

## Communication for Health

The USAID funded Communication for Health project, working in the four mostly agrarian regions - Amhara, Oromia, SNNPR and Tigray. The project envisions Ethiopian families leading healthier lives. Based on evidence, integrated strategies are designed to work across its interventions at different levels within the socio-ecological model.

### Challenging Gender Norms through Mass Media

*Modeling caring and equitable relationships*

- Avoiding stereotypes and changing narratives of women
- Using norm changing real stories
- Conducting training and drafting a checklist for production and reviewing
- Showcasing role model profiles that
  - Promote couples communication
  - Highlight male involvement/sharing of responsibility
  - Recognize and promote women's value

### Shifting Paradigms through a Mobile Tool

- An app for women and men who are newly married, pregnant or have children under 5
  - Appeals to both men and women
  - Encourages men to better involve in their families' health

**80%** of women never receive assistance with chores from their husbands

**75%** of women drop out of school once they get married

**10 out of 16** health behaviors are adversely impacted by gender inequalities

### Putting on the Gender Lens for Community Engagement

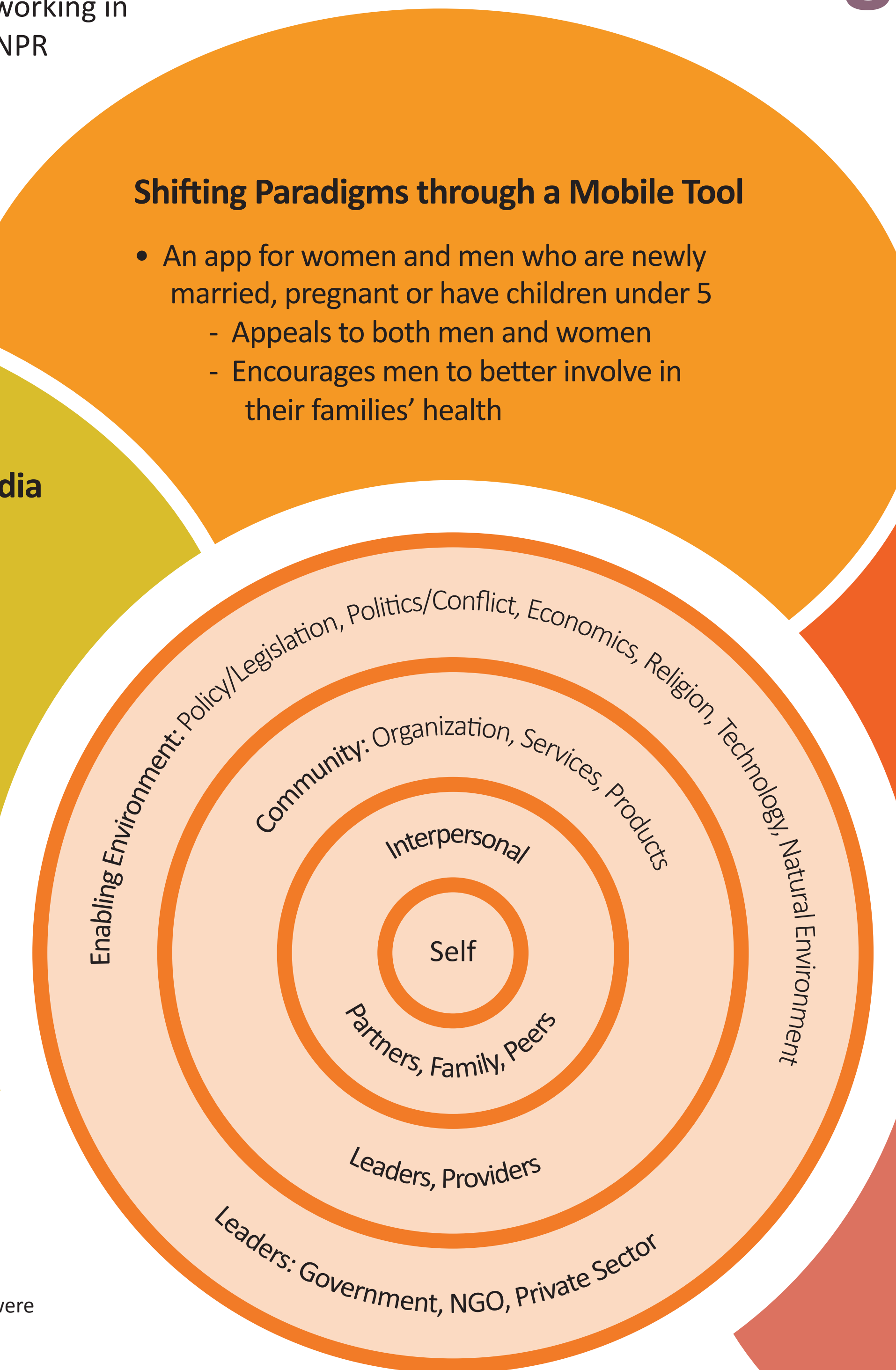
- Enhancing community engagement (Religious/ traditional leaders)
- Male discussions during Community Health Bazaars

### Setting the Gender Integration Agenda

- Interactive trainings for leaders and program implementers
  - Stimulate thoughts around gender beliefs
  - Introduce techniques and practical tools

### Lessons Learnt

- Gender norms are complex
- Gender is a major determinant for health
- Integrate gender at different stages of program cycle (*Inquire, design, test, monitor, evaluate*)
- Engage both men and women
- Engage other relevant stakeholders
- Make it personal and take on genuine leadership



\*These concepts apply to all levels (people, organization and institutions). They were originally developed for the individual level.

SOURCE: Adapted from McKee, Manoncourt, Chin and Carnegie (2000)