



# Gender, Power and Health

**FACILLITATOR: Tanaka T. Nazare**



GLOBAL NETWORK OF  
YOUNG PEOPLE  
LIVING WITH HIV



Save the  
Children



Kingdom of the Netherlands

# GENDER



<b>Defining gender.</b>	<b>The difference between gender and sex.</b>	<b>Understanding gender roles, stereotypes and how to deal with them.</b>
<b>Understanding gender inequality, its causes, effects and how to address them.</b>	<b>Gender identity.</b>	<b>Gender equality.</b>

## Sex vs Gender

- Sex?

- Gender?

# Sex vs Gender

- **Sex** refers to the biological difference in genitalia, biological, physiological characteristics of male, female and intersex people
- **Gender** is a social construct that assigns roles and responsibilities to the different sexes. Gender roles are rooted and shaped in beliefs and systems, for example patriarchy, religion and culture.
- Gender is a spectrum and differs from society to society. Gender is fluid.
- Masculine, feminine, non-binary, bi-gender, transgender

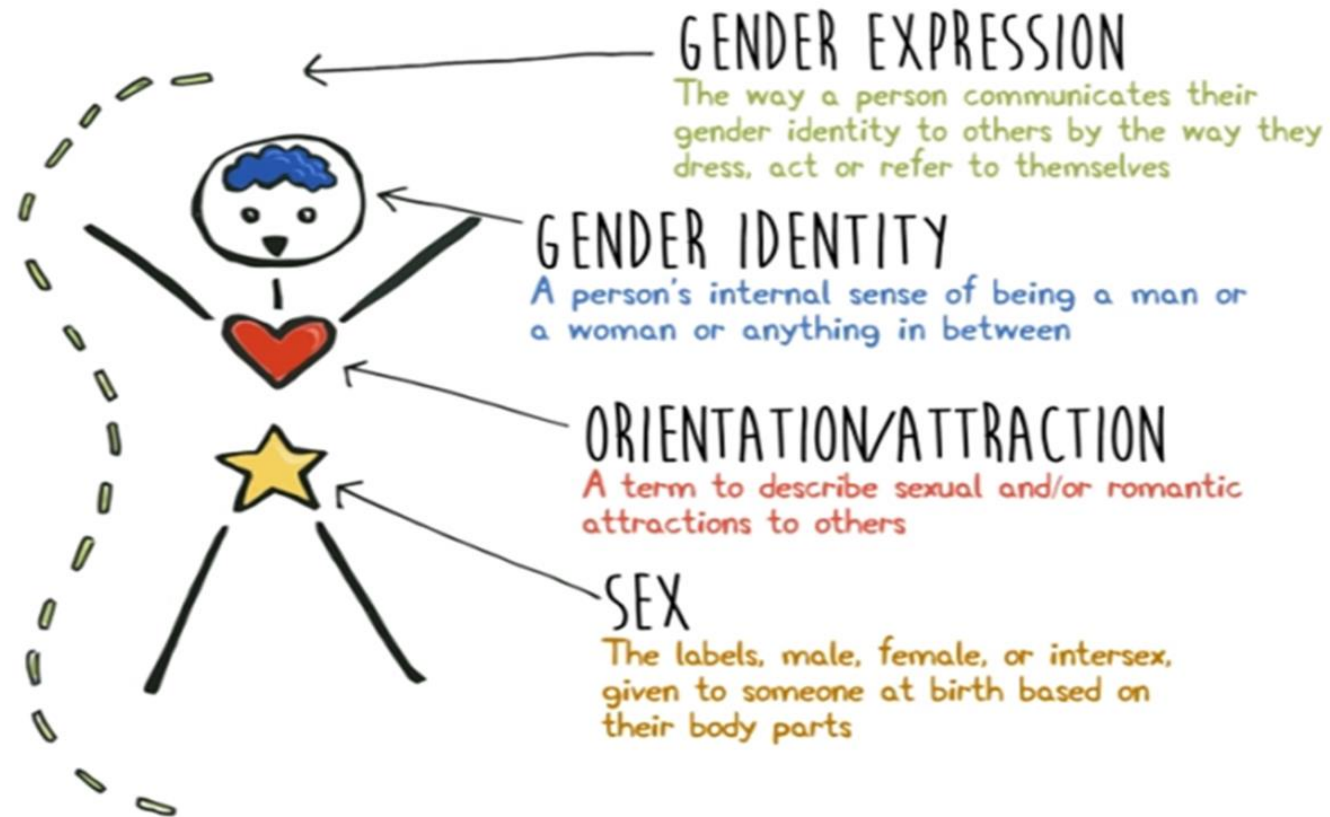
# Gender Roles vs Sex Roles

- **Sex roles** are biologically and physiologically determined functions distinct to females and males. Sex roles are naturally unchanging, for example:
  - Women: Pregnancy, giving birth, breastfeeding
  - Men: Impregnation.
- **Gender roles:** are behaviours, activities, tasks, and responsibilities that females or males learn in society. Gender roles vary greatly in different societies, cultures and historical periods as well as they depend also on socio-economic factors, age, education, ethnicity and religion. For example:
  - Cooking
  - Income generation
  - Decision making.

