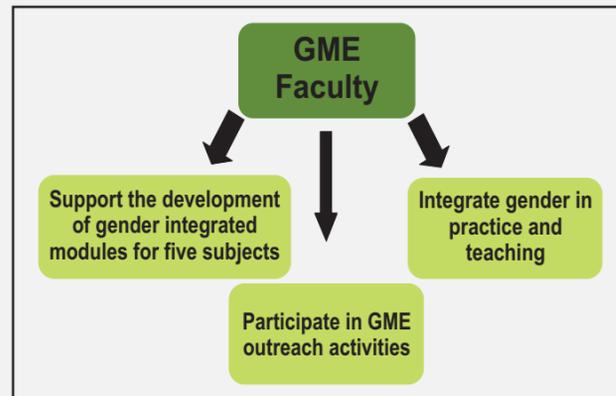


GME Faculty - Our Trained Educators



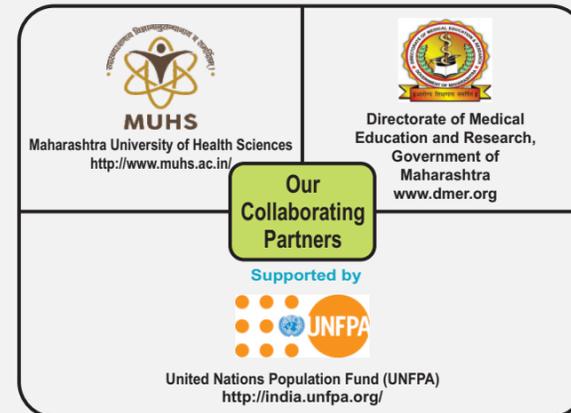
Outreach:

A GME virtual resource centre has been developed for the benefit of the participants and to reach out to a wider audience. The virtual resource centre has a repertoire of research papers and articles related to Gender in Medicine and similar themes. The GME website also provides a platform for the mentors, trained educators and students to connect with each other and discuss varied issues. The website has a blog space along with discipline-specific discussion fora.

The GME virtual resource centre is developed and maintained by e-Social Sciences (eSS).

To join us, please log on to our website: www.gme-cehat.org/

To know more about our latest activities and posts, you can visit our Facebook page: <https://www.facebook.com/CEHATGME/?fref=ts>



About CEHAT:

We are a multidisciplinary team of doctors, lawyers, social workers, public health experts and counselors. We are engaged in research, intervention, education and advocacy in the field of health. Our work is directed at demanding access to health care as a right. Our key strategies are:

- Undertake socially relevant research and advocacy projects on various socio-political aspects of health
- Establish direct services and programmes to demonstrate how health services can be made accessible, equitably and ethically.
- Disseminate information through databases and relevant publications.



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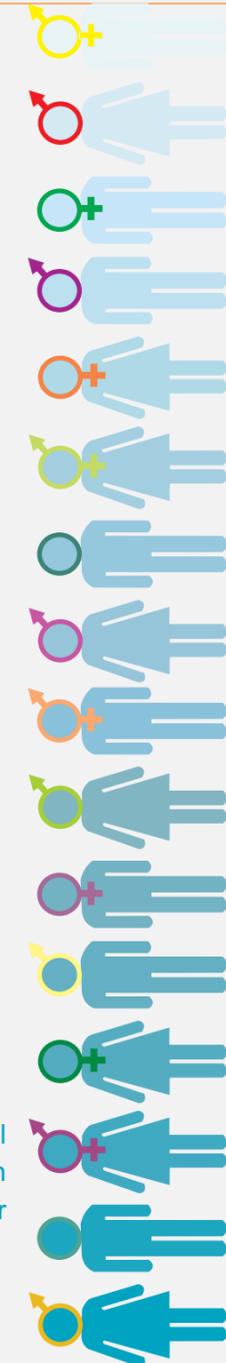
GME

