

Sexuality/Gender and reproductive health

Introduction

- Issues of gender cannot be separated from reproductive health as both involve interaction between the two sexes of the human race that is female and male.
- Although used concurrently, one refers to the biological functions and the other refer to societal functions of the individuals

Expected learning outcomes

- By the end of this topic, the learner will be able to:
- Explain the terms used in gender issues
- State reproductive health rights
- Discuss the forms of gender inequalities and discrimination in our communities
- Discuss the effects of gender issues on reproductive health
- Describe the measures taken to improve reproductive health rights

OBJECTIVES

- Describe the social construction of gender.
- Explain basic gender & development concepts.
- Explain the purpose of gender analysis & its application in health;
- Discuss gender mainstreaming in provision of health services;
- Discuss gender issues affecting health;
- Discuss forms of gender-based violence & their management;
- Discuss female genital mutilation & other rites of passage & their relevance to delivery of health care

Definition of terms

- **Sex** refers to biological and physiological attributes of that identify a person as male or female
- It is a biological component that is determined by genes and encompasses anatomical differences between male and female and includes both primary and secondary sexual characteristics.
- **Gender-** is a social construct that relate to feelings, values, behaviour and activities, it also refers to the socially constructed characteristics of women and men such as norms, roles and relationships of and between groups of women and men.
- It varies from society to society and can be changed/can change
- Gender underlies assumptions regarding 'masculine' or 'feminine' behaviour
- Most people are born either male or female, they are taught appropriate norms and behaviors

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- **Sexuality** is about your sexual feelings, thoughts, attractions and behaviours towards other people.
- A person can find other people physically, sexually or emotionally attractive, and all those things are a part of your sexuality
- **Gender equality** means equal treatment of women and men in laws and policies, and equal access to resources and services within families, communities and society at large.(SDG 5)

GENDER INEQUALITY EXAMPLES

- Inequalities in education
- Inequalities in the labour force
- Access to medical care
- Law of succession
- Cultural practices (such as female genital mutilation, polygamy and wife inheritance)

Definitions Ct...

- **Gender equity** means fairness and justice in the distribution of benefits and responsibilities between women and men.
- It often requires women-specific programmes and policies to end existing inequalities.
- **Gender discrimination** refers to any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms which prevents a person from enjoying full human rights.
- **Gender bias** refers to gender based prejudice, assumptions expressed without a reason and are generally unfavourable.

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- **Gender analysis** is the systematic effort to understand the roles of men and women and the social, economic and/or power relations between all genders within a given context, such as that of a household, community, region or organisation.
- A gender analysis examines the relationships and any inequalities between women and men, and boys and girls, with regards to:
 - Roles and identities
 - Needs, priorities and interests
 - Access to power and resources
 - Exercise of power

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- **Gender mainstreaming;** Gender mainstreaming is as much about addressing gender inequalities in society through policies, as it is about the organisations' own ways of working.
- The five principles of gender mainstreaming
 - 1. Gender-sensitive language. ...
 - 2. Gender-specific data collection and analysis. ...
 - 3. Equal access to and utilisation of services. ...
 - 4. Women and men are equally involved in decision making. ...
 - 5. Equal treatment is integrated into steering processes
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- **Glass ceiling in Gender;** refers thus to discriminatory barriers that prevent women from rising to positions of power or responsibility and advancing to higher positions within an organization simply because they are women

SEX versus. GENDER

SEX:

Refers to physiological attributes that identify a person as male or female:

- Genital organs
- Type of predominant hormones
- Ability to produce sperm or ova
- Ability to give birth and breastfeed
- Biological and determined at birth
- Universal (everywhere)
- Can't change naturally for example:-
 - Only women give birth and breastfeed children

GENDER:

Refers to widely shared ideas and expectations (norms) concerning men and women:

Includes ideas about “typically” feminine/female and masculine/male characteristics, abilities, and behaviors.

- Dynamic-Can be changed over time in relation to roles and responsibilities
- Social
- Result from training/ education
- Varies (different in varied societies, cultures)

Symbols used in gender

- The two standard sex symbols are the Mars symbol♂ (often considered to represent a shield and spear) for male and Venus symbol♀ (often considered to represent a bronze mirror with a handle) for female, derived from astrological symbols, denoting the classical planets Mars and Venus respectively.



