



Gender and SBCC Implementation Kit

Assess a Program's Gender Status

Activity 0.2: Using a Checklist to Review your Program's Current Status

Objectives:

- Use the checklist to review your current program and SBCC strategy or marketing plan.
- Identify where to focus your efforts when revising your SBCC strategy or marketing plan

Preparation:

Review the **key concepts** and **background research** to be sure your team has a good understanding of **behavior change and gender** and is aware of the gender-related social and behavioral determinants.

Gather the following program documents to help you go through this activity:

- Current strategy or marketing plan
- Formative research results
- Monitoring and evaluation results
- Other programmatic documents
- Activity checklist (see below)
- Relevant resources from the I-Kit

Be sure you have enough copies of any templates, handouts or resources needed for this activity. Consider printing the **Gender-Related Social and Behavioral Determinants Handout** from the step page to use as reference during the activity.

Expected Outcome:

A list of which steps you should focus your attention when integrating gender into your SBCC strategy or marketing plan.

Purpose:

The purpose of this activity is to use a checklist to examine your current SBCC strategy or marketing plan to see how well gender is integrated into your current program. The checklist will ask a series of questions to help you determine the status of your program. Based your responses, you will be able to better identify which **steps in the process** to focus your attention.

Introduction:

Now that you have been implementing your program, it is a good time to review your SBCC strategy or marketing plan to see how it is working, what changes may need to be made and if you need to take a closer look at integrating gender and how best to do that.

Instructions to complete this activity

This checklist will help you determine where to focus your attention during integration. It is important to be open and honest when completing the checklist so your program can make the needed adjustments to be more effective.

Key Steps:

1. Complete the checklist found at the end of this activity before you start to follow the **steps to integrate gender into your SBCC strategy**. You can also use this checklist at any point during the revision of your SBCC strategy or marketing plan or as a monitoring tool while your program is in process.
2. After you have completed each set of questions, mark whether you need to focus on this step during the strategy design process.

This activity was adapted using the following resources:

Health Communication Capacity Collaborative (HC3). Addressing the Role of Gender in the Demand for RMNCH Commodities: A Programming Guide. (July 2014). Accessed March 2016 from <http://sbccimplementationkits.org/demandrmnch/wp-content/uploads/sites/2/2015/04/LSC-Gender-Guide-FINAL.pdf>



Checklist 0.2.1: Assess your Current Program and Strategy

Does your current vision statement:

Questions:	Yes	No	Unsure
1 Allow for critical examination of gender norms and dynamics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Work to change inequitable gender norms, roles and relations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Strengthen or create systems that support gender equality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Allow for the needs of population sub-groups that are affected by gender norms and expectations in different ways?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*If you answered **NO** to any of the questions above, you may want to review the information and conduct the activities under **STEP 1: Set a Gender Transformative Vision**. Remember that what you discover under each step may impact each of the following steps in the strategy design process.*

Check here if you want to focus on STEP 1.

Does your current situation analysis:

Questions:	Yes	No	Unsure
1 Explore how men, women, boys and girls (and sub-groups of each) are affected differently by the health problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Examine the different roles and behaviors of men and women with respect to the health issue and how they may differ by age, socioeconomic class, ethnic group or religion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Identify the existing social, cultural and gender norms related to the health problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Explore the extent to which women, men, boys and girls are able to make decisions regarding the health issue and their health in general?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Question what may prevent men, women, boys, girls and couples from performing the desired behavior(s) related to the health issue? (for example, health care workers could be preventing young girls from purchasing contraception at the health clinic but provide condoms to young boys)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Take into account what may facilitate men, women, boys, girls and couples to perform their roles related to the health issue? (for example, equitable policies that allow teenage girls to secure contraception at their health clinic without parental consent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Identify existing "positive" gender relations that can be strengthened to address the health problem? (for example, spaces where men and women interact in more equitable ways, positions of leadership occupied by women, ways that men are supportive in achieving RMNCH behavior)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Think about and identify existing national laws, by-laws and/or other policies that hinder or facilitate action by men and/or women around a health issue?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	Unsure
9 Explore how men, women, boys and girls (and sub-groups of each) are affected differently by the health problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered **NO** to any of the questions above, you may want to review the information and conduct the activities under **STEP 2: Gather Gender-Specific Information on the Current Situation**. Remember that what you discover under each step may impact each of the following steps in the strategy design process.

Check here if you want to focus on STEP 2.

