

Proposal Development:

Gender Mainstreaming, Ethics, and Knowledge Translation

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Learning Objectives

- To help participants understand the difference between gender and sex
- To explain gender mainstreaming and the reasons behind gender mainstreaming in grant proposal writing and implementation
- To define ethics and discuss different ethical requirements relevant in developing and implementing a grant proposal
- To define knowledge translation, discuss why KT, different types of KT and avenues for KT
- Response to various questions and issues that may arise therefrom



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Key Segments

- Gender
- Ethics
- Knowledge Translation



Gender

- Since the 1970s researchers have noted the need to differentiate between **gender and sex**, and they have defined gender (i.e., whether someone is a woman or man) as pertaining to the **psychosocial ramifications of biological sex**.



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Gender Defined

- Gender is the **socially constructed characteristics of women and men** – such as norms, roles and relationships of and between groups of women and men¹.
- It is important to be sensitive to different identities that do not necessarily fit into binary male or female sex categories.
 - Transgender
 - Bisexual
 - Etc.



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Why Gender?

- Gender norms, roles and relations influence people's susceptibility to different health conditions and diseases and affect their enjoyment of good mental, physical health and wellbeing.
- They also have a bearing on people's access to and uptake of health services and on the health outcomes they experience throughout the life-course.
- In some parts of Nigeria, women can only access health with husbands' permission.



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Thus, Gender Mainstreaming.

- Take gender away from the **backside and make it a part of every** research and grant proposal
- Be **specific and provide concrete evidence to the funders** that you have made adequate plans to ensure proper involvement of women, young and adolescent girls, and female children
- Ensure the interest of women, YWAG and children are protected from conception to impact evaluation of the project.



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Gender Mainstreaming Defined

- Gender mainstreaming is an approach to policy-making that takes into account both women's and men's interests and concerns¹.
- The concept was first introduced at the **1985 Nairobi World Conference on Women**.
- It was established as a strategy in international gender equality policy through the Beijing Platform for Action at the 1995 Fourth United Nations World Conference on Women in Beijing
- It was adopted as a tool to promote gender equality at all levels.



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Gender

- Gender is becoming a major issue in most grant proposals
- There are proposals meant for women or women led organizations ONLY
- Funders something ask
 - Who will lead the team
 - How many women are involved in the work
 - How can women or girls be reached
 - How can women benefit maximally from the project or grant?
 - Are women in decision making positions?
 - Will the project empower women despite their other roles in the project
 - Are women in the project given tangible roles to play
 - Who are the Board Members – what percentage are women?



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Gender

- If you want your proposal to be funded, GIVE WOMEN very good roles as
 - PI/Co-PI
 - CEO/ED/Chief of Party
 - Deputy CEO/ED/Chief of Party
 - COO/Director of Finance and Admin
 - Director of Programs
- Avoid sex related discrimination including involvement of pregnant women
- Develop and or finalize a Gender Policy



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E.g. TB Reach (Attached Handout)



Type of Intervention (e.g. community-based/facility-based)	Gender-related goal	Gender-related Activities	Owner of responsibility	Time Frame
Community-based	Ensured integration of TB trained women in TB screening teams	"Women against TB" will organize information sessions in villages 1,2,3 to incentivize and select 300 women to participate in the TB screening teams	"Women against TB"	Q1 of project implementation
Community-based	Improved case finding among women in their reproductive years	"Women against TB", through their TB screening teams, will verbally screen 200,000 women and detect	TB screening teams	Q2 of project implementation
Community-based & Facility-based	Established intensified TB care services for women	TB screening teams will link women with presumptive TB to selected health centers	Selected health centers X,Y,Z	Q2 of project implementation

Ethics

- Moral principles that govern a person's behaviour or the conducting of an activity.



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Why is Ethical Research Important?

- World War II Nazi Germany: unethical experiments in human beings
- Tuskegee: unconsenting (lack of informed consent) subjects in syphilis research in US 1960s and 1970s
- Industrialized countries: drug research in developing countries



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Why is Ethical Research Important?

