



EngenderHealth
for a better life



Columbia University
MAILMAN SCHOOL
OF PUBLIC HEALTH

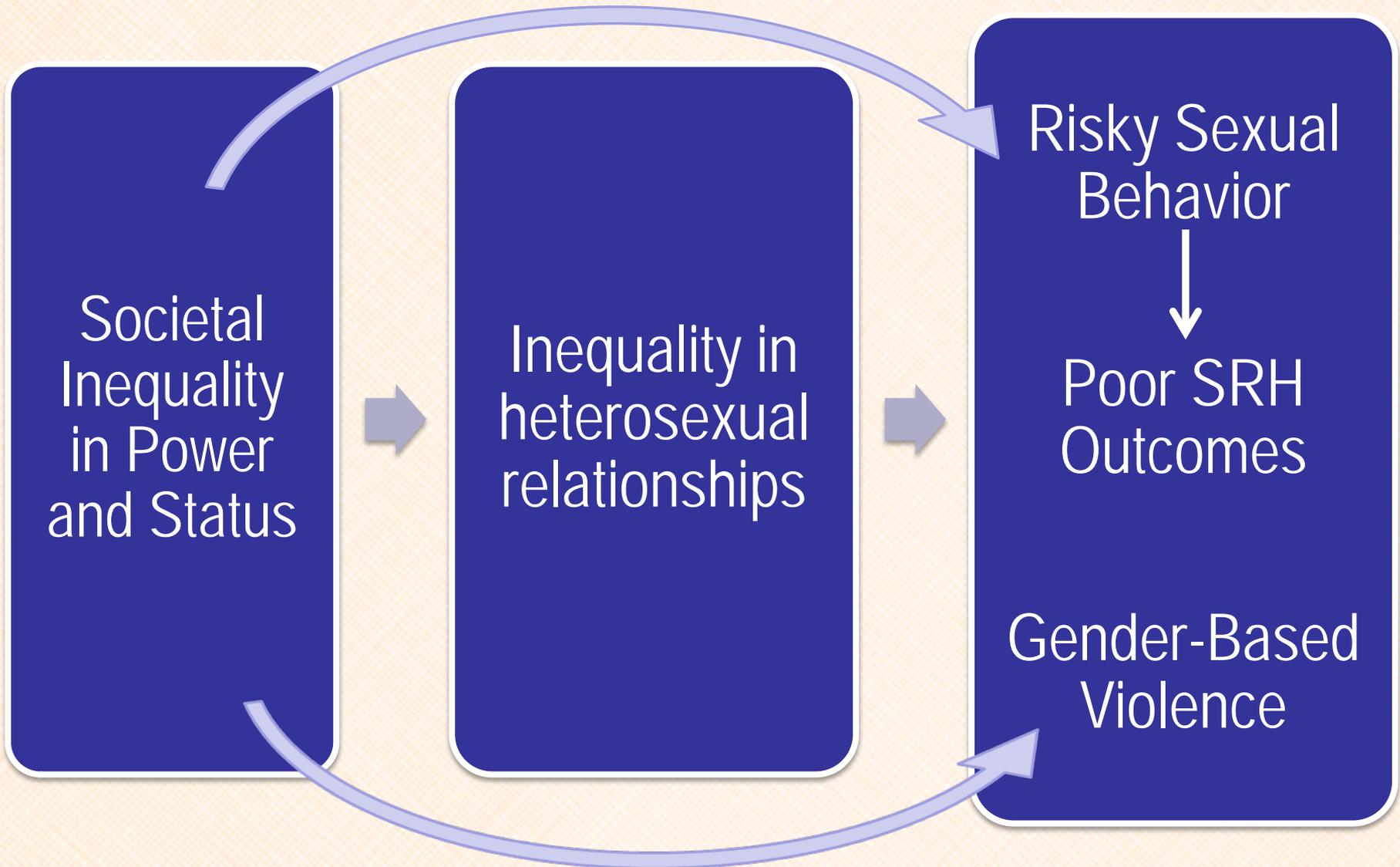
GEN.M
GENDER MATTERS

Addressing Gender Issues and Intimate Partner Violence within a Teenage Pregnancy Prevention Program

Reflections from the Gender Matters Intervention



Gender and Sexual Risk for Women: ^{1, 2, 3} Macro Level



Empirical Associations

- Women with low levels of relationship power are at greater risk for **HIV** and *relationship/sexual violence and coercion*.
- Women who experience relationship or sexual violence are at greater risk of having **more and riskier sexual partners, sex for money or drugs, and unprotected sex**.
- Women who engage in the risk behaviors listed above have **higher rates of HIV/STIs and unplanned pregnancies**.

