



A HANDBOOK

FOR ENGAGING MEN AND BOYS FOR GENDER EQUALITY



*UNFPA Armenia and
Equimundo: Center for Masculinities and Social Justice*

Compiled by Patrick Welsh, Equimundo Senior Fellow

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Cover picture by Zhanna Aleksanyan, one of the winning artworks of the "Dads Matter" poster contest organized by the UNFPA Armenia and "Youth Initiatives Centre" NGO within the framework of the "EU 4 Gender Equality: Together Against Gender Stereotypes and Gender-Based Violence" programme.

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About UNFPA Armenia

UNFPA has been present in Armenia since 1999, concentrating its assistance in the following four mandated areas: reproductive health and rights, adolescents and youth, population and development strategies, and gender equality. To promote the latter, UNFPA Armenia focuses on increasing national and local capacity to ensure gender equality and the empowerment of women, and to combat gender-based violence; and on increasing awareness and knowledge of the population on gender issues, gender-based violence, and sexual and reproductive rights. [UNFPA Armenia](#)

About Equimundo

Equimundo: Center for Masculinities and Social Justice, formerly Promundo-US, is a global leader in advancing gender equality and preventing violence. Through research, programmes, and advocacy, Equimundo works to achieve gender equality and social justice by breaking intergenerational patterns of harm and promoting patterns of care, empathy, and accountability among boys and men throughout their lives. www.equimundo.org.

1. INTRODUCTION



An artwork featured in the
"Father and Daughter" exhibition
dedicated to the Girl Child Day

UNFPA Armenia, 2019

1.1. WHY ENGAGE MEN AND BOYS FOR GENDER EQUALITY?

A shift from a Women in Development (WID) to a Gender and Development (GAD) framework in the late 1980s/early 90s reflected the growing need to adopt a more holistic approach to women's empowerment by focussing on challenging and changing power dynamics in inequitable gender relations, structures and institutions in society. This also enabled and encouraged the integration of approaches for deconstructing patriarchal masculinities, recognising that engaging men and boys for gender equality to transform harmful attitudes, behaviours and norms associated with manhood in society could generate important contributions to gender equality goals.

By the mid-1990s, two important UN conferences had addressed the issue of engaging men and boys for gender equality, calling on Member States to take actions to promote male responsibility and participation.

a) International Conference on Population and Development (ICPD) 1994 - Program of Action

The ICPD Program of Action (1994) called on Member States to carry out the following actions.

Promote **equal participation of women and men** in all areas of family and household responsibilities, including family planning, child-rearing and housework.

Promote **men's shared responsibility** and their active involvement in:

- responsible parenthood, sexual and reproductive behaviour, including family planning prenatal, maternal and child health
- prevention of sexually transmitted diseases, including HIV
- prevention of unwanted and high-risk pregnancies
- shared control and contribution to family income, children's education, health and nutrition
- recognition and promotion of the equal value of children of both sexes. :

ICPD Chapter IV: Gender equality, equity and empowerment of women - Section C: Male responsibilities and participation (see articles 4.24 – 4.29).

“Men play a key role in bringing about gender equality since, in most societies, men exercise preponderant power in nearly every sphere of life, ranging from personal decisions regarding the size of families to the policy and programme decisions taken at all levels of Government” (Article 4.24).

Objective 4.25. “The objective is to promote gender equality in all spheres of life, including family and community life, and **to encourage and enable men to take responsibility for their sexual and reproductive behaviour and their social and family roles**”.

Male responsibilities in family life must be included in the education of children from the earliest ages.

Special emphasis should be placed on the **prevention of violence against women and children**.

b) United Nations Fourth World Conference on Women in Beijing, 1995 - Beijing

Declaration and Plan of Action

The Beijing Declaration (1995) emphasised that “*Equal rights, opportunities and access to resources, equal sharing of responsibilities for the family **by men and women, and a harmonious partnership between them** are critical to their well-being and that of their families as well as to the consolidation of democracy*” (paragraph 15), while simultaneously calling for “...*men to participate fully in all actions towards equality*” (paragraph 25).

The accompanying Plan of Action stated that “*A **transformed partnership based on equality between women and men** is a condition for people-centred sustainable development*” (paragraph 1).

In general, projects and programmes to engage men and boys for gender equality should endeavour to procure changes in men and in their relationships with women (and between men) that simultaneously focus on achieving the following outcomes:

- Contributions to women's empowerment and in particular to the elimination of gender-based violence (GBV) and women's health and well-being.
- Healthier, happier lives for men and for women, and more equitable and rewarding relationships with their partners and children, as well as in their places of work and participation in the community and wider society.
- Equitable participation of women and men in all spheres of domestic, public and political life.

It is widely recognised that engaging men and boys for gender equality is a key component of integrated strategies for achieving gender equality.

1.2. MEN AND MASCULINITIES IN ARMENIA



An artwork featured in the "Father and Daughter" exhibition dedicated to the Girl Child Day

UNFPA Armenia, 2019

Recent research¹ carried out by the *EU 4 Gender Equality: Together against Gender Stereotypes and Gender-based Violence* programme, funded by the European Union, and implemented jointly by

UN Women and UNFPA, revealed that 67% and 55% respectively of women and men in Armenia perceive that there has been progress towards achieving gender equality. Other findings of the study, however, point to the persistence of inequitable beliefs and opinions and harmful gender stereotypes in several areas of life that demonstrate why it is important to engage men and boys in Armenia for gender equality.

Employment and leadership

- Nearly one in every four men (23%) surveyed in Armenia has prevented a woman in their family from working outside the home.
- Seventy-five percent of men in Armenia agreed that it is better for pre-school children to have a mother that does not work, limiting women's participation in the workforce.
- Women were between two and three times more likely than men to hold part-time jobs in Armenia.

Household and family

- In 2020, slightly less than one in four parliamentarians in Armenia were women (23%).
- Only a third of men reported being comfortable being managed by a woman boss compared to slightly more than half of women – demonstrating generally high levels of unacceptance of women in workplace leadership positions.
- Nine in every ten women in Armenia (89 percent) stated that they are primarily responsible for performing unpaid domestic tasks and six in every ten for performing unpaid care work.

Gender-based violence

- Around half of women and a third of men do not accept the beating of a female family member and believe that such acts should always be punishable by law. Around half of Armenian women and men held the view that while unacceptable, the beating of a female family member should not always be punishable by law.

¹Guillem Fortuny Fillo. (2022). *Baseline Study on Stereotypes in Eastern Partnership Countries*. EU 4 Gender Equality

- More women than men in Armenia (75% and 57% respectively) believe that a woman who is facing violence in her family should not tolerate violence and try to stop the perpetrator at any cost. Similarly, around two of every ten women and men (17% and 23% respectively) believe that the victim should tolerate violence for the sake of keeping her family together.
- Around 70% of women and men in Armenia believe that conflicts between a husband and wife, even when they lead to violence, are a private matter and that others should not intervene.
- In relation to laws and policies on domestic violence and rape, 31% of women and 37% of men were unaware of such laws.

Sexual relationships and reproductive health

- Three quarters of both women and men believe that a woman should abstain from pre-marital sex compared with 36% of women and 26 % of men who hold a similar view in relation to men abstaining from premarital sex.
- Support for abortion 'always being women's choice' is generally low, with more women than men in favour (26% and 15% respectively).
- Eighty-four and eighty-six percent of women and men, respectively, find sex between same-sex partners unacceptable.

An earlier study on men and gender equality in Armenia *in 2016*² that used the International Men and Gender Equality Survey (IMAGES) methodology revealed the existence of rigid patriarchal and “traditional” social norms and perceptions in Armenian society in regard to the following aspects.

- Masculinity, femininity, gender equality and sexuality
- Relationships with family members, including children
- Division of household tasks
- Acceptance of violence against women, intimate partner violence and peer violence.

The study made the following general **recommendations**:

- To strengthen positive aspects of masculinity through educating the general public and better-targeted interventions in the education system to promote and consolidate gender-equitable attitudes and behavior.
- To focus on masculinity issues in future National Action Plans and Strategies that seek to achieve gender equality and equity.
- To strengthen effective cooperation and coordination among major stakeholders, *viz.* government agencies, civil society, academic community and international organizations.
- To introduce and regularly conduct impact evaluation studies in the aftermath of national programmes that address gender (equality) issues, including masculinity issues.
- To support studies on new trends and perceptions of masculinity, paying particular attention to the identification of prevalence of gender-equitable attitudes and of the degree to which they translate into adequate behavior.

² UNFPA. (2016). Men and Gender Equality in Armenia. United Nations Population Fund, Armenia

- To promote egalitarian types of families through mainstreaming nonviolent behavior and gender equality issues into the national programmes on support to families.
- To support improvement of national legislation and to put forth policy-level efforts to combat more effectively the identified prevalence of GBV and of the latter's acceptance through, *inter alia*, upgrading the referral mechanism and providing more efficient assistance to and protection of victims.
- To support introduction of gender quotas into the system of public administration and local self-government and of a higher gender quota for the National Assembly.

1.3. NATIONAL TRAINING INITIATIVE (NTI) FOR ENGAGING MEN AND BOYS FOR GENDER EQUALITY IN ARMENIA



An artwork featured in the "Father and Daughter" exhibition dedicated to the Girl Child Day

UNFPA Armenia, 2019

The National Training Initiative (NTI) For Engaging Men and Boys for Gender Equality in Armenia is a joint initiative promoted by UNFPA Armenia and Equimundo.

The NTI in Armenia aims to contribute to the transformation of pervasive gender inequalities by strengthening the abilities of government and civil society to effectively engage men and boys through gender transformative approaches in a sustainable way.

The NTI in Armenia enables civil society organizations and the public sector in Armenia to expand skills and knowledge related to engaging men and boys for gender equality and to build a national network of future leaders

and gender justice advocates, fostering learning and collaboration across Armenia's territorial units. This entails promoting approaches that not only sensitize men and boys about the importance of gender equality but also question and change the underpinning harmful gender norms, with a focus on long-term action rather than one-off trainings.

As a first step in designing the NTI, Equimundo carried out a **country mapping** (formative research) exercise via an online survey in April-May 2021 that yielded the following key findings.

- The need for future training events to accommodate a wide range of expertise among participants on gender-transformative programming.
- Male engagement in gender programming is currently limited, but many organizations already see the value in engaging men in their work.
- Many NGOs are part of vibrant coalitions and have strong partnerships with the government.
- Violence prevention is the most common thematic focus in gender programming work, while a focus on fatherhood and caregiving was rare.
- Many NGOs expressed a need for further advocacy to take place.

The above findings were key in the design of the **first NTI workshop** that took place in Armenia in March 2022 and again in April 2023 with additional participants, whose objectives were to:

- Deepen understanding of the social construction of hegemonic masculinities and consequences for women's and men's SRHR and gender equality.
- Increase knowledge of promising and effective approaches, strategies and methodologies for engaging men and boys (EMB) for gender equality, with emphasis on fatherhood, caregiving and men's involvement in RMNCH through gender-transformative approaches.
- Elaborate personal and organizational commitments/action plans for developing and strengthening initiatives that engage men and boys for gender equality.

Participants in the first NTI workshop included key programmatic personnel from local, national, and international NGOs in Armenia and representatives of ministries and government departments and/or agencies.

The workshop used a mix of interactive and participatory methodologies, combining theory and practice to deepen participants' knowledge of key thematic areas and strengthen practical skills for integrating gender-transformative approaches for engaging men and boys in gender equality into their work.



A second follow-up NTI workshop was carried out in June 2023 with the same (and some additional) participants from the initial workshop implemented in March 2022. Its objectives were:

- To deepen understanding of the links between hegemonic masculinities, power, privilege and GBV, particularly IPV.
- To increase knowledge of promising and effective approaches, strategies and methodologies for engaging men and boys (EMB) for gender equality, with emphasis on GBV/IPV prevention, through gender-transformative approaches.
- To review frameworks and tools for promoting men's allyship with women, for enhancing men's accountability to women's empowerment and gender equality outcomes and for monitoring and evaluating processes of EMB for gender equality.
- To elaborate personal and organizational commitments/action plans for developing and strengthening initiatives that engage men and boys for gender equality.

1.4. ABOUT THIS HANDBOOK

This handbook is a resource for civil society organizations and governmental entities in Armenia to provide them with knowledge and tools for programming processes and activities to engage men and boys for gender equality.

The second section of the handbook, *Frameworks for Engaging Men and Boys for Gender Equality*, emphasizes the role of gender transformative approaches and methodologies in challenging and changing harmful patriarchal attitudes and behaviour and gender norms, especially related to masculinities, that are ingrained in culture.

The third section, *Key Resources for Engaging Men and Boys for Gender Equality*, contains numerous resources (frameworks, training manuals, studies etc.) for engaging men and boys for gender equality that are organized into 3 thematic sub-sections:

- Gender and Masculinities
- Responsible/Involved Fatherhood and Caregiving
- Engaging Men in Reproductive, Maternal, New-Born and Child Health (RMNCH)
- Engaging men in GBV/IPV prevention and response
- Men's role in fostering Women's Empowerment
- Monitoring and Evaluation

A sixth sub-section focuses on the *International Men and Gender Equality Survey (IMAGES) Studies*, highlighting the IMAGES methodology and common key findings from studies across the globe. Links are included to reports of the IMAGES studies carried out in the EECA region since 2011 and to other key documents on how to carry out an IMAGES study.

Users of this handbook are advised to ensure that they first develop a firm grasp of the *Frameworks for Engaging Men and Boys for Gender Equality*. Then, based on the topics that they will prioritize for their programming and/or target populations, they can decide which sub-sections they will need to access. It can be useful, however, to dedicate some time to reviewing all of the *Key Resources for Engaging Men and Boys for Gender Equality*, as there is often some overlap in the content of resources on gender and masculinities, fatherhood, RMNCH, GBV/IPV prevention and response and men's role in fostering women's empowerment.

2. FRAMEWORKS FOR ENGAGING MEN AND BOYS FOR GENDER EQUALITY



An artwork featured in the
"Father and Daughter" exhibition
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UNFPA Armenia, 2019

2.1. THE GENDER INTEGRATION CONTINUUM³

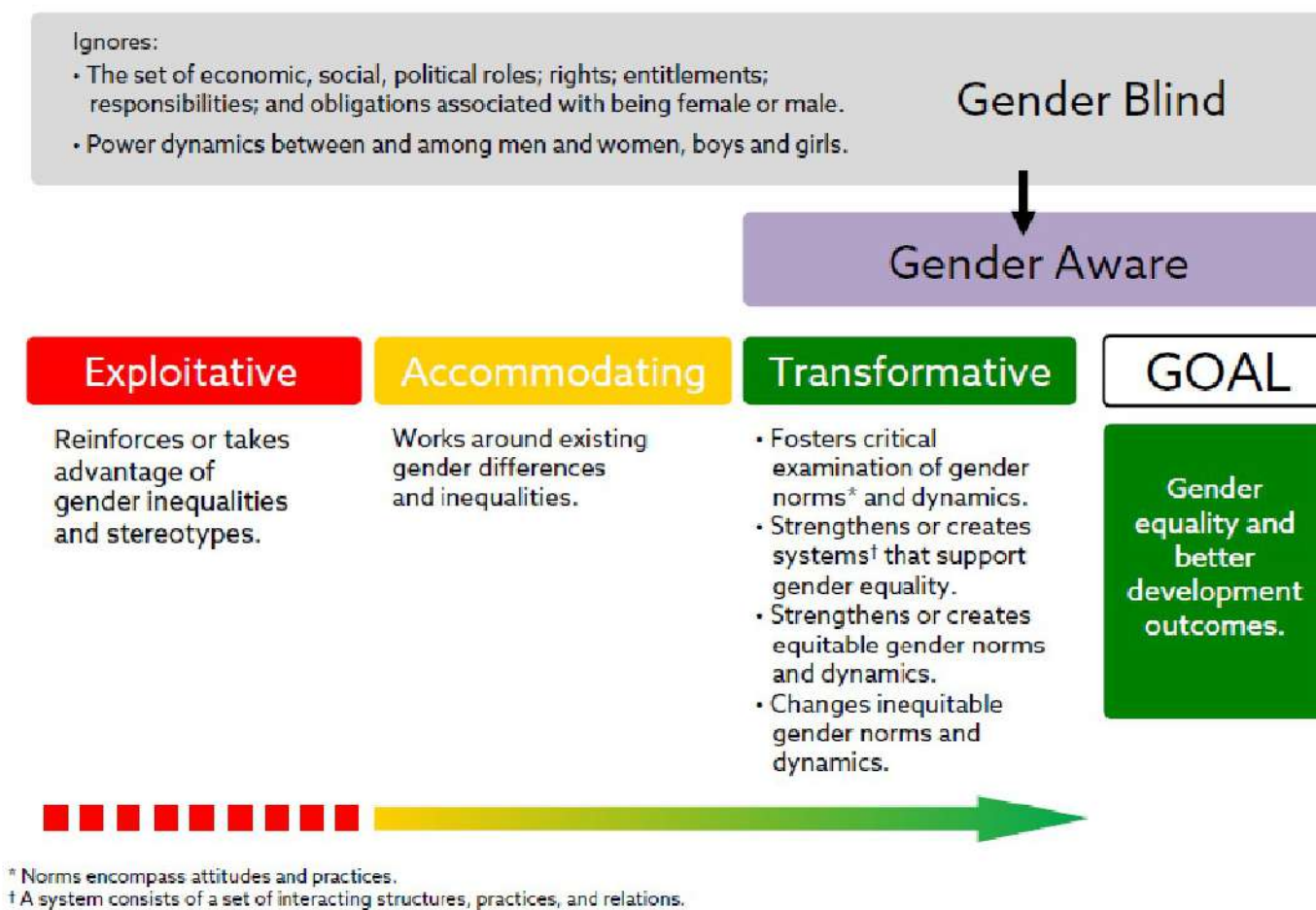
Description

Since 2002, the USAID Bureau for Global Health's Interagency Gender Working Group (IGWG) has been promoting the use of the Gender Integration Continuum as a conceptual framework to enable development professionals in the public, private, and non-profit sectors to integrate gender considerations throughout the programme cycle, including planning and proposal development; programme design; implementation and management; M&E; reporting, documentation and dissemination; and research utilization.

As gender is sometimes seen as an abstract concept or one that only applies to women, the Gender Integration Continuum helps to make the concepts of gender and gender integration more concrete. Similarly, it is a useful visual framework and easy to understand, so participants can “see” what gender integration looks like in programming across a spectrum of approaches and how this affects women and men, girls and boys.

The graphic below illustrates the different approaches included in the Gender Integration Continuum that have been used and adapted by multiple organizations across the globe.

Gender Integration Continuum



IGWG. (2017). The Gender Integration Continuum Training Session User's Guide, page 18.

³This section has adapted information drawn from in the following documents: IGWG. (2017).

The Gender Integration Continuum Training Session User's Guide. USAID/PACE USA; FHI 360.

(2012). *Gender Integration Framework: How to integrate gender in every aspect of our work*, USA.

Key definitions

The IGWG uses the following definitions of the approaches used in the Gender Integration Continuum⁴. The terms “gender blind” and “gender aware” relate to the degree to which gender norms, relations, and inequalities are analyzed and explicitly addressed during design, implementation, and monitoring.

Gender-Blind

Gender-blind policies and programmes are designed without a prior analysis of the culturally defined set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with being female and male and the dynamics between and among men and women, boys and girls. The project ignores gender considerations altogether.

Gender-Aware

Gender-aware policies and programmes examine and address the set of economic, social, and political roles, responsibilities, rights, entitlements, obligations and power relations associated with being female and male and the dynamics between and among men and women, boys and girls.

Exploitative Gender Programming

Gender exploitative policies and programmes intentionally or unintentionally reinforce or take advantage of gender inequalities and stereotypes in pursuit of project outcomes or whose approach exacerbates inequalities. This approach is harmful and can undermine the objectives of the programme in the long run.

Accommodating Gender Program

These are policies and programmes that acknowledge but work around gender differences and inequalities to achieve project objectives. Although this approach may result in short-term benefits and the realisation of outcomes, it does not attempt to reduce gender inequality or address the gender systems that contribute to the differences and inequalities.

Gender Transformative Programming

Transformative policies and programmes seek to transform gender relations to promote equality and achieve programme objectives. This approach attempts to promote gender equality by:

- fostering critical examination of inequalities and gender roles, norms, and dynamics;
- recognising and strengthening positive norms that support equality and an enabling environment;
- promoting the relative position of women, girls, and marginalised groups;
- transforming the underlying social structures, policies, and broadly held social norms that perpetuate gender inequalities.

Materials and Resources

The Gender Integration Continuum Training Session User's Guide

Published by the IGWG in 2017, the [Gender Integration Continuum Training Session User's Guide](#), provides practical guidance on preparing for and facilitating a training session on how to apply the Gender Integration Continuum, incorporating useful directions and suggestions for facilitation.

2.2. THE SOCIOECOLOGICAL MODEL⁵

Gender Transformative Programming, described above, moves beyond changes in attitudes and behaviours at the individual level to also address the interpersonal, community, socio-cultural, and structural factors that influence gender-related attitudes, behaviours, relations and social norms⁶. Individual attitude and behaviour change do not happen in isolation. Larger social, political, and economic forces drive change at both the societal and individual levels around gender relations, gender power relations, and masculinities.



Figure 2: The Socioecological Model

For this reason, gender-transformative approaches must aim to effect change at multiple levels of society in synchronised ways. In other words, they must take an ecological (systemic) approach to transforming wider gender norms, addressing the totality or pattern of relations between individuals, families, communities, public and political institutions within their cultural context⁷.

The socio-ecological model helps envision the many entry points for challenging harmful gender norms at the individual, interpersonal, community, and societal or broader structural levels – where gender norms are learned, internalised, reproduced, and reinforced.

Ideally, programmes and projects that focus mainly on the individual and relational dimensions should be implemented in conjunction with strategies to sensitise the larger community and key institutions on gender transformation and the importance of male engagement. Group education interventions, for example, at the individual and relational levels are often more effective when combined with community campaigns that promote new perceptions of men's caregiving and validate changes in men's behaviours and attitudes.

Figure 3 below demonstrates how the socioecological has been used to guide the development and implementation of Equimundo's Manhood 2.0 programme aimed at engaging young men to reflect on the impacts of harmful gender norms, specifically those surrounding issues such as teen pregnancy prevention, dating violence and sexual assault, and the bullying of lesbian, gay, bisexual, transgender, and queer (LGBTQI+) individuals.

⁵This section draws on text from: Promundo-US and University of Pittsburgh Medical Center (2018). *Manhood 2.0: A Curriculum Promoting a Gender-Equitable Future of Manhood*. Washington, DC and Pittsburgh: Promundo and University of Pittsburgh.

⁶Ricardo, C., & Verani, F. (2010). *Engaging Men and Boys in Gender Equality and Health: A global toolkit for action*. New York: UNFPA.

⁷Heise, L. L. (1998). Violence against women: an integrated, ecological framework. *Violence against Women*, 4(3), 262–290.

