



Men & Boys

Principal Author: Alessandra Guedes, Independent Consultant for [Promundo](#) and [MenEngage](#)

Special Thanks: Dina Deligiorgis, UN Women

Contributors:

Francisco Aguayo, Paternidad Activa (Chile), James Arana, Men's Resources International (United States), Juan Carlos Arean, Family Violence Prevention Fund (United States), Amy Bank, Puntos de Encuentro (Nicaragua) Gary Barker, Instituto Promundo (Brazil), Michele Burger, Independent Consultant (United States), Mart Busche, Dissens e.V. (Norway), Barry Chevannes, Fathers Inc. (Jamaica), Daniel Coyne, Men's Resources International (Rwanda), Abhijit Das, Men's Action for Stopping Violence Against Women (India), Michael Flood, LaTrobe University (Australia), Brook Friedman, Boys Talk Program (Australia), Kirk Friedrich, Grassroots Soccer (South Africa, Zambia, Zimbabwe), Roberto Garda, Hombres por la Equidad (Mexico), Colette Harris, Institute for Development Studies, Sussex University/Ghamkori (Tajikistan), Maimuna Kanyamala, Kivulini Women's Rights Center (Tanzania), Jackson Katz, Mentors in Violence Prevention (United States), Benno de Keijzer, Salud y Género (Mexico), Irene Khumalo, ADAPT (South Africa), James Lang, Partners for Prevention Working with Boys and Men to Prevent Gender-based Violence (Asia Pacific), Andrew Levack, University of Washington (United States), Patrick McGann, Men Can Stop Rape (United States), Lori Michau, Raising Voices (Uganda), Todd Minerson, White Ribbon Campaign (Canada), Otina Kennedy Odhiambo, Men to Men Project, FEMNET (Kenya), Dean Peacock, Sonke Gender Justice (South Africa), Ralf Puchert, Dissens e.V. (Norway), Christine Ricardo, Instituto Promundo (Brazil), Ulf Rikter-Svendsen, REFORM – Resource Centre for Men (Norway), Fidel Rutayisire, Rwanda Men's Resource Centre (Rwanda), David Sloane Rider, Men Can Stop Rape (United States), Jim Sheehan, Men's Resource Center for Change (United States), Satish Kumar Singh, Men's Action for Stopping Violence Against Women (India), David Wolfe, Youth Relationships Project (Canada)

INTRODUCTION AND 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 when 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 as part of the solution
- Question existing roles, but do not prescribe particular behaviours
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INTRODUCTION AND KEY POINTS

Why work with men and boys to prevent violence against women and girls?

- Violence against women and girls is rooted in widely-accepted gender norms about men's authority and use of violence to exert control over women. As half the world's population, effective interventions must engage men in order to address the underlying discriminatory social norms that legitimize male power, control and use of violence (Dunkle and Jewkes 2007).
 - Men and boys who adhere to more rigid views about gender roles and masculinity (such as believing that men need sex more than women do or that men should dominate women, including sexually) are more likely to report having used violence against a partner among other negative outcomes (Courtenay 1998, Pulerwitz and Barker 2008). While studies available and their findings at times vary in different settings, some researchers have found that ideas of male privilege and control have been identified among the top factors predicting the perpetration of violence against women (Jewkes 2002).
 - The social expectations of what men and boys (and women and girls) should and should not do place both women and men at risk of negative outcomes, including violence, sexually transmitted infections and HIV (WHO 2007), as well as grave consequences for women's sexual and reproductive health in particular (e.g. unwanted and forced pregnancies), among many others.
- The primary perpetrators of violence against women and girls are men. As such, prevention efforts must engage them (Flood 2008). Many men in society, if provided with information and sensitization about the issue, represent untapped but potentially influential allies in the struggle to end violence against women, within their families, communities and decision-making circles.
 - Men tend to have less knowledge and awareness of the magnitude of violence against women and girls. For example, in Spain, research showed that only 1.2 per cent of men were aware that violence against women and girls was a serious problem (Lorente, Global Symposium 2009).
- Men continue to hold the majority of powerful and influential positions in law, politics, finance, the justice and security sectors, business and the media. They determine policy and legislative priorities, as well as public budgets. In many countries, the frontline institutions charged with responding to violence against women, are male-dominated (e.g. the police, health and legal professions, the judiciary, etc.).
- Men are increasingly getting involved and have positive roles to play in addressing violence against women and girls. Men are publicly challenging the beliefs, values and social norms that condone gender inequality and violence; and are encouraging alternative ideas of manhood among their peers and in society that favour non-violence and justice between the sexes (Flood 2008). The

[MenEngage](#) alliance, for example, comprises over 400 organizations from around the world that work with men and boys to promote gender equality and end violence against women and girls.

- The emerging evidence-base shows that prevention approaches that engage men and boys work! Findings available are showing that appropriate interventions can change men's attitudes towards women, equality and the use of violence.

What is known to date about working with men and boys?

Although very little has been evaluated and more needs to be learned about working with boys and men, a recent review of the evidence from 58 programmes around the world by the World Health Organization ([WHO 2007](#)) indicates that they can lead to the following positive changes:

- Decreased self-reported use of physical, sexual and psychological violence in intimate relationships (for example, [Stepping Stones](#) in South Africa and the [Safe Dates Program](#) in the United States);
- Increased social support of spouses through shifts in community norms and greater awareness of existing services (for example, an initiative in South Africa, [Soul City](#), changed community perceptions around issues of domestic violence and taking action against it);
- More equitable treatment of sons and daughters;
- Increased contraceptive and condom use; and
- Increased communication with partners about child health, contraception and reproductive decision-making.

Other evaluations and assessments have also found that [primary prevention](#) approaches in particular can be effective.

- **Programme H (Promundo, Brazil).** Available in [English](#).
- **Somos Diferentes, Somos Iguales, Sexto Sentido** (Puntos de Encuentro, Nicaragua). The evaluation report is available in [English](#) and [Spanish](#).
- **Soul City 4 Evaluation Media Campaign Monitoring and Evaluation Materials** (South Africa). Available in [English](#).
- **Stepping Stones Evaluation Policy Brief** (Medical Research Council, South Africa). Available in [English](#).
- **Men as Partners Program** (EngenderHealth, South Africa). Available in [English](#).

Evaluations and assessments of [perpetrator/batterer programmes](#) on the other hand have been mixed, with most finding questionable, limited or no effects on reducing or preventing repeated abuse.

Efforts to build an evidence-base on what works to engage men and boys are growing with an increasing amount of assessments, evaluations and documentation of interventions underway.

One such undertaking is the 2009 UNFPA-hosted webinar (*Partnering with Men to End Violence against Women: Practices that Work*) that shared research findings, lessons learned and promising practices on prevention of gender-based violence in Eastern Europe, drawing on case studies from Turkey, Romania, Armenia and Ukraine. The session included work being undertaken with military personnel, police, adolescent boys, the health sector and through coordinated institutional responses. To listen to the recorded session, visit: <https://cc.callinfo.com/play?id=222ikv> and simply type in your name and affiliation. To hear the UNFPA-hosted webinar on *Engaging Men and Boys in Gender Equality*, visit: <https://cc.callinfo.com/play?id=43hitnrl> and enter your name and affiliation.

A new and important initiative focused on evaluation is a project of Instituto Promundo and partners, supported by the [United Nations Trust Fund to End Violence against Women](#) (*Engaging Men to End Gender-Based Violence: a Multi-Country Intervention and Impact Evaluation Study (Brazil, Chile, India and Rwanda)*). This innovative cross-regional project will use rigorous evaluations to identify effective strategies for engaging men in ending violence against women. Educational workshops and campaign activities will centre on deconstructing traditional notions of manhood, promoting gender-equitable and non-violent alternatives, and encouraging positive changes in attitudes and behaviours. In Brazil and India, a “full-intensity” impact evaluation will be carried out with approximately 700-750 young and adult men (using a pre and post-test evaluation design with a control group). In Chile and Rwanda, project partners will carry out “lower-intensity” impact evaluation studies (with roughly 150-200 young and adult men using pre and post-test evaluation design, without a control group). Evaluation results will be widely disseminated at the end of the three year programme in 2011-2012.

What are some of the challenges when working with men in this area?

- Some groups feel that working with men might distract from the fundamental work of empowering women, lead to competition for funding (Ruxton 2004) and possibly weaken the women’s rights agenda (Esplen 2006).
- Many of the activists, researchers and programme personnel in this area of work come from a feminist or women-centred background and may themselves be resistant to engaging men and/or may not know how to engage this population.
- Not all men’s groups working on gender issues have equality or women’s rights as core or mandatory principles and some may be anti-gender equality and opposed to women’s rights.
- Men’s protectiveness of their privileges and power.
- Hopelessness about men being non-violent and caring.

- A division between men and women based on differences in the way they've been socialized to think and feel.
- Men's distance from their emotional self.
- Lack of safe spaces and support for men to engage in self-reflection and awareness-raising.

How can these challenges be addressed?

From the outset, establish and ensure that [key principles](#) are internalised and shared by all implementing partners and key stakeholders. Assess that the men's groups involved share and are explicit about abiding by these values and commitment to women's human rights and gender equality.

Partner with women's groups as a means of promoting transparency and accountability. Women's groups brought the issue of gender-based violence to the forefront of public health and human rights agendas and have considerable experience in the area of violence against women and girls (especially from a gender perspective, which is required for interventions to be ethical and in line with guarantees for women's human rights).

Ensure that survivors' needs are met, that their human rights safeguarded and that their safety is promoted. One of the fears about working with men and boys is that the needs of survivors will be overlooked or under-funded. By partnering with women's groups, initiatives working with men and boys can take steps to address this concern by informing men and women about existing services, for instance, or by strengthening existing services through joint initiatives, such as training.

Make an effort to document, evaluate and disseminate knowledge of initiatives working with men and boys to ease fears and misconceptions and build better understanding.

Present a conceptual framework that:

- Recognizes the important role men can play as partners and allies with women in preventing violence against women and girls and promoting healthy families and communities.
- Affirms most men's potential for caring and desire for connection with women, children and other men.
- Highlights the role of male socialization in leading to men's emotional repression, isolation and domination.

GUIDING PRINCIPLES

Frame the work with men and boys within a human rights-based and gender-responsive approach

A human rights-based approach requires that interventions are based on internationally agreed human rights standards and that interventions are designed to help fulfil those standards. For information on a rights-based approach see the [women/gender page](#) of the Office of the United Nations High Commissioner for Human Rights. Also available in [French](#).

A gender-responsive approach requires that interventions recognize that girls and women have different biological characteristics, and importantly, different socially prescribed roles from boys and men, which translates into different needs, priorities and the ability to exercise and enjoy rights. Analyzing these social and cultural factors with respect to men and women's roles and relationships will help ensure that interventions are designed in a more effective manner, so that women's access to resources, voice and opportunity can be realized in the context of prevention efforts and in response to survivors.

To this end, experts in gender analysis and violence against women should be involved in the design, implementation, monitoring and evaluation of interventions to ensure an ethical, human rights and gender perspective and to ensure that approaches are empowering to women.

An important lesson learned when engaging men as part of the solution is to be careful to use language that recognizes that all men do not commit acts of violence, while emphasizing that all men need to be held accountable for their personal and political actions, including condoning sexism or violence.

Base programmes around a conceptual framework on men, masculinities and gender relations

Programmes should be based on an understanding of the different notions of what it means to be a man (masculinities) in different cultural contexts and how these definitions may contribute to gender inequality, discrimination and violence against women and girls. Understanding masculinities helps explain how these socially constructed ideals of manhood affect men's attitudes, perceptions and behaviours and how these relate to the dynamics between men and women in a society and the use of violence. Having this conceptual framework is crucial to designing programmes and ensuring more effective outcomes.

Skip to the [programme planning and design section](#) to learn more about developing a conceptual framework.

Make an explicit effort within programmes to discuss gender and masculinity and to transform gender norms

Programmes with men and boys that include deliberate discussions on gender and masculinity and clear efforts to transform gender norms show greater promise of being effective than programmes that merely acknowledge or mention gender norms and roles.

Efforts should highlight:

- The fact that gender norms are socially constructed, as opposed to biologically determined, and therefore can be changed.
- How traditional notions of gender may also negatively affect boys and men.
- How gender affects and determines the power relationships and inequities that influence violence against women and girls.

See the programme implementation section for guidance on [transforming gender norms](#).

Ensure transparency and accountability by partnering with women's groups

Partnering with women's groups, and recognizing and respecting their leadership and expertise on the issue, is crucial to sustaining the work on ending violence against women and girls. In particular, partnerships can address two very important areas:

1) Address some of the fears regarding working with men to prevent violence against women and girls, such as:

- Initiatives with men will compete for funding with other initiatives that are severely under resourced, but critical to addressing the needs of survivors/victims;
- Initiatives with men will dilute the feminist agenda;
- Men will manipulate the gender discourse to their own agendas; and
- Men will take over the role of women in this work.

2) Exchange experiences and develop mutual understanding and capacities among the two groups. Women's groups, in particular can bring added value to the work of men and boys by:

- Bringing a strong gender perspective and identifying effective strategies based on their considerable experience in the area of violence against women;
- Presenting valid concerns about the work with men in the area of violence against women that need to be addressed, so that potential frictions and resistance can be avoided; and
- Providing for the needs and human rights of survivors/victims. This is paramount in any initiative in the area of violence against women and girls, including in prevention work.

Do no harm

All programmes working with men and boys, even those addressing other issues, such as HIV and AIDS, should consider whether their messages and imagery unintentionally reinforce unhelpful traditional stereotypes about men and women that contribute to violence against women and girls. Programmes that involve transformation in gender roles and social norms should also be conscientious about unintentionally generating other gender discriminatory attitudes (such as men feeling that they need to ‘protect’ women by limiting their mobility, freedom or privacy) or anti-equality perspectives (such as homophobia) that sometimes arise.

How to avoid doing harm and ensure local relevance:

- Ensure that interventions centre on safeguarding the human rights of women and a gender equality approach, informed by women’s experiences in the community and experts in the field of violence against women.
- Ensure the cultural appropriateness of the strategies by engaging local organizations and individuals – both men and women – who have knowledge of both the context and of the outcomes of past interventions.
- Involve boys and men in developing programmes, campaign messages, communication materials, and other important products or interventions.
- Field test all materials with the specific target audience (for example, by age sub-group, language group, ethnic group or other important group characteristic).
- Continually [monitor and evaluate](#) interventions.
- Include feedback from women in the evaluations (for instance, in corroborating men’s self-reported attitudinal or behavioural changes).

Understand the diversity of boys’ and men’s experiences and tailor initiatives appropriately

Programmes should recognize that not all men are equal - differences in age, education levels, socio-economic status, and experiences of racism, homophobia and other factors need to be addressed. There are also multiple dimensions to each individual man, for example, men may experience power and powerlessness at the same time; a man may feel powerful in his home in relation to his wife, but may feel oppressed at work.

Programmes should also consider other factors when designing programmes to reach men and boys, such as differences in language and culture, rural versus urban contexts, in-school versus out-of-school youth, married versus single men, and differences in employment settings, among others.

Conduct a [situation analysis](#) to obtain a better understanding of the diverse population of men and boys and their varying contexts, so that the best entry points and methods for reaching them can be identified.

Tailoring initiatives this way increases the relevance and likelihood of achieving the desired results (Valle et al., 2007).

Use a life-cycle and age-specific approach when designing interventions

This requires identifying the key entry points to address gender issues at different ages.

- For younger boys, work might focus on respect and conflict resolution (Kaufman 2003), in addition to working with them to foster strong personal identities that are not reinforced by traditional ideas of what boys and men 'should' be like.
- For adolescents, work might focus on communication in relationships, respect, sexual responsibility, sexual violence, and emotional and verbal abuse (Kaufman 2003).
- For adults, life-cycle entry points might include the time when a man gets married or divorced; experiences severe illness or a life threatening incident; becomes a father (brother or an uncle); or the time when he enters the workforce, becomes unemployed or retires.

Engage men as part of the solution

In working with men to address violence against women and girls, it is crucial that men are seen as part of the solution. This strategy will help diminish men's defensiveness and hostility for being blamed for the behaviour of some men. By recognizing differences among men at the individual level: men who are perpetrators, men who have experienced abuse, men who are champions in speaking and taking action against violence and all the different men in between, there is a greater opportunity to open discussion with men on the roots and causes of violence against women and the discriminatory attitudes that perpetuate it.

Why are some men reluctant to become engaged in violence prevention work?

Messages and images that vilify men and stereotype them as aggressors will do little to engage them in this work. A study conducted by the US-based Family Violence Prevention Fund (Garin 2000) found:

- 13 percent of the 1,000 men interviewed identified their reluctance to get involved in violence prevention activities because of their perception that they had been vilified and were seen as part of the problem, rather than the solution;
- 13 percent of men said they didn't know how to help; and
- 21 percent of men said that they did not actively support efforts to end domestic violence because "no one has asked them to get involved".

To read a brief case study on the research (a national survey and focus groups) that was conducted with men to inform the development of an intervention for boys, see [Coaching Boys Into Men](#).

How can men be engaged as part of the solution/programme?

- Create safe spaces and single-sex discussion groups for men where they can learn more about the issue, ask questions without being judged or feeling ignorant, where they can participate without feeling threatened by expressing their concern for ‘women’s issues’, and can reflect on their own attitudes about women and violence;
- Use male facilitators in settings where this is preferred and ensure that whether a man or a woman, the person is trained and qualified;
- Do not use language that leaves men feeling blamed for things they have not done or for things they were taught to do;
- Openly acknowledge with the group that men are often grouped together and blamed for the actions of some without the recognition of their diverse beliefs and behaviours;
- Use the mass media to reinforce non-violent norms and foster attitudes among men and the public at large that violence against women is not acceptable, that ‘real men’ do not exert violence, and women are equal; and
- Work at the community level with various educational, outreach and mobilization strategies to influence social norms and create an enabling environment for men and boys to reject traditional stereotypes of manhood and use of violence.

Question existing roles, but do not prescribe particular behaviours

Promote a ‘bottom up’ approach and equip boys and men to make informed decisions about their attitudes, behaviours and life choices, promoting discussion of gender norms so as to challenge them.

Lessons learned about not prescribing particular behaviours:

- Prescribing a particular behaviour which is labelled ‘correct’ will not appeal to a wide range of the population.
- Recognize that there is a wide range of men and boys that fall between those who are violent and those who are pro-gender equality.
- Help men navigate through the process of change by identifying specific opportunities for action rather than expecting a commitment to a complete personal transformation.
- Challenge normative behaviours and gender roles so that such discussions and actions may have an impact on men’s beliefs and understandings of these complex issues.

Employ positive messages

Use language that:

- Resonates with men;
- Does not blame all men for the actions of aggressors; and
- Encourages positive involvement by promoting the constructive role that men can play, for instance, in preventing HIV or in child care or as a bystander to violence (Ruxton 2004).

Employ multiple strategies

“To prevent violence against women, we must change the social norms, gender roles, and power relations which feed into violence. We must build local communities’ capacity to respond effectively to violence and encourage their ownership of the issue. And we must address the social contexts in which violence against women occurs.”

Ann Rosewater

Integrated programmes utilizing various mutually-reinforcing strategies, such as those combining [group education](#) with [community outreach and mobilization with mass media campaigns](#) are more effective in changing boys and men’s behaviour than for example, group education alone (WHO 2007).

Promote change at the society-wide and community levels, beyond just the individual level

Based on the [ecological model](#), targeting boys’ and men’s individual behaviour alone will produce limited results. It is important that interventions target the context that they live in by addressing individuals, relationships, social institutions, gatekeepers, community leaders and others.

Men (young and older) who have rejected violence against women and demonstrated resistance to traditional ideas of gender have often had family members, peers or other males around them who have modelled gender-equitable attitudes and behaviours (Barker, 2007).

Masculinities can also be understood at the collective level, as expressed through institutions (e.g. commercial sports), social groups (e.g. friendship networks) and shared cultural forms (e.g. mass media) and not just at the individual level. These social groups may make it challenging for an individual who wants to transform (Connell 2007) unless they too are part of the broader intervention.

Promoting change at the society-wide and community levels can therefore provide a social context that supports and reinforces positive change in individuals.

Hold men accountable for their actions

Although gender roles and the way men define themselves are socially constructed, each individual man can choose whether or not to act out his male privilege. Consequently, it is important to hold men accountable for their choices and actions, including any violent acts they may have committed, while at the same time encouraging them to change. Violence against women and girls is a crime and a human rights violation. Holding men accountable is fundamental to a rights-based, gender-responsive approach to working with men and boys to end violence against women and girls.

Monitor and evaluate programme effectiveness

Given the relatively incipient nature of interventions that work with men, careful attention should be paid to monitor and evaluate programmes to assess a programme's results, determine how to improve the intervention, and to help build a body of knowledge regarding better and more cost-effective interventions in preventing violence against women and girls. Monitoring and evaluation is also cr

ritical to ensure that interventions are not causing unintended harm.

See the [monitoring and evaluation section](#) for guidance on how to monitor and evaluate programmes with men and boys.

Additional Core Principles:

- The [MenEngage Core Principles](#)
- The [Guiding Principles](#) in the Programming Essentials section of this site.

PROGRAMME PLANNING AND DESIGN

Getting Started

Develop a conceptual framework for thinking about men, masculinities and gender relations.

What are the key aspects that a conceptual framework to understand [masculinities](#) should address?

- Commonalities and differences among men and between men and women;
- Dominance of specific forms of hegemonic masculinities, in other words, ideals of masculinity (i.e. aggressiveness, strength, ambition) which guarantee the dominant position of some men over others and which promote the subordination of women;
- How masculinities are actively constructed;
- Notion of a 'patriarchal dividend' (i.e. the privileges that all men draw upon simply by virtue of being a man);
- Costs associated with traditional masculinity to both men and women;
- The fact that many men are now aware of gender issues; and
- The fact that ideas of masculinities change over time (Ruxton 2004, Connell 1995).

For literature that discusses men, masculinities and gender relations, see the following resources:

- **The AIM Framework Addressing and Involving Men and Boys to Promote Gender Equality and End Gender Discrimination and Violence (Michael Kaufman)** Available in [English](#) and [French](#).
- **The Role of Men and Boys in Achieving Gender Equality**, Report of the Expert Group Meeting organized by the United Nations Division for the Advancement of Women in collaboration with ILO and UNAIDS, 21-24 October 2003, Brasilia, Brazil. Available from: <http://www.un.org/womenwatch/daw/egm/men-boys2003/reports/Finalreport.PDF>
- **The Men's Bibliography (compiled by Michael Flood)**
This is an extensive virtual library on men, masculinities, gender, and sexualities. Available from: <http://mensbiblio.xyonline.net/>
- **Masculinidades y Equidad de Género/Masculinities and Gender Equality**
This is an extensive virtual library of resources in Spanish. Available from: <http://eme.cl/search/label/Biblioteca%20Virtual>.

Understand the diversity of boys' and men's experiences and tailor initiatives appropriately

Programmes should recognize that:

- Not all men are equal and differences in age, educational attainment, experiences of racism, homophobia, low socioeconomic status and others need to be addressed.
- Many men experience power and powerlessness at the same time (i.e., a man may feel powerful in his home in relationship to his wife, but may feel oppressed at work).

How can programmes account for the diversity of boys' and men's experiences?

- Meet men at the stage of life they are at, engaging them at the level of their lived experience;
- Think in terms of relations of power and powerlessness, where both men and women may experience vulnerability. For instance, men may not feel powerful under all circumstances, some men may feel powerless in comparison to men of a different race or social economic status;
- Do not treat 'maleness' as a problem in and of itself; and
- Tailor a programme to the needs of a particular group (e.g. fathers) or conduct programmes in an inclusive manner so that no group feels excluded by using images and examples that appeal to a broad range of men regardless of race, occupation or socioeconomic status.

Ensure sufficient exposure

Programmes promoting changes in gender norms and behaviours require long-term investment to ensure multiple group sessions or sustained community activities and campaigns.

Promote change at the society-wide and community levels, beyond just individual change

As suggested by the ecological model for addressing violence, targeting boys' and men's individual behaviour alone will produce limited results. It is important that interventions target the context within which they live by addressing individuals, relationships, social institutions, gatekeepers, and community leaders, among others.

Make use of effective messengers

- Given discriminatory attitudes towards women, men are more likely to listen to men they respect discuss gender issues; therefore men-to-men approaches can be especially helpful. Bring in men and boys – as facilitators, peer educators, spokespersons – to address other men and boys, but always assess and strengthen their skills and knowledge to ensure a gender-sensitive, women’s rights and equality perspective.
 - Bring in supportive women’s voices – including sisters, mothers, grandmothers, wives and girlfriends – to help men see the effects of gender discrimination on women and girls they know (Ruxton 2004).
 - Identify and engage influential men leaders and custodians of public opinion and culture (e.g. political, traditional, religious, celebrities, sports, and others)
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Support groups of boys and men

Create spaces where men will not be judged in order to:

- Enable men and boys to engage with their personal and emotional lives;
 - Help men and boys understand the negative impact that rigid social norms and traditional masculinities may have in their own lives, as well as in the lives of women and girls; and
 - Allow men and boys to feel supported as they become more gender equitable and may face ridicule or stigma from other men in their communities.
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Match the intervention to men’s stage of change

Interventions should be matched to boys and men’s level of awareness about and willingness to take responsibility for problems of violence and gender inequality (Flood 2008).

Assess what stage boys and men are at before engaging them in an intervention. This can be done by administering a knowledge, attitudes and practices questionnaire; interviewing men; holding focus-group discussions and by conducting other qualitative research.

Make use of context-specific opportunities to promote change

- Societal ‘crises’, such as the HIV epidemic, large scale unemployment or panics about men’s violence (for instance, following a series of violent episodes by men reported in the media or systematic rape during times of social upheaval) can lead to shifts in gender relations, providing opportunities for intervention (Ruxton 2004).

Identify appropriate places, times and venues to reach men and boys

- Venues and times when men congregate – such as sports events, religious celebrations, in workplaces, and in bars and cafes – can be opportunities for intervention.
- Identifying strategic communications venues that may reach large numbers of boys and men – such as public service announcements during television broadcasts of sports events or use of modern communications technologies popular with boys and young men.
- Creating spaces where men can meet away from the ‘public gaze’, in other words, in locations where they will not have to be concerned how they are seen or viewed, can also be important (Ruxton 2004).

Help men to see what they may gain from becoming involved

Approaches can include:

- Helping men and boys understand the negative impacts of traditional ideas of masculinity in their lives and in the lives of the women and children they care about.
- Helping men and boys understand how they may benefit from sharing power with girls and women, for instance, by having more intimate relationships with their partners (Esplen 2006).
- Helping men and boys understand the harm, pressure and stress that traditional gender norms places on themselves and that participation may allow them to be more secure in their identity and feel freer.
- Helping men and boys understand that there are opportunities for collective solidarity to reject and rethink the norms that create pressures (e.g. coercive sex, arranged or forced marriage, etc.).

Work with men and boys to develop their emotional life and caring

Interventions should help men and boys develop their emotional lives by:

- Creating safe spaces where men can learn to think and speak openly about their feelings and lives;
- Helping men seek non-violent alternatives and emotional support for the triggers of their violent behaviour (e.g. unemployment or feelings of emasculation);
- Teaching nurturing skills to boys and prospective fathers, such as empathy and compassion; and
- Teaching conflict resolution skills that require emotional awareness (Kaufman 2003).

Situation Analysis

A situation analysis is a key foundation for any sound intervention. It helps to ensure a programme's relevance and to find out the best course of action (e.g. strategies, entry points, partnerships) by learning about community attitudes and practices regarding violence against women; identifying what has already been done to address violence against women and what results and lessons were obtained, as well as who the main actors have been and who might be key to engage. In addition to ensuring the appropriateness of the intervention to the local context, carrying out a situational analysis will help avoid duplication of efforts.

What are the objectives of a situational analysis?

- Define the nature and extent of the problem in the local context;
- Map the perceptions and experiences of key stakeholders in relation to the problem;
- Identify existing strategies and activities which address the problem;
- Identify the actors and organizations that are already active in the area;
- Identify the actors and organizations that could be important partners; and
- Identify gaps in existing strategies and activities (Promundo and UNFPA 2007, p. 94). Available in [English](#), [Spanish](#) and [Portuguese](#).

What factors should be considered to determine the type of situational analysis to undertake?

- The goal of the initiative (e.g. is it to affect change in gender norms? Is it to raise awareness of violence as a public health problem and a human rights violation? Is it to raise awareness of legislation?);
- The scope and scale of the initiative (e.g. Is it focused on reaching a particular group of men in the community, a specific setting or institution, or a large and/or multi-sectoral effort intended to reach many diverse groups of men? etc.)
- The amount of time available for this step;
- The expertise available in the group; and
- The amount of available resources, financial or otherwise.

What are some of the issues that a situational analysis for an initiative on engaging men and boys to end violence against women and girls might want to explore?

The general context of the problem:

- In general, what is known about the problem of violence against women in the programme's coverage area? Have any studies on the prevalence, forms and/or patterns of violence against women been carried out in the target region? Country? State/province? Community? Institution?

- Have any studies explored knowledge, attitudes and practices of men in relation to violence against women in the target region? Country? State/province? Community?
- Have there been any studies or surveys on perpetrators or on identifying high-risk factors that can contribute to violence against women?
- Have there been any studies or surveys on identifying protective factors that contribute to a decrease of violence against women?
- Does the government have a national plan to address the issue of violence against women? At the national level, are there policies, plans or programmes (e.g. in the health, education or judicial sectors) to address the problem of violence against women? What are these policies and how are they applied in the community of intervention? Are there any policies that relate specifically to men and violence against women or are men addressed in the other existing frameworks?

Boys and men's perceptions about violence against women and girls:

- What does the community think about violence in general?
- Are men aware of the magnitude of the problem? Of its consequences?
- What are boys' and men's main concerns regarding violence in general?
- What are boys' and men's main concerns regarding violence against women? What are their concerns regarding related issues (e.g. education of girls, women in formal or informal employment, women's safety in public spaces, sex work, sexual relations, child marriage and parenting, reproductive and sexual health, HIV and AIDS, among others)?
- What are the prevailing norms related to masculinities and gender in the community? For instance, are boys and men expected to be aggressive towards women? Are they expected to have multiple sexual partners?
- How do these norms affect relations between men and women?
- Are there opportunities for change through 'voices of resistance'? For instance, there may be individuals, community leaders or groups who differ from the prevailing gender norms and who can be tapped to promote wider change.
- How do boys and men assess the types of interventions (if any) that have been carried out to address violence against women in their communities or country?
- Are there particular forms of violence against women or girls that are of greater community concern or of greater concern to men and boys?
- Have they been involved in any such intervention? Would they like to be?
- What role do men and boys think they could play in preventing violence against women?
- How do they suggest that the programme reach additional men and boys?

The community's perceptions and existing actions on the issue:

- What does the community think about violence against women? What are the community's perceptions on the forms and prevalence of violence against women, against girls? About men's involvement in this work?
- Is there support in the community for an initiative to address violence against women prevention? If not, why?
- In the surrounding community, what types of organizations are active in the area of violence against women? What are their core areas of work? What are their strategies? What types of violence do they address? Who do they work with?
- Are any of these organizations working with men? If so, which groups of men do they work with (e.g. young men, men from rural areas, fathers, boys in school or out of school, traditional leaders, religious leaders, labour unions, others)?
- In the surrounding community, are there organizations active in areas related to violence against women?
- In the surrounding community, are there places that boys and men congregate, such as sports clubs?
- Are schools carrying out any work in the area of violence prevention? If so, what type of work?
- Is the private sector involved in anyway? Do businesses address the issue with employees?

The nature of the existing legal/administrative framework:

- Are there laws in the country that criminalize violence against women?
- What types of violence does the law address and what specific actions does it penalize?
- Are men, including young men, (as well as women and the community at large) aware of the legislation and its content?
- How effective is this legislation? Is there data on the number of reported crimes compared to the number of prosecutions and sentences handed down?
- Are there institutions or programmes that follow up on the effectiveness and the impact of laws against violence?
- Does the law address perpetrators?
- Are the health, police and justice services prepared to address survivors' needs?
- Are there services for perpetrators?

What is the experience and expertise of the implementing and partner organizations in working with men and boys?

- Is there experience working with men and/or boys in the area of violence against women? What were the lessons learned?
- Has there been training for staff members in the area of gender or masculinities, human rights, and/or violence against women? If so, when and what types of training, and how do they relate to the goals of the planned intervention?
- Is there written information or audiovisual materials related to violence against women? Has this information been made available to staff in the organization?
- Has there been collaboration between organizations to address violence against women? What were the lessons learned from those partnerships?

- Is there information about staff members' attitudes, beliefs and knowledge about violence against women, about men's roles?
- What are potential barriers to establishing and implementing a plan to address violence against women with men and boys in the organization?
- What human and financial resources are available to address violence against women by partnering with men and boys?

(Adapted from Bott et al. 2004; Promundo and UNFPA 2007).

See these brief case studies on the use of qualitative assessment techniques:

- Design of a [public education campaign](#) (Puntos de Encuentro, Nicaragua)
- [Engaging adolescent boys in the Balkans](#) (ICRW and CARE)

Tools that can help programmes carry out situation analyses:

- **International Men and Gender Equality Survey (IMAGES)** - IMAGES is one of the most comprehensive survey instruments covering gender, quality of life, violence, sexual and reproductive health, childhood and family issues. It is a complex, large-scale population-based survey instrument with up to 300 questions that can be asked, requiring technical and trained staff and a considerable amount of resources for implementation. It is also being used on a smaller scale to collect baseline data before policy and programme interventions, so that it can be used again at the end of an intervention period to measure change. The survey tool is a valuable reference for smaller scale and lower-budget applications (i.e. in terms of selecting a shorter list of questions most relevant for the intervention). There are separate questionnaires for men and women, each taking approximately 45 minutes to complete. The questionnaire for men is available in [English](#) and [Portuguese](#). The questionnaire for women is available in [English](#) and [Portuguese](#).
- **Gender-Equitable Men (GEM) Scale** – This scale seeks to assess how much a given group of adult or young men adhere to or believe in a rigid non-equitable and violent version of masculinity. How men respond to the scale is highly associated with their self-reported use of violence against women. The tool is useful in assessing men's knowledge, attitudes and practices in establishing the baseline and for post-intervention evaluation of changes.

