Chapter 10: Technical standards for Jhpiego gender and gender-based violence programming

Gendor 101 training materials

Jhpiego is a nonprofit global leader in the creation and delivery of transformative health care solutions that save lives.

In partnership with national governments, health experts and local communities, we build health providers' skills, and we develop systems that save lives now and guarantee healthier futures for women and their families. Our aim is revolutionizing health care for the planet's most disadvantaged people.

Jhpiego is a Johns Hopkins University affiliate.

Chapter 10: Technical standards for Jhpiego gender and gender-based violence programming

Learning objectives

By the end of this session, participants will:

- Understand the gender and gender-based violence (GBV) technical standards that are part of the Program and Technical Review (PTR) for Jhpiego programs

Time needed

50 to 65 minutes

- Timing will be determined based on which of the described options are implemented during the session

Materials needed

- Facilitator Resource: PowerPoint on Gender and Gender-Based Violence Technical Standards

- [If you will be implementing **Option 1: Poll Questions** below] Polling software (integrated into Zoom)

- [If you will be implementing **Option 2: "What's Wrong" Scavenger Hunt** below] Facilitator Resource: "What's Wrong" Scenarios

Advance preparation

1. Save a copy of the **PowerPoint on Gender and Gender-Based Violence Technical Standards** to your computer and practice presenting the PowerPoint to ensure you have a good understanding of the concepts.

> **Facilitator note:** This session is for Jhpiego staff only.

2. Review each of the 3 options for increasing interactivity. Consider which you would like to implement. Note that facilitators may choose to facilitate one of the options or more than one of the options, depending on how much time they have available and what they feel would be most effective for their group of participants.

3. [If you will be implementing Option 1: Poll Questions below] Log into Zoom.us and add the following six polls to your Zoom meeting. Make sure that, when you are adding your poll questions, you add them as six separate polls, and not as one poll with six questions. (Review the Technical Facilitator Guidance for more information on adding polls to a Zoom meeting).

   o Poll 1: Which standard do you expect might be easiest to implement?

   o Answer Choices (single choice):

     – The program has conducted a gender analysis

     – The program has a gender strategy or activities supported with a budget

     – Gender norms-changing activities use evidenced-based curricula over at least a 10-hour interaction

- Program staff have completed Gender and Sexual and Reproductive Health 101

- The program implements standards for gender-sensitive service delivery

- The program conducts research on local gender and culture norms to inform IEC/SBCC

- The program actively seeks to engage men as well as women in the range of health services

o Poll 2: Which standard do you expect might be the most challenging to implement?

o Answer Choices (single choice):

- The program has conducted a gender analysis

- The program has a gender strategy or activities supported with a budget

- Gender norms-changing activities use evidenced-based curricula over at least a 10-hour interaction

- Program staff have completed Gender and Sexual and Reproductive Health 101

- The program implements standards for gender-sensitive service delivery

- The program conducts research on local gender and culture norms to inform IEC/SBCC

- The program actively seeks to engage men as well as women in the range of health services

o Poll 3: Which standard do you believe is the most important to changing outcomes?

o Answer Choices (single choice):

- The program has conducted a gender analysis

- The program has a gender strategy or activities supported with a budget

- Gender norms-changing activities use evidenced-based curricula over at least a 10-hour interaction

- Program staff have completed Gender and Sexual and Reproductive Health 101

- The program implements standards for gender-sensitive service delivery

- The program conducts research on local gender and culture norms to inform IEC/SBCC

- The program actively seeks to engage men as well as women in the range of health services

o Poll 4: Which standard do you expect might be easiest to implement?

o Answer Choices (single choice):

- Adherence to the World Health Organization guidelines

- Provide a comprehensive response to GBV through either the provision or facilitation of linkages

- The program ensures and/or advocates for the health and welfare of the patient first before forensic evidence collection

- The program supports providers to conduct safety planning for survivors

- The program promotes a basic first-line response to GBV

- – Programs working with community health workers train them to raise awareness about GBV and services available
  - o Poll 5: Which standard do you expect might be the most challenging to implement?
  - o Answer Choices (single choice):
    - – Adherence to the World Health Organization guidelines
    - – Provide a comprehensive response to GBV through either the provision or facilitation of linkages
    - – The program ensures and/or advocates for the health and welfare of the patient first before forensic evidence collection
    - – The program supports providers to conduct safety planning for survivors
    - – The program promotes a basic first-line response to GBV
    - – Programs working with community health workers train them to raise awareness about GBV and services available
  - o Poll 6: Which standard do you believe is the most important to changing outcomes?
  - o Answer Choices (single choice):
    - – Adherence to the World Health Organization guidelines
    - – Provide a comprehensive response to GBV through either the provision or facilitation of linkages
    - – The program ensures and/or advocates for the health and welfare of the patient first before forensic evidence collection
    - – The program supports providers to conduct safety planning for survivors
    - – The program promotes a basic first-line response to GBV
    - – Programs working with community health workers train them to raise awareness about GBV and services available

4. [If you will be implementing **Option 2: "What's Wrong" Scavenger Hunt** below] No advanced preparation required.