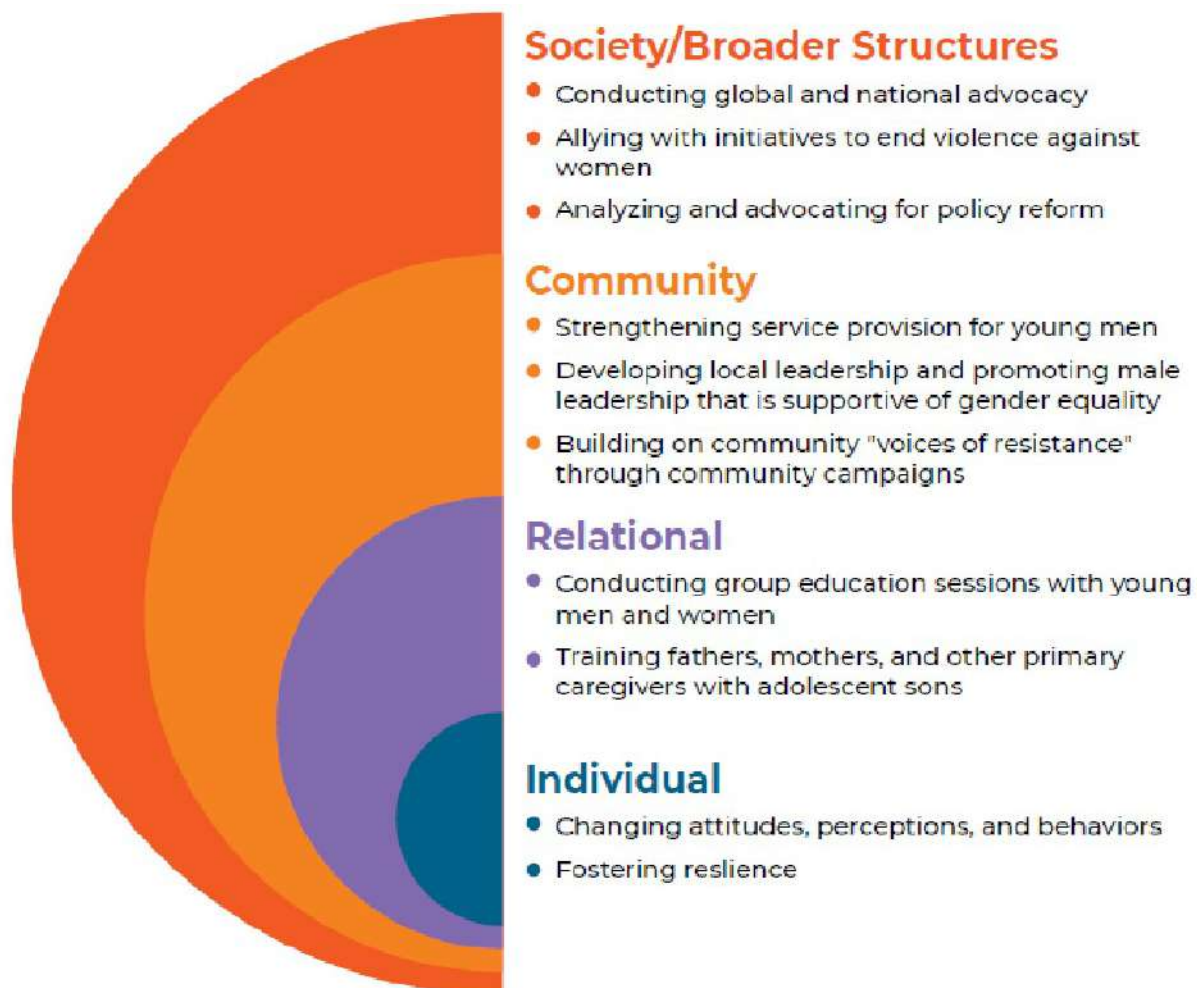


Figure 3: Socio-Ecological Model – Equimundo's Manhood 2.0 programme

2.3. STRATEGIES FOR GENDER TRANSFORMATIVE PROGRAMMING



*An artwork featured in the
"Father and Daughter"
exhibition dedicated
to the Girl Child Day*

UNFPA Armenia, 2019

The socio-ecological model provides a framework for promoting simultaneous transformative change across multiple dimensions, but it is also necessary to combine a variety of

intervention strategies that complement and mutually reinforce each other in order to achieve sustainable **shifts in social norms** related to harmful masculinities, gender identities, roles, and relations.

Whilst in each setting, there is much valuable empirical knowledge around gender inequalities and harmful masculinities, processes of **formative research** are important to obtain a deeper understanding of the nuances of a specific context that, in turn, can inform both the harmful attitudes, behaviours and norms to be targeted and the most appropriate strategies and methodologies to be developed and/or adapted for doing so.

Group education and community outreach strategies

Two common strategies for engaging men and boys for gender equality at the individual, interpersonal and community levels are: group education and community outreach processes⁸.

- **Group education strategies** bring men together in formal or semi-formal settings in order to implement training activities of different types, such as courses, workshops and seminars. To maximize their effectiveness, they should be implemented as processes (rather than one-off activities) and delivered by highly skilled and knowledgeable facilitators using gender transformative approaches and participatory, experiential learning methodologies.
- **Community outreach strategies** are processes aimed at influencing culturally ingrained attitudes, values and behaviors on a wider scale, including through traditional and social media campaigns, distribution of educational and informational materials, rallies, marches and cultural events, including theatre, and training of activists to reach other men and women or organize community activities.

In many settings, programmes/projects have **combined group education and community outreach strategies** to promote an **integrated approach** that maximizes changes in men's attitudes and behavior when traditional and social media campaigns are included. When implemented simultaneously across the different domains of the socioecological model over a period of 18 months or more, they are also more likely to influence gender norms related to masculinities.

Other strategies for EMB for gender equality

Other intervention strategies that can be adopted to engage men and boys for gender equality are:

- **Service-based programmes** that offer health services (such as screening for sexually transmitted infections, vasectomies and HIV testing), individual and couple counselling (based in a clinic, hospital or social service center), home visits and telephone counselling.
- **Engaging men on issues of sexualities and sexual and reproductive health and rights (SRHR)** to garner men's support for women's SRHR, nurture healthy practices among men in relation to their own sexuality and sexual health and empathy with people of diverse sexual orientations and gender identities (SOGI).
- **Working with 'gatekeepers' and key stakeholders** (for example, religious and traditional leaders) at the community and national levels to harness the influence they can have in relation to transforming attitudes and behaviours around harmful masculinities, particularly in gender-based violence (GBV) prevention.
- **Political advocacy** to influence decision-making, policy and programming at local, regional and national levels in areas related to equitable masculinities (for example, fatherhood/parenting, RMCH, GBV response and prevention, HIV-AIDS, etc.).
- **Engaging men and boys for women's economic empowerment**, recognising the need to deconstruct harmful attitudes and practices in men vis-à-vis changes in traditional gender roles and the distribution of (and value given to) reproductive and productive work.

Guiding principles for EMB for gender equality

Research carried out in 2012⁹ identified a series of guiding principles for engaging men and boys for gender equality that remain pertinent today:

a) Engage men as **part of the solution**.

- Many men have many strong motivations for ending men's violence against women and promoting gender equality: violence done to them or their female loved ones.
- Rigid norms related to gender and power differentials between groups of men mean that many men also feel pressure to prove their manhood by using violence against other men, such that the leading cause of death for young men worldwide is violence perpetrated by other men.
- Pervasive domestic and sexual violence casts men as potential perpetrators and infuses fear and distrust into men's daily interactions with women. It is in men's interest to change because relationships based on equality and mutual respect are far more satisfying than those based on fear and domination.

b) Frame **policy and programming** with men within an agenda that promotes human rights and social justice, including women's rights. Policy on men and gender must:

- Promote human rights, including the rights of women and girls.
- Remain accountable to and in dialogue with women's rights movements and organizations.

⁹Dean Peacock and Gary Barker. (2012). Working with men and boys to promote gender equality: A review of the field and emerging approaches.

- Enhance boys' and men's lives.
- Be inclusive of and responsive to diversities among men.
- Address the social and structural determinants of gender inequalities and health inequities.

To maximize success, interventions should endeavour to:

- Use positive and affirmative messages.
- Encourage men to reflect on the costs of hegemonic masculinity to men and women.
- Be evidence-based – use formative research, ongoing monitoring and evaluation.
- Recognize that men are not homogenous and develop interventions that reflect men's different life experiences.
- Use a socioecological approach that recognizes the range of factors shaping gender roles and relations.
- Use a range of social change strategies – community education, community mobilization, media, policy development and advocacy for implementation.

More recent research in 2020¹⁰ identified that gender-transformative interventions with men and boys that contain the following characteristics have shown promising results.

- Multicomponent activities, including education, persuasion, modelling and enablement approaches that cover all elements of the COM-B model for successful behaviour change interventions: capability, motivation and opportunity.
- Multilevel programming that reaches beyond target groups and mobilizes the wider community to adopt egalitarian gender norms and practices.
- Working with both women and men, either in mixed-sex groups or separately.
- Delivery of activities by trained facilitators and for a sufficient duration of time, ideally longer than three months.

Some Do's and Don'ts

USAID and the IGWG propose the following 'do's and don'ts' for engaging men and boys in promoting health and gender equity.

DO's & DON'Ts for engaging men & boys

What should you do, and not do, when engaging men & boys in promoting health and gender equity? This resource brings together recent best practices and lessons learned for male engagement across health areas. It is intended to inform decision-making about programs, policy, media coverage, and funding priorities.

Why should you engage men & boys? Because they have their own distinct health needs and vulnerabilities, and because engaging men can benefit everyone—including women and girls. The reality is that inequalities in social value, power, and opportunities of men and women have provided men with many advantages, while at the same time men are disproportionately affected by many health challenges (e.g., homicide, alcohol abuse). Confronting both issues requires a careful balance, and the guidance below seeks to provide practical suggestions around how to do this.



Adapted from Greene, Mehta, Pulerwitz, et al. 2006



DO recognize and meet men's distinct needs.

- Engage men and boys in ways that acknowledge and meet their unique needs—as clients, as partners, and as agents of change.
- Don't overlook men and boys as clients, including within reproductive health programs. Men often access health services later than advised (including for HIV/STIs), which can lead to adverse outcomes and high mortality rates.
- Take into account the high rates of violence, depression, and substance abuse men experience, linked to harmful norms around masculinity. Ideally, seek to prevent these experiences, through intervention and legal/policy reform.



DON'T engage men at the expense of women.

- Ensure that male engagement efforts do not compromise women's safety and ability to make decisions and access services. Track this carefully.
- Pay particular attention to any potential increases in gender-based violence; know referral pathways to provide adequate support to survivors.
- Provide sufficient staff training—including refresher training—around how best to balance engaging men and women, and monitor programs to make sure that women aren't left out.



DO seek to transform harmful gender relations and norms.

- Recognize that some common gender norms and dynamics are harmful.
- Implement programs that explicitly seek to shift gender norms—called “gender transformative” programming—which are more effective in improving health outcomes than those that do not (see link to resources on the back). Investing in transforming gender norms can also be cost-effective and improve program sustainability.
- Engage men in caregiving as a powerful entry point for transforming gender relations and norms.



DON'T discount the structural barriers men face when accessing health services.

- Ensure privacy, convenience (e.g., after-work hours), and a welcoming environment (e.g., staff prepared to receive men). Like other clients, men need options and information that meet their needs.
- Don't assume that health facilities are necessarily the best place to provide health services. Often, community-based services can best reach men.
- Advocate for policy change that breaks down structural barriers preventing men from accessing services.

¹¹J. Pulerwitz, A. Gottert, M. Betron, and D. Shattuck on behalf of the Male Engagement Task Force, USAID Interagency Gender Working Group (IGWG). 2019. “Do's and don'ts for engaging men & boys.” Washington, D.C.: IGWG.



DO gather evidence with men and boys (and not just women and girls).

- Speak directly to men and boys, in addition to women and girls, when designing a male engagement program/policy or evaluating its effects.
- Seek to understand the kinds of issues raised in these DO's and DON'Ts: for example, diversity and needs across the life course, structural barriers to accessing services, and the impact of transforming gender norms.
- Ensure that all research follows ethical standards, especially around sensitive subjects like relationship violence.
- Use the research tools and measures already available whenever possible.



DON'T start with the assumption that all men are bad actors.

- It is counter-productive to hold negative assumptions about men as a group, even though men who engage in harmful behaviors like partner violence must be held accountable.
- Find and amplify the voices of men who support gender equity and those who are positively changing.
- Engage men and boys in recognizing how restrictive masculine norms negatively affect their own health and well-being, as well as that of partners, children, and families—and how moving away from these norms can benefit everyone.



DO start early in the life course.

- Start building equitable gender norms in childhood to promote healthier decision-making later in life. Messages about men's and women's expected roles and behavior are internalized starting early in life.
- Ensure boys' and young men's access to mentors who endorse equitable gender norms and model healthy behavior.
- Implement evidence-based interventions to prevent and address children's exposure to adverse experiences like violence and trauma, which are common among both boys and girls. These experiences affect men's and their partners' health outcomes later in life.



DON'T overlook the diversity of men and boys in the population.

- Design programming and activities to reflect critical dimensions of men's diversity, such as gender identity, sexual orientation, race/ethnicity, fatherhood, class, religion/faith, and age.
- Intervene during transformative moments in the life of men and boys (e.g., puberty, school graduation, marriage, parenthood), when their needs and outlooks are changing.



DO engage men on their own and in groups of men, as well as together with women.

- Consider implementing male-only groups as spaces for men to consider harmful gender norms and the benefits of change, as well as to freely discuss sensitive topics, express worries, practice healthy communication, and seek advice.
- Avoid ONLY engaging men in male-only spaces, which can reinforce inequitable gender norms. Ensure opportunities for men and boys to engage in dialogue that includes women and girls.
- Seek to build skills around positive communication and shared decision-making among genders within couples and families, in all program activities.



DON'T overlook scale and sustainability for achieving impact.

- Consider how to reach entire populations or communities and how to sustain those efforts over time.
- Seek to build effective male engagement strategies into policies, institutions, and systems—for example in healthcare, education, the workplace, and government.
- Use one of the existing, evidence-based male engagement strategies and activities whenever possible.

For more resources, visit www.igwg.org/priority-areas/male-engagement

Suggested citation: J. Pulerwitz, A. Gottert, M. Betron, and D. Shattuck on behalf of the Male Engagement Task Force, USAID Inter-agency Gender Working Group (IGWG). 2019. "Do's and don'ts for engaging men & boys." Washington, D.C.: IGWG.

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3. KEY RESOURCES FOR ENGAGING MEN AND BOYS FOR GENDER EQUALITY



An artwork featured in the
"Father and Daughter" exhibition
dedicated to the Girl Child Day

UNFPA Armenia, 2019

In this section, you will find numerous resources for engaging men and boys for gender equality. They are organized in 3 thematic groupings:

- ▶ Gender and Masculinities
- ▶ Responsible/Involved Fatherhood and Caregiving
- ▶ Engaging Men in Reproductive, Maternal, New-Born and Child Health (RMNCH)

Where possible, resources from the EECA region have been included first.

3.1 GENDER AND MASCULINITIES

Overview

Engaging men and boys for gender equality involves challenging traditional models of masculinity that promote harmful attitudes, behaviours, and norms towards both women and men. This process requires a gender transformative approach, which examines how gender socialization processes have developed historically and how they currently contribute to unequal power relations between men and women, limiting access to resources and opportunities. Transforming these harmful models of masculinity would help to create equitable gender identities, roles, and relationships that are free from abuse of power and violence across all aspects of society.

Some key concepts often used when addressing gender and masculinities are included below¹².

Hegemonic masculinity refers to a culturally dominant form or idealization of manhood that is shaped in opposition to women, femininity or marginalized forms of manhood. Hegemonic masculinity determines the attitudes, behaviors and norms to which men and boys are expected to aspire throughout life's different stages.

Harmful masculinities are those that uphold men's privilege and power over women and children and damage the latter's rights, opportunities, dignity, wellbeing and health. They simultaneously produce behaviors in men and boys that are destructive to their own wellbeing and health and to those of other marginalized men and boys.

Gender-equitable masculinities describe ways of being men that are supportive of women's empowerment and gender equality, that undermine patriarchal structures and unequal gender power dynamics and that do not cause harm to women or men.

Transforming harmful masculinities entails working with men and boys (and often concurrently with women and girls) to address the power structures and gender norms that cause gender inequality. This entails challenging harmful gender/masculine stereotypes at the personal, interpersonal, family, community and institutional/societal levels and building gender-equitable attitudes, behaviors and norms about manhood that are supportive of women's and girls' empowerment and that simultaneously contribute to safe and healthy lives for men.

¹²Taken and adapted from: *GUIDANCE NOTE: Transforming Harmful Masculinities*. (2022), NABADGELINTA SOOMAALIYA/UNOPS

Understanding Power

Power only exists in relationship to other people: We only have or do not have power in relation to somebody else or another group. It only exists in a relationship.

Power is not fixed: It is not something we always have all the time. We are constantly moving in and out of situations and relationships where we have more or less power.

Positive and negative feelings: We often feel positive and in control when we are feeling powerful and have negative feelings when we are feeling less powerful. This affects our ability to influence and take action in a situation.

There are different types of power that can be used in different ways. These are:

POWER OVER: to have control over somebody or a situation in a negative way, usually associated with repression, force, corruption, discrimination and abuse. This kind of power is taking it from somebody else and then using it to dominate and prevent others from taking it – a win-lose situation.

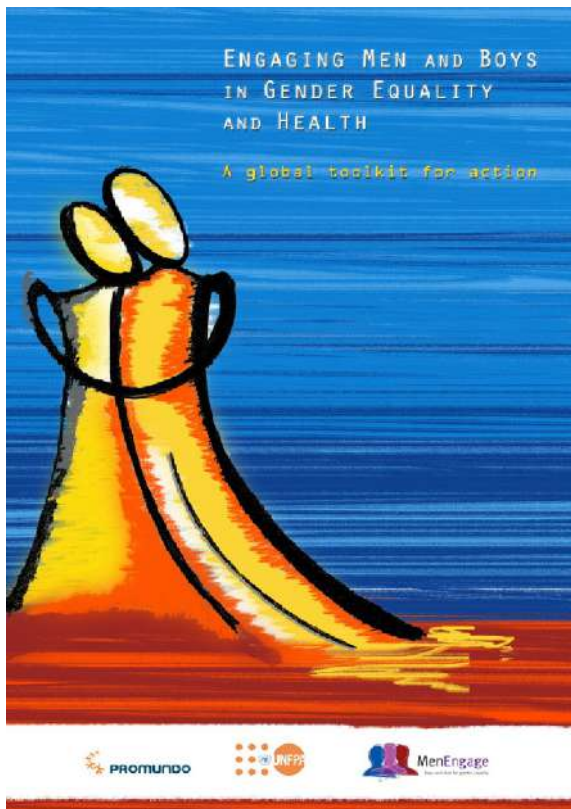
POWER WITH: to have power on the basis of collective strength and/or numbers – to have power with people or groups, to find a common ground among different interests and to build a common goal to benefit all those in the relationship. This power multiplies individual talents and knowledge and is based on support, solidarity and collaboration.

POWER TO: this kind of power refers to the ability to be able to shape and influence one's life. It refers to having the ideas, knowledge, skills, money and ability to convince yourself and others to do something. With lots of people with this kind of power, we create 'power with'.

POWER WITHIN: this kind of power is related to a person's feeling of self-worth and self-knowledge. It is related to the ability a person has to imagine a better life for her/himself and to have hope and the sense that he/she can change the world – the feeling that they have rights as a human being. It involves having a sense of self-confidence and a feeling that they have value because they exist.

Key resources on Gender and Masculinities

Engaging Men and Boys in Gender Equality and Health – A Global Toolkit for Action



This toolkit addresses strategies and lessons learned for engaging men and boys in diverse themes, such as sexual and reproductive health; maternal, new-born, and child health; fatherhood; HIV and AIDS; gender-based violence; advocacy and policy, as well as addressing issues around monitoring and evaluation of this work.

It includes tools and activities from organizations and programmes from around the world that can be adapted and utilized by other organizations.

The toolkit is designed for programme planners, health providers, peer educators, advocates and others who work on issues related to gender equality, SRHR, MNVCH, HIV and aids prevention, care and support and GBV prevention.

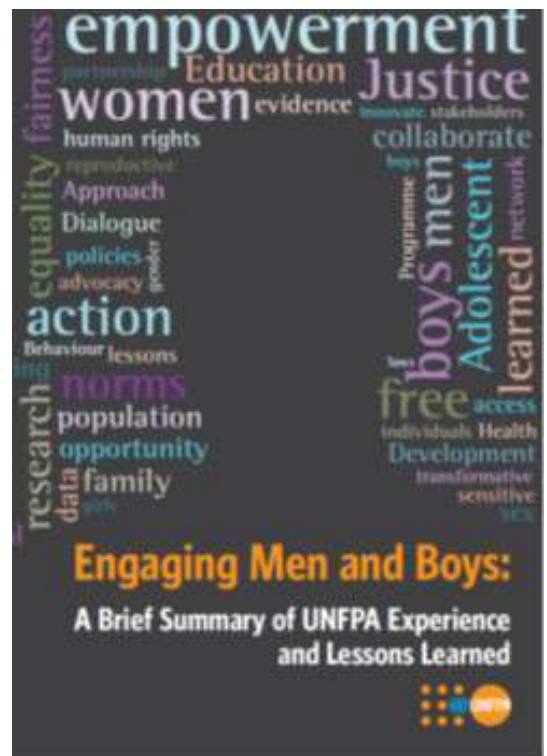
Engaging Men and Boys: A Brief Summary of UNFPA Experience and Lessons Learned

(Integrating work with men and boys into core areas of the UNFPA mandate at country, regional and global levels.)

This 2013 report aims to support the work of UNFPA and partners by presenting background and rationale for engaging men and boys. It illustrates a range of initiatives that have engaged men and boys in the promotion of gender equality as well as sexual and reproductive health and reproductive rights.

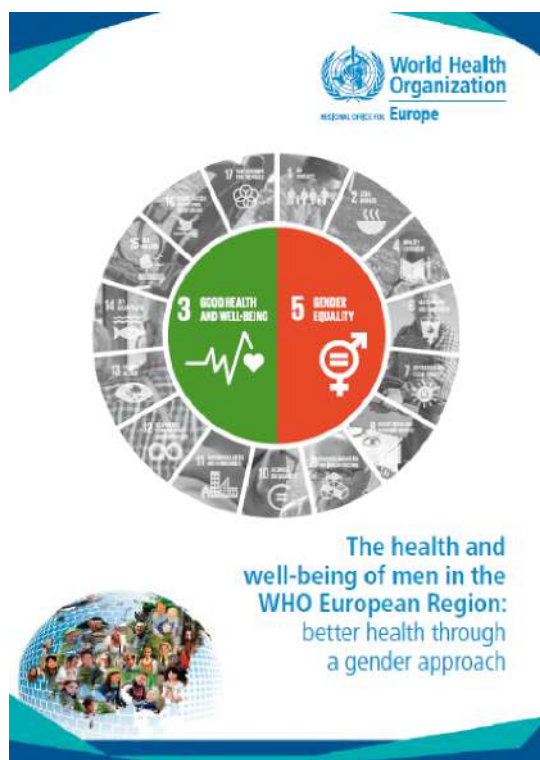
Based on those experiences that have emerged over the years, it presents a set of lessons learned in the areas of evidence and data on engaging men and boys; research, knowledge, and tools for working with men and boys; advocacy, network and partnership building; support at policy and institutional levels; as well as engaging men and boys at the community and individual levels.

More information on UNFPA's work to engage men and boys and resources from around the globe can be accessed here: [Engaging men & boys | United Nations Population Fund](#).



The Health and Well-Being of Men in the WHO European Region:

Better Health Through a Gender Approach



Although declining, high levels of premature mortality among men in some countries of the WHO European Region and gaps between men within countries require specific attention.

A growing evidence base on the effectiveness of gender-responsive approaches to men's health and on the positive health impact gender equality policy has on men need to be considered in relation to improving the health of men and women.

This 2018 report presents a snapshot of the evidence of the health issues men face and the underlying social determinants of health. It takes a special focus on the impact of gender norms and stereotypes on health while also looking at gender-responsive health system approaches for men's health, and the health impacts of gender equality policy and engagement of men in achieving gender equality goals.

