



COMPONENTS OF THE PROGRAMME

BARRIERS TO THE INTERVENTIONS

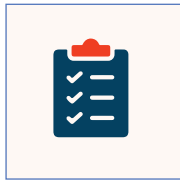
ANALYSING THE BARRIERS USING GAF [4]

APPLYING GAF TO IDENTIFY THE SOLUTIONS

REFLECTING WHILE SOLUTIONING [8]



What is the main gap [1] in this programme?



What are the main programmatic interventions to address the gap?



What do we want to achieve from each of these interventions?



What are some barriers [2] to achieving the intervention outcomes?



How do these barriers affect girls, women, boys, and men differently (explore both positive and negative effects)? [3]

For each of the gender barriers, examine the following:

1

Which GAF domains does this barrier impact? (It could impact more than one domain)

2

At which level of ecology does this barrier rest? (The barrier could be placed at different levels)

Which of the identified barriers would you like to prioritise?



What are the proposed solutions for these barriers, and at what levels of the ecology would you like to propose them? [5]



Who are the stakeholders you would like to engage at these levels for the solutioning?



Will this process of integration be a broad, targeted or immersive intervention? [6]

Where are these interventions on the gender equity spectrum? [7]



GENDER BLIND



GENDER NEUTRAL



GENDER SENSITIVE



GENDER RESPONSIVE



GENDER TRANSFORMATIVE



Challenging unequal power dynamics



Applying people - centric approach



Capacitating staff on gender-responsive care



Upholding end-user rights



Promoting agency and voice of end-user



Measuring progress routinely using a gender lens

Reflect if proposed solutions are gender responsive

FOOTNOTES

1. Effective coverage is defined as the *proportion of individuals who experience health gains from a service among those who need the service*: Amouzou A et al. 2019. Advances in the measurement of coverage for RMNCH and nutrition: from contact to effective coverage. *BMJ Glob Health*; i114–i124. doi:10.1136/bmjgh-2018-001297

2. While considering barriers, explore attitudes, beliefs, discriminatory and harmful gender norms; unequal power relations and dynamics; roles and responsibilities; participation and decision-making; access to and control over resources; and organization capacity-related issues.

3. Response to this question will help in identifying the gender barriers.

4. Gender Analysis Framework

LEVELS	DOMAINS			
	Access to and control over resources	Roles and responsibilities	Participation and decision-making	Attitudes, beliefs and norms
Individual				
Interpersonal				
Community				
Facility				
Systems				

←----- POWER ----->

5. While identifying the solutions, consider the following:

- Intentionally employ gender considerations to influence the design, implementation and results of programmes
- Reflect girls' and women's realities and needs, in components such as site selection, project staff, content, monitoring, etc.
- Pay attention to the unique needs of females, valuing their perspectives, respecting their experiences, understanding developmental differences between girls and boys, women and men, and ultimately empowering girls and women
- Build the capacity of the staff to respond to gender inequalities
- Promote the voices and agency of the end users
- Do not re-emphasise the existing harmful normative role, responsibilities, beliefs, norms, etc as a part of the solutions

Type of interventions

- **Broad interventions** with the aim of creating awareness and sensitization among service providers and frontline staff on gender and equity issues at the state level
- **Targeted interventions** to address gaps in programme coverage of critical interventions using a gender lens, at the facility and community level through existing mechanisms at various locations, particularly among sub-populations with low programme coverage
- **Immersive interventions** with the aim of gaining in-depth knowledge and testing out innovative solutions for gender integration at specific locations

6. Where are these interventions on the gender equity continuum?



Gender blind: The intervention is blind to gender differences and promotes existing harmful norms that perpetuates more harm



Gender neutral: The intervention does not have a differential positive or negative impact on men, women, girls, and boys and the gender relationships



Gender-sensitive: The intervention is aware of and addresses gender differences



Gender-responsive : The intervention intentionally incorporates gender considerations to affect the design, implementation and results of programmes; pays attention to the unique needs of women, values their perspectives, respects their experiences, and ultimately empowers girls and women while involving boys and men. The intervention tries to limit harmful impacts on gender relations but does not seek to change the underlying structures and norms that perpetuate inequalities



Gender-transformative: In addition to being gender sensitive, the intervention allows for a critical examination of gender norms and dynamics; it works to change inequitable gender norms and dynamics and transform power relations to achieve gender equality

7. Some guiding questions for reflection while solutioning

- Does the solution impact the access to resources for both men and women? How?
- Does it place the end users at the centre of the programme?
- Does it provide for the quality satisfaction of the needs of the end user?
- Does it enable staff to promote and protect end users' rights to informed consent, informed choice, respectful and non-discriminatory treatment, and confidentiality, as well as sexual and reproductive health?
- Does it build the capacities of the staff to respond to gender inequalities?
- Does it promote the voices and agency of the end users?
- Is the progress of the intervention routinely measured using a gender lens?