HIV Prevention
Gender Toolkit:
Welcome to Day Two!
HIV Prevention
Gender Toolkit:
Review of Day One Concepts
Day One Review

1. What percentage of persons living with HIV in the U.S. are women?

2. Name one biological or physiological factor that increase women’s and girls’ HIV risk?

3. What is the difference between HIV risk and vulnerability?

4. What are social determinants of health and how is gender related to social determinants?
Day One Review

5. What are the four domains of gender?

6. Name a commonly held gender norm and describe how it affects HIV risk and vulnerability?

7. Name one step of gender analysis.

8. Name two levels of gender analysis.
Training Agenda – Day Two

• Review and Preview
• Introduction to Integrating Gender in the Program Cycle
• Integrating Gender in Needs Assessments
• Integrating Gender in Program Goals and Objectives
• LUNCH
• Integrating Gender in Program Design
• Integrating Gender in Program Implementation
• Review, Wrap-Up, and Adjourn
HIV Prevention
Gender Toolkit:
Introduction to Gender Integration in the Program Cycle
Gender Integration Objectives

1. Understand the importance of involving women and adolescent girls, as well as other key stakeholders, in every step of the planning process

2. Apply gender analysis to the iterative processes of program planning

3. Identify the steps involved in integrating gender analysis into the various steps of a program cycle

4. List implementation issues related to staff, partner organizations and participants
Before you get started: Meaningful Inclusion and Participation of Women and Adolescent Girls
Meaningful Inclusion and Participation of Women and Adolescent Girls

• Meaningful involvement of the women and adolescent girls will:
  • Increase program and service responsiveness to the unique needs of participants
  • Ensure the Gender-based Constraints are addressed
  • Promote women’s and girls’ ownership of the program

Refer to Section 6.1.1
Meaningful Inclusion and Participation of Women and Adolescent Girls

- Women and adolescent girls living with and affected by HIV/AIDS should:
  - Live in the community in which the program/support services are available
  - Reflect cross-section of age, race/ethnicity, SES, culture and language spoken, sexual orientation

- Developing an HIV Planning Group with representation from women and girls
  - Tool 9: Program Planning Group Checklist

Refer to Section 6.1.1
Integrating Gender in HIV Prevention Program Cycle

Integrating Gender in HIV Prevention Program Cycle

Identify trends in HIV/AIDS, Social Determinants of Health, Gender as a Cross-cutting determinant

Set HIV Prevention, Gender Equity, Empowerment Goals and Objectives

Integrate Gender perspective in Strategies and Activities

Address Gender concerns during all phases of implementation and redesign

Monitor Gender Integration with gender sensitive indicators, Evaluate Impact of Gender-based Goals and Objectives

Refer to Section 6.1.4
HIV Prevention
Gender Toolkit:
Integrating Gender
in Needs Assessments
Integrating Gender into the Needs Assessment

Assessments determine the:

- Nature and extent of HIV epidemic
- Major risk behaviors, factors, and determinants
- Underlying sociocultural, economic, political, health factors
- Needs and capacities of different stakeholders
- Gaps between identified problems/needs and available resources

Refer to Section 6.2
## Linking Gender Analysis to Needs Assessment

<table>
<thead>
<tr>
<th>Needs Assessment</th>
<th>Gender analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nature and extent of HIV epidemic</td>
<td>Step 1: Identifying Gender Differences</td>
</tr>
<tr>
<td>2. Major risk behaviors, factors, and determinants</td>
<td></td>
</tr>
<tr>
<td>3. Underlying sociocultural, economic, political, and health factors</td>
<td>Step 2: Analyze Underlying Gender Relations and Inequalities</td>
</tr>
<tr>
<td>4. Needs and capacities of different stakeholders</td>
<td></td>
</tr>
<tr>
<td>5. Gaps between identified problems/needs and available resources</td>
<td>Step 3: Assess the Consequences for Programming</td>
</tr>
<tr>
<td>6. Possible solutions</td>
<td></td>
</tr>
</tbody>
</table>
Needs Assessment with Gender Lens

- Is data disaggregated by sex, gender, age, race/ethnicity and sexual orientation?

- Does it include information on the quality of life?
  - Housing, employment, income, poverty-level, education
  - Family size and composition
  - Prevalence of substance abuse,
  - Intimate partner violence (sexual, physical, emotional)

- Does it determine differences on access and barriers to HIV prevention, care, and support services as experienced by women and girls, men and boys?