For a detailed description of how the GEM Scale was developed, please look for "Measuring Attitudes Toward Gender Norms among Young Men in Brazil" by Julie Pulerwitz and Gary Barker in *Men and Masculinities*, Volume 10, Number 3, April 2008.

Review a brief summary of the GEM scale in [English](#).

Download the [GEM scale](#) in English, Portuguese or Spanish.

- **Measures for the assessment of dimensions of violence against women. A compendium.** Flood, M. 2008. Unpublished. Melbourne: Australian Research Centre in Sex, Health & Society, La Trobe University. This is a compendium of measures for the assessment of knowledge, attitudes and behaviours related to violence against women. It includes measures regarding gender and sexual norms, but does not cover measures related to child abuse, child sexual abuse, or sexual harassment. Available in [English](#).
- **Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools** (2nd edition, 2005). Linda L. Dahlberg, Susan B. Toal, Monica H. Swahn, and Christopher B. Behrens. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. This compendium provides researchers and prevention specialists with a set of tools to assess violence-related beliefs, behaviours, and influences and to evaluate programmes to prevent youth violence. It may be particularly useful for those new to the field of youth violence prevention. For more experienced researchers, it may serve as a resource to identify additional measures to assess the factors associated with violence among youth. Available in [English](#).
- **Mobilising Communities to Prevent Domestic Violence: A Resource Guide for Organizations in East and Southern Africa** (2003). Michau and Naker. Developed by Raising Voices in Uganda in collaboration with UNIFEM and Action Aid, this Resource Guide is a tool for community-based organizations working to prevent domestic violence. The first chapter on community assessment includes a series of activities to help assess common beliefs and attitudes about domestic violence held by various groups and to begin to build relationships with community members and leaders. Available in [English](#).
- **Researching Violence Against Women: A Practical Guide for Researchers and Activists** (2005). World Health Organization and Program for Appropriate Technology in Health. This manual is directed at researchers and activists interested in the intersection of violence and health in developing countries. Chapter 5, which focuses on qualitative approaches to research and offers examples of rapid assessments that may be useful. Available in [English](#) (PATH) and [Spanish](#) (Alianza Intercambios).
- **Feel! Think! Act! Guide to Interactive Drama for Sexual and Reproductive Health with Young People** (2008). International HIV and AIDS Alliance Secretariat. This toolkit provides guidance on using participatory learning action to encourage young people to think about and take action to improve their sexual and reproductive health, including prevention of violence. Available in [English](#).
- **Inner Spaces, Outer Faces** developed by the ICRW and CARE is a toolkit for learning and action on gender and sexuality. The toolkit offers guidance on a wide range of needs assessments and participatory learning methods, for

example, stakeholder analysis, force field analysis, seasonal diagram and social mapping, among others. The toolkit is available in [English](#).

Establish Partnerships

Identify local organizations active in the area of violence against women and girls (e.g. women's groups and social services) and related topics (e.g. poverty, education, justice, HIV and AIDS, youth groups, sexual and reproductive health organizations, among others) to develop a strategic course of action that builds on each organization's strength and abilities.

What are some of the concerns related to partnering with other organizations?

- In spite of the challenges of working in partnership, such an approach is likely to lead to better outcomes.
- Working in partnership can be challenging and time-consuming, but can have higher payoffs for results and lasting change.
- Build enough time into initiatives for coordination and joint decision-making to build a shared vision, goal and methods of working.
- Identify actors and establish partnerships with groups involved in areas that are intrinsically related to violence against women, such as HIV and AIDS, sexual and reproductive health, human rights and safe motherhood, education/sexuality education, among others. (Possible partners include the health sector, the education sector, the judicial sector, and private organizations interested in promoting non-violence).

An example of a successful partnership to prevent violence against women

To address gender-based violence, Soul City, a multi-media health promotion and social change project in South Africa, established a partnership with the National Network on Violence against Women (NNVAW) – a coalition of 1,500 activists and community organizations from rural and urban areas. The objectives of the partnership included:

- Conveying information on women's rights, raising awareness, promoting changes in attitudes, social norms and practices on violence against women;
- Helping connect audiences to needed services, including through a toll free helpline;
- Promoting individual and community action;
- Creating an environment conducive to legislative change; and
- Developing training materials on violence against women for various audiences.

See the [Soul City Case Study](#).

Tools that can help in the process of establishing partnerships;

- **Expanding Alliances** (Michael Kaufman) for the Family Violence Prevention Fund's Toolkit for Working with Men and Boys. This exercise examines the possibility of building new alliances to prevent gender-based violence. Available in [English](#).
- **Young Men and HIV Prevention: a Tool Kit for Action** (Promundo and UNFPA) The toolkit contains an adapted version of Michael Kaufman's exercise, titled "Reflection Activity: Building Alliances". It is available in [English](#), [Portuguese](#) and [Spanish](#) on page 29.
- **Honour Related Violence: Prevention of Violence Against Women and Girls in Patriarchal Societies** (KVINNOFORUM).
This manual provides a number of exercises that promote multi-sector collaboration. They may be useful when thinking about partnering with other organizations and as various organizations come together to discuss a plan of action. These exercises can be found in section 11 on multi-sector cooperation and include:
 - Exercise 11.1 - Method for improved cooperation – page 99
 - Exercise 11.2 - Knowledge hunters – page 100
 - Exercise 11.3 - Case studies – page 101
 - Exercise 11.4 - SWOT-Strengths, Weaknesses, Opportunities, Threats – page 102
 - Exercise 11.5 - Making a plan of action – page 102

It is available in [English](#).

Identifying Strategies for implementation

Integrated programmes using various mutually-reinforcing strategies, such as those combining group education with community outreach and mobilization with mass media campaigns are more effective in changing boys and men's behaviour than, for example, group education alone (WHO 2007).

Steps in defining appropriate strategies:

- Review the information gathered after carrying out the situation analyses to identify the best course of action;
- Map local organizations active in the area of violence against women and girls;
- Identify actors involved in related areas, such as HIV and AIDS, reproductive health, safe motherhood;
- Develop integrated solutions to related problems by addressing the interconnection between issues (e.g. violence and HIV and AIDS, violence and education, violence and workplace issues, violence and poverty or unemployment, violence and maternal and infant morbidity and mortality, among others); and
- Jointly decide on a strategic course of action that builds on each organization's strength and abilities.

Examples of initiatives that have employed multiple strategies to target both the individual and his social context:

- [Sexto Sentido](#) (Nicaragua)
- [Soul City Series 4](#) (South Africa)
- [Program H](#) (Bolivia, Brazil, Colombia, Jamaica, Mexico, Peru, India, among other countries)
- [Raising Voices](#) (Uganda)

Ensure Adaptation for Different Settings

If a programme from one setting is being implemented in another setting, it is important to also carry out formative research to ensure its appropriateness to the local culture and context, particularly since ideas of masculinity may vary from one setting to another.

CASE STUDY

Formative Research Carried out by CORO for Literacy (India) to Adapt the Program H Initiative (Brazil)

This case study describes how the Horizons Program; CORO for Literacy, an India-based NGO; and Instituto PROMUNDO, a Brazilian NGO, conducted operations research to:

- 1) Examine the impact on young men of promoting gender equity as part of an HIV prevention programme in India; and
- 2) Adapt the Program H manuals developed for use in Brazil to the context of India.

Specifically, the research addressed the following questions:

- How is masculinity understood and expressed by young men in India?
- How can gender equitable norms and behaviours, including those related to violence and HIV/STI risk reduction, be promoted among young men?
- Will this type of intervention (Program H) be feasible and acceptable in the Indian context?
- What impact will the intervention have on attitudes toward gender norms, and HIV and other risk behaviours?
- How can change in attitudes toward gender norms be measured?

Formative research was conducted with young men in low-income communities in Mumbai, India, on the links between gender and masculinity, sexuality, and health risk, including:

- 51 interviews with young men aged 16 to 24 years;
- Four focus group discussions with NGO leaders, political and religious leaders, and young women from the same communities;
- Intervention activities for young men were then developed / adapted; and
- Peer leaders were trained to facilitate group education sessions.

The feasibility and acceptability, as well as the impact of the intervention, were measured by:

- Monitoring attendance at the sessions and keeping track of the themes discussed during the activities;
- Pre- and post-intervention surveys with the young men (n = 107 and n = 92, respectively) by an independent research team;
- Qualitative interviews with a subset of young men after selected sessions (n = 16), with those who had dropped out of the intervention (n = 11), and with the intervention facilitators (n = four).
- Observations of selected intervention activities also took place.

In light of the formative research findings, the Program H curriculum was found suitable for the Indian context, and was adapted during a weeklong workshop, followed by two months of community consultations. The team adapted and pre-tested 20 group exercises based on participatory methods of learning with extensive use of role-plays, discussions, and debates.

Adapting the curriculum involved:

- changing characters;
- modifying story lines and examples; and
- altering the format and content of a few exercises.

Program H manuals are available in [English](#), [Spanish](#) and [Portuguese](#).

The adaptation of the Program H manual, “Yaari Dosti” is available in [English](#) and [Hindi](#).

The adaptation of the Program H manual Tài liệu dành cho đồng đẳng viên/Hợp phần trường học. Available in [Vietnamese](#).

See an [overview](#) of the process of adapting the Gender-equitable Men Scale to the India context.

Source: Verma, Ravi K., Julie Pulerwitz, Vaishali Mahendra, Sujata Khandekar, Gary Barker, P. Fulpagare, and S.K. Singh. 2006. “[Shifting support for inequitable gender norms among young Indian men to reduce HIV risk and partner violence](#)”

Tools that can help programmes ensure local relevance and engagement:

- **Mobilising Communities to Prevent Domestic Violence** (Raising Voices, Uganda) This Resource Guide is a tool for community-based organizations working to prevent domestic violence. The first chapter on community assessment includes a series of activities to help assess common beliefs and attitudes about domestic violence held by various groups and to begin to build relationships with community members and leaders. Available in [English](#).
- **Listening to Young Voices: Facilitating Participatory Appraisals on Reproductive Health with Adolescents** (CARE International). This toolkit is specifically designed for adolescents in the context of reproductive health, though the methods detailed in Chapter 4 can be adapted to different issues and populations. The toolkit, part [one](#) and [two](#) are available in English.
- **Young Men and HIV Prevention: a Tool Kit for Action** (Promundo and UNFPA) Although geared towards HIV prevention, this tool kit contains three tools that may help projects in adapting existing initiatives to the local context and avoid doing harm:
 - Reflection activity: building alliances – page 29
 - Mapping young men’s media and social networks – page 25
 - Creating campaigns: step by step – page 23

Available in [English](#), [Portuguese](#) and [Spanish](#).

Monitor and evaluate programme effectiveness

Given the incipient nature of the work with men, careful attention should be paid to monitoring and evaluating programmes to assess a programme’s results, determine

how to improve the intervention and to help build a body of knowledge regarding better interventions in the area of violence against women prevention.

It is important that a monitoring and evaluation framework is developed during the design phase of the intervention, prior to beginning an initiative. Baseline information must also be collected prior to the intervention so that it provides a point of comparison for data collected during and after the programme's implementation.

For an overview of why monitoring and evaluation is important and what to assess when working with men and boys, see: [Evaluating work with Men and Boys](#) (power point presentation by Gary Barker, Promundo Brazil)

For an overview of different methodologies for monitoring and evaluating violence prevention programmes, please see: [Evaluating Prevention Programmes: Challenges and Benefits of Measuring Outcomes](#) (Paul A. Schewe and Larry W. Bennett).

See the [monitoring and evaluation](#) section of this module on men and boys. See also the general [monitoring and evaluation](#) section of this site for further guidance.

PROGRAMME IMPLEMENTATION

General considerations when implementing programmes with men and boys

Make an explicit effort to discuss gender and masculinities and to transform gender norms

Programmes with men and boys that include deliberate discussions of gender and masculinity (including within messages and as part of staff training) and clear efforts to transform such gender norms are more effective than programmes that merely acknowledge or mention gender norms and roles.

What should these efforts highlight?

- The fact that gender norms are socially constructed, as opposed to biologically determined.
- How gender may negatively affect boys and men.
- How gender affects and determines the power relationships and inequities that influence violence against women and girls.

Question existing roles, but do not prescribe particular behaviours

Promote a 'bottom up' approach and equip boys and men to make informed decisions about their attitudes, behaviours and life choices, promoting discussion of gender norms so as to challenge them.

Lessons learned about not prescribing particular behaviours:

- Prescribing a particular behaviour which is labelled 'correct' will not appeal to a wide range of the population.

- Recognize that there is a wide range of men and boys that fall between those who are violent and those who are pro-gender equality.
- Help men navigate through the process of change by identifying specific opportunities for action rather than expecting a commitment to a complete personal transformation.
- Challenge normative behaviours and gender roles so that such discussions and actions may have an impact on men's beliefs and understandings of these complex issues.

Example of this approach in practice: [Sexto Sentido](#), a multipronged behaviour change strategy developed by the organization Puntos de Encuentro in Nicaragua, is a good example of this approach in practice.

See the [case study](#).

Tools that promote a critical reflection about gender norms and non-equitable and violent versions of masculinity

- **Necesitamos Poder Hablar/We Need to be Able to Talk** (Puntos de Encuentro, Nicaragua). This manual and DVD make up a methodological pack to be used for talks and in workshops on machismo and its direct link to sexual violence and HIV and AIDS. The manual includes:
 - A conceptual framework and views on machismo, HIV and AIDS and sexual abuse.
 - Summaries of the special Sexto Sentido videos and a list of possible themes for group work.
 - A methodological guide for workshops.
 - A questions guide to use with the special Sexto Sentido video.
 - Guidelines and information on how to avoid HIV and AIDS and sexual abuse, for people who are directly affected.

The educational pack costs USD 20.00 and is available in English and Spanish. For more information send an email to ventas@puntos.org.ni.

The text version of the manual is available in [English](#).

- **Program H Manuals** (Promundo and partners, Brazil)
This is a set of methodologies to motivate young men to critically reflect on rigid norms related to manhood and how they influence their lives in different spheres: health, personal relations, sexual and reproductive health, and fatherhood. This toolkit provides programme planners, health providers, peer educators, and others who work with young people with innovative resources to facilitate discussions and encourage reflections about manhood.

The Program H toolkit includes the Program H Manual, featuring group activities

for young men, the cartoon DVD “Once upon a boy” and its accompanying discussion guide. Each manual addresses a different topic, including:

- sexual and reproductive health
- fatherhood and care-giving
- from violence to peaceful coexistence
- reasons and emotions
- preventing and living with HIV and AIDS
- paternity, violence, emotions (including drug use) and HIV and AIDS

Download the [toolkit](#) in [English](#), [Portuguese](#) and [Spanish](#).

The Program H Manual was adapted to be used in the Indian context by the Population Council and CORO for Literacy with the support of Instituto Promundo. This adaptation is called Yaari Dosti and is available for download in [English](#) and [Hindi](#).

The Program H Manual was adapted to be used in the Viet Nam context by TCDN-MOLISA, Save the Children and Instituto Promundo with the support of USAID and Pact Vietnam. This adaptation is called *Tài liệu dành cho đồng đẳng viên (Hợp phần trường học)* and is available in [Vietnamese](#).

The Program H Manuals are also being adapted for Tanzania and the Balkan context and will be available for download soon.

➤ **Men As Partners: A Programme for Supplementing the Training of Life Skills Educators**, 2nd Edition (South Africa)

The MAP initiative in South Africa produced the publication for use in working with men to address gender norms that put men and their partners at risk for negative reproductive health outcomes and gender-based violence. The manual addresses various aspects of violence, and includes a section on relationships that addresses controlling behaviours. Available in [English](#).

➤ **Gender or Sex: Who Cares? Skills-building Resource Pack on Gender and Reproductive Health for Adolescents and Youth Workers**, Ipas (USA)

This manual offers an introduction to the topic of gender and sexual and reproductive health (SRH) and is for professionals and volunteers who work with young people on the influence of gender on SRH issues. A workshop curriculum is provided that incorporates suggestions and feedback from organizations in various regions of the world. A series of participatory activities encourage participants to think about the difference between gender and sex as well as social values associated with women and men, femininity and masculinity. Available in [English](#) and [Spanish](#).

➤ **Women and Men Hand in Hand against Violence** (Kafa, Lebanon)

This guide, by Kafa and Oxfam Great Britain, is a resource for practitioners and organizations working with men and boys. The resource provides guidance on

engaging men and boys to address violence against women and girls, based on the context in Arab communities across the Middle East and North Africa. Available in [Arabic](#); 143 pages.

Hold men accountable for their actions

Although gender roles are socially constructed, each man can choose whether or not to act out their male privilege. Consequently, it is important to hold men accountable for the choices and actions they make, including violent acts they may have committed, while at the same time encouraging them to change.

Lessons learned about holding men accountable for their actions:

- Know what his legal responsibilities are;
 - Discuss limits of confidentiality at the beginning of activities when there are laws that require professionals to inform authorities when acts of violence are disclosed (for instance, if a law mandates that a provider inform the authorities of cases of violence against minors or when someone is believed to be in imminent danger); and.
 - Know about programmes for victims and [aggressors](#) so that appropriate referrals can be made, if needed.
-

Provide examples of actionable steps

Programmes need to give men and boys an identifiable action list as a starting point. Actions may produce an impact on men's understanding of abstract concepts, such as gender equity and masculinity.

What are some actionable steps that men can take to prevent violence against women?

The White Ribbon Campaign which initially started in Canada and currently operates in over 55 countries offers the following steps:

- Listen to women...learn from women.
- Learn about the problem.
- Learn why some men are violent.
- Support White Ribbon Events.
- Challenge sexist language and jokes that degrade women.
- Learn to identify and oppose sexual harassment and violence in the workplace, school and family.
- Support local women's programmes.
- Examine how one's own behaviour might contribute to the problem.
- Work towards long-term solutions.
- Get involved with the White Ribbon Campaign's educational efforts.

For further detail on each of these steps, see the White Ribbon Campaign [Website](#).

For an extensive list of steps that men can take, please see a compilation of such lists by Michael Flood available in [English](#).

Support gender-equitable men who can serve as role models and get the discussion going

Not all men use violence, and not all men are privileged in the same ways by gender hierarchies (i.e. the social systems that establish greater power and authority for men as compared to women). In order to support those gender-equitable men who can serve as role models, initiatives can:

- Identify gender-equitable voices through formative research, community assessments or through the initiative's own activities and support them;
- Acknowledge painful experiences (i.e. witnessing or experiencing abuse or having a close friend who is a victim of abuse) that often motivate men to become involved in this work; and
- Support men in dealing with the isolation that many men feel when they stand up as advocates for women and for ending gender-based violence by connecting these gender-equitable voices in safe spaces.

What are some promising approaches to encourage and strengthen resistance to traditional notions of masculinity?

Gender-equitable men who resist becoming involved in violence can be found at all levels of society and in many settings, regardless of social or economic level or the surrounding context (e.g. conflicts). Promising approaches to encourage what is sometimes called positive-deviance includes:

- Enable men to reflect on the personal costs of violence;
- Create alternative peer groups which do not support violence, such as sports clubs; and
- Promote positive forms of masculine identity based on non-violence and care (Widmer et al. 2006).

Examples of initiatives that support gender-equitable men and promote resistance to traditional notions of masculinity:

“Men as Partners”, in South Africa, works with the military, unions and schools to support men to develop alternative, peaceful ways of being a man. See the [case study](#).

“Program H” in Brazil works with boys and young men in the slums of Brazil, settings of renowned violence, by:

- Identifying gender-equitable youth that can serve as peer educators;
- Creating alternative non-violence peer groups;
- Putting young men in contact with non-violent role-models; and

- Making it cool to be non-violent by tapping into popular youth culture.

See the [case study](#) and the [evaluation](#).

The Australia Football League (AFL) implements a programme called Respect and Responsibility formulated with violence prevention agencies. In this programme, players volunteer to receive appropriate training in order to be co-facilitators alongside a trained educator.

For further information see: AFL (Australian Football League) (2005) [Respect & Responsibility: Creating a safe and inclusive environment for women at all levels of Australian Football](#). Melbourne: Australian Football League.

Approach violence against women as a matter of social justice

Historically, activism around violence against women has mainly been spearheaded by women. This often results in men being sceptical of the true dimension of the problem and feeling no ownership regarding its solution.

How should programmes approach violence against women and girls as a matter of social justice?

- Present violence against women as an issue of human and civil rights and justice;
- Do not pursue violence against women exclusively as a women's issue;
- Remind men that violence touches the lives of loved ones such as mothers, daughters, female colleagues at work, friends and others they may be close to; and
- Start by involving men in specific institutions that work on social justice issues, for example, parliamentarians, NGOs, university student activists or organizers, United Nations agencies and others.

Example of an initiative that addresses violence against women as a social justice issue

Many initiatives working with men to promote gender changes and end violence against women do so from a social justice approach, including the [White Ribbon Campaign](#) and [Sonke Gender Justice](#).

Design programmes that can be sustained over time

Programmes that are sustained over time and reinforce messages through multiple points of contact are stronger than those that occur at one point in time only (Berkowitz 2006).

Lessons learned about programme duration

- Longer term programmes are needed to change ingrained gender norms;
 - Be realistic about what can be achieved within a short period of time;
 - Obtaining long-term financial support may be difficult to achieve given that funding for programmes with men have tended to support shorter-term initiatives; and
 - It may be necessary to educate donors about the need for long-term financial support and about the limits of short-term interventions.
-

Ensure programmes are designed to deal with barriers that men may face when addressing gender-based violence. (*From Funk, R. 2006, p.85*)

These barriers can include:

- Lack of role models;
- Not knowing what to do;
- Not wanting to look foolish;
- Appearing too feminine;
- Appearing too sensitive;
- Not fitting in with the men they know;
- Feeling hesitant to challenge others about behaviour that they themselves may have done just last week or last night;
- Guilt;
- Fear of the intensity of issues, giving up male privilege, facing men's anger, being a traitor, and being labelled gay; and
- Anger about the issues, at themselves, and at other men.

A man who is changing his life and becoming more gender equitable may be seen as a threat to other men who may ridicule or harass him (de Keijzer 2004; Berkowitz 2004).

Be careful not to generate other inequalities or further entrench gender stereotypes

All programmes working with men and boys, even those addressing other issues, such as HIV and AIDS, should consider whether their approaches, messages and/or imagery unintentionally reinforce unhelpful traditional stereotypes about men and women that contribute to violence against women and girls.

Programmes that involve transformation in gender roles and social norms should also be conscientious about unintentionally generating other gender discriminatory attitudes (such as men feeling that they need to 'protect' women by limiting their mobility, freedom or privacy) or anti-equality perspectives such as homophobia that sometimes arise. The sexual orientation of men who speak out against sexism is often questioned, as a conscious or unconscious strategy intended to silence them, resulting in few men who do speak out ([Jackson Katz](#)).

Example: How Gender Stereotypes Can Surface in Group Work with Men

Various initiatives, such as Program H, Men As Partners and others report that a homophobic discourse is often present in groups. One young man in a Program H group, for instance, likened having gay friends to hanging out with delinquent peers, saying: "If you walk around with him (a gay person), everyone will think that you are like him." According to the facilitators, it seemed easier for the young men to accept the breaking of a law (being a thief, using drugs) than the societal norm of being viewed as 'not a real man' (referring to being gay). Gender stereotyping is not only a problem that leads to the taunting, discrimination and even violence against individuals that do not conform to the societal norm, but it may also encourage young men to be violent so as not to be labelled weak, 'a sissy' or 'not a man'.

What steps can programmes working with men and violence take to address negative reactions, such as ridicule and harassment, entrenchment of gender stereotypes, an increase in discriminatory attitudes and other unintended consequences?

- Work on one's own attitudes, beliefs and values: change must begin at home. This includes providing opportunities for all staff, volunteers, etc., to think and talk about their own attitudes, beliefs and values in relation to gender stereotypes and sexuality. Staff and volunteers must also be held accountable for how their attitudes, beliefs and values affect their work with men and boys on violence.
- Work on feelings (the emotional level) as well as understandings (the intellectual level). Traditional gender stereotypes and sexuality should be approached at both the intellectual level, in terms of knowledge and attitudes, and the emotional level, in terms of feelings. Men need spaces to talk about their feelings regarding sexuality as well as to be educated about homophobia as a form of oppression.
- Point to the connections between homophobia and sexism more clearly. Society's ideas about gender differences divide women from men by putting each in its own 'gender box'. It is important to help men and women see that the fear of homophobia is linked to the belief in fixed gender roles.

Source: Men As Partners Programme: Promising Practices Guide prepared for EngenderHealth by Alan Greig and Dean Peacock, January 2005.

- Be prepared to respond to slurs regarding sexuality and personal integrity just as you would racist or sexist slurs.
- Be as well informed as possible, respect the person challenging you, focus on challenging the negative opinions rather than the person.
- Don't expect to win or lose an encounter, you are there to say things that need to be said, the main point is getting information across.
- Avoid debating religious arguments when a person has strongly held views, it may be more productive to discuss sexuality issues in terms of how the person is feeling when derogatory names are used.

- Be ready to respond. Some responses include:
 - I have a friend/brother/sister who is gay/lesbian and I find your comment offensive; or
 - I find words like _____ (include known insulting words) offensive and hurtful.
- Use the **NAC** approach:
 - **Name it:** ‘That’s a problem’
 - Refer to **Agreement:** ‘Our ground rules state no put-downs’
 - Give **Consequences:** ‘If you use a put-down again you will have to follow disciplinary procedures’ (make sure the disciplinary procedures referred to are specific to the actions, tailored to the group and agreed by all members at the outset of the programme).

Source: Talking Sexual Health. 2001. Debbie Ollis and Anne Mitchell
Available in [English](#) from:

Tools that can be used to promote respect for diversity

- **Young Women and Men: Recognizing and Respecting Diversity (Salud y Género, Mexico)**
This Methodological Guide was spearheaded by the Mexican organization Salud y Género, along with Program H partners. It targets young men and women with a variety of techniques to promote respect for sexual diversity. It contains a variety of techniques. Available in [Spanish](#).
- **Additional Resources**
An additional list of teaching resources on gender and sexuality has been compiled by Michael Flood and is available in [English](#).
- **‘Sexual Orientation’ Group Exercise**
This 15 to 30 minute exercise is taken from Men As Partners (MAP): A Programme for Supplementing the Training of Life Skills Educators (Second Edition) by EngenderHealth and Planned Parenthood Association of South Africa. Its aims are:
 1. To facilitate an understanding of the different types of sexual orientation
 2. To examine societal attitudes about homosexuality
 3. To clear up myths that might exist about homosexuality
 The manual is available in [English](#).
- **Not Round Here: Affirming Diversity, Challenging Homophobia: Rural Service Providers Training Manual (2000)** by Kenton Penley Miller and Mahamati. This training manual provides a wide range of exercises to explore homophobia. Available in [English](#).
- **Afraid of What?**
Video developed by Promundo and Program H partners which uses only sounds and music (no words) to address homophobia with a variety of audiences. Available in [English](#).

Implementing Specific Strategies

○ Developing Integrated Programmes

Why are integrated programmes a promising strategy to address violence against women with men and boys?

Programmes are most effective when they address multiple factors for violence through integrated strategies.

The most widely used model for understanding violence is [the ecological model](#), which proposes that violence is a result of risk and protective factors operating at four levels: individual, relationship, community and societal (Heise et al., 1999). The ecological framework suggests individuals are embedded in relationships with their family members and peers, which are embedded in formal and informal structures in their community, which are embedded in the broader society (Valle et al., 2007). Risk factors are associated with increased likelihood of violence while protective factors are associated with a decreased likelihood of violence.

Studies show that **individual factors**, such as experiencing or witnessing violence as a child (Black et al., 1999) or alcohol use (Parry et al., 1996; Kyriacou et al., 1998), are associated with intimate partner violence. At the **community level**, evidence suggests that rates of violence against women are highest in settings where social norms support gender inequality, where communities fail to punish men who use physical or sexual violence against women, and where violence against women is considered normal or justified (Counts et al., 1999). Often, social norms encourage the idea that family violence is a private matter in which outsiders should not intervene and that sexual violence is shameful for the victim, a man's right or that the woman is to blame.

Consequently, programmes that address factors at multiple levels of the ecological model seem more promising to address violence. Although it may not be feasible for a single programme to address all factors that contribute to or protect against violence, a programme may focus on reducing one or more risk factors or promoting one or more protective factors (Valle et al., 2007). Ultimately, the design of the programme will be based on the programme theory about what causes violence in a specific context and how violent behaviour can ultimately be prevented.

Mass media campaigns, for instance, can encourage individuals to talk about specific issues, including violence against women, but other complementary related interventions – community-based campaigns, group education, counselling, one-on-one discussions and standard-setting and training for key service providers in different sectors – are often necessary to achieve measurable and sustained behaviour change. It is important to use a variety of media and communication tools in conjunction with interpersonal communication efforts, such as group education or individual counselling, when working with boys and men to change gender norms (WHO 2007).

Examples of initiatives that have employed an integrated approach to engaging men and boys to address violence against women

Somos Diferentes, Somos Iguales/We're Different, We're Equal (Puntos de Encuentro, Nicaragua)

This initiative combines a number of approaches targeting adolescent boys and young men on healthy relationships, HIV and AIDS and gender-based violence. Components of their multi-media strategy include:

- *Sexto Sentido*, a 'social soap' which is broadcast weekly on national commercial television, as well as cable stations;
- *Sexto Sentido* Radio, a nightly youth call-in talk radio broadcast live and simultaneously on six commercial radio stations;
- *Community-based activities*, including: cast visits to schools, youth leadership training camps, and information, education and communication materials;
- Coordination with journalists and media outlets;
- Coordination with a variety of organized youth and women's groups, including youth leaders in other Central American countries; and
- Ongoing monitoring and operations research.

This initiative is among the few focused on social change and prevention that has been **rigorously evaluated**. A longitudinal study with 13-24 year old adolescent boys and girls (at baseline) found that post-intervention, participants' knowledge of where to find information and services on violence increased and that more were likely to say "that a man never has the right to hit his wife".

See the [case study](#) and [evaluation](#).

Program H (Instituto Promundo, Brazil)

This initiative is composed of three integrated components, including:

1. Interactive Group Education - Program H developed a methodology to train professionals to work with young men with the goal of fostering discussion and challenging traditional gender roles as they relate to masculinities, health and gender relations, including violence.
2. Community-wide social marketing campaign for condom use – By identifying barriers to condom use, this initiative aimed at promoting appropriate strategies that will encourage safe relationships.
3. Promoting 'male-friendly' health services – This component of the initiative aims to train health professionals to provide services for young men and adapt health service delivery programmes so that they are more appealing to this population.

In sites where young men were exposed to weekly educational workshops, and a social marketing campaign, they showed improved attitudes towards violence against women and other issues. See the [case study](#) and [evaluation](#).

Men As Partners (Engenderhealth, South Africa and other countries)

This initiative was started in 1998 with the goal of addressing both gender-based violence and HIV and AIDS in South Africa. The initiative strives to create a society in which men and women can enjoy equitable, healthy, and happy relationships that contribute to the development of a just and democratic society. The MAP Network does this by encouraging men to:

- Reduce their own risk-taking behaviours
- Take a stand against domestic and sexual violence
- Become actively involved in reducing the transmission of HIV and the negative consequences of AIDS

To bring about change at all levels of society, the Men as Partners Network uses the following strategies:

- Conducting street outreach
- Holding workshops and engaging in community education
- Undertaking community mobilization activities
- Improving the quality and availability of HIV services for men
- Strengthening the organizational capacity of network members
- Promoting collaboration
- Working with national, provincial, and local government
- Conducting ongoing research, monitoring, and evaluation

A quantitative evaluation with 18 to 74 year olds revealed that there were attitudinal shifts on sexual violence among the participants post-intervention.

There was an increase in the number of men who disagreed or strongly disagreed with the statement: “sometimes when a woman says ‘no’ to sex she doesn’t really mean it” and in those who disagreed or strongly disagreed with the statement: “women who dress sexy want to be raped”.

See the [case study](#) and [evaluation](#).

Sonke Gender Justice (South Africa)

Sonke recognizes that changing deeply held beliefs about gender roles and relations requires comprehensive, multifaceted strategies and the involvement of activists and professionals from many different sectors; and that bringing about sustained change requires addressing the many forces that shape individual attitudes, community norms and practices, including traditions and cultures, government policies, laws and institutions, civil society organizations, the media and the family, as well as the economic, political and social pressures that shape and reinforce those attitudes, norms and practices. Sonke understands that effective responses to gender-based violence and HIV and AIDS require organizations to build relationships with non-traditional partners. Sonke works closely with a range of organizations and individuals – women’s

rights organizations, social movements, trade unions, government departments, sports associations, faith-based organizations, media organizations, university research units and human rights advocates. Sonke uses a broad range of social change strategies to promote gender equality and to foster healthy relationships and societies. These include:

- Working with the government to promote the development of new policies and the implementation of existing ones.
- Advocacy, activism and community mobilisation to ensure the government and civil society deliver on their commitments and obligations.
- Building effective networks and coalitions, both nationally and internationally.
- Strengthening organizational capacity among partner organizations to implement and sustain work with men and boys for gender transformation.
- Communications for social change strategies, including digital stories, and the use of radio, television and print media.
- Community education including One Man Can workshops and community events, murals, door-to-door campaigns, and street soccer festivals.
- Individual skills building to encourage men and boys to take a stand to end violence, reduce the spread and impact of HIV and AIDS and promote equality.
- Research to inform Sonke strategies and monitoring and evaluation to ensure impact.

For more information on Sonke Gender Justice, see the [website](#).

Tools for Integrated Initiatives

- **Mobilising Communities to Prevent Domestic Violence** (by Raising Voices, Uganda), chapters 4 and 5 provides guidance on how to integrate actions and bring together various stakeholders that are conducting activities independently. The manual is available in [English](#).

