



#	Guide	Serves Whom	Institution(s) & Target Groups	What For	Multi-Purpose	Themes Relevant for Training and/or Policy Development	Pages
1200S: SUPPLY SIDE							
1	Gender-Responsive MN(C)H/SRH Services: Guide for Health Facility Staff	All Plan International country offices and project partners	Health Facility Health workers, health planners & decision-makers, managers & supervisors	<ol style="list-style-type: none"> Building health professionals and decision-makers' understanding of the interplay of gender inequality with the social determinants of health and impact on health outcomes; Supporting them in taking up contextually relevant measures for making their MN(C)H/SRH specifically and broader health delivery systems gender-responsive in countries implementing MNCH/SRHR projects 	<ul style="list-style-type: none"> Advocacy meetings with national/sub-national ministries of Health and Women's Affairs (Ministry of Gender) to draft PowerPoint presentations and/or handouts Health service provider training material development and review that will be added to technical training such as BEMoNC, CEMoNC, F-IMNCI, HBB, KMC etc. Training of trainers for health service providers (government, private or CSO) Training of health supervisors and managers Orientation/training of community health committees Orientation/training of project partners implementing activities under BORN, SHOW and Born on Time Orientation of project stakeholders including PSC, TAG etc. 	Objective of guide	3-4
						Health and gender nexus <ul style="list-style-type: none"> Understanding gender Gender socialization and its effects Influence of gender on MNCH/SRH outcomes Intersection of gender and social determinants of health 	5-9
						Gender-responsive MNCH/SRH service delivery – a core quality of care element <ul style="list-style-type: none"> Six dimensions of quality of care Why is gender responsiveness important in quality of MNCH/SRH service delivery? What are some key elements of gender-responsive service delivery? What are some gender-responsiveness gaps in quality MNCH/SRH service delivery? What are the national gender-equality/gender-responsive policy commitments relating to health? What a health service provider can do to make MNCH/SRH services gender-responsive in family planning and across the continuum of care (ANC, PNC & in referrals) 	10-22
						Annex 1: Checklists health staff can use for Self-assessment of gender-responsiveness (FP, ANC, facility environment, delivery and PNC and referrals) Annex 2: Kabula's Story – An Experimental Group Exercise – can be used with health providers to understand the barriers women and adolescent married girls face to seek and access MNCH/SRH services	23-29
2	Adolescent-Responsive-Friendly MNCH/SRH Services: Guide for Health Facility	All Plan International country offices and project partners	All levels of facility based health workers; health planners & decision makers, managers & supervisors	<ol style="list-style-type: none"> Building their understanding of the critical importance of making health services, including MN(C)H/SRH services, friendly 	<ul style="list-style-type: none"> Advocacy meetings with national/sub-national ministries of Health and Women's Affairs (Ministry of Gender) to draft PowerPoint presentations and/or handouts Health service provider training 	1. The case for Adolescent-Friendly MN(C)H/SRH Service Provision <ul style="list-style-type: none"> Understanding "Adolescence" Common adolescent health problems Barriers adolescent girls and boys face in accessing MNCH/SRH services 	5-9

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	Staff and Supervisors & Managers			<p>for/responsive to the needs of adolescent girls and boys so that they are able to access and utilize these services for the protection of their health and well-being;</p> <p>2. Supporting them in taking up contextually relevant measures for making their MN(C)H/SRH specifically and broader health delivery systems adolescent-responsive/friendly in countries implementing MNCH/SRHR projects.</p>	<p>material development and review relating to adolescent sexual and reproductive health (ASRH).