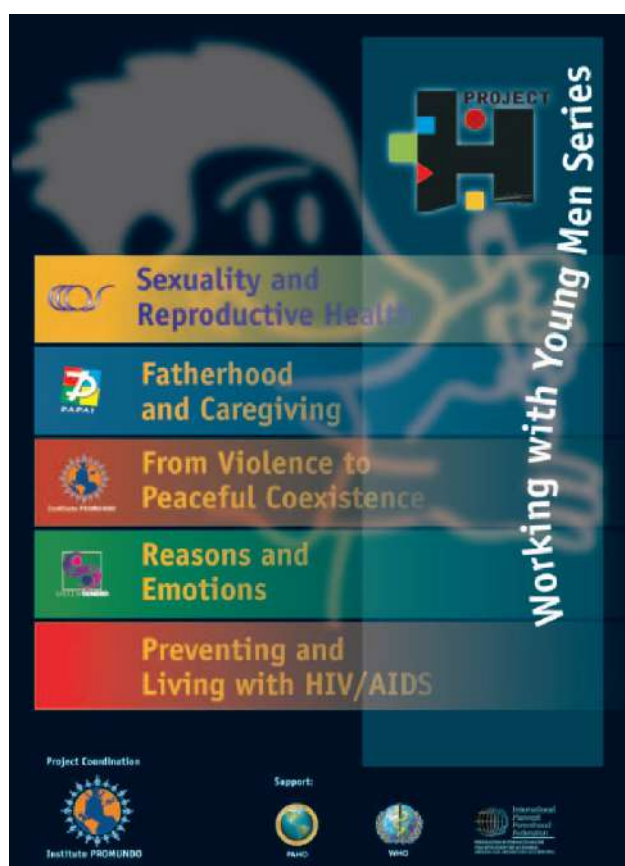
The report contains much information about the status of men's health in Armenia.

Program H Training Manual

Designed for young men, [Program H Equimundo-US](#) encourages critical reflection about rigid norms related to manhood and encourages the transformation of stereotypical roles associated with gender.

Program H is named after *homens* and *hombres*, the words for men in Portuguese and Spanish. Launched in 2002 by Promundo and partners and now used in at least 32 countries, it primarily targets young men, ages 15 to 24, but can be adapted to use with older men too.

The [Program H methodology](#) promotes group education sessions combined with youth-led campaigns and activism to transform stereotypical roles associated with gender (such as power, violence, prevalence of contraceptive use or distribution of household responsibilities). Section three deals specifically with masculinities, power and violence.



To complement the Program H manual, a conversation-starting, no-words video, [Once Upon a Boy](#), is also available. Organizers can choose from some 70 validated Program H activities to customize the programme for the needs of their communities. They can also utilize the [Program HMD Toolkit](#), an abbreviated manual that includes recommendations for the implementation of different modules.

Program H has been named a best practice in promoting gender equality and preventing gender-based violence by the World Bank and the World Health Organization and has been cited by UNICEF, United Nations and others for its effectiveness. A 2021 study of 20+ years of implementation of Program H can be accessed [here](#).

Related resources:

- [Program M](#): Designed for young women, Program M focuses on equitable gender roles, empowerment in interpersonal relationships, and sexual and reproductive health and rights.
- [Program D](#): Designed for use with Program H and Program M, Program D combats homophobia and promotes diversity.
- [Manhood 2.0](#): Adapted from Program H, Manhood 2.0 is a gender-transformative initiative to engage adolescent boys and young men in reflecting on harmful gender norms in the United States.
- [Portal for Gender Equality in Schools \(PEGE\)](#): PEGE offers online training for teachers around changing gender norms in the classroom.

The Young Men Initiative (YMI), Western Balkans

Since 2007, the [Young Men Initiative](#), a gender transformative education programme has been working to encourage gender-equitable attitudes and behaviors among young men and decrease both violence against (young) women and peer violence in Bosnia and Herzegovina, Croatia, and Serbia. It expanded into Kosovo in 2010 and into Albania in 2013.

Led by CARE Balkans, with technical support from Equimundo and the International Centre for Research on Women (ICRW) and financial support from the Norwegian Ministry of Foreign Affairs, Austrian Development Cooperation, Swiss Agency for Development and Cooperation, Oak Foundation, and CARE Deutschland, this programme has been confronting social norms

around masculinity and violence through school-based educational workshops, community engagement and social norms campaigns targeting adolescent boys (in its initial phases) and both adolescent boys and girls (in later phases), aged 14-19

The heart of YMI is [Program Y](#) that is focused on transforming the school environment to one that supports and nurtures gender equality and promotes a culture of non-violence. The programme has been piloted, evaluated and accredited in most of the Western Balkan countries.



The Program Y curriculum has been implemented by peer educators, youth workers and educators as part of a multiplier effect. This focus was based on the understanding that adolescence represents a pivotal moment in the socialization process when attitudes towards violence and gender roles are formulated and solidified, as well as the recognition that schools are important institutions in constructing and reinforcing gender norms.

The impact of the YMI has been documented through the [YMI End Line Evaluation Report June 2020](#). Similarly, a [Case-Study](#) of the YMI was published in 2012, documenting the experience and highlighting promising practice and the following [Key Results](#)

- In comparing results from all of the pilot control and intervention sites, young men, in general, showed more gender equitable attitudes after participating in YMI activities, with significant change noted in four out of the total nine sites.
- In looking specifically at results by exposure to the “Be a Man Club” (Budi Muško) campaign, there is a consistent pattern across all intervention sites. Young men who were exposed to the campaign demonstrated significantly more equitable attitudes than those who were not exposed.
- Reported violence against male peers generally decreased across all sites, with significant positive change in Sarajevo.

Other YMI resources that include fact sheets, a scaling-up study, other manuals, campaign materials, “Be a Man Club” materials, a toolkit for teachers, Covid19 resources, research, etc, can be accessed here: [YMI Resources](#)

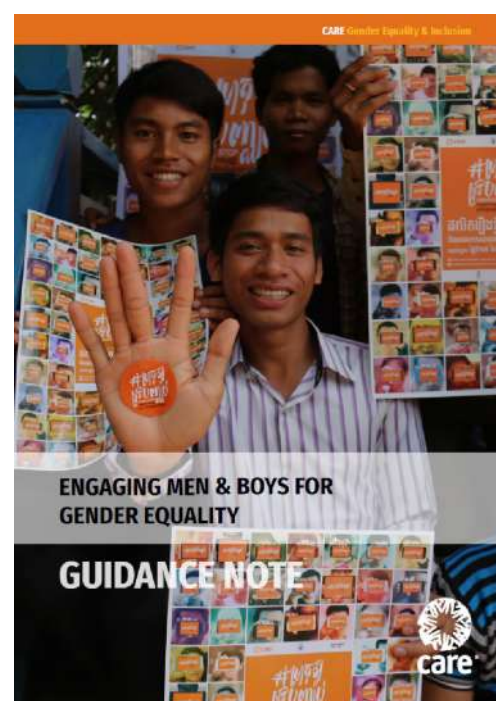


Scan the code [here](#) to watch a short 2013 video on the YMI experience

CARE International

The role of men and boys is integral to CARE's work and in achieving its vision.

Since the late 1990s, CARE has worked with men and boys as allies for gender equality. The role of men and boys in the pursuit of gender equality has gained increasing attention since the Beijing Platform for Action emphasized the need for male engagement to challenge the structures, beliefs, practices, and institutions that sustain men's privileges. However, while there is much interest and commitment towards working with men and boys for gender equality, there is also a need for further guidance on what programming with men and boys can look like and what the expected standards are to ensure the goal is gender equality.



Within the framework of its strategic vision, in 2021 CARE produced a [Guidance Note for Engaging Men and Boys for Gender Equality](#) that summarizes CARE's approach to engaging men and boys for gender equality in its programmes, outlining key principles and providing guidance on integrating this into their work.

It offers explanations, links and guidance to support the design and implementation of programmes that engage men and boys for gender equality. This resource is designed to practically support programme staff to navigate existing manuals, curricula and research to inform their work while also discussing some tensions and potential challenges.

Key training manuals developed by CARE for engaging men and boys for gender equality are:

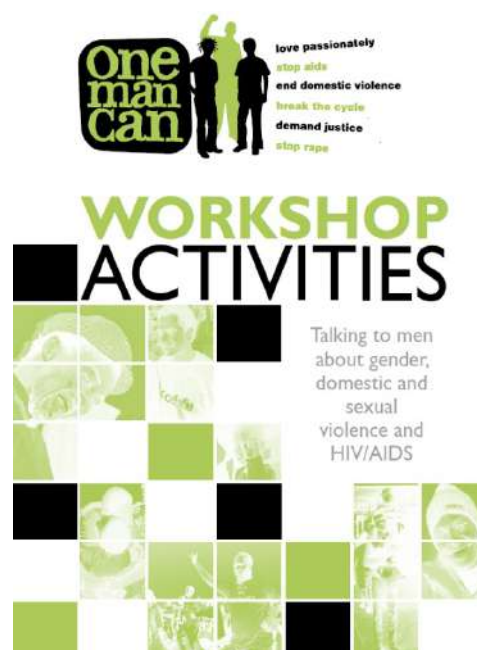
- [Engaging Men and Boys Gender Equality and Diversity 501 Manual](#)
- [Indashyikirwa-Couples Manual for Preventing GBV \(Rwanda\)](#)
- [EMB Training Manual Journeys of Transformation](#) – with Equipundo (Men's role women's economic empowerment)

Further, multiple CARE resources on engaging men and boys for gender equality can be accessed by clicking on the following links: [Approach to EMB](#); [Tools](#); [Learning and Resources](#).

One Man Can Campaign, Sonke Gender Justice, South Africa,

Launched in November 2006, Sonke Gender Justice's [One Man Can](#) (OMC) Campaign supports men and boys to challenge and change harmful ways of being men and take action to end domestic and sexual violence and promote healthy, equitable relationships that men and women can enjoy – passionately, respectfully and fully.

The campaign promotes the idea that everyone has a role in creating a better, more equitable and more just world. At the same time, the campaign encourages men to work together with other men and women to take action – to build a movement, demand justice, claim rights and change the world.



■ [One Man Can Mini Manual](#)

This mini manual is intended to be a resource for those working with men and boys on issues of citizenship, human rights, gender, health, sexuality and violence. The content of the activities is informed by a commitment to social justice, gender equality and engaged citizen activism. Each activity is interactive and gives people an opportunity to reflect on their own values and experiences.

The activities are simple to use, don't require lots of prior facilitation experience and are intended to encourage men to reflect on their own attitudes and values about gender, women, domestic and sexual violence, HIV/AIDS, democracy and human rights so that they can take action to prevent domestic and sexual violence, reduce the spread and impact of HIV and AIDS and promote gender equality.

- [One Man Can Toolkit](#) that contains additional training manuals, community mobilization resources, posters, case studies and other resources.

See below for information and resources on adaptations of the OMC approach in urban and rural parts of South Africa and in other countries across Africa that have entailed processes of group education combined with processes of community education and mobilization through Community Action Teams and rigorous evaluation processes.

- [Tsimba – Treatment as Prevention – Sonke Gender Justice](#)
- [Change Project - preventing GBV in Diepsloot, Johannesburg - Sonke Gender Justice](#)

A Case Study [South Africa Story of Change](#) carried out by EMERGE¹³ of the One Man Can model, that was undertaken and evaluated in a rural area of Mpumalanga, South Africa highlighted the following lessons:

- Young men are open to changing their attitudes and behaviors towards gender equality and reducing their own vulnerability to HIV and the HIV risks of women in their lives.
Creating spaces for men to engage in dialogue has significant impacts on challenging and deconstructing social norms. Single-sex spaces create an initial platform for men to begin discussions about gender equality and masculine socialization, preparing them to discuss ways to transform harmful gender practices with women in mixed-sex spaces.
- Identifying men and women within communities to serve as change agents is a strategy to create new role models advocating for gender equality and alternative masculine behaviors. These change agents not only disseminate new knowledge and values within their communities but are also held accountable by these communities to consistently put into practice the gender-equitable values and beliefs they promote.
- Community mobilization is a powerful tool to promote more equitable gender norms and support action around reducing HIV vulnerability for both women and men.
- Community interventions tailored to engage men and boys to reduce women and girls' HIV vulnerability should invest in building strong working relationships with local institutions such as schools, workplaces and healthcare facilities.
- Engaging community leaders (religious, traditional and informal leaders) is important to sustain changes in harmful gender norms.

Further reading on OMC impact

- Edström, J.; Hassink, A.; Shahrokh, T. and Stern, E. (eds) (2015) *Engendering Men: A Collaborative Review of Evidence on Men and Boys in Social Change and Gender Equality*, EMERGE Evidence Review, Promundo-US, Sonke Gender Justice and the Institute of Development Studies, Brighton: IDS
- Mokganyetji, T., Stern, E. and Anderson, A. (2015) 'The One Man Can model - Community mobilization as an approach to promote gender equality and reduce HIV vulnerability in South Africa' *EMERGE Case Study 6*, Promundo-US, Sonke Gender Justice and the Institute of Development Studies (IDS), Brighton: IDS
- Shisana, O. et al (2014) *South African national HIV prevalence, incidence and behavior survey 2012*, Cape Town: HSRC Press

¹³The Engendering Men: Evidence on Routes to Gender Equality (EMERGE) project developed collaboratively by the Institute of Development Studies (IDS), Promundo-US and Sonke Gender Justice South Africa.

Mobilizing Against Sexual Harassment in Public Spaces in Egypt: HarassMap and Imprint

In the aftermath of the Egyptian revolution in 2011, two youth organizations **HarassMap** and **Imprint** led highly innovative initiatives to counter increased levels of sexual harassment in Egypt's public spaces.

This case study examines what happened to these initiatives four years after their emergence and whether men have continued to be engaged in the struggle against gender-based violence against the backdrop of a changed political environment. An appreciative inquiry approach was taken to examine the present initiatives that continue to be active in the struggle against sexual harassment in Egypt. T

The specific questions broached in this study include (1) Under what conditions have men's involvement in initiatives on gender-based violence been sustained? (2) How have men transformed the nature of the struggle against gender-based violence and been transformed by it? (3) What societal change have we witnessed on the ground as a consequence of men's engagement in gender-based violence initiatives?



Read the full EMERGE case study here:
[Mobilizing Against Sexual Harassment in Public Space in Egypt.](#)



3.2 MEN, INVOLVED FATHERHOOD AND CAREGIVING

Overview



An artwork featured in the "Father and Daughter" exhibition dedicated to the Girl Child Day

UNFPA Armenia, 2019

In many contexts, promoting involved, responsible fatherhood and equitable parenting is a key strategy for engaging men and boys for gender equality. It is a topic that resonates with many men, especially those who are already fathers or planning to be soon.

Working with fathers and couples directly allows them to challenge and change traditional gender roles and provide men with parenting skills that enable greater involvement in the health and wellbeing of their children as well as greater responsibility for their partners' and their own health and wellbeing.

Research shows that children whose fathers are positively engaged in their lives are more likely to have better mental and physical health, perform better academically, have higher cognitive and social skills, display higher self-esteem and tolerance to stress, and experience fewer behavioral problems.

Similarly, fathers who take time for active parenting live longer, are less likely to abuse drugs, are more productive at work, have generally fewer mental and physical difficulties, and report being happier than fathers without close connections with their children¹⁴.

Crucially, too, involved fatherhood contributes to reductions in GBV and intimate partner violence (IPV).

¹⁴Karine Lepillez, et al. (2021). *Compendium On Fatherhood Programmes*, EU 4 Gender Equality: Together against Gender Stereotypes and Gender-based Violence programme. P. 5.

Key Resources on Fatherhood and Caregiving

Together against gender stereotypes and gender-based violence - Papa Schools' Manual



This manual has been designed in the framework of the [EU 4 Gender Equality: Together Against Gender Stereotypes and Gender-Based Violence](#) programme, funded by the European Union, implemented jointly by UN Women and UNFPA in Armenia, Azerbaijan, Belarus, Georgia, Moldova, and Ukraine.

The programme works towards a) Shifting societal perceptions around gender stereotypes and patriarchal norms which limit women's rights; b) Increasing men's involvement in the caretaking of their children and participation in fathers' programmes; c) Increasing the knowledge and tools of social workers (mediators) and CSOs on how to conduct evidence-based violence prevention programmes targeting perpetrators of domestic violence.

In partnership with the programme, Equipundo contextualized and adapted the principles and methodologies of its Program P (where P stands for “pai”, that is “father” in Portuguese) to incorporate top European approaches. This adaptation draws from Equipundo's extensive expertise in designing, developing and evaluating initiatives to transform masculinities around the world.

The Manual was created to guide facilitators in implementing Papa Schools, aiming to engage men in active fatherhood and caregiving, gender equity, and violence prevention. The Papa Schools' manual includes a series of sessions to enable men to reflect and build collective support for making positive, healthy changes in their lives.

Fatherhood Compendium

Also produced by the EU 4 Gender Equality: *Together Against Gender Stereotypes and Gender-Based Violence* programme, this Fatherhood Compendium brings together best practice (theory, programmes and projects) from Eastern Europe and Central Asia (EECA) region and beyond. This includes key components of best practice for project/programme design, approaches and content, along with case studies and rigorously evaluated good practice briefs that demonstrate evidence of achieving positive outcomes..

Additional programme briefs are also included to showcase Papa School programmes in Western and Eastern Europe and Central Asia and to serve as a reference and snapshot of the diversity of fatherhood



training efforts that exist and how these have been monitored and evaluated.

The **Fatherhood Compendium** is intended to serve as a reference for UNFPA country offices and implementing partners in Eastern Europe and Central Asia (EECA) as they develop and expand fatherhood programming that challenges restrictive gender norms and encourages men to take on greater caregiving and household management roles.

Engaging Men in Unpaid Care Work: An Advocacy Brief for Eastern Europe and Central Asia, UNFPA and Equimundo (formerly Promundo-US)

This advocacy brief contains key recommendations for policymakers and practitioners on transforming the state of fathers in Eastern Europe and Central Asia.

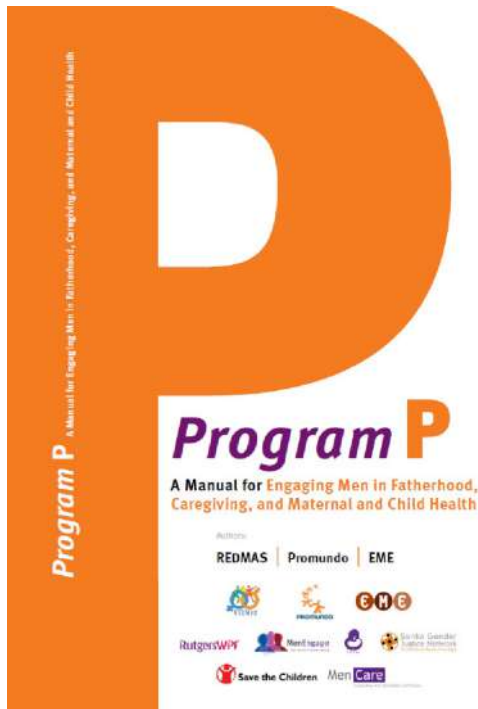
These recommendations serve as advocacy “action points” for countries that belong to the Eastern European and Central Asia (EECA) MenEngage Platform. The **EECA MenEngage Platform** is a network initiated by the EECA Regional Office of UNFPA, the United Nations reproductive health and rights agency, in collaboration with Equimundo (Promundo-US), MenEngage Alliance and UNFPA Country Offices in the EECA region. This regional platform seeks to provide a collective voice on the need to challenge harmful gender norms, including through the engagement of men and boys alongside women and girls, to build and improve the field of practice around gender-transformative programming and advocating before policymakers at local, national and regional levels.

This advocacy brief uses data from the United Nations, particularly UNFPA and UNICEF; the International Men and Gender Equality Studies (IMAGES) conducted in Armenia, Azerbaijan, Bosnia and Herzegovina, Georgia, Kyrgyzstan and Moldova; the Organization for Economic Cooperation and Development (OECD); the International Labour Organization; country-driven time-use research studies such as those from Ukraine; and other existing reports and publications on fatherhood and caregiving from global and regional partners in the EECA region.

It also draws on analysis and recommendations from the MenCare Campaign's State of the World's Fathers 2015 report (<https://sowf.men-care.org>). Additionally, the evidence presented here builds upon the good practices and lessons learned resulting from the partnership between UNFPA's EECA Regional Office and Promundo on engaging men and boys. As part of this partnership, Equimundo (Promundo-US) and UNFPA have conducted regional mappings of male-engagement initiatives, carried out trainings on gender-transformative approaches and collaborated on research, policy advocacy and programming.



Program P Manual - The Nicaraguan Masculinities Network (REDMAS), Promundo and EME Chile



The original Program P manual ("P" for "Padre" and "Pai" in Spanish and Portuguese, respectively, meaning "Father") was published initially in 2013 as a response to the need for concrete strategies and action steps to engage men in active fatherhood globally from pregnancy until early childhood.

It was developed by Equimundo (formerly Promundo-US) and partners as part of the global [MenCare campaign](#) (co-coordinated by Equimundo and Sonke Gender Justice), building on best practice experiences of addressing the issue of involved fatherhood, maternal and child health, caregiving, and preventing violence against women and children in multiple settings, including Brazil, Nicaragua, Chile, and South Africa.

Although the main focus of Program P is to engage men via the public health sector, the manual also provides tools and resources for individuals and organizations that want to work more generally with men as caregivers and fathers to prevent violence against children and women and to promote gender equality.

It was designed and developed by its authors for use by health workers, social activists, non-profit organizations (NGOs), educators and other individuals and institutions that aim to promote men's involvement as caregivers as one of multiple strategies to promote maternal and child health, family well-being and gender equality. Program P has been a key 'go-to' resource adapted for developing multiple training manuals and programmes for masculinities and fatherhood, particularly in the global south.

Program P Caring for Equality - World Vision Armenia, Equimundo, and MenCare, Armenia

In 2015, World Vision, in collaboration with Equimundo (formerly Promundo-US) and MenCare, adapted Program P to the Armenian context, with a specific focus on prenatal sex selection (choosing to continue or terminate a pregnancy based on the baby's sex), a blatant form of gender-based violence.

The [Program P Caring for Equality](#) manual is designed to work with youth and couples in Armenia to critically examine, question, and transform the underlying social norms that contribute to the harmful practice in order to prevent prenatal sex selection and contribute to greater gender equality within Armenian families and communities.

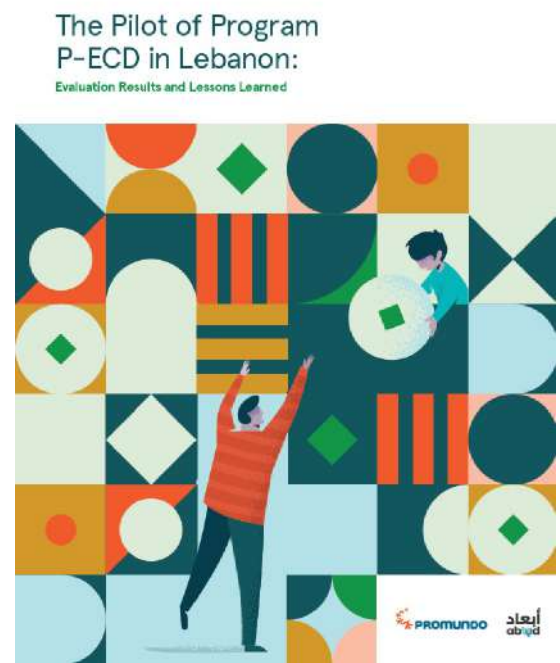


Equimundo and ABAAD - Pilot of Program P-ECD in Lebanon

In 2017, Equimundo (formerly Promundo-US) and ABAAD (a Lebanese feminist NGO) adapted [Program P](#) in Lebanon to include a focus on early childhood development (ECD). The programme co-funded by UN Women and the Dutch Ministry of Foreign Affairs through [Prevention+](#) was piloted from June to November 2018 with Lebanese and Syrian couples with young children. The primary aim was to prevent men's violence against women and achieve family well-being and gender equality for Lebanese and Syrian families.

A recent [evaluation of the pilot](#) found that Lebanese and Syrian men are eager to work together with their partners to learn positive parenting techniques, talk about manhood, emotions, relationships, and violence, and become more engaged and supportive fathers and husbands.

The evaluation also found a significant decline in the use of harsh physical discipline with children, increases in men's active participation in both housework and caregiving tasks, and increased communication within the couple about their own and their partner's concerns and feelings.



[MenCare](#) - A Global Fatherhood Campaign

The MenCare Global Fatherhood Campaign is active in more than 50 countries on five continents and is co-coordinated by [Equimundo](#) and [Sonke Gender Justice](#). Its mission is to promote men's involvement as equitable, nonviolent fathers and caregivers to achieve family well-being, gender equality, and better health for mothers, fathers, and children. It aims for men to be allies in supporting women's social and economic equality, in part by taking on more responsibility for childcare and domestic work and believes that true equality will only be reached when men are taking on 50 percent of the world's childcare and domestic work.