○ Influencing Policies and Legislation

National laws and policies provide a foundation to address violence against women and girls. Whether national legislation, ministerial regulations, municipal by-laws, policy statements, strategic plans, protocols or other, these instruments can provide:

Guidelines for what is and is not acceptable in a society and the repercussions and entitlements that accompany those guidelines;

- Articulation of the State's position and plans to prevent and respond to violence against women and girls, including how men and boys will be explicitly incorporated.
- Establishment of the roles and responsibilities of different actors within and outside of the government.
- A mechanism for the allocation of funds to implement the outlined interventions.
- A framework for monitoring the commitments made.

Laws and policies can be critical in determining the areas and levels of engagement that relate directly to working with men and boys in the context of violence against women, including for example, on perpetrator/batterer intervention programmes; violence at schools and school-based prevention curricula; sexual harassment in workplaces; and on police, judicial and medical personnel obligations, among many other areas.

In addition to policies that are specifically related to violence against women and girls, others that relate to men and their roles in society are also important, especially policies that promote women's human rights and gender equality across the spectrum of political, social, cultural and economic life, including shared rights and responsibilities in relation to men's and women's productive and reproductive roles.

Research shows that other factors can influence the perpetuation of violence against women. For example, since unemployment and underemployment are well-known triggers for violence and substance abuse, employment policy is an important entry point to address men in this context (Barker, [Global Symposium](#) 2009). Youth development policies and programmes are important for reaching young men and boys in efforts to challenge harmful gender stereotypes and values that legitimise violence against girls and women. Quality programmes to prevent and respond to child abuse (e.g. parental abuse, sexual abuse) are also important for prevention, given that boys who have been victims of violence have a higher propensity for becoming perpetrators of violence against women later in life.

To date, little has been done to incorporate men and boys in policies related to gender equality or violence against women and girls. Men have more often been considered in policies on sexual and reproductive health (e.g. family planning and HIV and AIDS in particular) and in their role as fathers, which are important components to engaging men in gender equality efforts, though they are not sufficient to address violence against women directly.

There is, however, growing recognition of this gap and promising initiatives are beginning to take root.

Examples of legal and public policy initiatives addressing men and violence against women

Maria da Penha Law (Brazil)

As a result of discussions between women's rights groups and groups working to engage men in violence prevention, the law includes language mandating the establishment of batterer intervention programmes with public funds from the Ministry of Justice, as well as violence prevention campaigns aimed at schools and the population at large.

A user-friendly guidebook produced by the Centro Feminista de Estudos e Assessoria that includes the full text of the law (Portuguese only) is available at: <http://www.cfemea.org.br/pdf/leimariadapenhadopapelparaavida.pdf>.

Information on the law is also available in [English](#) and [Spanish](#).

Preventing Violence before it Occurs: A Framework and Background Paper to Guide the Primary Prevention of Violence against Women in Victoria (Australia)

The State Government of Victoria in Australia developed a coordinated, multi-sector plan to guide evidence-informed primary prevention policy and interventions, outlining priority strategies, settings and population groups. "Promoting equal and respectful relations between men and women" is one of the three main action areas with men and boys as one of the main target groups. The Government of Australia, in its 2009 [Women's Budget Statement](#) has committed USD 20 million for its implementation with an additional USD 3 million for research on male attitudes that perpetuate physical and sexual violence and for prevention activities carried out by the White Ribbon Campaign.

The Framework is available in [English](#).

The Men and Gender Equality Policy Project (Brazil, Chile, India, Mexico, South Africa, and other countries)

The International Center for Research for Women (ICRW in the US) and Instituto Promundo (Brazil) are currently implementing an initiative called the Men and Gender Equality Policy Project that will enhance the body of knowledge on how policies can encourage men and boy's to participate in promoting gender equality and ending violence against women. The objectives of the project include:

- Analyze the degree to which public policies related to gender equality include or engage men and boys.
- Engage groups of policy makers and key experts in each of the collaborating countries in analyzing policy gaps and policy opportunities.
- Carry out a qualitative study of men involved in alternative or non-traditional care giving roles in each country as a way to map or understand the factors that lead men to change.

- Publish a policy analysis toolkit for countries seeking to engage men and boys more adequately in gender equality policies.
- Produce a video documentary on men, change and gender equality.
- Develop and apply the International Men and Gender Equality Survey ([IMAGES](#)), a standardized population-based questionnaire (one administered with women and another administered with men) to measure and monitor behaviours and attitudes regarding gender equality and violence against women.

For more information, see the ICRW [website](#).

“Men must teach each other that real men do not violate or oppress women – and that a woman’s place is not just in the home or the field, but in schools and offices and boardrooms.”

Secretary-General Ban Ki Moon, Global Symposium on Men and Boys

The Secretary-General’s Campaign UNiTE to End Violence against Women

The United Nations Secretary-General launched the [UNiTE to End Violence against Women Campaign](#) on 25 February 2008, which will last through 2015, the deadline for achieving the Millennium Development Goals (MDGs). The overall objectives of the Campaign are to raise public awareness and promote social mobilization, and increase political will and resources for preventing and responding to all forms of violence against women and girls. A major theme and focus of the Campaign is on reaching out to men and boys, and a high-level Men Leaders Network is being put in place to serve as influential spokespersons. For more information about the Campaign, see its website (endviolence.un.org) and the [Framework for Action](#), which details the overall efforts to be undertaken at global, regional, national and local levels, and identifies five key outcomes to be achieved in all countries by the 2015 deadline. One outcome is related to primary prevention, with explicit attention to working with men and young people. The Campaign includes a [Network of Men Leaders](#).

Partners for Prevention: Working with Boys and Men to Prevent Gender-based Violence, A United Nations regional joint programme for Asia and the Pacific 2008-2011

[Partners for Prevention](#) is a UNDP, UNFPA, UNIFEM and UNV regional programme focused on primary prevention among boys and men through partnerships with policy makers, United Nations staff and civil society partners dedicated to women’s empowerment and ending violence against women and girls in the region. The initiative is based on the results of a two-year consultation process that focused on how a regional programme could leverage the existing work being undertaken at the local level on gender-based violence and women’s empowerment. The programme will work on:

- Enhancing the knowledge and skills of local partners to engage in successful communication for behavioural and social change at the community level and through the use of modern technologies to reach youth.
- Developing the capacities and networking opportunities of all partners through a regional web-based resource portal and community of practice to share research,

programming and training tools, successes, programmatic insights and experiences across countries.

- Consolidating and commissioning research to engage in evidence-based policy dialogue.

Youth Development Policies

Below are some relevant recommendations for addressing gender equality in youth educational and development policies:

- Carry out critical reviews of educational curricula, including at the pre-school, primary and secondary level, to include ways of promoting gender equality that engage boys as well as girls, including in addressing and preventing gender-based violence.
- Develop training for teachers, administrative staff and other groups dealing with children and youth (for example, school guidance counselors, health and social service professionals and police) to promote ways to engage boys and young men in gender equality. This should include sessions in which adult staff examine their own views about gender equality and assumptions about boys and male youth. Training should include orientation on how to help detect and refer girls who may be experiencing sexual abuse or harassment, and how to intervene in cases of harassment by boys and teachers.
- In school reform efforts value gender equality as an educational outcome which is as important as basic literacy and numeracy.
- Include messages and activities targeting boys and young men and promoting gender equality within existing sexuality education, HIV and AIDS prevention education and family life education curricula.
- Use existing programmes with well-developed curricula and group education processes that have been evaluated and are successful in leading to attitude change, to engage boys in gender equality. Partnerships between Governments and non-governmental organizations should be encouraged to make such curricula and strategies widely available.
- Engage sports groups in the public and private sector to promote gender equality and non-violence among boys and men and towards women and girls. This should draw on existing experiences to engage boys through soccer coaches in Latin America, and 'locker room' projects used in some countries.

Adapted in part from: United Nations Division for the Advancement of Women with The Joint United Nations Programme on HIV and AIDS, The International Labour Organization, and The United Nations Development Programme, United Nations Commission on the Status of Women Expert Group Meeting on "The Role of Men and Boys in Achieving Gender Equality", Brazil, 12 January 2004.

Fatherhood Policies

Why are policies that promote men's greater involvement in the family and childcare important?

- By encouraging father's greater involvement in childcare, policies have the potential to promote greater gender equality – a key step in violence prevention.
 - Positive father involvement increases the chance that sons will be more gender-equitable, and more nurturing as fathers, and that daughters will have more flexible views about gender as well (Levine, 1993; Russell & Radojevic, 1992).
 - Promoting men's greater and more equitable participation as fathers can help to broaden women's economic and employment opportunities by enabling them to dedicate more time to these activities.
-

What are some of the caveats regarding promoting father's involvement with children as a strategy for violence prevention?

An emphasis by family courts and others on the need for children to see their fathers may expose increased number of children (and women) to violence and abuse by fathers (Flood in press; Eriksson & Hester, 2001). Although encouraging greater involvement by fathers in childcare is important in general, it should be shaped by the specific context and done with caution.

How can public policies encourage greater father's involvement in childcare?

Public policies and labour laws may achieve this by allowing men to take time off for parental leave after birth or for participating in parent-teacher meetings, doctor's appointments and in caring for a sick child.

Below are some recommendations on men's involvement in parenting and household labour from a United Nations Expert Group Meeting:

- Use financial and social policy to improve the balance between work and family life, and encourage men to make an equal contribution to domestic work.
- Expand paternal leave provisions.
- Create disincentives for employers to demand overtime work.
- Create a legal structure for permanent part-time work and incentives for men to use it.
- Develop aspects of family law that enable men to be active partners in the lives of children and dependents; review and make appropriate changes in adoption policies and the care of orphans and adopted children.
- Take measures to help teenage and young fathers be involved in the support and care of their children while continuing their education and training. Such measures include: Requiring education and training institutions to design their programmes and schedules to facilitate care work by teenage and young fathers without breaks in

study; and structuring health services concerning pregnancy and early childhood to promote the participation of young fathers.

- Recognize workers' childcare obligations in setting terms of employment and schedules of work.
- Include incentives for childcare contributions in recruitment and promotion policies.
- Build into collective bargaining strategies the possibility for men's involvement in care work.
- Develop programmes to provide boys and youth with specific skills, such as on child care or domestic work.
- Engage religious organizations as partners in gender equality education for men and boys, inviting them to explore religious teachings (for example, about husbands in marriage relationships) that promote gender equality and social justice.

Source: United Nations Division for the Advancement of Women with The Joint United Nations Programme on HIV and AIDS, The International Labour Organization, and The United Nations Development Programme, United Nations Commission on the Status of Women Expert Group Meeting on "The Role of Men and Boys in Achieving Gender Equality", Brazil, 12 January 2004.

Lessons learned regarding paternal leave policies

- Having paternity leave policies in place may not be sufficient in those countries where such legislation applies only to men who have stable formal employment and does not apply to the vast number of men of low-income families in the informal sector.
- Fathers may make low use of parental leave except when it is mandatory and when it is paid at same rate as the father's salary (Cohen, 2000).
- Even where paternity policies have long been in place, men may not take advantage of them for fear of retaliation by employers and sensitivity to how they may be perceived by their male peers or co-workers.

Examples of public policies that promote father's greater involvement in childcare

Scandinavian countries' progressive parental leave policies – in existence for nearly 20 years – provide important examples of encouraging father's involvement in childcare:

- In Norway, working parents are offered 42 weeks of paid Parental Leave. Until 1993, this parental leave could be shared on voluntary basis by either parent, but fathers on average used less than 5 percent of the time. In 1993, the law was changed to say that father had to use four weeks of this leave or the family lost it altogether. As a result, use of parental leave by fathers went up to between 70 and 80 percent (Cohen, 2000), by 2005 it had gone up to 91 per cent (Norwegian Ministry of Children and Equality, 2008-2009). As of July 2009, the law states

that fathers must take 10 weeks, extending the paid leave by two weeks (Communications with Ulf Rikter-Svendson, 2009).

- In Sweden, working parents have a right to 12 months of paid parental leave (paid at 80 percent of their salary) to share between them. Prior to 1995, only 9 percent of total leave was used by fathers. The law was changed in 1995, to make one month non-transferable for each parent. Currently 70 percent of fathers in Sweden use this month, with 12 percent of fathers using leave beyond one month. Use of the parental leave by fathers is higher among fathers with higher education and higher income; lower-income fathers say they cannot afford to lose 20 percent of their salary (Cohen, 2000).
-

○ Promoting Gender-equitable Institutional Cultures and Practices

Changing organisational and institutional practices can have a significant impact on community norms. Public agencies, development organizations, employers, among others, should lead by example and have special responsibilities to set standards by implementing:

- Firm sexual harassment policies, standards of conduct and accountability mechanisms;
- More gender balance at management levels;
- Family-friendly working practices, such as paternity and maternity leave, flexible working hours for both women and men, and childcare provision with both male and female staff (Lang 2003); and
- Sensitive and responsive employee policies (i.e. related to work schedule flexibility to seek medical attention, counselling or legal assistance; job security for absenteeism after an incident of violence) and proactive measures to make information and referrals available to staff who are survivors/victims of gender-based violence and may need services and other supports.

Encourage senior male managers in public and private institutions to become visible advocates of gender equality and of zero tolerance for violence against women and girls

This is important in its own right and may also prove to be a key step in changing the attitudes of staff members who may be unsure about new gender policies (Lang 2003).

In both Canada and Brazil, the Heads of State declared national days (6 December) for men working to end violence against women, which has contributed to raising awareness on and demonstrating public commitment to the issue.

In the United States, with the support of key non-governmental organizations, the then Senator Joseph Biden from Delaware spearheaded the drafting and passing of historic federal legislation, the [Violence Against Women Act of 1994](#). As Chairman of the Senate Foreign Relations Committee, he also co-sponsored the introduction of the [International Violence Against Women Act](#) in 2008, a first-ever piece of legislation that would extend the United States' efforts to address gender-based violence through its overseas development assistance programmes. The latter also refers explicitly to engaging and educating men and boys.

Examples of programmes promoting gender-equitable organizational practices

Oxfam's Gender Equality and Men (GEM) Project

Oxfam's Gender Equality and Men (GEM) project began in 2002 to assist Oxfam in exploring ways to advance gender equality and poverty reduction by incorporating men and boys more fully into its work on gender. The project included an internal advocacy component, designed to encourage men inside the organization to think about their personal commitment to gender equality and about what that meant in practice for their day-to-day work. The GEM project aimed to highlight the fact that gender equality is not just an issue for the international programme, but should be a concern of everyone at Oxfam GB (Lang in Ruxton, 2004).

United Nations Working Group on Men and Gender Equality

The United Nations Working Group on Men and Gender Equality was established in the late 1990s with staff – both men and women – mainly from UNFPA, UNICEF and other New York-based United Nations agencies. The group was formed to address gender issues that were considered newly emerging at that time. The aim was to:

- Raise awareness around men, masculinities, and gender;
- Challenge staff to think about the connections between gender equality goals and their personal and professional lives;
- Encourage an understanding of the biases and barriers hidden behind development policies and practices;
- Advocate for men to play a greater part in work towards gender equality.

To learn more about the Oxfam and United Nations initiatives, see [*Evolving the Gender Agenda: the Responsibilities and Challenges for Development Organizations*](#) by James Lang and Sue Smith.

The United Nations on Sexual Harassment

The Secretary-General, for the purpose of strengthening accountability in the Secretariat and raising awareness among staff of their roles and responsibilities for creating and maintaining a workplace free of harassment, sexual harassment and abuse of authority issued a [bulletin](#) requiring all staff to complete an online training course, Prevention of Workplace Harassment, Sexual Harassment and Abuse of Authority (see below), to prevent workplace sexual harassment. In a second [bulletin](#) the Secretary-General outlined the duties of staff members, managers, supervisors and heads of department/office/mission; preventive and corrective measures to be taken; and monitoring mechanisms.

To learn more about the sexual harassment bulletins, guidelines and policies of the United Nations and affiliated international governmental organizations, see the [website](#).

Australia Football League (AFL)

Following a series of allegations of sexual assault perpetrated by AFL players in 2004, the AFL adopted a 'Respect and Responsibility' strategy, formulated and managed in collaboration with violence prevention agencies. The strategy includes the introduction of model anti-sexual harassment and anti-sexual discrimination procedures across the AFL and its Clubs, the

development of organizational policies and procedures to ensure a safe, supportive and inclusive environment for women, changes to AFL rules relating to problematic or violent conduct, the education of players and other Club officials, dissemination of model policies and procedures at community club level, and a public education programme (AFL 2005).

View the policy document: [Respect & Responsibility: Creating a safe and inclusive environment for women at all levels of Australian Football](#) by the Australian Football League. 2005. Melbourne: Australia.

Fair Game – Respect Matters (Australia)

This initiative recently introduced by the Australia Football League in Victoria, in partnership with La Trobe University, is intended to foster cultural change throughout the athletic code. It encourages community clubs to assess their own cultures and invites senior players, coaches and supporters to improve their attitudes and behaviours towards women. The programme will be tested in three Melbourne community clubs before being rolled out to other AFL community football clubs in Victoria over the next two years (Communications with Michael Flood, 2008).

To learn more about Fair Game, see the [website](#).

Purple Armband Games (Australia)

Purple armbands originated in the Football Fans Against Sexual Assault (FFASA) campaign, set up in response to a number of sexual assault allegations that surfaced against elite Australian footballers in 2004. FFASA called on sport groups at all levels to make a statement against sexual assault and violence against women by wearing a purple armband. From this initial call, a grassroots decentralized campaign emerged where sports communities are encouraged to participate in the Purple Armband Games at a level that best suits their time and resources. Some communities may elect to just wear the purple armbands, while others might choose to initiate additional activities such as:

- issue local press releases
- make loud speaker announcements
- promote the purple armbands in game programmes
- publish stories on their club's website
- give free entry to women on the day
- raise money for their local sexual assault service
- invite visiting teams to join them.

For further information see the [website](#).

Corporate Alliance to End Partner Violence (CAEPV) (US)

The Corporate Alliance to End Partner Violence was established in 1995 to prevent partner violence by leveraging the strength and resources of the corporate community. The Alliance brings together companies who exchange information, collaborate on projects, and use their influence to instigate change.

For further information, see the [website](#).

Tools for programmes promoting gender-equitable organizational practices

- **Mobilising Men in Practice: Challenging sexual and gender-based violence in institutional settings Tools, Stories, Lessons** (Institute of Development Studies, 2012). Available in [English](#).
- **‘The Gender Journey: Thinking Outside of the Box’ Online Training Course by the United Nations Development Programme**
This online training is intended to introduce the issue of gender, the goal of gender equality and why these are vital to the success of United Nations Development Programme’s (UNDP) work. The course is mandatory for all at staff and is available in English, Spanish and French. To request access to the course, contact: tapan.mishra@undp.org.
- **Prevention of Workplace Harassment, Sexual Harassment and Abuse of Authority** (Global)
Though this [online course](#) is intended for United Nations staff, for those interested in reviewing the course, contact: Christian J. Gottlicher, in the Learning, Leadership and Organizational Development Section of the United Nations Office for Human Resource Management gottlicher@un.org.
- **Purple Armband Games** (Australia)
The site offers a variety of resources, such as information sheets, team briefing notes, electronic banners, for sports groups (and others) interested in implementing a Purple Armband game. Available in [English](#).
- **The Factors Influencing Community Attitudes in Relation to Violence Against Women: A Critical Review of the Literature** (2006) by Michael Flood and Bob Pease Melbourne: Victorian Health Promotion Foundation. Available in [English](#).

○ **Developing the Capacities of Key Institutions and Professionals**

Why should initiatives enhance the knowledge and skills of key institutions and professionals?

A key strategy, particularly when targeting boys and youth, is to improve the capacity of those who work with these populations to guide them in identity formation and non-violent relationships.

Developing these capacities with individuals who work in socializing institutions, (such as schools or the media) is critical given their influence in shaping values and norms around male and female roles, identities and behaviours in society.

Male-dominated institutions (e.g. police, other uniformed personnel) in particular, may perpetuate attitudes that support violence through peer relations and organizational culture (Flood 2008). In these institutions, it is especially important to address violence against women and girls, not only because of the legal responsibility individuals within these structures bear to protect women and girls from violence, but also because of the greater risk they may pose to women and girls if there is an abuse of power and position and neglect to carry out their obligations that can also re-victimize women and girls seeking support.

At the most basic level, it is essential that all those who have responsibilities under the law are trained on its details so that they can fulfill their duties. Beyond this, the understanding of and commitment to gender issues within such institutions through mandatory and systematic training, as well as monitoring and accountability mechanisms, will enhance implementation of the law (Partners for Prevention 2007).

An important lesson learned is that training alone yields little sustained change. Though this section, including the recommended tools below, focus on training groups of professionals and individuals, a wider capacity development approach at the institutional level requires other key supports, such as policies, protocols, and broader changes across systems.

For sector-specific guidance and institutional capacity development available on this site see the [home page](#).

Which key professionals should be targeted?

- Teachers
- Coaches
- Health care providers
- Journalists
- Local authorities and community leaders
- Religious/Faith leaders
- Humanitarian staff
- Military personnel
- Police

- Judges
 - Prosecutors
 - Parliaments
 - Other individuals who have contact or influence with boys and men
 - Professionals already involved in violence work, but not necessarily primary prevention
-

Examples of initiatives that have worked to enhance the knowledge and skills of key professionals

Coaches

Why work with coaches?

- Coaches are ‘natural male leaders’ who can question boys’ and men’s attitudes and behaviours in appropriate ways with significant credibility and influence.
- By working within sports, initiatives take advantage of spaces where boys and young men feel comfortable and safe to discuss sensitive topics.

What can coaches do to encourage boys and young men to be more active in ending violence against women and children?

1. From the outset be clear on what is expected of the players - The first official day of practice is a special day. It is also the ideal time to define the playing field for the players regarding violence against women. Encourage them to talk and let them know what services are offered in dealing with violence.
2. Make clear what it means to be a man – Explain that while aggressiveness and posturing intimidation have a place in sports, acting this way in real life towards girls crosses the line and will not be tolerated on the team.
3. This season communicate that the players’ goals go beyond the field. Make it clear to the players that this year they will also learn to treat women with honour and respect and understand that violence never equals strength.
4. Model discipline and integrity. Through personal actions, teach the players the importance of respect for themselves and others, even when things are difficult and the team is not winning.
5. Encourage players to support each other to remain non-violent. Remind them that teammates should speak up if they think someone is involved in a situation that is disrespectful to women or girls. Remind them that good friends support each other to stay out of trouble and to change for the positive.
6. Use teachable moments. As a coach, planning for potential game scenarios is a normal part of the job. Do the same and plan with the team how violence against women will be dealt with.

Source: Adapted from the OneManCan Campaign

Examples of initiatives that have worked with coaches

- **Coaching Boys into Men** ([Family Violence Prevention Fund](#), US)
The Family Violence Prevention Fund's *Coaching Boys Into Men* initiative encourages men to talk to boys about relationships and violence. The multipronged campaign includes materials that provide advice on ways to listen to boys, how to broach the topic of gender relations in conversation, and how to use natural teachable moments. Following the training, coaches reported increased self-efficacy to respond to male athletes' disrespectful and harmful behaviours and youth reported more instances of coaches intervening when witnessing disrespectful behaviours. For more information, see the [website](#) and [case study](#).

- **Adolescents and Soccer: Where Masculinity is at Play** (Pan American Health Organization)
This programme trains soccer coaches to promote more gender-equitable masculinities among boys. Pan American Health Organization. See the [presentation](#) and the [manual](#).

- **Grassroots Soccer** (USA) is a non-governmental organization that uses the power of soccer in the fight against HIV and AIDS in Africa. Though its focus is on HIV prevention, their educational efforts promote greater gender equality, training coaches and, when possible, engaging pairs of trainers/coaches (one woman, one man) as a way to model gender equality in all they do. See the [case study](#).

Tools for working with coaches

- **Coaching Boys into Men Playbook** (Family Violence Prevention Fund, USA)
The toolkit and other resources are available in [English](#).

- **Toolkit to End Violence against Women** (National Advisory Council on Violence Against Women, USA) Chapter 13 on Promoting Healthy, Nonviolent Attitudes and Behaviors Through Sports, offers guidance to the athletic community. Available in [English](#).

- **Adolescents and Soccer: Where masculinity is at Play, Manual for Facilitators and Coaches** (PAHO). Available in [Spanish](#).

- **Youth Development Through Football** (Deutsche Gesellschaft für Technische Zusammenarbeit in partnership with the Department of Sport and Recreation South Africa) offers a number of tools in English for working with youth, including: [How to Handle Violence in Sport and Schools](#); [The Get Youth on Board! tool kit](#); [Coaching into Life Skills - A Guide for Football Coaches at the Eastern Cape](#); [Mamelodi 8 Tool](#)

- **Stopping Rape: What Male Athletes Can Do** (Men Can Stop Rape, USA). The fact sheet is available in [English](#).
 - **Yes to Soccer** (Liberia) and **Sports for Peace and Life** (Sudan)
Implemented by Mercy Corps in partnership with Grassroot Soccer and supported by USAID and Nike Inc., these initiatives, though not directly focused on gender-based violence, may provide relevant programming examples on using mentors in theory-based prevention programming. Both of these programmes succeeded in increasing youth knowledge and protective attitudes regarding HIV and AIDS. *Yes To Soccer* reported a 27 per cent increase in youth knowledge and attitudes from pre- to post-test (from 58 per cent to 85 per cent). The programme was placed within an existing youth life skills programme targeting older youth. *Sports for Peace and Life*, while reaching a larger number of participants, showed a more moderate 12 per cent overall increase in youth knowledge and attitudes (from 69 per cent to 81 per cent) across 16 HIV and AIDS related questions. High knowledge and attitude baselines were observed on a number of pre- and post-test survey questions. This may have led to lower overall knowledge and attitude gains due to a 'ceiling' effect that limited the degree to which the percentage could increase. The duration of each programme was under one year and longer programmes would provide greater opportunity to address and evaluate behaviour change. See the [playbook](#).
-

Religious and Traditional Leaders/ Community Gatekeepers

Why work with religious leaders?

Religious and traditional leaders can:

- Be highly influential in a community, and men may be especially responsive to their messages. In fact, perhaps the most strategic and relevant role for faith-based leaders and organizations in addressing violence against women is precisely on outreach with men focused on primary prevention and 'zero tolerance';
- Support and influence behaviours in both positive and negative ways, such as by reinforcing traditional models of manhood and gender roles;
- Provide support and service referrals to women who experience violence when appropriately sensitized and trained; and
- Promote non-violence in their communities.

Religious beliefs and interpretations can reinforce traditional gender roles that can make women and girls vulnerable to abuse, therefore the following issues should be explicitly addressed:

- Polygamy - multiple partners places women in a vulnerable position and at risk for acquiring HIV;

- Reconciliation - some religions preach keeping the family together at all costs, regardless of the abuse a woman is experiencing;
- Early marriage - some religions allow for child marriage or call on women to obey their husbands, which reduces a woman's decision-making power and can strip her of her rights; and
- Authority of male religious leaders - some religious leaders abuse their power (Kang'ethe et al., 2008).

Why should senior religious leaders be addressed?

- Senior religious leaders tend to be active in national and community networks;
 - They are usually held in high esteem and seen as opinion leaders on social and political issues;
 - They may have a religious mandate to affect change in their communities and may lobby policymakers and governments in their countries; and
 - They are policymakers within their own institutions (Kang'ethe et al., 2008).
-

Programming recommendations for working with religious leaders to address violence against women

(The content for this section was adapted from the document *Gender-Based Violence and HIV and AIDS – Training Module for Religious Leaders and Women of Faith* by the Health Policy Initiative of USAID listed in the tools section below).

Enhance the knowledge of the faith community

- Preach against violence against women and girls in religious institutions, sermons, meetings, and other important public venues.
 - Provide information on violence against women and girls, based on actual religious scriptures and teachings.
 - Routinely include instructional information in monthly newsletters, on bulletin boards, and in marriage preparation classes.
 - Sponsor educational seminars on violence against women and girls.
-

Develop the capacity of the faith community to be a resource on violence against women and girls

- Seek out training from professionals in the fields of violence against women and girls.
 - Undertake the theological and scriptural homework necessary to better understand and respond to these issues.
 - Understand how certain underlying factors, such as poverty or other triggers including economic distress or job loss can affect the choices and behaviours of individual women and men, to help one respond in a proactive and appropriate way to reduce violence or the risk of violence.
-

Provide a safe place

- Make the church, temple, mosque, or synagogue a safe place for survivors of violence.
 - Display materials that include local and national hotlines or other resources that can provide services and support for survivors.
-

Help educate other religious leaders

Encourage and support training and education for faith leaders to increase their awareness of violence against women and girls.

Speak out

Speak out about violence against women and girls in the faith community. A faith leader can have a powerful influence on people's attitudes and beliefs – including men – and his or her leadership is important, particularly on public policy issues such as funding and changes in criminal law, and on rejecting unacceptable social norms and behaviours such as violence against women and girls.

Lead by example

Volunteer to serve on the board of directors at the local violence against women and girls programme, become a spokesperson on the issue or train to become a crisis volunteer.

Support organizations active in the area of violence against women and girls

- Include local violence against women and girls programmes in donations and community service projects.
 - Adopt a shelter for which the church, temple, mosque, or synagogue provides material support or provide similar support to families as they rebuild their lives following a shelter stay.
 - Offer a meeting space for educational seminars and weekly support groups.
-

Intervene

- If there are suspicions that violence is occurring in a relationship or in a family, speak to each person separately. If an individual is being or has been abused, speak to her privately and confidentially.
- Help the survivor plan for safety, and refer her to the community resources available to assist her.

Important Note: To intervene, one must seek support and training from professionals in violence against women and girls first to ensure one's involvement does not cause harm to the survivor.

Address internal issues

- Adopt policies that include appropriate responses to survivors and perpetrators of violence, including confidentiality.
- Encourage continued efforts by religious institutions to address allegations of abuse within religious institutions to ensure a safe resource for survivors and their children.

How can religious leaders encourage men to be more active in ending violence against women and children?

1. Be a positive role model
2. Lead by example
3. Encourage men to speak out
4. Make the place of worship a safe place for victims of violence against women
5. Intervene
6. Support the victims
7. Educate the congregation
8. Use the pulpit
9. Offer space for meetings
10. Partner with existing resources
11. Become a resource
12. Support professional training
13. Address internal issues (allegations of abuse by religious leaders)

Source: Sonke Gender Justice, [OneManCan Campaign](#)

Initiatives that have worked with religious leaders to address violence against women and girls

The Role of Religious Communities in Ending Gender-based Violence
(DRC, Ghana, Kenya, Liberia, South Africa, Tanzania, Uganda, Zambia)

From January 2007 to August 2008, partners Constella Futures and Religions for Peace conducted an activity aimed at creating ongoing capacity development for faith-based organizations (FBOs) and religious leaders – including women of faith – to respond to gender-based violence (GBV) and its links to HIV. Implemented through the USAID Health Policy Initiative, the activity focused on raising awareness of GBV and HIV, along with the importance of collaborating to prevent and reduce GBV and HIV for women and girls.

Activities implemented included:

- Implementing a regional training for women of faith and male religious leaders on GBV and HIV with participants representing Religions for Peace’s African Women of Faith Network and national Inter-Religious Councils (IRCs) from eight pilot countries (DRC, Ghana, Kenya, Liberia, South Africa, Tanzania, Uganda, Zambia).
- Drafting and implementing action plans for national-level awareness campaigns to increase their communities’ understanding of GBV and HIV and to improve their ability to address the issues.
- Implementing a regional leadership forum to raise awareness of senior religious leaders on GBV and HIV and to enable participants from the regional training

reconvened to share information from the activities they implemented through their national action plans.

For organizations interested in replicating this initiative, participants suggest the following steps:

- Start with religious leaders already active in addressing social issues.
- Adapt a training curriculum for different countries or regions.
- Consider the time and labour needed to implement the initiative in numerous countries.
- Provide adequate support and follow-up for country-level activities.

For further information on this initiative you can contact Britt Herstad, Futures Group International, bherstad@futuresgroup.com and Jacqueline Ogega, Religions for Peace, jogega@wcrp.org

A Religious Oriented Approach to addressing Female Genital Cutting (FGC) among the Somali Community of Wajir, Kenya

The FRONTIERS project of the Population Council has developed a religious oriented approach to engage with and educate the community about female genital cutting (FGC) with the aim of encouraging them to question why the practice is sustained and move towards abandoning it. This approach has brought together the religious scholars in Wajir with other senior Islamic scholars within Kenya to debate the correct position of this practice within Islam and also borrow Shariah guidelines that are in essence contradicted by the practice, to educate the community. The myths and misconceptions around the practice, its purpose and thus the arising harms and perceived benefits can best be tackled with both religious and medical arguments. A case study of this initiative is available in [English](#).

Additional faith-based and religious organizations active in addressing violence against women and girls

AJWS

American Jewish World Service (AJWS) is an international development organization motivated by Judaism's imperative to pursue justice. They have worked to prevent gender-based violence and care for survivors in conflict and post-conflict areas. See the [website](#).

CHASTE

Churches Alert to Sex Trafficking in Europe actively works to eradicate Trafficking for Sexual Exploitation around the world. Excellent online resources for Christian communities. See the [website](#).

Faith Trust Institute

FaithTrust Institute is an international, multi-faith organization working to end sexual and domestic violence. See the [website](#).

RAVE

RAVE is an initiative that seeks to bring knowledge and social action together to assist families of faith impacted by abuse. Their site includes a compilation of resources for women, clergy and communities interested in addressing domestic violence. See the [website](#).

Sisters in Islam

A group of Muslim women committed to promoting the rights of women within the framework of Islam. See the [website](#).