# Gender Roles vs Sex Roles: Inequality



# Gender Identity, Expression, Orientation and Sex



# Gender Identity

- Your gender identity is **how you feel inside and how you express your gender** through clothing, behaviour, and personal appearance. It's a feeling that begins very early in life.

# Gender Stereotypes

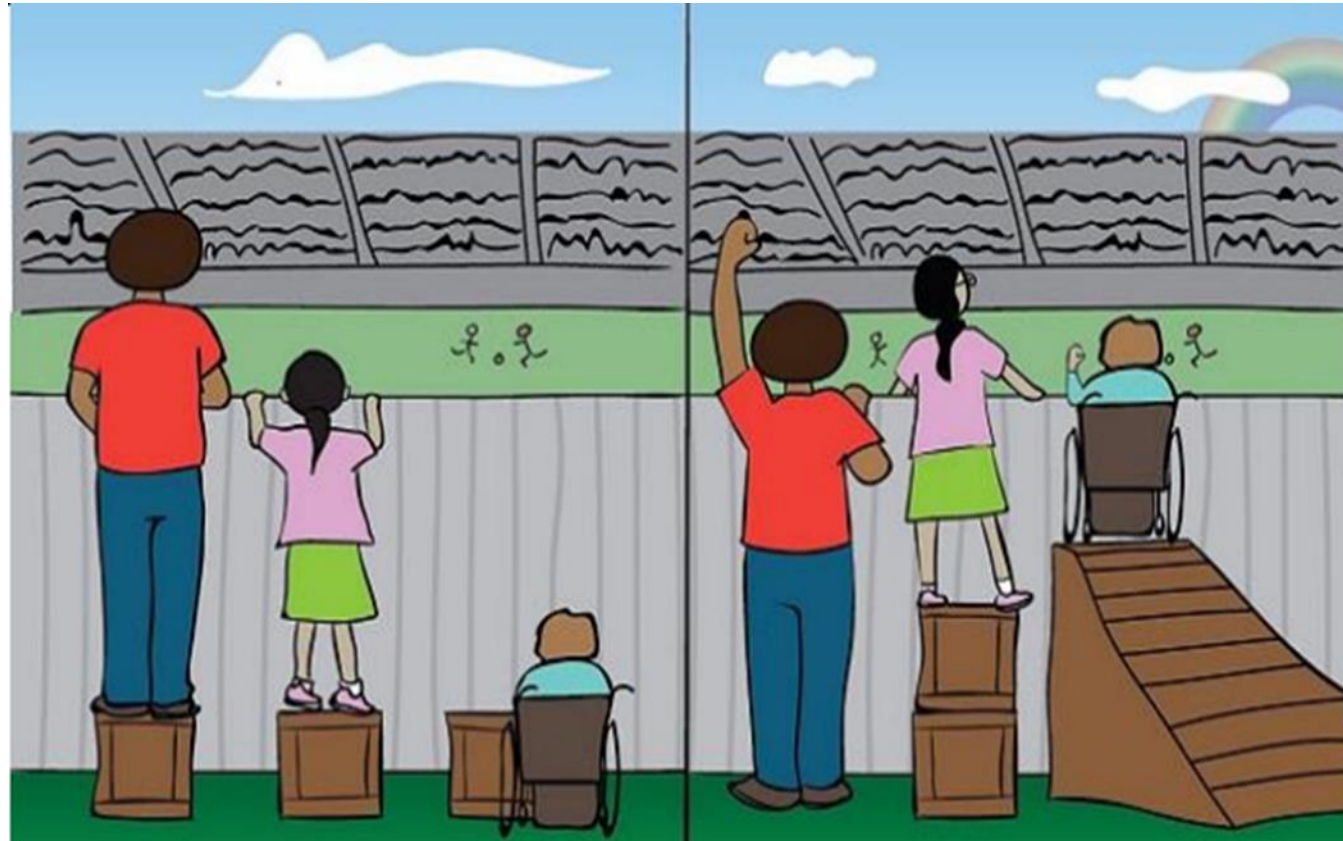
**Gender stereotypes:** A stereotype is a widely accepted judgment or bias about a person or group — even though it's overly simplified and not always accurate. Stereotypes about gender cause unequal and unfair treatment because of a person's gender. This is called sexism

- **Four kinds of gender stereotypes:**
- Personality Traits
- Domestic behaviours
- Occupations
- Physical appearance

# Impact of Gender Stereotypes

- How can gender stereotypes be restrictive to men?
- How can gender stereotypes be harmful to women?
- How can you fight gender stereotypes?