- Protects integrity of research
- Protects and respects research subjects
- Establishes a code of conduct that justly distributes burdens and benefits of research



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Essential Biomedical Ethics Documents

- Nuremberg code – 1947
 - Voluntary participation of research subjects with their informed consent
- Declaration of Helsinki – 1964
 - Fundamental document in human research ethics
 - Sets out ethical guidelines for physicians involved in biomedical research
 - Establishes ethical review mechanisms
- World Medical Association revision – 2000
 - Fully Informed consent



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International Ethical Guidelines for Biomedical Research - 2002

- Council for International Organizations of Medical Sciences (CIOMS)
- WHO collaboration
- 3rd in a series of guidelines on ethics for biomedical research [(e.g., Guidelines for Ethical Review of Epidemiologic Studies (1991))]
- Concern with the application of the Helsinki Declaration in developing countries



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Universal Principles of Biomedical Ethics

- **Beneficence**

An obligation to contribute to the welfare of an individual

- **Nonmaleficence**

An obligation not to inflict harm on others (“primum non nocere”)

- **Respect for persons (autonomy)**

To acknowledge that a person has a right to hold views, make choices, and take actions based on personal values and beliefs

- **Justice**

Treat equals equally; fair distribution of resources



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Research

- A class of activity designed to develop or contribute to generalizable knowledge
- Should be conducted or strictly supervised only by **suitably qualified researcher**
- Should be conducted according to a defined and documented protocol
- Should be conducted only after scientifically and ethically approved by an ethics body



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International Ethical Guidelines for Biomedical Research - 2002

- *Guideline 1: Ethical justification and scientific validity of biomedical research involving human beings*
 - A scientifically unsound study is an unethical study
- *Guideline 2: Ethical review committees*
- *Guideline 3: Ethical review of externally sponsored research*
 - Guidelines applied should be no less stringent than they would be in country where research institution resides
- *Guideline 4: Individual informed consent*



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Informed Consent

- **Voluntary**

- **Competence** – judicially determined (usually for a category of transactions, e.g. financial)
- **Capacity** – clinically determined (task specific & may often change, e.g. surgery)
- **Comprehension** – risks, benefits, alternatives, e.g. isolation



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Opt-In and Opt-Out HIV Testing

- Opt-In
 - Patient self-refers, VCT, Useful in non-medical sites
 - Provider initiates testing, may not be highly utilized in medical settings
- Opt-Out
 - Passive – Provider informs patient they will be tested unless they refuse
 - Possibility of coercion?
 - Active – Patient not informed, must actively tell provider they refuse test
 - Borders on mandatory?
 - Necessity in settings of generalized epidemics?
 - Breach of autonomy?



International Ethical Guidelines for Biomedical Research - 2002

- *Guideline 5: Obtaining informed consent: Essential information for prospective research subjects*
 - Includes a list of 25 separate items that should be addressed
 - E.g., ...that the individual is free to refuse to participate and will be free to withdraw from the research at any time without penalty or loss of benefits to which he or she would otherwise be entitled
- *Guideline 6: Obtaining informed consent: Obligations of sponsors and investigators*
- *Guideline 7: Inducement to participate*
 - Acceptable and unacceptable recompense
 - Incompetent persons



International Ethical Guidelines for Biomedical Research - 2002

- *Guideline 8: Benefits and risks of study participation*
- *Guideline 9: Special limitations on risk when research involves individuals who are not capable of giving informed consent*
- *Guideline 10: Research in populations and communities with limited resources*
 - Responsiveness to health needs and priorities of the community
 - Intervention, knowledge, or product should be made available for benefit of community
- *Guideline 11: Choice of control in clinical trials*
 - As a general rule, research subjects in the control group of a trial of a diagnostic, therapeutic, or preventive intervention should receive an established effective intervention



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International Ethical Guidelines for Biomedical Research - 2002

- *Guideline 12: Equitable distribution of burdens and benefits in the selection of groups of subjects in research*
 - Burdens and benefits of research should be equitably distributed
- *Guideline 13: Research involving vulnerable persons*
 - Special justification required for use as research subject
- *Guideline 14: Research involving children*
 - Generally not used as research subjects unless knowledge needed is relevant to children
 - Child refusal should be respected
- *Guideline 15: Research involving individuals who by reason of mental or behavioral disorders are not capable of giving adequately informed consent*