Tools for working with religious leaders

- **Guidelines for Pastors, Rabbis, Imams, Priests and Other Religious Leaders Gender Justice, South Africa)**
These guidelines developed for the OneManCan Campaign include 'Do's and Don'ts with an Abusive Partner' as well as 'Do's and Don'ts with a Survivor of Domestic Violence'. Available in [English](#), [Afrikaans](#), [Xhosa](#), [Zulu](#) and [French](#).
- **Created in God's Image: from Hegemony to Partnership - A Church Manual on Men as Partners/Promoting Positive Masculinities** (World Communion of Reformed Churches/World Council of Churches, 2010). Available in [English](#).
- **A Commentary on Religious Issues in Family Violence** was written by Rev. Marie M. Fortune, an ordained minister in the United Church of Christ and Founder of FaithTrust Institute (formerly Center for the Prevention of Sexual and Domestic Violence). Substantial contributions were made by Judith Hertz of the National Federation of Temple Sisterhoods. This commentary addresses some of the common religious concerns raised by people dealing with family violence. It is an attempt to help the reader begin to see ways of converting potential roadblocks into valuable resources for those dealing with violence in their families. Available in [English](#).
- **Engaging Religious, Spiritual, and Faith-Based Groups and Organizations - Toolkit to End Violence Against Women** (National Advisory Council on Violence Against Women and the Violence against Women Office of the U.S. Department of Justice and the U.S. Department of Health and Human Services)
This chapter in the toolkit provides eleven points of action on what communities of faith can do to make a difference in the prevention of and response to gender-based violence. Available in [English](#).

➤ **The Role of Religious Communities in Addressing Gender-Based Violence and HIV** (Health Policy Initiative, USAID)

This module has been designed to guide trainers in conducting trainings for religious leaders and women of faith on GBV as it links to HIV and AIDS. It can be adapted to meet the specific priorities and needs of participants. Its objective is to raise awareness among religious leaders and women on faith of GBV and its link to HIV and AIDS and inspire action planning to address these issues in their own communities. Available in [English](#).

➤ **RESTORING DIGNITY: A Toolkit for Religious Communities to End Violence Against Women** (Religions for Peace with the support of UNIFEM, the Ford Foundation, USAID/ Health Policy Initiative and the Norwegian Ministry of Foreign Affairs)

This toolkit is for religious leaders and inter-religious councils. The toolkit, developed in collaboration with religious leaders from countries around the world, supports religious leaders and inter-religious councils to carry out prevention, advocacy and action campaigns toward ending gender-based violence. Available in [English](#)

➤ **Mobilizing Muslim Religious Leaders for Reproductive Health and Family Planning at the Community Level: A Training Manual** (Extending Service Delivery, USAID)

This is a five day training curriculum designed to equip male and female Muslim Religious Leaders with the necessary information and skills to better understand, accept, and support the provision of maternal and child health, reproductive health and family planning (MCH/RH/FP) information and services at the community level. The manual presents concepts of MCH/RH/FP from a perspective that is consistent with and supported by the teachings of Islam. In addition, there are sections devoted to the needs of youth and building the leadership capacity of religious leaders.

One of the sessions (#4 on page 25) addresses the prevention of violence against women and men's role and two handouts are included on the topic of violence against women (#1 and #2 at the end of the publication). Available in [English](#).

Teachers

What can teachers do to encourage boys and young men to be more active in ending violence against women and children?

1. Understand the impact of violence.
2. Create a physically and emotionally safe school environment.
3. Make your views clear on what it means to be a man.
4. Model respect and integrity in your interactions with women and girls.
5. Encourage students to support each other by speaking out when they hear about violence and encouraging them to remain non-violent.

6. Involve and educate parents about gender-based violence and the school programmes to prevent it.
7. Identify and invite non-governmental organizations to speak at school.
8. Hold your fellow teachers accountable.
9. Provide educational materials to learners, parents and colleagues.
10. Teach students about healthy relationships.

Source: Sonke Gender Justice, OneManCan Campaign

See the full [toolkit](#).

Other Individuals

Everyday men in their families, communities and workplaces, or men in leadership positions at all levels – international, national and local – can be effective champions of gender equality and putting an end to violence against women and girls. As figures with high visibility, authority and influence, their efforts can have a considerable impact on other individuals. Various strategies aim at encouraging men to take action and to talk to boys about relationships and violence.

Actions an Individual Can Take

By Rus Funk

- ✓ Challenge men's sexism
- ✓ Stop using pornography
- ✓ Read men's anti-sexist books
- ✓ Read books written by feminists
- ✓ Start book discussion groups on the books read
- ✓ Organize men's discussion groups
- ✓ Organize a fundraiser for a local rape crisis/battered women's center
- ✓ Train yourself and other men to be anti-sexist facilitators
- ✓ Organize a men's pro-feminist activist group
- ✓ Write a letter to the editor
- ✓ Write a letter to a politician
- ✓ Vote for women candidates
- ✓ Organize a concert of female performers, or female and male performers, as an anti-sexist event
- ✓ Hang up a sign denouncing sexism at sports events
- ✓ Offer to do child care so that women can attend a special event (or an everyday event)
- ✓ Ask before you touch your female lover(s), kiss her, hold her hand, touch her breast, and so on
- ✓ Leaflet a speaker who presents topics that are anti-feminist or anti-women
- ✓ Photograph men leaving a pornography establishment and create a photo essay
- ✓ Hold men's discussion during a [Take Back the Night](#) or similar event

How Men Can Support Survivors (Excerpted from [Sonke Gender Justice](#), South Africa)

As a male partner, spouse, relative, friend or colleague of a woman who has survived sexual or domestic violence, you may feel it's easier to stay silent. You might be worried that you're going to say the wrong thing or upset her further. DON'T keep quiet! There are many different ways that you can support her both emotionally and practically, as well as taking action in your community. Here are a few ideas...

How to support her emotionally...

Listen and try to understand

You may not know what it feels like to be a woman but you know how helpful it is when someone listens and supports you through difficult times. Learn about abuse and how it affects victims/survivors – there are many resources to read that will give you information on how she might be feeling, and what you can do to help.

Believe what she is telling you

It will have taken a lot of courage for her to have told you what she has experienced or is continuing to experience. And respect her privacy: don't tell anyone else unless she has agreed to it.

Don't judge or blame her

No matter the circumstances, no one ever has the right to abuse or rape, and no one deserves to be raped. Don't ask her questions about why she thinks it happened. You don't want her to feel that you are implying that the violence is her fault.

Allow her to express her emotions

And, if she wants to cry, give her the space to do so. If she doesn't cry, don't take this as a sign that she wasn't raped; different people respond to rape in different ways. She could be dealing with delayed shock, or feelings of denial. If she experiences depression for a long time or seems suicidal, encourage her to see someone.

Give her time

And try not to say things like 'try to forget what happened.' Particularly if she has been raped, she is not going to feel better immediately and may have good and bad days. If she's feeling scared at night, encourage her to have a friend stay with her until she falls asleep. You can also offer to accompany her to places if she isn't feeling safe.

Make sure she knows you are open to talking about the issue

And want to listen to how she is feeling. At the time, she may feel that all men are potential perpetrators of violence. This is perfectly normal given what she has been through. Help her see that she can rely on you and other men in her life for support.

Let her take control of her own healing

It's important that victims of violence recover a sense of control over their lives. You can't tell her what to do, but you can support her in what she does and offer her information, an ear and a shoulder!

Get support

You might feel anger, frustration, sadness and pain because someone you care about has been hurt – get help so that you can deal with these feelings with someone equipped to help you, like a counselor or a social worker. Speak to her about how you have been affected by what has happened to her. This is important so that she understands that you care. But don't burden her with too much as she may then feel guilty and reluctant to share more.

Reach an understanding about sex

If you are a lover, husband or boyfriend of someone who was raped, is it okay to be sexually intimate again? The answer to this question varies from person to person – but it is very important to be patient, and find ways to show you love her that aren't sexual. If you aren't sure how she feels, talk about it. Sometimes a particular touch or smell can initiate flashbacks to the rape. Flashbacks are very scary and extremely upsetting. Try not to take it personally; it's not about you. She might 'freeze up' during sex, so be aware of how she is responding, and stop if you are unsure. If your sexual attraction to your partner has been affected because of the rape, talk to someone about your feelings.

How to support her practically...

Decide on a course of action together

And help her to seek different kinds of professional help. She might want to see a counselor, get tested for HIV, or she might want to go to a women's shelter or advice centre, especially if she was abused by someone that she knows.

Help her to take action

against the violence she has experienced. In South Africa, there are laws in place which can be used to promote action and accountability. The South African Constitution and the Domestic Violence Act make it clear that women have a right to live their lives healthily and free of violence. Read up on the issue, and take advantage of these laws!

Demand justice for survivors

Demand that the government meet its obligations to safety and security. The South African Constitution and other laws make it very clear that the government has an obligation to ensure safety for all - and to arrest, prosecute and convict perpetrators of domestic and sexual violence. To date, the police and the criminal justice system often fail victims of violence. Accompany survivors to court and help them to access their human rights. Put pressure on the police and the courts so that they take decisive action.

Help her to access available services

She doesn't have to suffer alone, or in silence. There are services – women's centres and places of safety she can contact in case of emergency, organizations that can give

her legal advice and telephone counseling lines (e.g. Rape Crisis, People Opposing Women Abuse (POWA), NICRO Women's Support Centre...see the Directory of Service Providers in this Kit). She may want you to go with her to visit these sources of support.

Support her to lay charges if she chooses to

Remember, domestic violence is a crime. She has the right to lay a charge of assault against her partner. Ask her if she would like you to accompany her to the police station to lay the charge.

Help her to secure safety

If she continues to be at risk from the perpetrator, help her to create a safe environment for herself. She has the right to apply for a Protection Order under the Domestic Violence Act. She can request this from a Magistrate's court near to where she or her abuser lives. This order stipulates what the abuser may NOT do. If the abuser commits an act of abuse, the protection order means the abuser can be arrested. The protection order is free and can also help the woman to access medical treatment and find shelter.

Hold the perpetrator accountable

Talk with your friend to see whether she wants you or one of her other friends or family to talk to the perpetrator. Respect her decision if she says no. But also tell her that she can always change her mind.

Be careful and safe

It is not uncommon for perpetrators to lash out against people who get involved. Be prepared for him to become violent and accuse you of getting involved in issues that are not your business. Be ready to resolve the conflict peacefully even if it means walking away. If he does admit to violent behaviour and is willing to talk about it, tell him about organizations that can support him (see the Directory of Service Providers in this Kit). Warning signs NOT to intervene are: he has a gun, he has a criminal record for violence, he accuses her of having affairs, or he has threatened her with death before. Even if he doesn't suffer from irrational jealousy, intervening must not be taken lightly.

In the case of rape:

PEP

Following a rape, it is critical that women access both the emergency contraceptive and a 28-day course of post-exposure prophylaxis (PEP) to prevent HIV infection, within 72 hours. Learn about these treatments and their possible side effects. This will help you understand what she is going through and how you might best support her to take PEP.

Insist the police take immediate action

She has the right to report the rape to the police at any time and lay a charge. Discuss reporting the rape to the police, and if she agrees, accompany her to the police station. She could still be in a state of shock, so may welcome your company when making her statement. If she wants another friend there instead of you, respect her wishes and help her get in touch with that person. At the police station, she should also be taken for a medico-legal examination by the District Surgeon. She has the right to provide her statement in a private place and to have someone there when she makes it.

Familiarize yourself with the court processes

If she does report the rape, she will have to go through a number of different procedures, particularly if the case goes to court. Take some time to learn about and understand these processes and support her through them.

How to take broader action:

Despite our progressive constitution and our strong laws against domestic and sexual violence, the police and criminal justice system continue to fail women. Many police and court officers are compassionate and committed but are underpaid and overworked and don't get the training they need. Other police and justice department officials continue to treat women with contempt, sometimes even raping women and colluding with others to conceal the evidence.

To date most men have not been active in demanding that Government take decisive action. It is critical that we participate in marches and rallies demanding that women and men all enjoy our constitutional right to safety and security.

Stopping Rape: What Men Can Do

By Men Can Stop Rape (USA)

All men can play a vital role in rape prevention. Here are a few of the ways:

Be aware of language. Words are very powerful, especially when spoken by people with power over others. We live in a society in which words are often used to put women down, where calling a girl or woman a @\$&!, freak, whore, baby or dog is common. Such language sends a message that females are less than fully human. When we see women as inferior, it becomes easier to treat them with less respect, disregard their rights, and ignore their well-being.

Communicate. Sexual violence often goes hand in hand with poor communication. Our discomfort with talking honestly and openly about sex dramatically raises the risk of rape. By learning effective sexual communication – stating your desires clearly, listening to your partner, and asking when the situation is unclear – men make sex safer for themselves and others.

Speak up. You will probably never see a rape in progress, but you will see and hear attitudes and behaviors that degrade women and promote rape. When your best friend tells a joke about rape, say you don't find it funny. When you read an article that blames a rape survivor for being assaulted, write a letter to the editor. When laws are proposed that limit women's rights, let politicians know that you won't support them. Do anything but remain silent.

Support survivors of rape. Rape will not be taken seriously until everyone knows how common it is. In the U.S. alone, more than one million women and girls are raped each year (Rape in America, 1992). By learning to sensitively support survivors in their lives, men can help both women and other men feel safer to speak out about being raped and let the world know how serious a problem rape is.

Contribute your time and money. Join or donate to an organization working to prevent violence against women. Rape crisis centers, domestic violence agencies, and men's anti-rape groups count on donations for their survival and always need volunteers to share the workload.

Talk with women... about how the risk of being raped affects their daily lives; about how they want to be supported if it has happened to them; about what they think men can do to prevent sexual violence. If you're willing to listen, you can learn a lot from women about the impact of rape and how to stop it.

Talk with men... about how it feels to be seen as a potential rapist; about the fact that 10-20% of all males will be sexually abused in their lifetimes; about whether they know someone who's been raped. Learn about how sexual violence touches the lives of men and what we can do to stop it.

Organize. Form your own organization of men focused on stopping sexual violence. Men's anti-rape groups are becoming more and more common around the country, especially on college campuses. If you have the time and the drive, it is a wonderful way to make a difference in your community.

Work to end other oppressions. Rape feeds off many other forms of prejudice -- including racism, homophobia, and religious discrimination. By speaking out against any beliefs and behaviors, including rape, that promote one group of people as superior to another and deny other groups their full humanity, you support everyone's equality.

www.mencanstoprape.org
© 1998, 2001 Men Can Stop Rape

Men Can Stop Rape (US) – Strength Training Workshops

One of the strategies of Men Can Stop Rape is to build the capacity of key professionals to engage men. Trainings range from a half day to three days and have targeted a variety of audiences, including sexual assault and domestic violence coalitions, teachers, youth-serving organizations, among many others. The objectives of the training include:

- Learn how to better frame sexual assault as a problem that men can play a positive role in ending.
- Become more aware of the ‘Dominant Stories’ of masculinity and better understand the importance of ‘Counter Stories,’ and how these relate to violence against women.
- Explore the challenges of engaging men and learn effective ways to overcome these challenges.
- Learn and strategize about how men can be mobilized to become better allies with women.
- Build skills for speaking with men about sexism and strategies for effectively challenging the social norms that support violence against women.
- Learn how to better assist men in connecting sexism to other forms of oppression.
- Provide participants with practice responses to common reactions and questions from male audiences.

For an example of an exercise used in these trainings, click [here](#).
For more information on the training workshops, see the [website](#).

The One Man Can Campaign (Sonke Gender Justice, South Africa)

The One Man Can Campaign supports men and boys to take action to end domestic and sexual violence and to promote healthy, equitable relationships that men and women can enjoy – passionately, respectfully and fully. In addition to taking action in our personal lives, the campaign encourages men to work together with other men and with women to take action in our communities. A range of materials in English, French, Zulu, Xhosa and Afrikaans, including fact sheets, workshop activities and more are available from the [website](#).

Stand-Up Guys No. 1: 6 stories about men taking a stand to fight violence against women and girls (USA) was put together by a team of caring people from various backgrounds and disciplines who thought it was important to highlight the efforts of everyday leaders who have taken it upon themselves to address violence against women and girls within their communities. Their pictures and profiles are available in [English](#).

The World’s Most Influential Men (Hope Exhibits)

This photography exhibit promotes positive male role models by showcasing gender-equitable men and boys from around the world. See the [exhibit](#).

Group Education

What is group education?

Group workshops are one of the most common strategies to promote positive changes in attitudes and behaviours amongst men. They can encompass a variety of methods and approaches ranging from a single group education session to 16 weekly sessions. Typically such initiatives involve creating dynamic spaces for men and boys to critically reflect about gender norms and enabling participants to rehearse gender-equitable behaviours. Group education can be employed by itself or it can be used as one element in a strategy that might include communication efforts, mass media, training and other strategies.

Programming Recommendations and Lessons Learned

Plan multiple group education sessions and allow time between sessions.

- Multiple sessions seem to be most effective in producing self-reported change in attitudes and behaviours;
 - Weekly group education sessions 2-2.5 hours lasting 10-16 weeks seem to be most effective in sustaining attitude change;
 - Allow participants time between sessions (a few days to a week) to reflect about the content to allow men and boys to apply the themes discussed to real-life experiences and to reflect about the challenges that may follow (WHO 2007).
-

Design group discussions that explicitly and critically reflect about masculinity and gender norms.

- Include a discussion of how gender is constructed and how it affects relationships, power and inequity;
- Connect discussions to participants' real life concerns; and
- Complement reflections with accurate and unbiased information, particularly when gender-biased opinions are expressed.

Exercise: 'Act like a man, Act like a woman', originally developed by Paul Kivel from the Oakland Men's Project in the United States. The version presented here is from the manual *Men as Partners: A Programme for Supplementing the Training of Life Skills Educators*, developed by Engender Health and The Planned Parenthood Association of South Africa. See the manual in [English](#).

Include skills building opportunities

Promote skills building such as teaching men how to express feelings without being violent, how to negotiate consensual and safe sex, how to intervene in violent situations and in sexist and violence-supportive talk, and how to resolve conflicts in the context of couple relationships, among others.

Example: [Mentors in Violence Prevention](#) (USA)

See the [video](#).

Teach men to intervene – use a bystander approach

A bystander is someone who is around (seeing and hearing) a situation where abuse is occurring or where sexist remarks are being made. When men and boys witness these situations and remain silent, they are in a way saying that the attitudes and behaviours being exhibited are acceptable. On the other hand, when a bystander takes action or speaks out against what is happening, he can provide a powerful challenge to men's derogatory behaviour and violence towards women (Funk 2006).

The 'bystander approach to prevention' can serve to:

- Convey the message that violence is everyone's responsibility;
- Empower individuals to confront abusive peers;
- Create opportunities for other men to voice their discomfort (Funk 2006); and
- Teach men how to intervene when they are faced with a violent situation or with a sexist behaviour or remark by other men.

One drawback of this approach is that it may not work as well in contexts where violence against women is widely accepted.

In teaching men to act in a bystander situation, it is important to clearly explain what is meant by bystander; acknowledge that it might be intimidating or frightening to intervene and that acting may seem awkward at first, until one's own style using the skills learned are practiced and developed (Funk 2006).

Another method that has encouraged a break with sexist peer norms and an increase in willingness to intervene as a bystander (also rooted in a social norms approach) involves conducting research to highlight the gap between what men think their peers agree with in terms of violence-supportive and sexist attitudes and behaviours versus what they actually agree with (Flood 2005-2006).

Using a 'bystander intervention' approach, other campaigns have sought to place "a sense of responsibility and empowerment for ending sexual violence on the shoulders of all community members". They teach men and women skills in de-escalating risky situations and being effective allies for survivors and foster a sense of community responsibility for violence prevention (Banyard 2005 in Flood 2008).

Ten things men can do to prevent gender violence

By Jackson Katz

1. Approach gender violence as a MEN'S issue involving men of all ages and socioeconomic, racial and ethnic backgrounds. View men not only as perpetrators or possible offenders, but as empowered bystanders who can confront abusive peers.
2. If a brother, friend, classmate, or teammate is abusing his female partner – or is disrespectful or abusive to girls and women in general – don't look the other way. If you feel comfortable doing so, try to talk to him about it. Urge him to seek help. Or if you don't know what to do, consult a friend, a parent, a professor, or a counsellor. **DON'T REMAIN SILENT.**

3. Have the courage to look inward. Question your own attitudes. Don't be defensive when something you do or say ends up hurting someone else. Try hard to understand how your own attitudes and actions might inadvertently perpetuate sexism and violence, and work toward changing them.
4. If you suspect that a woman close to you is being abused or has been sexually assaulted, gently ask if you can help.
5. If you are emotionally, psychologically, physically, or sexually abusive to women, or have been in the past, seek professional help NOW.
6. Be an ally to women who are working to end all forms of gender violence. Support the work of campus-based women's centres. Attend "Take Back the Night" rallies and other public events. Raise money for community-based rape crisis centres and battered women's shelters. If you belong to a team or fraternity, or another student group, organize a fundraiser.
7. Recognize and speak out against homophobia and gay-bashing. Discrimination and violence against lesbians and gays are wrong in and of themselves. This abuse also has direct links to sexism (e.g. the sexual orientation of men who speak out against sexism is often questioned, as a conscious or unconscious strategy intended to silence them. This is a key reason few men do so).
8. Attend programmes, take courses, watch films, and read articles and books about multicultural masculinities, gender inequality, and the root causes of gender violence. Educate yourself and others about how larger social forces affect the conflicts between individual men and women.
9. Don't fund sexism. Refuse to purchase any magazine, rent any video, subscribe to any website, or buy any music that portrays girls or women in a sexually degrading or abusive manner. Protest sexism in the media.
10. Mentor and teach young boys about how to be men in ways that don't involve degrading or abusing girls and women. Volunteer to work with gender violence prevention programmes, including anti-sexist men's programmes. Lead by example.

For more information and for the Spanish version, see [Jackson Katz's site](#).

The Bell Bajao Campaign (Breakthrough, India)

"It's about time we all stop being silent witnesses"

This multi-media campaign by Breakthrough TV reaches out to men and boys in India to do their part and take action, whether by speaking out or ringing a door bell, to make sure women in their communities can live a life free of domestic violence. The campaign is being implemented in seven states of India and uses print, television, radio, mobile phones, touring vans with video and the internet to air its award-winning [public service announcements](#) and connect with audiences across the nation. It also provides informational materials, handbooks and a discussion guide on domestic violence in English and Hindi.

To learn more and link-in to the campaign, visit the Bell Bajao [website](#) and download the [toolkit](#).

Use a variety of teaching approaches

Use role-plays and dramatizations when teaching new skills to enable men and boys to dramatize scenarios they may not feel comfortable addressing otherwise and to allow them to put themselves in another's 'shoes'. Role plays, and the tools below, can be applied in group discussion with adult men, or in a classroom or other settings with younger men.

Tools to support skill-building:

- **In Her Shoes: Living with Domestic Violence** (Washington State Coalition Against Domestic Violence, USA), a community education tool designed for learning about domestic violence. Participants move, do, think and experience the lives of battered women. Originally developed in the United States, it is now available in various versions and languages. Available for purchase in [English](#).
- **In Her Shoes – Economic Justice Edition** increases awareness of the additional struggles battered women face when they are poor and includes the perspective of the batterer. It is most useful for longer training sessions where there are opportunities for group discussion. Available for purchase in [English](#).
- **Caminando En Sus Zapatos** (Alianza InterCambios) is the Spanish version of the original *In Her Shoes* adapted to the Latin American context. For more information and to obtain a copy in Spanish, see the [website](#).
- **Role Play Examples and Debriefing Video** (Fourth R, Canada)
This 55 minute video was developed to assist facilitators with the debriefing of role plays. The video includes several full length role plays with a full debriefing by a classroom teacher. The video can be used to demonstrate model role plays, to analyze role plays and as a resource for debriefing role plays. Teachers with less experience in facilitating role plays have found this resource useful when building relationship skills among students. The video is available for purchase in [English](#).

Promote healthy and safe relationships, not just violence prevention

A healthy and safe relationship is one in which people:

- respect each other's opinions, feelings and decisions, even if they do not always agree with each other;
- are not jealous or possessive of each other;
- do not hit or threaten each other;
- communicate with each other in an open and honest way and do not use words to hurt each other;

- continue their own interests and friendships outside of the romantic relationship;
 - use communication and negotiation to make decisions about their activities;
 - accept each other's right to say no and to change their minds;
 - feel good about each other when around the other person; and
 - feel safe around the other person.
-

Respect the limits of different participants, especially when discussing sensitive issues. Different participants may have different levels of comfort with issues addressed, and may feel shy in a group or may have experienced or witnessed violence themselves. It is also important to be mindful of younger age groups, ensuring that methodologies and approaches are age and maturity appropriate.

Choose a good facilitator

Because addressing gender roles and violence challenges long-standing beliefs, it may raise strong reactions amongst group participants. It is important that facilitators be well-trained, credible to their audiences and able to handle conflict in a diplomatic manner. The best facilitators:

- Have extensive training
- Have reflected about their own attitudes about gender and masculinity
- Model gender-equitable behaviour, healthier reflections on masculinities and ways of relating that are based on respect and dialogue (Harvey et al., 2007)
- Are confident in dealing with complex issues and conflict
- Are able to create safe space where men can express doubts and questions without fear of being ridiculed or censured (WHO 2007)
- Are thoughtful, passionate and knowledgeable; adaptable and flexible; in touch with their emotions; authentic and honest; comfortable with challenging situations; and know themselves (Funk 2006)

Lesson learned about group education facilitators

Having a well-chosen, experienced facilitator is key despite the possible challenges listed below:

- Hiring such professionals may be expensive
- Training facilitators can be timely and costly
- Facilitators need to be supervised
- Losing a good facilitator due to staff turnover or any other reason may be difficult to overcome

One step to overcome these obstacles may be to sensitize and train those professionals who already work in related areas – such as schools, health services, community organizations – and who may become good group facilitators through training opportunities.

TIPS FOR FACILITATORS OF GROUP WORK WITH YOUNG MEN

- Establish ground rules regarding listening, respect for others, confidentiality, and participation.
- It is important to have a suitable physical space where activities can be carried out without any restriction of movement. Avoid classroom-style sitting arrangements. Instead, have the young men sit in a circle during discussions to promote more exchange. The space should also be private in the sense that young men should feel comfortable discussing sensitive topics and personal opinions.
- Include as much physical movement as possible to keep the participants alert and interested.
- Be friendly and create rapport with participants.
- Be sure to dress appropriately. Look approachable, but professional.
- Remember that information should be provided in a non-authoritarian, non-judgmental, and neutral way. Never impose one's own feelings on the participants.
- Be conscientious of the language and messages which are presented to young men.
- Remember that although young men often act as if they are knowledgeable about sex they often have concerns about relationships and sexual health, including about such things as puberty, penis size, and how to communicate with a female.
- Involve the young men in choosing the themes for discussion and make the themes personally meaningful. Remember to always reflect on activities and ask the participants how they can apply what they have learned in their own lives.
- Young men respond positively to participatory style activities that are entertaining and educational. For example, role plays allow young men to explore problems they might not feel comfortable discussing in other settings. Role plays also help young men practice various skills, such as negotiation, refusal, and decision-making. Remember that some young men may not be comfortable with physical contact during role playing or with taking on the role of female characters. An alternative to role plays is to use debates where participants will need to argue perspectives that they might or might not normally consider.
- Do not aim to instil fear as young men can often 'switch off' or feel paralyzed.
- Encourage participants to be honest and open. They should not be afraid to discuss sensitive issues. Encourage the young men to honestly express what

they think and feel, rather than say what they think the facilitator (or peers in the room) wants to hear.

- If a participant makes an exaggerated statement or gives misinformation or myths during a discussion, try to ask for clarification and be sure to provide accurate facts and information. Another participant can also be asked if he has a different opinion, or if no one offers a different opinion, the facilitator can offer his along with facts to support the view.
- One's own assumptions should be checked, including being aware of whether young men from particular social, cultural, or religious backgrounds seem to trigger any strong emotions. These reactions can be used as an opportunity to reflect and reach past one's own assumptions or prejudices.
- Have regular check-ins. Check-ins usually occur at the beginning of each session and could involve the following questions:
 - 1) How has it been since we last met?
 - 2) Has anything new happened?
 - 3) Have you talked to anyone about the issues we discussed in our last session?

* If important issues come up during the check-in, do not be too rigid about the planned agenda. Allow some space to deal with the young men's issues.

- Provide further resources which young men can use to obtain more information or support about the issues discussed in the workshop. For example, you may need to tell participants where to obtain services (e.g. if they experienced or witnessed violence as a child, or sexual abuse as a young adult; for issues of substance abuse); or go for voluntary counselling. Consider whether there are online services, youth-friendly services or youth-friendly sensitized professionals or peer support groups.

Adapted from: Promundo and UNFPA. *Young Men and HIV Prevention: A Toolkit for Action* (2007). Available in [English](#), [Portuguese](#) and [Spanish](#).

Facilitators should be prepared to deal with resistance

Men, young and old, as well as women may react defensively when gender norms are challenged. Although a lot more needs to be learned on how to best address resistance, some steps that facilitators can take include:

- Understand that resistance can be a defense mechanism against uncertainty and may stem from various reasons, including fear, protection of privilege or hostility to feminism.
- Feel trained and equipped to handle conflict among participants (including physical conflict).
- Be skilled to promote a style of discussion that encourages tolerance and respect toward one another.

- Make use of moments of conflict, and the themes that seem to lead to conflict, to promote further discussions.
- Be cognizant of gender stereotyping and homophobic discourse that might arise and be prepared to address it.

Use male facilitators and consider having men and women working as co-facilitators

Male facilitators may:

- Have insider knowledge of the workings of masculinity and may use this critically within the group.
- Be perceived as more credible and persuasive by male participants.
- Make men and boys feel more comfortable.
- Model behaviours such as listening, empathy and respect for both women and men.

At the same time, female and male facilitators working together can:

- Enable men to hear the other side of the issue.
- Model a gender equitable relationship.

Common reactions by men when discussing violence & tips on how to deal with it

Men can react in many ways and all reactions cannot be predicted, though some of the more common include: blame, curiosity, defensiveness, denial, empathy, guilt and sensitivity.

An effective strategy to dealing with some of the challenges that may arise from these reactions is to avoid arguing and ask participants what they do agree with to keep the discussion going.

Men, especially younger men, can get boisterous and unruly in all male settings with a male facilitator.

When a group displays these behaviours, it is better to have fewer exercises that are carefully chosen. Any individual trying to purposely undermine the group's learning should be addressed by the educator by openly talking about it with the group, which often silences the disruptive participant.

Men have been found to react in a varied way to female educators, by listening attentively on the one hand, while opposing the expertise and authority they have on the other.

In such cases, female educators should not directly engage with any disrespectful behaviours, but rather command respect through their actions that demonstrate they expect to be respected.

Men have generally demonstrated a greater level of comfort with male educators, which can potentially send the discussion into directions that were not intended.

In such cases, the educator can request that the participants visualize a woman survivor sitting in the back of the room, which will likely keep the conversation on track and induce self-censoring of any inappropriate comments by participants.

Men tend to focus their attention on and interactions with male educators when groups have both male and female educators.

In these cases, men can support their female co-educator by allowing her to answer questions, even when they are posed to him.

“The most effective strategy for working with men in any situation...is...to point out dynamics as they occur, not in a judgemental...way, but in a curious, noticing way.”

Source: Funk, Rus. 2006. *Reaching Men: Strategies for Preventing Sexist Attitudes, Behaviours, and Violence*. Jist Publishing.

Promote male only groups and create safe spaces

Male-only groups may:

- Be perceived as safer spaces for discussion of sensitive topics;
- Allow men the opportunity to hear the views of other men; and
- Provide men with visible allies (Berkowitz 2004).

Consider organizing occasional mixed sex groups

Mixed sex groups may be appropriate at certain points, presenting an important opportunity for men to hear women's perspectives and concerns.

Lesson learned on male only or mixed sex groups

Research on the effectiveness of educating men alone or in a group mixed with women, has mainly focused on sexual violence, though the findings from this research is likely transferable to educating men on other forms of gender-based violence.

In general, mixed groups have proven more effective when the goal is to increase men's empathy for women and those who have experienced men's violence. Male-only groups, on the other hand, have tended to work better when trying to engage men as allies or in bystander programmes. In either case, male educators should ensure communication with local women's groups on the content of sessions and presentations.

Source: Funk, Rus. 2006. *Reaching Men: Strategies for Preventing Sexist Attitudes, Behaviours, and Violence*. Jist Publishing

Examples of organizations that take this approach include:

[Stepping Stones](#)

[Ghamkori](#)

[Salud y Género](#)

[Men's Resources International](#)

[Mentors in Violence Prevention](#)

Help men see the distortion between actual and perceived gender norms Many men may incorrectly believe that other men accept violence against women and may react by expressing inequitable gender norms, even if they do not actually behave in these ways themselves. Groups should work to:

- Undermine their conformity to sexist peer norms
- Shift men's perceptions of their peers' attitudes and behaviours to increase their willingness to intervene in violent behaviour

Dispel myths about violence against women

Widely held beliefs about violence against women, and rape in particular, perpetuate this type of abuse by reinforcing gender stereotypes that justify violence and blame the victim. Dispelling these myths may increase men's understanding of violence and may instil in them empathy for the victims of such violence.

Lesson learned about encouraging victim empathy

There is an assumption that for men to rape, they must lack empathy. It is for this reason that various prevention programmes attempt to encourage men's empathy with victims of violence, particularly victims of sexual violence (Flood 2005-2006). However, data on this approach shows mixed outcomes of such attempts. Although some studies have shown that programmes can indeed increase men's sense of empathy for victims

of sexual violence (Foubert 2000), at least one study among male undergraduates showed that such attempts actually increased participants' likelihood to engage in rape-supportive behaviours, and neither their empathy nor their rape-supportive attitudes improved (Berg, Lonsway and Fitzgerald 1999). Authors theorized that this finding could possibly be a result of sexual arousal caused by listening to the female account of sexual victimisation and suggested that empathy-induction techniques might inadvertently run the risk of linking sex and violence as often done in the media or in pornography.

This conflicting data has led Berkowitz (2002) to argue that it may be necessary to address men's own concerns first and that it may be wise to invite men to empathize with both male and female survivors. Indeed, a strategy combining multiple appeals has proven to be effective in increasing victim empathy amongst males.