Female



Male

Characteristics associated with male gender

- Aggressive
- Demanding
- Proud
- Possessive
- Disorganized
- Funny
- Courageous
- Level-headed
- Confident
- Independent
- Ambitious
- Selfish
- Logical
- Easy going

Characteristics associated with female gender

- Emotional
- Talkative
- Manipulative
- Sensitive
- Honest
- Affectionate
- Creative
- Patient
- Critical
- Romantic
- Happy
- Moody
- Possessive
- Cautious

Social construction of gender

- **Social constructs** are an idea(s) that have been created and accepted by the people in a society
- The people involved;- Family members, peers, teachers and people in educational and religious institutions are usually the first to introduce a child to appropriate codes of gendered behaviour.
- This often corresponds with the kinds of people involved.
- The home or family for example, at play, in school or in church for peers, teachers and adults in general.

Gender social constructs

- This include:
 - Division of labour at home
 - Dress codes
 - Physical segregation of boys and girls
 - The kind of games played
 - Emotional responses
 - Intellectual capability and responses

Sources of gender learning

- Family influence eg---
- Peer / friends influence eg---
- Influence of schools and other learning institutions eg---
- Influence of mass media eg---
- Environment eg----

Gender differences:

- Women give birth to babies, men do not. In many societies child rearing is the sole responsibility of women.
- According to United Nations statistics, women do 67 per cent of the world's work, yet their earnings for it amount to only 10 per cent of the world's income.
- In one case, a child brought up as a girl learned that when he was actually a boy, his school marks improved dramatically.
- Sex is not as important for women as it is for men.
- In ancient Egypt, men stayed at home and did weaving while women handled family businesses.
- Women inherited property and men did not.
- Men's voices break at puberty, women's don't.
- In a study of 224 cultures, there were 5 in which men did all the cooking and 36 in which women did all the house building.
- Men are naturally prone to violent behaviour
- Women are more vulnerable to STDs than men.

Gender Roles

- “Socially constructed **roles**, behaviors, activities and attributes that a given society considers appropriate for men and women“(WHO).
- Expected behavior, attitudes, obligation that a society assign to each sex.
- Are culturally constructed responsibilities allocated to men & women by society on the basis of biological sex. These dwell mainly on economic, social and cultural differences regarding expectations of males & females
- They are based on the different expectations that individuals, groups, and societies have of individuals based on their sex and based on each society's values and beliefs about gender
- Roles can be linked to expectations of males and females in realms outside of the family as well, such as work (Williams 1995)
- In the work- place, men and women are often expected to perform different tasks and occupy different roles based on their sex (Kanter 1977)

- ***Gender responsiveness***; creating an environment that reflects an understanding of the realities of women's lives and addresses the issues of the participants
- **GENDER TRANSFORMATION**-It describes a situation where women and men change their way of thinking from patriarchal towards a gender equality perspective
- **Gender Audit**-The analysis, evaluation and taking stock of policies, programmes and institutions in terms of how they apply gender-related issues.

Women empowerment;

- **Empowerment** refers to increasing the spiritual, political, social or economic strength of individuals and communities.
- The manifestation of redistribution of power that challenges patriarchal ideology and male dominance.
- It is a process aimed at changing the nature and direction of systematic forces which marginalize women and other disadvantaged sections in a given context.

LEVELS OF WOMEN EMPOWERMENT

Welfare: This when a woman's material needs such as food ,income, medical care are met

Access: This is when women are able to gain access to resources such as land, marketing facilities, labour, credit ,public services and benefits on equal bases as men.

Conscientization: when women believe that gender roles can be changed and gender equality is possible.

Conscientise; to educate (a person) about an issue or idea.

Participation: when women have equal participating in decision making in all programs and policies.

Control: when women and men have equal control over factors of production and distribution of benefits without dominance or subordination.

Power and decision-making

- Having greater access to and control over resources usually makes men more powerful than women in any social group.
- This may be the power of physical force, of knowledge and skills, of wealth and income, or the power to make decisions because they are in a position of authority.
- Men often have greater decision-making power over reproduction and sexuality.
- Male power and control over resources and decisions is institutionalized through the laws and policies of the state, and through the rules and regulations of formal social institutions.
- Laws in many countries of the world give men greater control over wealth and greater rights in marriage and over children.
- For centuries, religious institutions have denied women the right to priesthood.