Increasing focus on the gender socialization of men and women, boys and girls

- Increasing awareness that gender role socialization puts both men and women at elevated risk for poor health outcomes.
- Understanding that it is possible to question this socialization.

Modeled Gen.M Activity – Gender Messages

Biological Sex

Gender

Sexual Orientation

Modeled Gen.M Activity – Gender Messages

Think about the messages and expectations that men and women receive from society, media, peers and family based on their gender. How are men and women expected to behave regarding:

- Emotions?
- Sex, sexual activity, and risk taking?
- Physical appearance?
- Romantic relationships?
- Role in the family?

Gender Beliefs and Sexual Risk for Women

Women who adhere to more acquiescent norms of femininity

- More likely to accommodate the interests and desires of men
- more likely to have an unintended pregnancy
- less likely to use condoms consistently



Gender Beliefs and Sexual Risk for Men

Males who hold traditional attitudes towards masculinity:

- report more sexual partners
- less likely to use condoms consistently
- more likely to believe that pregnancy validates masculinity
- more likely to abuse their partner physically or sexually
- less likely to access health care



Gender Programming Continuum



- Gender transformative
- Gender-sensitive/accommodating
- Gender-neutral/blind
- Gender exploitative

• *Adapted from* – Geeta Rao Gupta, SIECUS Report, Vol. 26, No. 5, 2001

Gender Transformative Programs

- Programs that allow participants to **become aware of, question, and redefine** the socially constructed roles, behaviors and attributes that a given community considers appropriate for men and women.
- Participants reflect on the **costs** of these rigid gender norms and the **benefits** of overcoming limited definitions of being a man or woman.
- Programs are most successful when they influence change at multiple levels of ecological model (individuals, peers, family, media, policy).

Gender Transformative

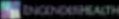


Gender Transformative



OUR STRENGTH IS NOT FOR HURTING.

So we **GET TESTED**
for our partners, our communities
and ourselves. Show your strength. Know your HIV status.

 **men as men** 

For more information please call the Office on the Status of Women at 202-452-6132 or EngenderHealth at 212-488-8100 or 212-533-2818 or visit www.engenderhealth.org.

**What do we know about the
evidence-base of gender
transformative programs?**

Gender Equitable Men (GEM) Scale

- Psychometric scale of 24 items that measures support for (in)equitable gender norms in key areas: sexuality, violence, RH & domestic life
 - “There are times that a woman deserves to be beaten”
 - “Men are always ready to have sex”
 - “Women who carry condoms are ‘easy’”
 - “A man should have the final word about decisions in his home”
 - “I would never have a gay friend”

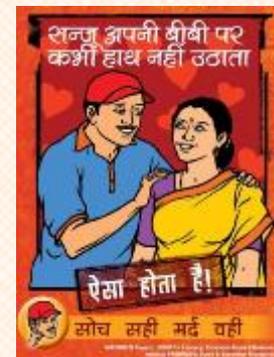
Evaluation Studies of Gender Transformative Interventions in Brazil, India, and Ethiopia

- Each study used a quasi-experimental design with 2 intervention arms and a comparison group.
- In all intervention arms, young men were less likely to support inequitable gender norms (GEM Scale).
- In general, intervention arms using a combined intervention (individual education and community campaign) had greater effect.



Evaluation Studies Using the GEM Scale in Brazil, India and Ethiopia

- In Brazil - Significant changes in condom use and STI symptoms after 6 and 12 months.
- In India - Significant changes in condom use, men's reported use of sexual harassment and men's violence against a partner after 3 months.
- In Ethiopia - a significant reduction in men's reported use of violence after 6 months.



Out of 31 EBI's...

... only 1 is considered
gender transformative:

SIHLE (Sisters Informing, Healing, Living, and Empowering)

DiClemente RJ, et al. (2004). Efficacy of an HIV prevention intervention for African American adolescent girls: a randomized controlled trial. *Journal of the American Medical Association*, 292(2):171-9.