</p> <ul style="list-style-type: none"> • Training of trainers for health service providers (government, private or CSO) • Training of health supervisors and managers • Orientation/training of community health committees • Orientation/training of project partners implementing activities under BORN, SHOW and Born on Time • Orientation of project stakeholders and decision makers including PSC, TAG etc. • For project partners to consult during implementation of project supply side activities and use as resource material for training their staff working on MNCH/SRHR projects. 	<ul style="list-style-type: none"> • Exercise 1: Exploring Barriers to Adolescent Friendly Health Services (pages 8) <p>1.4 Commitments to make health/MNCH/SRH services adolescent friendly</p> <p>2. Adolescent-Friendly MNCH/SRH Service Provision (Definition based on WHO Adolescent-Friendly Quality of Care Framework: <i>equitable, accessible, acceptable, appropriate and effective</i>)</p> <ul style="list-style-type: none"> • Dimension 1: Equitable • Exercise 2: Equity in Quality of Adolescent Health Care Services (page 12) • Dimension 2: Accessible • Exercise #3: Exploring Accessibility (page 15) • Dimension 3: Acceptable • Exercise 4: Given Acceptability is One of the Most Critical of the Quality Dimensions for Adolescent-Friendly Service Delivery, an Integrated Method of Exercise is Suggested for Training Health providers/Supervisors (page 20) • Dimension 4: Appropriate • Exercise 5: Exploring Appropriateness (page 21) • Dimension 5: Effective • Exercise 6: Effective Health Services for Adolescents (page 24) <p>Annex 1: Adolescent Friendly Services Checklist</p>	<p>9</p> <p>10</p> <p>11-12</p> <p>13-15</p> <p>16-20</p> <p>21</p> <p>22-24</p> <p>25-26</p>
3	Promoting Gender Equality in Community MNCH/SRH Education: Guide for Capacity Building of Community Health Workers	All Plan International country offices and project partners	Community Health Workers and Volunteers	<p>1. Building CHWs' commitment to and understanding of gender equality (GE) and the interplay of gender-related barriers and issues with social determinants that all contribute to low maternal, newborn and child health (MNCH) / sexual and reproductive health (SRH) outcomes; and for</p>	<ul style="list-style-type: none"> • For project partners to consult during implementation of project demand side activities and use as resource material for training their staff working on MNCH/SRHR projects; • For project staff and partners to use for training facilitators of the CHWs GE training; • For Ministry of Health staff involved in developing such CHW GE training material in collaboration with project staff; and 	<p>Objectives of this Guide Before Getting Started</p> <ul style="list-style-type: none"> • Tips for Training Design • Tips for Facilitation of CHW Training on Gender Equality <p>Recommended Training Structure</p> <p>Theme 1: Understanding Gender and Gender Equality</p> <ul style="list-style-type: none"> • Difference between sex and gender • Gender socialization and its effects • The effects of gender socialization 	<p>1-3 4-5</p> <p>5-14</p>

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				2. Supporting them to feel comfortable and able to promote gender equality in their MNCH/SRH education and promotion work with women, men, girls and boys in the communities they serve.	<ul style="list-style-type: none"> For any consultants hired to review social behavior change and communication (SBCC) material to be used by CHWs in their community education work. 	<p>Theme 2: Gender Related Determinants of MNCH/SRH (Influence of gender on MNCH/SRH outcomes)</p> <ul style="list-style-type: none"> Common GE barriers on the demand side Supply side of health care service delivery Intersection of gender and the social determinants of health <p>Theme 3: Gender Responsiveness in Community Health Education and Promotion</p> <ul style="list-style-type: none"> (What are the International and National Gender Policy Commitments related to Health) <p>Practical Tools for Understanding Where We are at and What We Should Strive For</p> <ul style="list-style-type: none"> Ways to integrate gender equality considerations in CHW's work Possible GE/MNCH/SRH Messaging (Adapt According to Local Context) Communication strategies for engaging men and boys in MNCH/ASRH For working with adolescent girls and boys Communication skills working with young married women and first time parents (Tips) Tips for facilitating community sex segregated dialogue groups Gender approaches during consultations <p>Applying a Gender Equality Lens to Social Behaviour Change Communication (SBCC)</p>	