Gender Equality

- Is the state of equal ease of access to resources and opportunities regardless of **gender**, including economic participation and decision-making; and the state of valuing different behaviors, aspirations and needs equally, regardless of **gender**.
- Based on the idea of equality of opportunities

Gender Equity

- The concept of **gender equity** refers to “fairness of treatment for women and men, according to their respective needs.
- This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities” (International Labour Office [ILO], 2000).
- Gender equity denotes equivalence of life outcomes of men and women
- Recognizes that women and men have different needs, preferences and interests

Gender Mainstreaming

- It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres so that women and men benefit equally and inequality is not perpetuated.(UNECOSOC 1997)
- What this means is the incorporation of gender issues into the analysis, formulation, implementation, monitoring of strategies, programs, projects, policies and activities that can address inequalities between women and men
- The ultimate goal is to achieve gender equality or empowerment of women

PURPOSE

- To Reduce gender inequities that may exist in a given project area;
- To Ensure women and men's specific needs are satisfied, that they benefit from the project and that the project impacts positively on their lives;
- To Create the conditions for the equitable access of men and women to project resources and benefits;
- To Create the conditions for the equitable participation in project implementation and decision making processes.

Gender analysis

- **Gender analysis** is a research tool that helps policy makers and program managers appreciate the importance of gender issues in the design, implementation, and evaluation of their projects.
- It identifies, assesses and informs actions to address inequality that come from:-
 - Different gender norms, roles and relations
 - Unequal power relations between and among groups of men and women
 - The interaction of contextual factors with gender such as sexual orientation, ethnicity, education or employment status

Gender analysis in health

- Examines how biological and socio-cultural factors interact to influence health behavior, outcomes and services
- It also uncovers how gender inequality affects health and well-being

TOOLS USED IN GENDER ANALYSIS ;

Assignment- group discussions

They include:-

1. Daily activity schedule(24 hr daily calendar) tool
2. Activity profile tool
3. Access and control profile tool
4. Influencing factors tool
5. Gender Analysis Matrix

Definition, procedure, Advantages and disadvantages

Key elements considered in Gender analysis

Lesson 2

- **Sex and gender:-**
 - Are concepts used to make a distinction between biologically given and socially constructed differences
- **Gender roles and responsibilities**
 - Gender defines the roles and responsibilities that women and men, girls and boys have in a given context and culture.
 - It defines the role in the home/household, in the school, workplace, community, political organization, and in the government, etc.
- As gender varies, such roles and responsibilities varies
- In many contexts, women are expected to be the prime caregiver for the children.

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- **Productive and reproductive work**

- Women and men have several roles related to their work.
- Productive work relates to any work that generates an income.
- Men's productive work commonly takes place outside the sphere of the household and more commonly generates monetary income.
- Women's productive work commonly occurs within the household sphere and is generally less valued, and often not even taken into account.

- **Reproductive work**

- Relates to work in the household, raising children, cooking and cleaning.
- It is commonly assumed to be the responsibility of women, yet men also often perform reproductive work, for instance, taking care of machines and other equipment
- Reproductive work generally does not generate any income, yet has an impact on family (and societal) economy.

- **Community work**

- Relates to work and time devoted to political, religious or social work in organizations, that both women and men engage in.
- Commonly, men's engagement in community work is more valued than women's engagement

- **Access to and control over resources**
- Resources are means and goods, including:-
 - Economic (household income)
 - Productive (land, equipment, tools, work, credit)
 - Political (capability for leadership, information and organization)
 - Time
 - Access to resources implies that women and men are able to use and benefit from specific resources (material, financial, human, social, political etc.)
 - Control over resources implies that both men and women can obtain access to a resource and also make decisions about the use of that resource. For example, control over land means that women can access land (use it), own land (can be the legal title-holders) and make decisions about whether to sell or rent the land.

Gender Sensitivity

- Is the act of being sensitive to the way people think about gender
- It tries to ensure that people rely less on assumptions about traditional and outdated views on the role of men and women
- Gender sensitivity often gets expressed through people's choice of language
- More inclusive language and use of words that are gender neutral is recommended eg instead of wamama use ladies , wababa use gentlemen etc

