

***Report of Desk Research on Theories and Promising  
Practices on Engaging Men and Boys in Gender Equality:***

**Learning from others and providing recommendations for  
Concern Worldwide**

Gary Barker  
Jane Kato  
Promundo-US

**Final Report: May 2012**



## Report Summary

A growing body of evidence affirms both the importance of engaging men in gender equality, and the positive impact of programming that targets men in gender specific and gender transformative ways. This paper by Promundo staff, Gary Barker and Jane Kato, is the result of a scoping study to provide Concern Worldwide with concrete recommendations on how to effectively integrate boys and men into their gender equality programming. The study had multiple components including:

- (1) Presenting an overview, or summary, of the “state of the field” in good practice and evidence-based approaches to engage men in gender equality, livelihoods, health, education, and more.
- (2) Consulting with relevant Concern Worldwide staff to both get their perspectives on Concern’s gender equality programming, and gain an understanding of their thoughts on the current needs and realities of men within gender equality, health promotion and poverty alleviation.
- (3) Providing a concrete set of recommendations to Concern Worldwide based on the literature from the “state of the field” and the outcomes of the interviews with staff.

A number of programme experiences with men and boys worldwide have confirmed that well-designed group education, counselling and health promotion activities carried out by community-based NGOs, in health clinics, in the school setting and via community outreach and mass media can influence men’s attitudes and behaviours in gender-equitable ways. Specifically, the evidence base shows that men and boys can and do change attitudes and behaviour related to sexual and reproductive behaviour, maternal, new born and child health; their interaction with their children; their use of violence against women; questioning violence with other men; and their health-seeking behaviour as a result of well-designed programme interventions (WHO, 2007).

Individual interviews with key Concern Worldwide staff reveal that they are diverse both in skill set and in professional backgrounds. Most stressed that the management bodies of Concern must **communicate** that engaging men and boys is a priority with the entire organization and **set clear guidance and strategies** to meet programmatic goals to engage men and boys in Concern’s gender equality programming. Many expressed approval that Concern was placing men’s engagement as a clear priority for the organization, while a few were sceptical that this new “vogue” approach that would take away what little resources are available from women-focused programmes. Most requested intensive **gender training** to feel prepared to implement programmes engaging men and boys.

As a result of the desk review and informative interviews with key staff, Promundo outlined a set of recommendations including:

- Identify two to three settings where Concern has on-going MCH projects and promote engaging men in caregiving and MCH
- Carry out targeted formative research projects with Concern beneficiary men, and partners of women beneficiaries on relevant topics
- Carry out visible demonstration projects in 2-3 settings with impact evaluation, using GEM Scale and other evaluation instruments.
- Insure that gender transformative indicators for women, men and at the couple level are built into all existing programming
- Provide cycles of staff training to key staff who are in a position to affect change within Concern to engage men and boys more fully as partners in gender equality.

## **About Promundo**

Founded in 1997, Promundo is a Brazil-based NGO that seeks to promote gender equality and end violence against women, children and youth. Principal activities include international advocacy, programme development and communications. Promundo works locally, nationally and internationally to conduct research related to gender equality and health, implement and evaluate programmes that seek to promote positive changes in gender norms and behaviors among individuals, families and communities, and advocate for the integration of these initiatives and a perspective of gender equality in public policies. On February 1st, 2011, Promundo-US was opened in Washington, DC, USA.

For more information, please go to [www.promundo.org.br/en](http://www.promundo.org.br/en)

### **Contact Information**

Gary Barker  
International Director  
[g.barker@promundo.org.br](mailto:g.barker@promundo.org.br)

Jane Kato  
Programme Officer  
[j.kato@promundo.org.br](mailto:j.kato@promundo.org.br)

### **Brazil Office**

Rua México, 31/1502 | Centro | Rio de Janeiro | Brasil | 20031-904  
tel / phone: [+55 21 2544 3114](tel:+552125443114) | [+55 21 9459 8422](tel:+552194598422)

### **U.S. Office**

2121 Decatur Place, NW Washington, DC 20008, USA  
Tel [+ 1 202 588 0061](tel:+12025880061) and 588 0060/Fax [+ 1 202 588 0063](tel:+12025880063)

## **Abbreviations and Acronyms**

<b>AIDS</b>	<b>Acquired Immune Deficiency Syndrome</b>
<b>CSW</b>	<b>Commission on the Status of Women</b>
<b>CT</b>	<b>Cash Transfer</b>
<b>CGAP</b>	<b>Consultative Group to Assist the Poor</b>
<b>DDR</b>	<b>Disarmament, Demobilization and Reintegration</b>
<b>DDRR</b>	<b>Disarmament, Demobilization, Reintegration and Reconstruction</b>
<b>FEM</b>	<b>Forum for Engaging Men</b>
<b>GBV</b>	<b>Gender-Based Violence</b>
<b>GEM scale</b>	<b>Gender-Equitable Men scale</b>
<b>GLAS</b>	<b>Gender, Land and Asset Survey</b>
<b>HIV</b>	<b>Human Immunodeficiency Virus</b>
<b>ICRW</b>	<b>International Centre for Research on Women</b>
<b>IGWG</b>	<b>Interagency Gender Working Group</b>
<b>IMAGES</b>	<b>International Men and Gender Equality Survey</b>
<b>IPV</b>	<b>Intimate Partner Violence</b>
<b>IRC</b>	<b>International Rescue Committee</b>
<b>IYCN</b>	<b>Infant and Young Child Nutrition</b>
<b>MC</b>	<b>Male Circumcision</b>
<b>MCH</b>	<b>Maternal and Child Health</b>
<b>MNCH</b>	<b>Maternal, Newborn and Child Health</b>
<b>MSM</b>	<b>Men who have Sex with Men</b>
<b>NGO</b>	<b>Non-Governmental Organization</b>
<b>SGBV</b>	<b>Sexual and Gender-Based Violence</b>
<b>SRH</b>	<b>Sexual and Reproductive Health</b>
<b>STI</b>	<b>Sexually Transmitted Infections</b>
<b>SV</b>	<b>Sexual Violence</b>
<b>UN</b>	<b>United Nations</b>
<b>UNAIDS</b>	<b>Joint United Nations Programme on HIV/AIDS</b>
<b>UNDP</b>	<b>The United Nations Development Programme</b>
<b>VSLA</b>	<b>Village Savings and Loan Associations</b>
<b>WASH</b>	<b>Water, Sanitation and Hygiene</b>
<b>WHO</b>	<b>World Health Organization</b>
<b>WRC</b>	<b>White Ribbon Campaign</b>

## **Part 1: Overview and Introduction**

The need to engage men and boys as part of the gender equality equation may seem self-evident. What it means to engage men and boys in gender equality in programming, however, has – in Concern Worldwide and other international development organisations – often not been as obvious.

Globally, most livelihood and economic empowerment initiatives in the Global South currently focus on women, and with good reason; research from numerous settings confirms that men on aggregate contribute a lower percentage of their income to the household and to children than do women (Bruce, Lloyd & Leonard, 1995; Wyss, 1995). This focus has shown impact: evidence has confirmed that women’s participation in microfinance and other economic empowerment approaches can lead to a number of positive benefits including reduced risk of HIV, reductions in violence from male partners and increased social status and mobility, in addition to the benefits of the income itself (Kabere, 2009). At the same time, many women’s economic empowerment interventions find that household decision-making continues to be dominated by men and that such efforts may inadvertently reinforce norms that women are caregivers and invested in their families while men are assumed negligent.

This paper starts with the premise that continuing to treat men and boys as something other than an integral piece in achieving gender equality too often reinforces gender stereotypes and often ignores the men in many settings who support their partners and treat their partners and families in more equitable ways (or who might be convinced to do so). Furthermore, an increasing body of research and programming is affirming that boys and men experience pressure to live up to social norms of what “real men” should be and do. This often means having multiple sexual partners, being providers or breadwinners (and stress if they are not able to live up to this role), engaging in violence and excessive drinking and other risk-taking behaviours. Numerous studies have found that the degree to which men believe in rigid norms about what it means to be men is directly related to their unsafe sexual behaviour, use of violence, alcohol abuse and limited participation in child care (Barker & Pawlak, 2011).

If men, however, face social pressure to adhere to rigid, violent and inequitable norms related to masculinities it is important to acknowledge that many men and boys are changing, that many question these rigid norms. Furthermore, an increasing number and range of evidence-based programme experiences with men and boys worldwide have confirmed that men’s attitudes and behaviours can and do change in gender-equitable ways when such programmes are well-designed (WHO, 2007). The next section will provide reflections from this growing field of practice.

Within the discussion of men and gender equality, boys deserve special attention. The focus on educational vulnerabilities in the Global South in the past 30 years has largely been on those facing girls. But the last 30 years have seen tremendous strides in girls' educational attainment, such that the World Bank in its most recent 2012 World Development Report (World Bank, 2011) declares that globally, gender parity has been achieved at the primary level. In addition, globally both boys and girls are spending more time in school, which means that the ways that gender norms are constructed in the school setting become ever more important. This requires us to pay attention to the quality and conditions of education, and opens up opportunities for including gender equality and violence prevention as explicit components in the educational curricula.

In addition, global data is finding both that boys' educational attainment matters for gender equality. Data from a recent multi-country household survey – called the International Men and Gender Equality Survey (IMAGES) (Barker et al., 2011), carried out in seven middle and low income countries (India, Brazil, Chile, Mexico, Rwanda, Croatia and Bosnia) find that educational attainment was a key factor associated with men's attitudes toward gender roles. Men with lower education attainment, particularly those with less than a completed secondary education, had more rigid attitudes, were more likely to have used intimate partner violence (IPV), were less likely to participate in the daily care of children (for those who were fathers), were less likely to have been tested for HIV and were in some settings more likely to have paid for sex with a sex worker. They were also less likely to support policies related to gender equality and were more likely to have homophobic attitudes. The conclusion that emerges is that having completed some secondary education, even when controlling for income, was one of the key factors that consistently and across countries explained men's more gender equitable attitudes and practices. Furthermore, IMAGES data found that younger men and boys are more likely to hold gender equitable attitudes than their fathers. These findings underscore the importance of working with boys and young men to speed up progress toward gender equality.

With this introduction, this paper provides recommendations for Concern Worldwide's new and existing programming and approaches to engage men and boys in gender equality. Specifically, the paper presents: (1) A review of the state of the field in engaging men in gender equality; (2) responses from some Concern staff on their experiences and recommendations on engaging men; and (3) actionable recommendations for Concern on how to move forward on engaging men and boys in its gender equality programming.