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International Ethical Guidelines for Biomedical Research - 2002

- *Guideline 16: Women as research subjects*
 - Should not be excluded as research subjects
 - Should be guaranteed pregnancy testing and contraception method before start of research study
- *Guideline 17: Pregnant women as research participants*
 - Research should be performed only if relevant to this population
- *Guideline 18: Safeguarding confidentiality*



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Public Health Research Definitions

- Anonymous
 - No identifiers ever collected
- Anonymized
 - Identifiers removed
- Confidential
 - Identifying information not given out to other agencies or medical professionals



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Confidentiality

- Risks/benefits of participation clearly explained
- Participant gives written or verbal consent
- Voluntary
- All patient medical information confidential, more importantly for HIV than TB
- Registers and documents should be stored in secure location
- Destroy unnecessary/duplicate paperwork
- Service referrals must remain confidential
- Share on “need to know” basis
- Programs should consider written policies



MMWR 1999; 48: RR-13



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Linked Data

- Remove personal identifiers as soon as possible
- Collect and report disaggregated data where possible
- Databases with passwords/encryption



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International Ethical Guidelines for Biomedical Research - 2002

- *Guideline 19: Right of injured subjects to treatment and compensation*
 - Research subjects must NOT be asked to waive right to compensation
- *Guideline 20: Strengthening capacity for ethical and scientific review and biomedical research*
- *Guideline 21: Ethical obligation of external sponsors to provide health-care services*
 - Provide health care services essential to conduct the research
 - Provide health care services to subjects injured as a result of research



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Ethics

- Research protocol
- IRB
- Consent forms
- Participants safety
- Adherence to IRB approved protocol



Knowledge Translation

- **Knowledge translation** (KT) is the umbrella term for all of the activities involved in moving **research** from the laboratory, the **research** journal, and the academic conference into the hands of people and organizations who can put it to practical use³.
- KT is defined as “The synthesis, exchange, and application of knowledge by relevant stakeholders to accelerate the benefits of global and local innovation in strengthening health systems and improving people’s health.”



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Why Knowledge Translation

- Closing the "**know-do**" gap

- Knowledge derived from research and experience may be of little value unless it is put into practice.
- Effectively translating research knowledge into policy and practice.
- Ensuring the use of research and evidence in health system management, policy and decision making.