Gender stereotyping

- **Gender stereotypes** refer to beliefs that are so ingrained in our consciousness that many of us think gender roles are natural and we don't question them.
- Are assumptions or generalization/strongly held ideas that people make about the characteristics of male and female.
- Stereotypes are usually negative and based on assumed gender norms, roles and relations.
- An example of a 'gender stereotype' is when, culturally or socially, women are assumed to be weak and timid-coward and, therefore, unable to perform certain tasks or contribute to the same extent as men.
- In most communities, it is believed that men can be better leaders to the extent that some jobs are reserved specifically for men and are male dominated
- For example even the nursing profession...???? Because of gender stereotype of nursing role, some men shy off in nursing and never proud their profession as nurses ; they are usually referred to as Doctors

Gender stereotypes examples

- **Men**

- Adventurous
- Brave
- Strong
- Virile
- Hard, tough
- Aggressive
- Intelligent
- Rational
- Manly
- Bread winner
- Independent
- Sexually active
- Handsome
- Angry
- Hard working

- **Women**

- Patient
- Tolerant
- Forgiving
- Chaste
- Motherly
- Passive
- Obedient
- Beautiful
- Soft
- Sacrificing
- Caring
- Cheerful
- Quiet
- Sympathetic
- Adjusting
- Cries easily

Effects of gender stereotype in Health

- Depression and other mental disorders
- Crimes eg stealing to be able to provide, suicide
- Disparities in education levels,
- Discrimination
- Gender based violence
- Early marriages
- Socio cultural practices against women
- Power imbalance in leadership etc

Gender Awareness

- The ability to view society from the perspective of gender roles and understand how this has affected women's needs in comparison to the needs of men.
- It recognizes that the life experiences, expectations, and needs of women and men are different

Gender Blindness

- The failure to recognize that the roles and responsibilities of women/girls and men/boys are ascribed to, or imposed upon, them in specific social, cultural, economic and political contexts.
- Not discriminating on the basis of gender, or not making a distinction between the sexes

Gender Norms

- Refer to beliefs about women and men, boys and girls that are passed from generation to generation through the process of socialization.
- Change over time and differ in different cultures and populations.
- Gender norms lead to inequality if they reinforce:
 - Mistreatment of one group or sex over the other
 - differences in power and opportunities.

Gender discrimination and inequality-**done**

- Gender inequality and discrimination refers to unequal access to power, resources and opportunities in society.
- Gender inequality and discrimination harms the health of young girls and women, directly and indirectly, throughout their life cycle.
- The neglect of their health needs through, for example, overworking and poor eating habits, makes them vulnerable to chronic ill health, which prevents many women from fully taking part in society.
- Unequal power relations between men and women often limit women's control over sexual activity and their ability to protect themselves against unwanted pregnancy and sexually transmitted diseases, including HIV/AIDS-use of condoms decision makers, manufacturers biaseness etc
- In African society, sociocultural factors tied with traditional beliefs and practices play a great role in determining the place of women in almost all spheres of their lives.
- This influence begins with the socialisation of young children both within and outside the home.
- At childhood, both boys and girls are introduced to societal beliefs, practices and values as they apply to each gender.
- Boys are supposed to become heads and protectors of the family while girls become wives and mothers, dependent on their husbands.
- These gender inequalities between sexes lead to women's subordinate positions within the family.

Gender discrimination/Sex discrimination-**done**

- Men and women have the right not to be discriminated against because of their gender.
- In the workplace, it implies not treating people equally in aspects of their work
 - when they apply for a job
 - terms and conditions
 - part-time and flexible working arrangements
 - pay and benefits
 - training, development, promotion and appraisals
 - dismissal, redundancy and retirement.
- Laws in different countries protect people from discrimination in terms of:-
 - age
 - disability
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion and belief
 - sexual orientation

Types of gender discrimination-**done**

- Examples of discrimination is seen in:
 - Inequalities in education- preference given to the male child
 - Inequalities in the labour force
 - Access to medical care
 - Law of succession
 - Cultural practices (such as female genital mutilation, polygamy and wife inheritance)
- Direct discrimination – treating someone less favorably because of their gender
- Harassment – unwanted behavior related to a person's gender or unwanted conduct of a sexual nature, that has the purpose or effect of violating someone's dignity, or creates an intimidating, hostile, degrading, humiliating or offensive environment for that person
- Indirect discrimination – when an employer imposes a rule for men and women that puts either of them at an unfair disadvantage;
- Victimization – when one is treated less favorably than other people because one has complained about discrimination or supported someone who has.