## **PART 2: The State of the Field in Engaging Men and Boys in Gender Equality**

### **A. INTRODUCTION TO THE STATE OF THE FIELD**

#### *The evidence base is growing*

A growing body of evidence has affirmed both the importance of engaging men in gender equality as well as impact of programmes that target men in gender-specific and gender-transformative ways.<sup>1</sup> A number of programme experiences with men and boys worldwide have confirmed that well-designed group education, counselling and health promotion activities carried out by community-based NGOs, in health clinics, in the school setting and via community outreach and mass media can influence men's attitudes and behaviours in gender-equitable ways.

Common characteristics of these well-designed programmes that have shown evidence of impact are:

- ✓ They engage men in questioning the underlying social norms that drive men's practices (for example instead of just discussing that violence against women is a rights violation, they engage men in questioning the underlying norms that sustain this violence);
- ✓ They are sustained and long-term rather than one-off or short-term;
- ✓ They reach men and boys (and women and girls) via multiple settings (e.g. reinforcing messages and behaviours in the school, and the community, or in the health system);
- ✓ They combine interpersonal interventions (counselling, group discussion and/or community dialogues) with more community-based or mass media campaigns;
- ✓ They reach men with positive messages of change and with concrete examples of what men can do to contribute to gender equality rather than merely tell men what they should *not* do (e.g. accompany their partners to ante-natal visits or to seek family planning, seek HIV testing, or become more involved in caregiving);
- ✓ They generally engage men from the same communities or settings who already show more gender-equitable attitudes and practices (WHO, 2007).

Numerous programme anecdotes and evaluations suggest the importance of building on men's potential by identifying positive behaviours that men already engage in and finding men in their settings who already show the desired behaviours (e.g. men already doing care work). Such approaches also work with men to demonstrate how men themselves benefit from gender equality and accepting non-violent and more equitable version of what it means to be men.

---

<sup>1</sup> In Annex 1, we provide a table that presents findings from a recent review led by Promundo and partners on existing population-based data on the role of men in key health areas, including maternal and child health.

Specifically, this evidence base shows that men and boys can and do change attitudes and behaviour related to sexual and reproductive behaviour, maternal, new born and child health; their interaction with their children; their use of violence against women; questioning violence with other men; and their health-seeking behaviour as a result of well-designed programme interventions (WHO, 2007).

*The UN mandate exists*

The relevance of efforts to engage men and boys in approaches to gender equality is also echoed at the international level and in key UN processes. In 2004, the United Nations' Commission on the Status of Women (CSW) 48<sup>th</sup> Session Agreed Conclusions offered a set of comprehensive recommendations to governments and civil society on engaging men and boys in gender equality emphasizing the important role that they play in its promotion (The United Nations, 2004). Global consensus around engaging men and boys was also affirmed at the first *Global Symposium on Engaging Men and Boys in Gender Equality* organized in Rio de Janeiro in 2009. It was at this event that 439 members of NGOs, researchers, policymakers, UN officials, youth and more reaffirmed their commitment to engaging men in achieving gender equality (Atkin, 2009). Taken together, these UN mandates and this growing civil society movement provide weight for Concern Worldwide for carrying out or connecting to national-level advocacy on engaging men in gender equality, as well as offer a field of practice from which Concern staff can draw resources and experiences.

*Policy mandates for engaging men in gender equality in the Global South have been slow to emerge but are happening*

For efforts to engage men in gender equality to be truly sustainable, they must connect to public policy. In a number of settings, NGOs working to engage men in gender equality have promoted these processes such that there is also a slowly emerging policy response in the Global South seeking to incorporate a greater understanding of men and masculinities. For example, Mexico City passed a municipal law in 2008 guaranteeing 10 days of paid paternity leave; the Children's Act 38 of 2005 in South Africa recognizes unmarried fathers' rights; the Chilean and Brazilian public health systems recognize that men face numerous barriers to accessing mental health services; and India's National AIDS Control Project III focuses on high-risk groups of men: men who have sex with men (MSM), male clients of sex workers and men in the trucking industry (Barker et al., 2010). For the most part though, public policies have yet to adequately engage men and boys in overcoming gender inequality or addressing their own gender-related vulnerabilities. Furthermore, the policies that do exist have rarely been monitored or evaluated for their effects on men and gender equality. In too many settings, there is a huge gap between policies as laid out in national laws, policy proclamations and technical norms and what happens at the level of implementation of public or publicly funded services in terms of effectively engaging men in gender equality and social development policies (Barker et al., 2010).

*The field of practice in engaging men is growing but large gaps remain, particularly on the gender-specific effects of poverty on men*

There is a movement toward building a field of practice in engaging men in gender equality. More than 400 NGOs, the majority from the Global South, exchange information or participate in regional or national-level networks promoted by the MenEngage Alliance. MenEngage is a global alliance of NGOs and UN agencies that promotes the exchange of lessons learned and provides a forum for the growing field of engaging men with the purpose of achieving gender equality. Their activities include information sharing, joint training activities and national, regional and international advocacy. For more information and access to publications, toolkits, and manuals go to [www.menengage.org](http://www.menengage.org) and [www.engagingmen.net](http://www.engagingmen.net). Similarly, a number of national-level campaigns are using social media to reach men, such as the Bell Bijao campaign in India ([www.breakthrough.org](http://www.breakthrough.org)). The newly launched MenCare campaign – a global fatherhood campaign ([www.men-care.org](http://www.men-care.org)) - is a new global effort to promote the inclusion of fathers and caregivers. Through the use of support materials, policy recommendation and research MenCare aims to complement global and local efforts to engage men and boys to end violence against women and girls. The White Ribbon Campaign (<http://www.whiteribbon.ca>), also a global effort to reduce violence against women, is unique in that it is a “decentralized effort” that encourages communities, schools, companies and governments to form their own contextually relevant campaign.

Most of this programming and activism has focused on engaging men either in health-related issues and in violence prevention. ***To date little programming and far less research exists on the gender-specific needs and realities of men in terms of poverty alleviation. For example, far less research exists on the impacts of women’s economic empowerment programmes on men’s participation in family life, nor on the gender-specific effects of poverty on men.***

In many parts of the world, un- and underemployment for men, economic stress due to the global recession and income instability are associated with negative mental health and other negative outcomes. Emerging results from IMAGES (Barker et al., 2011) show that a relatively high percentage of men in Global South countries report that they are frequently ashamed to face their family, or stressed or depressed as a result of having too little income or being un- or underemployed. In India, for example, out of 1552 men interviewed in the household survey in two cities, 30% said they were ashamed to face their family because they were out of work. Those men who reported being stressed or ashamed as a result of unemployment were nearly 50% more likely to have used violence against a partner, twice as likely to have used sexual violence, had less consistent condom use (putting them and their partners at risk of HIV), and had higher rates of alcohol use and depression than men who did not report economic stress.

To be sure, women’s increased participation in the labour market and their increased income relative to men is a success of gender equality and of policies and programme interventions to promote women’s empowerment, but research is

lacking – and programming as well – that has sought to understand and include young or adult men in ways to both economically empower them while also promoting gender equality. A few examples of such programming include:

- ✓ Brazil’s “First Employment” programme to provide financial incentives for workplaces to take on youth apprentices. As part of the training process, messages on gender equality and gender-based violence prevention were included.
- ✓ In the Caribbean, vocational training efforts such as Servol have included “life skills” training together with job skills and required young women and men to work a few hours per week in day care centres to learn about how to care for young children.

Given the size of the youth population in much of the Global South, building on evidence-based educational approaches to engage young men in discussions about gender equality can and should be combined with job training and livelihoods – as a needed complement to the attention to girls’ economic empowerment.

The following sections explore the current literature available for sector specific areas of development.

#### **A. GENDER-BASED VIOLENCE**

The field of gender-based violence (GBV) as it pertains to men is a fairly robust one, both in terms of formative and evaluation research. Research has found that men who either witnessed their mothers suffering abuse by their fathers, or were abused themselves, were more likely to inflict abuse on their own partners later in life (Pottie Bunge & Levett, 1998; Barker et al., 2011). IMAGES results found that men who experience economic stress, abuse alcohol, hold more rigid gender norms and have lower educational attainment are more likely to use violence against female partners (Barker et al., 2011). It was not clear, on the other hand, whether or not those experiences or stressors cause one to ascribe to a more traditional set of gender norms. While many men who witness violence growing up go on to use it, for other men, witnessing violence against their mothers is the impetus for becoming a different kind of man (for an example of this, see the clip “Marcio’s Story” at [www.men-care.org](http://www.men-care.org)). Some research suggests that men who break the cycle of violence were able to talk about the violence they witnessed, or had family members who were able to expel the violent man from the household or otherwise hold him accountable. What this research suggests is that GBV prevention efforts with men must move beyond merely educating men about rights and laws, and also provide spaces in which men can end the silence around violence they have witnessed.

There is a growing consensus that men and boys have an essential role to play in ending violence, both within their own relationships and in their communities. The White Ribbon Campaign, a global effort of men and boys to stop violence against women and girls, states, “Boys begin gendered interactions with girls and women at

an early age, and those continue through the life cycle. At each stage those interactions are different, the risk for those interactions to become violent varies, and the approaches to violence prevention need to reflect those distinct realities” (Minerson, Carolo, Dinner & Jones, 2011). While initial efforts to “engage men in gender-based violence” focused mostly on punitive approaches and ending impunity – still a major priority – there is a growing body of evidence finding that well-designed GBV prevention can lead to changes in attitudes associated with men’s use of GBV, reductions in men’s self-reported use of GBV, and in a few cases decreased reports of experiencing GBV on the part of women. Table 1 provides data from recent literature on this topic. Many promising approaches are also tapping into desire of young men in many settings to act in ways that are different from their fathers and the older generation of men.