Tools for dispelling myths

- Exercise: "What are the myths and realities that help perpetuate violence against women?" adapted from the WHO TEACH VIP Curriculum. Available in [English](#).
- Rape Myth Scales: There are a number of scales used to measure the acceptance of rape myths, including Burt's Rape Myth Acceptance Scale and the Illinois Rape Myth Acceptance Scale. See a compilation of [illustrative questions](#).
- Video-based programmes: some of these developed by [north west media, inc.](#) can be used with adolescents to increase knowledge and understanding about rape and its effects on survivors, including:
 - **Rape: Get the Facts** (ages 13-25) provides viewers with the perspectives and analysis of rape by key responders, such as doctors, lawyers and victim advocates, in addition to survivors themselves.
 - **Acquaintance Rape: The Ultimate Betrayal** (ages 14 years and up) presents the stories of three acquaintance rape cases through candid interviews.
 - **No Means No!** (ages 14 years and up) explores the emotions that result from date rape.
 - **Teen Files Flipped: Date Rape/Abusive Relationships** (ages 14 to 22) can be used to encourage changes in attitudes and behaviours in relationships.

All materials are available for purchase in [English](#).

Consider combining groups with vocational activities

Men and older youth, in particular, may be difficult to recruit because they may be working, looking for employment or participating in training courses that may lead to employment. Therefore, it may be important to consider pairing group work with vocational activities in order to ensure attendance or holding workshops on the weekends.

Initiatives that have used group education with men and boys to address violence against women

Examples of initiatives using group education as part of a multipronged strategy include:

- [Program H](#) (Brazil)
- [Men As Partners](#) (South Africa)
- [Men's Action for Stopping Violence Against Women](#) (India)

Initiatives that rely primarily on group education:

Stepping Stones (South Africa and 40 other countries)

Stepping Stones is a workshop series designed for HIV prevention that aims to improve sexual health through building stronger, more gender-equitable relationships with better communication between partners. It uses participatory learning approaches to build knowledge of sexual health, awareness of risks and the consequences of risk taking and communication skills, and provides opportunities for facilitated self-reflection on sexual behaviour. It was originally developed for use in Uganda and over the last decade has been used in over 40 countries, adapted for at least 17 settings, and translated into at least 13 languages. It is delivered to single sex groups, which run during the same time, and has 13 three hour long sessions that are complemented by three meetings of male and female peer groups and a final community meeting. The programme spanned about 50 hours and ran for six to eight weeks. The second edition of the South African adaptation underwent rigorous evaluation through a cluster randomized control trial that showed that Stepping Stones significantly improved a number of reported risk behaviours in men, with a lower proportion of men reporting perpetration of intimate partner violence across two years of follow-up and less transactional sex and problem drinking at 12 months. For more information, see the [policy brief](#) on the programme.

Men Can Stop Rape (United States)

This community-based programme targets both high school and college-aged males in order to: (1) educate young men about their role as allies with women in preventing dating violence; (2) promote positive, nonviolent models of male strength; and (3) empower youth to take action to end dating violence, promote healthy relationships based on equality and respect, and create safer school communities. In a 2005 evaluation, men who participated in the programme reported that they were more likely to intervene to stop gender-based violence after participating in the programme

(Hawkins & Zakiya Consulting, 2005 cited in WHO 2007). See a 10-minute [video](#) about the work of the organization.

Mentors in Violence Prevention (United States)

The Mentors in Violence Prevention (MVP) is a leadership training programme that motivates student-athletes and student leaders to prevent men's violence against women. MVP utilizes a creative 'bystander' approach to gender violence and bullying prevention. It focuses on young men not as perpetrators or potential perpetrators, but as empowered *bystanders* who can confront abusive peers – and support abused ones. It focuses on young women not as victims or potential targets of harassment, rape and abuse, but as empowered bystanders who can support abused peers – and confront abusive ones. It is built on the premise that most men who abuse are not sociopaths and that many men who disapprove of violence do not speak up or take action because they do not know what to do. See the [case study](#).

Tools that can be used in group education with men and boys

➤ **Men As Partners: A Programme for Supplementing the Training of Life Skills Educators, 2nd Edition**

This manual is intended for use in working with men to address gender norms and issues related to gender and reproductive health to prevent HIV infection and gender-based violence. The manual is aimed primarily at:

- MAP master trainers, who train and supervise life skills educators who implement MAP activities with the public
- MAP life skills educators themselves

It contains a variety of interactive educational activities on such topics as gender and sexuality, male and female sexual health, HIV and AIDS and other sexually transmitted infections, relationships, and violence, as well as general resources for facilitators, including tips for improving facilitation skills and sample introductory and icebreaker activities. Three sections are dedicated to various aspects of violence and one section addresses relationships, including controlling behaviours.

Though originally designed for use by MAP educators in South Africa, the manual and the activities have been used successfully by trainers around the world. Available in [English](#).

➤ **Program H Manuals** - produced by Promundo, PAPAI, ECOS, Salud y Género

Five training manuals, each addressing a different topic, including:

- sexual and reproductive health,
- fatherhood and care-giving,
- from violence to peaceful co-existence;
- reasons and emotions;
- preventing and living with HIV and AIDS; and
- paternity, violence, emotions (including drug use) and HIV and AIDS.

The [manuals](#) are available in English, Portuguese and Spanish.

- **Yaari Dosti** (Program H, India)
The Program H Manual was adapted to be used in the India context by Population Council and CORO for Literacy with the support of Instituto Promundo. This adaptation is available for download in [English](#) and [Hindi](#).
- **Tài liệu dành cho đồng đảng viên/Hợp phần trường học** (Program H, Viet Nam) produced by TCDN-MOLISA, Save the Children and Instituto Promundo with the support of USAID and Pact Vietnam was adapted for use in the Viet Nam context. This adaptation is available for download in [Vietnamese](#).

The Program H Manuals are also being adapted for **Tanzania** and the **Balkan context** and will be available for download soon.

- **Engaging Boys and Men in GBV Prevention and Reproductive Health in Conflict and Emergency-Response Settings: A Workshop Module (Acquire Project/USAID)** was designed to develop the capacity of practitioners working to engage men and boys in conflict and other emergency-response settings on issues of gender-based violence. It covers core concepts around why the value and impact of reaching out to men in these settings; explains how conflict and emergency settings might affect gender; provides methods of engaging men and incorporating this work in existing workplans; and makes available sample agendas, training activities, pre-test and post-test evaluations. The manual is available in [English](#).
- **Stepping Stones Manual** (Wellbourne)
Stepping Stones is a training package in gender, HIV, communication and relationship skills. The workshop aims to enable individuals, their peers and their communities to change their behaviour – individually and together – through the ‘stepping stones’ which the various sessions provide.

The original package consists of a 240 page manual for trainers (and an optional accompanying workshop video of 15 five-minute clips). There are full, closely-guided instructions on how to run around 60 hours of workshop sessions, divided into 18 sessions over 10-12 weeks. Most sessions are designed for people in small groups of 10-20, of their own gender and age. Occasional sessions bring everyone together. The optional video or DVD is viewed by participants during different sessions of the workshop. Planned originally for use in communities throughout sub-Saharan Africa, the package has now also been adapted for use elsewhere in Africa, Asia, and Europe.

More information see the Stepping Stones [website](#).

The Stepping Stones Training Package is available for purchase in [English](#) and in [French](#).

The South African adaptation of the Stepping Stones manual comprises 14 workshops with exercises designed so that they can be used in rural and urban settings, with literate and non-literate people. One copy is available for free and multiple copies are available for purchase. See the medical research council [write-up](#).

- **Working with Men on Gender, Sexuality, Violence and Health** (Men's Action for Stopping Violence Against Women, India)
This manual was jointly developed by four organizations in India, namely: Kriti Resource Centre, Eklavya, Tathapi and SAHAJ, Baroda through its 'Women Centred Health Project'. This Manual is intended for anyone working with groups of men on issues of gender, sexuality and health (e.g. teachers who work with adolescent boys; community organizers who work with men's groups like farmers; husbands of women of reproductive age; HIV and AIDS care givers; facilitators who work with men on issues of gender-based violence). Facilitators can either conduct a series of workshops with the same group of participants, using the six modules sequentially, or they can mix and match select session outlines to create their own workshops depending on their objectives and the time available. The Manual has six distinct modules: Equity and Equality, Gender, Sexuality, Health, Violence and Facilitation Skills. The manual is available in [English](#) and [Hindi](#).
- **Toolkit for Working with Men and Boys to Prevent Gender-Based Violence.**
This is a comprehensive resource for practitioners to work with men and boys to prevent violence. It provides readings, case studies, handouts, exercises, and other materials, and includes sections on working with young men and working through schools. All materials are available in [English](#).
- **Así Aprendimos a Ser Hombres/This is How We Learned to be Men** (Alvaro Campos 2007). This is a manual to be used with men's groups. It results from the experience of men's groups in various Latin American and Caribbean countries. It is centred on issues of masculinity and gender. Available in [Spanish](#).
- **Hombres Trabajando con Hombres/Men working with Men** (Alvaro Campos, 2007). This is a manual for facilitators' of men's groups in Central America. Available in [Spanish](#).
- **Reaching Men: Strategies for Preventing Sexist Attitudes, Behaviours, and Violence** (Rus Funk, 2006). Reaching Men begins with a theoretical overview exploring educational theory and identifying those educational theories that show the most promise in educating men. A brief overview of each form of violence is provided alongside a discussion of how each form of violence is connected to sexism. The next chapter examines issues and intersections of racism, sexism and homophobia as they relate to violence and abuse. The final chapters provide information about how educators and advocates can take care of themselves while educating men about sexism and violence. For ordering or additional information, contact JistLife Publishing (www.jist.com) or call +1-800-648-5478.

- **Boys-Talk: A Program for Young Men about Masculinity, Non-violence and Relationships, Adelaide: Men Against Sexual Assault** (Brook Friedman, 1996). The Boys-Talk programme is a practical guide for teachers, youth workers and parent groups to provide young men with support and options as they search for their own understanding of masculinity. Part one of the manual introduces the area of gender and schooling with an emphasis on the practices of masculinity in our society. It also includes information about programme implementation. Part two of the manual presents the programme. Available for purchase in [English](#).
- **Women and Men Hand in Hand against Violence** (KAFA, Lebanon)
This guide, by KAFA and Oxfam Great Britain, is a resource for practitioners and organizations working with men and boys. The resource provides guidance on engaging men and boys to address violence against women and girls, based on the context in Arab communities across the Middle East and North Africa. Available in [Arabic](#); 143 pages.

VIDEOS AND OTHER TOOLS

Once Upon a Boy (video) by Instituto Promundo

The 20 minute no-words cartoon was created to encourage young men to question the way in which they are socialized and the gender roles they were taught. A [discussion guide](#) accompanies the [videos](#).

Sonke Gender Justice Digital Stories (South Africa)

One component of Sonke's work with men and boys to transform gender roles, reduce the spread of HIV and end gender-based violence is the use of participatory media. By bringing people together to share and record stories from their lives compiled into short video clips, the organization works to promote meaningful public representations of men who live more caring, peaceful, and gender-equitable lives. Video segments are then used to develop content for information exchange communications, such as posters, radio and TV spots to reach a larger audience. Accompanying the digital stories are carefully developed discussion guides to foster dialogue and action within the community level, while also encouraging institutional and policy changes.

See the digital stories [section](#) of the Sonke Gender Justice Site to hear the digital stories and download the videos and discussion guides.

Media Education Foundation – films and documentaries

[Hip-Hop: Beyond Beats & Rhymes \(Unabridged\)](#) - An examination of masculinity, sexism, and homophobia in hip-hop culture. It can be used with young men to facilitate discussion and stimulate reflection.

[Killing Us Softly 3: Advertising's Image of Women](#) - This film uses images from magazines and television to critically analyze the depiction of women in advertising. It can be used in group education or in discussion forums with men.

[Game Over: Gender, Race & Violence in Video Games](#) - This film examines the nature and consequences of simulated violence, and encourages high school and

college students to think critically about how gender and race are depicted in the video and computer games they play.

[Tough Guise: Violence, Media & the Crisis in Masculinity \(Unabridged\)](#) - In this analysis, anti-violence educator Jackson Katz argues that it is important to understand violence in American schools as part of an ongoing crisis in masculinity reinforced by mass media imagery.

[Wrestling with Manhood: Boys, Bullying & Battering](#) – This film provides an in-depth analysis of professional wrestling and its relationship to sexism, homophobia, violence against women, and bullying in our schools.

[Boys to Men?](#) – This is the second film in a trilogy about masculinity in America and it focuses on the pressures and expectations faced by a diverse group of young teenage males.

[War Zone](#) - What is it like to walk down the street and be heckled, harassed, followed, and touched by men? Filmmaker Maggie Hadleigh-West armed herself with a video camera to show us, confronting the men who abuse her in this fascinating and critically acclaimed documentary.

All of the above films are available for purchase in [English](#).

Community Outreach, Mobilization and Mass media

What do community outreach, mobilization and mass media programmes encompass?

Community outreach and mobilization can encompass a range of interventions and approaches, including: community meetings; training or sensitization sessions with traditional authorities, community or religious leaders; street theatre and other cultural activities and marches and demonstrations.

Mass media campaigns normally use radio, television, billboards or other media to reach a wide segment of a community. It also offers individuals, especially young people, anonymous access to valuable information and resources without having to go through others they may not trust (e.g. doctors, teachers, etc.).

Entertainment-education or ‘edutainment’, is a particularly useful strategy that entails the “process of purposely designing and implementing a media message to both entertain and educate, in order to increase audience members’ knowledge about an educational issue, create favourable attitudes, shift social norms, and change overt behaviour” (Singhal et al., 2004). Edutainment may have a particular appeal to young people and thus may present a special opportunity to affect norms before they are fully set.

Other innovative approaches that can be effective in reaching diverse audiences include: games, electronic technologies (mobile phones and computers), street theatre, art, music and cultural activities.

Together, communication and social marketing campaigns are some of the most popular means for engaging society in [primary prevention](#). Evidence shows that these mediums can produce positive change in the attitudes and behaviours associated with men’s perpetration of violence against women (Donovan and Vlais 2005).

Though community outreach strategies and mass media campaigns are two distinct strategies, the most effective examples of such approaches tend to combine mass media intervention with community-based action.

Programming Recommendations and Lessons Learned about employing community outreach and mobilization and mass media

Combine strategies via integrated programmes

Programmes that integrate multiple strategies, usually group education with community outreach and mass media campaigns are more effective in changing gender norms and behaviour.

Promote community ownership and sustained engagement

In order to be effective in changing harmful beliefs and practices, such as violence against women, an initiative should engage directly with members of that community. By strengthening individuals', groups' and institutions' capacity to be agents of change, programmes can work to ensure that activism will be sustained long after a specific project ends.

How can community ownership be promoted?

- Instil hope and excitement regarding alternatives to violence;
- Personalize the process by reflecting that each person can be a part of the solution;
- Engage community members to take up the issue and become activists themselves;
- Frame violence against women as the community's responsibility, not as individual women's problems; and
- Include men as part and parcel of community mobilization (Michau 2007).

Example: A Comprehensive Community Involvement Approach: Raising Voices (Uganda)

In Kampala, Uganda, the Centre for Domestic Violence Prevention was committed to working in Kawempe Division over a period of four years. The centre involved community members, staff from institutions such as the police and health centers, and other key stakeholders in analyzing the situation regarding domestic violence. 'Ordinary' community members (85 in fairly equal numbers of women and men) became community volunteers, counsellors, and activists. They involved their friends, colleagues, neighbours and relatives with help and support from the organization. Opinion leaders such as parish chiefs, traditional 'aunties', and village-level local government officials were engaged as allies, who went about inspiring others and shifting their own practices. So for instance, local government officials recently passed the first domestic violence prevention bylaw in Uganda that covers all of Kawempe Division. Officials from institutions such as the police, religious establishments, and health care facilities were identified and encouraged to engage in a process of reassessing their existing policy and practice, and were guided toward instituting more pro-woman attitudes and practices. Gradually, as a result of these activities, a new value system is taking root in Kawempe Division. Domestic violence is now seen as a problem in the community, there are local support mechanisms that help women, people are more willing to confront men who use violence, and institutions are more responsive to violence. Domestic violence still happens in Kawempe Division, but there has been a shift in the level of social acceptance of that violence.

To learn more about the initiative and the process of passing the Domestic Violence Bylaw, see the [case study](#).

Source: Michau. 2007. "Approaching Old Problems in New Ways", Gender and Development 15(1):95-109.

Use a human rights approach, but frame it strategically

Violence against women and women's rights may be controversial and sensitive subjects in many communities. Therefore, it is important to frame the issues strategically by:

- Highlighting the benefits of human rights and non-violent relationships for both women and men; and
- Addressing violence in the context of healthy relationships and healthy families, rather than taking an individual, rights-based approach (Michau 2007).

Example: Jijenge! Women's Health Centre for Sexual Health (Tanzania)

In the experience of Jijenge! Women's Health Centre for Sexual Health in Tanzania, some communities that were unfamiliar with the language of rights found it quite threatening. The result was that women shied away from identifying with statements to avoid being labelled 'troublemakers' and men became defensive, accusing the initiative of encouraging rebellion among women.

To address this issue in future programming, staff decided that the idea of women's rights and health made little difference to women whose daily lives were limited by the threat of violence and reoriented the programme to focus on personal safety and control over the integrity of one's body before turning attention to other human rights.

See the [article](#) on Jijenge!

Source: Michau. 2007. "Approaching Old Problems in New Ways", Gender and Development 15(1):95-109.

Make use of existing theories to understand how individuals change

Effective programmes are based on scientific theories of how problem behaviour develops and how it can be changed (WHO Primary Prevention). Some of the theories employed in initiatives aimed at changing gender norms include:

- **Stages of Change** model developed by Prochaska, DiClemente and Norcross (1992) proposes that individuals change in fairly predictable ways following four stages: pre-contemplation, contemplation, preparation for action, action and maintenance.
- **Theory of Reasoned Action** developed by Martin Fishbein and Icek Ajzen proposes that an individual's perception regarding the expectations of those who are closest to them greatly influence their behavioural intention.
- **Diffusion of Innovation Theory** by Everett Rogers proposes that opinion leaders – trusted trendsetters – through their actions, attitudes and views influence those of other members via social relationships.
- **Paulo Freire's theories of communication for social change** emphasize:
 - The importance of working with people through a problem-posing approach;
 - The need to value local knowledge and respect local culture;
 - The need to learn continuously from those with whom one works; and
 - The relevance of continuously revising strategies and assumptions (Mato 2002).

Employ a social norms approach

A social norms approach uses communication techniques, such as social marketing, to:

- Foster healthier norms regarding gender roles, relationships and violence.
- Gather and disseminate data that highlight the gap between men's perceptions of other men's agreement with violence and sexist norms, and the reality.
- Enable men to recognize the disparity between the actual and perceived norms regarding behaviour and attitudes.
- Encourage men to intervene when they identify a situation that may lead to violence.

(For a discussion about how social norms approaches can be used to address violence against women, please see, for instance, [Fostering Healthy Norms to Prevent Violence and Abuse: the Social Norms Approach](#) by Alan Berkowitz 2006 available in [English](#).)

Promote change at the societal level, beyond the individual

Targeting boys' and men's individual behaviour alone will produce limited results. It is important that interventions target their context by addressing relationships, social institutions, gatekeepers, community leaders, etc.

Examples of initiatives that have employed multiple strategies to target both the individual and his social context:

- [Sexto Sentido](#) (Nicaragua)
- [Soul City Series 4](#) (South Africa)
- [Program H](#) (Bolivia, Brazil, Colombia, Jamaica, Mexico, Peru, India and other countries)
- [Coaching Boys into Men](#) (US).

Employ formative research

More successful initiatives, particularly in mass media, use [formative research](#) to:

- Identify existing norms
- Identify and test messages
- Develop characters or storylines
- Determine the most effective and relevant channels to reach the target audience (WHO, 2007)

Example of an intervention that employs extensive formative research: Soul City (South Africa)

Two elements are at the heart of Soul City's work, centred on TV soap operas to influence social transformation: formative research and partnerships.

Formative research is carried out with both audiences and experts to develop and field-test materials to ensure their effectiveness. The formative research process involves the following steps:

1. Consulting widely with experts and key stakeholders on the issues.
2. Consulting audience members about what they know, their concerns, their attitudes on the issue and the barriers that exist to positive change.
3. Presentation of the findings from the first two steps to the TV and radio actors and experts.
4. Development of a message brief or 'blueprint' for the creative team who will develop the TV and radio dramas.
5. Integration of issues into the entertainment vehicle by the creative team.
6. Production and testing (with experts, role players and audience members) of a draft outline.
7. Writing and testing of scripts.
8. Production, broadcast and distribution of the material.
9. Evaluation of material and integration of lessons learned into future productions.

Engage the target audience in programme development

- Develop persuasive messages by understanding the behaviour of the intended audience.
 - Actively involve them in the planning, design and implementation and monitoring of the programme, rather than just disseminating information to them (Harvey et al., 2007).
-

Allow for sufficient preparation time

Build in time into the initiative to:

- Allow for the selection of appropriate technical partners.
 - Implement polling and focus groups.
 - Select types of media.
 - Test potential messengers and messages (Rosewater 2003).
-

Apply the information collected during the preparatory phase

The information collected in the initial phases of the programme will contribute to the knowledge base on men and boys and violence, including their perceptions of violence and of healthy relationships, their aspirations, gender equality and other life matters (Rosewater 2003).

Use positive, affirmative messages and images of men

Programmes that use positive images and messages showing that men can change seem to produce more effective or promising results (WHO, 2007).

Strategies can include images and messages that:

- Show what men and boys can do to change;
- Affirm that they can change;
- Show men changing in positive ways; and
- Demonstrate to men and boys what they can gain from changing gender-related behaviour.

Examples of using positive images include the Men Can Stop Rape campaign slogan “Our Strength is Not for Hurting”. See the [posters](#).

Identify and engage positive role models

Employing (in campaigns and community outreach initiatives) individuals or groups (coaches, fathers, religious leaders) who can influence the behaviour of other men by modelling gender-equitable attitudes and behaviours has shown to be an effective strategy to promote change.

Lessons learned: Be careful when selecting role models

It is important to recognize that selecting role models and spokespersons can be a complex issue. For example, celebrities may offer star appeal and credibility to deliver a message. But on the other hand, youth and men may relate more closely to role models with whom they can identify, such as parents, teachers, and friends (Crooks et al., 2007). In any case, it is essential that a celebrity's behaviour be consistent and coherent with the message being conveyed. Therefore, care must be taken when selecting role models.

Additionally, it is important to recognize that there may be tensions between the intended message and sexist and violence-supportive cultures. This is often the case with sports from which role models are often drawn.

Speak to men's and women's own experience and concerns

Campaigns should identify appropriate entry points to convey their message. An example is a campaign by the Non-Violence Alliance which appealed to men's love for their children with the message: "You love your daughter. You want to give her the world. Start by being a father who treats her mother with respect."

For more information, see: <http://www.endingviolence.com/>
See also the Campaign [posters](#).

Highlight the shared benefits to men and women

Appeal to men by:

- helping them understand that traits traditionally considered 'masculine' (such as being unemotional, competitive, uncaring, and rule-breaking) may also have a negative effect on their lives (de Keijzer 2004);
- enabling men to see the costs of traditional forms of masculinities, for themselves and for the women and children they care about; and
- helping men and boys understand how they may benefit from sharing power with girls and women, such as by having more intimate relationships with their partners (Esplen, 2006).

Lesson learned about helping men see the shared benefits of more gender equitable relations

It is important for programmes to understand that it may be difficult for men to adopt more gender equitable norms. Even if men are interested in changing, the social pressure to conform to dominant forms of masculinity is considerable and the costs of not conforming may be severe.

What is one type of exercise that can be used to highlight the shared benefits of more gender equitable relations?

A 'fishbowl' exercise is when one group (in this case either men or women) sits in a circle facing each other and talking to each other about a particular experience.

Those in the inner circle can be given questions to discuss, such as what effects sexism has had on them. The other group forms an outside circle and listens attentively to the inner circle's conversation. The group in the outer circle is then given some time to react to what was said in the inner group.

Consider whether the campaign will focus on men and boys in general or on specific groups

Both types of campaigns – those that target specific groups of men and boys (such as fathers) and those that target men and boys broadly – have shown evidence of change in attitudes and behaviours (WHO 2007). The choice of target audience will hinge on various factors, including the specific aim of the campaign, the funds available and other factors.

What are some of the principles of effective campaigns?

Effective campaigns are:

- Grounded in evidence of the problem, including the risk and protective factors;
- Define clear and measurable objectives;
- Identify indicators and data collection methods to measure the effectiveness of the campaign;
- Ensure that baseline measurements are taken;
- Select the intended audience;
- Use consumer research with the intended audience to develop messages and identify the best sources, channels and materials to reach them;
- Build in evaluation mechanisms from the start; and
- Continuously use research to monitor, evaluate and improve the campaign (Harvey et al., 2007).

What are some tips for developing campaigns?

The UNFPA/PROMUNDO manual, *Young Men and HIV Prevention: a Tool Kit for Action*, suggests the following steps in developing campaigns:

- Carry out a needs assessment – including gathering information on knowledge, attitude and practices around the target issue and mapping social networks and media access;
- Develop a profile of the 'typical' character for the target audience, including socio-demographic characteristics, hobbies, attitudes and behaviours, access to services and programmes, etc. This exercise will help develop messages and strategies that are relevant to the target audience;
- Determine the sub-issues of the campaign, based on the findings of the needs assessment;
- Develop basic messages for each topic of the campaign;

- Map the target audience's sources of information and influence (the manual also provides a specific tool for this purpose);
- Determine which type of media and social channel may be more strategic based on the mapping exercise above;
- Pre-test messages and campaigns with the target audience and with secondary audiences – pre-testing can be carried out via interviews or focus groups.

More information on the above steps, as well as the tool which can assist in mapping the target audience's sources of information and social networks, can be found in the tools section of **Young Men and HIV Prevention: a Tool Kit for Action** (Promundo and UNFPA) under “**Creating Campaigns: Step by Step**” Available (page 23) in [English](#), [Portuguese](#) and [Spanish](#).

What are elements of good practice for designing and delivering violence against women public communication/social marketing campaigns?

In a recent review of the characteristics of effective social marketing campaigns, Donovan and Vlasis (2005) identify the following elements of good practice:

- Beware of unintended negative consequences, such as messages that encourage women to feel empowered to end violence on their own. While utilizing the mass media and other dissemination channels to ensure that abused women are informed about where to go for support is essential, messages that urge women survivors to take action could reinforce the idea that they are somehow responsible for the violence. Messaging should also be carefully crafted so that men do not become defensive and escalate their controlling and violent behaviours.
- Mass media advertising and media advocacy strategies should be integrated and mutually reinforce on-the-ground activities assisted by multi-stakeholder networks and partnerships, and where applicable, by policy/legislative changes.
- Include media advocacy strategies that obtain free media coverage and which influence unhelpful ongoing representations of violence against women.
- Find ways to sustain the campaign beyond a single 'dose'.
- Generate public will to support one or more calls to action based on specific behavioural objectives.
- Conduct thorough formative research.
- Base interventions on comprehensive theoretical models of health promotion and social marketing.
- Ensure political support.

Source: Donovan, Robert J., and Rodney Vlasis. (2005). *[VicHealth Review of Communication Components of Social Marketing / Public Education Campaigns Focused on Violence Against Women](#)*. Melbourne: Victorian Health Promotion Foundation.

Ensure sufficient exposure

Evidence suggests that most effective community and mass media campaigns last four to six months, with some lasting up to one year and seek to present their messages on a weekly or daily basis (WHO 2007). Some initiatives, such as Raising Voices, argue that a true and comprehensive community mobilization may take years.

Lesson learned about sustaining changes

Follow up is required to sustain changes, which makes this a challenge in settings of unpredictable funding, staff turnover, or high levels of unemployment or residential mobility (Harvey et al., 2007).

Consider integrating bystander interventions

These programmes aim to:

- Teach men and women skills to de-escalate risky situations and to provide support for survivors.
- Foster a sense of community responsibility for violence prevention.

For additional guidance, see the [bystander intervention](#) section.

Ensure the availability of services for survivors and readiness for increased demand

Primary prevention programmes may increase demand for services by survivors/victims and perpetrators by raising awareness of the issue. It is important from both an ethical and practical perspective to be prepared to provide survivors with access to information about services and referrals. An effort should be made to identify existing services and possibly partner with existing services to ensure that they are willing and able to respond to increased demand. Steps that can be taken:

- Map out existing services; and
- Organize them into a directory and disseminate them amongst staff and the community.

Care should be taken to work collaboratively with organizations providing services (including women's centres, shelters, hotlines) so that they are able to meet increased demand for services that may result from the dissemination of information.

Tool:

- **Developing a Referral Network (IPPF/WHR)**

This document outlines recommendations and lessons learned for service availability in resource poor settings and provides guidance on developing a referral directory. It is available in [English](#).

Build on other successful initiatives and link to other related work

Social marketing and communication campaigns have been used to address a number of related issues, such as adolescent pregnancy and HIV and AIDS prevention. New initiatives should review the history and evaluation of earlier programmes to build on lessons learned. Violence against women can also be integrated into existing and related initiatives by adding a module specific on this topic or by addressing violence within the context of other issues.

Initiatives should explore strategies to integrate violence into campaigns and other activities addressing related development issues, such as HIV and AIDS, sexual and reproductive health, economic empowerment, etc. Soul City in South Africa and Sexto Sentido in Nicaragua provide powerful examples of addressing multiple issues within a single initiative.

Foster coalitions, grassroots movements and men's networks

Coalitions and networks can work to:

- Increase a 'critical mass' behind violence prevention efforts
- Mobilize men's involvement in violence prevention
- Improve collaboration on interventions
- Reduce unnecessary competition among organizations (Flood 2008)

Men's networks against violence against women have been created in several countries, with more emerging in others.

Examples of men's networks, movements and coalitions

There are several grassroots men's groups and networks and it would be impossible to profile all of them. The groups below illustrate the range of types of initiatives that exist around the world.

White Ribbon Campaign

Begun in Canada in 1991 and now operating in over 35 countries, the White Ribbon Campaign seeks to mobilize the voice of men and boys who, by wearing or displaying a white ribbon in public, pledge never to commit, condone, nor remain silent about violence against women, and it is a call on governments and other institutions controlled by men to seriously address the issue. White Ribbon's basic philosophy is that while not all men are responsible for committing violence against women, all men and boys must take responsibility to help end it. It is non-partisan and attempts to include men from across the social and political spectrum. It works with women's organizations and urges men to listen to the

voices and concerns of women; it conducts public awareness campaigns and involves high-profile men in speaking out against the violence; it provides resources for work in schools. To learn more about the White Ribbon Campaign see the [website](#).

MenEngage (various countries around the world)

MenEngage is the largest global alliance of non-governmental organizations involved in an array of research, interventions, and policy initiatives seeking to engage men and boys in effective ways to reduce gender inequalities and promote the health and the well-being of women, men, and children. The alliance includes several major international organizations, as well as local and national groups with extensive experience in engaging men and boys in gender equality and reducing violence, and is in a formal partnership with various United Nations agencies (UNIFEM, UNFPA, UNDP, UNIFEM and WHO). To learn more about the alliance, see the [website](#).

Men for Justice Program, Regional Network of Men Against Gender-Based Violence, Regional African Women’s Development and Communications Network (FEMNET)

This is a Pan-African network of men’s groups, initially supported by the United Nations Trust Fund to End Violence Against Women, that engage men on the topics of violence against women and HIV and AIDS through discussions and awareness-raising using materials developed in local languages. In 2003, the programme initiated a Travelling Men’s Conference that, during the 16 days of Activism Campaign, roamed across countries on the continent in a bus decorated with anti-violence against women messages stopping to interact with people on the issues using music, dance, theatre and discussion.

Asociación de Hombres contra la Violencia contra la Mujer – AMAV (Nicaragua)

The AMAV is an organization whose mission is to contribute to the prevention and reduction of violence based on gender and generational inequalities and the establishment of new ways of relating between men and women based on gender justice and equity, promoting processes of change in the patriarchal visions, attitudes, values and behaviour of men in Nicaragua, through the development of methodological, political and organizational proposals. Their work has been profiled in the 1999 film “Macho” by Lucinda Broadbent available for purchase in [Spanish](#).

Profeministimiehet - Profeminist Men (Finland)

This profeminist activist group was founded in 1999 in Helsinki with the aim of supporting and acting on feminist issues and raising awareness among men, including through organized demonstrations, postcards and poster campaigns. To learn more about the campaign and access materials, see the [website](#).

A Call to Men (USA)

A Call to Men is a national men's organization addressing men's violence against women and the eradication of sexism, while maintaining strong coalitions with women's organizations already doing this important work. They partner with colleges, corporations, government agencies, non-profit and grassroots organizations to organize communities in order to raise awareness and get men involved in ending violence against women. Through seminars, workshops and other educational vehicles, the organization challenges men to reconsider their long held beliefs about women. Their strategy to this end includes encouraging change in the behaviours of men through a re-education and training process that challenges sexism. Their vision is to shift social norms that define manhood in our culture, and produce a national movement of men committed to ending violence against women. See the [website](#).

See an inspirational [video](#) by Tony Porter on the “Man Box”.

Men Against Violence and Abuse – MAVA (India)

MAVA is an organization that came into existence in response to a small advertisement by journalist C.Y.Gopinath, in the 'Indian Express' daily and its sister publications, which called for men "who feel that wives are not for battering and they could do something to stop or prevent it". It was out of this advertisement (to which 205 men from all walks of life had responded) that the organization was born in 1991. MAVA's primary objective has been to bring about a change in the traditional, male dominated attitudes of men and help stop or prevent violence and abuse of women in Indian society.

For more information, see the [website](#).

Men Stopping Rape – MSR (US)

Since 1983, MSR has provided a forum for men who are interested in ending violence in their community and in their own lives. The organization provides workshops and trainings on sexual assault, dating violence, masculinity, homophobia, and rape culture from the perspective that since men statistically have perpetrated the vast number of acts of violence, they must be involved in its eradication. For more information, see the [website](#).

