being considered. Probe to be

sure that women and men are considered and then that different levels are considered. (Record key highlights on a flipchart that looks like column A.)

2nd column—Having identified key information from the case study, ask participants to identify any additional/missing information that might help the program understand the gender barriers or constraints to safe motherhood. (Record a couple on a flipchart that looks like column B.)

3rd column—Gender-based constraints... for the women, for the men. Based on the gender relations identified, ask participants to identify which are *key gender constraints for the SM program (or the specific project being considered)*. Ensure that participants look across different domains and consider a few different levels. (Record a couple on a flipchart that looks like column C.)

4th column—Gender-based opportunities for the woman, her spouse. Based on the gender relations identified, ask participants to identify any that could be *key gender opportunities for the SM program (or the specific project being considered)*. Ensure that participants look across different domains, and consider a few different levels. (Record a couple on a flipchart that looks like column D.)

4. Direct participants to Table 2, explaining that based on the gender analysis in Table 1, we can now consider specific sub-objectives, activities, and indicators. Walk participants through the use of Table 2, identifying the various components (and noting their tie to steps 2, 3, 4, and 5 of the program cycle).

5. Then ask participants to continue with the program example they have been using. Ask participants to choose one priority gender-based constraint to the SM program (or other program being considered) identified in Table 1. Related to this constraint, ask participants to identify:

1st column—A specific sub-objective related to a change they would like to see in this gender constraint. (Record on a flipchart that looks like the 1st column, Table 2.)

2nd column—1–2 sample activities that could help achieve this objective. (Record on a flipchart that looks like the 2nd column, Table 2.)

3rd column—A sample indicator that would indicate a decrease in, or removal of, this gender barrier. (Record a couple on a flipchart, record on a flipchart that looks like the 3rd column, Table 2.)

Question—Finally, ask the group to consider where on the IGWG Gender Integration Continuum they would place their brainstormed activities.

6. Ask participants if they have any questions or comments about Table 2 or the overall suggested process of using Tables 1 and 2.

7. Review the instructions for the exercise (Slide 51 of the presentation and on the next page of this guide). Explain that groups will have 60 minutes to complete both Tables 1

and 2 and that each group should complete both tables for its case study (although each group only needs to prepare flipcharts and present on one of the two tables, as assigned per the instructions on the presentation slide).

Instructions for Exercise

1. Read your assigned case study
 - Groups 1A and 1B—Case study 1 (fill in)
 - Groups 2A and 2B—Case study 2 (fill in)
2. Complete Table 1, identifying gender-based opportunities, constraints, and missing information.
3. Complete Table 2, identifying gender sub-objectives, activities, and indicators
4. Record highlights of your responses on flipchart paper
 - Groups 1A and 2A—Table 1
 - Groups 1B and 2B—Table 2
5. Debrief the activity by asking the following questions:
 - What did you think of this framework and exercise?
 - How will/can you apply this framework to your current project work?
 - Ask for final questions.

Facilitator Note: *As an alternative, depending on the workshop’s objective(s), the facilitator may prefer to structure this exercise so that groups work directly on their own real project examples rather than sample objectives from other sources. In this case, the facilitator should determine ahead of time 3–4 relevant project examples with clear objectives and assign one to each group.*