MenCare strives to support the diversity of fatherhood and caregiving around the world, including same-sex parents and men who take on other caregiving roles, such as coaches, brothers, or friends.

[MenCare resources and tools](#)

MenCare works at multiple levels to engage individuals, communities, institutions, and policymakers. The Campaign works with partner organizations around the world, offering a suite of [media](#) resources, educational [programming](#), and [advocacy](#) initiatives that can be customized to different countries, languages, and cultural contexts.

The following short videos describe the global [MenCare Campaign](#) (2 mins) and [Turkey's MenCare Campaign](#) (2 mins). This 6-minute video from Brazil, [Marcio's Story](#), is an emotional telling of how fatherhood plays an integral role in men's lives. Marcio, a man living in Brazil, narrates in first person the importance of supporting men's involvement in the lives of their families, even if it goes against traditional expectations of how men are supposed to act.

MenCare Campaign



Turkey's MenCare Campaign



Marcio's Story



The State of the World's Fathers Global Report

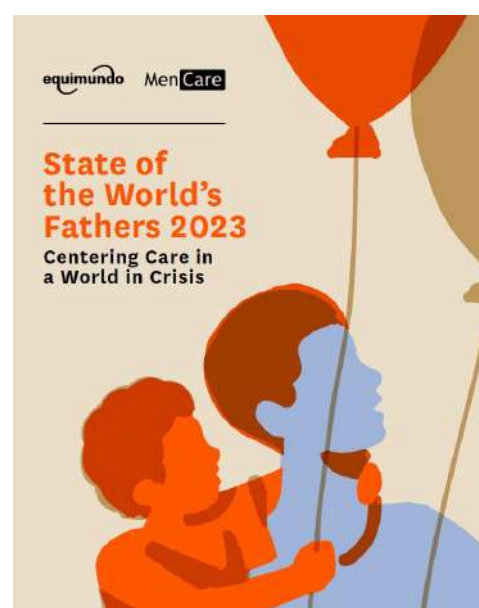
In recent years, MenCare and Equimundo have coordinated the **State of the World's Fathers Global Report** that aims to impact power structures, policies, and social norms around care work and to advance gender equality. The [State of the World's Fathers 2023 Report](#) – the fifth in the series – reveals that thousands of women and men across the world are calling for care to be central to their lives, which can only be addressed by a fundamental overhaul of power structures, policies, and social norms around both paid and unpaid care work.

New research conducted for the report across 17 countries shows that women and men across the world have multiple caregiving responsibilities, to children, the elderly, homes, neighbours, friends, and extended families. Men say they are doing, and want to do, more but barriers to equal sharing –

structural, norm-based, individual and financial – remain. Despite many taking on more caring responsibilities during the pandemic and more countries and companies putting in national care plans, including paid parental leave, the data reveals too few workplaces support men's care, too few policies and politicians even consider men's caregiving, and too few boys grow up seeing it exhibited by their own fathers.

The SOWF 2023 report also reveals a number of promising examples of successful care policies and programs around the world and proposes a series of recommendations for urgent structural action, following the acronym CARING.

- Centre care systems in policies and public institutions, focusing on the most marginalized
- Advocate for a culture of care in all workplaces
- Revolutionize the way boys are taught about care
- Invest in care, measure it, and disaggregate by gender, social class, and age
- Normalize equal parental leave for mothers, fathers, and all caregivers, and for care of all kinds
- Generate and disseminate mainstream media that portrays men and boys as caring and competent caregivers



3.3 ENGAGING MEN IN REPRODUCTIVE, MATERNAL, NEW-BORN AND CHILD HEALTH (RMNCH)

Overview¹⁵



An artwork featured in the "Father and Daughter" exhibition dedicated to the Girl Child Day

UNFPA Armenia, 2019

As well as engaging men and boys in involved/responsible fatherhood and caregiving, there is growing recognition that men's involvement and support during pregnancy and beyond can contribute to *Reproductive, Maternal,*

New-born and Child Health (RMNCH) and gender equality. Programs involving men in RMNCH have shown improvements in:

- Health outcomes for women, newborns, and children through increased uptake of RMNCH services
- Increased couple communication, particularly around family planning and contraceptive use, and improved relationships
- Reduced maternal workload
- Increased maternal nutrition and rest during pregnancy
- Increased value of girl children.

Historically, however, male involvement in *RMNCH* policy has not been given the attention that it deserves. As such, it is important that health policy should seek to involve, educate and invite men to make well-informed sexual and reproductive health decisions that can protect their lives as well as the lives of their partners and families. Men who are well-informed about their sexual and reproductive health are more likely to make better health choices for themselves, their partners, and their families than men who lack this knowledge.

Increased engagement of men in RMNCH is consistent with several global instruments that promote human rights and gender equity. These include the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), which emphasizes the responsibility of both men and women in raising children. The 1994 Programme of Action at the International Conference on Population and Development (ICPD) also stated that a full partnership between men and women is required in both productive and reproductive life.

Read more about engaging men and boys in RMNCH in this [2013 Knowledge Summary](#) produced by the Partnership for MNCH.

¹⁵Text in this section taken and adapted from: Kate Doyle and Jane Kato-Wallace, (2021), *GUIDE FOR MENCARE PARTNERS Male Engagement in Maternal, Newborn, and Child Health/Sexual Reproductive Health and Rights*. Promundo/Plan International Canada/MenCare; and PMNCH. (2013). *Knowledge Summary 26 - Engaging men and boys in RMNCH*. Promundo/UNFPA/WHO

Key RMNCH Resources for Working with Healthcare Providers

Together against gender stereotypes and gender-based violence Resource Package on Engaging Men During Pregnancy and Childbirth



This resource package produced by the [EU 4 Gender Equality: Together Against Gender Stereotypes and Gender-Based Violence](#) programme is intended to help healthcare providers in Eastern Europe and Central Asia (EECA) better engage men during pregnancy and childbirth to improve the health and well-being of their partners and children, as well as for their own health, wellbeing, ability to bond, and feelings of connectedness.

The resources are divided into thematic areas intended to help health providers better engage with fathers in the consultation space as well as create an atmosphere in the clinic setting that welcomes men to prenatal health visits and provides a space, such as in the waiting room, for men to critically reflect on and discuss norms that discourage them from being involved in fatherhood.

The package provides tools for health practitioners to evaluate their facility's policies and procedures, and success in raising overall awareness around the importance of engaging men in maternal and child health.

Recommendations and tools are also provided to show how health centres can develop simple, integrated approaches for engaging fathers. These will require adaptation and testing to ensure contextual clarity and reliability.

The following topics are covered in the resource package:

- **Prenatal care visits** - engaging men in prenatal care visits
- **Labor and delivery** - engaging men during antepartum, labour and delivery
- **Communication strategies** – for engaging expecting fathers
- **GBV and other gender-based risks** - addressing intimate partner violence during pregnancy
- **Surrogacy** - tips for fathers engaging a gestational surrogate
- **Health facility assessments** on father engagement in prenatal care
- **Policies and procedures** - male engagement policy

Together against gender stereotypes and gender-based violence Training Package on Engaging Men in Prenatal Care

This training package, produced by the [EU 4 Gender Equality: Together Against Gender Stereotypes and Gender-Based Violence](#) programme, is an adaptation of *Program P* for implementation in the EECa region.



It has been designed to align with the Resource Package on Engaging Men During Pregnancy and Childbirth (see above), which should be provided to all participants at the beginning of the training.

It has been designed to be used by facilitators as a tool for educating healthcare workers on involving men in prenatal care and the childbirth process.

The training package includes a three-day curriculum to introduce healthcare workers to key gender and health concepts, review evidence and practice on engaging men in prenatal care, complete a participatory exercise to evaluate their healthcare facility and create an action plan for institutional and policy change.

The training is designed to be institution-specific, meaning that **participants are all expected to come from the same health facility**. It is recommended that facility leadership not be included in the training in order to maintain a safe learning environment where participants feel free to speak without fear of repercussion. Leadership can be engaged, however, on the final day of the training to listen to recommendations from their staff and commit to prioritized actions.

The following training modules are included in the training package:

- Module 1: Gender and health
- Module 2: Evidence and practice for male engagement
- Module 3: Gender-based violence
- Module 4: Political will and institutional change

Similarly, the training package includes an overview of *Program P* (approach, theory of change, objectives, principles), guidelines on facilitation (selection, training and skills), and a set of [Slides](#) for the facilitation teams to use during the implementation of the trainings.

MenCare Global Fatherhood Campaign - Guide for MenCare Partners on Training Health Providers

This *Guide for MenCare Partners on Training Health Providers* recognizes the importance of gender-responsive MNCH/SRH services to ensure that health facilities have an environment and infrastructure that is inclusive and welcoming for male partners of women of childbearing age.

The guide was designed to support MenCare partners in designing training for health-service providers, specifically on male engagement in MNCH/SRH services.

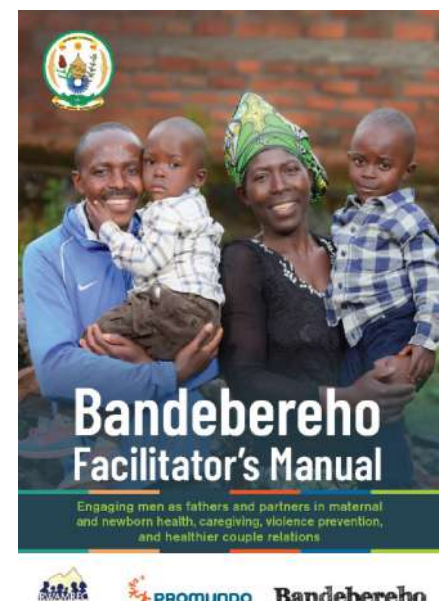
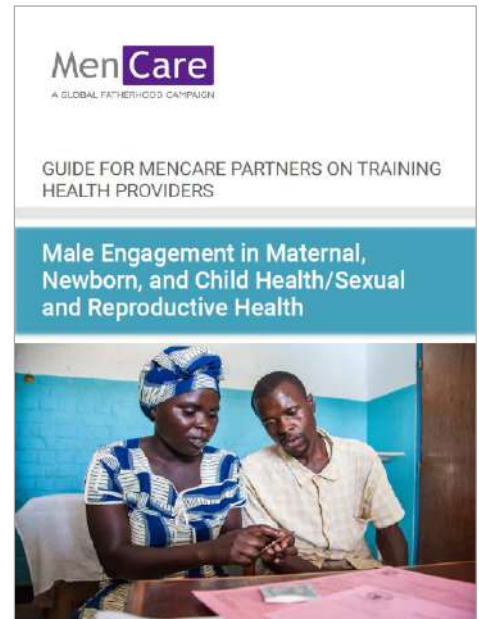
This guide suggests seven themes for training health-service providers on male engagement in MNCH/SRH, as detailed below.

- Theme 1: Gender Attitudes and Roles
- Theme 2: Benefits of Male Engagement in MNCH/SRH
- Theme 3: Laws and Policies on Male Engagement in MNCH/SRH
- Theme 4: Reflections on Risks and Concerns Related to Male Engagement in MNCH/SRH
- Theme 5: Gender-Responsive Services Involving Male Engagement in MNCH/SRH Services
- Theme 6: Follow-Up and Recommendations for Improving Male Engagement
- Theme 7 (Optional): Gender Data Demand and Use Others:

The *Guide for MenCare Partners on Training Health Providers* also includes a set of tools for health workers on engaging men in MNCH/SRH Services that include health-facility assessments/checklists designed for health providers working in prenatal care, labor and delivery, family planning, and children's health visits/vaccinations. These checklists can be completed by health providers individually and then discussed with their peers within the same health facility, as well as within different health facilities, to identify differences and commonalities.

Key RMNCH Resources for Working with Men in the Community Equimundo – Bandedereho Facilitators' Manual 2021

The *Bandedereho Facilitators' Manual 2021* was developed by Equimundo and the Rwanda Men's Resource Centre (RWAMREC) for processes of training with married couples, building on a previous adaptation of *Program P* in 2013-2015 within the framework of [MenCare+](#)¹⁶. It was adapted for use by community health workers to scale-up of the Bandedereho couples' intervention via the health sector in Rwanda.



¹⁶MenCare+ ծրագիրը, որը մշակվել էր MenCare քարոզարշավի սկզբունքների հիման վրա, չորս երկրների եռամյա համագործակցություն էր Պրոմունդոյի և Ռուբզերսի միջև՝ ներգրավելու 15-35 տարեկան տղամարդկանց որպես գույքակերների մայրական, նորածնային և մանկական առողջության, ինչպես նաև սեռական և վերարտադրողական առողջության ու իրավունքների հարցերում: Ծրագիրն իրականացնում էին Պրոմունդոն, Ռուբզերսը և Բրազիլիայի, Ինդոնեզիայի, Ռուանդայի ու Հարավային Աֆրիկայի գործընկեր կազմակերպությունները՝ Նիդերլանդների արտաքին գործերի նախարարության աջակցությամբ:

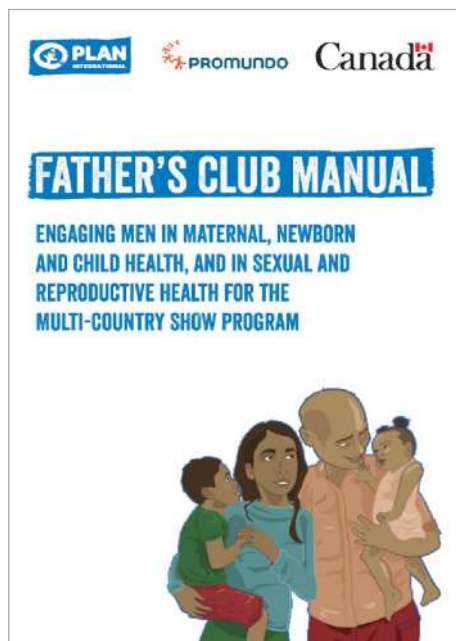
The *Bandebereho* ('role model') intervention engages men in group education sessions in maternal and newborn health, violence prevention, caregiving, and healthier couple relations. The intervention uses fatherhood as an entry point to work with men and couples to promote men's active, non-violent, and equitable involvement in their children's lives.

Bandebereho is aimed at expectant couples and parents of children ages 0 to 5. It takes a gender transformative approach – meaning that participants critically question and reflect on gender norms, or the social expectations for women and men, and their impact on their roles as parents and partners.

Bandebereho participants are invited to attend small group sessions of critical reflection, dialogue, and participatory activities that support men (and their partners) to adopt more equitable attitudes and behavior. The intervention creates safe spaces where fathers and mothers can receive valuable information, challenge inequitable gender attitudes and norms, and learn and practice new skills related to pregnancy, parenting, couple communication, and non-violent conflict resolution.

Through the sessions, participants become aware of inequalities, reflect on the costs of rigid norms, and learn and practice new skills in a safe, non-judgmental peer environment, which can lead to changes across a range of health and relationship behaviours.

Equimundo and Plan International Canada - Fathers Club Manual on Engaging Men in MNCH



Informed and adapted from Program P, this *Fathers Club Manual on Engaging Men in Maternal, New-born, and Child Health (MNCH) and Sexual and Reproductive Health (SRH)* was developed for the Strengthening Health Outcomes for Women and Children (SHOW) Program by Equimundo (formerly Promundo-US), with technical guidance from Plan International Canada and support from Global Affairs Canada.

SHOW considers engaging men to be one of the core gender-transformative strategies to positively impact MNCH/SRH outcomes, as well as increase the agency of women and girls overall.

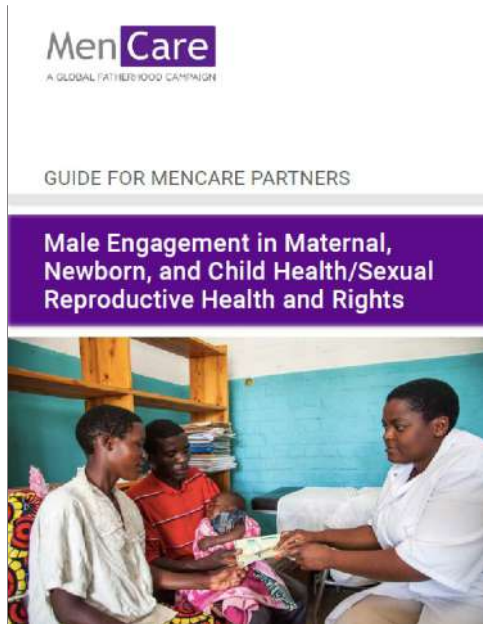
Plan International's Father's Clubs interventions engage young and adult men through a peer-to-peer approach to become active partners

of change. Men, who are or will become fathers, are trained as community role models and champions promoting more gender justice-oriented versions of manhood.

A 2019 [qualitative study](#)/ evaluation of Father's Clubs in Bangladesh, Ghana, Haiti and Nigeria registered positive changes in attitudes and behavior in men, women and their adolescent children concerning issues such as the division of household chores and childcare; fathers spending quality time with children and treating girls and boys

equally; shared decision making as a family rather than the father always making decisions; less conflict between partners/more joy in their relationships, less alcohol consumption, better communication between partners. The study also included personal stories/testimonies highlighting the impact of the Father's Club training of men on individual mothers, fathers and adolescent girls and adolescent boys in the SHOW project countries.

MenCare Global Fatherhood Campaign



The MenCare Global Fatherhood Campaign has developed a series of tools to assist its partner organizations (and others) in engaging men in RMNCH, as described below.

In collaboration with MenCare, this [Male Engagement in MNCH-SRHR](#) guide was authored by Equipundo as part of Plan International Canada's Strengthening Health Outcomes for Women and Children (SHOW) Program funded by Global Affairs Canada.

Part 1 of the guide covers the rationale and approach to male engagement, using a gender-transformative approach and the socio-ecological model.

Part 2 contains technical guidelines on how to design and implement male engagement intervention, including selecting and adapting content, selecting and training facilitators, recruiting and retaining participants and Monitoring and Evaluation.

Part 3 of the Guide includes useful “dos and don'ts” for designing male engagement Interventions for each of the components covered in Part 2.

Within the framework of the Plan International Canada and Equipundo Strengthening Health Outcomes for Women and Children (SHOW) Program funded by Global Affairs Canada, the MenCare Global Fatherhood Campaign has also adapted the following resources related to promoting RMNCH at the community level.

■ [Communications Guide for MenCare Partners](#)

This communications guidance document outlines the rationale for and approach to conducting social and behavior change communications (SBCC), specifically, integrated messaging on men's engagement in maternal, newborn, and child health (MNCH) and in sexual and reproductive health (SRH).

■ [Advocacy Guide for MenCare Partners.](#)

This advocacy document provides guidance for MenCare partners to help advocate for policies that support and promote men's engagement in maternal, newborn, and child health (MNCH) and sexual and reproductive health and rights (SRHR). The document defines what policy advocacy means, outlines the steps to creating a targeted advocacy plan, and presents key lessons learned from MenCare country partners.

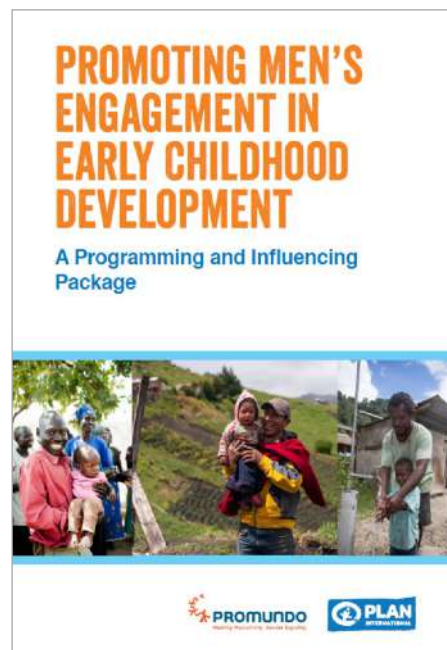
■ Guide for MenCare Partners on Working with Religious and Traditional Leaders.

This guidance document aims to aid MenCare partners in designing and implementing gender-transformative interventions, specifically those related to training religious and traditional leaders to advocate for male engagement in maternal, new-born, and child health (MNCH), in sexual and reproductive health (SRH), and gender equality more broadly.

Equimundo and Plan International - Promoting Men's Engagement in Early Childhood Development

This programming and influencing package on *Promoting Men's Engagement in Early Childhood Development (ECD)* was developed by Equimundo (formerly Promundo-US) and Plan International in 2021. ECD covers the prenatal period up to eight years of age, including health and adequate nutrition; clean and safe physical environments; responsive caregiving and opportunities for play; early education; and support for a successful transition into primary school.

This package contains resources developed for programmes that aim to increase male engagement in nurturing care and ECD, as well as in maternal health and wellbeing. It has been developed in recognition of the growing evidence that men's positive engagement in nurturing care, unpaid care work and maternal health and wellbeing brings benefits for young children, women, families and the men themselves.

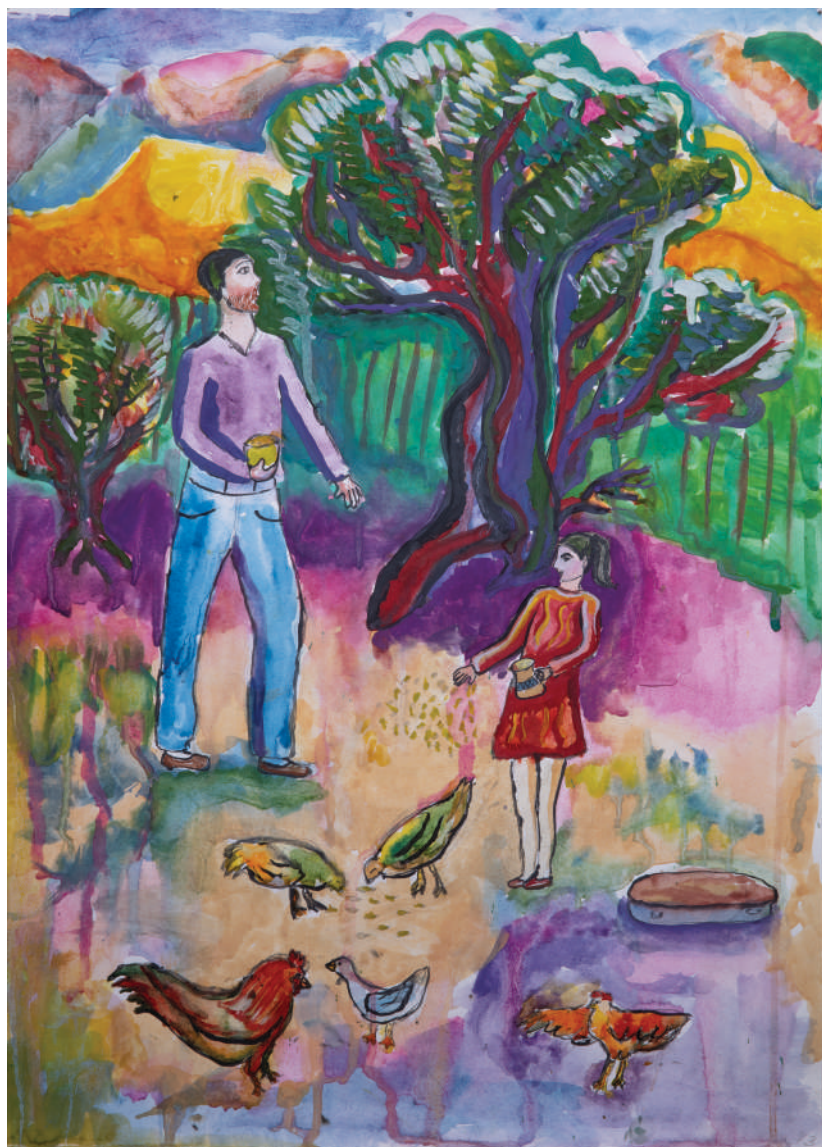


As well as an introduction to the ECD package, this resource is made up of the following components:

- Chapter 1:** A programme framework for promoting men's engagement in nurturing care for early childhood development (ECD)
- Chapter 2:** Working directly with men to promote their involvement in nurturing care for Early Childhood Development
- Chapter 3:** Enabling men's involvement in young children's learning and education
- Chapter 4:** Working with healthcare providers and community health workers to promote men's engagement in nurturing care, ECD and maternal health
- Chapter 5:** Working with communities and leaders to promote men's engagement in nurturing care for Early Childhood Development
- Chapter 6:** Influencing changes in Early Childhood Development and social protection policy in favor of men's engagement
- Chapter 7:** Developing messaging for Social and Behavior Change Communication campaigns directed at promoting men's engagement in ECD

3.4 ENGAGING MEN AND BOYS IN PREVENTING AND RESPONDING TO GBV/IPV

Overview



An artwork featured in the "Father and Daughter" exhibition dedicated to the Girl Child Day

UNFPA Armenia, 2019

Gender-based violence (GBV) can be defined as “any harmful act perpetrated against a person's will and based on socially ascribed gender differences between females and males.”¹⁷ It is one of the world's most pervasive human rights violations.