World Health Organization study on evidence-base of health programs targeting men and boys

- Meta-analysis of 58 evaluated health programs targeting boys and men

Key Findings

- Of the 58 programs, 22, were found to be “promising” and 17 were found to be “effective”
- Of the 17 “effective” programs, 12 used a gender transformative approach
- 11 of the 14 “effective” community education interventions were gender transformative.

Gender Synchronized

- **Engage both sexes** in challenging harmful constructions of masculinity and femininity
- **Equalize the balance of power** between men and women in order to ensure gender equality and transform social norms that lead to gender-related vulnerabilities
- View **all actors** in society **in relation** to each other

Gender Matters Teen Pregnancy Prevention Intervention



Three-components:

1. 20-hour workshop
2. Youth-Generated Video Messages
3. Social media



Declaration of Independence

I am the boss of me...

I decide what being a man or a woman
means to me...

I treat others in the way I want
to be treated...

I make my own decision about if
and when to have sex...

I use protection every time I have sex...

I go to the clinic to get tested and
protected.

Gen.M Workshops

- 20-hour curriculum, delivered over 5 days
- Fact-based, comprehensive, gender transformative
- Mixed sex group
- One male, one female facilitator

Curriculum

- Understanding Gender
- Healthy Relationships
- Big Decisions
- Skills for Preventing Pregnancy
- Taking Action to Prevent Teen Pregnancy



Day One: Understanding Gender

Gender Messages To Men

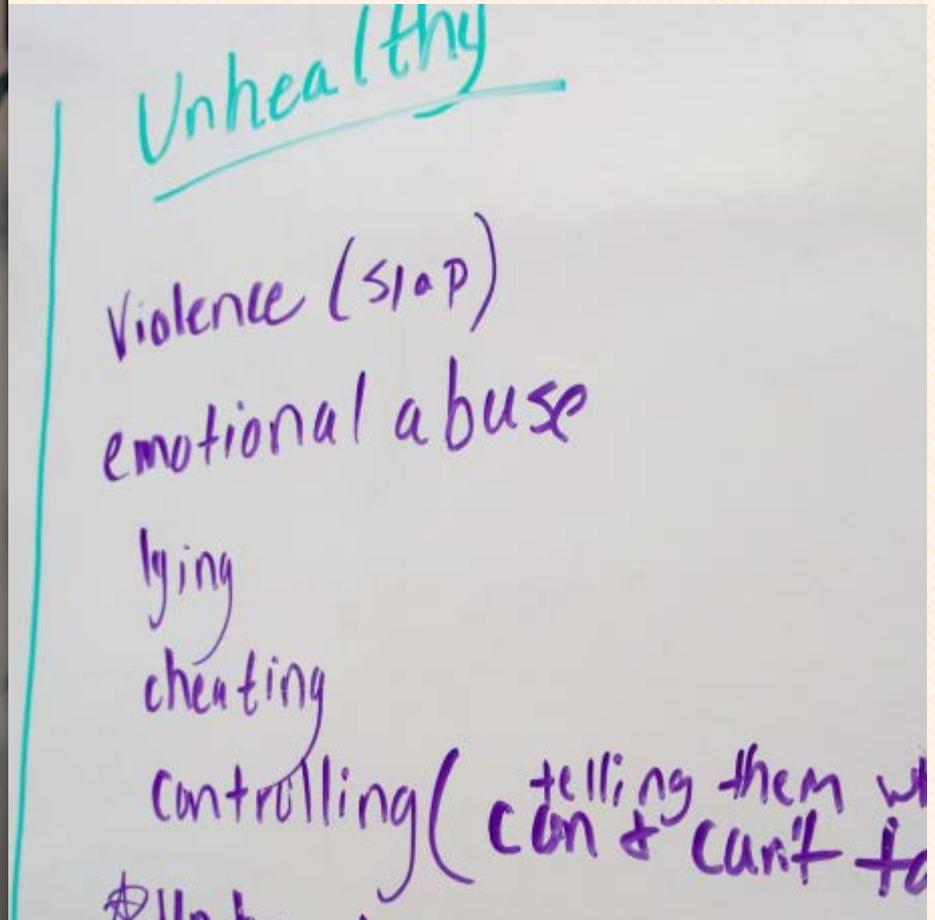
Can Instigate Not supposed to be childish
No Code Block No nude pics
Don't be Not supposed to cry
Defence Make girls Multiple girls