**Table 1: Evaluation Results on Engaging Men in Prevention of GBV and Sexual Violence**

*The following tables present evaluation reviews that examined impact evaluation studies of interventions reaching men and boys on the issues of GBV and sexual violence (SV). Both reviews included only quasi-experimental research designs (meaning they included data collection before and after the intervention and with a control group); a handful were randomized control trial designs. Overall the data affirm that programmes that were “gender transformative”, meaning the programme deliberately sought to question underlying gender norms are both the most prevalent approaches being used and show higher rates of effectiveness. This label of being “gender transformative” was not necessarily used by all the programme planners but was assessed in reviewing the programme design by the reviewers. Outcome indicators have included: attitudes/attitude change; behaviour intentions; self-reported use of violence; and, occasionally, women’s or partners reports of experiencing violence.*

**Gender-Based Violence**

*(Based on a review of 57 evaluated programmes working with men carried out by Promundo and WHO (WHO, 2007)*

- Effective GBV programmes showed decreased reports by men of the use of physical, sexual and psychological violence in intimate relationship compared to no change reported for control groups in the same settings (*Safe Dates Programme, United States; Stepping Stones, South Africa; Soul City, South Africa; Yaari Dosti, India*)
- Mass-media campaigns have shown some level of effectiveness in changing attitudes toward GBV, with women no longer accepting such violence and men questioning their beliefs that such violence is “justified.” Some of these effective campaigns include the “social soap operas” carried out by Soul City in South Africa and Puntos de Encuentro in Nicaragua. In both cases, widely seen soap operas discussed issues of GBV and community groups were trained to promote community discussions about the topics in the soap operas.
- Most programmes that showed evidence of

**Sexual Violence**

*(Taken from Starting Young: Evidence from an Evaluation Review of Interventions to Reach Boys and Young Men in SV Prevention by Ricardo & Barker, 2012)*

A review of 63 evaluated studies in sexual violence prevention with young men (85% from the Global North -mostly the US) found:

- Most common methodologies are **group education workshops**, some based on participatory learning styles, while others were more didactic.
- **Some involved only boys and young men**, while others were mixed sex. Findings suggest that there are advantages and disadvantages to utilizing mixed sex settings.
  - Of the 65 studies reviewed, a total of 21 targeted men and/or boys only. The remaining 44 were mixed- sex interventions.
  - Of the 21 studies that **targeted men/boys only, nine were in the strongest or moderate categories.**
  - Of these nine, **seven (78%) reported**

attitude and/or behaviour change generally combined some interpersonal interaction (counselling, community discussions or group education) with popular media or mass media messages.

**Other GBV programmes reaching men currently in place with less evidence of effectiveness:**

- Batterer intervention programmes or efforts to work with men who have used violence against women
- Efforts to end impunity within institutions such as the military, and efforts to engage men post-conflict settings

Overall there is more evidence of interpersonal interventions showing success and particularly with younger men. Nonetheless, the emerging consensus is that GBV prevention must also include changing norms and responses within social institutions (schools, workplace, military, etc.)

**significant findings.**

- Of the 44 studies conducted with **both men/boys and women/girls, 18 were in the strong/moderate category.**
- Of these 18, **12 (67%) reported significant findings.**

Therefore, a slightly higher percentage of studies that targeted men and/or boys only was significant. However, there is not enough evidence to determine if single sex or mixed sex more effective but a growing number of interventions seem to be carrying out some activities with young men separately and some with young women separately and subsequently bring them together. Stepping Stones, the Sasa! Programme of Raising Voices and Promundo's Programme H/M initiatives all include this combination of single-sex and mixed sex groups.

- 25 (60%) reported statistically significant **positive effects on attitudes towards violence**, compared to control groups.
- 21 studies evaluated the effects of intervention on attitudes towards **gender roles and/or intimate relationships with women**, including: attitudes towards gender roles; attitudes towards women's rights and roles and; attitudes towards intimate relationships. Of these, 12 showed positive effects in changing these attitudes compared to no changes in control groups.
- **Only one had rigorous evidence showing decreased use of sexual violence by young men** (the school-based intervention, Safe Dates that worked with young people in schools to teach better couple negotiation and communication).

There are many other interventions that employ similar approaches but have not shown evidence of effectiveness mostly because of challenges in insuring consistent implementation and the cost associated with large-scale, longitudinal evaluation surveys. What is common in the effective programmes is a consideration of multiple factors that contribute to sexual violence; identifying specific attitudes and behaviours that programmes sought to change; engaging men as part of the solution in the form of peer promoters; and extensive formative research pre-intervention to understand the factors and narratives about violence in these specific settings.

### Post-Conflict Settings

In numerous conflict settings, evidence is clear that GBV increases and may take on more heinous forms in the case of conflict and the post-conflict period. An important paradigm shift around how to address GBV in post-conflict settings has occurred in the last decade. Initially, the humanitarian response to sexual violence affecting women emphasized the provision of treatment services within a reproductive health context. Now, there is increased recognition that programming must be multi-sectoral – the result of coordinated activities between affected communities, health and social services, and the legal and security sectors in the context of humanitarian assistance, disarmament, demobilization and reintegration and reconstruction (DDRR). There are a small, but growing number of efforts to engage men in GBV prevention and mitigation in post-conflict settings. Some examples of these include:

- CARE Burundi has created “Abatangamuco” (“give light to harness”) which uses dialogue and debate about gender roles to mobilize men to make a personal commitment to changing their behaviour toward women. The men who are designated as Abatangamuco members form community groups who visits the homes of men known to have use violence and invite those men to discussions in which they men publicly discuss their use of violence are assisted and informally monitored by the peer group.
- In Cote d’Ivoire, Liberia, and Sierra Leone the International Rescue Committee (IRC) has long been providing psychosocial support and counselling to women survivors of violence. Recently, IRC has begun recruiting men to act as peer promoters to other men and is carrying out group education with men on GBV.
- In the Balkans, CARE and local NGO partners have created the Young Men’s Initiative to engage young men in critical discussions about the militaristic and nationalistic versions of manhood they were socialized into and which contributed to the Balkans conflicts. Using social media (designed by youth) and group education sessions, the young men – and young women – are promoting, new, non-violent ways of being men.

### **B. LIVELIHOODS**

Programmes which target the extreme poor, as Concern Worldwide does, must consider the particular risk and vulnerabilities faced by these groups (Concern, 2010). Some authors have argued that the focus on women or the “feminization” of anti-poverty programmes has had limited results for alleviating women’s gendered obligations and burdens in coping with poverty, and has in some cases further economically marginalized them (Chant, 2007). As a result, some development experts now argue that poverty alleviation efforts should be re-examined for ways in which men and women can be engaged in such programmes recognizing the gender-specific needs and realities of each (Barker & Schulte, 2010).

### Economic Empowerment

Numerous programmes offer evidence that men's interests and needs for economic empowerment have gone overlooked or under addressed, often creating confusion among men about the purpose of targeting women only. Chant and Gutmann (2000) cite a programme example from South Asia described by Vijayendra Rao, a World Bank economist, that suggests the ramifications of neglecting men's economic empowerment and poverty alleviation needs:

*"... In a programme I was involved in six to seven years ago, men would ask, 'Why isn't there anything for me?' 'Why is there only help available for the women?' And these are valid questions. They didn't have access to credit, but we were giving it to women when the men were better educated and perhaps in a better position to take the information we provided them and be productive. There ... were a lot of conflicts that arose inadvertently" (Chant and Gutmann, 2000:35-36).*

In the wider field of semi-formal and formal microfinance, the Consultative Group to Assist the Poor (CGAP) reports that globally, the majority of participants in microfinance programmes to economically empower "the poor" are between 77% to 100% women and between 0% and 33% men (CGAP, 2010). The non-gendered categorization of microfinance programme participants by their poverty level ("vulnerable non-poor, upper poor, poor, very poor") makes it difficult to capture the diversity and specific needs between and among women and men. Furthermore, little is known about the range of needs of diverse male clients for financial services, or about which men might be excluded, or self-exclude, from participation in existing microfinance programme models and targeting strategies.

### Post-Conflict Settings

While trends and realities vary tremendously by context, the militarization of societies in the context of conflict too often exacerbates violent or militarized versions of manhood, leaving women and girls vulnerable and at the same time suppressing non-violent, more equitable and care-oriented versions of manhood. Men may see livelihood options associated with post-conflict reality as a step down from the opportunities that had fostered a sense of powerful male identity during war. For unemployed and out-of-school young men, (re)joining the fighting forces can offer the status, identity, sense of belonging and remuneration that are unavailable in a displacement camp or a devastated and economically weak post-conflict country (Barker & Ricardo, 2005). These are trends that have only begun to be studied. With respect to disarmament and demobilization, the World Bank and other organisations are now paying more attention to the gendered needs of ex-combatants and those affected by conflict, and are beginning to incorporate their findings into programme development (Emergency Demobilization and Reintegration Project (2002-07)). However, discussions have not, for the most part, included extensive examination of men's roles in families or as fathers.

UNDP and the Inter-Agency Working group on Gender and disarmament, demobilization and reintegration and DDR have developed training materials on

how to better incorporate gender into DDR programming; these materials include case studies of how discussions of gender can be included in the training for DDR managers and in turn how those managers and trainers can promote discussions of gender within their programming. Such efforts, however, have yet to be evaluated.

Moreover, many economic empowerment programmes that aim to bring women out of poverty, including in post-conflict situations, are based on the number of premises – partly sustained by research, and partly not - that men are already economically empowered, that they are not as reliable at paying back loans and that they are not interested in micro credit. While all of these assertions are based on research, there are many examples of men’s behaviours that challenge them. Gender equitable men have been shown to not only support women’s participation in microcredit programmes, but also serve as their allies by changing other men’s negative perceptions, while other men may increase their efforts to dominate their wives when they participate in microcredit programmes (Ahmed, 2008a). For example, in some cases, as Promundo has seen in its research in Rwanda, men accept and support their wives’ participation in microcredit programmes; in others cases, men have reportedly kept more of their income for themselves saying that since their wives have money now, men do not need to help as much; and other men have reportedly become violent due to the challenge in power dynamics within household due to their wives’ participation in microcredit programming. Ahmed and Chant (2007), as well as White (2000) have argued that many stereotypes abound about low-income men in terms of economic empowerment and microfinance programmes. ***Their studies and our experience all suggest that men react in diverse ways to their partners’ or wives’ participation in microcredit programmes thus pointing to the need, at the very least, to carry out research with men about their attitudes and behaviours related to their wives’ participation.***

To turn such research into practice, Promundo is currently working with CARE-Rwanda to design a group education process to engage men as allies in women’s economic empowerment via CARE’s village savings and loan associations (VSLAs) in the context of post-conflict Rwanda. Men are engaged in group discussions – some men-only, others with their partners – and receive information on the logic behind women-focused economic empowerment, couple negotiation and basic business information such as how to invest, much like the information provided to their partners. Although evaluation results are forthcoming, initial feedback at the mid-point of the programme finds that men find it useful and feel more respected simply by being offered basic information on why and how CARE works with women in economic empowerment. At first, CARE staff worried that men would express resentment for not being included in the VSLA groups but this has not been in the case; if anything, the group discussions seem to reduce resentment.