Gender in Medical Education



Centre for Enquiry into Health and Allied Themes

A project for training medical educators in state medical colleges in Maharashtra to incorporate a gender perspective in their teaching



About Gender in Medical Education (GME):

Health is often predicated on social structures with prescriptive gender identities and associated power relations. Gender is a pivotal determinant of health. Health is experienced differently by men, women and intersexed persons owing to 'sex-specific vulnerabilities' and 'gendered vulnerabilities'. Gender's interaction with health is also witnessed in the variation in access to health systems and services for men, women and intersexed persons/transgenders. In India, we find that medical education comprising training and curriculum, is far removed from gender theory and perspective. The WHO recognises the need for a systematic integration of gender in medical education specifically, in the 'pre-service training curricula' of students.

In this context, CEHAT, with the support of Directorate of Medical Education and Research (DMER), Maharashtra University of Health Sciences (MUHS) and UNFPA, is implementing a project on integrating gender in medical education in Maharashtra. The project is being implemented in select medical colleges in Maharashtra with the aim to sensitise medical students and health professionals to gender inequity and its interaction with health. Specifically, the GME project seeks to achieve gender sensitisation and awareness on public health issues such as sex selection, abortion and violence against women by integrating gender perspectives in the MBBS curriculum.

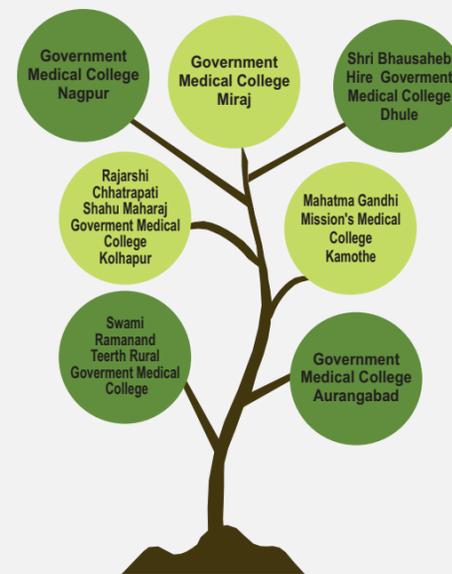
With the Integrating Gender in Medical Education project, CEHAT aims to inject change in the education of future healthcare providers so as to create a generation of medical doctors who will come forward to take up their role in promoting sexual and reproductive health rights while dealing sensitively with concerns around gender-based violence, access to safe abortion and sex determination.

Gender in Medical Education Strategies

The specific strategies of this project include:

1. Build capacity of medical faculty on gender perspectives and women's health issues through a training of trainers' programme.
2. Facilitate teaching of gender perspectives to MBBS students by trained medical faculty.
3. Advocate for policy inclusion of modules integrating gender perspectives in MBBS curriculum by assessing impact of this programme.

Our Seven Participating Colleges:



Project Activities:

Training of Trainers for medical educators participated in the 10-day Training of Trainers aimed at introducing the concept of gender and related issues of marginalisation, sexual and reproductive health rights and gender-based violence.

Situation Analysis was conducted in all the participating colleges to capture basic information regarding available infrastructure, facilities and human resources. The analysis also explored the perceptions of medical educators related to the medical curriculum, patients and the relevance of gender in medicine.

Development of gender-integrated modules for MBBS curriculum Gender integrated modules for five subjects of the MBBS curriculum have been prepared by the GME team, the mentors and the trained educators. These would be used by the trained medical educators during their lectures for the MBBS students.

Action Research would be carried out to assess the shift in knowledge, attitudes and skills of medical students owing to the gender training imparted to their educators and the use of gender-integrated modules by the trained teachers during lectures.

Advocacy would be undertaken at the state and national level for the integration of gender in the medical curriculum based on the outcomes of the project.

Outreach State-level GME conferences and workshops are organised regularly in order to reach out to a larger audience. A Virtual Resource Centre and social media accounts are other means of sharing the latest updates and information related to GME.