5. [If you will be implementing **Option 3: Small Group Discussions** below] Select 4 to 5 standards from the list that you believe are particularly important to your participants and their work, and which you believe it would be valuable to discuss further.

Steps

Introduction (1 minute)

1. Explain that in this session, participants will learn about the seven gender and six GBV technical standards that are part of Jhpiego's Program and Technical Review (PTR).

Gender and gender-based violence technical standards (28 minutes minimum; up to 48 minutes)

1. **Technology Action:** Screen share the PowerPoint on Gender and Gender-Based Violence Technical Standards.

2. Refer to the discussion points included beneath each slide during the presentation. You should plan to spend approximately 28 minutes presenting the presentation (not including poll questions/discussions).

3. If you will be implementing Option 1: Poll Questions, refer to the notes below for how to integrate the questions into the presentation.

> **Facilitator Note:** Consider which of the three options for interactivity you would like to implement to support participants' understanding of and reflection on the Jhpiego standards. Note that facilitators may choose to facilitate one of the options or more than one of the options, depending on how much time they have available and what they feel would be most effective for their group of participants.

Option 1: Poll Questions (20 minutes)

Steps:

1. **Pause at slide 13.** Explain that participants will now have an opportunity to further reflect on **the standards for integrating gender into Jhpiego programming** and how they might be applied to a project.

2. Explain that you will show a series of 3 questions, one at a time. Participants will have a chance to respond, and then you will discuss the question and responses with the group. (Spend no more than 1 minute introing the activity).

3. **Technology Action:** Launch the first poll ("Which standard do you expect might be easiest to implement?"). Provide participants with 30 to 45 seconds to respond, and then close the poll.

4. Invite 1-2 participants to share how they voted and why. (Spend no more than 3 minutes on steps 3 to 4).

5. Repeat steps 3 to 4 for the second and third poll questions.

6. Continue presenting the presentation.

7. **Pause again at slide 21.** Explain that participants will now have an opportunity to further reflect on **the standards for gender-based violence programming** and how they might be applied to a project.

8. Explain that you will again show a series of 3 questions. These questions will be the same questions that participants reflected on for the first set of standards. Participants will have a chance to respond, and then you will discuss the question and responses with the group. (Spend no more than 1 minute introing the activity).

9. **Technology Action:** Launch the fourth poll ("Which standard do you expect might be easiest to implement?"). Provide participants with 30 to 45 seconds to respond, and then close the poll.

10. Invite 1-2 participants to share how they voted and why. (Spend no more than 3 minutes on steps 9 to 10).

11. Repeat steps 9 to 10 for the two remaining poll questions.

Activity (35 minutes per option)

Option 2: "What's Wrong" Scavenger Hunt

Steps:

1. **Technology Action:** At any time after participants have arrived at the session, you may begin to create breakout rooms.

- 5 groups (randomly distributed participants)
- Check "Breakout rooms automatically close after"
  - 10 minutes
- Check "Notify me when time is up"
- Countdown after closing breakout room: 30 seconds

2. Explain that participants will now have an opportunity to further reflect on the standards and how they might be applied to a project.

3. Explain that participants will be split into 5 groups. Each group will receive a scenario through the Zoom chat. In each scenario, **one or more technical standards are not being adhered to.** With the other members of their group, participants should answer the following questions:

- Which standard(s) is/are not being adhered to?
- What could the project implementers do differently in order to meet the standard?

4. **Technology Action:** Post the two questions into the Zoom chat for participants to reference in their small groups:

- Which standard(s) is/are not being adhered to?
- What could the project implementers do differently in order to meet the standard?

5. Explain that, when groups return, a spokesperson should share out the scenario, followed by the group's responses to the two questions.

6. **Technology Action:** Post the scenarios in the Zoom chat. Make sure each scenario is clearly labeled with each group number. Example:

- Group 1: Starting out (Gender)
- Group 2: Training providers on GBV care (GBV)
- Etc.

7. Call participants' attention to the scenarios in the Zoom chat. Explain that, as they are being moved to a breakout room, participants will see on their screen to which numbered room they are being moved. Once they are in their breakout rooms, their room number will appear at the top of the Zoom screen. Their breakout room number will represent their group number and should be used to know which scenario to review.

8. Make sure participants understand the instructions. Remind them that they should use the "Ask for Help" button if they have questions for a facilitator while in their breakout room. (Spend no more than 3 minutes on steps 2 to 8).

9. **Technology Action:** Open the breakout rooms.

10. **Technology Action:** Send a broadcast message reminding participants when they have 1 minute left.

11. **Technology Action:** After approximately 10 minutes, close the breakout rooms.

12. Ask the spokesperson from Group 1 to read their scenario and then briefly describe their responses to the two questions. Allow up to 3 minutes for the spokesperson to share, and then up to 2 minutes for any questions/comments from other participants. Ask the other participants if they believe that the group has presented a viable solution for meeting the standard that was previously not being adhered to.