### Land Rights

One of the core enduring symptoms of gender inequality globally is the unequal work-life divide – stemming from the fact that men are generally expected to be

providers and breadwinners (who work mostly outside the home), and women and girls are generally expected to provide care, or to be chiefly responsible for reproductive aspects of family life. Because of this persisting divide, gender disparities in land ownership and rights continues to be seen as an obstacle to women's empowerment and livelihoods initiatives. Findings from the International Center for Research on Women's (ICRW) Gender, Land and Asset Survey (GLAS) show that a, "women's right to own property and assets is as much about power dynamics between women and men as legal rights." However, research and programmatic experiences related to how men can be engaged to support women's land ownership is scant, as is research on men's reactions to efforts to support land rights for women. More research on this topic is urgently needed. As in the case of women's economic empowerment initiatives, we were not able to identify specific examples of research carried out with men on their attitudes toward efforts to promote greater access to land titles for women.

### **C. HEALTH AND NUTRITION (MCH, SRH, HIV and AIDS, and Sanitation)**

As noted earlier, there is a large body of research on men's involvement in some key health areas and a programme evaluation base. The social expectations of how men and boys should behave directly affect attitudes and behaviour related to a range of health issues. Research with men and boys has shown how inequitable gender norms influence how men interact with their partners, families and children on a wide range of issues, including preventing the transmission of HIV and sexually transmitted infections, contraceptive use, physical violence (both against women and between men), domestic chores, parenting and their health-seeking behaviour. The field of sexual and reproductive health (SRH) and HIV and AIDS is where most progress has been made in men's engagement.

A comprehensive review of policy approaches to engaging men and boys conducted by the World Health Organisation states that changing men's harmful attitudes and roles is a crucial element in reconstructing gender relations (WHO, 2010). For example, men who adhere to rigid notions of manhood and who equate masculinity with risk-taking, dominance and sexual conquest tend to have more negative attitudes towards condoms and use condoms less consistently – putting themselves and their partners at greater risk of contracting HIV and other sexually transmitted infections (STIs) (Noar & Morokoff, 2002). Constructions of masculinity – such as the notion that 'real men' do not get sick – are implicated in men's reckless driving and death in car accidents, (Courtenay, 1998) and in health seeking, for example, their lesser use of HIV counselling and testing services and antiretroviral therapy in relation to HIV, (Nachege et al., 2006) and their general underutilization of health services which are generally seen as female spaces (Nachege et al., 2006). At the institutional level, men's health is impaired by gendered divisions of labour, which shape men's participation in dangerous industries and occupations, and may obligate men to migrate or spend significant amounts of time away from home, as has been widely reported in research from South Africa, India and other settings with high internal migration of men for work (Schofield, Connell, Walker, Wood & Butland, 2000).

While men and masculinities are implicated in gender inequalities and poor health, men also have a positive role to play in fostering gender equality and good health. Some men already live in 'gender-just' ways: they respect and care for the women and girls in their lives, and they reject sexist and harmful norms of manhood. Other men are engaged in public efforts in support of gender equality in such fields as violence prevention, HIV and AIDS prevention and education (Connell, 2003). Some examples of programmes that have made questioning of gender norms a central part of their intervention include:

- The One Man Campaign in South Africa (Sonke Gender Justice) in which young men question violence against women and tap into the positive spirit of the anti-apartheid movement to promote new ways of being men and holding male leaders accountable for their misogynistic attitudes;
- The Programme H/M approach (see box on page 22) in which young men and young women come together in separate and then mixed sex groups to critically reflect about gender norms. Youth promoters also wrote and produced radio soap operas which were played in the community and that promoted greater dialogue and negotiation between partners.
- In diverse settings globally, Futures Without Violence engages coaches to reach boys with messages about ending violence against girls, in an initiative called "Coaching Boys into Men". A playbook for coaches combined lesson plans for teaching teamwork and general physical preparation with messages on how to question other boys and young men who make sexist remarks about girls or who show tolerance for sexual or physical violence against girls. This process is being implemented in India with cricket coaches in partnership with the International Center for Research on Women.

### HIV and AIDS

The use of a gender perspective in the context of HIV requires a look at the relations and power hierarchies among all sexes and sexual identities, as well as the structural contexts that reinforce and create power relations between and among them (Betron, Barker, Contreras & Peacock, forthcoming). Sexual behaviour studies globally indicate that men – whether married or single, heterosexual, homosexual or bisexual – have higher reported rates of partner change than women (Sonke Gender Justice Network, 2010). Stigma and discrimination against MSM and transgender individuals also exacerbates HIV vulnerability in a number of ways. Risk factors such as poverty and invisibility along with negative social attitudes may lead to internal stigma (shame, low self-esteem), thus decreasing health-seeking behaviour and increasing sexual risk-taking (Betron, et al., forthcoming). The international community, including the United Nations, has come to recognize the importance of a gender perspective and of engaging men and boys in programming to address HIV. For example, the UNAIDS Agenda for Accelerated Country Action for Women, Girls, Gender Equality and HIV (Agenda for Women and Girls) acknowledges the need for male involvement in a gender-equitable response to the pandemic:

*“Changes in the attitudes and behaviours of men and boys, and in unequal power between women and men, are essential to prevent HIV in women and girls.” (UNAIDS, 2010)*

Some examples of evidence-based approaches to reach men and boys with HIV and AIDS prevention:

- ✓ Workplace campaigns to promote HIV testing;
- ✓ Creative social marketing campaigns to promote condom use (that promote condom use, HIV testing, partner discussions and partner reduction as part of more “gender-equitable” lifestyles);
- ✓ Campaigns and outreach that focus on specific groups of vulnerable men, including mobile or migrant men, such as truck drivers;
- ✓ Engaging male outreach workers to provide home-based care for HIV-positive men, and specifically recruiting men and training them in providing home-based care;
- ✓ Combining group education with critical reflections about gender norms together with medical male circumcision (MC) in regions where MC is appropriate and recommended;
- ✓ Media campaigns together with community outreach that encourages men to seek testing and to follow up to get test results (and treatment if necessary).

### Maternal Health

While men have been included from a gender perspective in HIV prevention and GBV prevention efforts, the roles men can play in supporting and impeding maternal health have garnered inconsistent attention. More than four out of five men worldwide will become fathers in their lifetime, and many more will assume father - figure roles in their families and communities. Through their roles as partners, brothers, uncles, or peers, most men become influential persons—fathers, coaches, mentors, and community leaders—whose attitudes and behaviours have considerable consequences for the maternal health of women and girls. Additionally, it is usually men who control the household income and who hold the decision-making power in matters which can affect maternal health- whether it be with respect to access to social services or reproductive and contraceptive choices.

Research has shown that male involvement during the prenatal, new born and early childhood period can lead to positive outcomes for fathers, mothers and children, including increasing the likelihood that the father will continue to participate in caregiving throughout his children’s lives (Burgess, 2007). Additionally, the more men are involved in childcare the more they will help to diminish these inequalities both in the workplace and at home (Burgess, 2007). In multiple parts of Eastern Europe and a few examples in sub-Saharan Africa and Latin America, men have been involved in pre-natal courses for birth preparation (sometimes called Fathers’ clubs), but these experiences are still inconsistent. IMAGES data, previously cited, has shown that 60-80% of men belonging to countries who participated in IMAGES

went to at least one pre-natal visit. Based on this finding, Promundo and partners are working with the public health sectors in Brazil, Chile and South Africa to explore ways to use the pre-natal visit as a way to reach men with messages about safe childbirth, violence prevention and promoting men's involvement in child care.

Indeed, despite the obvious benefits, many men feel ill equipped to participate in their partners' SRH, particularly during pregnancy. Research found that the reasons men may not be involved in maternal, newborn and child health (MNCH) are more often related to external or structural factors such as work demand, hospital regulations, and health provider attitudes than to men's perceptions of gender roles or negative attitudes about MNCH (Carter, 2002; Carter and Speizer, 2005). Limited access to prenatal and labour and delivery care and limited family and community support are also major factors that impact women's vulnerabilities to maternal morbidity and mortality.

### ***An Overlooked Development Issue: Men and Care Work***

The issue of engaging men in care work and caregiving is probably one of the most overlooked and understudied issues in gender equality in the Global South. Time use studies clearly affirm the unequal care work divide that has persisted in much of the Global South even as women now represent 40% of the paid work force globally. At the same time, there is evidence of men's increasing participation in caregiving – at least in some Global South settings among younger men in urban areas (in data from Rwanda, several parts of Latin America, South Asia). Furthermore, global trends are pushing more toward men's involvement in caregiving. While trends vary tremendously by region and country, several tendencies can be affirmed: (1) slight increases in men's time allocation to care activities in some contexts; (2) decreasing fertility rates globally (with implications for men's time use and their financial investment in children), and (3) increased rates of marital dissolution and growing rates of female-headed households in some contexts, also with implications for men's participation in families (Barker and Pawlak, 2011). What all these trends suggest is that there is a move toward smaller families and potentially increased participation by some men in the lives of their children. In spite of this growing evidence, very few existing gender equality initiatives in the Global South have sought to increase men's involvement in care work, nor to study it, with the exception of a handful of efforts in HIV and AIDS care. As noted above, Promundo and Sonke launched the MenCare campaign in 2011 to seek to drive this issue ([www.men-care.org](http://www.men-care.org)). The website provides references and examples of how to engage men in maternal and child health and in promoting children's education and development.

### Nutrition

Male involvement in infant and child nutrition is an emerging if not neglected field in public health. A formal assessment conducted by the Infant and Young Child Nutrition (IYCN) project in western Kenya reveals that fathers feel responsible for having information that will enable their family to have good health and nutrition (IYCN, 2011). Additionally, caring for children was split between mothers who were in charge of selecting and preparing food and fathers who provided payment for the food as well as “encouraged their wives to feed the children a variety of fruits, beans and vegetables.” A pilot programme was then conducted by the IYCN to encourage fatherhood involvement in child nutrition and engage men’s support groups to serve as infant and young child feeding role models (Martin, Mukuria & Maero, 2010).