Examples of initiatives undertaking community-wide approaches

Center for Domestic Violence Prevention/Raising Voices (Uganda)

The Domestic Violence Prevention Project was established in 2000 as a partnership between Raising Voices, the National Association of Women's Organizations in Uganda (NAWOU) and ActionAid for the purposes of field testing the approach set forth by 'Mobilizing Communities to Prevent Domestic Violence: A Resource Guide for Organizations in East and Southern Africa'. Due to the success of the project, it became an independent entity in 2003 in

partnership with Raising Voices and changed its name to Center for Domestic Violence Prevention (CEDOVIP).

This community-based initiative is aimed at preventing domestic violence by working closely and over an extended period of time with a cross-section of community members and leaders to change attitudes and behaviours that perpetuate violence against women. The programme is grounded in a human rights framework. Not only is it based on the belief of the right of women to live free of violence, but it also focuses on the collective responsibility to uphold and respect this right.

The following five principles guide the Raising Voices initiative and synthesize some of the prerequisites for effective community-based initiatives:

- Domestic violence prevention requires the participation of all community members, including women, men, youth and children.
- Individual behavioural options are greatly influenced by the attitudes and value system of one's community and, consequently, initiatives aimed at individual behaviour change should also aim to influence the wider community.
- Each community should choose its value system and attitudes and not be directed to changing by outside forces.
- Communities need to feel engaged, supported and empowered to make changes.
- Behaviour change is a long-term process that requires long-term commitment from organizations and donors who undertake these processes.

For further information, see the [website](#).

For guidance on awareness-raising initiatives, see Chapter 2 of [Mobilising Communities to Prevent Domestic Violence](#) (Raising Voices, Uganda)

Engaging Men in Ending Gender-Based Violence in Liberia (Liberia) by the International Rescue Committee and Men's Resources International. See the [case study](#).

Ghamkori (Tajikistan)

See more information on their work in [English](#).

Examples of initiatives that have worked with male community leaders, mentors and authority figures

Men's Action for Stopping Violence Against Women (INDIA) is a network of over 175 individuals and 100 organizations that work to bring about change

within themselves and in other men to raise their voice against traditional patriarchal values and challenge stereotypical notions of what it means to be a man. MASVAW started out by training staff from NGOs and subsequently moved to working directly with men and boys. One of MASVAW's main strategies is to work with men in positions of authority in universities, schools, the media and in workplaces. Its current objectives are:

- To increase the visibility of violence against women and facilitate the process of challenging set attitudes and beliefs around it.
- To develop a rights-based approach among NGOs to address and mainstream the issue of violence against women and initiate a campaign of men against it.
- To increase awareness among men about violence against women as a larger social issue.
- To motivate men to shun violence, protest against violence, support survivors and provide new role-models.

To learn more about the MASVAW initiative, see [Documentation of a Campaign to end Violence against Women and Girls and to Promote Gender Equality in India](#).

Coaching Boys into Men (UnitedStates). See the [website](#).

Examples of initiatives that have implemented public information and social marketing campaigns

White Ribbon Campaign (Canada and numerous other countries)

After the [École Polytechnique massacre](#) in Montreal on 6 December 1989, where 14 women were killed by an anti-feminist, a movement appeared in Canada of wearing the white ribbon to signify opposition to violence against women. Thus the White Ribbon Campaign was born in 1991 when a handful of men in Canada decided they had a responsibility to urge men to speak out about violence against women. Wearing a white ribbon would be a symbol of men's opposition to violence against women. The White Ribbon Campaign (WRC) is currently one of the largest efforts in the world of men working to end violence against women. In over fifty-five countries, campaigns are led by both men and women, even though the focus is on educating men and boys. In some countries it is a general public education effort focused on ending violence against women.

See the [general](#) Campaign information.

See information about the Campaign in [Australia](#), [Brazil](#) and [Finland](#)

The White Ribbon Organizer's Kit is available for [download](#).

Other White Ribbon Campaign Products are available from the [website](#).

The One Man Can Campaign (Sonke Gender Justice, South Africa)

The One Man Can Campaign, which supports men and boys to take action to end domestic and sexual violence, relied on a range of research methods to determine its content and design.

To decide on the content of the various action sheets, Sonke Gender Justice staff conducted literature reviews to identify similar materials that had been developed elsewhere. Many focus group discussions with survivors of violence, faith based leaders, teachers, coaches and young and adult men were held.

The team also carried out a number of street surveys, stopping men in shopping malls, restaurants, barber shops and bus stations to find out how they understood the problem of men's violence against women and what they would be willing to do about it.

To come up with the look and feel of the campaign, Sonke worked with a youth advisory team and then tested different logos on the streets of Cape Town and Johannesburg with 120 men and women until arriving at a final logo.

Learn more about the [campaign](#).

See the campaign [videos](#).

“My Strength Is Not for Hurting” campaign, (Men Can Stop Rape, US)

In February 2001 Men Can Stop Rape launched the original “My Strength Is Not for Hurting” media campaign, which was intended to prevent rape and other forms of dating violence among youth. The primary target audience was male youth in grades nine to 12 in public high schools in Washington, DC. Secondary target audiences were their female counterparts and school administrators, nurses, teachers, and coaches. The main goals were:

- To educate young men about their role as allies with women in preventing dating violence.
- To promote positive, nonviolent models of male strength.
- To empower youth to take action to end dating violence, promote healthy relationships based on equality and respect, and create safer school communities.

The main message, which is that men can be strong and empowered without overpowering others or resorting to violence in relationships, was communicated to male and female youth through advertisements positioned on buses and in bus shelters, posters placed in high schools, mini-magazines distributed in classrooms, and in-school workshops conducted by MCSR staff. In addition, guidebooks were made available to school personnel. Materials were written in English and Spanish.

While the social context for men's role in rape prevention campaign materials has traditionally been blame and shame, Men Can Stop Rape offers an affirmative alternative: a social context where men are actively involved and acting responsibly.

Learn more about the [campaign](#).
See the campaign [posters](#).

Violence Against Women – It's Against All the Rules (Australia)

This Campaign ran from 2000 to 2003 by the Violence against Women Specialist Unit of the New South Wales Attorney General's Department. The campaign was targeted at men aged 21 to 29 and took the form of posters, booklets, and radio advertisements. It used high profile sportsmen and sporting language to deliver the message that violence against women is unacceptable. Examples Include:

- A famous rugby league player says, "*Force a woman into touch? That's sexual assault.*"
- A well-known cricketer says, "*Sledging a woman? That's abuse.*"
- A soccer player says, "*Mark a woman, watch her every move? That's stalking.*"
- And another, "*Striking a woman? That's assault.*" (Flood 2002-2003)

See the [evaluation](#).

Zero Tolerance (UK)

Zero Tolerance adopts a primary prevention approach to challenging society's attitudes and values and the structures that sustain inequality and male violence against women and children. Their aims include:

- Raise awareness about the nature and prevalence of all forms of male violence against women and children.
- Target campaigns and educational activities at the wider public, rather than just perpetrators or victims of abuse.
- Make the links between the different forms of male violence against women and wider equality and human rights agendas.
- Challenge the attitudes, values and social institutions that are responsible for perpetuating male violence against women and children.
- Represent the interests, views and experiences of all women and children.

One of Zero Tolerance's main strategies is the Respect Education Initiative which included the development of curricular materials for use in primary and secondary schools and informal youth settings. Teachers, youth workers, health promotion specialists and young people were involved in the design of the packs which aim to empower young people with useful knowledge, skills and understanding and promote positive, non-violent relationships based on equality and respect.

The Respect packs constitute comprehensive teaching resources that can be delivered over eight sessions. It uses a mix of interactive games, puzzles, history and discussion that encourage young people to explore gender stereotypes, discrimination, power and the abuse of power, communication in relationships and how they themselves can become active in making a positive contribution to their community.

See the [website](#) for more information and to access the materials.

Turkish Football Federation

In partnership with the Government of Turkey and with support from UNFPA, the Turkish Football Federation involved 18 of its teams in a mass campaign to raise awareness on violence against women that was widely publicized through television, print and radio.

Cuenta tres: tú, ella, tu familia. Saca lo mejor de ti. Detén la violencia/Count to 3: You, She, Your Family. Bring Out What's Best in You. Stop the Violence Campaign (Venezuela)

In September 2007, the first-ever prevention campaign targeting men and boys produced entirely in Venezuela was launched. The Campaign was a joint project of women's NGOs, the State Institute for Women, as well as other agencies of the government, UN agencies (UNIFEM, UNICEF, UNFPA, UNDP) and Banco Fondo Común (a private bank). The campaign ran from 21 September (International Day of Peace) to 25 November (International Day for the Elimination of Violence against Women). The overarching goal of the campaign was to overcome stereotypes that legitimize violence against women in relationships.

The campaign, *Count to Three*, differs from previous campaigns that focused on women and encouraged them to report domestic violence. This campaign addresses males, urging them to count to three and to reflect upon their violent behavior, without judging or blaming them. Campaign materials were displayed in print media, in movie theaters, on the radio and television and on public transportation. Monitoring of attitudinal changes was built into the project. Before the campaign began, a survey of 1,200 men, aged 13-55, from all socioeconomic

backgrounds was conducted to learn about their perceptions and attitudes towards violence against women. A second survey was conducted after the campaign's conclusion to gauge its impact.

Additional information available in [Spanish](#).
See the Cuentra Tres Campaign [video](#).

Walk a Mile in Her Shoes (US)

Walk a Mile in Her Shoes promotes the International Men's March to Stop Rape, Sexual Assault and Gender Violence, which started in 2001. By organizing marches of many sizes and in many settings, the programme aims to bring attention to women's violence issues and to raise funds for rape crisis centres. For more information, see the [website](#).

Use edutainment

Entertainment-education or 'edutainment' is the "process of purposely designing and implementing a media message to both entertain and educate, in order to increase audience members' knowledge about an educational issue, create favourable attitudes, shift social norms, and change overt behaviour" (Singhal et al., 2004). Edutainment may have a particular appeal to young people and thus may present a special opportunity to affect norms before they are fully set.

Initiatives that have used edutainment

Soul City (South Africa) - Soul City uses multi-media 'edutainment' to inform the public, raise awareness, and change attitudes and behaviours related to key health and development issues. Series 4, which addressed violence, included:

- A 13-episode prime time television drama
- A 45-episode radio drama in nine languages
- Distribution of three full-color information booklets (with a nationwide distribution of one million copies each)
- Community events (including school-based programmes)

See the [case study](#).

Sexto Sentido is a social soap opera implemented by the NGO Puntos de Encuentro in Nicaragua which has as its mission to increase women's and young people's ability to take control over their own lives and participate in all levels of society. Sexto Sentido is part of a multi-media/multi-method strategy called [Somos diferentes, somos iguales/ We're Different, We're Equal](#) aimed at Nicaraguan youth.

See the [case study](#).

Use creative cultural strategies

Cultural tools of art, music, and drama, including murals, competitions and street theatre, have the power to mobilize communities and to question social norms and power relations which underpin men's violence against women.

Initiatives that have used creative approaches (street theatre, art, music and cultural activities)

Youth Channel Group (South Africa)

The Youth Channel Group (YCG) is a Tembisa-based NGO using 'ambush theatre' to educate the local community about HIV and AIDS, domestic violence and gender equality. The troupe of actors and facilitators stages impromptu scenes addressing these topics at locations such as train stations and then freeze the action to reveal that the scene was fictional. Using the scene as a starting point for discussion, facilitators address the onlookers with messages of HIV prevention and violence prevention. The 10 to 20 minute scenes usually follow a basic script, bearing in mind the safety of the performers, but improvisation is often called for, depending on audience response. Unpredictability is the nature of ambush theatre. The group received training through Men as Partners (MAP) workshops, conducted by EngenderHealth, on how gender stereotypes and inequities can lead to unhealthy relationships, domestic violence and HIV and AIDS.

See the [videos](#).

Ubuntu Bamadoda (South Africa)

Ubuntu Bamadoda consists of male voice choirs who promote prevention of HIV and gender-based violence. The heart of the initiative is a mentorship programme with 50 boys.

See the [video](#) Ubuntu Bamadoda: Supporting Boys to Become Men.

Download the Ubuntu Bamadoda [music](#).

Fatherhood Project (South Africa) seeks to promote positive images of men as fathers, and foster a more favourable policy and programmatic environment for men's involvement with their children. It does this by implementing a travelling photo exhibition with images that reveal the possibilities and challenges of men's closer involvement with their children. Education materials developed under the project address fatherhood and care giving, masculinity, gender-based violence, sexual risk and HIV and AIDS.

Learn more about the project in [English](#).

Breakthrough (in India and the US) is an international human rights organization that uses media, education and pop culture to promote values of dignity, equality and justice. Breakthrough themes include: domestic violence and sexual harassment, women's rights, sexual and reproductive rights, immigrant rights, racial, ethnic and caste equality and religion and peace. It promotes four main strategies:

- Music, art, performance, television for social change;
 - Interactive website www.breakthrough.tv which is an educational and entertaining forum with ideas for action;
 - Public forums and workshops; and
 - Multi-media educational materials.
-

Add Verb Productions (US) addresses significant social issues by offering creative interventions that engage youth, adults, and local social service agencies to promote prevention, offer support, and initiate action in schools and communities.

Add Verb's touring show, **You the Man**, addresses unhealthy relationships, sexual assault, and dating abuse. One of its goals is to engage men in the conversation and activism around violence against women. The play is not an end unto itself, but a means of getting people to talk about the issues. It features six different characters, all men who are in relationships with people who are or have been victimized. For instance, a friend, a father and a professor all struggle with their choices as a young woman's relationship becomes increasingly dangerous.

For further information, see the [website](#).

Men as Partners (EngenderHealth, India and South Africa)

The programme works with men to embrace constructive roles in promoting gender equity, including putting an end to violence against women, and health in their families and communities. As part of a comprehensive effort to engage men and boys, the programme uses local and national public education campaigns, murals, street theater, rallies, and media.

View some of the videos capturing these creative approaches:

[Men: Telling It Like It Is, Volume 1](#)

[MAP Digital Stories: South Africa](#)

Films in India (Rahul Roy an independent filmmaker on issues of masculinity)
In 1998, UNICEF and the South Asia regional offices of Save The Children (UK) supported the production of films on masculinities in Bangladesh, India, Nepal and Pakistan. The films, to address the experiences and processes related to masculinities, provided a platform to initiate a discourse with young people, especially boys and young men. These films had the goal of sparking conversation on people's experiences as an entry point into wide-ranging issues covering school, family, relationships, gender conflicts, abuse, violence, and HIV and AIDS. The films, with discussion guidelines, have been used in meetings and workshops throughout the region and beyond, but most particularly in India, where they've been screened in all major cities.

View two of his [films](#), *Performance* and *When Four Friends Meet*.

African Transformation (Tanzania, Uganda, Zambia)

African Transformation is a tool designed to promote gender equity, participatory development and community action by helping women and men critically examine gender roles. The African Transformation tool kit features nine profiles – in audio, video and written form – of women, men, and couples from Tanzania, Uganda, and Zambia who overcame gender barriers and challenges in their lives and by so doing became role models in their communities. Their stories feature the challenges they faced and overcame when dealing with issues ranging from traditional and cultural values to violence between partners. The video profiles are designed to be used along with a facilitator's guide, but can also be used alone to promote dialogue between men and women. Topics covered include: Social Roles; Traditional and Culture Norms; Women's and Men's Reproductive Health; STIs and HIV and AIDS; Violence between Partners; Life Skills; Managing Resources Together; and Benefits of Networking. African Transformation was produced by the Health Communication Partnership 1 in collaboration with the Center for Development Foundation Uganda (CDFU).

African Transformation was evaluated through a post-test only control group design in 2006 among a randomly selected sample of 116 women and 109 men in each arm (intervention and control). Results of this evaluation indicate that:

- participants expressed significantly higher levels of confidence in their ability to take part in community activities to eliminate or reduce harmful traditional practices;
- both male and female participants expressed a significantly more equitable view of men's and women's roles than non-participants; and

- participating in African Transformation led to a significant and positive effect on men's perceptions of men who assumed non-traditional roles (Underwood et al., 2007).

See more information in [English](#).

See the video profiles in [English](#).

Voice Male (United States) is a quarterly magazine produced by the Men's Resource Center for Change. The publication chronicles the social transformation of masculinity through voices promoting healthy manhood and those challenging violence. To see the current and past issues, visit the [magazine](#).

Tools for programmes working through community mobilization, outreach and mass media

- **Preventing Family Violence: Lessons from the Community Engagement Initiative, Family Violence Prevention Fund (US)**
This handbook distils lessons learned about organizing at the community level and provides advice culled from the experiences of site leaders and other seasoned organizers. It is intended for anyone who wants to initiate or expand family violence prevention work, including agencies addressing family and community health, community development groups, and grassroots leaders. It includes information on getting started, strategies for effective engagement, advice on funding a project, and information on measuring a project's effectiveness. Available in [English](#).

- **The Gender Bender Game** (Soroptimist International, Indonesia)
This hands-on exercise encourages community members to identify existing stereotypical male and female roles and responsibilities and to then reassess and re-categorize them on the basis of equity, considering what can be done by women and girls, by men and boys or by both.

Both the facilitator and community members participate in the learning process of identifying problems, finding alternatives, solutions and taking action to solve their own problems. See the [game](#).

- **Men Can Stop Rape information [sheets](#)** are available for free in English and Spanish, including:
 - Rape as a Men's Issue: Why Should Men Care About Rape?
 - Supporting Survivors: When Someone Tells you I was Raped...

- Alcohol, Masculinity and Rape
- Athletes as Men of Strength
- Male Survivors: Men Who Have Been Sexually Assaulted
- Rape and Racism
- Stopping Rape: What men can do
- Stopping Rape: What young men can do

See the [website](#).

➤ **Making a Difference: Strategic Communications to End Violence Against Women, UNIFEM**

This publication provides step-by-step information on developing a media campaign, including instructions, tips and checklists for a variety of situations, such as how to prepare a press release and ensure that it is used. Useful case studies, focus group methods, pre-testing of materials, and guidance for short and long-term communication strategies are provided. Available in [English](#).

- Search the tools database for [audio](#) and [video materials](#) that can be used in social marketing campaigns, search the tools section by category 'audiovisual materials'.
- See also the full module on [campaigns](#).

Working with specific population groups

- **Adolescents**
 - **Younger adolescent boys**
 - **Boys who witnessed and/or experienced violence at home**
 - **Fathers (including incarcerated fathers)**
 - **Rural populations**
 - **Perpetrators of intimate partner violence/batterers**
-

- **Adolescents (10-19 years old)**

Why is it important to work with adolescent boys to prevent violence against women and girls?

- The patterns of attitudes and behaviours that lead some men to use violence against women begin in childhood and adolescence (Barker 2005).
- Physical violence by intimate partners often begins within the first years of dating and marriage (Krug et al., 2002).
- Substantial proportions of girls and young women experience forced first sex, child sexual abuse, and other forms of sexual violence in virtually every geographical setting (Krug et al., 2002).
- Sexual abuse in childhood and adolescence has been linked to a host of poor health and other consequences, including unintended pregnancy, abortion, depression, and STI/HIV transmission (Krug et al., 2002).
- Adolescents may be more easily reached through school programmes (where a majority are in school).
- Adolescents may be more open to modifying their views about the acceptability of violence than older adults.
- Adolescence represents a window of opportunity for violence prevention because attitudes and beliefs about gender norms and violence are still forming.
- Boys who have witnessed or experienced violence are more likely to grow up holding violence-supportive attitudes and perpetrating violence themselves (Flood and Pease 2006).
- For women, there is some evidence linking experiences of sexual abuse in childhood or adolescence with patterns of victimization during adulthood (Krug et al., 2002).
- Patterns of behaviour may not yet be fully established thus creating a critical opportunity to promote positive social interactions and healthy relationships.
- At this age boys and girls may be more easily reached, for example through schools.
- By and large, experts consider that this age group is especially strategic to work with to advance gender equality and non-violence.

Promising interventions with adolescents

Program H (Bolivia, Brazil, Colombia, India, Jamaica, Mexico, Peru and other countries)

Program H (H is the first letter for the word men in both Portuguese ‘homem’ and Spanish ‘hombre’) adopts an ecological model – addressing young men within their social context – to promote a critical reflection of gender norms within intimate relationships, highlighting the ‘costs’ of gender inequity to both men and women. The initiative is developed by a coalition of four non-governmental organizations including: PROMUNDO, PAPAI, ECOS and *Salud y Género* (Health and Gender). The first three are located in Brazil, while the last is based in Mexico. The initiative includes four components: a) training professionals to work with young men in the area of health and gender-equity using a set of manuals and videos; b) social marketing of condoms; c) promoting health services; and d) evaluating changes in gender norms.

This initiative stands out also because of the rigor of its evaluation. In partnership with Horizons, Program H developed and validated a scale called [Gender-Equitable Men \(GEM\) Scale](#), which measures young men's attitudes related to gender roles and masculinities. The following are examples of the traditional norms measured by the scale: “It is okay for a man to hit his wife if she won’t have sex with him.” and “I would be outraged if my wife asked me to use a condom”. While “it is important that a father is present in the lives of his children, even if he is no longer with the mother” is an example of an egalitarian norm. A comparison of baseline and six month post-intervention results gathered at the intervention sites revealed that a significantly smaller proportion of respondents supported inequitable gender norms over time, while a similar change was not found at the control site. These positive changes were maintained at the one-year follow-up in both intervention sites. These findings suggest that group education interventions can successfully influence young men's attitudes toward gender roles and lead to healthier relationships.

See the [case study](#).

Men’s Action for Stopping Violence Against Women (India), is a network of over 175 individuals and 100 organizations that work to bring about change within themselves and in other men to raise their voice against traditional patriarchal values and challenge stereotypical notions of what it means to be a man. MASVAW has begun to reach out to junior and primary schools, influencing boys and girls in the age group of 8-12 years on issues of domestic

violence, physical and verbal abuse and unequal division of work between boys/men and girls/women.

See the [case study](#).

Sexto Sentido (Nicaragua)

Puntos de Encuentro is based in Nicaragua and has as its mission to increase women's and young people's ability to take control over their own lives and participate in all levels of society. To achieve this mission, Puntos implements a multi-media, multi-method strategy called '*Somos diferentes, somos iguales*' (We're Different, We're Equal) which is aimed at Nicaraguan youth.

See the [case study](#).

Coaching Boys Into Men (US)

The Family Violence Prevention Fund's *Coaching Boys Into Men* initiative encourages men to talk to boys about relationships and violence. The multipronged campaign includes materials that provide specific advice about ways to listen to boys, how to broach the topic of gender relations in conversation, and how to use natural teachable moments.

More information and relevant materials can be found on the [website](#).

Soul City (South Africa)

Soul City, a multi-media health promotion and social change project initiated in South Africa and currently implemented in various countries, addressed various aspects of violence against women in its Series 4. The evaluation of these series provides one of the most comprehensive evaluation designs in work with men and violence against women.

See [volume I](#) and [volume II](#) of the Soul City IV Evaluation and the [case study](#).

Men Can Stop Rape (United States)

This community-based programme targets both high school and college-aged males in order to: (1) educate young men about their role as allies with women in preventing dating violence; (2) promote positive, nonviolent models of male strength; and (3) empower youth to take action to end dating violence, promote healthy relationships based on equality and respect, and create safer school communities. In a 2005 evaluation, men who participated in the programme reported that they were more likely to intervene to stop gender-based violence after participating in the programme (Hawkins & Zakiya Consulting, 2005 cited in WHO 2007).

See a 10-minute [video](#) about the work of the organization.

Mentors in Violence Prevention (United States)

The Mentors in Violence Prevention (MVP) is a leadership training programme that motivates student-athletes and student leaders to prevent men's violence against women. MVP utilizes a creative 'bystander' approach to gender violence and bullying prevention. It focuses on young men not as perpetrators or potential perpetrators, but as empowered *bystanders* who can confront abusive peers and support abused ones. It focuses on young women not as victims or potential targets of harassment, rape and abuse, but as empowered bystanders who can support abused peers and confront abusive ones. It is built on the premise that most men who abuse are not sociopaths and that many men who disapprove of violence do not speak up or take action because they do not know what to do.

See the [case study](#).

Tools for addressing prevention with adolescents

Program H Manuals (Promundo and partners, Brazil)

This is a set of methodologies to motivate young men to critically reflect on rigid norms related to manhood and how they influence their lives in different spheres: health, personal relations, sexual and reproductive health, and fatherhood. This toolkit provides programme planners, health providers, peer educators, and others who work with young people with innovative resources to facilitate discussions and encourage reflections about manhood.

The Program H toolkit includes the Program H Manual, featuring group activities for young men, the cartoon DVD "Once upon a boy" and its accompanying discussion guide. Each manual addresses a different topic, including:

- sexual and reproductive health;
- fatherhood and care-giving;
- from violence to peaceful co-existence;
- reasons and emotions;
- preventing and living with HIV and AIDS; and
- paternity, violence, emotions (including drug use) and HIV and AIDS.

The [manuals](#) are available in English, Portuguese and Spanish.

Tài liệu dành cho đồng đẳng viên/Hợp phần trường học (Program H, Viet Nam) produced by TCDN-MOLISA, Save the Children and Instituto Promundo with the support of USAID and Pact Vietnam was adapted for use in the Viet Nam context. This adaptation available for download in [Vietnamese](#).

The Program H Manuals are also being adapted for **Tanzania** and the **Balkan context** and will be available for download soon.

We need to be able to talk (Puntos de Encuentro, Nicaragua)

This manual and DVD (in Spanish) make up a methodological pack to be used for talks and in workshops on machismo and its direct link to sexual violence and HIV and AIDS. The manual includes:

- A conceptual framework and views on machismo, HIV and AIDS and sexual abuse.
- Summaries of the special Sexto Sentido videos and a list of possible themes for group work.
- A methodological guide for workshops.
- A questions guide to use with the special Sexto Sentido video.
- Guidelines and information on how to avoid HIV and AIDS and sexual abuse, for people who are directly affected.

The educational pack costs USD 20.00 and is available in English and Spanish. For more information send an email to ventas@puntos.org.ni.

The manual is available in [English](#).

Swimming against the tide (Puntos de Encuentro, Nicaragua)

A 25 minute video with an episode of Sexto Sentido that explores the influence of ‘machismo’ on the everyday lives of young men and women: unplanned pregnancies, violent father, pressure to have sex, homophobia and sexual violence. Available in [Spanish](#).

Fourth R Curricula (Ministry of Education, Ontario, Canada)

The Fourth R consists of a comprehensive school-based programme designed to include students, teachers, parents, and the community in reducing violence and risk behaviours. It contends that relationship knowledge and skills can and should be taught in the same way as reading, writing, and arithmetic, and therefore the classroom-based curriculum is referred to as the Fourth R (for Relationships) core programme. This curriculum consists of lessons that meet the Ontario Ministry of Education’s learning expectations for Grade eight and nine health education and Grade 9-12 English, and the outcomes for other

courses in other provinces. The programme is taught in the classroom, using a thematic approach to reduce risk behaviours including: violence/bullying; unsafe sexual behaviour; and substance use.

All of the curricula are available for purchase in [English](#).

Young Men and HIV Prevention: a Tool Kit for Action (Promundo and UNFPA)

Although geared towards HIV prevention, this tool kit contains various tools that may be of relevance, including:

- Mapping young men's media and social networks – page 25
- Creating campaigns: step by step – page 23

Available in [English](#), [Portuguese](#) and [Spanish](#).

Guidelines For Adolescent Preventive Services (GAPS) materials by the American Medical Association (AMA)

The AMA's Guidelines for Adolescent Preventive Services (GAPS) is a comprehensive set of recommendations that provide a framework for the organization and content of preventive health services. The GAPS recommendations were designed to be delivered ideally as a preventive services package during a series of annual health visits for adolescents between the ages of 11-21.

Materials available include:

- GAPS Recommendations Monograph with information on the 24 recommendations. One of the areas addressed is prevention of physical, sexual and emotional abuse.
- Three versions of GAPS questionnaires for use in clinical practice, including:
 - Younger Adolescent Questionnaire (English and Spanish available)
 - Middle/Older Adolescent Questionnaire (English and Spanish available)
 - Parent/Guardian Questionnaire (English and Spanish available)

Available in [English](#).

Gender or Sex: Who Cares? Skills-building Resource Pack on Gender and Reproductive Health for Adolescents and Youth Workers, Ipas (USA)

This manual offers an introduction to the topic of gender and sexual and reproductive health (SRH) and is for professionals and volunteers who work with young people on the influence of gender on SRH issues. A workshop curriculum, guidance and tools for facilitators are provided that incorporate suggestions and

feedback from organizations in various regions of the world. A series of participatory activities encourage participants to think about the difference between gender and sex as well as social values associated with women and men, femininity and masculinity.

Available in [English](#) and [Spanish](#).

Feel Free (MIFUMI, PROMPT UK, Uganda)

Feel Free is an interactive facilitator's guide for training young women and men on violence and abuse issues. The key message throughout the pack is that violence is not an answer to conflict and should not be tolerated by society. The pack includes a card quiz game with the facilitator's answers, a background information book on violence and abuse, and exercises to implement during the training. Contact mifumi@africaonline.co.ug for more information.

Toolkit for Working with Men and Boys to Prevent Gender-Based Violence (Family Violence Prevention Fund, USA)

This is a comprehensive resource for practitioners to work with men and boys to prevent violence. Available in [English](#).

Reaching Men: Strategies for Preventing Sexism and Violence (Russ Funk, USA)

This publication begins with a theoretical overview exploring educational theory and identifying those educational theories that show the most promise in educating men. A brief overview of each form of violence is provided alongside a discussion of how each form of violence is connected to sexism. The next chapter examines issues and intersections of racism, sexism and homophobia as they relate to violence and abuse. The final chapters provide information about how educators and advocates can take care of themselves while educating men about sexism and violence. The book also includes sample exercises and discussion guides, including a Sample Outline for a Presentation on Rape and Sexual Assault, see pages.37-38.

For ordering or additional information, contact JistLife Publishing (<http://www.jist.com>) or call 1-800-648-5478.

Boys-Talk: A Program for Young Men About Masculinity, Non-violence and Relationships, Adelaide: Men Against Sexual Assault (Brook Friedman, Australia)

The Boys-Talk program is a practical guide for teachers, youth workers and parent groups to provide young men with support and options as they search for their own understanding of masculinity. Part one of the manual introduces the

area of gender and schooling with an emphasis on the practices of masculinity in our society. It also includes information about programme implementation. Part two of the manual presents the programme.

Available for purchase in [English](#)

○ Younger Adolescent Boys (10 to14)

Why is it important to work with younger boys?

- Patterns of behaviour may not yet be fully established, which creates a critical opportunity to promote positive social interactions and healthy relationships.
 - At this age boys and girls may be more easily reached, for example through schools.
 - In general experts consider that this age group is especially strategic to work with to advance gender equality and non-violence.
-

Lessons learned about working with younger boys

There is still a lot to be learned about how best to reach younger boys

In spite of the existence of some interventions for this age group, this is a challenging age to work with and it may not be appropriate to use materials developed for older boys and adolescents. Research with this age group is also difficult for a variety of reasons, including the challenge of getting approval to work with younger adolescents. Consequently, there is a lot that is still unclear about how to approach this age group for activities around violence prevention.

It is important to work with boys and girls who witnessed or experienced violence at home

Children whose mothers experience physical or sexual violence may be at increased risk of physical, emotional and behavioural problems, either because the stress of witnessing violence produces negative mental health effects; because their mothers may be less able to care for them; or because they too experience abuse (Heise et al., 2002). There is some evidence that initiatives targeting children and adolescents who have been exposed to family violence can reduce incidents of physical and emotional abuse; however, it is not known whether these programmes can reduce intimate partner violence and sexual violence by or against the child participant later in life.

Promising interventions with younger boys

Men's Action for Stopping Violence Against Women (MASVAW, India) is a network of over 175 individuals and 100 organizations that work to bring about change within themselves and in other men to raise their voice against traditional patriarchal values and challenge stereotypical notions of what it means to be a man. MASVAW has begun to reach out to junior and primary schools, influencing boys and girls of 8-12 years of age on issues of domestic violence, physical and verbal abuse and unequal division of work between boys/men and

girls/women. Teachers introduce students to the issues through games and drama. See available tools and games below.

Tools for working with younger boys

- **Engaging Boys to Stop Violence: A Step-by-Step Guide for Initiating Social Change** (Save the Children, 2010). Available in [English](#).
- **For the End of Sexual Exploitation – What Can Men Do? A Manual for Sensitizing Adolescents Between 10 and 14 Years of Age** (Instituto Promundo, Brazil) This manual is directed at educational professionals who work with this specific population group and provides concrete tools to work with boys in an effort to prevent their future involvement in the sexual exploitation of children and adolescents. See the manuals in [Spanish](#) and [Portuguese](#).
- **White Ribbon Campaign in a Box** includes fully interactive exercises designed to help teach and promote healthy, equal relationships among boys and girls. It is available in version for middle or junior and secondary schools. The kit includes:
 - In class exercises that promote healthy relationships and gender equality.
 - A social norms exercise that provides accurate information between real and perceived group attitudes and behaviour towards gender equality, healthy relationships and violence against women.
 - Facilitation notes and backgrounders for teachers on how to teach on the issues of violence against women.
 - A specially designed approach that speaks to boys and young men on their role to end violence against women.
 - Suggested activities and action for planning White Ribbon Days in school communities.

The [kit](#) is available for purchase in English and French.

- **Snakes and Ladders/Saanp-Sidi**, (MASVAW, India)
This is a variation of the traditional snakes and ladders board game. In an easy and entertaining way, it breaks the stiffness surrounding issues of gender and violence in the most subtle ways. It is available in different sizes, such as 16 feet and as a board game. The tool especially targets boys and young men, although it is very popular with all age groups. See the game in [Hindi](#) and English.
- **'Umang' (Enthusiasm, Joyous Energy) Exercise Book** (MASVAW, India)

With MASVAW's work expanding to a younger age group, the need to have specific material sensitive to children's growing sensibilities was required. Umang, an exercise book, uses different activities, to introduce the concept of gender equality in an engaging manner. Teachers are encouraged to facilitate this in the classrooms.