Tool 10: Integrating Gender in Needs Assessment
Activity: Identifying GbCs in a Needs Assessment
Break
15 minutes
HIV Prevention
Gender Toolkit:

Integrating
Gender in
Program Goals
and Objectives
Integrating Gender-based Goals and Objectives

Goals and Objectives should:

- Address GbCs and maximize GbOs
- Strengthen the synergy between HIV prevention and gender-based goals

Refer to Section 6.3
**Gender Integration Case Study**

**Current Goal / Current Objective**

Goal: To reduce new HIV diagnoses among African American women ages 25-44 at high risk through heterosexual contact in County X

Objective: By the end of 2015, condom use among women and girls completing the program in County X will increase by 50%

---

**GBV: Intimate Partner Violence (IPV) is an underlying factor associated with increased risk for HIV infection**

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**NEW GENDER-SENSITIVE OBJECTIVES**
Program Goals

• **Current Goal:**
  – To reduce new HIV diagnoses among African American women ages 25-44 at high risk through heterosexual contact in County X

• **Gender Responsive Goal:**
  – To reduce IPV among African American women age 25-44 at high risk of HIV infection through heterosexual contact in County X.
Program Objectives

Current Objective:
• By the end of 2015, condom use among women and girls completing the program in County X will increase by 50%

Gender Responsive Objective:
• By the end of 2015, increase by 50% the perception of risk for HIV infection among African American women ages 25-44 who are in steady sexual relationships with a male partner in the program area by providing HIV prevention education workshops

Refer to Section 6.3.4
Gender Responsive Objectives: Multi-level and Link to Gender Domains

Levels of Analysis
- Partnerships
- Households
- Communities
- Health Services
- Organizations/Institutions
- Government
- Economic Markets
- International

Adapted from: Eckman, A., D. Luciano, and K. Boyd-Lewis. Office on Women’s Health (OWH). Gender-Based Programming: What does this mean? How do we know when we “see it”/do it? (PPT presentation, 2010).
Activity: Gender Responsive Objectives
Examine Existing Program Goals and Objectives

• Re-examine and revise existing program goals and objectives to ensure they attend to GbCs and GbOs
  
  – Seek to link the components of HIV prevention to gender
  
  – Examine each domain of gender
  
  – Rely upon your assessment data and the ongoing results of your gender analysis

Refer to Section 6.3
Lunch
Integrating Gender in Program Design

Program Design Steps:

1. Brainstorm, identify, and design new strategies and activities

2. Use existing evidence-based interventions
   https://www.effectiveinterventions.org

3. Link strategies and activities to objectives

Refer to Section 6.4
Gender Integration Continuum

Gender Blind

Abstain

Be Faithful

Consistent and Correct

Condom Use

Refer to Section 6.4.1
Gender Aware

Refer to Section 6.4.1.1

Gender
Exploitative

Refer to Section 6.4.1.1.1

WOMEN
Same as men, but cheaper.
Gender Accommodation

Refer to Section 6.4.1.1.2
Gender Transformative

Gender Inequality is harmful for us all.

Refer to Section 6.4.1.1.3
Gender Strategies for Program Design

• Incorporate gender strategies that specifically address inequities arising from gender norms, roles and relations - gender strategies

• Address GbCs and maximize GbOs for women/adolescent girls when deciding among strategies and activities to
## Gender Strategies and Gender Domains

<table>
<thead>
<tr>
<th>Gender Domains</th>
<th>Gender-based Constraints</th>
<th>Gender Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Norms</td>
<td>Harmful gender norms and practices</td>
<td>Address harmful gender norms and practices</td>
</tr>
<tr>
<td>Gender Roles</td>
<td>Burden of care</td>
<td>Reduce the burden of care</td>
</tr>
<tr>
<td>Access to and Control of Resources</td>
<td>Low educational attainment low literacy lack of training</td>
<td>Increase access to educational and training opportunities</td>
</tr>
<tr>
<td>Access to and Control of Resources</td>
<td>Lack of access to and control over economic resources</td>
<td>Increase access to income resources</td>
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<tr>
<td>Power and Decision-making</td>
<td>Violence and coercion</td>
<td>Reduce intimate partner violence and coercion</td>
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<tr>
<td>Cross-cutting</td>
<td>Barriers in access to services</td>
<td>Reduce barriers in access to services</td>
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</table>
Using the Gender Integration Continuum and Gender Strategies to Design Gender-Responsive HIV Prevention Programs