GENDER ISSUES AFFECTING HEALTH-Take note

- Gender issues – is interdisciplinary and cross-national in scope focusing on gender and gender equity
- ***Social –cultural roles***; women are normally hindered by social cultural roles, as wives and mothers they are community maintainers.
- Early marriages, wife inheritance and rites like FGM, affects women deeply hence cultural rites affects women health, education and future development
- **Religious**
- 75% of church members are women, but their participation in leadership is minimal. Position of responsibility are therefore taken by men, because women shy away.
- Women are only welcome when it comes to sing in the choir, to work as ushers or entertain,. This is why most women have not practiced any mgt skills within church activities.

- ***Education attainment*** - Educating girls and women improves their health and that of their children. High literacy rate among women reduces infant mortality, increases of health services, help prevent diseases, delays marriage and child bearing, increases use of family planning, increasing decision making power and participation in training and credit programmes.
- ***Access and control over resources*** – Very few women in Kenya have say in how to spend money even if they helped earn it. A woman without money will not be able to attend antenatal care get medicines or buy food needed especially during pregnancy. Women have little access to other resources e.g. machines, training or credit programmes, equipment which can make their work easier, technical advice & Supplies and information.

- - ***Decision making*** – Women are to consult when making major decisions (family planning use, when to deliver, how many children to have, when to get married and to who) are made about by the family or the community.
 - **Decision making is one of the factors associated with Maternal mortality**
 - ***Nutrition and health*** – In many families men and boys eat first and have the biggest share followed by girls and finally the mother. If the family is poor this means that the girls and the mother will not have enough to eat. Under nutrition makes one weak and vulnerable to diseases and predisposes them to complications and problems during pregnancy.

Marriage practices

- **Early marriage** - Women in Africa tend to marry at a very early age (in some areas even at 12 years old) because poor families want to have dowry, to be relieved the burden of caring and to avoid risk of illegitimate birth. Most of these girls are married to older men which prevents them from making RH decisions as they are either shy or dependent on their husbands.
- **Forced marriages** –Women are not involved in decision making e.g., who to marry them and when.
- Polygamy
- Wife inheritance
- Dowry

Reproductive Health Rights

- The reproductive health rights are drawn from international human rights declarations and treaties such as:
- Universal Declaration of Human Rights
- The 1994 Cairo Programme of Action of the International Conference on Population and Development (ICPD)
- The Beijing Platform of Action of the 1995 World Conference on Women
- The Safe Motherhood Action Agenda (1997)
- *The 1994, Cairo Program of Action of ICPD conference defined reproductive health rights as the recognition of the basic right of all couples and individuals to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so, and the right to attain the highest standard of sexual and reproductive health.*
- *It also includes their right to make decisions concerning reproduction free of discrimination, coercion and violence as expressed in human rights documents.'*

- The 1997 Colombo (Sri Lanka) Safe Motherhood Technical Consultation Committee designed strategic reproductive health interventions, which rest on a foundation of greater equity for women.
- Member countries were encouraged to design other non-health activities, which could improve the socio-economic status of women.
- Such activities include: provision of formal education for girls, giving women equal employment and business opportunities as well as empowerment of women to make decisions in their households.
- Reproductive health rights and gender issues are closely interrelated and together affect the ability of men and women to achieve and maintain sexual health and manage their reproductive life.
- Poor reproductive health is directly related to gender based inequality in the distribution of social power and resources.
- In our male dominated Kenyan society, women are denied equal access to political affairs, education, economic participation and legal powers, in spite of the fact that the legal system in Kenya in theory does not discriminate against women.

Affirmative Action

- Are policies in which an institution or organization actively engages in efforts to improve opportunities for historically excluded groups in society.

Affirmative action in Kenya

Various provisions highlight how the issues of Affirmative Action have been acknowledged, for instance, Article 27 (8) of the constitution provides for affirmative action where the State is obliged to take legislative and other measures to ensure that no more than two-thirds of the members of elective or appointive bodies are of the same gender.

- Article 81 further reiterates that the same rule should be applicable in elective public bodies
- The constitution also provides for the principle of equality before the law, it provides, ‘every person is equal before the law and has the right to equal protection and equal benefit of the law.’
- The Constitution imposes various obligations to the state to ensure compliance to the provisions including:-
- Ensuring that historically marginalized groups such as women are;-
 - Free to participate in mainstream society activities including leadership in politics.
 - Reservation of certain positions for women by the government to prevent them from unequal political competition.

What is sexual health?

- “...a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of **having pleasurable and safe sexual experiences**, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.” (*WHO, 2006a*)

What is Reproductive Health(RH)?