Gender Messages to Women

- allowed to express their feelings
- not allowed to be angry or talk about problems
- have sex with someone they love
- society wants them to look sexy
- don't have sex
- pressured to please their partner



Day Two: Healthy Relationships



Day Three: Big Decisions

10 Reasons Some Young Men Decide to Have Sex:

- 1) For fame
- 2) Pleasure
- 3) See their peers / Be like them
- 4) ⁴ Something 2 brag on
- 5) Passtime
- 6) Workout
- 7) Family / want to have a baby
- 8) Hormones
- 9) To please girls
- 10) They

10 Reasons Some Young Women Decide to Have Sex:

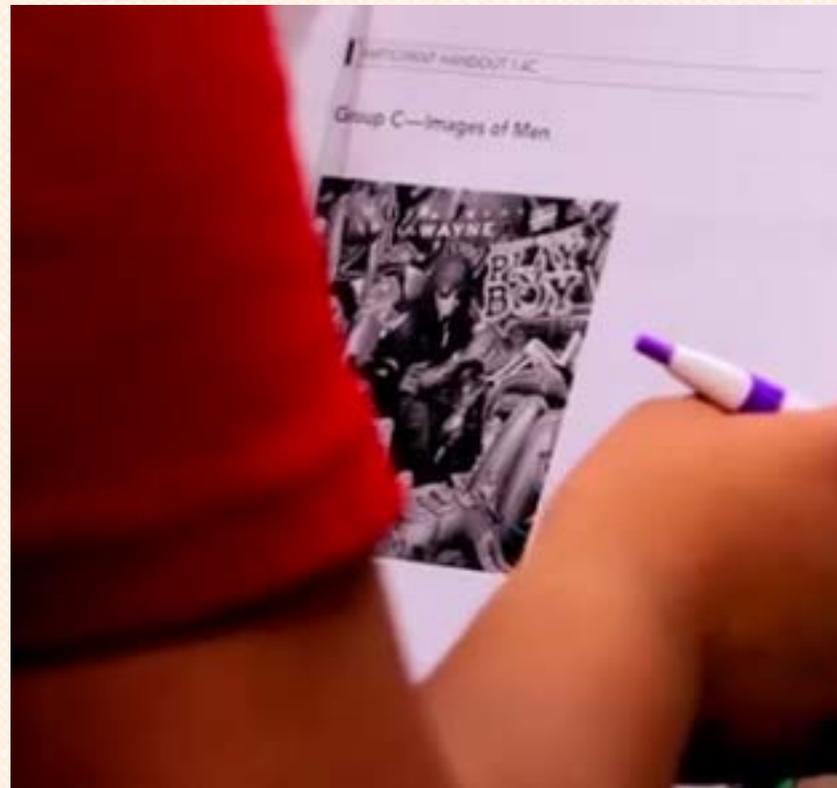
- for a boy to like them
to fit in.
- PEER PRESSURE - friends
girl friends
- to get attention from guys & girls
- CURIOUS
- So the boy won't leave her.
- Desperate
- In love - really in love
- in the mood - "H" word
- Relationship pressure ^{from} guys.