						<p>Annex 1: Kabula's Story – An Experiential Group Exercise</p> <p>Annex 2: The Power Walk for Understanding the Inter-Linkages among Gender and Other Social Determinants of Health</p> <p>Annex 3: Additional Scenarios and Role Plays for CHWs to Practice Identifying Gender Barriers and Gender Responses</p> <p>Annex 4: Prevention of Early Marriage and GBV</p>	27-36

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1100S: DEMAND SIDE							
4	Women and adolescent girls' empowerment and gender equality in Village Savings and Loans Associations (VLSA): Engaging women, men, and adolescent boys and girls GE Guidance for MNCH/SRH Programs incorporating VSLA in support of better MNCH/SRH Outcomes	All Plan International country offices and project partners	Plan International and partner staff and community VSLA facilitators	<ol style="list-style-type: none"> Understanding why and how to integrate a gender transformative approach in VSLA/IGA group formation and support Supporting VSLA facilitators to understand, lead and coordinate complementary group discussions on gender equality (GE) for positive MNCH/SRH 	<ul style="list-style-type: none"> For Plan International staff in Canada and in country designing and implementing the VSLA/IGAs methodologies and process; For Plan International staff and partners developing training material, training and ongoing support to VSLA/IGA facilitators. 	<p>Objectives of this Guide</p> <ol style="list-style-type: none"> The Case for Savings Groups as a Platform for Women and Girls' Empowerment and Positive MNCH/SRH Outcomes GE Integration in VSLA/IGAs – Who, how and what? <ul style="list-style-type: none"> 2.1 Roles and Responsibilities 2.2 Options for who should lead and facilitate the group education and dialogue components 2.3 GE Integration in VLSA Process GE Themes and Group Education in Training Phase <ul style="list-style-type: none"> 3.1 Tips on How to Facilitate Discussions on Gender Equality 3.2 Key Gender Equality and MNCH/SRH Themes Specific Guidelines for Working with Adolescent Girls <p>Annex 1: Pre and Post Test Life Skills Questionnaire</p>	<p>1-2</p> <p>3-4</p> <p>5-19</p> <p>19-35</p> <p>36- 41</p> <p>42-43</p>
5	Guidance Note on Male Engagement in Maternal, Newborn and Child Health / Sexual and Reproductive Health	All Plan International country offices and project partners	Plan International country offices designing and implementing male engagement interventions as part of MNCH/SRHR projects	<ol style="list-style-type: none"> Provide a summarized, but not exhaustive, rationale, approach and best practices for male engagement in MNCH/SRH 	<ul style="list-style-type: none"> For Plan International staff designing and implementing male engagement strategies as part of their MNCH/SRH projects For Plan International staff working with male engagement curriculums For Plan International staff working specifically with religious leaders and/or or with health providers on male engagement in MNCH/SRH For Plan International staff conducting advocacy on male engagement in MNCH/SRH and/or developing communication materials (SBCC / IEC) on male engagement in MNCH/SRHR 	<p>Part 1: Rationale and Approach to Male Engagement</p> <ul style="list-style-type: none"> Why Engage Men in MNCH/SRH? A Gender Transformative Approach Using the Socio-Ecological Model <p>Part 2: Designing & Implementing Male Engagement Interventions</p> <ul style="list-style-type: none"> Designing or Adapting the Programme Content Integrating Gender Equality Messaging Throughout How many sessions? Group Facilitation Selecting Facilitators Motivating and Retaining Facilitators Recruiting Men and their Partners 	<p>1-6</p> <p>6-16</p>

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						<ul style="list-style-type: none"> Motivating Men to Attend Promoting Sustainability Monitoring and Evaluation <p>Summary: Do's and Don't's of Designing Male Engagement Interventions</p>	17-18