# Equality vs Equity



# Takeaways

- Gender is socially constructed, which means that it is determined by our social, cultural and psychological surroundings and environment. It is not innate in the same way that our biology (sex) is believed to be. It refers to how societies view women and men, how they are distinguished, and the roles assigned to them. People are generally expected to identify with a particular gender that has been assigned (gender assignment) to them, from their sex at birth, and act in ways deemed appropriate to this gender.
- Gender is variable and can change from time to time, culture to culture, and sub-culture to sub-culture.
- It is important to distinguish between what society has constructed/created for each gender and what is biological. For example, the idea that men are strong and should not cry is created by society, whereas a woman giving birth is biological.
- Life decisions can be influenced by a person's gender.

**POWER**

## Power:

- What gives someone power?

## Power:

Those who have more power can exploit and abuse others. Those who have the least power – and very often they are women and children, especially girls are most likely to be exploited and abused.

Power can be used positively or negatively

## Power: the 4 types of power

- Power Over
- Power To
- Power Within
- Power With

# Power

- **Power Over;** authoritative, dominant power. Having power over someone – being able to cause behaviour on the parts of other.
- **Power To;** Being able to cause certain outcomes or state affairs. Having agency, decision making authority, or power to act and solve problems on things that affect you and/or being able to give power to others and bring them into the space/dialogue/decision making.
- **Power Within;** Having self confidence, self awareness, dignity and assertiveness. Believing in your own value and right to have a voice.
- **Power With;** Collective power or action – being connected and sharing ideas, support and solidarity. Organising with a common purpose or common understanding to achieve collective goals.

## Power: Impact? In relation to health

- Access
- Decision making
- poor quality services;
- subjecting women and girls' access to services to third party authorization;
- forced sterilization, forced virginity examinations, and forced abortion without women and girls' prior consent;
- female genital mutilation (FGM); and
- Child early and forced marriages (CEFM)
- Condom negotiation
- Family planning,

# Consent

- **Consent:** is when two people agree on something important, for example with regards to their sexuality including the decision to have sex. Consent should be fully informed and voluntary. Consent is central to the enjoyment of SRHR. Some examples where consent is absent include: rape, violence, forced sex, threatening people to do things, refusing to wear a condom (including those who pay for sex with cash or gifts), and forcing child marriage.
- <https://www.youtube.com/watch?v=pZwvrxVavnQ>

# Consent



INFORMED CONSENT	INFORMED ASSENT
<p>The voluntary agreement of an individual who has the <u>legal capacity</u> to give consent.</p> <p>To provide informed consent, the individual must have the <u>capacity and maturity</u> to know about and understand the services being offered and be legally able to give their consent.</p> <p>Parents/caregivers are typically responsible for giving consent for their child to receive services until the child reaches 18 years of age.</p>	<p>The expressed <u>willingness to participate</u> in services.</p> <p>For younger children who are by definition too young to give informed consent, but old enough to understand and agree to <u>participate in services</u>, the child’s “informed assent” is sought.</p> <p>Informed assent is the <u>expressed willingness</u> of the child to participate in services.</p>

## Consent

- In a family, the father of a 19-year old girl tells her that he has arranged for her to marry a certain man. The girl does not know the man very well who is much older than she is, but she agrees to the marriage.

