

Gender and HIV/AIDS: The nuts and bolts of Gender-Based Analysis

**3rd African SAHARA Conference
Dakar, Senegal
October 10-14, 2005**

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Scenario One: Home-Based Care Programme

Scene:

A family is living together in a rural area. The father, Maurice, is quite ill. Helen, the mother is also sick, and has been receiving TB treatment. They have three children: the oldest daughter, Gift, is 13 years old; the son Lovemore is 12 years; and the youngest daughter, Mercy, is 7 years. The father is now bedridden and needs assistance to sit up or has to be carried to move. A local community volunteer, Mr. Saidi, is responsible for identifying those in the community who should receive care through a local Home-Based Care (HBC) programme. He has identified Maurice and his family as potential clients.

Programme:

The Helping Hands Home-Based Care programme operates out of a local church. It is staffed by mostly volunteers, but the nurse and coordinator are paid from charitable donations. They visit families in their community who are looking after sick family members at home. They offer advice about medical care as well as providing some counseling services. They have very few supplies, but do distribute whatever they receive in donations, such as latex gloves, cotton wool or panadol. As in many HBC programmes, Helping Hands can't really be exact about what time they will visit. They do send a message through the community volunteer about the date they will come and the family will tend to wait all day, putting other things such as school, gardening and visits to the clinic on hold. On the first visit, the nurse will teach the wife and daughters how to care for the patient: giving bed baths; preparing nutritious foods; and dressing the patient's wounds. On subsequent home visits, the nurse will check on the patient, discuss medical tests and treatment and counsel the patient and his family as necessary.

Step 1:

From the information given, does this programme consider gender? Explain and discuss in your group.

Step 2:

Using the GBA tool, make five recommendations that will strengthen the programme so that it meets the needs of women and men, boys and girls.

Scenario Two: Orphans and Vulnerable Children Policy



Scene:

An elderly woman, Amai Khoromani, is living in her daughter's house with her six grandchildren. The children became orphans when both of Amai's own daughters died. The children range in age from sixteen months to eleven years. The fields outside are sitting empty, as the grandmother is just too old to be wielding the hoe and the little ones are not strong enough yet for such labour. There has been a lot of news on the radio about the national government's new policy on orphans and vulnerable children. Amai Khoromani has been waiting, hoping that it will bring some news of relief for her burdens. In the meantime, she has joined her local support group for those caring for orphans and vulnerable children (OVC). She enjoys chatting with the other grandmothers and they compare stories of the grief and hardships of losing their children and caring for those small ones left behind. All of them struggle to find school fees and uniforms for the children, money for medicine and enough food to feed the household. The director of the group, Mr. Bhana, says there is no money.

Policy:

"The national plan focuses on empowering households to build their capacity to take in orphans and vulnerable children from their extended families for the sustainability of our communities. Families grow and thrive best when they are kept together."

The state has also launched an educational campaign on the radio, encouraging affected families to join their local OVC community support groups.

Step 1:

From the information given, does this policy consider gender? Explain and discuss in your group.

Step 2:

Using the GBA tool, make five recommendations that will strengthen the policy so that it meets the needs of women and men, boys and girls.

Scenario Three: Social and Behavioural Research



Scene:

A youth group, Youth in Action, in Mongu township have been approached by some Western researchers to participate in a study on sexual abstinence. The researchers offer football and netball equipment to the young men and women of the group, if they all agree to be participants in the study. The group has been trying for many years to find a donor for equipment so their teams can participate properly in the district league, but to no avail until now. The team captains, George and Victoria, tell the others that this offer seems like a dream come true!

Research:

The University of North America researchers have worked long and hard to get funding for their proposal to look at abstinence programming amongst youth in East Africa. They are using a model which they feel is evidenced-based, and is very similar to research done in their own country. The focus of the research is on peer group behaviour change, and so the entire youth group must consent to the programme. All they have to do is pledge abstinence in a public ceremony and wear a symbolic bracelet for the duration of the research - an eight month commitment. Each person must report on their sexual behaviour in four interviews and two focus group discussions over the course of the study. Youth in Action must also give up another peer education project that involves distributing condoms. Lastly, all team members must wear team jerseys provided by the research project with the slogan, "Kicking Out HIV/AIDS through Abstinence!"

Step 1:

From the information given, does this research consider gender? Explain and discuss in your group.

Step 2:

Using the GBA tool, make five recommendations that will strengthen the research so that it meets the needs of women and men, boys and girls.

Scenario Four: ARV Programme



Scene:

A mother, Beauty, and her two young children are living in a rural area. The father, Thabo, is away working in a mine about 1500km north of the family home. Thabo sends money each month-end to his wife and has always been a reliable provider for his family. Beauty feels lucky that she never has any of the trouble that other wives have. When Thabo tested HIV+ two years ago, both he and Beauty were devastated. But the company doctor told him not to worry- drugs would be provided for all mining employees as per company policy. A year later, Beauty tested positive herself and became very ill. She and her husband decided to sell some of their property to raise the funds for her treatment. It is a struggle to make ends meet, but they manage especially since she started on ARVs six weeks ago and is starting to feel like her old self again. She can play with the children, work in the fields and carry water, just like she used to be able to do. But it is time for her to go back to the clinic and get her next supply of drugs. This is always a problem for Beauty: she lives 45km away from the clinic over unpaved roads and the transportation is expensive and unpredictable. She also has to find someone to watch the kids while she is away. Furthermore, it is only the 11th of the month, and a long way until month-end when the money will come.

Programme:

The Chikondi Clinic was established by an NGO committed to providing ARVs to those needing them in the district. This is a challenge because the need is always greater than the supply of drugs available. The clinic staff must make choices about who on the waitlist will be chosen to enroll in the programme. There are strict guidelines that must be met before someone can enroll in the subsidized ARV programme. It is required that the patient demonstrate financial need, pay a modest cost-recovery fee, come to the clinic every two weeks, and spend a few hours working in the community garden to demonstrate their commitment and adherence to the regime. It is not too much to ask when life-saving drugs are being dispensed.

Step 1:

From the information given, does this programme consider gender? Explain and discuss in your group.

Step 2:

Using the GBA tool, make five recommendations that will strengthen the programme so that it meets the needs of women and men, boys and girls.

Scenario Five: Virginitv Testing Programme

Scene:

Mr. Nkopi is very proud of his teenage daughter, Margaret. She is so bright and always ranks amongst the top of her class. He only wishes that he were a rich man who could afford to send her to a better school. One day he is reading the paper and there is an article about a bursary programme for girls entering college. To be eligible, the girls need only demonstrate academic excellence and high moral character. It is the answer they have been waiting for! Mr. Nkopi knows that Margaret is a smart girl and also a good girl. He declares that his daughter, who is completing Form 4, must apply! Poor Margaret feels ill. She wants desperately to go to college, so that she can become a women's health researcher. But Margaret has never told anyone about the rape which took place three years ago.

Programme:

An MP has been canvassing his wealthy constituents to create a bursary programme for young girls in their area to attend college. Many wealthy business-owners have pledged money for this valuable programme. The requirements are twofold: excellent grades in the secondary school leaving exam and a positive virginitv test, to be administered by elder women in the community. Everybody is very excited about this programme. It will help the best girls to get ahead and make their district proud.

Step 1:

From the information given, does this programme consider gender? Explain and discuss in your group.

Step 2:

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