The tool especially targets children 8-12 years old. See the book in [Hindi](#).

- **EqualityRules.ca website** (Government of Ontario, Canada)
The goal of this site is to help educate youth aged 8 to 14 about healthy relationships through interactive scenarios and quizzes that help kids learn the importance of respecting themselves and others, as well as ways in which they can stand up for their friends in various situations. Available in [English](#) and [French](#).
- **RePlay Video Games** (Metrac, Canada) teach youth aged 8 to 14 years old how to challenge behaviours and attitudes as part of this online game about healthy relationships based on equality and respect. Resource booklets for youth, educators and parents accompany the video games. More details are available at www.metrac.org. These [materials](#) are available in English and French and were developed with guidance from the Ontario Teachers' Federation.
- **Breakaway** (Champlain University, Population Media Center and UNFPA) is a web-based football video game aiming to develop intrapersonal skills related to gender equality and violence. Through the game, the player encounters real life situations that young people experience, such as peer pressure, competition, collaboration, teamwork, bullying and negative gender stereotypes. The game offers the player opportunities to make decisions, face consequences, reflect, and practice behaviors in a game and story format. Available in [English](#), [French](#), [Portuguese](#) and [Spanish](#).
- **Toolsforchange.ca website, Centre for Research and Education on Violence Against Women and Children** (Ontario, Canada) provides a comprehensive list of resources that promote healthy, equal relationships, reviewed and critiqued using a strengths-based model and matched to grade levels three to nine and the Ontario curriculum. A pedagogical review will help educators choose resources for their own teaching style. Available in [English](#).
- **Roots of Equality** (Springtide Resources and The Elementary Teacher's Federation of Ontario, Canada) was developed in partnership with the Elementary Teachers' Federation of Ontario Teacher and includes workshops, interactive resource materials, and opportunities for youth to produce their own resources as part of comprehensive kit to promote

respectful, healthy, equal relationships in grades three to five. The kit also has resources to be used at conferences for girls, tip sheets in multiple languages and curriculum materials. Download additional information and resources in [English](#).

Boys who witnessed or experienced violence at home

Why is it important to work with boys and who witnessed or experienced violence?

- Boys who have witnessed or experienced violence are more likely to grow up holding violence-supportive attitudes and perpetrating violence themselves (Flood and Pease 2006).
 - For women, there is some evidence linking experiences of sexual abuse in childhood or adolescence with patterns of victimization during adulthood (Krug et al., 2002).
-

Promising interventions with boys and girls who witnessed or experienced violence

Youth Relationships Project/Fourth R (Ministry of Education, Ontario, Canada)
The Youth Relationships Project is a community-based programme developed to help youth at high risk for committing dating (or later domestic) violence to understand how the abuse of power can lead to relationship violence and to use this understanding to improve their relationships. The project, established in 1993, serves youth aged 14-17 years of age who have experienced violence in their own families.

The Youth Relationships Project uses an 18-session curriculum and manual that provides information, skills-building exercises and community activities that teach positive behaviours for dating and interpersonal interaction. The sessions cover power and violence in relationships, date rape, sexism, the media and sexism, and also practical advice on how to confront sexism and violence against women. As a part of the programme, teens learn new communication and conflict resolution skills and practice those skills by going out into the community to solve a hypothetical problem situation. The manual includes exercises, handout reproductions, forms, and group building techniques.

A study of the intervention has been conducted with 158 14-16 year-olds with histories of child maltreatment who were randomly assigned to a preventive intervention group or a no-treatment control group. They completed measures of abuse and victimization with dating partners, emotional distress, and healthy relationship skills at bimonthly intervals when dating someone. Intervention consisted of education about healthy and abusive relationships, conflict resolution and communication skills, and social action activities. Growth curve analyses showed that the intervention was effective in reducing incidents of physical and emotional abuse and symptoms of emotional distress over time (Wolfe et al., 2003). Curricula can be school or community based.

The Youth Relationships Project was expanded and updated a few years ago to fit with the standard Health curriculum in Grade nine (Ontario and most Canadian provinces) and is now called The Fourth R. The [webpage](#) for this initiative outlines a range of curricula addressed to different school grades / ages. All of these are available in English for purchase.

See the [case study](#).

Eighteen and Under (United Kingdom) works with young people to identify their needs and provide them with the means to empower themselves and survive personal traumatic experiences. It provides:

- A dedicated telephone helpline
- Face to face support for girls and boys, aged eighteen and under, who have faced physical, sexual or emotional abuse
- Training for other agencies in dealing with disclosures of abuse and violence from younger people

To learn more about the initiative see the [website](#).

Tools for working with boys and girls who witnessed and/or experienced violence

- **Youth relationships manual: A group approach with adolescents for the prevention of woman abuse and the promotion of healthy relationships.** (Sage Publications authored by Wolfe, D.A., Wekerle, C., Gough, R., et al.) This manual provides knowledge-raising and skill-building for social action to end violence through 18 sessions. The book is in English and can be previewed from [Google books](#) or can be purchased online from any book retailer.
- **Fourth R Curricula** (Ministry of Education Ontario, Canada)
The Fourth R consists of a comprehensive school-based programme designed to include students, teachers, parents, and the community in reducing violence and risk behaviours. It contends that relationship knowledge and skills can and should be taught in the same way as reading, writing, and arithmetic, and therefore the classroom-based curriculum is referred to as the Fourth R (for Relationships) core programme. This curriculum consists of lessons that meet the Ontario Ministry of Education's learning expectations for Grade eight and nine health education and Grade 9-12 English, and the outcomes for other courses in other provinces. The programme is taught in the classroom, using a thematic approach to reduce risk behaviours including: violence/bullying; unsafe sexual behaviour and substance use. All of the curricula are available for purchase in [English](#).

○ Fathers/Incarcerated fathers

Why does fatherhood present an important window of opportunity to address gender norms and violence prevention?

- Fatherhood is a good entry point for men who may feel threatened by a discussion on violence, sexuality, alcohol or other topics considered 'taboo' (de Keijzer 2004).
- In many countries, 'fatherhood' is seen as a socially desirable role for men.
- Young men and women who become parents as teens or young adults may be particularly vulnerable to relationship violence.
- Having a child and being involved in their care has been identified as a motivating factor for young men to leave gangs or abandon a variety of delinquent behaviours (Achtaz & MacAllum, 1994; Barker, 1998).
- Sharing in childcare may be a good point of intervention to promote equitable relationships, allowing for a discussion about authority and negotiation, domestic work, discipline and violence, emotions, etc. (de Keijzer 2004).
- By seeing or anticipating the effect of gender inequity on their daughters, men may begin to care about these issues, such as sexual harassment or violence that did not concern them before.
- Positive parenting and home environments free from intimate-partner violence are crucial to the development of positive skills in children that facilitate healthy relationships (Harvey et al., 2007).

Lessons learned about fatherhood programmes and gender equity

Many fatherhood programmes do not promote gender equality

Notwithstanding the importance of father's groups, it is important to recognize that some initiatives in this area may do little to promote gender equality. For instance, some father's rights groups may be composed of divorced or separated fathers seeking greater visitation rights who may, in fact, abide by traditional notions of fatherhood and family structure. Others may be born of men's genuine interest in maintaining a closer relationship with their children, but may not do much to promote gender equality. Clearly those programmes with fathers which promote greater gender equality through shared engagement in child care, child support and domestic chores are better poised to contribute to violence prevention.

Men in fatherhood programmes may also be perpetrating abuse or have a history of abuse. Fatherhood programmes, should at a minimum provide information and referrals to assist men to stop their abusive behaviour.

Guiding Principles for Fathering After Violence

- The safety of women and children is always the first priority. Interventions must be continually informed and guided by the experiences of battered women and their children.
- Automatic contact between the offending fathers and their children or parenting partners should not be endorsed or encouraged.
- In any domestic violence intervention, there must be critical awareness of the cultural context in which parenting happens.
- Abuse is a deliberate choice and a learned behaviour and therefore can be unlearned. Some men choose to change their abusive behaviour and heal their relationships; others continue to choose violence.
- Fathers who have used violence need close observation to mitigate unintended harm.
- Service coordination among providers of domestic violence services is essential.
- The reparative process between abusive fathers and their children often is long and complex and is not appropriate for all men

Adapted from the [Family Violence Prevention Fund](#).

Integrate relationship issues, including domestic violence, into existing programmes working with young parents

- **Home visitation programmes** may be an important entry point to increase men's involvement in parenting and to address issues of violence, particularly intimate partner violence and child abuse. Evidence from randomized controlled trials of home visitation programmes (where they exist), for instance, show that such programmes can lead to:
 - Decreased corporal punishment
 - Improved parent-child interaction
 - Improved emotional support by parents
 - Decreased number of emergency room visits for children, and reduced verified cases of child abuse and neglect (Harvey et al., 2007)
- **Programmes that provide links to education and employment** may be especially promising targets for violence prevention messages because young mothers and fathers may also have limited education and tenuous attachments to work, both are known risk factors (Rosewater 2003).

Reach out to marginalized youth and men, including incarcerated fathers

Programmes that target very vulnerable groups, such as young men who are incarcerated and are returning to the community and young fathers who are disconnected from their children may be particularly effective (Rosewater 2003). Such programmes are relatively recent, and therefore rigorous evaluations are not available, but most seem to address domestic violence indirectly by inviting young men and fathers to help shape the lives of their children. This approach

seems to engender a positive response by enabling young men to see a role for themselves with their children (Rosewater 2003).

Examples of initiatives that have used fatherhood as an entry point to discuss gender norms

PAPAI (Brazil) works with young fathers to challenge traditional views of manhood, stressing, for instance, that taking care of others (a partner or children) can be compatible with being a man. It also has a special programme for young fathers called the Brazilian Adolescent Father's Support Programme which supports teenagers who are already parents. See the [case study](#).

Salud y Género (Mexico) has found that talking about fatherhood is a good entry point for men who might feel threatened by topics such as violence, sexuality or alcohol. See the [case study](#).

Fatherhood Project (South Africa) promotes positive images of men as fathers, and fosters a policy and programmatic environment that favours men's involvement with their children. It does this by implementing a travelling photo exhibition with images that reveal the possibilities and challenges of men's closer involvement with their children. See the [website](#) for more information.

Baby Makes 3 – promoting safety and wellbeing among new families (Australia)

This family violence prevention project targeting first-time fathers seeks to promote safety and wellbeing among new families. Funded by the Victorian Health Promotion Foundation, it is a project that aims to identify the means by which first-time fathers can be supported in acting respectfully, responsibly and in non-violent ways through the various phases of starting a family, and ultimately, to develop and implement these strategies. Baby Makes 3 is a collaborative project, building on existing partnerships between health and family violence services. See more about the [initiative](#).

Fathering After Violence (Family Violence Prevention Fund, USA)

This national initiative developed with partners aims to enhance the safety and well-being of women and children by motivating men to renounce violence and become better fathers (or father figures) and more supportive parenting partners. Starting in 2002, the FVPF partnered with three Boston-based batterer intervention programmes, a coordinated community response organization and a programme with child witnesses to violence. Together the group produced curriculum guidelines and bi-lingual tools (see the tools section below) for batterer intervention programmes; public policy recommendations for working with men and boys; and a monograph for child mental health practitioners on considerations in working with fathers.

This initiative also produced [guiding principles](#) for working with abusive fathers.

Active Fatherhood ('Paternidad Activa'), (CIDE, Chile) is a curriculum with group educational sessions that engage men and social service professionals in discussions about the roles of fathers. The curriculum has the objective of promoting the rights and responsibilities of fathers in providing care for and raising their children. The group educational activities promote, among other things, a reflection about the participants' own relationships with their fathers, recognizing that both social service staff and men themselves generally need to think about their own attitudes about fatherhood before they can engage others on the issue, or consider their own roles as fathers. While the training sessions were initially directed to men, in practice the majority of participants (staff from NGO and governmental social service agencies) have been women. Rather than seeing this as a failure, CIDE staff acknowledge the importance of engaging women on the issue of fatherhood, recognizing their important roles as gatekeepers to men's participation as fathers, whether as mothers, partners of men, teachers, child care providers or social service staff. See the [facilitator manual](#) and [participant's folder](#) in Spanish.

- **Programmes Working with Incarcerated fathers**

Why is it important to work with incarcerated fathers?

The growing population of imprisoned men in some countries has a direct influence on fatherhood as many incarcerated men have children. Many incarcerated men have also been exposed to violence, both before and during their time in prison, making this an important entry point in addressing both fatherhood and issues of abuse.

Initiatives working with incarcerated fathers

National Organisation for the Prevention of Child Abuse and Neglect (NOPCAN, Belize), provides parenting courses for incarcerated men. More information is available from the [website](#).

Tools for working with fathers

- **OneManCan...Be a Father Figure - Action Sheet for Fathers and Mentors** developed for fathers to teach boys early and often to respect women and girls. The action sheet is available in [Afrikaans](#), [English](#), [French](#), [Xhlosa](#) and [Zulu](#).
- **Roots of Equality: Tip Sheet for Parents** (Springtide Resources, Canada). This 2-page brochure provides concrete actions that fathers and mothers can take to help their children build positive, healthy friendships, including dating relationships free from violence. The [brochure](#) is

available in English, Arabic, Chinese, French Punjabi, Russian, Somali, Spanish and Tamil.

- **Active Parenting Manual for Facilitators** ('Paternidad Activa Manual para Monitores/as') by Francisca Morales, Sabine Romero y Francisco Aguayo. See the [facilitator manual](#) and [participant's folder](#) in Spanish.

- **Fathering after Violence: Working with Abusive Fathers in Supervised Visitation** (Family Violence Prevention Fund, US). This guide is intended to assist the grantees of the Safe Havens: Supervised Visitation and Safe Exchange Grant Program (Supervised Visitation Program) that want to enhance the safety and well-being of women and children by working more deliberately with abusive fathers who use the centres to visit their children. This document was designed to target, in particular, visiting fathers who have been violent with their intimate partners. This guide is grounded on two key premises: Men who use violence can be held accountable for their behaviour and simultaneously be encouraged to change it; and women and children can benefit from this approach. For more information see the Family Violence Prevention Fund [website](#).

- **Something my Father Would Do** (Family Violence Prevention Fund, US) This 15-minute documentary shows the stories of three men from different cultures who grew up with abusive fathers and had to grapple with their own choices as intimate partners and fathers. Though originally designed for use in supervised visitation centres, it can be effectively used in batterer intervention and fatherhood groups, as well as in workshops and community meetings to discuss issues of family violence and fatherhood. Suggested questions to lead a discussion are included.

There are three companion posters, in Spanish and English, which invite fathers to think about their legacy to their children with engaging multi-cultural images and open-ended questions, such as: "You are a role model to your children. Is there anything you would like to change?" Free copies of the DVD and posters are available in [English](#).

- **Rural populations**

Initiatives working with rural populations to address violence against women and girls

Violence against women and girls is perpetrated in every country, within every socio-economic class and in both urban and rural settings. There are very few known initiatives that work with men and boys in rural areas despite this being a priority area for intervention with unique challenges.

Cambodian Men’s Network (Cambodia)

The Network, established in 2000 and based in Phnom Penh, works with men to end violence against women and promote gender equality. Among other initiatives, the Network, with the help of the United Nations Trust Fund to End Violence against Women, has established community-based men’s groups in three provinces using local role models to counsel and engage men at the community level on masculinities, gender equality and domestic violence. These groups monitor implementation of the anti-domestic violence law passed in 2005 by the Royal Government of Cambodia, working with the police, village chiefs and communal authorities to assist in addressing cases within the communes. See the [case study](#).

Cantera (Nicaragua and Costa Rica, El Salvador, Guatemala)

The Center for Popular Education and Communications based in Managua and established in 1988, began its work with men on the issues of masculinity and gender in 1994. CANTERA’s “Masculinity and Popular Education” course is implemented over the period of a year and consists of four, three and a half day workshops centred on four main themes: male identities; gender, power, and violence; unlearning machismo and forging just relationships. To learn more about the training and to get copies of the manual in Spanish contact: cantera@ibw.com.ni . See the [case study](#).

Ghamkhori (Tajikistan, Central Asia)

The NGO Ghamkhori originated with a demand by rural women for help in accessing family planning services, but later expanded to provide health services and non-formal education sessions to support the population to improve their lives in a variety of areas – ranging from political education and public transportation to health-related issues. As part of its gender training work it seeks to change male attitudes towards violence against both women and children. The organization takes a holistic approach to promoting social change, spending between six and twelve months in each village, with each group of participants receiving weekly educational sessions based on a curriculum established by the members of the group. See a detailed account of Ghamkhori’s work in [English](#).

ReproSalud (Movimiento Manuela Ramos, Peru)

The ReproSalud project aimed at promoting reproductive and sexual health in Peru's rural areas and urban slums, and working in 91 districts and eight regions, with teams that spoke the indigenous languages Quechua and Aymara. While it was not directly aimed at men or at ending violence, when women were asked to participate in the design of the project and in defining their sexual and reproductive health problems, domestic violence and the involvement of men were topics that were consistently mentioned as a priority for the communities, leading ReproSalud to implement a series of workshops for men. Using qualitative impact studies and quantitative surveys, ReproSalud found an increase in women's self-esteem, control of cash, knowledge of rights and comfort with their bodies, as well as decreases in alcohol consumption and domestic violence by men. See the [case study](#).

To learn more, see the Reprosalud [website](#).

Perpetrators/Batterers

What are batterer programmes?

Programmes for men who have been perpetrators of intimate partner violence vary in content, scope, time duration and intensity. Most to date have been developed and implemented in wealthier, industrial countries, as well as some countries of Latin America and the Caribbean, with more initiatives emerging in developing countries. Evaluations have been limited, and their results mixed. Interventions for batterers need to take extra care in ensuring that the safety of women and children is a foremost concern, given the risks to their safety if batterers return to partners and families and continue to perpetuate abuse. Learning from past lessons learned and from experts in this area is important to ensure ethical and human rights concerns are properly addressed and safeguarded.

The overall premise of programmes for perpetrators is to develop interventions that can reduce the incidence of repeat cases of violence against women (or, 'recidivism') by the men involved in interventions. In some countries, family violence laws require the health sector to provide services for offenders and the courts may require offenders to attend a batterer treatment programme as an alternative sentence. In other countries, programmes for perpetrators of violence are implemented as a complementary, rather than as an alternative measure, to incarceration. In some settings, judges may prefer an intermediate sanction between no action and jail time (Labriola et al., 2005).

What are some of the lessons learned with respect to working with perpetrators of intimate partner violence?

- Evaluations of perpetrator programmes have been limited; have been primarily carried out in high-income countries; and their design poor and occasionally flawed (i.e. selection bias, low response rates, short follow-up periods and weak or no control groups). Evaluation findings on results have been mixed.
- Meta-analysis of 40 published programme evaluations from the United States found that programmes are marginally or moderately successful at preventing further abuse (Gondolf 2004).
- More positive effects are generally found among those who remain through the course of the programme. Those who completed the programmes were two-thirds less likely to physically reassault their partners as those who dropped out of programmes (Gondolf 2002).
- The effectiveness of any batterer programme rests heavily on the intervention system that it is a part of – that is, having strong institutional capacities and coordinated referral systems in place that can ensure the safety of women and families and monitoring perpetrators. This includes timely police responses, court action, probation supervision, protection orders, services for survivors, and community norms and resources (Gondolf 2004).

- There is a high drop-out rate in these programmes, particularly among men most likely to re-offend (identified as those who have the least to lose, as measured by education, marital status, home ownership, employment, income, and length of residency) (Feder and Forde 2000).
- Programmes for perpetrators of violence will only effectively address a subset of the men who use violence. For high-risk men, intensive programmes are needed (Gondolf 2004).
- Research has shown that there is often a three month threshold for counselling and that longer programmes are not necessarily more effective. This is partly explained by the fact that men who are headed for change will normally begin to do so within the three month period, while those who need longer, generally drop out of the programme within that time frame (Gondolf 2004).
- There should be a speedy and specific court response for perpetrators who violate programmes (Gondolf 2004).

Additional Reading:

- Evaluating Batterer Counseling Programs: A Difficult Task Showing Some Effects and Implications (Gondolf, 2004). Available in [English](#).
- Violência Sexual e Saúde Mental: análise dos programas de atendimento a homens autores de violência sexual: RELATÓRIO FINAL DE PESQUISA (Toneli, 2007). Available in [Portuguese](#).

Notes of caution about programmes for batterers/perpetrators of intimate partner violence

- While this is true of many violence programmes, programmes for perpetrators are often held to higher standards than other anti-violence programmes because the risks they pose may be higher. Victims often identify treatment for their husbands as a high priority and may prefer sanctions (e.g. mandatory batterer programmes) that do not jeopardize the perpetrator's ability to earn an income (Ellsberg et al., 2001). The risks are especially high because women may choose to stay with an aggressor based on his participation in a batterer intervention programme and may feel safer under the presumption the programme will be effective, also reinforced when the programme is mandated by a judge.
- Some experts consider that treatment programmes for offenders may actually jeopardize women's safety also because of the lack of specific norms, trained personnel, and resources for supervision and follow-up (Velzeboer et al., 2003), thus enhancing the message that such programmes must be implemented carefully and must prioritize women's safety.

- Therefore, though it is important to improve evaluation of all anti-violence programmes, batterer programmes in particular should be closely monitored and soundly evaluated.
- Some experts consider these programmes to be problematic because the additional resources allocated for them may come at the expense of services for survivors (Morrison et al., 2007).

Common characteristics of programmes for batterers/perpetrators of intimate partner violence

Although there is variety across programmes, programmes for perpetrators of violence in the United States operate according to available state standards which include:

- 12 to 52 weeks of structured group intervention for approximately two hours each week (Healey et al., 1998).
- Groups are attended by adult males. While some groups will only accept men who acknowledge that they have perpetrated intimate partner violence (Rothman et al., 2003), other groups see this acceptance of responsibility as a first challenge to be addressed by the group.
- Group sessions are dedicated to reviewing the abuse that participants perpetrated, learning about non-violent alternatives to resolving conflict, studying the ways in which social norms or gender roles influence behaviour and examining ways in which substance abuse, stress, and negative attribution may exacerbate violent behaviour (Rothman et al., 2003).
- Group facilitators are not necessarily mental health professionals and many programmes employ former victims and aggressors who are reformed as group leaders (Massachusetts Department of Public Health 2002).
- Establishing and maintaining private contact with the victim of the aggressor with whom they work is essential for ongoing monitoring of aggressor's accountability (Rothman et al., 2003).

Groups in the UK run programmes which range from 20 hours over 10 weeks to 120 hours over 48 weeks. The National Practitioners' Network recommends programmes of 75 hours over 30 weeks, with a minimum of 50 hours over six months (Mullender and Burton 2000).

Characteristics of interventions with boys and young men who have perpetrated violence

A [WHO review](#) (Rothman et al., 2003) identified the following characteristics of programmes for boys and young men who are aggressors:

- Wilderness programming or camping is believed to be an effective strategy for intervening with this population;

- Teen-produced plays and dramatic presentations are frequently used for outreach and educational purposes;
- Some practitioners seem less inclined to confront young men about abuse directly, as compared with adult intimate partner violence offenders; and
- Few such programmes have been evaluated.

Programming Recommendations

The recommendations below provide only general guidance on batterer programmes, since it is difficult to make definitive suggestions given the limited knowledge-base to date and the fact that these programmes demonstrate only marginal success (Gondolf 2004).

Perpetrator programme provision should not dilute or divert attention away from services for survivors and children – Programmes for batterers should always be of secondary importance to meeting the needs of women and children for emergency services, outreach and care after incidents of abuse. It would also be inappropriate for programmes to divert from, or dilute, criminal justice action against perpetrators (Mullender and Burton 2000).

Considerations about the safety of partners and children need to be at the forefront of planning programmes. Women may base the decisions to leave or stay with a perpetrator on whether he has entered a programme. Perpetrator programmes should, therefore, never be set up in isolation; they need to be linked with other services that meet the support and safety needs of women and children. This includes the criminal justice system, women’s organizations, child welfare and child protection agencies, health care services and multi-agency fora (Mullender and Burton 2000).

Programmes for batterers/perpetrators should be part of a system and should not work in isolation. Programmes with perpetrators should be viewed as a critical element in an overall violence prevention effort. The most effective reduction in partner violence will occur in those communities with the strongest combination of coordinated, accountable elements. Practitioners should work to educate and support all elements of a [coordinated community response](#) (Bennett and Williams 2001).

Efforts should be made to increase the knowledge base regarding effective strategies to work with men who commit intimate partner violence – Few such programmes have been evaluated and relatively little information exists regarding promising initiatives to work with men who commit acts of intimate partner violence, particularly within developing country settings. Therefore, an effort should be made to evaluate such initiatives through rigorous evaluation designs and to disseminate this information broadly.

Evaluation designs should be methodologically sound - Evaluation designs should utilize a [randomized or control group](#) design and should assess victim's perceptions and experiences of men's change of behaviour (Rothman et al., 2003). Additional elements to consider when evaluating such programmes are:

- Partner reports are the most valid and reliable measure for project evaluation because self-reporting is subject to perpetrator denial and minimization, and official data is limited because of low reporting and low prosecution rates.
- The project evaluation should go beyond whether the violence has stopped and ask whether survivors feel safe and whether the perpetrator's attitude towards her has improved.
- Evaluations need to have a follow-up period of more than a year, and longer is better (Mullender and Burton 2000).
- Evaluations should not only look at whether there has been reassault (i.e. physical abuse), but other outcomes as well, such as controlling behaviour, threats and verbal abuse, and the woman's quality of life and overall well-being (Gondolf 2004).

All programmes with perpetrators should be monitored closely for transparency, accountability and the safety of victims. Whenever possible, new programmes should ensure that evaluation is built-in from the beginning and that, preferably, it is externally conducted (Mullender and Burton 2000).

All perpetrator programmes must be aware of, and take steps to address, the issue of low completion rates. Some of the actions to this end may include:

- Referring men to programmes as quickly as possible and actively pursuing non-compliance with realistic sanctions, including criminal justice interventions such as arrest warrants.
- Implementing alternative sanctions, such as, an insistence that the man begins the programme again or that the man place money and a signed confession at his partner's disposal.
- Using specific strategies to encourage men's involvement, such as implementing pre-entry groups, providing one-to-one support from an established attendee, and encouraging early arrival at the programme venue by new participants before their first meeting (Mullender and Burton 2000). In a large-scale, four-year, multi-site evaluation it was found that men who were referred to programmes prior to their trial (within two and a half weeks of arrest) and had to appear in court periodically to confirm their attendance as opposed to those that were sent after the trial (several months after arrest) dramatically reduced no-shows from 30 percent to 5 percent (Gondolf 2004).

Lessons learned regarding increasing compliance - Criminal justice interventions can dramatically increase compliance with perpetrator programmes. In Pittsburgh (a city in the United States) arrest warrants were issued if perpetrators failed to appear at the programme intake interview or if there was

not evidence of compliance at 30 days or at programme completion. The no-show rate dropped from 36 percent to 6 percent between 1994 and 1997 (Mullender and Burton 2000).

Diligent case management of programme participants, systematic victim contact and any necessary recourse should take place as soon as men begin the programme, rather than waiting until the end of the programme to check-in. Experience from a large-scale, four year, multi-site evaluation showed that roughly 75 percent of the reassaults occurred within the first 6 months of men beginning a programme (Gondolf 2004).

Explore various settings to reach out to men who may be at risk of or are engaging in abusive behaviour. ([Adapted from the Non-Violence Alliance](#)).

Locations can include:

- Medical settings
- Supervised visitation centers
- Child welfare settings
- Mental health and family clinics
- Barber shops, hair salons
- Workplaces
- Fatherhood programs
- Prisons
- Courts
- Community centers
- Educational facilities
- Union meeting places
- Frequently visited social spots

Careful consideration should be given to determine suitability for participation in these programmes – Men who do not acknowledge that they have perpetrated inter-personal violence, who have specific psychiatric disorders, who have an active alcohol or drug addiction may not be appropriate candidates for participation in batterer intervention programmes, unless such programmes also address these other conditions within the group or provide access to these complementary interventions. Additionally, other types of abusers who may be screened out include those who become violent with counsellors, sex offenders, those who are suicidal, men who appear to be unafraid of the law and those who are disruptive in group settings or who fail to attend sessions regularly (Rothman et al., 2003).

High-risk men in particular should be identified at the outset of programmes, in order to engage and supervise them appropriately. For an overview and recommended resources on risk assessment, see Risk Assessment Measures in Prediction of Domestic/Interpersonal Violence: Brief Overview of Some Issues

and Measures (Smita Vir Tyagi 2003). The risk assessment is available in [English](#).

Lesson learned regarding exclusion criteria for men to attend programmes for perpetrators - It is important however, that attention be paid to what happens to men (and their partners) who are excluded from programmes. Data from the US suggests that men in batterer programmes are more likely to have mental disorders, personality disorders, and substance abuse than either men in the general population or batterers who are not referred to such programmes, making it important to consider whether programmes for batterers may have to address these other conditions as well (Bennett and Williams 2001). Whenever possible, efforts should be made to connect them to specialized services that are equipped to address addictions or psychiatric conditions.

Establish links with those organizations providing services to survivors/victims of intimate partner violence and with women's advocates – This will increase the amount of information that is available to practitioners about victims' experiences and may enable staff to receive emotional, political, and even financial support from their partner agencies (Rothman et al., 2003).

Establish clear communication channels between women and perpetrator programme coordinators – Such contact is important in establishing the accuracy of information provided by men regarding their behaviour and in promoting the safety of victims. Partners should also be consulted about the programme and its effect on the perpetrator. Such contact should occur directly and in private with the victim and not through the abuser since communicating with the victim through the aggressor may place the victim at increased risk of further violence.

Programme coordinators should:

- Inform the woman when her partner or ex-partner starts a programme (this may not be feasible or appropriate when partners are no longer together).
- Keep her informed of his progress of attendance through the group, particularly if he drops out or is asked to leave before completion.
- Warn her if they believe she is in any danger.
- Check with her periodically about her safety.
- Give her information about the perpetrators' programme and about ways in which the man may use it against her to reinterpret her behaviour.
- Tell her about other agencies and crisis services open to her.
- Raise her awareness of realistic levels of change to expect and ensure that she is never given false hope (when partnerships are established between groups working with aggressors and those working with victims, this could be addressed by the latter)
- Offer her confidential contact at anytime.
- Take a believing approach toward her.
- Respect her confidentiality.

- Do not guarantee complete confidentiality to the perpetrator or to anyone else if this places the woman at risk (Mullender and Burton 2000).

Lesson learned regarding contacting victims - It is important to note, however, that this may be a challenge since victims may change residence and phone, and their relatives may be justifiably cautious about releasing information to strangers. Victims and aggressors may also be separated, and the aggressor may reside with another partner during and after the batterer programme (Bennett and Williams 2001).

Proper staff training is essential for effective functioning of intervention programmes – Even practitioners who are well-informed about the dynamics of intimate partner violence and their local resources require training on how to conduct group or individual behaviour change intervention with batterers (Rothman et al., 2003). Basic training programmes should include evidence-based information on:

- Risk factors associated with intimate partner violence (including those issues related to gender roles and gender equality);
- Effects of intimate partner violence on children;
- Local resources (legal advocacy services, shelters, counselling for women and children, medical care);
- Legal aspects related to intimate partner violence; and
- Expected police response to intimate partner violence situations.

Facilitating groups with men who commit intimate partner violence requires specific skills – Even practitioners with prior intimate partner violence experience may need to be trained on how to facilitate group or individual sessions with this population. Among the skills to be mastered are:

- Techniques for improving participation in group sessions and for holding abusers accountable without alienating or humiliating them.
- Ability to honour abuser's own experiences of oppression without colluding with them.
- Avoiding transferring one's own emotions on to abusers or victims (Rothman et al., 2003).

Perpetrator programmes need to acknowledge the diversity of men attending groups.

Provision needs to be made for groups that include:

- Men in isolated rural areas
- Men screened out of programmes on mental health or substance misuse grounds or because of a learning difficulty
- Men in prison
- Men with inadequate language skills for full participation
- Ethnic minority groups
- Gay men (Mullender and Burton 2000)

Offer emotional support and professional supervision to practitioners working with perpetrators of violence – Training should include information to help counsellors prepare for the explicit and difficult content of their work (Rothman et al., 2003). Additionally, organizations should make an effort to offer onsite emotional support and appropriate supervision to its staff.

Create opportunities for the exchange of information among those working in this area - A survey with practitioners who work in programmes targeting men who commit intimate partner violence showed that counsellors in this area are experiencing a relative dearth of factual information to use as the basis for their work (Rothman et al., 2003). Additionally, often programmes in developing countries will import US, Canadian or other models from industrialized countries, which may not be appropriate to their clientele and context. Therefore, practitioners looking for guidance, advice and materials should turn to those with experience in similar settings where possible or adapt materials to the specific social and cultural context that they are working in.

Programmes working with immigrants, refugees and culturally diverse population groups should obtain practical advice and materials from colleagues who live in their client's countries of origin. To this end, international information-sharing should be facilitated and made affordable for those in low- and middle-income nations (Rothman et al., 2003).

Culturally-specific counselling, though not evaluated for efficacy, has demonstrated an improvement in completion rates of programmes (Gondolf 2004).

Programmes working with men who have perpetrated violence should provide information on sexual and reproductive health – The links between violence against women and sexual and reproductive health outcomes (including restricted contraceptive use, HIV, unsafe abortion, etc.) have been well established. Programmes working with men who commit intimate partner violence should make use of the opportunity to address these issues with the goal of encouraging their clients to respect their partners' rights to health-related self-determination (Rothman et al., 2003).

