



**USAID**  
FROM THE AMERICAN PEOPLE

**Afya Halisi**



# Gender Analysis of Health Attitudes and Behaviors: Key Informant Interviews with Community Leaders

Date:	Name of interviewer:
Respondent unique ID code:	Name of note-taker:
Sub-county:	Cadre:
County:	Sex (check): <input type="checkbox"/> Female <input type="checkbox"/> Male

Facilitator's notes:

- Before beginning, the facilitator should get signed consent forms from everyone who will be participating.
- When ready to begin, the facilitator should tell the participant(s): Hello, my name is \_\_\_\_\_ and I work with the Afya Halisi project. Thank you for taking the time to speak with us today. I wanted to take some time to talk to you today about your experiences with regard to health-related behaviors and attitudes in your community. My colleague, \_\_\_\_\_ is here to assist me by taking notes. Your participation in today's discussion is voluntary. You can choose to leave at any time. You will not lose any benefits if you do not participate. You will also not gain any additional benefits if you do participate. Everything we discuss here is confidential. Nothing that you say will be linked to your name. The discussion should take no more than 2 hours. Before we begin, do you have any questions?
- Respond to all questions, then ask, Would you like to continue?
- Excuse anyone who does not wish to continue, and then begin the discussion.

## I. Overview of role in the community

1. What is your role in the community?

## II. Access to and control over resources

1. Who in this community can has control over family assets including land, animals, etc ? *(Probe: Are there any differences between men and women on the ownership of assets in the family? what does a women need to do to own land?)*

## III. Beliefs perception and practices

1. What are the social and cultural beliefs around the following, including who makes the decisions about these issues:
  - Age when a girl should be married?
  - Age when a boy should be married?
  - How long boys and girls should stay in school especially instances when there is a pregnancy?
  - Where to deliver a baby? *(Probe about use of TBAs)*
  - Exclusive breastfeeding of children- boy child and girl child

2. Now we would like to talk about the social, religious, and/or cultural practices around use of health services and health, nutrition and WASH behaviors that influence the health of women, girls, men, and boys?
  - What are some of the beliefs and practices around nutrition that affect women and girls?
  - What are some of the beliefs and practices around FP use that affect use by unmarried young women and young men?
  - What are some of the beliefs and practices around FP use that affect use by married women and married men?
  - What are some of the beliefs and practices around facility delivery that affect pregnant girls and women?

#### **IV. Power and decision making**

1. In your opinion, what influences women's ability to seek out health care? *(Probe if these issues do not come up: workload, decision-making, access to resources, quality of health services, traditions)*
2. In your opinion, what influences men's ability to seek out health care? *(Probe if these issues do not come up: attitudes about seeking health care, access to resources, quality of health services, traditions)*
3. Do men and women have equal rights over their bodies? Please explain.
4. Who in families makes the final decision on access to FP/RMNCAH services? *(Probe: to what extent is the women involved? What happens in case of an unintended pregnancy?)*

#### **V. Practices and participation**

1. Briefly describe the daily activities performed by men and women, boys and girls in this community. Are there roles in the families and/or community that are mostly associated with men? Women?
2. At the community level, who participates in barazas? Who calls for these meetings? What issues are mostly discussed? What determines the topics to be discussed? When are these meetings held? To what extent to women participate in these meetings?
3. What other community structures exist that women and men belong to? Why do they participate in these groups?
4. What are some of the practices men and women engage with in this community as a means of raising income? Are any of these risky? *Probe: among fisher folk, sugar farmers-growers/cutters/'weeders', school going children, adolescents and young people*
5. What are some of the prevailing practices in case of a pregnancy among adolescents and/or unmarried girls?

#### **VI. Laws and policies**

1. In this community who legally has the right to own what type of assets- before and after marriage
2. Do men and women have equal rights to services? Property?
3. Any additional comments?

## **FOR RELIGIOUS LEADERS: Replace Section III with the following:**

1. What are some of the religious groupings in this region? Probe: what are their general beliefs around people seeking health related services from hospitals
2. What are some of the religious beliefs that affect (positively or negatively) attitudes and uptake of the following:
  - Child immunization
  - Spacing of children
  - Family planning for unmarried young women or young men
  - Family planning for married women or men
  - Exclusive breastfeeding
  - Delivering a baby in a health facility
3. What is your opinion about people seeking health care from health facilities or from traditional or religious healers? (*Probe: what is your preference and reasons for this.*)
4. How does this community view:
  - Male circumcision
  - Female circumcision
  - Early marriage
  - Unintended pregnancies among unmarried adolescents
  - Reintegrating back to school teenagers who become pregnant
  - Issuance of family planning methods to persons below the age of 18 years
5. What do you tell community members about Family Planning?
6. In what ways can religious leaders work with communities to improve maternal, child, and reproductive health practices and outcomes in this community?
7. Is there anything else you would like to tell us?

### Facilitator notes:

- After the last question has been asked, tell the participant(s): We have now come to the end of our discussion. Before we close, does anyone have any final questions for me?
- Answer the remaining questions, then thank respondent(s) for their time.
- Let participant(s) know if there is anything else they need to do to receive travel reimbursement or other administrative actions.