A study on infant nutrition found that fathers who participate in breast-feeding education programmes significantly increased the rates of exclusive breastfeeding, an important finding especially for areas where breastfeeding is discouraged (Susin & Giugliani, 2008). Even for fathers who do not live at home with their children, research found that child support payments improve children’s health and nutrition (Graham et al., 1994; Knox & Bane, 1994). Overall, however, research and evidence-based practices on engaging men is slim. More research is needed on the best ways fathers can encourage healthy nutrition for both their partners and children.

### Water and Sanitation

Women and girls are often the primary users of water and continue to hold most of the responsibility of sanitation within the household (World Bank, 2010). According to a World Bank working paper on Water and Sanitation, “gender stereotypes concerning the abilities and interests of men and women, often create non-equitable and non-representative decision-making in this sector” which leads to structures that subsume women’s time in repetitive and non-productive tasks (World Bank, 2010).

In order to close the gender divide a few notable programmes have attempted to incorporate men more equitably in water and sanitation. Key learning experiences from a Senegalese programme entitled, *Involving Men in Hand Washing Behaviour Change Interventions* found that men are gatekeepers and role models when it comes to hygiene information that can support or hinder behaviour change (Koita, 2010). It was found that men who are engaged in hand washing interventions early on are more likely to take responsibility for their family’s hand washing behaviours (Koita, 2010). Another programme from Fiji’s water, sanitation and hygiene (WASH) programme incorporated a community dialogue approach to their intervention in which men and women participants shared how they thought the WASH programme shaped gender roles and relationships (Halcrow, Rowland, Willetts, Crawford & Carrard, 2010). An evaluation of this programme found that men and women experienced a “sense of community unity” through working together, women felt more respected and valued by men, and that men reported participating more in household sanitation and water management (Halcrow, et al., 2010).

## **Education**

It is important to recognize the importance of the school system as a locus for the production of gender norms – either more equitable/less violent ones or inequitable/violent ones. For example, surveys carried out by ICRW in India found that two-thirds of boys ages 12-14 in a cluster of low income schools in India said they experienced at least one form of violence in the last three months at school (Achyut, Bhatla, Khandekar, Maitra & Verma, 2011). Physical violence and emotional violence were common, affecting 61% and 49% of boys, respectively. Studies in Sub-Saharan Africa found similar results where boys reported that they, too, experienced verbal and physical abuse especially related to homophobic bullying, and were targeted unfairly by teachers (Leach, 2008). They also had negative attitudes and low regard for girls who they saw as seeking the favour of teachers (Leach, 2008). The most widely evaluated school-based programmes involve dating interventions that seek to reduce violence against women and challenge gender stereotypes. Though evaluations of these dating programmes show mixed results, Safe Dates, a U.S.-based intervention and the Youth Relationship Project from Canada show particularly promising results (WHO, 2009). A randomized control trial of Safe Dates, which targets 13-15 year olds using group education and theatre, showed that participants experienced less psychological, sexual and physical abuse from their partner when compared to a control group both one month (Foshee et al., 1998) and 4 years (Foshee et al. 2005) after the programme ended.

There are numerous global coalitions calling attention to girls' educational vulnerabilities in the Global South, but few of these have acknowledged the gender equality dividend of higher levels of educational attainment for boys (Barker, et al., 2012, in press). Data from IMAGES, including several Global South settings, found that men with higher levels of education (that is, completed secondary education) had more gender-equitable attitudes, were less likely to use violence against partners and showed greater health-seeking behaviours. In terms of men's own well being, men who had higher educational attainment (again, meaning they had completed secondary education, or had some secondary education) were less likely to report alcohol abuse, depression, delinquency, having been imprisoned, and experiencing or using violence in the community.

In Mexico, there has been some attention to ensuring that educational curricula for primary and secondary school are free of gender stereotypes and that teachers are trained in gender. This policy issue has received some attention, but including gender and gender equality as an overarching theme throughout public school curricula in Mexico will require a more explicit focus. In Brazil, Programme H (see the box overleaf entitled "What is Programme H?" for more information) and the state secretariats of education in two states have created an online teacher training portal with gender-focused sexuality education and GBV prevention processes; teachers who take the online course get continuing education credits and are encouraged by school administrators to implement group education and youth-led school campaigns on gender equality. Implementation of sister programmes in the

Balkans and in India, with CARE and ICRW respectively, have, as in the case of Brazil, measuring changes in attitudes and reductions in certain forms of violence on the part of boys (Barker et al., 2012, in press).

### **What is Programme H?**

Coordinated and co-authored by Instituto Promundo, Programme H (H for the Homens and Hombres, the words for men in Portuguese and Spanish) seeks to engage young men and their communities in critical reflections about rigid norms related to manhood. It includes group educational activities, community campaigns, and an innovative evaluation model (the GEM scale) for assessing the programmes's impact on gender-related attitudes. The manual is comprised of 5 separate sections: Sexual and Reproductive Health, Fatherhood and Caregiving, From Violence to Peaceful Coexistence, Reasons and Emotions and Preventing and Living with HIV and AIDS.

After participating in Programme H activities, young men have reported a number of positive changes including:

- Higher rates of condom use;
- Improved relationships with friends and sexual partners;
- Greater acceptance of domestic work as men's responsibility and
- Lower rates of sexual harassment and violence against women.
- 

Promundo and partners also developed a young women's component – Programme H (for mujeres/mulheres) that includes a set of group education activities for young women to promote more gender-equitable and empowered norms for young women. When possible Promundo and partners carry out the two sets of group education together with youth-led community campaigns. A typical intervention consists of some group education for young men in single-sex groups, some group sessions for young women in single-sex groups and then some mixed sex groups. Promundo and partners have developed no-words cartoon videos – “Once Upon a Boy”, “Once Upon a Girl” and “Afraid of What?” (about homophobia), to accompany the manuals. The videos serve as a discussion starter with young people (or with parents, teachers or health promoters) and what gender means in the lives of young people.

## **Summary of the State of the Field in Engaging Men and Boys in Gender Equality**

While relatively brief, Part 2 highlights four key messages based on the current evidence around men's engagement.

**(1) A base of evidence exists showing that engaging men in gender transformative and well-designed approaches leads to positive outcomes for women, men and children.** Including men as equal partners, involved caregivers and supportive members of society is a responsible approach that considers relationships as a whole and synergies between people rather than pieces of them. Men have shown that they can change their attitudes and behaviours around gender-based violence, sexual risk taking and more when interventions are informed by the local context.

**(2) Few of these efforts have been scaled up or incorporated into the policy level.** Evidence-based programmes that are implemented in one region must be implemented in another and programmes that show promise must be made available to a larger populace. International organisations and men's engagement networks must continue to advocate for additional funding for these initiatives. Though international funders are only just becoming aware of the importance of engaging men the situation is improving. Additionally, more rigorous evaluation research must be conducted to determine the effectiveness of new and existing interventions that expands the knowledge base around "what works."

The evidence that does exist has yet to bear fruit at the policy level especially around issues such as paternity leave. The lack of policies that encourage men's involvement within the family is a reflection of the traditional norms that persist in various cultural contexts (i.e. the mother is the one who cares for the children and the father earns the income). Campaigns such as MenCare are currently working to address the disparities between the demand and provision of policies that support gender equality.

**(3) Little research and few programme experiences existing around understanding men's reactions to women-focused economic empowerment programmes.** More research is needed to clarify and/or dispel conceptions of men as unsupportive or invisible partners in women's economic empowerment programmes. It is time to begin working with men as part of the pathway that allows women to bring themselves out of poverty. Additionally, while current evidence suggests that men are less likely than women to invest their income back into the family we need to take into consideration to what extent those behaviours are a result of rigid gender norms in and of themselves.

**(4) Few efforts have targeted the issue of men's time use, their contribution of resources to the household and sought to increase their participation in care work.** While efforts such as the MenCare and the One Man Can campaign seek to

support men's participation in caregiving, conduct research and implement and evaluate programmes around men's caregiving, more support from international non-governmental organisations, governments and UN agencies is urgently needed.

## **PART 3: Concern Staff Perspectives on Engaging Men**

As stated previously, interviews with key staff members took place via Skype and telephone over the course of three weeks. The 15 staff interviewed came from different levels within Concern including Regional Directors, Country Directors, Assistant Country Directors and Advisors in health, livelihoods, education, HIV and AIDS, nutrition, gender, equality and social protection. Interviews were conducted to understand the views and insights they had into engaging men in gender equality programming. Major topics discussed included past and current work experiences in engaging men in gender equality, the importance of this approach to Concern's work, risks of engaging men, and recommendations on how Concern could engage men to a greater extent in gender equality. A summary table of these perspectives is provided on Page 25.

### **A. PAST AND CURRENT WORK EXPERIENCE**

As shown in the table, staff vary in their level of programmatic experience in men's engagement. Those with the least experience<sup>2</sup> tended to acknowledge immediately that they had little work experience in men's engagement, or had indirect experiences. Those who said they had the least experience could speak to a few programmes that they knew included men in gender equality, but did not necessarily know the outcome or how the programme was received at the field level:

*"I don't know if it was specifically at the time in relation to gender equality, but when we did HIV and AIDS education sessions we did [engage men and boys in separate sessions]. I suppose it was a gender issue, but that would really be my only experience."*

Several staff, including those with more experience in engaging men in gender equality also cited that the inclusion of gender as a cross-cutting issue varies from setting to setting; person to person.

*"I don't think we're doing something specifically targeting gender. Much more on the specific health and nutrition issues. The level of mainstreaming gender varies from country to country."*

Respondents with moderate experience felt more comfortable during the interview to discuss their past and current professional experiences in engaging men. Though

---

<sup>2</sup> Definitions for each level of experience are provided on the Summary Table on page 25.

not an experience exclusively linked to those with “moderate” experiences, a few of the respondents in this category became aware of the importance of inclusive gender programming through trial and error saying, *“We just kind of realized that we had ignored this important group -- husbands.”* These experiences permitted staff to be more critical than those with limited experience of how development and donor organisations often consider men’s engagement as an afterthought, and expressed frustration over the stigma that men face as perpetrators of violence and as absent, unsupportive and/or unreliable partners.