13. Repeat step 12 for the remaining groups.

Option 3: Small Group Discussions

1. **Technology Action:** At any time after participants have arrived to the session, you may begin to create breakout rooms.

   o Groups of 4-5 (randomly distributed participants)

   o Check "Breakout rooms automatically close after"

     – 10 minutes

   o Check "Notify me when time is up"

   o Countdown after closing breakout room: 30 seconds

2. Explain that participants will now have an opportunity to further reflect on the standards and how they might be applied to a project.

3. Explain that participants will be divided into groups of 4 to 5. Each group will be assigned a standard; you will share the assignments in the Zoom chat before opening breakout rooms.

> **Facilitator Note:** Select standards for each group to review prior to the session. Select standards that are particularly important to your participants and their work, as you will not be able to review all. Make sure participants know whether they're looking at a standard for integrating gender or for gender-based violence programming.

4. Explain that, with their group, participants will review their assigned standard and discuss the following:

   o One possible challenge with implementing the provided standard.

   o One important consideration when implementing the provided standard.

   o One possible impact of implementing the standard.

5. **Technology Action:** Post the following statements in the Zoom chat:

   o One possible challenge with implementing the provided standard.

   o One important consideration when implementing the provided standard.

   o One possible impact of implementing the standard.

6. Explain that, before groups return to the main room, they should select a spokesperson who will share with the larger group what their small group answered for each of the three statements.

7. **Technology Action:** Post the group numbers and their assigned standard in the chat. Example:

   o Group 1: [Standard]

   o Group 2: [Standard]

   o Etc.

8. Call participants' attention to the standards in the Zoom chat. Explain that, as they are being moved to a breakout room, participants will see on their screen to which numbered room they are being moved. Once they are in their breakout rooms, their room number will appear at the top of the Zoom screen. Their breakout room number will represent their group number and should be used to know which standard to review.

9. Make sure participants understand the instructions. Remind them that they should use the "Ask for Help" button if they have questions for a facilitator while in their breakout room. (Spend no more than 3 minutes on steps 2 to 9).

10. **Technology Action:** Open the breakout rooms.

11. **Technology Action:** Send a broadcast message reminding participants when they have 1 minute left. After approximately 10 minutes, close the breakout rooms.

12. Invite the spokesperson from group 1 to share their standard and how the group responded to the three questions. Invite others to share questions/comments. (Spend no more than 4 to 5 minutes per group/standard).

13. Repeat step 12 for the remaining groups.

Closing (1 minute)

1. End the session by explaining that now participants should understand the gender technical standards that are included in Jhpiego's PTR. Explain that participants should strive to improve upon these standards in their programs.

Facilitator resource: What's Wrong

Scenario 1: Starting out (Gender)

County Q is implementing a sexual, reproductive, maternal, neonatal, and child health (SRMNCH) program. The donor has highlighted the need for rapid start up, so the project began activities without conducting any baseline assessment or formative research. The team was not too worried about this because this was the follow-on to another SRMNCH project, though this project is being implemented in new geographic areas, where most of the population is a different ethnic group with different cultural practices than the target population from the original project. The donor has expressed an interest in gender integration, but cut funding for the project's gender advisor position. The country team members have no experience with gender integration, but figure it will come naturally, since they are working with women.

Scenario 2: Increasing ANC uptake (Gender)

At the end of Year 1 of the sexual, reproductive, maternal, neonatal, and child health (SRMNCH) program in Country Q, the donor expressed concern that ANC attendance levels are very low. The donor suggests adding in social and behavior change (SBC) activities, though only provides a very small amount of additional funding. To save costs, the program decides to print copies of posters with information about the benefits of ANC that were used by a previous program five years ago, which was implemented in a different geographic area, where most of the population is a different ethnic group with different cultural practices than the target population from the original project. The project also trains its community health workers to provide information about ANC to community women during their household visits. The program technical director ensures that the donor that once community members have information about the importance of ANC attendance, attendance will increase.

Scenario 3: Training providers on GBV care (GBV)

County Q has asked Jhpiego to train providers and secondary-level health facilities on gender-based violence response, using the country's validated curriculum from 10 years ago. Providers are trained on the importance of convincing a client to provide forensic evidence as soon as she is identified to have experienced GBV, as this will help the perpetrator be brought to justice. During supervisory follow-up after the training, the project found that providers were not providing GBV care because they felt too uncomfortable and they did not have the supplies needed to provide support at their facility level in accordance to the curriculum guidelines.

Scenario 4: First-line support for GBV (GBV)

Given high rates of gender-based violence in project communities, Project X created messaging to raise awareness about GBV and included them in the job aides for Community Health Workers. During supervisory visits, the project found that many CHWs were not including these messages in their talks during household visits because they felt uncomfortable and did not know how to react if a client told them they were experiencing GBV. Other CHWs were more comfortable, and if a client disclosed that she was experiencing GBV she would told to go to the local clinic and the police department.