6	MNCH/SRHR Advocacy Guidance Note: Male Engagement in Maternal, Newborn and Child Health/Sexual Reproductive Health	All Plan International country offices and project partners	Plan International country offices designing and implementing male engagement advocacy interventions as part of MNCH/SRHR projects	1. Provide a guide for conducting advocacy on male engagement in MNCH/SRH	<ul style="list-style-type: none"> For Plan International country offices on conducting advocacy on men's engagement in MNCH/SRH. The document defines what is meant by policy advocacy, steps to creating a targeted advocacy plan, as well as key lessons learned. 	<p>Part 1: Rationale and Approach to Advocacy</p> <p>Part 2: Defining Policy Advocacy</p> <p>Part 3: Steps for Developing and Implementing a Policy Advocacy Plan</p> <ul style="list-style-type: none"> Step 1: Examine the Evidence Step 2: Define Policy Priorities Step 3: Clarify a Goal and Objectives Step 4: Tailor the Messaging and the Approach Step 5: Plan and Deploy the Advocacy Strategy Step 6: Assess and Follow Up 	1 2 3-23
7	Communications/SBCC Guidance Note: Male Engagement in Maternal, Newborn and Child Health/Sexual Reproductive Health	All Plan International country offices and project partners	Plan International country offices designing and implementing male engagement interventions as part of MNCH/SRHR projects	1. Provide a succinct guide on conducting social and behavior change communications (SBCC) on male engagement and MNCH/SRHR 2. Provide best practices for incorporating gender equality and male engagement messaging in Plan International's MNCH/SRH SBCC materials	<ul style="list-style-type: none"> For Plan International country offices who are implementing male engagement interventions as part of MNCH/SRHR projects and are conducting social and behaviour change communications (SBCC) (specifically, integrated messaging on men's engagement in MNCH/SRH). For Plan International staff designing and implementing male engagement strategies as part of their MNCH/SRH projects For Plan International staff working with male engagement curriculums For Plan International staff working specifically with religious leaders and/or or with health providers on male engagement in MNCH/SRH 	<p>Part 1: Rationale and Approach to Communications</p> <p>Part 2: Defining Social and Behavior Change Communications (SBCC)</p> <p>Part 3: Steps for Delivering SBCC Messaging</p> <ul style="list-style-type: none"> Step 1: Examine the Evidence Step 2: Pick a Priority Step 3: Set a Goal Step 4: Define the Messaging Step 5: Deploy the Campaign Step 6: Assess, Adapt and Follow Up 	1 2 3-26
8	Guidance Note:	All Plan	Plan International	1. Provide a guide on	<ul style="list-style-type: none"> For Plan International country offices 	Part 1: Background and Rationale	1

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	Working with Religious and Traditional Leaders to Promote Male Engagement in Maternal, Newborn and Child Health/Sexual Reproductive Health	International country offices and project partners	country offices designing and implementing male engagement interventions, and advocacy with religious and traditional leaders, as part of MNCH/SRHR projects	engaging religious and traditional leaders in MNCH/SRH, and particularly in male engagement on MNCH/SRH	designing and implementing male engagement interventions within MNCH/SRHR projects.	<ul style="list-style-type: none"> Why involve religious and traditional leaders in MNCH/SRH and male engagement? <p>Part 2: A Gender Transformative Approach to Engaging Religious and Traditional Leaders</p> <p>Part 3: Working with Religious and Traditional Leaders on MNCH/SRH and Male Engagement</p> <ul style="list-style-type: none"> Step 1: Mapping Religious and Traditional Leaders of Influence Step 2: Deciding which Religious and Traditional Leaders to Target Step 3: Approaching Religious and Traditional Leaders Step 4: Mitigating Against Opposition or Backlash Step 5: Training Religious and Traditional Leaders on MNCH/SRH & Male Engagement Step 6: Engaging Religious and Traditional Leaders in Promoting Male Engagement in MNCH/SRH Step 7: Monitoring and Evaluating Work with Religious and Traditional Leaders Step 8: Long-Term Engagement with Religious and Traditional Leaders <p>Part 4: Resources for Engaging Religious and Traditional Leaders</p>	<p>3-4</p> <p>4-20</p> <p>20-22</p>