Those with extensive experience had thought the most critically throughout their careers as reproductive health specialists, former professors of sexuality and related fields and self-defined “gender experts”:

*“Before this I was an adviser in HIV and livelihoods and linking the two, and gender equality. I was also, for a time, teaching at the University of Amsterdam in charge of the sexuality and culture department so there was a lot around gender and masculinity, conceptual frameworks around gender, the major bodies of thought in gender, etc.”*

Like those with moderate experience, respondents with extensive experience in engaging men could speak easily on the topic of gender and men’s engagement. They also went beyond, speaking about the need for synergy in the gender field; the need to go beyond compartmentalizing men and women programmatically, and move towards more holistic perspectives regarding relationships and power dynamics. ***While we only interviewed a relatively small number of staff, it was clear from these interviews that Concern has at least a small body of staff with a strong understanding of engaging men in gender equality and with ideas on how to do so that are consistent with the state of the field of practice globally.***

## **B. RISKS AND APPREHENSIONS IN ENGAGING MEN**

When questioned about the risks of engaging men in gender equality the most common response was that engaging men could serve to further isolate and disempower women:

*“The risk is men are already empowered. What we need to do is systematically engage them. We don’t want it to come at the cost of female empowerment.”*

A couple of respondents were sceptical fearing that men’s engagement would be seen as another “vogue” approach that would take limited resources away from women’s empowerment programmes, without properly accounting for the unintended effects of such activities.

Another risk respondents mentioned, also mirrored in the Staff Recommendations section of this paper, was failure by Concern to provide necessary guidance, tools, training and other support structures to staff in the home and field offices regarding new men’s engagement initiatives:

*“A risk would be if we are not clear about the objective of engaging men. It should be very clearly set that we are engaging men for gender equality. Through livelihood, education, health comes afterwards.”*

*“I would say we don’t have people who know how to systematically address gender in our programmes. We pay a lot of lip service to this. I think it needs to be resourced appropriately. The fact that I can’t easily place my hand on someone who could serve as a resource speaks to the need for more explicit mechanisms for tapping into that type of state of the art thinking in terms of male involvement.”*

Respondents felt that the way in which the paper and accompanying tools for *How Concern Understands Poverty* serves as the gold standard as to how the organisation should roll out programmatic priorities to all staff. ***They felt that a similar set of guidelines would be necessary and useful if Concern seeks to promote engaging men in gender equality in a crosscutting way.***

### **C. CONCERN STAFF PERSPECTIVES IN ENGAGING MEN IN GENDER EQUALITY**

In order to gauge staff attitudes towards engaging men in gender equality respondents were grouped into one of four “clusters” of perspectives. A majority of Concern respondents were aware of and related the importance of men’s engagement to their specific area. In fact, most respondents were classified as having “Gender Transformative” perspectives on men’s engagement meaning that they believe in the need to transform gender roles and promote more gender-equitable relationships between men and women:

*“There’s always been a tendency to create safe spaces for girls whenever there’s talk about violence or their rights and we’re trying to move away from that and into the engagement of girls AND boys together whether its in sex education, HIV education, rights education.”*

*“Here it’s more about men and women, and also age, and power in relationships. It’s about inequalities and power here, and if it’s about these things then you have to engage both partners.”*

***Though the sample selected for this scoping study is not representative of all Concern staff, the number of respondents who fell into the transformative category demonstrates that those interviewed both understand and are sensitive to the need to engage men more equitably in their programming.*** Though some have difficulty in finding the appropriate “vocabulary” to express their support for more gender equitable programmes their experiences in the field showed them the current gaps that exist for Concern.

Those who fell into the “Sensitive” category were able to articulate why engaging men in gender equality would help address their gender specific needs, they did not

take the extra step to analyse ways in which this approach could transform their current roles:

*“There’s this whole area around understanding of pressure and community roles and we don’t think about it enough. You could look at a man who has 6 girls and he would feel pressure from both male and female relatives to have a son.”*

Respondents who fell into the “Women in Development” category were found to favour the traditional, women-focused gender programming often at the exclusion of men, especially if resources are limited:

*“Generally we look at who is most influential who are key target groups. Are men there a blockage? In that case work with men. But many times we see that there is more impact in working with women. If we have limited resources, we will prioritize what is most effective and that’s usually women.”*

Finally, those who were categorized as “Engaging Men for Efficiency Purposes” described that the principal way in which men should be engaged is as gatekeepers in order to gain access to women (wives, daughters, etc.). Respondents wanted to “transform” men’s gendered perspectives, but it was with the end goal of gaining access to women, rather than transforming gender relations in ways that should include and would effect both women and men:

*“There was a lot of opposition to the programme and resistance to allowing women to participate in savings groups, reflect circles. A lot of negotiation had to be done with men. There are also security implications of working only with women so we’ve also started ...centres for young boys and young men doing computers, English, mathematics.”*

***Despite the overwhelming majority of Concern staff who were interviewed, share gender transformative perspectives, there is still a need to move beyond being “gender sensitive” approaches or simply being aware of the need to engage men for women’s empowerment to achieve a level of programming that understands men’s own lived inequities such as unemployment, racial discrimination, lack of access to children, and societal pressure to conform to an unrealistic standard of masculinity.***

**TABLE 3: SUMMARY TABLE OF STAFF RESPONSES TO ENGAGING MEN IN GENDER EQUALITY**  
*(Numbers in parentheses indicate # of staff)*

Staff Experiences in Engaging Men in Gender Equality	Concern Staff Perspectives on Engaging Men	Risks and Apprehension around Engaging Men
<p><b><u>Limited Experience</u> (3)</b> - Respondent says that he/she has very little or indirect experiences with engaging men in gender equality.</p> <p><b><u>Moderate Experience</u> (6)</b>- Respondent says that he/she has some direct experience in engaging men and provides some examples. He/she feels somewhat comfortable discussing the topic.</p> <p><b><u>Extensive Experience</u> (5)</b>- Respondent reports that he/she has worked with men for a number of years and expresses a deep interest in the topic.</p>	<p><i>Note: Respondents were grouped into one of three “clusters” of perspectives to gauge their attitudes towards men’s engagement. One person fell into both the “Women in Development” category and “Engaging Men for Efficiency Purposes” category.</i></p> <p><b><u>Engaging Men for Efficiency Purposes</u> (2 respondents)</b> - Respondent describes that one of the principal reasons to engage men is to gain access to women (wives, daughters, etc).</p> <p><b><u>Women in Development</u> (2 respondents)</b> - Respondent prioritizes the integration of women in programmes at the exclusion of men.</p> <p><b><u>Gender Sensitive</u> (2 respondents)</b> - Respondent recognizes the specific needs and realities of women and men based on the social construction of gender roles.</p> <p><b><u>Transformative</u> (9 respondents)</b> - Respondent believes in the need transform gender roles and promote more gender-equitable relationships between men and women.</p>	<p><b>Engaging men could serve to further isolate and disempower women (3).</b></p> <p><b>Resistance from men who believe that gender equality programming serves to disempower them (2).</b></p> <p><b>Men’s engagement initiatives are rolled out to all country programmes without clear guidance to the field (2).</b></p> <p><b>The greater risk is in <u>excluding</u> men from Concern programming (2).</b></p> <p><b>Engaging men in gender equality programming (specifically in conservative areas) can lead to conflict (1).</b></p> <p><b>New programmes that engage men may take away from the limited resources that empower women (1).</b></p>

#### **D. STAFF NEEDS**

During the interviews, staff cited various technical needs they would require in order to feel prepared to engage men in gender programming. ***Perhaps the most common need was regular training for staff to explain the equitable inclusion of men and boys in gender programming, clear misconceptions and address the failure to apply gender equitable concepts at a personal level.*** As one respondent stated:

*“Our staff gets the concepts but it’s more difficult to see how behaviours are linked to these concepts. When staff goes home, no one challenges Baba at home... We have a savings group here in our office, but they save for kitchen utensils. It reinforces your reproductive role, but why do you do it? They say if I get divorced from my husband it’s the only thing I can keep. The women don’t challenge or transform their roles despite their trainings and explorations of gender equality.”*

***Another principal need cited by staff was resources such as publications on best practices for engaging men, current research and validated manuals.*** Almost all staff felt that engaging men was essential to filling a gap in Concern’s gender equality programming, but they lacked the tools to inform themselves more technically let alone train anyone else to implement the work. Other needs mentioned include:

- Gender analyses conducted “at all levels”
- Specific technical capabilities including monitoring and evaluation in the field offices
- Research needs:
  - Conduct a scoping study not only at the organisational level, but at the field level to determine who in the field has capabilities to carry out programmes that engage men, what resources are available to carry out such a programme donor interest and more.
  - Determine what (if any) is the correlation between men’s engagement and health care seeking if there is a correlation between men’s engagement and improved health outcomes, between men’s equitable engagement and land rights for women

#### **E. STAFF RECOMMENDATIONS**

Finally, staff were asked to provide recommendations in order to guide Concern in how to best integrate the engagement of men into gender equality. Here were their responses in order from the most mentioned to the least. It is most obvious that staff want clear direction from executive leadership prior to rolling out this approach. They frequently cited *How Concern Understands Poverty* as the ideal example of how to do this:

- The rollout of new priorities needs to be well informed (5 respondents).

- Ensure that there is adequate and contextually appropriate training for Concern staff (4).
- Conduct formative research on this subject to inform and educate staff about best practices (3).
- Remove gender from the programmatic “checklist” and make it more sophisticated/holistic (2).
- Discuss targeted programming with men before rolling out new activities (1).
  - This was said within the general context of engaging men at the field level. The respondent stated that workshops and sessions are needed to understand how men construct their own behaviours and expectations and how they would affect their commitment to a programme.
- Critically examine the relationship between poverty and gender including the impact on men (1).

Annex 1 provides a list of those resources that staff mentioned that they currently used or drew on for gender issues and in thinking about engaging men.

## **PART 4: Recommendations**

Taking into account Concern’s focus and its strategic advantages, we suggest the following as next action steps:

**First and foremost, Concern is ideally placed to explore ways to engage men in gender-specific ways in key poverty alleviation programmes.** The “Walking the Talk” report makes it clear, as have other similar assessments, that CTs and other economic empowerment initiatives focusing on women do have positive impacts, but generally do not transform gender relations in the long run. They too often reinforce the reproductive-productive work divide – that is they reinforce women’s multiple caregiving burdens and continue to reinforce the notion of men as negligent. The findings in this report are almost identical to those seen in other assessments with other forms of women’s economic empowerment – notably the VSL approach. With some exceptions, none of the major international poverty alleviation INGOs have taken on a bold, affirmative approach of trying to change the status quo of such programmes by actively and strategically engaging men as partners and change agents, in particular seeking to change men’s participation in the household and to actively support and affirm women’s economic empowerment while also affirming men’s roles as potential and actual caregivers. Concern Worldwide is in a strategic position to do – working via some its major income support/poverty alleviation initiatives.