Violence used by men against women (and between men) is intrinsically linked to patriarchal models of masculinity that foster the practice of 'power over' (see *Section 3.1 Gender and Masculinities – Overview*). When an individual and/or groups of men use their power to dominate, control and/or punish women, they commit acts of gender-based violence.

Women, girls, and gender-nonconforming individuals, therefore, face a disproportionate risk of GBV across every context due to their unequal status in society. At the same time, violence perpetrated against LGBTQI+ individuals or groups based on their sexual orientation and/or gender identity is also considered GBV.

GBV is characterized by “the use or threat of physical, psychological, sexual, economic, legal, political, social, and other forms of control, coercion, and/or violence. It can occur across all spheres of life and is perpetrated by a diverse array of actors, including intimate partners; family members; persons in positions of power, authority, or trust; friends; acquaintances; or strangers”¹⁸.

Intimate partner violence (IPV) is a type of GBV that occurs within intimate partner relationships (dating, romantic relationships, marriages, living together) and includes physical, sexual, and emotional abuse and controlling behaviours by a current or former intimate partner.

¹⁷ *Getting to Zero* UNFPA, 2021 p.8

¹⁸ Source: *United States Strategy to Prevent and Respond to Gender-Based Violence Globally: 2022 Update*

Examples of types of behaviour that constitute IPV are¹⁹:

- a) Acts of physical violence, such as slapping, hitting, kicking and beating;
- b) Sexual violence, including forced sexual intercourse and other forms of sexual coercion;
- c) Emotional (psychological) abuse, such as insults, belittling, constant humiliation, intimidation (e.g. destroying things), threats of harm, threats to take away children;
- d) Controlling behaviours, including isolating a person from family and friends; monitoring their movements; and restricting access to financial resources; employment, education, or medical care.

According to the WHO²⁰, IPV occurs in all settings and among all socioeconomic, religious and cultural groups. While some men experience violence from their female partners, often reacting in self-defence, men are far more likely to experience violent acts from strangers or acquaintances than from someone close to them.

Approximately 736 million women, nearly one-third of all women, have encountered either intimate partner violence, non-partner sexual violence, or both, at least once during their lives. This highlights that women are the ones who carry the overwhelming burden of global GBV²¹.

The staggering number of women and girls who are subjected to GBV is a key reason for engaging men and boys for gender equality in order to change harmful attitudes and behaviours that stem from patriarchal models of masculinity.

¹⁹[Intimate partner violence - World Health Organization](#)

²⁰[Intimate partner violence - World Health Organization](#)

²¹WHO (World Health Organization), 2021. [Global, Regional and National Estimates for Intimate Partner Violence Against Women, and Global and Regional Estimates for Non-partner Sexual Violence Against Women](#)

Key Resources for Engaging Men and Boys in Preventing and Responding To GBV/IPV

Research, Framing and Strategizing

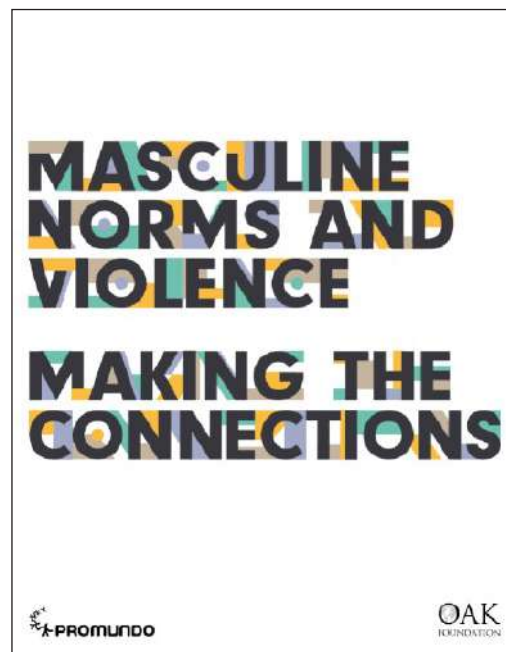
Brian Heilman with Gary Barker, Equimundo (formerly Promundo-US)

Masculine Norms and Violence: Making the Connections

This report is an introductory-level analysis of key research findings on the links between harmful masculine norms and violent behaviours, as well as a contribution to an ongoing conversation on how to disassociate masculine norms from violence. The report focuses on how violence is often generated as part of male socialization, as well as examples and research on men and boys' resistance to harmful masculine norms and violence.

In its analysis and conclusions, the report makes connections between harmful masculine norms and 8 forms of violent behavior:

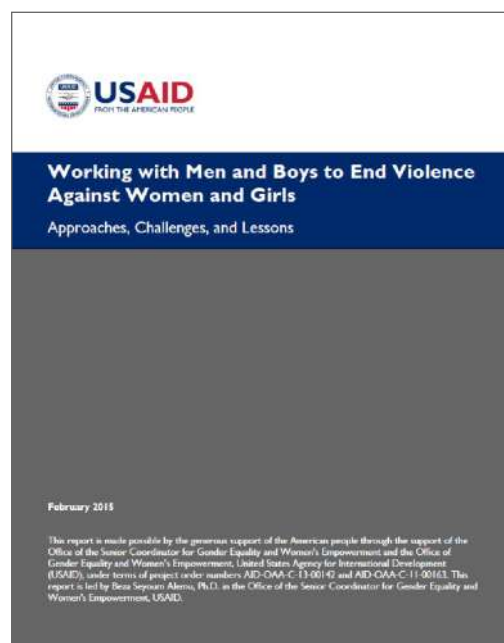
- Intimate partner violence
- Physical violence against children (by parents or caregivers)
- Child sexual abuse and exploitation
- Bullying
- Homicide and other violent crime
- Non-partner sexual violence
- Suicide
- Conflict and war



Recommendations made by the report for improved future practice, drawing upon the insights in this report, include:

- Move beyond the notion that violence is natural and normal for men and emphasize many men's – and women's – resistance to violence.
- Consider how masculine norms are reinforced and taught to children, along with how gender inequalities manifest in the lives of women and girls, and those of all gender identities.
- Include the voices, preferences, and experiences of survivors of violence in research, programmes, and policy development.
- Fund, scale up, and build upon pioneering violence-prevention approaches that directly address gender (including masculine norms) and power.
- Challenge masculine norms directly in violence-prevention programming through gender-transformative approaches (those that deliberately seek to change social norms related to gender).
- Reduce barriers to help-seeking and health-seeking in response to experiences of trauma and violence for men and boys – and all other victims of violence – by working with social- and health-service providers, as well as by promoting self-care and help-seeking.
- Move beyond addressing only individual- or community-level changes in programming and look to structural and political factors underlying – and even benefitting from – men's violence.

USAID, *Working with Men and Boys to End Violence Against Women and Girls: Approaches, Challenges, and Lessons* (2015)



This report reviews the published and grey literature on male engagement strategies for ending VAWG in several sectors across the Global South: economic growth, trade and agriculture; education; governance, law enforcement and justice systems; conflict, post-conflict and humanitarian assistance; and social development.

The report highlights the use of a “positive masculinities” framework when engaging men in challenging the gender inequalities that underpin male violence. The “positive masculinities” framework has proven useful in engaging men to change harmful gender attitudes and to see the benefits of this change not only for women and girls but also for men and boys. It also points out the need to do so in balanced ways that are accountable to ongoing work by women's organizations on

violence and women's empowerment and mobilize both individual and collective action by both women and men to address the underlying power inequalities that drive violence against women and girls.

The lessons learned, gaps identified, and key recommendations of the report are summarized below.

The report highlights several **key lessons** learned:

- the importance of synchronizing work on positive masculinities and women's empowerment work, whether directly through mixed gender programming or coordinating male focused and female focused interventions;
- the need to ground these interventions in a social-ecological framework to highlight the different levels of change at which interventions must work;
- successful interventions complement work at the individual level, such as group work, with awareness-raising campaigns on harmful gender norms at the community level;
- providing men with a positive vision of an alternative but culturally compelling male gender identity has proven effective in working with men to reject violence and adopt more gender equitable masculinities;
- fostering supportive male peer groups that highlight men's roles in care work and building the skills men need for living more gender equitably have been important strategies for sustaining men's adoption of positive masculinities.

Among the **gaps** identified by the report is the need for more work with men and boys to address and/or strengthen:

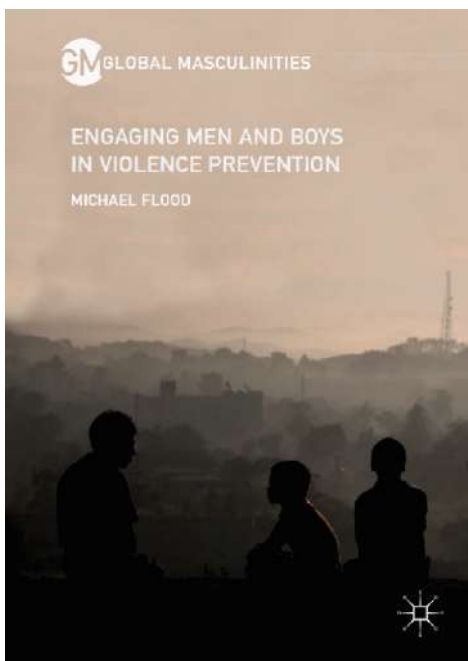
- a) the links between masculinity, sexuality and sexual violence as well as issues of sexual diversity
- b) men's experience of trauma and their links to violence using psychosocial interventions
- c) men's roles in responding to the rights and needs of GBV/IPV survivors through multi-sectorial programming
- d) programme design that is grounded in cultural and contextual analysis of masculinities and violence
- e) evaluations, over time, of the effects of positive masculinities programming on women's exposure to and experience of violence.

Reflecting the socio-ecological model, the report highlights the following **recommendations**:

- At the **individual level** - male engagement work should start young, adapt effective groupwork methodologies to local contexts, emphasise men's roles in care work and address men's multiple interests in change.
- At the **community level** - it is important for male engagement programmes to nurture supportive male peer groups, engage men in collective action on the material conditions of women's lives that affect their vulnerability to violence, focus more on men's roles in addressing female survivors rights and needs and address broader social influences shaping norms of masculinity through the use of media campaigns and cultural work.
- At the **institutional level** - there is a need to strengthen programme capacity to work for institutional-level change, use institutional hierarchies to facilitate institutional reform and strengthen oversight and accountability mechanisms,

At the **societal level** male engagement work should prioritise policy advocacy, hold duty bearers to account and link male engagement programming on VAWG with broader movements for gender equality and social justice.

Michael Flood, [Engaging Men and Boys in Violence Prevention](#) (2019)



This book *Engaging Men and Boys in Violence Prevention* highlights effective and innovative strategies for the primary prevention of domestic violence, sexual violence, and other forms of harassment and abuse. It combines research on gender, masculinities, and violence with case studies from a wide variety of countries and settings. The cross-disciplinary examination of these varied efforts enables advocates, educators, and policymakers to understand, assess, and implement programmes and strategies which involve men and boys in initiatives to prevent violence against women.

Content covered in the book includes a) men's violence against women and why it is necessary to engage men in its prevention; b) strategies for reaching and engaging and educating men in violence prevention in

face-to-face interventions and through media, for mobilizing men and for changing men's organizations; c) challenges related to dealing with resistance and working with diverse populations.

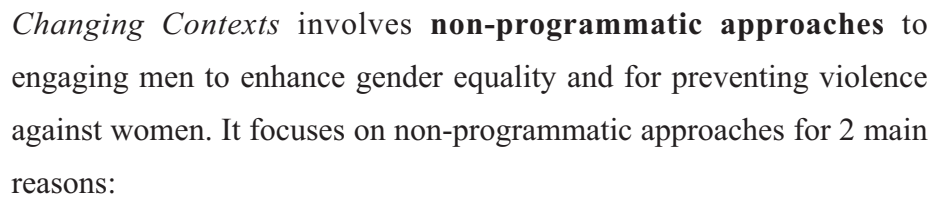


Scan the QR code below for [one-paragraph summaries of each chapter](#) of the book.



Scan the QR code below for [PowerPoint slides \(in PDF\)](#) that summarize the key points from many of the book's chapters.

Changing Contexts: A Framework for Engaging Male-Oriented Settings in Gender Equality and Violence Prevention – Practitioners' Guide. (Canada 2017-2020)



- These insights can be integrated into efforts to engage men for gender equality and violence prevention.

- The identification of social norms and other cultural dynamics that contribute to gender-based discrimination and harassment in the workplace,
- The co-development of evidence-informed, customised strategies to address those dynamics.

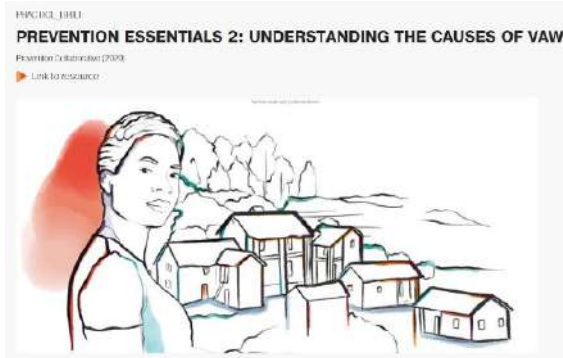
The *Changing Contexts* practitioners' guide outlines ways that human service professionals can collaborate with constituents of male-oriented settings to change the contextual dynamics within those settings. This involves shaping the culture, norms, processes, and physical design of those environments to encourage more prosocial, gender-equitable behaviours.

- ✓ Working with pre-existing networks or settings
- ✓ Customising & co-creating with key stakeholders in each setting
- ✓ Changing culture to change behaviour
- ✓ Flooding the system with signals
- ✓ Leveraging the power of environmental nudges to change behaviour
- ✓ Addressing misperceptions about what is normative
- ✓ Working with Key Influencers
- ✓ Developing compassionate approaches to accountability



Scan the QR code to read the [Executive summary](#) of the *Changing contexts Approach and framework*

PREVENTION COLLABORATIVE UNDERSTANDING THE CAUSES OF VAW



This brief for GBV/VAW practitioners, activists and policy makers explains the multiple causes of VAW, how to analyse those factors in different contexts and develop programmes and initiatives to prevent VAW using gender transformative approaches.

The brief describes how to use the socio-ecological model to explore the interaction between multiple factors operating across and within different domains: individual, interpersonal, community and societal, and identify how risk factors at different levels intersect to increase or decrease the likelihood of violence, with a specific focus on IPV in heterosexual relationships. As can be seen in the following diagram, the risks of men perpetrating VAW are increased when the harmful model of patriarchal masculinities dominates in each domain of the socio-ecological model.

RISK FACTORS FOR INTIMATE PARTNER VIOLENCE

SOCIETAL

- Gender-discriminatory laws / policies
- Other forms of discrimination (e.g. racial, religious)
- Collectivist cultural orientation
- Armed conflict
- Political instability
- Corrosive macro-economic forces

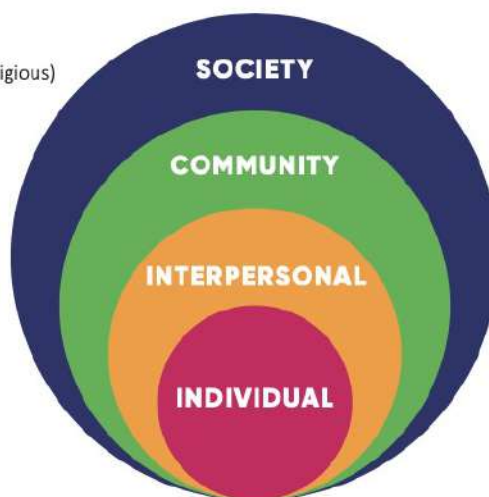
INTERPERSONAL

- Male dominance in decision-making
- Violence seen as appropriate 'discipline'
- Poor communication skills
- High relationship conflict
- Lack of trust / emotional intimacy
- Association with violent and antisocial peers
- Social isolation

INDIVIDUAL WOMAN

(risk of experiencing violence)

- Age (young women are at higher risk)
- Depression
- Experiencing violence in childhood
- Witnessing violence in childhood
- Attitudes accepting violence / VAW
- Disability
- Low social support



Factors that increase or decrease risk depending on context

- Women's employment / income generation
- Women's asset ownership
- Women's access to credit

COMMUNITY

- Rigid norms around expected male and female roles and behaviours
- Norms condoning male authority over women and children
- Norms linking men's honour to women's behaviour
- Norms accepting VAW
- Norms of family privacy
- Lack of social / legal sanction for VAW
- Local poverty + unemployment

INDIVIDUAL MAN

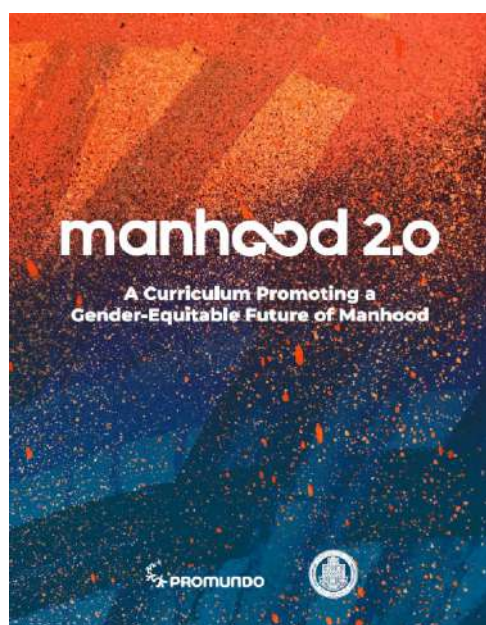
(risk of perpetrating violence)

- Age (young men are at higher risk)
- Depression
- Experiencing violence in childhood
- Witnessing violence in childhood
- Attitudes accepting violence / VAW
- Gender inequitable attitudes
- Low education level
- Psychological dysfunction
- Harmful alcohol / substance use

As can be seen, for example, individual men who have witnessed and experienced violence in childhood are at greater risk of perpetrating violence than those who haven't. Similarly, the more risk factors come together in individual men, the greater the likelihood that they will use violence, particularly IPV. This risk is further increased when harmful ideas and practices of masculinity dominate and are normalized in the interpersonal, community and social domains.

This brief also covers situational triggers - immediate events or circumstances that can cause conflict in a relationship and precipitate an episode of violence. It explores how these triggers can contribute to IPV and highlights the importance of adopting an intersectional approach in understanding the causes of VAW. Finally, the brief puts forward recommended areas of focus for preventing VAW/IPV that can be adopted within each of the domains of the socio-ecological model. For engaging EMB for gender equality, focusing on one or more of the following can contribute to VAW/IPV prevention: reduce harmful alcohol use, improve mental health and address unresolved trauma and depression, challenge harmful attitudes and beliefs around gender and violence, improve communication and emotional regulation skills, strengthen livelihood options.

Training Tools for Group Education Processes to EMB for GBV Prevention and Response **Equimundo Manhood 2.0 - A Curriculum Promoting a Gender-Equitable Future of Manhood**



Manhood 2.0 is a gender-transformative curriculum developed by Equimundo and the University of Pittsburgh to engage young men aged 15 to 24 in reflecting on the impacts of harmful gender norms, specifically those surrounding issues such as teen pregnancy prevention, dating violence and sexual assault, and the bullying of lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals. The initiative is an adaptation of [Program H](#), an evidence-based programme launched by Equimundo and partners in 2002 and since adapted in more than 35 countries around the world. Underpinning this approach is the knowledge that the ways in which boys and young men are socialized hold profound implications for the health, well-being, and security of all people.

This manual was created for use by facilitators working to engage young men in gender equity, violence prevention, and creating healthier and more equitable relationships. The curriculum includes a series of sessions to enable young men to reflect and build collective support for making positive, healthy changes in their lives. Employing a lens of intersectionality, Manhood 2.0 encourages young men to reflect critically on their identities within the particular contexts in which they are formed.



An [evaluation](#) of the programme in Washington DC found that Manhood 2.0 meaningfully engages young men as partners, creating gateways for them to talk about manhood, emotions, relationships, and violence. Upon completing the 13-hour, seven-session curriculum, delivered by trained facilitators,

young men reported that they were more confident in their communication with their partners. They also had an increased understanding of sexual and reproductive health and offered more support for partners' pregnancy prevention efforts as compared to participants in a control group.

The programme shows that contrary to prevailing stereotypes, young men are eager to gain knowledge on safer and consensual sex and are able to talk about manhood, emotions, and violence.

ABAAD and UN Women. *Outside the Box: A training manual on gender & masculinities & strategies of engaging men and boys in combating gender discrimination & violence* (Lebanon 2018)

This training manual on gender & masculinities and strategies of EMB in combating gender discrimination & violence is a compilation of activities, exercises and handouts that ABAAD has used in its masculinities trainings. It consolidates the experiences and skills accumulated throughout past trainings into a tool that provides the information needed for a skilled trainer to conduct trainings on Masculinities and Engaging Men. Furthermore, this manual is the first contextual and culturally validated tool, which has been revised based on feedback provided in the countries where it has been used (Egypt, Iraq, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia, and Yemen).

The manual consists of 9 training sessions:

- Session 1: Sex Versus Gender
- Session 2: Stories of Socialization
- Session 3: Childhood Games
- Session 4: Print Media
- Session 5: Gender Role Models
- Session 6: Gender Boxes
- Session 7: Gender and Human box in practice
- Session 8: Masculinity VS. Masculinities
- Session 9: Engaging Men VS. Masculinities

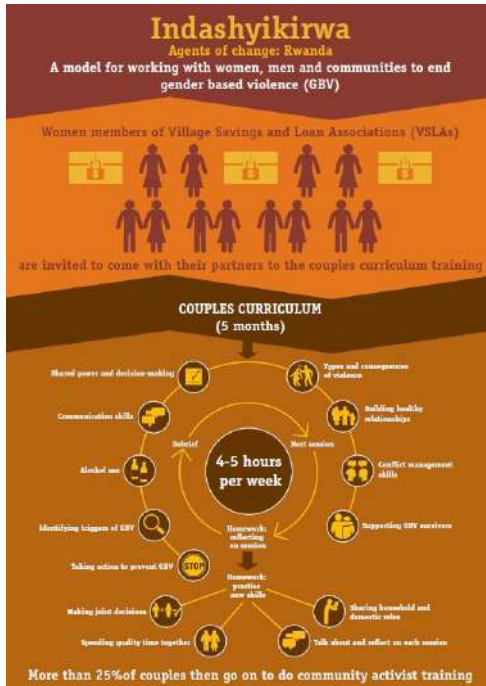
All 9 sessions of the manual follow the same structure. Each session begins with the title, followed by the materials needed for conducting it, its duration instructions for the trainer and thereafter guidelines for the discussions, which sometimes include suggested questions. The session ends with closing messages.

The learning process contained in the manual has been designed to engage adults through a participatory, experiential approach. Participants become familiar with each topic either through direct discussion or by being guided to draw comparisons with experiences in their own lives, using interactive games and group work. All the games are followed by open discussions with participants about the exercise and the concepts conveyed. It is during these discussions that participants are encouraged to share more personal experiences and beliefs and to work through their questions and concerns with the support of the group. Throughout the sessions, participants and facilitators share a learning journey through which they build on and consolidate new ideas and gain confidence about the difference between sex and gender, gender socialization, concepts of masculinities and the need for gender-equitable masculinities.