Does your audience segmentation and do your audience personas:

Questions:	Yes	No	Unsure
1 Identify the differences and similarities in women's and men's knowledge, attitudes and practices about the health issue?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Identify the barriers and facilitators that women and men, girls and boys face when changing behavior, including gender-specific factors? (for example social norms around masculinity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Identify who supports and influences women and men in their decisions and actions about the specific health concern?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Identify audiences who influence how gender norms are shaped in relation to the health problem? (for example, mothers-in-law or community leaders who perpetuate expectations of high female fertility)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered **NO** to any of the questions above, you may want to review the information and conduct the activities under **STEP 3: Create a Gender-Focused Understanding of the Audience**. Remember that what you discover under each step may impact each of the following steps in the strategy design process.

Check here if you want to focus on STEP 3.

Consider the following questions:

Questions:	Yes	No	Unsure
1 Is your strategy based on a theory or framework, or combination of theories and frameworks, that fit your understanding of what influences behavior and social norms related to the health problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Have you applied a gender lens when considering the key concepts in your theory or framework? (for example, when thinking about self-efficacy for negotiation, identify how gender norms/inequalities may reduce a woman's self-efficacy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Does your strategy apply a gender-specific theory or theoretical constructs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered **NO** to any of the questions above, you may want to review the information and conduct the activities under **STEP 4: Address Gender with a Behavior Change Theory**. Remember that what you discover under each step may impact each of the following steps in the strategy design process.

Check here if you want to focus on STEP 4.

Do your communication objectives:

Questions:	Yes	No	Unsure
1 Apply the health needs of both women and men as found in the gender-based analysis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Address any social, cultural or contextual gender-related factors influencing the health issue?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	Unsure
3 Reflect gender transformation, in addition to health outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Take into account the barriers and facilitators at all at each societal level of the socio-ecological model including the individual, family, community/service and social/structural?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*If you answered **NO** to any of the questions above, you may want to review the information and conduct the activities under **STEP 5: Define Gender Transformative Communication Objective**. Remember that what you discover under each step may impact each of the following steps in the strategy design process.*

Check here if you want to focus on STEP 5.

Do your approaches and channels:

Questions:	Yes	No	Unsure
1 Identify the communication channels that women and men use to access health information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Consider who controls access to communication sources? (for example, identifying who selects the stations or programs to listen to or watch)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Reflect whether the channels selected are appropriate for and accessible to women and men, and consider characteristics like age, culture, timing, access, weather, seasons, migration patterns and the literacy and technology levels of both women and men?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*If you answered **NO** to any of the questions above, you may want to review the information and conduct the activities under **STEP 6: Select Strategic Approaches and Channels**. Remember that what you discover under each step may impact each of the following steps in the strategy design process.*

Check here if you want to focus on STEP 6.

Does your program position and messages:

Questions:	Yes	No	Unsure
1 Identify the benefits that the behavior, service and/or commodities have for women and men, girls and boys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Take into account how women and men perceive these benefits as beneficial to them and their families?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Make sure that inequitable stereotypes are not reinforced in your positioning of these benefits?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Determine how and why you will target women or men to achieve behavior change? (for example, will your program target women and men together or separately, what messages are most appropriate to reach men and women, how will you position your program to cater to women and/or men's needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Reflect on whether by targeting men or women the program will reinforce inequitable gender norms and stereotypes? (for example, holding discussion groups with men only about contraception options can reinforce the power men may have in decision-making about family planning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Ensure that the messages are sensitive to the needs, beliefs and values of both women and men?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Yes	No	Unsure
7	Address the gender barriers and other relevant influencing factors for men and women at each societal level?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*If you answered **NO** to any of the questions above, you may want to review the information and conduct the activities under **STEP 7: Integrate Gender into Program Positioning and Messages**. Remember that what you discover under each step may impact each of the following steps in the strategy design process.*

Check here if you want to focus on STEP 7.

Does your monitoring and evaluation plan:

Questions:	Yes	No	Unsure
1 Allow for critical examination of gender norms and dynamics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Address how to monitor activities and outputs separately for women and men, girls and boys, in addition to disaggregation by class (or income group), ethnicity or other relevant factors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Incorporate indicators that monitor gender-based determinants and program outputs? (for example, number of program staff or stakeholders who have attended a gender training session; number of couples who attend a participatory activity designed to promote joint decision-making within couples)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Tailor data collection to the realities of women and men, girls and boys? (for example, convenient times to hold interviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Build in training for research staff on gender-sensitive monitoring and evaluation principles and techniques?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Incorporate questions in your instruments to help uncover unintended consequences for women and men, girls and boys? (for example, increased intimate partner violence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Use appropriate gender scales to examine program impact on gender-based determinants and health outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Address how findings can be used to improve future program planning related to gender and repositioning if necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Consider different ways in which the project should disseminate results at the community level based on the needs of men and women?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*If you answered **NO** to any of the questions above, you may want to review the information and conduct the activities under **STEP 8: Add Gender Indicators to a Monitoring and Evaluation Plan**. Remember that what you discover under each step may impact each of the following steps in the strategy design process.*

Check here if you want to focus on STEP 8.