- Reproductive health is a state of complete **physical, mental** and **social** well-being and not merely the absence of disease or infirmity, in all matters relating to the **reproductive system** and to **its functions** and **processes**.
- Reproductive health implies that people are able to have a **satisfying** and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so (WHO)

Strategic approaches towards tackling gender issues and RH rights in Kenya

- Intensification of IEC and advocacy against harmful practices.
- Increasing public awareness on the value of the girl-child and need for equal treatment of girls and boys.
- Promotion and encouragement of equal participation of men and women in all areas of the family.
- Advocacy for the elimination of all barriers and inequities to women's participation in the work force.
- Lobbying for the reform and enforcement of laws of marriage to ensure full consent of both partners.
- Advocacy for elimination of all forms of violence against women, youth and children.
- Creating awareness to women on their rights.

Effects of Gender Issues on Reproductive Health

- Unwanted and Early Pregnancy
- Serious Injury
- Injuries During Pregnancy
- Vulnerability to Disease
- Contraction of STIs/HIV
- Injury to Children
- Homicide
- Psychological Consequences
- Mental Health Problems
- Suicide
- Added Health Care Costs
- Other added costs
- Effects on Productivity and Employment

RH rights

1. The Right to Life

- This means, among other things, that no woman's life should be put at risk by reason of pregnancy, gender or lack of access to health information and services. This also includes the right to be safe and satisfying sex life. which led to campaigns against abortion, Gender based violence and FGM

2. The Right to Liberty and Security of the Person

- This recognizes that no woman should be subjected to forced pregnancy, forced sterilization or forced abortion.

3. The Right to Equality, and to be free from all Forms of Discrimination

- This includes, among other things, freedom from discrimination because of one's sexuality and reproductive life choices as well as government and development aspects like the 'two third gender rule' in the constitution of Kenya.

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- **4. The Right to Privacy**

- This means that all sexual and reproductive health care services should be confidential in terms of physical set-up, information given or shared by the clients, and access to records or reports.

- **5. The Right to Freedom of Thought**

- This means that all sexual and reproductive health care services should be confidential in terms of physical set-up, information given or shared by the clients, and access to records or reports.

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- **6. The Right to Information and Education**

- This includes access to full information on the benefits, risks and effectiveness of all methods of fertility regulation, in order that all decisions taken are made on the basis of full, free and informed consent.
- **7. The Right to Choose Whether or Not to Marry and to Found and Plan a Family**
- This includes the right of persons to protection against a requirement to marry without his/her consent. It also includes the right of individuals to choose to remain single without discrimination and coercion.

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- **8. The Right to Decide Whether or When to Have Children**

- This includes the right of persons to decide freely and responsibly the number and spacing of their children and to have access to related information and education.

- **9. The Right to Health Care and Health Protection**

- This includes the right of clients to the highest possible quality of health care, and the right to be free from harmful traditional health practices.

- **10. The Right to the Benefits of Scientific Progress**

- This includes the right of sexual and reproductive health service of clients to avail of the new reproductive health technologies that are safe, effective, and acceptable.

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- **11. The Right to Freedom of Assembly and Political Participation**
- This includes the right of all persons to seek to influence communities and governments to prioritize sexual and reproductive health and rights.
- **12. The Right to be Free From Torture and Ill-Treatment**
- This includes the rights of all women, men and young people to protection from violence, sexual exploitation and abuse.
- **13. The Right to Development**
 - What is the difference between conjugal and Sexual rights?

Refer to pdf UN, RH Rights

What are sexual rights?

- Rights to **freedom** over sexual activity and reproduction, in particular with reference to **sexual orientation** and access to contraception and healthcare.

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- Sexual right; Rights to **freedom** over sexual activity and reproduction, in particular with reference to sexual orientation and access to contraception and healthcare.
- **Questions**
 - Is rape in marriage illegal or it is about rights issues,
 - Is planned abortion against the babies life right ? Since women have a right to procure abortion if they want as RH right for the woman?

what are Conjugal rights?

- Conjugal rights refer to the **mutual rights and privileges between two individuals arising from the state of being married.**
- These rights include mutual rights of companionship, support, comfort, sexual relations, affection, joint property rights and the like

Conclusion

- Sex and gender have influence on women's RH
- Under the law, Women's RH rights are Human Rights
- Addressing gender inequalities will promote women's RH