The manual also includes a chapter on Monitoring and Evaluation and a proposed pre/post-test questionnaire to measure the effectiveness of the implementation of the manual.



CARE International, Rwanda Women's Network (RWN); and the Rwanda Men's Resource Centre (RWAMREC) - Indashyikirwa - Reducing Intimate Partner Violence in Rwanda



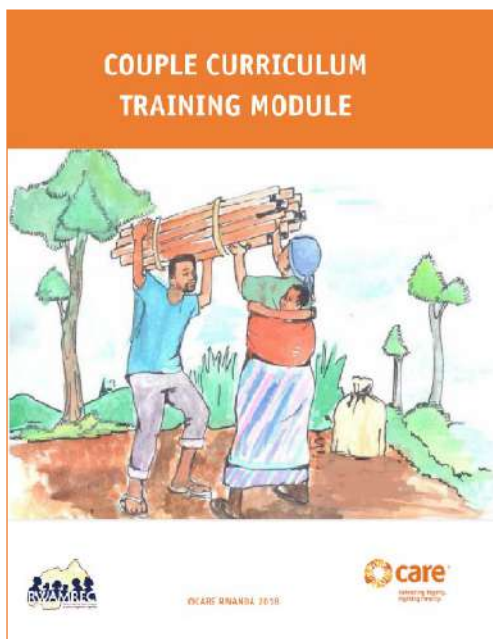
The *Indashyikirwa* project in Rwanda (2015-2018) was implemented by CARE International, Rwanda; the Rwanda Women's Network (RWN); and the Rwanda Men's Resource Centre (RWAMREC) with funding from the Rwandan office of the UK Department for International Development (DFID-R). It worked with couples to reduce intimate partner violence and improve the wellbeing of survivors in selected communities in seven districts of Rwanda. It also aimed to strengthen the evidence base for community prevention and response to GBV.

Indashyikirwa built on aspects of *SASA!* and *Journeys of Transformation* (an Equimundo curriculum for women's economic empowerment), and included an integrated gender framework emphasizing positive and negative types and uses of power and critical

reflection. Just over a quarter of the couples received an additional ten half-days of training to equip them to contribute as community activists to the broader community interventions.

The *Indashyikirwa* model is now being adapted in countries including Syria, Lebanon, Kenya and the Democratic Republic of Congo.

***Indashyikirwa* Couples' curriculum training module**



Indashyikirwa initially recruited 15 couples from already existing Village Savings and Loan Associations (VSLAs) and were enrolled in a training process that was implemented using the Couples' curriculum training module developed specifically by the programme.

The process was designed to help foster a process of change to reduce gender-based violence amongst couples in Rwandan communities. As part of the *What Works to Prevent Violence Against Women and Girls* initiative, the structure and content were built upon the latest learning from the field of GBV prevention about what makes effective GBV prevention, including:

- Addressing power imbalance as the root cause of GBV
- Recognizing change as a process
- Understanding triggers of GBV
- Building skills to manage triggers and create healthy, nonviolent relationships.

The couples' curriculum consists of 21 interactive trainings and take-home exercises provided weekly over five months by teams of two facilitators and had the following objectives:

- To enable participants to recognize that men and women can live harmoniously regardless of their roles in society.
- To enable participants to manage the triggers of GBV and create a healthy, nonviolent relationship.
- To enable learners to appreciate the benefits of a gender-based violence-free community.

The content of the curriculum evolves progressively, in recognition of stages of change, to help foster change in the knowledge, attitudes, skills and behaviours necessary to build healthy, non-violent relationships amongst couples. This is situated within an intensive curriculum-based approach to creating a systematic process for behaviour change based on regular trainings over a finite period.

Each of the 21 sessions is a maximum of three hours and generally contains 4 parts:

- Take-Home reflection: guided discussion to reflect upon the previous week's Take Home Exercise.
- Part 1: interactive learning exercise that sets the foundation for the given topic.
- Part 2: interactive learning exercise to go deeper into the given topic
- Take-Home Exercise: introduction of the Take-Home Exercise for the week.

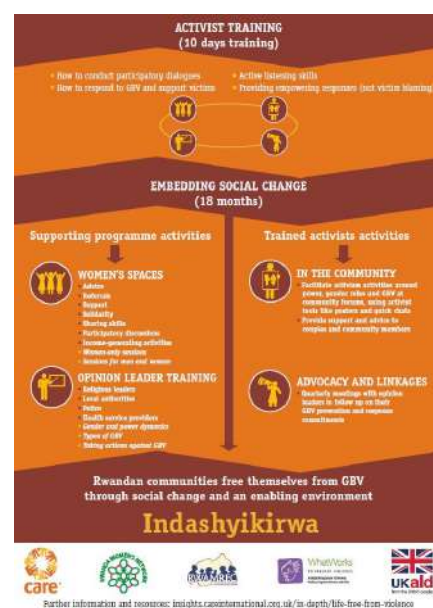
The Take-Home Exercises assigned at the end of the session help participants reflect upon and apply new ideas in their own lives and is where learning is consolidated and strengthened. Research shows that doing exercises at home following training significantly increases the effectiveness of the programme. This means that the Take-Home exercises are essential to the success of this programme.

Most sessions are designed to be conducted with men and women together. However, a selected number of sessions are suggested to implement with men and women separately; this is indicated clearly at the beginning of the session.

Other training modules developed by *Indashyikirwa* bring together recent learning in the field of gender-based violence (GBV) prevention in order to create the most effective programme possible and include:

Community activist training module consists of a set of skills-building modules designed to prepare Indashyikirwa community activists to conduct community-based activist activities. The sessions focus on specific skills necessary for effective activism at the community level. There are 16 numbered topics sequenced to foster progressive learning, including interactive learning exercises and take-home exercises.

Women's space facilitators training module - This module was developed following the establishment of women's spaces in Rwanda as safe venues for women to meet and interact. It is intended to improve knowledge, attitudes, skills, and actions of women in relation to GBV prevention, and to facilitate women to connect with each other on key GBV issues and support each other to organise for change collectively. There are 3 total sessions in



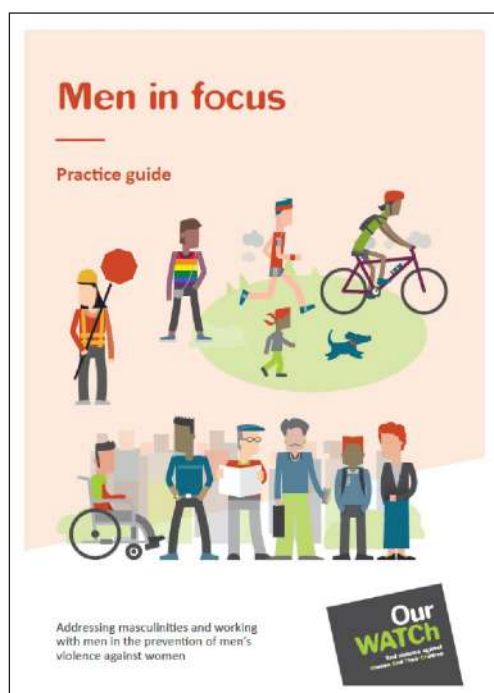
the curriculum and each session is a maximum of three hours.

[Opinion leaders training module](#) - This manual contributes to building the capacity and commitment of opinion leaders in Rwanda to eradicate GBV and develop an enabling environment for gender equality, GBV prevention and response through personal change, supporting community activism against GBV, and making the fight against GBV a key message in the daily engagement within their communities.

There are 6 sessions in the curriculum, each lasting for a maximum of three hours.

Our Watch Practice Guide and Evidence Review. (Australia 2019)

[Men in focus: practice guide - Addressing masculinities and working with men in the prevention of men's violence against women](#)



The *Men in focus practice guide: Addressing masculinities and working with men in the prevention of men's violence against women* is designed to support people to address masculinities and work with men in the prevention of men's violence against women.

Building on the Our Watch *Men in focus evidence review*, this practice guide outlines the long-term, collective, and intersectional approach needed to dismantle and transform the norms, structures and practices that reinforce gender inequality and lead to men's violence against women.

The *Men in focus practice guide: Addressing masculinities and working with men in the prevention of men's violence against women* offers practical strategies for engaging with men and boys on masculinities, such as focusing on building empathy and motivation and fostering self-awareness.

This guide will assist practitioners to:

- build rapport with men to challenge social norms, structures and practices that underpin gender inequality and drive men's violence against women
- address gender inequality and the gendered drivers of violence
- develop and deliver prevention initiatives.

The Introduction of this guide outlines the current context of gender inequality and the gendered nature of violence and the gendered drivers of that violence. They are framed here to provide examples of how this information can be presented with a focus on addressing masculinities.

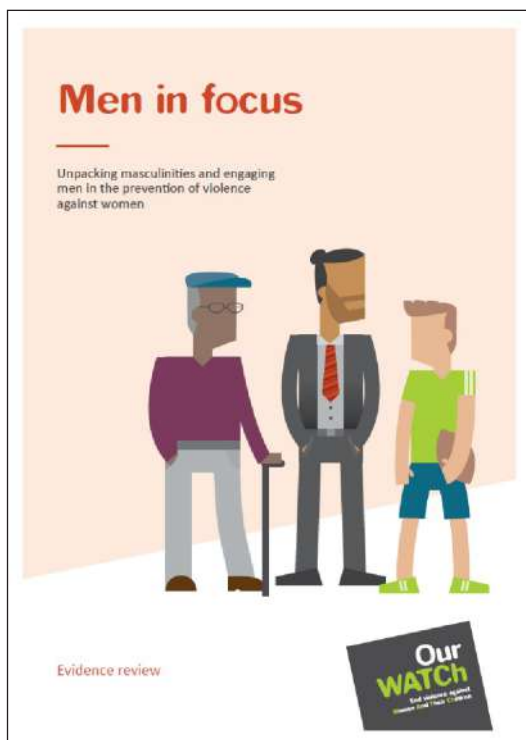
Practice approaches are presented that aim to strengthen motivation, build rapport and activate men to challenge and transform the social norms, structures and practices that underpin gender inequality and drive men's violence against women. Backlash and resistance are inevitable responses to this work and suggestions are provided throughout the guide to assist in planning for them and addressing them confidently.

Following the Introduction, this guide is broken into four key sections:

- Section 1: *The guiding principles in practice* introduces the guiding principles, with examples of how these have effectively been interwoven into existing initiatives.
- Section 2: *Addressing gender inequality and the gendered drivers of violence* explores some of the core concepts and issues related to gender inequality and men's violence against women that prevention practitioners address in their work. Examples of activities that address these topics are provided, along with further resources for anyone wanting more background information.
- Section 3: *Designing initiatives and connecting with your audience* outline the core skills required to adequately prepare yourself to do this work, to maintain your practice and to develop and deliver prevention initiatives. Links are provided to examples of prevention initiatives and resources relevant to specific settings.

Lastly, key issues for further consideration are provided

Men in focus: Unpacking masculinities and engaging men in the prevention of violence against women – Evidence Review



Men in focus Unpacking masculinities and engaging men in the prevention of violence against women is an evidence review from Our Watch.

It synthesises and analyses existing research on masculinities and violence against women to develop a deeper understanding of the links between dominant forms and patterns of masculinity and violence against women.

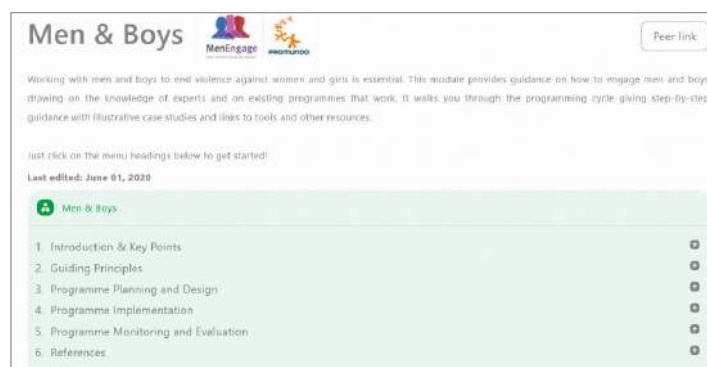
It explores how primary prevention efforts can best address and challenge these patterns and effectively engage men in the prevention of violence against women.

The review adopts an intersectional approach and draws on relevant literature to build an understanding of how our social structures, norms and practices create complex intersecting forms of discrimination, disadvantage, power and privilege, and how this plays

out for different groups of men, such as immigrant and refugee men; men who identify as gay, bisexual or trans; men of lower socio-economic status; and men who hold significant power, privilege or status. It considers how differences in men's experiences and their relationship to power intersect with dominant forms of masculinity to help shape patterns of men's violence against women.

The findings of the evidence review are summarised in [Men-in-focus: Summary of evidence review](#).

UN Women, MenEngage and Equimundo **Virtual Knowledge Centre to End Violence against Women and Girls: Men & Boys Module (2020)**



In collaboration with the MenEngage Alliance and with support from UNIFEM/UN Women, Equimundo produced a module for the virtual knowledge centre on how to work with men and boys in the prevention of violence against women and girls.

Working with men and boys to end violence against women and girls is essential. This module provides

guidance on how to engage men and boys drawing on the knowledge of experts and on existing programmes that work. It walks you through the programming cycle giving step-by-step guidance with illustrative case studies and links to tools and other resources.

Key topics covered in the online course are detailed below. Within each topic, links are provided to navigate to specific, relevant content.

Introduction & Key Points

- Why work with men and boys to prevent violence against women and girls?
- What is known to date about working with men and boys? (The evidence base)
- What are some of the key challenges regarding working with men in this area?
- How can these challenges be addressed?

Guiding Principles

- Frame the work with men and boys within a human rights-based and gender-responsive approach.
- Base programmes around a conceptual framework on men, masculinities and gender relations
- Make an explicit effort within programmes to discuss gender and masculinity and to transform gender norms.
- Ensure transparency and accountability by partnering with women's groups.
- Do no harm.
- Understand the diversity of boys' and men's experiences and tailor initiatives appropriately.
- Use a life cycle and age-specific approach when designing interventions
- Engage men and part of the solution.
- Question existing roles, but do not prescribe particular behaviours.
- Employ positive messages.
- Employ multiple strategies.
- Promote change at the society-wide and community levels beyond just the individual level.
- Hold men accountable for their actions.
- Monitor and evaluate programme effectiveness.
- Additional core principles

Programme Planning and Design

- Getting started
- Situation analysis
- Establish partnerships
- Identifying strategies for implementation
- Ensuring adaptation for different settings
- Monitor and evaluate programme effectiveness

Programme Implementation

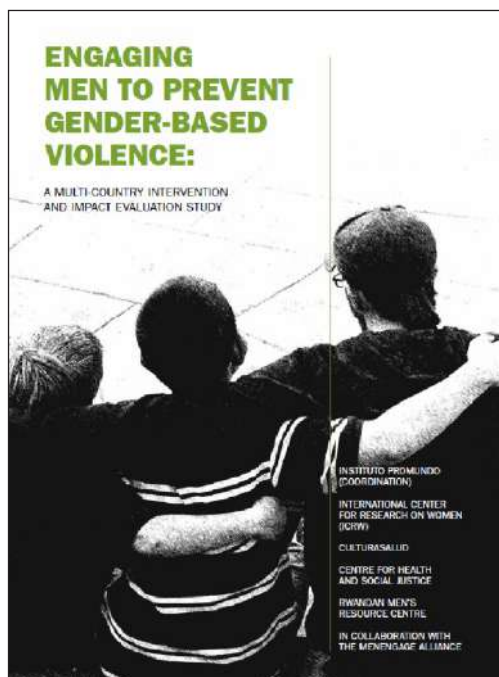
- General considerations
- Implementing specific strategies
- Implementing initiatives with specific groups

Programme Monitoring and Evaluation

- Why should programmes working with men and boys monitor and evaluate their work?
- What are some lessons learned about monitoring and evaluating programmes with men and boys?
- What are the practical steps for planning and evaluation that are right for the programme and organisation?

Promising Practice of GBV prevention interventions with EMB components that have achieved reductions in men's VAWG

The United Nations Trust Fund in Support of Actions to Eliminate Violence Against Women and Equimundo (formerly Promundo USA) Engaging men to prevent gender-based violence: A multi-country intervention and impact evaluation study



This multi-country project to engage men and boys in preventing violence against women and promote gender equality entailed educational workshops and project activities in four countries with adult and young men, and training programmes with partner staff on evidence-based methodologies for the prevention of violence against women.

The project deliberately sought to test and evaluate an array of interventions to engage young and adult men in GBV prevention, namely:

- a) A community-based intervention (India);
- b) A sports-based intervention (Brazil);
- c) A health-sector-based intervention (Chile),
- d) A work-place-based intervention (Rwanda).

In each of the four countries, group education activities generally employed participatory learning methods. Men and boys challenged conventional gender norms by using role-play, small group discussions, brainstorming, songs, film screenings, discussions and other interactive activities. The goal was to shift the participants' paradigms towards gender-equitable approaches to relationships and conflict resolution. Thematic content included sessions on gender roles, the “costs” of rigid and inequitable forms of masculinities, promoting empathy for victims of domestic violence, existing laws on GBV and gender equality and men's participation in care giving and domestic activities. The resources used to implement the workshops and community outreach in all four settings drew on existing evidence-based curricula, including the Program H, Stepping Stones, White Ribbon Campaign and Men's Action for Stopping Violence Against Women manuals.

The interventions in three of the four settings – Chile, Brazil and India – were subject to a quasi-experimental impact evaluation. In all three settings, there was a statistically significant change in attitudes correlated with the use of violence against women, and a statistically significant self-reported decrease in use of violence against female partners (in the previous three months). Qualitative results further affirmed that the group education and campaign activities used in each site led to increased discussion by young and adult men about gender equality and decreased support for attitudes that encourage men's use of intimate partner violence. Limitations of the data include the lack of randomization (although there were control groups in similar communities in India and Brazil), and the lack of women's reports (with the exception of India).

The report contains description of each of the 4 interventions, including the activities carried out, methodologies used, results achieved, and lessons learned.

SASA! Uganda - Community activism to shift harmful gender attitudes, roles and social norms that tolerate violence against women.



SASA! is a **community mobilization intervention** that uses multiple strategies and a variety of activities to work across the ecological model to engage individuals, couples and families, community leaders and societal institutions. It was developed by Raising Voices in Uganda in 2008 and aims to prevent VAWG by addressing gender inequality and social norms around the acceptability of violence, working through trained community activists.

The *SASA!* approach focuses on the **analysis and transformation of gender inequality as the core driver of men's power over women** and the community's silence about this power, to build an understanding of how power can be used in a positive way with benefit to the couple and change in the community. It is organised into four phases: start, awareness, support and action. Different activities are provided to support each phase, although their roll-out in practice is considerably merged, each exploring a different type of power (start [power within], awareness [power over], support [power with], and action [power to]). *SASA!* is designed to systematically work with a broad range of stakeholders within the community, with deep community coverage to promote critical analysis and discussion to change power inequalities and norms that perpetuate violence against women. It requires three or more years to implement fully.

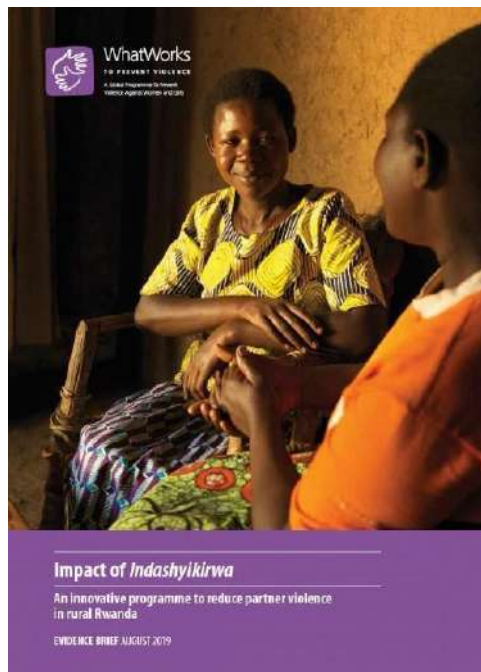
In 2012, the *SASA! Study* demonstrated that *SASA!* could help create community-level change, revealing the following key findings:

- Women in *SASA!* Communities were 52% less likely to experience physical violence from an intimate partner as women in control communities.
- 76% of women and men in *SASA!* Communities believe that physical violence against a partner is NEVER acceptable: compared to 26% in control Communities.
- Women in *SASA!* Communities reported less IPV in the past year, including physical, sexual, and emotional violence.
- *SASA!* Prevented new incidences of violence from occurring as well as the continuation of violence among women with prior experience of IPV.

SASA! has also developed *The Good School Toolkit* to *prevent and respond to violence against children* by promoting school-wide interventions led by teachers, students and school-affiliated community members. Together, these teams work to influence the operational culture of the entire school through four entry points: teacher-student relationships, peer-to-peer relationships, student- and teacher-to-school relationships, and parent- and community-to-school governance relationships. A rigorous evaluation through a randomised controlled trial—the *Good School Study*—showed that the Toolkit reduced children's risk of experiencing physical violence by school staff by 42 percent over 18 months of implementation.

Since starting in 2008, *SASA!* has been adapted and implemented in at least 30 countries by more than 75 organisations around the world. In 2019, Raising Voices launched a revised version of *SASA!* called [*SASA! Together*](#), as well as a version for working with faith-based communities, [*SASA! Faith*](#). *SASA!* works in partnership with organisations wishing and implementing the *SASA!* model, providing technical assistance for adaptation to local contexts and ongoing support. More information on adapting *SASA!* to other contexts, contact *SASA!* directly through their webpage: [Contact Us – SASA! Raising Voices](#)

CARE International, Rwanda Women's Network (RWN); and the Rwanda Men's Resource Centre (RWAMREC) - [*Indashyikirwa* - Reducing Intimate Partner Violence in Rwanda](#)



The *Indashyikirwa* programme in Rwanda (see above) sought to reduce the experience of IPV among women and perpetration among men, and shift beliefs and social norms that drive IPV among couples and in communities. The programme also aimed to foster more equitable, non-violent relationships and to ensure more supportive responses to survivors of IPV.

What Works carried out a community randomised controlled trial with two separate evaluation components was conducted to assess the effectiveness of the *Indashyikirwa* programme in reducing and preventing IPV.

Participating couples in the programme were surveyed prior to the launch of the couple's programme, and again at 12 and 24 months to evaluate the impact of their participation. At baseline 1660 women and 1651 men were surveyed.

At 24 months, 97% of women (1617), and 93% of men (1536) were retained. Surveys covered experiences of and responses to IPV, as well as a range of attitudes, beliefs, and demographics.

To evaluate the impact of the community-level aspects of the programme, a cross-sectional population-based household survey was conducted in intervention and control areas near the beginning (1399 women, 1400 men) of the programme, and again 24 months later with a separate set of respondents (1400 women, 1400 men). These surveys were implemented in the same cells as the couples' cohort. This was done to maximise the possibility of detecting a community mobilisation and diffusion effect in the intervention arm and to ensure a parallel sampling process for the control arm. In addition to the surveys, in-depth qualitative research was conducted, including three rounds of longitudinal qualitative interviews with fourteen couples, nine opinion leaders, three Women's Safe Space facilitators, and six Women's Safe Space attendees. There were also three rounds of observations of Women's Safe Space activities, two rounds of longitudinal interviews and observations with twelve community activists and two rounds of interviews with seven RWAMREC and five RWN staff.