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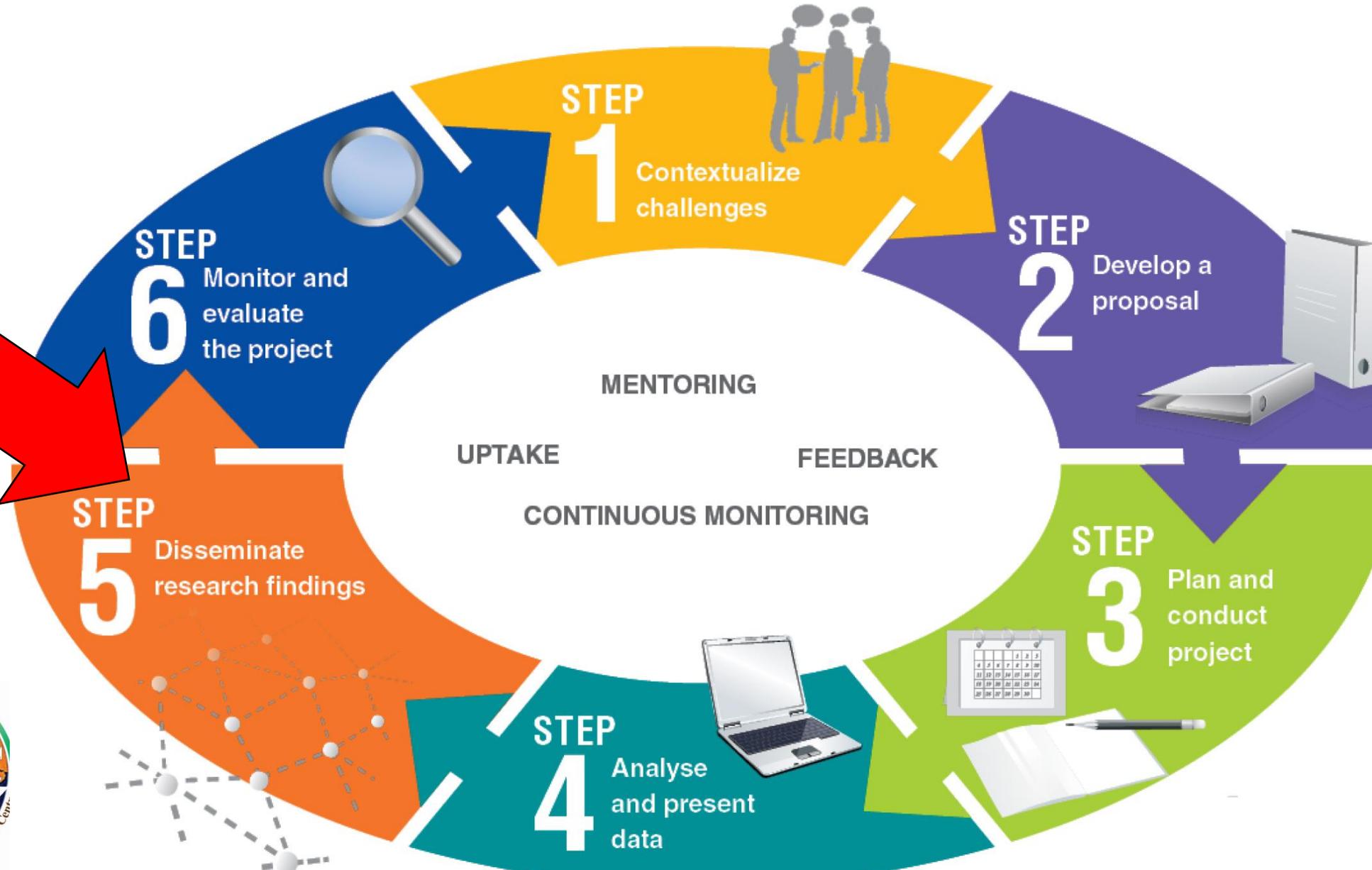
Benefits of KI

- **Helps researchers become active, context aware and collaborate**
- Two stages:
 1. End-of-grant
 2. Integrated knowledge translation (iKT)



Six steps in the IR process

design-concept-131



Six steps in the IR process

design-concept-131

STEP

1

Contextualize



Integrated KT involves all segments of
this six steps process
From Conceptualization to
Dissemination

4

Analyse
and present
data



Exercise on KI

- **What are the common barriers to research evidence uptake?**
- **What are the common facilitators of research evidence uptake?**
- **What are the common dissemination tools in use?**



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Dissemination Tools

- Research report/Journal publication
- Peer-reviewed paper
- Press release
- Policy brief/Policy documents
- Advocacy kits
- Social and Electronic Media
- Handbills and fliers
- Bills and Edits
- Newspaper reports and articles/tabloids



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Beyond Scientific Publications

- **Other tools**
 - Photo story
 - Infographics
 - Animated graphics
 - etc.
- **Multiple dissemination platforms**
 - Newspaper, print media, TV, radio, social media (Facebook, Twitter, LinkedIn)



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Developing a Dissemination Strategy for grant proposal

- **Key features of a good strategy:**
 - Two-way communication
 - Appropriate language
 - Sensitivity to context and culture
 - Strengths and weaknesses of strategies
- Document, review and finalize
- **May need a communication expert in your Team**