Days Four & Five: Skills for Preventing Pregnancy & Taking Action



Modeled Gen.M Activity

Gender In the Media



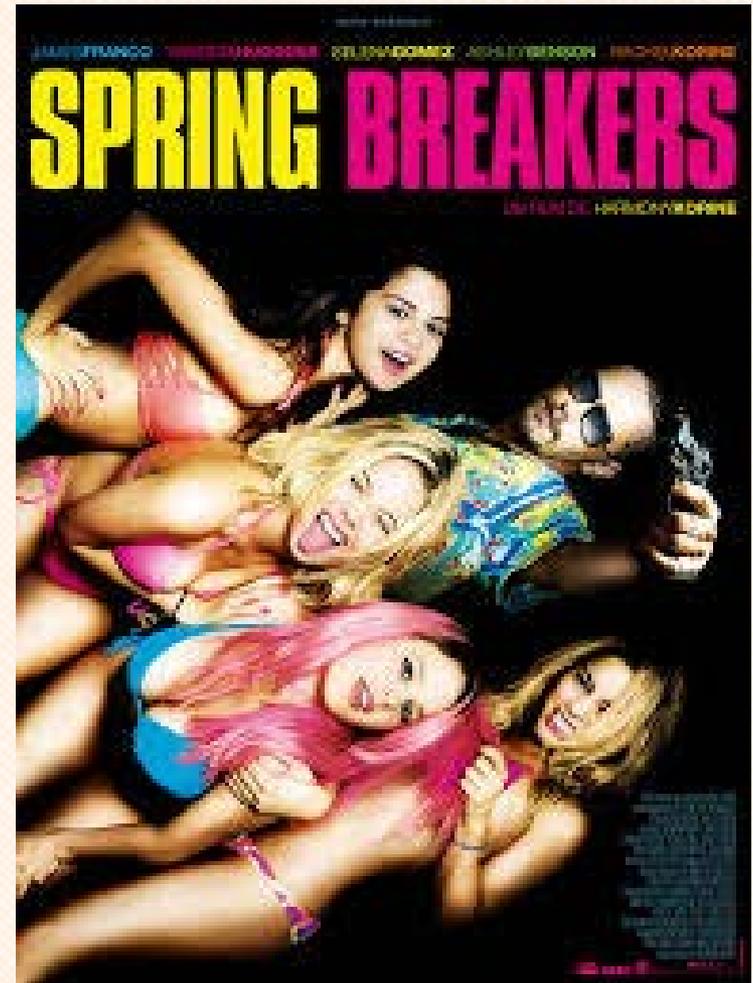
Gender in the Media



Gender in the Media



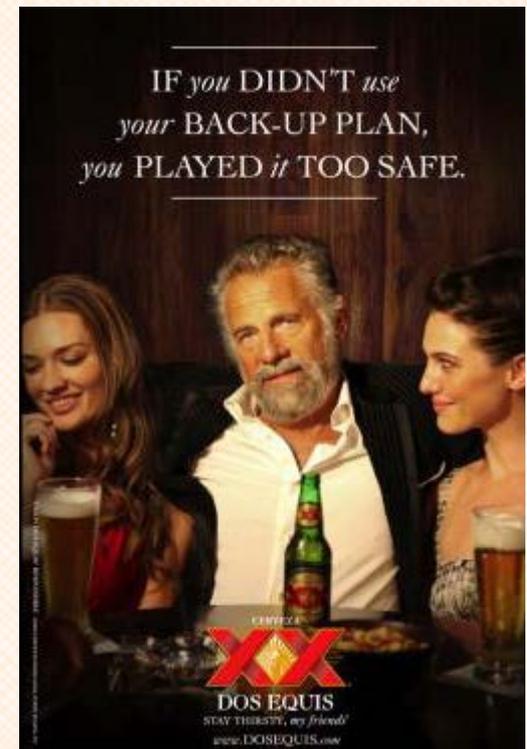
Gender in the Media



Gender in the Media



Gender in the Media



Ways that a pregnancy prevention program can address IPV

#1 – Discuss Consent



Ways that a pregnancy prevention program can address IPV

#2 - Explore Relationships



Ways that a pregnancy prevention program can address IPV

#3 – Challenge Coercion



Modeled Gen.M Activity

Asking For Consent



Impact Evaluation of Gen.M



Columbia University
MAILMAN SCHOOL
OF PUBLIC HEALTH

- Independent Evaluators – Columbia University and Mathematica Policy Research Inc.
- Three Behavioral Outcome Objectives
 1. Delay onset of sex
 2. Increase use of condoms
 3. Increase use of contraceptives

MATHEMATICA
Policy Research, Inc.

Randomized Control Study (N=1080)

Experiment Group



Randomized Comparison Group



Three cohorts: Summer 2012, Summer 2013, and Summer 2014 (Anticipated sample size = 600)

Challenges with Adapting a Gender Transformative (G.T.) Approach in the U.S.