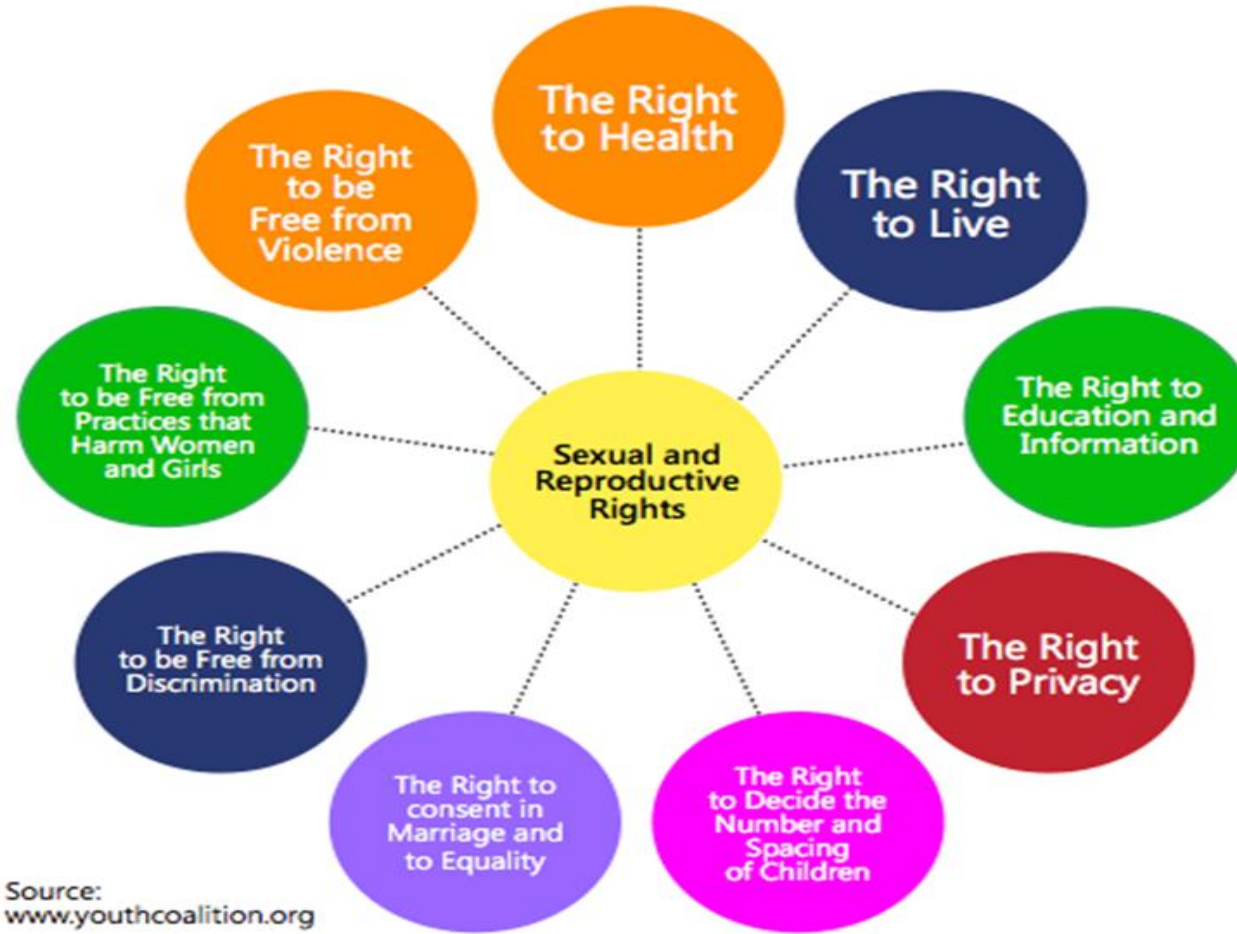


HEALTH

## Health

- **Sexual and Reproductive Health (SRH):** is a state of complete physical, mental, and social well-being in all matters relating to the reproductive system (UNFPA, 2021). Sexual and reproductive health is related to multiple human rights, including the right to life, the right to be free from torture, the right to health, the right to privacy, the right to education, and the prohibition of discrimination.

# Health: SRHR (rights)



Source:  
[www.youthcoalition.org](http://www.youthcoalition.org)

# Impact of gender norms on Health

Social and gender norms	Effects on HIV/SRHR
<p>Norms that give men and boys sexual freedom and demand sexual constraint from women and girls e.g.</p> <ul style="list-style-type: none"> <li>• Virginity preservation for girls.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds the expectation that reproductive health is a female responsibility.</li> <li>• Puts a burden on females to reject sexual advances from males.</li> <li>• Builds the expectation that female take precaution to avoid pregnancy and STIs.</li> <li>• Women are blamed for STIs and unintended pregnancies.</li> </ul>
<p>Norms around masculinity e.g.</p> <ul style="list-style-type: none"> <li>□ Men having control over resources and being decision makers</li> <li>□ Expectation that men should always show strength.</li> </ul>	<ul style="list-style-type: none"> <li>• Affects women and girls' ability to access or use certain services like contraception or early STI screening and treatment</li> <li>• Affects the health seeking behaviour of men and boys</li> </ul>
<p>Taboos to discuss sex openly e.g.</p> <ul style="list-style-type: none"> <li>• Sex is viewed as immoral or a marital issue</li> <li>• Sex education will encourage children to initiate sex activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Withholding information from young people about sex which affects self-awareness and self-protection.</li> <li>• Parents feeling embarrassed to discuss sex with their children.</li> <li>• Service providers being uncomfortable to discuss sex related issues with clients' especially unmarried youth.</li> <li>• Youth seeking sex information from their peers or internet this may be incorrect or age-inappropriate.</li> </ul>
<p>Taboos around pre-marital sex</p> <ul style="list-style-type: none"> <li>• Expectation that unmarried youth should not be sexually active.</li> </ul>	<ul style="list-style-type: none"> <li>• Sexually active youth fearing to seek HIV/SRHR information and services for fear of being judged/lectured/reported.</li> </ul>

## Impact of gender norms on Health

- **How do you see the relationship/interactions of gender, power and health?**



**Danko!! Thank You!**