Couples counselling and mediation are controversial practices and may place victims at increased risk of abuse – The fact that many counsellors make no distinction between victim and aggressor in couples counselling, viewing them both with equal responsibility for the violence, is a practice that raises serious concerns (Rothman et al., 2003). In couples counselling the victim may be unable to express herself for fear of retaliation and may be exposed to further abuse if the aggressor feels that the counsellor has taken the woman's side. Therefore, although further evaluation is needed to provide evidence of the dangers or benefits of couples counselling, this is a practice that should be monitored closely. (For an interesting discussion of this subject, please refer to

M Bograd, F Mederos. Battering and couples therapy: universal screening and selection of treatment modality. *Journal of Marital Family Therapy*. June 1999; 25 (3):291-312 Available in [English](#).

Certain intervention techniques can be inappropriate in addressing perpetrator/batterer behaviour, including those that:

- Focus exclusively on anger management
- Use couple and family counseling
- Use Alternative Dispute Resolution
- Endanger the victim(s) by disclosing confidential information or bringing victim(s) into contact with the batterer
- Reinforce the batterer's denial of responsibility for his abusive behaviour
- Blame the victim for the batterer's abusive behaviour
- Otherwise support the batterer's sense of entitlement about abusing or controlling the victim
- Identify psychopathology, poor impulse control, addiction, childhood experiences or skills deficits as the primary cause of battering

*[Michigan Domestic Violence Prevention and Treatment Board](#)

What are the different types of perpetrator interventions and treatment approaches?

There is a commonly accepted belief that the most appropriate model for working with perpetrators is a broad cognitive-behavioural approach combined with gender analysis (Mullender and Burton 2000). Though this model is widespread in practice, there are other models that are widely implemented. In practice, however, many programmes combine different approaches, thus the categories below are not necessarily mutually exclusive and can be considered in various combinations.

Cognitive-behavioural intervention - Cognitive-behavioural or psycho-educational approaches are the most prominent. These view violence as a learned behaviour that can be unlearned (rather than as a consequence of individual pathology, stress, alcohol abuse or a 'dysfunctional' relationship). The approach aims to foster mutual respect and requires men to accept responsibility for their past actions and future choices. It requires regular group attendance and needs skilled group facilitators who can challenge denial and minimization, and harness the dynamic of the group to do the same (Mullender and Burton 2000). This intervention has also been found to be the most appropriate for the majority of perpetrators (most perpetrators do not show evidence of psychological or personality disorders) and is less costly than others (Gondolf 2004).

Gender analysis – Gender analysis is thought to be an important element in the work with perpetrators of intimate partner violence. Gender analysis tackles the belief system that convinces male perpetrators that they have a right to control

women in intimate relationships. Failure to address this belief system means that men may simply switch from physical to emotional abuse, and women and children will continue to live in fear (Mullender and Burton 2000).

Duluth model - The Duluth model is a widely used approach that includes a component on working with perpetrators of violence. Though originally developed in Duluth, Minnesota (USA) it has been widely replicated. The Duluth model's underlying theory is that aggressors want to control their partners and that changing this dynamic is key to changing their behaviour. Its curriculum uses a 'power and control wheel' depicting tactics abusers use to control their partners. Themes counteracting these tactics are discussed in classes and group sessions that attempt to induce batterers to confront their attitudes and behaviour (National Institute of Justice 2003) (www.theduluthmodel.org).

- The Power and Control Wheel is available in [English](#).
- The Equality Wheel is available in [English](#).

- The Power and Control Wheel is available in [French](#).
- The Equality Wheel is available in [French](#).

- The Power and Control Wheel is Available in [Spanish](#).
- The Equality Wheel is available in [Spanish](#).

Group practice - Another model, group practice, works from the premise that battering has multiple causes and is best addressed through a combined approach that includes an individual needs assessment. Proponents of these programmes believe that a more long-term approach than the Duluth model is necessary (National Institute of Justice 2003).

Programmes based on aggressors' typologies - Programmes based on batterer typologies or profiles are gaining popularity. These interventions profile the batterer through a psychological assessment, and then classify him by level of risk, substance abuse, and other factors that may influence which intervention is most likely to work for him. Programmes based on this approach are still relatively new and not fully evaluated (National Institute of Justice 2003).

Couples therapy - A controversial intervention is couples therapy, which views men and women as equally responsible for creating disturbances in the relationship. It is widely criticized for assigning the victim a share of the blame for the continuation of violence (National Institute of Justice 2003).

Identifying promising initiatives

The lack of sound evaluation of programmes with perpetrators makes it a challenge to identify promising initiatives. Nonetheless, two reviews of existing programmes may be of use:

- 1) *Intervening with Perpetrators of Intimate Partner Violence: A Global Perspective* by Rothman et al., for WHO (2003). Available in [English](#).
- 2) *Sexual Violence and Mental Health: Analysis of programmes for aggressors of sexual violence* by Maria Juracy Filgueiras Toneli (2007) in [Portuguese](#).

Among the better known programmes in the US are:

- [EMERGE](#) (Boston)
- [DULUTH](#) (Domestic Abuse Intervention Project)
- [CAMINAR LATINO](#) (Atlanta)

The **Work with Perpetrators of Domestic Violence in Europe Programme** developed a questionnaire to review perpetrator programmes in Europe, covering: staffing; funding; cooperation/intake/referrals practice; content of work; partner contact/victim support and safety procedures; and the quality assurance/documentation and evaluation processes. The [findings and questionnaire](#) are available in Bulgarian, Czech, English, Estonian, French, German, Greek, Hungarian, Italian, Latvian, Lithuanian, Polish, Portuguese, Romanian, Slovak, Slovene and Spanish.

Tools that can be used for perpetrator/batterer intervention programmes

- **Guidelines to Develop Standards for Programmes Working with Male Perpetrators of Domestic Violence** (Daphne II Project, European Commission)

These guidelines were compiled by the consortium of the Daphne II Project *Work with Perpetrators of Domestic Violence in Europe - WWP* with further elaboration during an international expert workshop in Berlin in 2008. The guidelines address programmes for male perpetrators who use violence against their partners and children living in these relationships. The [guidelines](#) are available in Bulgarian, Czech, English, Estonian, French, German, Greek, Hungarian, Italian, Latvian, Lithuanian, Polish, Portuguese, Romanian, Slovak, Slovene and Spanish.

See various state [standards](#) in the United States of America.

- **The Respect Accreditation Standard** (Respect/the Home Office and the Lankelly Chase Foundation, UK)
- The Respect Accreditation Standard was developed to ensure quality services across all organizations providing Domestic Violence Prevention Programmes working with male perpetrators of domestic violence and

Integrated Support Services for partners and ex-partners of these perpetrators. The document outlines all requirements for the management and operation of these services and how these requirements can be met. Available in [English](#).

- **AQUILA Working Group (USA)**
The AQUILA Working Group is dedicated to providing accurate, evidence-based information about batterer intervention programmes and their impact on men who batter. Various resources and publications are available from the [website](#).
- **Breaking the Cycle, Fathering After Violence: Curriculum Guidelines and Tools for Batterer Intervention Programmes** (Family Violence Prevention Fund, USA) offers information, exercises and more to help batterer intervention programmes. The Guidelines were tested by the Simmons School of Social Work and includes:
 - A Rationale for Working with Men on Fathering Issues
 - Background on the Cultural and Parenting Issues Affecting this Work
 - Staff Training Activities
 - Evaluation Findings from Pilot Tests
 - Exercises on Empathy, Modeling and the Reparative Process that were tested in three US batterer intervention programmes
 - Materials in both English and Spanish
 - A CD with the Story of a Man who Witnessed and Perpetrated Abuse

Available for download in [English](#).

- **Fathering After Violence: Working with Abusive Fathers in Supervised Visitation** (Family Violence Prevention Fund, USA)
This guide is intended to assist the grantees of the Safe Havens: Supervised Visitation and Safe Exchange Grant Program (Supervised Visitation Program) in the United States of America that want to enhance the safety and well-being of women and children by working more deliberately with abusive fathers who use the centres to visit their children. This document was designed to target, in particular, visiting fathers who have been violent with their intimate partners. This guide is grounded on two key premises: men who use violence can be held accountable for their behaviour and simultaneously be encouraged to change it; and women and children can benefit from this approach. The guide is available in [English](#).
- **Discharge Criteria for Batterer Programmes** (Edward W. Gondolf, USA)
Clinical judgment typically plays a central role in the discharge of patients from alcohol and mental health treatment. Batterer programmes instead

- rely almost exclusively on programme attendance to determine discharge. This paper uses a 10-item set of criteria to rate participants in a 13-week court-mandated batterer programme. It concludes with a discussion of methodological limitations, practical issues, and alternative applications of discharge criteria. Available in [English](#).
- **Domestic Violence and Probation** (Fernando Mederos, Denise Gamache, and Ellen Pence – USA)
This article offers specialized management techniques that probation officers can use to monitor batterers and intervene in domestic violence cases more effectively. The authors offer suggestions on how to manage offenders on probation, respond to common excuses, and handle those offenders least likely to be held accountable. Some of the tools available include:
 - [Questionnaire for Victims of Domestic Violence](#)
 - [Dangerousness-Lethality Checklist](#)
 - [Severity of Violence Matrix](#)

 - **Guidelines for Men Who Batter Programmes** (People Who Work With People Who Batter, USA)
It is intended that these guidelines be a guide for new and existing programmes toward the development and delivery of services to men involved in heterosexual relationships who have acted abusively toward a partner or spouse. Available in [English](#).

 - **Man to Man: A Guidebook to Men in Abusive Relationships** (Edward W. Gondolf and David Russell - USA)
This is a 50-page easy-to-read book with personal accounts and a few basic exercises to get men started working on change and to reinforce domestic violence counselling. The book has five small chapters, including: Facing the Facts; But I'm not Abusive!; It's Not My Fault!; What Can I Do about Abuse?; and How Do I Change? Resources are available for download in [English](#).

 - **Shedding Abuse** (Global)
This manual developed by [networklearning](#) guides the development of workshops for batterers. It lays out the process for establishing the workshops, selecting facilitators/trainers, organizing the group sessions, in addition to providing tools and exercises to be used in the groups. Available in [English](#).

 - **Standards For Batterers Intervention Programmes** (Indiana Coalition Against Domestic Violence, USA)
This site is dedicated to help people seek information, counselling and other resources that aim to intervene in batterers' lives. It includes tools

such as ethical standards for facilitators of groups for perpetrators, educational and training requirements, service standards and more. Download the standards in [English](#).

- **Violence Against Women - Synthesis of Research on Offender Interventions** (Daniel G. Saunders and Richard M. Hamill, USA)
This report provides an overview of the latest research on interventions for men who assault women, such as wives, girlfriends, and acquaintances. The overview begins with a description of the major components of current programmes and then describes what is known about effective assessment and treatment methods. Several topics are covered that are often of interest to practitioners, including methods for enhancing treatment motivation, assessment of dangerousness, and culturally competent practice. The role of research in resolving controversial issues and the characteristics of sound evaluations are also discussed. See the report in [English](#) for more information.
- **Working with Young Children and Their Families: Recommendations for Domestic Violence Agencies and Batterer Intervention Programmes** (Abigail Gewirtz and Resma Menakem, USA)
This paper is part of series of papers that addresses how to mobilize community and programmatic resources to provide responsive help to children and families affected both by domestic violence and poverty. This particular paper addresses the way to offer support and safety for children while maintaining safety, autonomy and choice for battered women. See the paper in [English](#) for more information.
- **Working with Young Men Who Batter: Current Strategies and New Directions** (Dean Peacock and Emily Rothman)
This article offers an overview of juvenile batterer intervention programmes. It identifies risk factors for teen dating violence perpetration as described by the literature and considers the utility of these findings, describes efforts to prevent re-offenses by juvenile perpetrators of domestic violence, discusses several shortcomings inherent in post-crisis intervention, and outlines current challenges within the field. See the article in [English](#) for more information.
- **Something my Father Would Do** (Family Violence Prevention Fund, USA). This 15-minute documentary shows the stories of three men from different cultures who grew up with abusive fathers and had to struggle with their own choices as intimate partners and fathers. Though originally designed for use in supervised visitation centres, it can be effectively used in batterers' intervention and fatherhood groups, as well as in workshops and community meetings to discuss issues of family violence and fatherhood. Suggested questions to lead a discussion are included.

There are three companion posters, in Spanish and English, which invite fathers to think about their legacy to their children with engaging multi-cultural images and open-ended questions, such as: “You are a role model to your children. Is there anything you would like to change?”

Free copies of the DVD and posters are available in [English](#).

- **Treatment of Young Perpetrators of Sexual Abuse** (Save the Children, Sweden)
This report summarizes a conference held in Madrid on 6-8 April 2000 by the International Save the Children Alliance Europe Group. It gives an overview of research and knowledge regarding young perpetrators and sexual abuse, treatment possibilities and challenges. The main focus is on the situation in Denmark, Iceland, Norway, Romania, Spain and Sweden. The [publication](#) is available for purchase in English and Spanish.
- **Young Offenders** (Anders Nyman Olof Risberg BÅrje Svensson, Sweden)
The authors of the book are psychotherapists at the Boy's Clinic at Save the Children Sweden's Centre for Children and Adolescents in Crisis. The book details their experiences of working with boys, initially as victims of sexual abuse to young boys as perpetrators of sexual abuse. The book is available for purchase in [English](#).

MONITORING AND EVALUATION

Why should programmes working with men and boys monitor and evaluate their work?

- **To assess programme's effectiveness and increase body of knowledge**
Partnering with boys and men to prevent violence against women is a relatively new area of work, hence the importance of increasing the body of knowledge regarding which interventions are most effective.
- **To ensure that no unexpected harm will result from the programme**
Monitoring and evaluation can work to ensure that programmes do not cause unexpected harm and do not place victims at further risk. This is particularly important in the case of programmes for batterers because such work can pose higher risks than primary prevention programmes. Women, for instance, may base their decision to stay with an aggressor on whether he participates in such groups. Judges may choose to send men to such programmes rather than jail. Consequently, the evaluation of batterers' programmes has often been held to more rigorous standards of evaluation than other programmes for men and boys.

How can evaluating a programme help?

Evaluation can help:

- Identify community needs
- Improve the programme
- Make a difference in the community by: involving them in the design of the program and of its evaluation; determining how best to approach violence within a particular context; assessing any unexpected negative outcomes of the initiative, amongst others. Discern the best use of resources (staff and financial)
- Compare goals to the outcomes, and if the logic of how those results will be achieved is sound (activities should be linked to outputs, outcomes, goals)
- Adapt the programme as needs and communities change
- Understand what is working in the programme and what is not working
- Meet reporting requirements to funding agencies
- Demonstrate the utility of the programme model for others who wish to do similar work
- Provide compelling evidence for policy makers and donors
- Be true to the mission and accountable to those persons the programme seeks to help (Valle et al., 2007)
- Uncover good practices and lessons learned that can be shared with the wider community of practitioners to improve their work

What are some lessons learned about monitoring and evaluating programmes with men and boys to prevent violence against women?

Think about the ‘big picture’ questions before the evaluation is planned

The following questions should provide the foundation for the programme and the evaluation:

- What are the known risk factors for violence against women and girls?
- How does the programme hope to prevent or change these patterns of violence?
- How does the programme reflect the knowledge of the risk factors and protective factors associated with violence (Valle et al., 2007)?

Integrate a monitoring and evaluation component from the onset of the initiative

Ideally, programme managers and personnel should work together with those involved in programme evaluation to integrate a monitoring and evaluation component from the very beginning of programme design.

Select outcomes that are realistic and match the scope of the programme

The outcomes to be measured in an evaluation should be based on the programme’s theory regarding risk and protective factors related to violence, the programme’s objectives, maturity and activities, as well as the resources available for the evaluation. For instance, it may be unrealistic to expect a media campaign to produce long-lasting changes in behaviour unless it is part of a broader prevention effort (Valle et al., 2007).

Adhere to strict ethical and confidentiality considerations in data collection

Ethical issues deserve special attention when gathering data for baseline and evaluation related to prevention of sexual or intimate partner violence. Several documents have been produced relating to the ethical issues around research on violence against women. Although they do not specifically relate to evaluating violence prevention programmes, the lessons they offer are still useful to this context. (Refer to the tools section below).

Ensuring that the evaluation is ethical includes making certain that anyone who is asked to share information during the course of the evaluation is informed about the following key aspects of the evaluation:

- The purpose of the evaluation
- That participation is voluntary and can be discontinued at any time
- What they are required to do
- What information will be asked of them
- Whether providing information poses any risks to them
- How the information will be gathered
- When the information will be gathered, including any contacts for follow-up information
- Who will have access to the information they provide
- How privacy and confidentiality will be ensured and what the limits to confidentiality are if any (e.g. in some contexts, if there is reason to believe that the individual may cause harm to her or himself or others, it is mandatory to

report it). It is important to know and act in accordance with any local laws that may limit confidentiality.

- How evaluation information will be used
- Whom to contact if they have questions or concerns

Be aware of the limitations of certain self-reported data

Because self-reporting is subject to denial and minimization, partner reports are the most valid and reliable measure for project evaluation, particularly when assessing programmes for perpetrators. Consequently, whenever possible and safe, partner contact should be attempted (Mullender and Burton 2000).

Include adequate funding in the budget for monitoring and evaluation activities

Even though emphasis is placed on ensuring that programmes be able to ‘show results’, programmers and donors often include inadequate funds for evaluation in their budgets. Programme managers should ensure that evaluation is adequately budgeted and built into the programme from the beginning.

Carry out baseline data collection

Collecting baseline data is essential for measuring change over time since programmes are unable to measure change if they have no point of comparison. Although a post-test only/intervention design may be what is feasible, it will not be able to assess change resulting from the programme, since there will be no baseline data to compare it to.

When should a programme be evaluated?

- Evaluations can be conducted with new or existing programmes.
- Depending on the evaluation design, baseline data may have to be collected prior to the intervention taking place.
- Ongoing evaluation can help a programme respond to changing community characteristics and needs (Valle et al., 2007).

What are the different types of evaluations?

Formative evaluation falls under two broad categories:

1. **Programme or approach formulation** – carried out in the early stages of programme planning in order to help in the design of the programme.
2. **Pre-testing** – undertaken in order to test whether the materials, messages, approach, etc. are understood, feasibly, likely to be effective, or have any unanticipated effects (Valle et al., 2007).

Formative evaluation can help determine the extent of violence in the community, the factors that contribute to or protect from violence, the community context in which the prevention approach, including gender norms held by the community, will be conducted and ways to tailor the approach to increase its relevance and likelihood of achieving the desired results (Valle et al., 2007).

Process evaluation describes the programme and determines whether the programme is being delivered as intended. Process evaluations may look at staffing, programme content and delivery, and the numbers and characteristics of participants (Valle et al., 2007).

- Was the programme carried out as planned? How many activities were conducted (.e.g. trainings, campaigns, workshops, etc.)?
- Did the programme run into logistical or practical difficulties?
- What modifications were made along the way and why?
- Did the programme reach the number of men and boys intended?
- What are participants' perceptions of and satisfaction with the programme?

Outcome evaluation determines whether the programme is meeting or progressing toward its goal for preventing violence. It should be conducted once programmes are established and running consistently (Valle et al., 2007).

- Is the programme having the intended effect? For example, did the programme produce changes in gender behaviours and norms?
- What is the specific strategy and what is the frequency and duration required to achieve that result?

Economic evaluation includes cost-analysis, cost-effectiveness analysis and cost-benefit analysis (Valle et al., 2007).

- What are the resources needed to conduct, replicate, or expand the programme?
- What are the costs and benefits of different approaches?
- Do programme benefits outweigh programme costs?

What are the practical steps for planning an evaluation that is right for the programme and organization?

1. **Engage stakeholders** – Stakeholders include those with a legitimate interest in the prevention programme, including staff, funding agencies, board members, policy makers, community members, partner organizations, gatekeepers to different sources of information or individuals who benefit from or participate in the programme. They can help prioritize questions to be asked, develop a logic model, determine the methods to be used and the information to be gathered, interpret the results and ensure that the evaluation is culturally-sensitive and acceptable to the community (Valle et al., 2007).
2. **Describe the programme** – Agreeing on a clear description of the programme will help to determine the proper evaluation questions and activities. Developing a logic model may help capture the essential elements of the programme and evaluation activities (for a clear description of how to develop a logic model, please look at Valle et al., 2007).

3. **Focus the evaluation design** – The following elements should be considered when developing the evaluation design (CDC 1999):
 - Purpose – What is the intent of conducting this evaluation? Gaining insights for designing a programme? Improve practice or services?
 - Users – Who are the specific people who will receive or benefit from the evaluation?
 - Uses – How will the evaluation results be used?
 - Questions – What are the most important questions to be answered by the evaluation?
 - Methods – What methods will provide information to answer the questions?
 - Agreements – How will the evaluation plan be implemented using available resources? What safeguards are in place to ensure that all ethical standards are met and all ethical concerns are raised?
4. **Gather credible evidence** – Building on the baseline data and evaluation plan developed during the programme design phase, determine what data to collect, who will provide it, when evaluation activities will take place, where data will be collected and what data collections methods will be used.
5. **Analyse results**– Determining in advance how findings will be analyzed will help ensure that the data collection plan provides the information needed and will also help determine what expertise and resources are needed to analyze the data.
6. **Ensure use and share lessons learned** - A plan should be made to identify the audiences for dissemination (e.g. media, policy makers, organizations); to determine how results will be reported and what reporting formats will be more appropriate to different audiences (e.g. TV, radio, web, print, testimonials).

What factors should determine the choice of evaluation?

The type of evaluation that will be needed will depend on a number of factors, including:

- Programme's maturity
- Duration of project intervention (reasonable results expected)
- Goals of the evaluation
- Human and financial resources available
- Time available for evaluation
- Whether a baseline was implemented

How much evaluation is needed?*

- If there are limited resources
 - Some formative research
 - Process indicators
 - Post-intervention-only focus groups
- If there are modest resources for evaluation:
 - Formative research

- Process indicators
- Simple pre and post-intervention quantitative data with no control group
- If there are a higher level of resources:
 - Extensive formative research
 - Multiple sites data collection, including a control group (or a delayed intervention group)
 - Triangulation with partners/women
 - Qualitative and quantitative data collection throughout

*This information was adapted from Gary Barker’s presentation “Evaluating Work with Boys and Men”. For the complete presentation, please [click here](#).

What are the options for outcome evaluation designs?

Design	Collect pre-programme data	Implement Programme / Strategy	Collect Post-Programme Data	Collect Follow-up Data
Post-test only	No	Yes	Yes	Perhaps
Pre- and post-test	Yes	Yes	Yes	Perhaps
Pre- and post-test with comparison group	Yes (both groups)	Yes (programme group) No (comparison group*)	Yes (both groups)	Perhaps (both groups)
Post-test with comparison group	No	Yes (programme group) No (comparison group*)	Yes	Perhaps (both groups)
Randomized controlled trial (RCT)	Yes (both groups)	Yes (programme group) No (comparison group*)	Yes (both groups)	Perhaps (both groups)
Time series	Yes, multiple times	Yes	Yes	Yes, multiple times

Source: Valle et al., 2007

Field test and evaluate new tools and interventions

It is essential to monitor and evaluate each new tool or intervention. Even when an intervention has been effective in other settings, this does not guarantee that it will work in a new country or region, or in a different language.

Pre-test new or adapted materials

Pre-testing increases the likelihood that the proposed messages will be received as intended by the programme. The audience must be able to understand and respond in a positive way to the prevention materials. The following approaches can be used in pre-testing:

- **Trial runs** – This approach allows a programme to test portions of the proposed approach or the entire approach on a small scale with a similar group to the group with which the approach will be used. This will allow a programme to know whether the prevention approach is conveying the intended message and to assess whether any aspect of the programme is offensive, harmful or ineffective (Valle et al, 2007).
- **Readability testing** – Reviews and feedback from people who are similar to the programme's intended audience will enable a programme to produce reader-friendly materials and materials for different literacy levels. Various word-processing programmes, such as WordPerfect or MicrosoftWord provide 'readability estimates' or the age/grade level that should be able to read the material. The Gunning Fog Index is another instrument that does the same thing (Valle et al., 2007). See the more information on calculating the Gunning Fog Index in [English](#).

Choose realistic outcomes when designing an evaluation

Although violence prevention programmes may ultimately strive to change behaviours associated with violence perpetration, it often takes a long time to see such changes, requiring that programmes collect data about outcomes over a long period of time. Therefore, more realistic outcomes of many prevention programmes may be to change proximal factors that contribute to violence with the ultimate goal of preventing violent behaviour.

What are some of the proximal outcomes that may be used in place of longer-term behaviour outcomes?

At the individual level of the ecological framework, these may include documenting changes in knowledge, attitudes, skills and behavioural intentions. However, one must keep in mind that the relationship between these proximal outcomes and actual behaviours varies (Valle et al., 2007).

- **Knowledge** relates to how well people understand or how much they know objectively about a concept. Although an important measure, it is important to note that simply changing knowledge about violence against women or appropriate behaviour is unlikely to prevent violence in the same way that changing knowledge about negative consequences of smoking does not necessarily change smoking behaviour (Valle et al., 2007).

- **Attitudes** refer to how people subjectively think, feel, or believe, such as whether men think that violence is acceptable. Although attitudes seem to relate to behaviour, it is unclear whether changes in attitudes lead to changes in behaviour (Valle et al., 2007).
- **Skills** refer to people's ability to behave or perform in a certain way. Teaching skills may increase the likelihood that individuals will be able to perform behaviours, though it does not necessarily ensure that they will do so (Valle et al., 2007).
- **Behavioural intentions** refer to a person's subjective appraisal of whether or not they will perform a behaviour given a specific, future situation. This may include, for instance, prevention strategies that encourage **bystanders** to intervene to prevent violence against women or to discourage conversations that derogate women (Valle et al., 2007).

Be aware that evaluating one-session prevention programmes or single media spots may not be very useful

Although these brief approaches can be an important complement within comprehensive programmes, they are unlikely to result in long-lasting prevention of sexual and intimate partner violence on their own (unless part of a multi-faceted effort). They may also be difficult to evaluate given that people are bombarded with many messages each day and a single message will probably have minimal impact (Valle et al., 2007).

Recognize both the complexity and the importance of evaluating behavioural change

Evaluating programmes in the area of prevention of violence against women is challenging for a variety of reasons, including:

- violence prevention requires multiple strategies and sectors, making it difficult to attribute outcomes to a single intervention;
- defining and measuring levels of violence against women is methodologically challenging;
- changing norms may require long-term investment; and
- some changes produced may be counterintuitive, for instance, it is possible that an intervention may lead to greater reporting of violence and consequently to increased levels of violence as measured by the number of cases reported.

Be aware that qualitative evaluations are not necessarily less complex or costly

Although collecting qualitative data for evaluation purposes may seem like a less costly alternative to a community-based survey, it is important to note that collecting and analyzing qualitative data (such as data collected by focus groups) is complex and requires specific skills and experience on the part of evaluators. As a result, it is not necessarily a simpler or less expensive option. Some organizations have the expertise to collect quantitative data, but not qualitative data (and vice versa). For example, the least expensive or complex evaluation method for workshop type interventions are pre and post test questionnaires administered to men and boys who participate in the intervention, but this technique has its own limitations, such as not being able to assess

whether changes are sustained over time or the possibility that a program's 'success' may be actually the result of pretesting sensitization and learning how to answer the questions correctly.

Document the 'how' and the 'how not to'

Most programmes tend to document what changes are achieved and not the process of how they were achieved. The process of 'how' a programme is able to accomplish attitudes and behavioural changes needs to be explored further and the field could benefit greatly from 'failure' as well as from 'successful' stories, though few are willing to document the former.

Examples of initiatives working with men and boys that incorporated robust evaluations within their programme

Soul City (South Africa)

Soul City, a multi-media health promotion and social change project initiated in South Africa and currently implemented in various countries, addressed various aspects of violence against women in its series 4. The evaluation of these series provides one of the most comprehensive evaluation designs in work with men and violence against women. See the programme evaluation summary in [English](#).

Stepping Stones (South Africa)

Stepping Stones is a training package in gender, HIV, communication and relationship skills. The second edition of the South African adaptation of Stepping Stones underwent rigorous evaluation through a cluster randomized controlled trial that showed that Stepping Stones significantly improved a number of reported risk behaviours in men, with a lower proportion of men reporting perpetration of intimate partner violence across two years of follow-up and less transactional sex and problem drinking at 12 months. In women, there were self-reported increases in transactional sex at 12 months. See the evaluation summary in [English](#).

Program H (Brazil)

Program H is a set of methodologies to motivate young men to critically reflect about rigid norms related to manhood and how they influence their lives in different spheres: health, personal relations, sexual and reproductive health, and fatherhood. Program H implemented a rigorous evaluation of its initiative in Brazil where they were able to demonstrate improved attitudes towards violence against women and other issues among young men exposed to weekly educational workshops and a social marketing campaign. See the programme evaluation summary in [English](#).

Yaari Dosti (India)

Yaari Dosti is the adaptation of Program H (developed in Brazil) by Horizons Program, CORO for Literacy, MAMTA, and Instituto Promundo. The team conducted operations research to examine the effectiveness of the interventions to improve young men's attitudes toward gender roles and sexual relationships, and to reduce HIV risk

behaviours and partner violence. In India, impact evaluation data documented a decrease in self-reported use of violence by men against women as a result of programme interventions. See programme evaluation summary in [English](#).

Additional Resources:

➤ **Evaluating Work with Boys and Men (Instituto Promundo)**

This power point presentation by Gary Barker provides an overview of the ‘why’ and ‘how’ to evaluate gender transformative initiatives with men and boys ([click here](#)).

➤ **Measuring the Impact of Gender-Focused Interventions (Julie Pulerwitz)**

This power point presentation reviews the development of scales to measure gender-related dynamics and describes their application in evaluating the impact of three different initiatives: Stepping Stones, Program H and Sexto Sentido. See the [questionnaire](#). See the [ppt](#).

➤ **Gender-Equitable Men (GEM) Scale (Instituto Promundo, Population Council)**

The Gender-Equitable Man (GEM) scale is used to assess attitude change, recognizing it as an important step toward achieving (and subsequently measuring) behaviour change. The scale, which has been shown to be psychometrically valid, has been used as an evaluation tool in interventions with men in a myriad of diverse countries, such as Brazil, Ethiopia and India.

The scale seeks to assess how much a given group of adult or young men adhere to or believe in a rigid non-equitable and violent version of masculinity. How men respond to the scale is highly associated with their self-reported use of violence against women. In Brazil, for example, young men who scored in the least equitable third of the population were four times more likely to have reported using violence against a female partner than were men who scored more equitably (Pulerwitz et al, 2006). See the [survey](#) in English, Spanish and Portuguese.

See a brief summary of the GEM scale in [English](#).

➤ **Arizona Rape Prevention and Education Project (University of Arizona, USA)**

The Evaluation Measures Web Page offers references and information on measures used to study behaviours and attitudes related to rape that are also used when evaluating rape prevention and education programmes. Available in [English](#).

➤ **Sexual and Intimate Partner Violence Prevention Programmes Evaluation Guide, (Centers for Disease Control , USA) by Valle et al., 2007**

This guide presents an overview of the importance of evaluation and provides evaluation approaches and strategies that can be applied to sexual violence and intimate partner violence programmes. Chapters provide practical guidelines for planning and conducting evaluations; information on linking programme goals, objectives, activities, outcomes, and evaluation strategies; sources and techniques for data gathering; and tips on analyzing and interpreting the data collected and sharing the results. The Guide discusses formative, process, outcome, and economic evaluation. Available for purchase in [English](#).

- **Measuring Violence-Related Attitudes, Behaviours, and Influences Among Youths: A Compendium of Assessment Tools** (2nd edition) by the CDC (US)
This compendium provides researchers and prevention specialists with a set of tools to assess violence-related beliefs, behaviours, and influences, as well as to evaluate programmes to prevent youth violence. It may be particularly useful for those new to the field of youth violence prevention but, for more experienced researchers, it may serve as a resource to identify additional measures to assess the factors associated with violence among youth. Available in [English](#).
- **Measuring Intimate Partner Violence Victimization and Perpetration: A Compendium of Assessment Tools** by the CDC (US)
This compendium provides researchers and prevention specialists with a compilation of tools designed to measure victimization from and perpetration of intimate partner violence. It includes over 20 scales. Available in [English](#).
- **Violence against Women and Girls: a Compendium of Monitoring and Evaluation Indicators, (Measure EvaluationUSAID)**, by Shelah Bloom (2008) provides a variety of indicators used to monitor and evaluate violence against women programmes. Section 7.3 starting on page 228 provides various indicators that are used to monitor and evaluate programmes with boys and men. Available in [English](#).
- **Measures for the assessment of dimensions of violence against women. A compendium (Michael Flood)**. Unpublished. Melbourne: Australian Research Centre in Sex, Health & Society, La Trobe University.
This is a compendium of measures for the assessment of dimensions of violence against women. It also includes measures regarding gender and sexual norms and attitudes. However, it does not cover measures related to child abuse, child sexual abuse, or sexual harassment. Available in [English](#).
- **Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women (WHO)**
These recommendations emerged from discussion of the approach to be taken for the WHO Multi-country Study on Women's Health and Domestic Violence Against Women. They focus in particular on the ethical and safety considerations associated with conducting population-based surveys on domestic violence against women. However, many of the principles identified are also applicable to

other forms of quantitative and qualitative research on this issue. Available in [English](#), [French](#) and [Spanish](#).

➤ **WHO Ethical and Safety Recommendations for Researching, Documenting and Monitoring Sexual Violence in Emergencies (2007)**

This document applies to all forms of inquiry about sexual violence in emergencies. In total, eight recommendations are offered (see Part III). Collectively, these recommendations are intended to ensure that the necessary safety and ethical safeguards are in place prior to commencement of any information gathering exercise concerning sexual violence in emergencies. In each case, accompanying text sets out key safety and ethical issues that need to be addressed and the questions that must be asked when planning any information collection exercise involving sexual violence. These should also inform decisions about whether such an exercise should be undertaken. Wherever possible, the discussion is supported by boxed examples of good practice drawn from experience from the field in both emergency and non-emergency settings. For further information on a range of topics, users are referred to the list of additional resources and suggested further reading which is included as an Annex to this document. Available in [English](#) and [French](#).

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