- 1. Issue: Approach assumes that the starting point for gender scripts are traditional beliefs about masculinity and femininity.**
 - This worked well for male but not for females.
 - Males recognized the power of the traditional male gender script

Process of Gender Transformation (G.T.) for Males

1. Recognizing the power of the traditional masculinity script and its link to unwanted RSH outcomes
2. Discovering that other boys hold non-traditional gender beliefs
3. Examining your own relationship behavior in light of the new masculinity messages
4. Applying the new gender messages to your relationship

1. Recognizing The Power of Traditional Masculinity Scripts

- Q. You mentioned that “it’s okay to wait (to have sex),” did Gender Matters change that message for you at all or is that something that you had already thought about before?
- A. I used to live like only nothing but (old) gender messages, so I lost my virginity behind that gender message, so I think that was something that was important. ...but I think being in Gen M has -- I think they have changed it (gender messages) for me because, I don’t know, like there was no one that really explained it that way as in saying gender messages and like really explaining what those are.
- Q. Can you give me a specific example from your experience at Gender Matters?
- A. Doing the poster, doing like the poster, like we got a big old poster of like all the (old) gender messages for guys and girls. And looking at them, I was like, you know, these are some of them that I live by. So looking at those after we all took turns like writing stuff on them and they hung them up, they asked us like, you know, they just asked us like rhetorical questions like, Do you think that you followed some of these? And, you know, in my head, I was like, yeah, I followed at least six of those. So that really stuck with me, these gender messages, that was the biggest part.

2. Discovering that Other Boys Hold Non-Traditional Gender Beliefs

- *The boys from home that follow those messages are like, you know, as a guy in high school you can't be a virgin, or you have to have like a lot of sexual partners, or you have to control the female and just stuff like that. The guys at the program, you know, they were honest enough to say that they don't think that's true and that's not what they live by. So that's why they're different.*

3. Examining Your Relationship Behavior in Light of the New Masculinity Messages

- A. *I really liked my experience in (Gen.M) because I have a girlfriend and this really did help out my situation with her. Our relationship has gotten better because I learned so much, and every time I come home, like every day I'd have something new, and it really helped out relationship- wise.*
- Q. *Can you give me a specific example?*
- A. *Well, I learned about sexual consent. That's very important, and if I would have known, I would have asked, but I didn't know nothing about that. So when I told my girl, did I ever cross the line, and if I did, I won't ever do it again, because now I know about sexual consent. And she was so happy. She was like oh, my god, I love this thing. And we talked about respecting each other and giving each other space.*

4 Applying the New Gender Messages to Your Relationship

I learned how, you know, to be able to say no to myself. Because I'm with a girlfriend who's innocent, and I don't want to---like, I have to say no to myself because if I don't, then I'm gonna feel like I'm pressuring her to doing something she doesn't want to so. So I want to be able to say no, let's just hang out and not pressure her or anything. ID9

G.T. Approach and Adolescent Females in the Gen.M Population

Challenge: Approach assumes that the starting point for gender scripts are traditional beliefs about femininity.

Formative research and early implementation experiences indicate that the young adolescent girls of color in our sample held femininity scripts that were more complex than this.

Formative Research on Female Gender Scripts in Gen.M Population

- At the personal level, girls assert more egalitarian beliefs
- BUT they are embedded in a broader context of traditional gender scripts:
 - Boys who act from traditional masculinity scripts whom they mistrust
 - Girls who acquiesce to the boys to get or keep a boyfriend
 - Girls who get a boyfriend as protection from the other boys
- Mentality: “I’m not like other girls”
- BUT the social context asserts its power

Despite All This: Quote from a Female Participant

R: In high schools the people say that's where you have to lose your virginity, and that you have to do it. And then your parents and older people tell you, you can't do it 'til you're married. I've never really had someone tell me do it when you're ready.

I: Interesting. And can you tell me a little bit more about what that felt like to hear do it when you're ready?

R: It made me feel at ease because then I don't have to worry about, oh, I have to get married, or oh, I have to do this by the end of high school, but I do it when I feel ready.

I: And what does being ready look like for you?

R: Confident, having someone good by you, understanding, trustworthy.

Other Challenges with Adapting a G.T. Approach in the U.S.

2. Issue: G.T. is not simple or quick

The approach assumes a small-group setting with multiple sessions (ideally several hours each)

Clinics- One shot or intermittent encounters

What settings will provide access to small groups of youth who will attend sessions over an extended period?

- Problems with school settings

3. Issue: Without macro level change, G.T. will be challenged rather than reinforced by the social contexts in which youth live.

Small groups end- How do we re-dose the message? Support youth in their attempts to resist traditional gender scripts in school or home? With friends?

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