**Identify two to three settings where Concern has on-going MCH projects and promote engaging men in caregiving and MCH:** Several respondents noted the challenges of engaging men in caregiving and in MCH, while others mentioned examples of already doing so but in small ways. Given women's "time poverty" and time burden, carrying out targeted efforts to promote men's involvement in care work could be a strategic advantage for Concern, particularly if combined as part of existing MCH initiatives. In addition to improving the outcomes for Concern's existing MCH projects, carrying out and documenting such experiences would be important for the MCH field globally, which so far has done little to engage men in MCH, and could provide Concern with much needed first experiences in engaging men in more comprehensive ways.

**Carry out targeted formative research projects with Concern beneficiary men, and partners of women beneficiaries on relevant topics,** in particular: (1) men's perspectives on women's economic empowerment and women-focused cash transfers; (2) men's gendered poverty needs and realities. The vast majority of Concern's cash transfer initiatives in humanitarian settings have focused on women, just as much of its livelihoods work has focused on women. Carrying out research on men's responses and attitudes about such programming and men's own needs in terms of poverty could in turn lead to new couple-based or family-based interventions in which the gendered needs of men and women are more fully taken into account. Concern could build on experiences such as that with CARE-Rwanda.<sup>3</sup>

**Carry out visible demonstration projects in 2-3 settings with impact evaluation, using GEM Scale and other evaluation instruments.** This could include one robust intervention in the area of GBV, one in MCH and one in cash support or poverty alleviation with a specific focus on men. Having a set of "showcase" interventions such as this could help Concern feel it "owns" work with men in gender equality and provide visibility within the organisation on how such programming can work. The Gender Equitable Men Scale is an attitude scale now used in more than 20 countries that effectively assesses women's and men's views about masculinities (and femininities). How women and men respond to the questions is highly correlated with a number of key behavioural outcomes, which means the GEM Scale serves as both a useful proxy of some behavioural outcomes (while these attitudes are important to change in their own right). Information on how to use the scale, as well as other instruments used to assess men's attitudes and behaviours can be found in the "toolkit" on engaging men: <http://www.promundo.org.br/en/sem-categoria/engaging-men-and-boys-in-gender-equality-and-health-download/>

**Insure that gender transformative indicators for women, men and at the couple level are built into all existing programming,** particularly couple dynamics indicators. Even when it makes sense for initiatives to focus on women, it

---

<sup>3</sup> Promundo would be willing to share the instruments and the training module for men developed as part of this initiative.

would be important to also carry out interviews with men and use existing questions to men about household dynamics (who makes decisions about what), time use (who spends time doing which activities in the home), economic stress (for both women and men), gender attitudes (using the GEM Scale and others), use of health services and use of violence (women's reports of experiencing such violence) and men's reports of use. The International Men and Gender Equality Survey (IMAGES) carried out a wide-ranging scan or review of existing instruments to assess women's and men's gendered realities and needs. These instruments can be consulted at:  
[http://www.icrw.org/pdf\\_download/1383/dfce3bee73c327ebb26f86917839ec8e](http://www.icrw.org/pdf_download/1383/dfce3bee73c327ebb26f86917839ec8e)

**Provide cycles of staff training to key staff who are in a position to affect change within Concern.** For Concern staff to feel comfortable including men in areas traditionally seen as referring to women, it will likely want to take advantage of spaces such as annual education workshop coordinated by an Education Adviser. Concern could use these and other annual conferences as spaces to disseminate information on the state of the field in engaging men in gender equality. It could also be useful for some senior staff in a position to "champion" the issue of engaging men to participate in regional events related to MenEngage, for example.

**Connect to the national and global community of practice in engaging men in gender equality,** including national MenEngage networks (as in case of Bangladesh office), regional, global. MenEngage, Forum for Engaging Men (FEM) in India and other regions.

**Create processes to engage and champion staff who take on the issue of engaging men.** For work with men to be incorporated in Concern's existing work, at least a few key individuals will need to become champions of the issue. As noted above, this might include providing funding for them to review existing training materials and identify new opportunities internally and for funding, and participating in regional, national or global meetings on the topic

**Provide an annotated list of key resources and a summary Concern position paper on the why and how of engaging men in gender equality** (with a webinar or other ways to share them). Throughout this document, we have provided some of these but it may also be useful for someone at Concern to review the most relevant of these and then provide them in annotated form to country office staff.

**Enhance SGBV programming to incorporate the state of the field in effective programming to engage men.** Most programming that we heard about and read about has focused on a rights-based approach, providing participants with information on the rights and laws that protect – or should protect – women from violence and exploitation. While useful, it would be key for staff working in SGBV programming to enhance such programming taking into account the emerging evidence mentioned in this paper – particularly the need for spaces for men to talk about their experiences of witnessing violence and engaging men at the community

level who are willing to be spokespersons on the issue and be engaged as agents of change.

**Adopt some “easy to implement” ideas in every country office**, such as the White Ribbon Campaign, MenCare campaigns with activities in country offices to help change the imagination, promote Concern staff champions of the issue. Such efforts can help staff gain a first experience in engaging men and use such experiences to expand activities from 16 days to 365 days of activism to engage men.

**Have clear “do no harm” principles built into it**, making sure women staff and partners/beneficiaries are always consulted, always part of the process. In guidance to its staff, Concern should make it clear that working with men is not replacing efforts to empower women but to improve those efforts. Similarly, Concern needs to take care that engaging men in gender equality does not supplant the important efforts to promote women’s leadership, both within Concern country offices as well as at the community level.

In all of these recommendations, Concern headquarters will need to consider how it can provide the following:

- Clear guidance from headquarters in the form of tools, processes and guidelines;
- Staff training that includes a personal reflection about gender norms;
- Testing and piloting of materials, approaches and safeguards required to engage men as indirect beneficiaries (for examples manuals or toolkits with example activities on engaging men, or educational material, where literacy permits, to reach men on the rationale behind such programming);
- Formative research in several sites to have a better understanding of household gender dynamics, in particular engaging men in these studies in ways that have not been done;
- Additional use evaluation approaches and instruments that look more closely at household dynamics and that look at men’s participation in the care economy; and
- Strategies not simply for consulting men but for actively engaging them as change agents in the process.

## References

- Achyut P., Bhatla N., Khandekar S., Maitra S. & Verma R.K. (2011). Building support for gender equality among young adolescents in school: Findings from Mumbai, India. New Delhi: International Center for Research on Women (ICRW).
- Ahmed, F. (2008a). Hidden Opportunities: Islam, masculinity and poverty alleviation. *International Feminist Journal of Politics*, 10(4), 542-562.
- Atkin, L.C. (2009). Global symposium engaging men and boys. Retrieved from <http://www.promundo.org.br/wp-content/uploads/2010/06/Global-Symposium.pdf>.
- Barker, G., Contreras, J.M., Heilman, B., Singh, A.K., Verma, R.K. & Nascimento, M. (2011). Evolving men: Initial results from the International Men and Gender Equality Survey (IMAGES). Washington, D.C.: International Center for Research on Women and Rio de Janeiro: Instituto Promundo.
- Barker, G., Greene, M., Siegel, E.G., Nascimento, M., Segundo, M., Ricardo, C.,...Pawlak, P. (2010). What men have to do with it: Public policies to promote gender equality. Washington, D.C.: International Center for Research on Women and Rio de Janeiro: Instituto Promundo.
- Barker, G. & Pawlak, P. (2011). Men, families, gender equality and care work. In *Men in families and family policy in a changing world* (9-45). New York: United Nations.
- Barker, G. & Ricardo, C. (2005). Young men and the construction of masculinity in Sub-Saharan Africa: Implications for HIV/AIDS, Conflict, and Violence. *Social Development Papers: Conflict Development and Reconstruction*, 26.
- Barker, G. & Schulte, J. (2010). Engaging men as allies in women's economic empowerment: Strategies and recommendations for CARE country offices. Care Norway.
- Barker, G., Verma, R., Crownover, J., Segundo, M., Fonseca, V., Contreras, J.M....Pawlak, P. (*Forthcoming*). Boys and education in the global south: Emerging vulnerabilities and new opportunities for promoting change in gender norms. Cape Town: Sexual Violence Research Institute (SVRI).
- Betron, M., Barker, G., Contreras, J.M. & Peacock, D. (*Forthcoming*). Men, masculinities and HIV/AIDS: Strategies for action. The United Nations Development Programme.
- Boler, T. & Aggleton, P. (2005). Life skills-based education for HIV prevention: A critical analysis. London: ActionAid International and Save the Children.
- Bruce, J., Lloyd, C.B. & Leonard, A. (1995). *Families in focus: New perspectives on mothers, fathers and children*. New York: Population Council.
- Burgess, A. (2007). The costs and benefits of active fatherhood. The Fatherhood Institute.

Carter, M. (2002). Because he loves me: Husbands involvement in maternal health in Guatemala. *Culture, Health and Sexuality*, 4(3), 259-279.

Carter, M. & Speizer, I. (2005). Salvadoran fathers' attendance at prenatal care, delivery, and postpartum care. *Pan American Journal of Public Health*, 18(3), 149-156.

Chant, S. (2007). Dangerous equations? How female-headed households become the poorest of the poor: Causes, consequences and cautions. In A. Cornwall, E. Harrison and A. Whitehead (Eds.), *Feminism in development: Contradictions and Challenges* (35-47). London: Zed Books.

Chant, S. & Gutmann, M. (2000). *Mainstreaming Men into Gender and Development: Debates, Reflections and Experiences*, Oxford: Oxfam.

Concern Worldwide. (2010). 2010 Annual Programme Progress Report. Dublin.

Connell, R.W. The role of men and boys in achieving gender equality. Consultant's paper for The Role of Men and Boys in Achieving Gender Equality, Expert Group Meeting organized by the Division for the Advancement of Women (DAW) in collaboration with the United Nations Development Programme (UNDP), the International Labour Organisation (ILO) and the Joint United Nations Programme on HIV/AIDS (UNAIDS), Brasilia, 21-24 October 2003.

Consultative Group to Assist the Poor (CGAP). (2010). Financial access 2010: The state of financial inclusion through the crisis. Washington, D.C.: The Consultative Group to Assist the Poor (CGAP) and The World Bank Group.

Courtenay, W.H. (1998). College men's health: An overview and a call to action. *Journal of American College Health*, 46(6), 279-290.

Foshee, V.A. et al. (1998). An evaluation of safe dates an adolescent dating violence prevention programme. *American Journal of Public Health*, 88, 45-50.