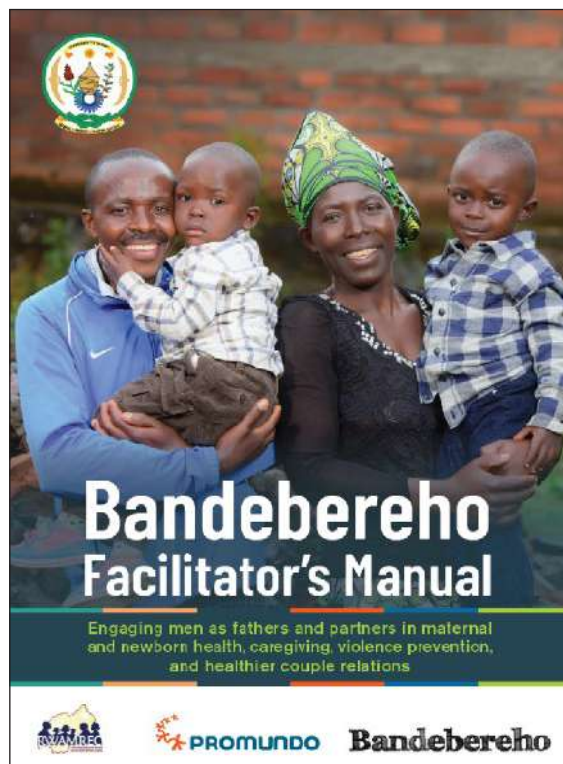
Research findings concluded that the implementation of the *Indashyikirwa* Couples' Curriculum had “dramatic effects”:

- Among women, a 55% reduction in the odds of reporting physical and/or sexual IPV.
- Among men, a 47% reduction in the odds of reporting having perpetrated physical and/or sexual IPV.
- Specific and noteworthy reductions in forced or coerced sexual activity (50% reduced odds of experience for women, 50% reduced odds of perpetration for men) – a benefit also strongly reflected in qualitative data [3]. Indashyikirwa is one of the few programmes to date to demonstrate such a large impact in reducing sexual IPV.
- Improved relationship quality, better communication, greater trust, and improved conflict management, and reductions in the number of reasons endorsed to justify wife-beating.
- Improvements in self-rated health and reduced symptoms of depression symptoms.
- Reduced endorsement of physical discipline in raising children and reduced frequency of using corporal punishment in the home.

All benefits of the *Indashyikirwa* couples' intervention were present at both 12-month interim and 24-month final assessments.

What Works assessed *Indashyikirwa* as being: “...on par with what has been achieved by the most successful programmes globally”, highlighting the potential of this modality of a couple's intervention in changing participants' attitudes and behaviours. A second evaluation²² that addressed community-level changes in IPV, however, showed no impact *at a population level*, attributed to “challenges faced in adapting the *SASA!* model to rural Rwanda, delays encountered in implementation, and insufficient time to achieve a community-wide benefit”²³.

Bandebereho, Ruanda Programme P- Parenting programme and couples' intervention



The pilot *Bandebereho* intervention ([see description above](#)) was evaluated in a randomised controlled trial (RCT)²⁴ and at twenty-one months post baseline, women reported significantly less physical IPV and sexual IPV experience.

- 33.2% of women reported experiencing physical IPV in the last 12 months compared with 56.5% of control group
- 35.0% of women reported experiencing sexual IPV in the last 12 months compared with 60.2%

In addition, women and men reported less use of physical punishment of children.

²² See: Chatterji, S., Stern, E., Dunkle, K., & Heise, L. (2020). Community activism as a strategy to reduce intimate partner violence (IPV) in rural Rwanda: Results of a community randomised trial. Draft manuscript – What Works.

²³ Impact of Indashyikirwa, An innovative programme to reduce partner violence in rural Rwanda EVIDENCE BRIEF, What Works, August 2019, Page 2

²⁴ Doyle K, Levitov RG, Barker G, Bastian GG, Bingenheimer JB, Kazimbaya S, et al. (2018) Gender-transformative Bandebereho couples' intervention to promote male engagement in reproductive and maternal health and violence prevention in Rwanda: Findings from a randomized controlled trial. PLoS ONE 13(4): e0192756.

<https://doi.org/10.1371/journal.pone.0192756>

Other findings included:

1. Higher levels of use of modern contraceptives by men and women.
2. A lower proportion of both women and men said that men had the final say on income and expenses.
3. A greater proportion of women reported that their male partners had supported them during pregnancy.
4. Both women and men in the intervention group reported higher levels of sharing childcare and household tasks compared to the control group.



Read the full evaluation report and RCT findings [here](#).

3.5 MEN'S ALLYSHIP FOR WOMEN'S EMPOWERMENT AND GENDER EQUALITY

Overview²⁵



An artwork featured in the "Father and Daughter" exhibition dedicated to the Girl Child Day

UNFPA Armenia, 2019

To foster women's empowerment and contribute to gender equality in their workplaces and homes, men, individually and collectively, can develop meaningful **allyship**.

An **ally** is any person who actively promotes and aspires to advance the culture of inclusion through intentional, positive, and conscious efforts that benefit people as a whole. A **male ally** is any person identifying as a man who advocates for and speaks up in support of gender equality and against other forms of discrimination and bias.

It is often useful to understand "ally" as a verb, not an identity. You do not have to do anything to be a marginalized person other than simply exist, but you are only an ally when you are taking action to fight oppression. This is why we talk about "ally skills," "acting as an ally," and "ally work" more often than "allies." Allyship is not to be confused with "performative allyship," which is the term given to an expressed interest in, solidarity with, or commitment to support an issue or cause with no action behind it. It is harmful, as those who perpetrate it receive social capital without needing to take action; this undermines efforts for real, sustained allyship.

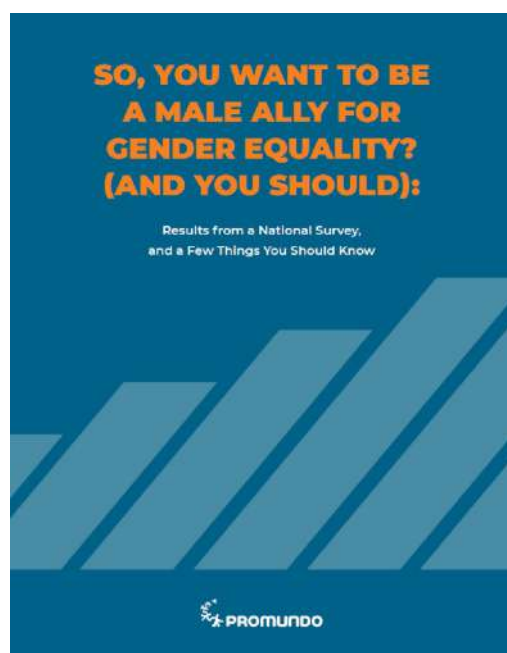
Sometimes you can act as an ally; sometimes, you are the marginalized person. Depending on what about you is most relevant to the situation, you may be able to act as an ally in some situations but be the marginalized person in other situations.

Men's allyship with women's empowerment and gender equality entails breaking with dynamics of male complicity that perpetuate male power and privilege, by speaking out and taking concrete actions to support women who are being marginalized and discriminated against. An intersectional approach to allyship leads to actions that take a stance against all forms of discrimination and violence based on inequitable power dynamics linked to gender, race, ethnicity, sexuality, religion, age etc.

²⁵Sources: [Ada Initiative](#), [Frame Shift Consulting](#); [Atcheson, 2018](#); [Engendering Industries Delivering Gender Equality: A Best Practices Framework for Male-Dominated Industries](#); [Thinking outside the box: a training manual for advancing men's engagement for gender equality in male-dominated industries](#) - Engendering industries and Equimundo (unpublished).

Key Resources for Fostering Men's Allyship with Women's Empowerment

Equimundo. *So, You Want to be a Male Ally for Gender Equality? (And You Should): Results from a National Survey, and a Few Things You Should Know* (2019)



This brief presents nationally representative survey data and insights from USA focus group discussions carried out in 2019 to help answer how men respond to calls for gender equality across the domains of leadership, work, and home, as well as how women perceive these responses. What sort of actions are they taking as allies and partners? How do women perceive men's allyship? Where are men succeeding, where are they missing the mark, and why?

Results from the study provide guidance for workplaces seeking to create cultures of respect, equality, and inclusivity and for men seeking to better understand what women want and need from them as allies and to learn constructive ways they can help bring other men on board with gender equality.

While most men say that they want to support gender equality, they are not necessarily taking steps to reduce gender discrimination and harassment. This brief focuses on that gap, providing both insights and concrete suggestions for actions men can take to demonstrate their commitment to gender equality at home and at work. Building on a series of 'insights' that emerged from analysis of the survey data and Equimundo's global experience of engaging men and boys as full partners with women to advance gender equality, the brief concludes with the proposal of a “*Road Map for Male Allyship*” that outlines the steps that man can take to become better allies for gender equality at work and at home.

Equimundo. Road Map for Men's Allyship to Advance Gender Equality 2019

The above-mentioned “Road Map for Men's Allyship” is based on national survey data and focus groups and draws on Equimundo's global experience promoting gender justice. This list is informed by women's answers and inputs and speaks directly to men wanting to become better allies, partners, friends, and people. Individuals of all identities can join the conversation, learn, reflect, listen, and ultimately, take action for gender equality.



- **Listen better. Seek opportunities to hear women's stories, acknowledge their experiences, and inform other men.**

Practice active listening, ask questions, and be conscious about not interrupting.

- **Reflect on your own power and privilege as a man.**

Educate yourself on how gender inequality intersects with other identities (like race, sexual orientation, religion, and ability) and forms of oppression. Listen to individuals with different identities from your own and create space for all.

- **Credit ideas to those who came up with them, especially to female coworkers who are often overlooked.**

Name the colleagues who worked on a project or came up with an idea. Emphasise a good idea when you hear it, mention it in front of those in charge.

- **Advocate for women's leadership and equality in the workplace and for pay equality.**

Challenge obstacles and stereotypes that limit women's advancement.

- **Speak up when you hear sexist language, and call others out when they use it.**

Step in and make it clear that you don't support sexist language or jokes. Call it out as sexist (or racist, homophobic, etc.), and tell them why it's inappropriate.

- **Learn to be okay with discomfort. Being an ally is about making change, not being comfortable.**

Remind yourself that discomfort in stepping in or speaking up is not greater than the experience of being harassed or discriminated against.

- **Step up at home. Advocate for work-life balance and paid leave for all caregivers.**

Discuss with your partner what you can do to have an equal partnership at home and create a plan to remain accountable.

- **Volunteer for nonprofit organisations that do good work and support gender equity.**

Ask friends or look online for local groups that do impactful, intersectional work

- **Support diverse female leaders you believe in.**

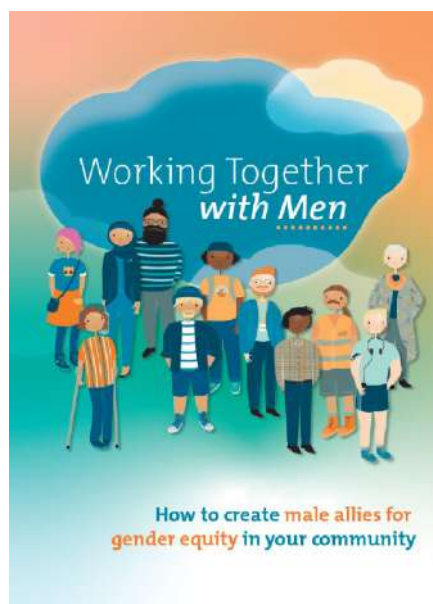
Women, and particularly women who are members of marginalised communities, are underrepresented in leadership and political office. Show your support by donating, volunteering, and voting.

For a training activity on how to use the **Road Map for Men's Allyship to Advance Gender**



Equality see [Engaging Men for Gender Equality](#) training manual, pages 174-176

HealthWest Partnership Victoria. Working Together With Men: How to Create Male Allies for Gender Equity in Your Community. (Australia 2020)



This resource was developed by HealthWest Partnership, Victoria, Australia, as a guide to assist the creation of community mobilisation movements that engage men at the grassroots in efforts to prevent violence against women.

Working Together with Men is a movement model that encourages men of all ages and backgrounds to rise to the challenge of becoming allies for equity and to make changes, both on a personal level and within their communities. The model at its heart promotes gender transformative work and partnership work. It is a model in which men and women, as well as services, organisations and institutions, work collectively to find ways to create a safer and more supportive world for all.

This resource can be used as a step-by-step guide for creating new ways to engage and work with men and provides tips, activities and ideas to support GBV prevention efforts. It is built on the premise that many men want a less rigid form of manhood – something that doesn't require constant exhausting dominance – and they also want a world free of violence for women and children. Many, however, even if they do not use physical violence may, because of social constructs, accept a view of male behaviour that is harmful, and contribute knowingly or unknowingly to the normalisation and acceptance of violence towards women.

Working Together with Men as a model, gathers men at the grassroots, supports them to grow beyond the current rigid form of masculinity and aims to transform them into prevention allies. As allies, they can then attempt to influence their areas of privilege and power, engage other men through consciousness-raising and personal growth, and create broader change.

The *Working Together with Men* resource is organised into 3 sections that guide users through the process of building a movement of men's allyship for gender equality:

Section 1| Thoughts and reflections

- What is this resource and who is it for?
- Why men, which men?
- History and context of *Working Together with Men*
- Men's hooks' and motivation
- The P word: supporting men to face the patriarchy
- The ally approach: supporting gender-transformative practice
- Accountability to women: it must be intentional
- Intersectionality: reflections from a male ally perspective
- Creating pro-feminist men: the next wave

Section 2| Action: how to make your own ally movement

- The model at a glance
- Staffing, structure and resourcing
- Marketing to, gathering and engaging men
- Recruiting and screening men
- Training men as allies
- Engaging women in the process and the projects
- Accountability in action: things for men to do!
- Evaluation considerations: continuing to build the evidence base

Section 3| Training tips and resources

- Recruitment and interview resources for allies and men
- Training topics, ideas and resources
- Project planning and Lean Canvas templates
- Projects that have been attempted by the model



The Coalition of Feminists for Social Change (COFEM), created in 2017 to reassert a feminist perspective in violence against women and girls (VAWG) work, is a collective of activists, academics, and practitioners working globally to end VAWG.

This Tip Sheet presents some of the challenges in engaging men in feminist activism and gender-based violence (GBV) prevention efforts and underscores the need for accountability to women and girls in all work with men and boys to end GBV.

The key points covered in the brief are:

- Ending GBV requires a joint effort among allies, partners and activists, including men and boys.
- Male involvement in GBV programming presents challenges, including but not limited to the risks of depoliticising GBV work and diverting funding and capacity from women's organisations.
- When male allies do not follow or engage with women-led GBV efforts, they perpetuate gender inequality — the very problem they aim to address.
- To be effective, male involvement programmes and male allies and activists should be open to cooperate with women's rights activists, women leaders and women-centred programmes and seek opportunities for allyship and mutual collaboration as appropriate.

The brief ends with a series of practical tips for practitioners, researchers, donors and policymakers to guide them in designing, delivering and evaluating initiatives that engage men as allies in the prevention of GBV.

This Tip Sheet is part of the COFEM Feminist Pocketbook. For access to the full Pocketbook, go to: www.cofemsocialchange.org.



Melinda Epler *Ted Talk*: 3 ways to be a better ally in the workplace



This 10-minute *TedTalk* focuses on how to support people who are underrepresented in the workplace. It purports that gender, race, ethnicity, religion, disability, and sexual orientation are among the many factors that affect people's opportunities, and it's up to each of us to be allies for those who face discrimination. There's no magic wand for correcting diversity and inclusion. Change happens one

person at a time, one act at a time, one word at a time.

The 3 steps proposed for becoming better allies are: 1) Start by doing no harm; 2) Advocate for underrepresented people in small ways; and 3) Change someone's life significantly (through provision of support, mentorship, team building etc.). By doing so, we recognise and use our privilege to challenge the harmful power dynamics based on gender, race, sexuality, etc., and put allyship into practice. “Allyship is powerful! Try it!”

3.6 PROMOTING ACCOUNTABILITY TO WOMEN'S ORGANIZATIONS

Overview



An artwork featured in the "Father and Daughter" exhibition dedicated to the Girl Child Day

UNFPA Armenia, 2019

The [MenEngage Alliance](#), historically, has played a key role in promoting accountability when working with men and boys for women's empowerment and gender equality. The MenEngage Alliance is a global network of organisations and individuals that work toward ending patriarchal power. Its mission is to transform unequal power relations and dismantle patriarchal systems by:

- Transforming patriarchal masculinities and rigid, harmful norms around 'being a man'
- Working with men and boys on gender justice through intersectional feminist approaches
- Building inclusive collaborations from local to regional to global levels
- Developing joint actions in partnership with and accountability to women's rights, gender- and other social justice movements.

The MenEngage Alliance understands accountability as “*the commitment and appropriate conduct that individuals and organisations working in the engaging men and boys field must have toward women's rights groups and other social justice movements. It involves the responsibility to listen to, consult and partner equally with such groups, making sure that the work of engaging men and boys makes a real contribution to social justice and gender equality*”²⁶.

In its understanding of accountability, the MenEngage Alliance embraces several [key principles](#), such as allyship, active listening, diversity and inclusion, transparency, and shared responsibility. It also highlights the need to be accountable in its programmatic, advocacy and fundraising endeavours and when responding to concerns and complaints (internal and external). In accordance, it has developed a [Code of Conduct](#) to which all members must subscribe, as well as a [Sexual Harassment Policy](#) and a [Safeguarding Children and Young People Policy](#).

For men committed to supporting women's empowerment and gender equality, being “accountable” means being critically aware of one's own power and privilege and being open to addressing practices that contravene the principles of gender equality and human rights, acknowledging any harm caused and making amends.

Similarly, organisations that promote EMB for gender equality should ensure that their work contributes in real ways to women's empowerment and the realisation of their rights, including promoting women's leadership in the gender equality and social justice movements and creating structures of consultation and partnerships with women's rights organisations.

The Coalition of Feminists for Social Change (COFEM) considers that in the work of GBV prevention, *“Accountability to women and girls at every level of male involvement efforts is critical to ethical and effective VAWG programming and to securing women and girls' full and equal rights”*²⁷. To do so, COFEM calls on male allies to *“demonstrate good faith and speak out. When there is a genuine critique advanced about the nature in which an ally, including male colleagues and partners, is undermining work to address VAWG, male engagement groups must dedicate energy and resources to engage and challenge these critiques meaningfully”*²⁸.

Similarly, COFEM recommends that policy makers, funders and researchers should take measures to ensure that efforts to engage men and boys in GBV prevention and response focus on structural as well as personal changes and that they develop practical, measurable M&E and accountability mechanisms for local women's movement/organisations.

A focus on accountability not only contributes to male allies being able to recognize and respect women's leadership but also helps avoid the (un)intentional *“undermining of women and girls' agency, voice and leadership, thereby reproducing the very inequality that VAWG work is attempting to shift”*²⁹.

²⁷COFEM – How a lack of accountability undermines work to address VAWG, page 2

²⁸Ibid, page 30

²⁹Ibid, page 2

Key Resources for Fostering Men's Accountability

MenEngage. [Accountability Toolkit](#). 2018



The MenEngage [Accountability Toolkit](#) is a practical guide for facilitating a group-led process to strengthen accountable practices within teams, organisations, or networks that work with men and boys, and for the transformation of patriarchal masculinities. It contains a set of tools for developing approaches that are context-specific, and that enable the creation of strategies for fostering a positive culture of accountability that, in turn, enhances programmes' impact on gender equality, and women's rights.

The toolkit is aimed at MenEngage Alliance member organisations and can be easily adapted by other organisations involved in working with men and boys for gender equality. Indeed, the MenEngage [Code of Conduct](#) and [Accountability Standards](#) referenced in the toolkit can serve as models for other organisations.

The application of the accountability process entails a process of 7 sessions of between 1 and 3 hours each, as outlined below.

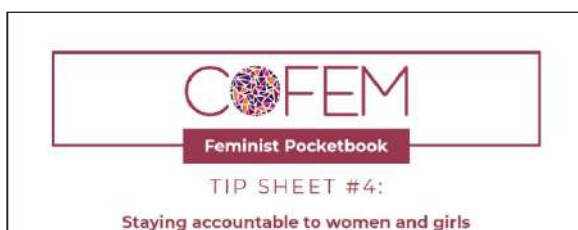
- Session 1: Understanding accountability
- Session 2: The MenEngage [Code of Conduct](#) and its relation to accountability
- Session 3: Experiences with accountability
- Session 4: Working in partnership with women and women's rights organizations
- Session 5: Strategies for putting into practice the [Accountability Standards and Guidelines](#) in my network and organization
- Session 6: Promoting critical self-reflections about power and male privileges
- Session 7: Developing strategies to be prepared and respond if issues arise

The toolkit also contains the following planning and M&E tools:

- Tool 1: Monitoring Success – MenEngage Network and Members Organizations Compliance with Global Alliance Standards
- Tool 2: Putting It Into Practice – Timeline for Completion
- Annex: Accountability standards summary table – that for each accountability standard includes recommended accountability methods/mechanisms and means of verification



This [short video](#) prepared by the MenEngage Alliance, outlines why accountability is vital for work to engage men & boys in gender equality, what accountability looks like in practice and how to ensure an intersectional approach to accountability.



This Tip Sheet is part of COFEM's Feminist Pocketbook and addresses accountability — what it is, why it matters and who it concerns. It reflects and builds on the key ideas that women and girls should be at the centre of all gender-based violence (GBV) programming.

The key points covered in the Tip Sheet are:

- Being accountable to women and girls means ensuring that our work prioritises the rights and needs of women and girls and does not cause them harm directly or indirectly.
- Accountability requires adopting an intersectional approach within and across all gender-based violence (GBV) programming.
- Building a strong women's rights movement and civil society is crucial to building accountability to women and girls.
- Promoting and supporting women's leadership and decision-making is critical for effective GBV programming, policy, and advocacy, and ensures that GBV work is accountable to women and girls.

Also included in the Tip Sheet are examples of what the guiding principles for accountability to women and girls look like in practice across different GBV work contexts (advocacy, programming and policy) and practical tips for practitioners, researchers, donors and policymakers.

International Rescue Committee (IRC). [Engaging Men Through Accountable Practice \(EMAP\) Resource Package 2014](#)

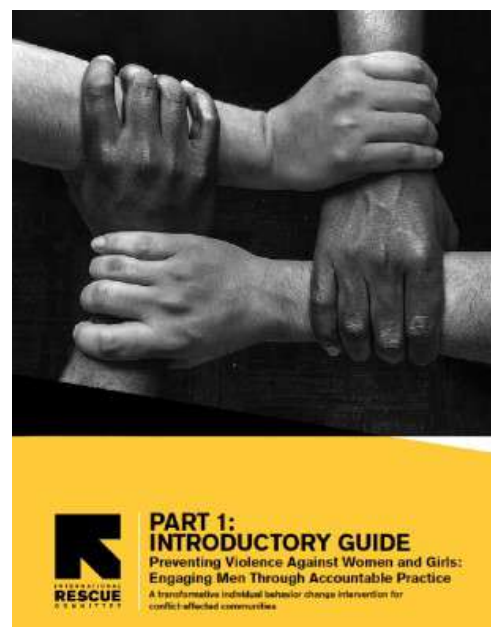
IRC's Preventing Violence against Women & Girls: Engaging Men through Accountable Practice (EMAP) programme is an innovative primary prevention model and resource package for engaging men in transformative individual behaviour change in humanitarian settings, which includes explicit accountability measures to women and girls affected by violence.

The goal of EMAP is to improve women's lives by encouraging changes in men's behavior. As such, each component of the EMAP intervention focuses on prioritising the safety and wellbeing of women and girls. EMAP responds to challenges that arise within male engagement activities and offers a framework of Accountable Practice to ensure that programming with men is safe, effective, and accountable to women and girls. EMAP seeks to transform men's harmful beliefs, attitudes, and behaviours that support violence against women and girls. This begins with self-reflection and accountability from all stakeholders.

The EMAP resource package consists of three tools that are described below.