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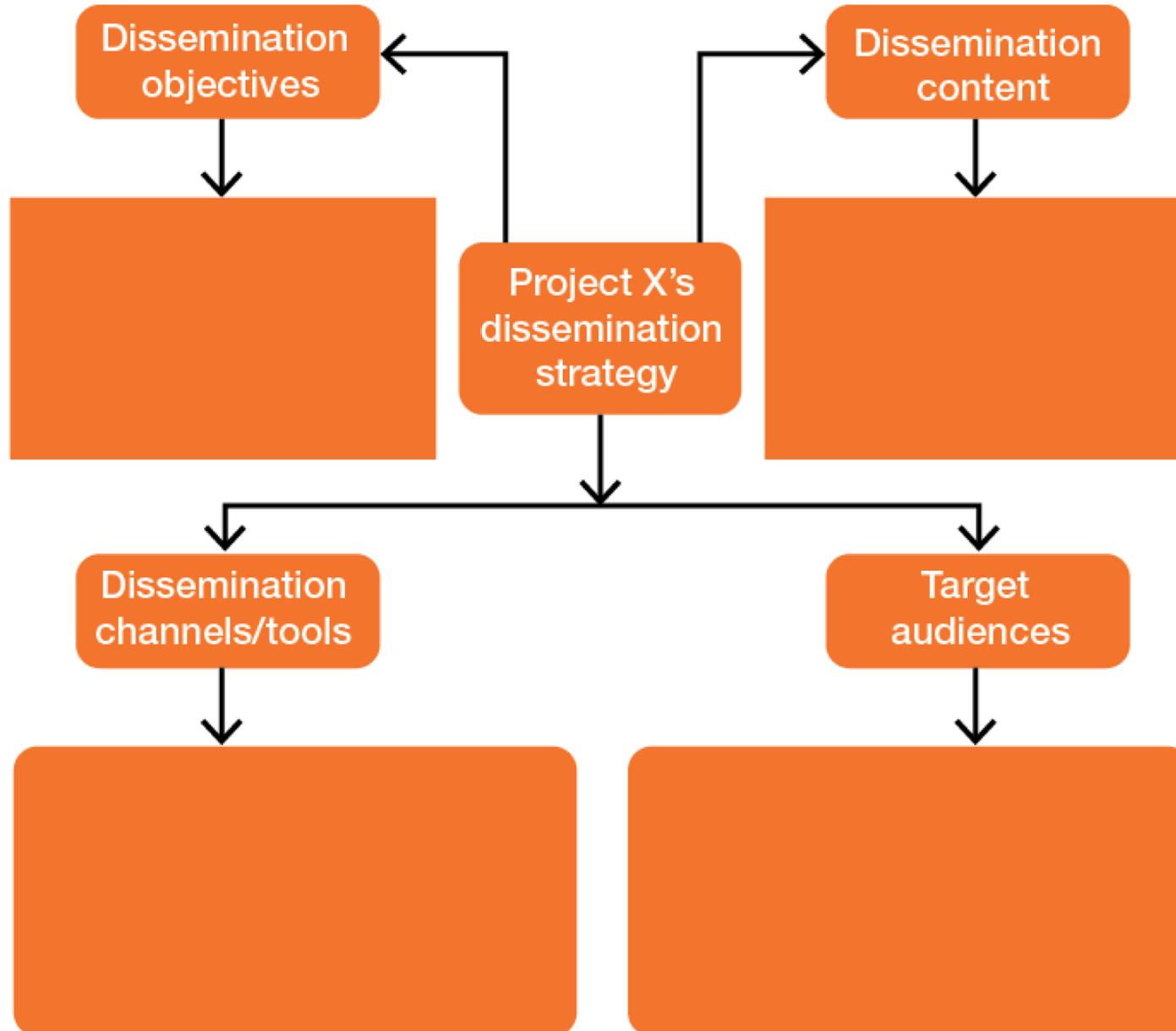
Developing a Dissemination Strategy

1. Review past dissemination efforts
2. Devise dissemination objectives
3. Determine primary and secondary audiences
4. Develop messages
5. Decide on dissemination approaches
6. Determine dissemination channels
7. Review available resources
8. Consider timing and windows of opportunity
9. Evaluate efforts



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Reflection activity



Reference

1. <https://www.coe.int/en/web/genderequality/what-is-gender-mainstreaming>
2. <https://www.who.int/gender-equity-rights/understanding/gender-definition/en/>
3. https://www.who.int/ageing/projects/knowledge_translation/en/



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