Foshee, V.A., et al. (2005). Assessing the effects of the dating violence prevention program "Safe Dates" using random coefficient regression modeling. *Prevention Science*, 6, 245-257.

Graham, J. W., Beller, A. H., & Hernandez, P. M. (1994). The effects of child support on educational attainment. In I. Garfinkel, S. S. McLanahan, & P. K., Robins (Eds.), *Child support and child well-being* (317-354). Washington, DC: Urban Institute.

Halcrow, G., Rowland, C., Willetts, J., Crawford, J. & Carrard, N. (2010). Resource guide: Working effectively with women and men in water, sanitation and hygiene programmes. International Women's Development Agency and Institute for Sustainable Futures.

The Infant and Young Child Nutrition Project (IYCN). (2011). Men as positive agents of change: Findings from a formative assessment. The U.S. Agency for International Development.

Kabeer, N. (2009). Women's economic empowerment: Key issues and policy options. SIDA Background Paper. Sussex: Institute of Development Studies.

Knox, V. W. & Bane, M. J. (1994). Child support and schooling. In I. Garfinkel, S. S. McLanahan, & P. K. Robins (Eds.), *Child support and child well-being* (285-316). Washington, DC: Urban Institute.

Koita, S.N. (2010). Involving Men in Handwashing Behavior Change Interventions in Senegal. The World Bank.

Leach, F. (2008). Looking at violence from a gender perspective. In *Conference report: Learn without fear, looking at violence from a gender perspective* (12-18). Hamburg: Plan International.

Martin, S., Mukuria, A. & Maero, P. (2010). Engaging men to increase support for optimal breastfeeding. Policy Brief. The Infant and Young Child Nutrition Project (IYCN) and the U.S. Agency for International Development.

Minerson, T., Carolo, H., Dinner, T. & Jones, C. (2011). Issue brief: Engaging men and boys to reduce and prevent gender-based violence. Status of Women Canada.

Nachega, J., Hislop, M., Dowdy, D.W., Lo, M., Omer, S.B., Regensberg, L.,...Maartens, G. (2006). Adherence to highly active antiretroviral therapy assessed by pharmacy claims predicts survival in HIV-infected South African adults. *Journal of Acquired Immune Deficiency Syndromes*, 43(1), 78-84.

Noar S.M. & Morokoff, P.J. (2002). The relationship between masculinity ideology, condom attitudes, and condom use stage of change: A structural equation modeling approach. *International Journal of Men's Health*, 1(1), 43-58.

Pottie Bunge, V., & Levett, A. (1998). Family violence in Canada: A statistical profile. Ottawa: Statistics Canada. Catalogue no. 85-224-X.

Ricardo, C. & Barker, G. (2012). Starting young: Evidence from an evaluation review of interventions to reach boys and young men in SV prevention. Cape Town: The Sexual Violence Research Institute.

Schofield, T., Connell, R.W., Walker, L., Wood, J.F. & Butland, D.L. (2000). Understanding men's health and illness: a gender relations approach to policy, research and practice. *Journal of American College Health*, 48(6), 247-256.

The Sonke Gender Justice Network. (2010). Information package on men, gender equity and health. The World Health Organisation.

Susin, L.R. & Giugliani, E.R. (2008). Inclusion of fathers in an intervention to promote breastfeeding: Impact on breastfeeding rates. *Journal of Human Lactation*, 24(4), 386-392.

UNAIDS. (2010). Agenda for accelerated country action for women, girls, gender equality and HIV: Operational plan for UNAIDS action framework. Geneva: UNAIDS.

The United Nations. (2004). The 48<sup>th</sup> Commission on the Status of Women (CSW). New York. Retrieved from <http://www.un.org/womenwatch/daw/csw/csw48/ac-men-auv.pdf>

The United Nations. (2009). What is the disarmament, demobilization and reintegration project? Retrieved from <http://unddr.org/whatisddr.php>

White, S. (2000). Did the Earth move? The hazards of bringing men and masculinities into gender and development. *IDS Bulletin*, 31(2), 33-41.

The World Bank. (2007). Demobilizing and reintegrating Rwanda's ex-combatants. Retrieved from <http://web.worldbank.org/WBSITE/EXTERNAL/PROJECTS/0,,contentMDK:21370154~menuPK:64282137~pagePK:41367~piPK:279616~theSitePK:40941,00.html>

The World Bank Water and Sanitation Program. (2010). Mainstreaming gender and sanitation: Gender in water and development. Nairobi: The World Bank.

The World Bank. (2011). World Development Report 2012: Gender Equality and Development.

The World Health Organisation. (2007). Engaging men and boys in changing gender-based inequity in health: Evidence from programme interventions. Geneva: The World Health Organisation.

The World Health Organisation. (2009). Violence prevention – the evidence: Promoting gender equality to prevent violence against women. Briefings on violence prevention. Geneva: The World Health Organisation.

The World Health Organisation. (2010). Policy approaches to engaging men and boys in achieving gender equality and health equity. Geneva: World Health Organisation.

Wyss, B. (1995). *Gender and economic support of Jamaican households: Implications for children's living standards*. (Doctoral Dissertation). University of Massachusetts, Amherst.

**Annex 1: Table from forthcoming paper: “What Happens When we Engage Men? An Analysis and Review of the Benefits and Risks**

**Margaret E. Greene, Gary Barker, Adepeju Olukoya, Peter Pawlak, Juan Manuel Contreras, Alice Taylor, and Brian Heilman**

**World Health Organisation in Collaboration with the International Center for Research on Women, Instituto Promundo**

Emerging evidence from various settings affirms benefits for women, men themselves, children and society in general when men participate to a greater extent in caregiving and sexual and reproductive health (SRH); interact in non-violent ways with partners and do not use violence against women; contribute to maternal and child health (MCH); improve their own health-seeking behaviours; and in general accept, promote and *live* gender equality. Most evidence to date, however, has been examined in fairly narrow realms of men’s and women’s health, most notably in the areas of sexual and reproductive health, including HIV and AIDS, and most of this evidence is focused on relatively small-scale programme interventions (WHO, 2007).

The goal of this report is to systematically review *the benefits and risks*—for men, women, children and for society—of engaging men in gender equality and in programmes and policy interventions related to health and violence prevention and mitigation. The paper synthesizes research from population-based data, programmatic evidence, and interviews with key informants who have extensive experience working with women and men in health interventions. The report is intended to help programme managers and policy makers, informing the design of new and appropriate programmes and policies that are evidence-based, and to guide monitoring, evaluating and designing new and refining existing programmes and policies.

The table below presents the review of more than 150 articles with evidence from formative research on the impact of men’s behaviors/attitudes in the topic area and an assessment at the bottom of the table of programme evaluation data. Overall, engaging men and promoting gender equitable attitudes translates into improvements in health and benefits for women, men and children. Taken as a whole, a body of evidence – at the population level and at the programme level, and from numerous contexts -- affirms that engaging men is beneficial and that such benefits can be achieved with programme interventions.

### Summary of research findings

	<b>MCH</b>	<b>SRH</b>	<b>GBV</b>	<b>Fatherhood</b>
<b>Men</b>	Gateway to longer-term attachment to child	Lower STIs; Lower prevalence of HIV; Greater adherence to ARV treatment protocols; Greater HIV testing	Men experience happier and less stressful relationships; Intergenerational benefits of reducing men's exposure to violence by other men	Improved psychological wellbeing; Lower alcohol and substance abuse; Higher work productivity and fewer sick days; Greater life satisfaction; Less delinquency and crime
<b>Women</b>	Calmer birth process; Better access to services; No evidence on better birth outcomes; Greater satisfaction with labor and delivery	Increased contraceptive use; Greater access to and use of services; Lower exposure to STIs; Greater takeup of ARVs; Greater HIV testing	Women experience less violence; Reduced physical and psychological effects of violence; Greater control of sexual and reproductive lives	Higher household income; More household support for parenting
<b>Children</b>	Less traumatic birth	Greater wantedness leading to better childhood development outcomes; Women's greater adherence to PMTCT	Children exposed to less violence growing up; Reduced violence translates into improved cognitive development	Higher household income translates into other benefits Greater educational and other outcomes for children; Better psychological wellbeing and adjustment; Greater gender flexibility for boys; Greater sexual autonomy for girls
<b>Summary assessment for each area of health</b>	Weak to moderate population-based evidence of benefits of engaging men in maternal health	Strong that there are benefits of engaging men	Population-based benefits strong	Population-based benefits strong
	Weak to moderate evidence of programme impact of engaging men in maternal health	Moderate to strong evidence from interventions	Evidence from interventions moderate	Programme evidence is moderate, strong in a few exceptions

## ANNEX 2: Currently Used Resources Cited by Staff

Concern staff cited various documents and publications both authored by Concern and by other organisations. This section provides a brief overview of what they found to be most relevant to their gender programming.

### *Internal*

A study commissioned by Concern Worldwide and Oxfam GB entitled “*Walking the Talk: Cash Transfers and Gender Dynamics*” was cited by a couple staff as an important document that for one staff member helped her to challenge donor assumptions that gender programming should solely focus on women. Another staff member in charge of overseeing the study found the findings to be “critical about Concern’s understanding in the field and approach to gender.”

Another document useful for staff was *How Concern Understands Extreme Poverty* because, from their perspective, it is an excellent example of how Concern was able to “get everyone on the same page” in terms of how poverty programming should be focused and written about. The publication also accompanied requirements for staff to conduct contextual analyses and revisions of country plans on how to target vulnerable groups. “These things work to get us to take a new issue seriously,” one staff member said. Finally, Concern’s manual on exploring masculinities for men and boys that came from a study on SRGBV in Sierra Leone was also cited as an example of how Concern is moving towards more holistic gender programming. However, it was unclear to what extent the manual had been applied in the field.

### *External*

One staff member recalled that manuals from the Infant and Young Child Nutrition Project (IYCN) on engaging fathers to boost child nutrition were helpful in her nutrition programming. They replicated PATH’s application of the manuals in Kenya to Concern’s local contexts. Specialists in education cited the USAID’s *Doorways* manuals on school-related gender-based violence (SRGBV) prevention and response as “especially effective in working with both men and women together to discuss these issues and become leaders in their community.” Finally, The *Oxfam Gender Training Manual* was also cited as providing useful guidance on how men and women should challenge issues in masculinity, and provides lessons for segregated women and men’s groups as well as mixed groups.