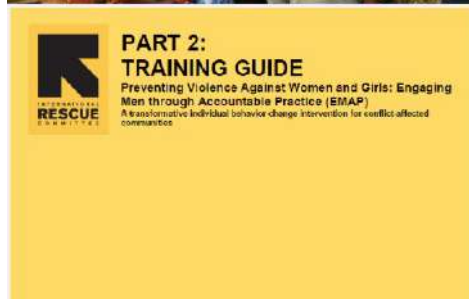
The [EMAP Introductory Guide](#) provides detailed guidance for accountable practice that outlines the need for structures and processes that ensure women's leadership within primary prevention intervention efforts geared toward men. It introduces practitioners to the model, key concepts, and guiding principles of the EMAP approach and is divided into four sections:

- 1 Section 1: WHAT IS EMAP? provides information about the conceptual framework of EMAP and what it offers programmes in humanitarian settings.
- 2 Section 2: THE EMAP FRAMEWORK: ACCOUNTABLE PRACTICE provides information about the overall framework of the EMAP intervention, along with examples of different levels of Accountable Practice, and an overview of the tools and activities to support programme staff using the framework.
- 3 Section 3: THE EMAP INTERVENTION provides information about EMAP goals, assumptions, staffing, curricula, implementation phases, and monitoring and evaluation tools.
- 4 Section 4: WHAT HAPPENS NEXT? I'M READY TO BEGIN EMAP provides step-by-step recommendations for those interested in moving forward with the implementation of the EMAP intervention. It is recommended that in addition to reviewing Section 4, staff also complete the EMAP Pre-Implementation Action Plan, included as an annex in this guide.



The EMAP Training Guide provides a detailed 15-day curricula for training EMAP facilitators and supervisors, to be conducted over a 4-week period. It is designed to equip them with skills and knowledge regarding the EMAP framework of Accountable Practice and overall EMAP intervention and implementation.

This EMAP Training Guide is divided into four sections:



1. Section 1: UNDERSTANDING THE TRAINING PROCESS, provides trainers with an understanding of the approach, goals, and key concepts of the EMAP training.
2. Section 2: PREPARING FOR THE EMAP TRAINING, provides trainers with tips and guidance for how to lead a successful EMAP training.
3. Section 3: EMAP TRAINING TOOLS provides an overview of and guidance for the tools that are intended to be used during the EMAP training.

Section 4: EMAP TRAINING CURRICULUM & MATERIALS provides trainers with detailed activities and/or curricula for the training. This is divided into four weeks:

Week 1: Understanding the EMAP intervention and framework (5 days)

Week 2: The EMAP Women & Men's Curricula, Key Facilitator Skills (4 days)

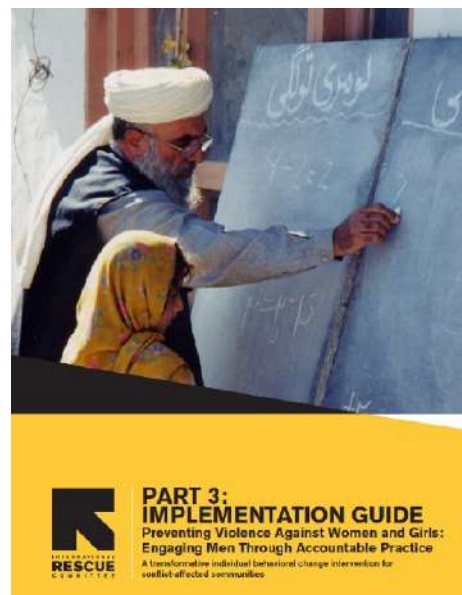
Week 3: Teach back (3 days)

Week 4: Planning for implementation and monitoring (3 days).

The **EMAP Implementation Guide** provides support to facilitators and supervisors in preparing, implementing, and monitoring the EMAP intervention. It is divided into four sections:

1. Section 1: Implementing EMAP provides detailed guidance on how to implement each phase of the EMAP intervention¹. This section also provides information on the monitoring tools that will be used during the EMAP weekly meetings.
2. Section 2: Facilitating the EMAP Curricula provides detailed guidance for facilitating the EMAP curricula and addressing challenges that may arise during programming.
3. Section 3: The EMAP Curricula:
 1. An 8-session curriculum for female participants, as well as recommendations for additional sessions for ongoing monthly women's groups.
 2. A 16-session EMAP Men's curriculum for male participants.
4. Section 4: Monitoring Tools provides information on the tools used in the EMAP intervention to monitor progress towards outcomes and minimise potential harm done during the implementation and guidance on how to use them.

The evidenced-based 16-week men's curriculum is built on the premise that men are concerned about the high rates of violence against women and girls and that they are in a critical position to help end that violence. Through weekly discussion sessions, the programme equips men with the knowledge and tools to understand the root causes of GBV. The curriculum works to challenge their internalised beliefs and attitudes about masculinity, gender and power so they can begin to change behaviours that reinforce gender oppression within their families and communities.



3.7 MONITORING AND EVALUATION

Overview



*An artwork featured in the
"Father and Daughter"
exhibition dedicated to the
Girl Child Day*

UNFPA Armenia, 2019

Monitoring is the process of ensuring that activities are implemented as planned and of identifying necessary adjustments in a work plan and/or use of resources. It involves the continuous, methodical process of data collection and information gathering throughout the life cycle of a project or programme.

Evaluation is a systematic and objective process that periodically assesses the effectiveness, relevance, efficiency and sustainability of a project or programme against certain standards of acceptability.

Monitoring and evaluation (M&E) is a fundamental part of programme efforts to EMB in gender equality. It can demonstrate the impact of processes and help identify gaps and directions for future work. Evaluation can bolster advocacy efforts by providing policymakers and donors with evidence of the benefits. Systematic M&E processes also enhance the accountability of EMB projects/programmes to women's empowerment and organisations and gender equality outcomes.

A key focus in the design and implementation of M&E activities for EMB programmes is measuring changes that have occurred in knowledge, attitudes, behaviour, skills and social/gender norms as a result of specific interventions (particularly processes of training). This can be done via pre and post-test surveys, focus group discussions, interviews etc., designed based on the specific approaches used and thematic content covered by the intervention. Similarly, Randomised Control Trials (RCT) are often used to evaluate impact by comparing results/outcomes in 'treated' target populations with 'untreated' populations with similar characteristics.

Key Resources for Monitoring and Evaluating EMB initiatives

Pulerwitz, J. and Barker. G. The Gender-Equitable Men Scale (GEM Scale)

The Gender-Equitable Men (GEM) Scale is an evaluation tool to measure changes/shifts in attitudes toward gender norms. It can be used as a pre and post-test survey with mixed-gender and single-gender groups before a training process takes place and afterwards.

The 24 items included in the GEM Scale cover gender norms related to gender, domestic work, violence, sexual and reproductive health, sexual relations and homophobia. The 24 items are divided into two subsets of inequitable gender norms and equitable gender norms.

The inclusion of specific GEM Scale variables included for pre and post testing will depend on the thematic content covered by the specific training process that is being implemented.

The GEM scale tool includes detailed instructions on how to score responses and interpret their meaning. Results are split into “high”, “moderate”, and “low” support for equitable gender norms. Pre and post testing enables tracking of individuals' scores and the mean pre and post training scores of the group, that can also be disaggregated by gender and other variables such as age.

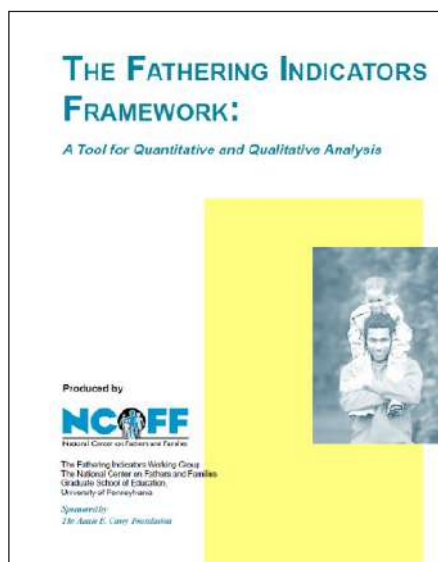


This [report](#) (see chapter 3) describes the development of the Gender-Equitable Men (GEM) scale and the process of country-specific adaptation. It also highlights its relevance as a tool to measure gender inequity.



This [article](#) describes the application of the GEM Scale for measuring attitudes toward gender norms among young men in Brazil. GEM scale items included were based on previous qualitative work in the community and a literature review and administered to a household sample of 742 men, including 223 young men ages fifteen to twenty-four, in Rio de Janeiro, Brazil. The analysis in this article focuses on the young men, as they were the main audience for a planned intervention to promote gender equitable and HIV risk reduction behaviours.

The National Centre on Fathers and Families The Fathering Indicators Framework: A Tool for Quantitative and Qualitative Analysis



The Fathering Indicators Framework (FIF) is designed to help researchers, practitioners, and policymakers conceptualise, examine, and measure the change in fathering behaviours in relation to child and family wellbeing.

The FIF may be adapted for multiple purposes and used with different populations of fathers (i.e., married fathers present in the home; never-married fathers; noncustodial, non-residential fathers involved with their children; and noncustodial, non-residential fathers making the transition to responsible fatherhood).

The FIF is divided into six indicator categories:

- Father presence;
- Caregiving;
- Child social competence and academic achievement;
- Cooperative parenting;
- Healthy living; and
- Material and financial contributions.

Sample indicators and current or potential source of information are provided for each of the 6 categories.

The FIF is intended to provide a useful schematic summary of data sources, methods, and variables that can aid in the field's efforts. It has the potential to provide information about the effects of a programme on a father; the effects of a father's participation or change of behaviour on a child or family; or the ways in which these effects—on fathers, children, and families—are threaded together to enable men to become positively involved with their children, the mothers of their children, and families in general. It is designed specifically to be a tool that can be used by or adapted for different audiences (practitioners, researchers and policymakers).

3.8 INTERNATIONAL MEN AND GENDER EQUALITY

SURVEY (IMAGES) STUDIES

About IMAGES



*An artwork featured in the
"Father and Daughter"
exhibition dedicated to the
Girl Child Day*

UNFPA Armenia, 2019

Cocreated in 2008 by Equimundo and the International Centre for Research on Women (ICRW), the [International Men and Gender Equality Survey \(IMAGES\)](#) is one of the most comprehensive studies ever on men's and women's practices and attitudes as they relate to gender equality.

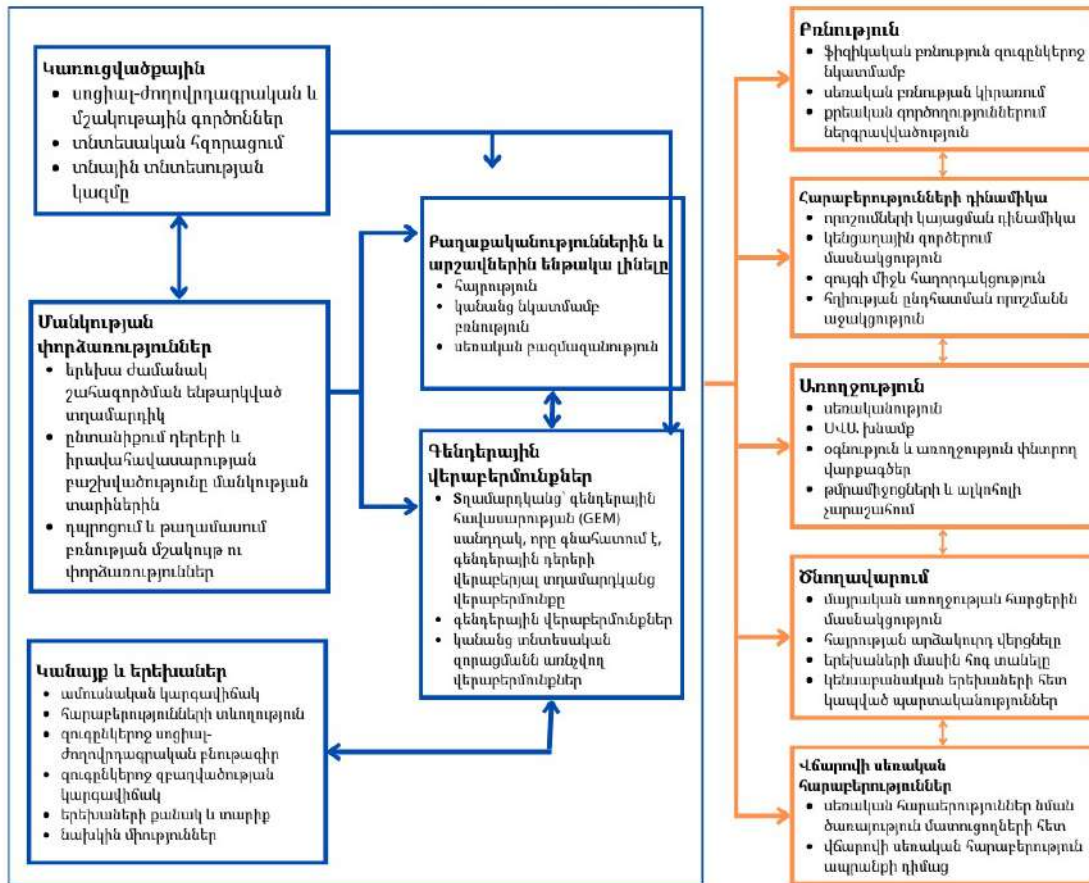
The **broad goal** of IMAGES is to assess men's and women's behaviours and attitudes around gender equality and to help develop national and global databases using a standardised instrument. The purpose of such data is to build an understanding of men's and women's practices and attitudes related to gender equality in order to inform, drive, and monitor programme and policy development to promote gender equality.

Using a wide variety of validated and commonly used measures, the survey investigates men's attitudes and practices, alongside women's reports, on topics such as attitudes about gender and gender-related policies; sexual, reproductive, and maternal health; general health and well-being; partner dynamics; parenting practices; intimate partner violence; childhood experiences; violence against children; cultural practices; sexual diversity; transactional sex; social norms; and migration, conflict, and war. See this [list of IMAGES publications](#) for more examples of themes covered within IMAGES research.

IMAGES is designed for male and female respondents aged 18 to 59 and is carried out together with qualitative research to map masculinities, contextualise the survey results, and provide detailed life histories that illuminate quantitative findings. The questionnaire is adapted for each country and region, with approximately two-thirds of the questions being standard across settings.

³⁰IMAGES has received recognition, support, and funding from numerous international organizations, such as the World Bank, CARE, UN Women, the United Nations Population Fund, the United Nations Development Programme, the Ford Foundation, the International Development Research Centre (Canada), Global Affairs Canada, the United

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KEY FINDINGS OF 15 YEARS OF IMAGES

Equimundo's exhaustive analysis of IMAGES' in-depth research with over 67,000 men and women across 32 countries contained in the global report [Men and Gender Equality: A Global Status Report in 15 Headlines](#) (2022) highlighted the following key findings:

1. Men who witnessed violence as children, particularly against their mother, are twice as likely to use intimate partner violence in adulthood.
2. Across 15 IMAGES countries, no men in any age group have as progressive or equitable views as women.
3. 61% of men say they are frequently stressed out or depressed because of not having enough work or income.
4. The majority of women around the world do not have the final say on how they spend their free time.
5. Nearly half of men have grown up seeing their fathers rule their homes: 50% of women and 48% of men said men were the sole decision makers regarding large financial investments in their childhood homes.
6. On the other hand, many men have never seen their fathers do any work around the home: 35% of men say their fathers did not participate in any household tasks while growing up.



7. In countries affected by conflict, the wounds to men are deep: Of men surveyed: 80% in Afghanistan experienced at least one direct conflict experience, 23% in El Salvador had experienced torture, 16% in Serbia had fought in wars and 80% in Rwanda were genocide witnesses/survivors.
8. One area where the world may be moving slowly toward greater equality is in reproductive lives: 65% of women and 75% of men say final decisions about contraception are shared equally.
9. Homophobia is still prevalent: The majority of men agreed with the statement, “I would be ashamed if I had a homosexual son.”
10. The study also affirmed the power of gender equality in the home paying forward: Women and men who grow up seeing gender equality practised in their households as children hold more equitable attitudes as adults.
11. Men who live and believe in gender equality are healthier and happier while men with restrictive gender attitudes are more likely to engage in harmful behaviours like risk-taking, substance abuse and more prone to depression and suicidal thoughts.

How IMAGES data have been used

Some examples of how IMAGES data have been used in the past are detailed below:

- Exploring factors that explain variations in **men's and women's experiences and practices** in their family and parenting lives, in their intimate and sexual relationships, and around sexual and reproductive health.
- Assessing men's and women's **knowledge of – and compare their attitudes about** – policies that have sought to promote gender equality in their country (such as employment and political quotas for women and the criminalisation of gender-based violence), as well as assessing men's ideas about what policies would help them become more gender equitable.
- Exploring the influence of **social norms** on men's and women's key gendered attitudes and practices, including the influence of harassment, conflict, urban violence, war, and occupation.
- Making **programmatic and policy recommendations**³¹ to challenge hegemonic masculinity and promote partnership between men and women to promote gender equality.
- Advising **policy campaigns and policymakers**, as well as conducting public and social media campaigns to mobilise change.

Other IMAGES Resources, Reports and Publications

As of 2020, IMAGES and IMAGES-inspired studies were carried out or ongoing in 45 countries, comprising tens of thousands of interviews with men and women. Findings from IMAGES have been shared through country and regional reports, overview and thematic multi-country reports, and journal articles.

³¹These include inspiring men's health initiatives in **Brazil**; starting discussions with the Ministry of Health in **Chile** around creating specific strategies for men's health and for engaging men in maternal and child health and childbirth; promoting new and progressive sexuality education policies in the public education system in **Croatia**; initiating civil society-led sexual and gender-based violence prevention activities with men in **Tanzania**; creating new trauma-informed prevention activities for men in the eastern region of the **Democratic Republic of the Congo**; and implementing and scaling up fatherhood and care-equality activities in **Lebanon, Rwanda**, and elsewhere.

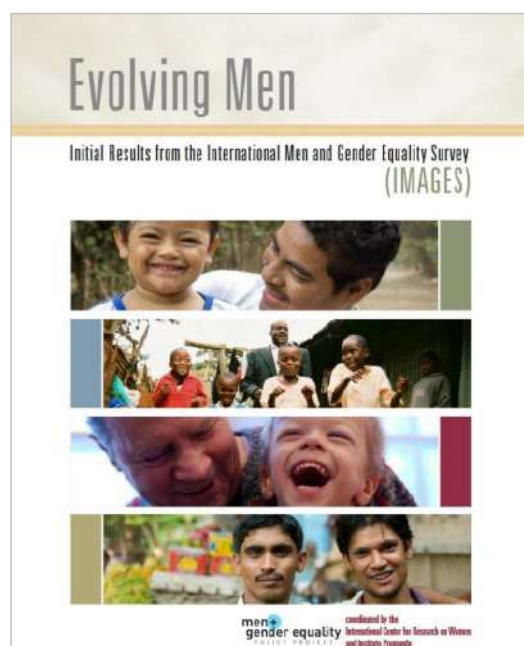
IMAGES studies in the EECA Region

Several IMAGES studies have been carried out in the EECA region between 2011 and 2018 and can be accessed by clicking on the following links.

- Men And Gender Equality in [Armenia](#), 2016
- A Men's Perspective on Gender Equality in [Kosovo](#) - Main findings from the IMAGES) Survey, 2018,
- Masculinity Today: Men's Attitudes to Gender Stereotypes and Violence Against Women, [Ukraine](#), 2018,
- Men In Serbia: Changes, Resistances and Challenges - Results of Research on Men and Gender Equality, Images [Serbia](#), 2018
- Men And Gender Relations in Bosnia and Herzegovina, Images [Bosnia and Herzegovina](#), 2012
- Men, Women and Gender Relations (Public Perceptions and Attitudes), [Georgia 2020](#); and Men And Gender Relations [Georgia 2014](#)
- Men and gender equality in the Republic of [Moldova](#) - Based on IMAGES methodology, 2015
- IMAGES [Croatia](#), 2011 (see English Summary pages 103-109)

Key Overview Publications

[Evolving Men: Initial Results from the International Men and Gender Equality Survey \(IMAGES\)](#)



From 2009 to 2010, household surveys were administered to more than 8,000 men and 3,500 women ages 18-59 in Brazil, Chile, Croatia, India, Mexico and Rwanda.

Topics in the questionnaire included: gender-based violence; health and health-related practices; household division of labour; men's participation in caregiving and as fathers; men's and women's attitudes about gender and gender-related policies; transactional sex; men's reports of criminal behaviour; and quality of life.

This report focuses on the initial, comparative analysis of results from the men's questionnaires across the six countries, with women's reports on key variables.

Men who Care: A Multi-Country Qualitative Study of Men in Non-Traditional Caregiving Roles

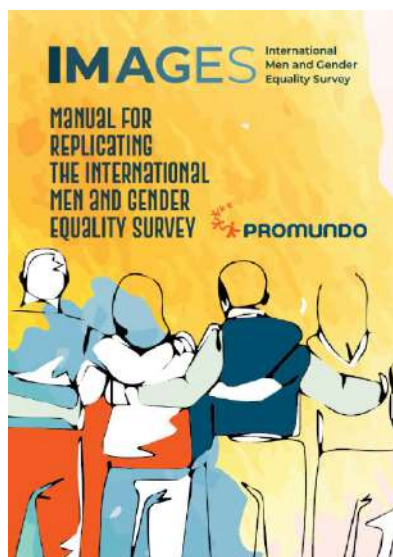


The “Men Who Care” study is a five-country (Brazil, Chile, India, Mexico and South Africa) qualitative study that sought to explore these issues by listening to men who are involved in non-traditional forms of care work – in the family and professional realms.

The study sought to understand in the words of men themselves how they came to participate to a greater extent in care work than their male peers (in the home as in caregiving professions) and how men describe their care work. The collaborating researchers from the five countries identified men who were carrying out atypical kinds of care work or were much more extensively engaged in it than other men in their settings. A total of 83 men were interviewed.

IMAGES Resources for Researchers

Manual for replicating the International Men and Gender Equality Survey – Equimundo, 2021

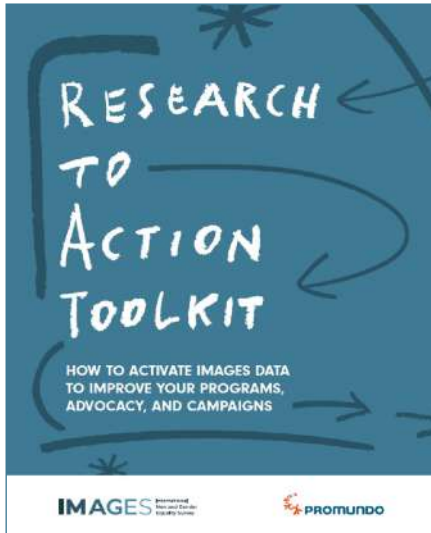


This resource for adapting and replicating the International Men and Gender Equality Survey (IMAGES) was developed by Equimundo (formerly Promundo-US) drawing from the *Toolkit for Replicating the UN Multi-Country Study on Men and Violence: Understanding Why Some Men Use Violence Against Women and How We Can Prevent It* developed by the Partners for Prevention (P4P) joint programme.

The manual provides a step-by-step guide to prepare for, conduct, and disseminate quantitative findings from IMAGES in different contexts. It aims to serve both as a comprehensive guide that describes the primary steps in replica-

ting the quantitative component of an IMAGES study and a collection of questionnaires, forms, and other resources that may be needed while replicating the survey. The IMAGES manual synthesizes lessons learned by IMAGES teams globally to make the process of replicating IMAGES as efficient, effective, and ethical as possible for local research leaders around the world.

The goal of this manual is to help foster a standard of rigorous and ethical research to expand the evidence base on people's attitudes and practices related to gender while informing long-term efforts to promote gender equality and violence prevention.



This toolkit provides a clear, concise set of suggestions to help researchers, activists, programmers, and policymakers get the most out of IMAGES data while maintaining high ethical and analytical standards.

Each suggestion includes a basic explanation and rationale and, in most cases, also cites a concrete example of that suggestion in action, often drawn from actual IMAGES data uses.

By reading this guidance and seeing these examples readers will start to imagine achievable, exciting, and effective uses for IMAGES data in their own work.

For more background information on IMAGES studies around the world, visit [IMAGES Online Resource Repository | Equimundo](#), a searchable repository of all IMAGES questions asked in different settings grouped by topic that also includes background documentation.