<table>
<thead>
<tr>
<th>Gender Domain</th>
<th>Program Objective</th>
<th>Gender Strategy</th>
<th>Program Activity</th>
<th>Gender Integration Continuum Category</th>
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Refer to Section 6.4.2
<table>
<thead>
<tr>
<th>Gender Domain</th>
<th>Program Objective</th>
<th>Gender Strategy</th>
<th>Program Activity</th>
<th>Gender Integration Continuum Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Norms</td>
<td>Increase the proportion of young men who initiate condom use when having sex with young women.</td>
<td><strong>Address Harmful Gender Norms</strong></td>
<td>Conduct weekly small group workshops with young men using a participatory curriculum to help them reflect on their sexual norms and behaviors, challenge harmful gender norms and promote more gender-equitable attitudes and behaviors among them.</td>
<td>Gender Transformative</td>
</tr>
</tbody>
</table>
Activity: Using the Gender Integration Continuum and Gender Strategies to Select Gender-Responsive Prevention Activities
HIV Prevention
Gender Toolkit:
Integrating Gender in Program Implementation
Integrating Gender in Program Implementation

1. Assess organizational capacity for gender integration
2. Develop program implementation plan (Tool 11)
3. Incorporate gender responsive implementation principles
4. Address implementation issues

Refer to Section 6.5
Gender-responsive staff...

- Recognize significance of differences in class, race/ethnicity, sexual orientation on participants’ experience of gender
- Demonstrate their own individual gender expression and establish safe zone for participants
- Recognize and set aside personal gender bias and ideas during group facilitation
- Are sensitive to power imbalances in client relationships and the impact they have on decision-making
- Are sensitive to presence of IPV/abuse and promote safer sex options as appropriate
- Challenge attitudes and practices that villainize and/or victimize a particular gender

Refer to Section 6.5.4.1
Partner Organizations

• Share a vision of gender-equity

• Understand the meaning and importance of providing gender-responsive programs and services
Participation of women/girls and men/boys

Implementation plan should include strategies and activities for clients to meaningfully participate as program implementers and decision-makers. Suggested roles include:

- Peer educators
- Volunteers
- Advisory Councils
- Leadership development opportunities

Refer to Section 6.5.4.3
### Considerations for Gender Integration in Program Implementation

**Tool 10: Considerations for Gender Integration in Program Implementation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Yes</th>
<th>No</th>
<th>If NO, what actions are needed to address this issue?</th>
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</thead>
<tbody>
<tr>
<td><strong>Program Staff and Consultants</strong></td>
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<tr>
<td>Are knowledge of how gender affects HIV vulnerability, risk, and prevention, and knowledge, experience, and skills in gender analysis included as required qualifications in staff job descriptions?</td>
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<tr>
<td>Do staff job descriptions clearly spell out responsibilities and expectations for carrying out the gender components and activities of the program and gender integration</td>
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<tr>
<td>Do annual performance evaluations take into account staff performance in carrying out the gender components and activities of the program and gender integration?</td>
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<tr>
<td><strong>Qualifications, Hiring, and Pay</strong></td>
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<td>Are knowledge of how gender affects HIV vulnerability, risk, and prevention, and knowledge, experience, and skills in gender analysis included as required qualifications in consultant agreements or contracts?</td>
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<td>Are responsibilities and expectations for carrying out the gender components and activities of the program and gender integration clearly spelled out in consultant agreements or contracts?</td>
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<tr>
<td>If women and adolescent girls cannot be effectively reached by male staff, are provisions made to recruit and hire the female staff required?</td>
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</tbody>
</table>
Integrating Gender Analysis in Monitoring and Evaluation

- Determine if most important **gender concerns** were adequately addressed in program design
- Measure the **achievement** of program goals and objectives
- Assess how program design effected the **promotion of gender equity**

Refer to Section 6.6
Gender integration occurs in every part of the HIV Prevention Program Cycle.
HIV Prevention
Gender Toolkit:
Wrap-Up
Key Elements of Day 1 Training

- Risk, Vulnerability, Social Determinants of Health
- Domains of Gender
- Introduction to Gender Analysis
Key Elements of Day 2 Training

• Gender Integration in the Program Cycle
  – Needs Assessment

  – Integrating Gender in Goals and Objectives

  – Integrating Gender in Program Design

  – Integrating Gender in Program Implementation
Questions or Comments?
Evaluations
Thank You!

Trainer email: