



ENGAGING MEN & BOYS FOR GENDER EQUALITY

GUIDANCE NOTE



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How to use this guidance

Programme teams should use this guidance to gain a better understanding of:

- Who you might engage through your programmes and in what ways ⇒ Go to [page 6](#)
- What constitutes gender sensitive, responsive and transformative engagements with men ⇒ Go to [page 9](#)
- How engaging men and boys relates to CARE's impact areas ⇒ Go to [page 13](#)
- Aspects to consider when preparing staff and partners ⇒ Go to [page 19](#) and [page 20](#)
- Aspects to consider during programme design ⇒ Go to [page 23](#)
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- What tools and resources are available to support planning activities which engage men and boys at different levels ⇒ Go to [page 39](#)

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INTRODUCTION

CARE strives for a world where all people live in dignity and security. While gender equality is an important goal in its own right, we cannot eradicate poverty and achieve social justice while gender inequality persists. Working to achieve this goal implies that there must be a shift in gender norms and underlying structural inequities. Therefore, the role of men and boys is integral to CARE's work towards Vision 2030.

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

This guidance aims to **summarise CARE's approach** to engaging men and boys for gender equality in our programs, **outline key principles** and **provide guidance on integrating this into our work**. It offers explanations, links and guidance to support design and implementation of programmes which engage men and boys for gender equality. This resource is designed to practically support programme staff to navigate existing manuals, curricula and research to inform their work, while also discussing some tensions and potential challenges.

ENGAGING MEN & BOYS IS A CORE COMMITMENT OF CARE'S GENDER POLICY

Commitment #3: Engage men and boys in support of gender equality and women's empowerment when in line with programming and/or organisational objectives.

1. HOW CARE ENGAGES MEN AND BOYS FOR GENDER EQUALITY

WHAT IS ENGAGING MEN AND BOYS FOR GENDER EQUALITY AND WHY IS THIS IMPORTANT?

The guiding principle for **male engagement to challenge gender inequality** is to work with men and boys to **shift beliefs, behaviours and practices at household and community levels** in support of gender equality and the empowerment of women and girls. Initiatives which engage with men and boys encourage them to **abandon harmful stereotypes that discriminate against women** and **embrace respectful, healthy relationships**. They support the human rights of all people, everywhere.

CARE recognises that men and boys are key actors in gender transformation and can be obstacles or allies for gender equality. Engagement with men and boys reduces the barriers women and girls face to building their own individual **agency**, addresses inequitable power **relations**, and ensures changes in power dynamics and social **structures** are sustained. Men and boys can also experience vulnerabilities due to their identities and they also benefit when harmful norms are challenged. We promote positive masculinities whereby men and boys use their physical and emotional strength to champion inclusive and equal behaviours for stronger communities.

Similar to CARE's work on women's empowerment—which often fosters women's and girls' groups to build solidarity, reflect on gender relations and expectations they face as women and girls, and take action for women's empowerment and gender equality—work with men and boys often involves first coming together to reflect on the power dynamics, gender relations and expectations men and boys face [masculinities] and taking action to transform oppressive gender norms and promote gender equality.

Earlier approaches focused just on engaging men and boys as gatekeepers in order to get their support for gender equality. However, we have moved past this to involve men as allies for a broader gender justice agenda. We seek to involve men and boys as **participants, supporters, allies** and **champions**. We encourage them to be accountable for actions and change, and emancipate themselves and grow through collective action to influence and inspire other men as well.

CARE's approach to working with men and boys for gender equality is strongly grounded in local contexts and rights-based approaches. This type of work is implemented in line with feminist principles and should be done in dialogue with women's rights organisations and actors.

Initiatives which engage with men and boys encourage them to **abandon harmful stereotypes that discriminate against women and embrace respectful, healthy relationships**.

Men and boys can play an important role as **partners, supporters, allies** and **champions** for gender equality.

The role of men and boys in contributing to gender equality

- Men who **embrace non-violent and equitable gender norms and practices** tend to be happier and healthier and their partners are happier with them.
- Men who **take parental leave** contribute to pay equity and gender equality in the workplace by setting a standard and showing that caregiving is everyone's responsibility.
- When boys and men are **educated on the benefits of contraception**, they are more likely to support women's use of contraceptives and autonomy over their own bodies.
- When men are **included in nutrition activities and discussions**, they are more likely to participate in household chores related to childcare and feeding and their families are more likely to get nutritious food.
- When partners and fathers **engage in domestic and unpaid care work**, they enable women to engage in income generation activities.
- When men who have witnessed, experienced or perpetrated violence in conflict settings have the **opportunity to address their trauma**, they are less likely to be violent towards their partners and other members of their family.

Project spotlight: Young Men Initiative

The Young Men Initiative works with adolescent boys and young men in the Balkans to promote positive masculinities and address harmful social norms, providing them with alternatives to the patriarchal stereotypes that exist in their societies.

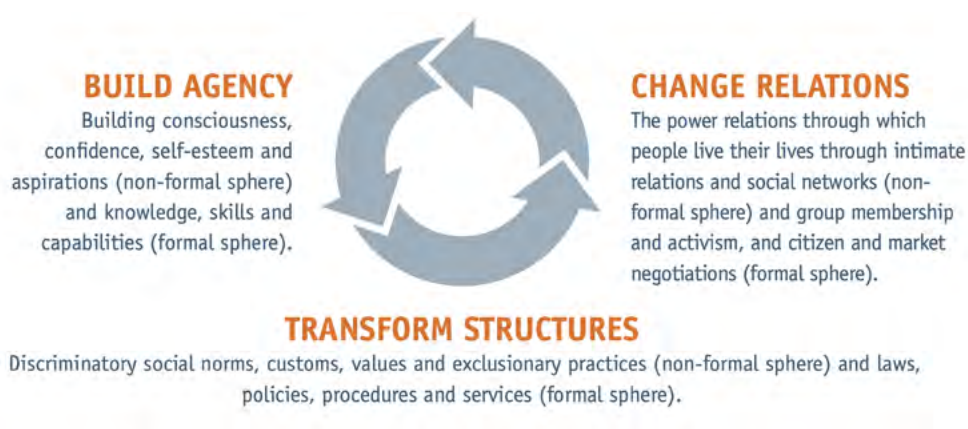
In Kosovo, a campaign called "Super Dad" promoted positive images of fatherhood. Photos such as this one of Arben with his son were shown around the city on posters and LED screens. The campaign aimed to promote healthy relationships between father and child and to encourage dads to take a more active role in raising their children.



WHO DOES CARE WORK WITH?

This section outlines the typical roles of men and boys and in what ways CARE involves them to contribute to the different domains of CARE's Gender Equality Framework. Note this does not mean we work with men and boys in isolation. It is imperative these activities are part of broader efforts to promote gender equality and that a wide range of stakeholders—particularly women-led movements—are part of our program design and implementation. (See the section on [Partners and relationships](#) for further detail).

CARE's approach to engaging men and boys is based on catalysing change across three domains in line with CARE's [Gender Equality Framework](#). Effective engagement of men and boys should include a focus on all three domains: **individual agency**, **supportive relations** and **transformed structures**.



Which men and boys do CARE engage with?

Everyone! There is no limit to the capacities in which men may be engaged with to further gender equality. Men hold many roles in their homes, workplaces and communities, and they may intersect with CARE's programming in multiples ways.

Programs may target:

- **Intimate partners** including **husbands**, **boyfriends** and other **sexual partners**.
- **Family members** including **husbands**, **fathers**, **brothers**, **uncles**, **grandfathers** and others.
- **Men and boys within communities** including **students** within schools, men in formal roles such as **traditional community leaders** or **religious leaders**, boys in formal roles such as **youth leaders/mentors**, and those in informal roles such as **tuk tuk drivers** or **street vendors**.
- **Men within workplaces** including direct **coworkers**, **supervisors** and **managers**, indirect contacts such as **security guards** or **drivers**, or **business contacts** including **intermediaries** within value chains.
- **Duty bearers** including **health workers**, **teachers**, **police** or **elected officials**.
- **Policymakers** at local, national and international level.
- **Staff** within CARE and partner organisations.

Levels of engagement

CARE's work with men and boys can broadly be described as falling into three levels—or categories—of engagement. We work with men and boys as **participants**, **supporters**, and **allies & champions** for gender equality. Often those who initially engage as participants will progress to become supporters or champions of gender equality.



Participants within programme activities

Participants, specifically groups of male participants within broader programs, may be initially engaged to consider the power relations present in their interactions with women, often with a view to addressing a specific issue or enabling a particular change. This will usually be the first time they have been involved in a specific context and may be limited in terms of time or format.



Supporters of gender equality within families, communities and workplaces

Supporters of gender equality within families, communities and workplaces have reflected on their own views and are proactively taking action to promote more equitable power dynamics. Men and boys who are supporters enable women around them to build their agency and model equitable relationships through their actions. These actions may informally challenge discriminatory norms and structures. Supporters speak out to encourage gender equality within their immediate circles of influence.



Allies & champions of gender equality within communities and workplaces

Allies and champions of gender equality within communities and workplaces proactively act and speak out against discriminatory norms and practices and in support of gender equality. They take intentional action to ensure women and girls have the same opportunities, access to services and rights as men and boys. They hold themselves accountable for their actions and those of other men in their communities and workplaces. They work in partnership with feminist movements to promote gender equality.

Some teams also refer to engaging with men and boys as **clients to meet their needs**. However, engaging men and boys in this limited way fails to address the root causes of harmful gender norms and can lead to a view of men and boys as competing directly for resources with women and girls. Therefore, **any engagement with men and boys to meet their needs should be done within the context of addressing inequitable power relations and transforming structures which discriminate against women.**

How can different levels of engagement contribute to change?

The extent to which particular men become involved with CARE’s programming is not dependent on their role, and all men have the potential to catalyse change across all three domains of the [Gender Equality Framework](#).

The table below outlines the ways in which men who are engaged at each level can contribute to **building women’s agency**, **changing relations** and **transforming structures**. This includes some examples of what this might look like in practice, but these are not exhaustive as men can be involved across different levels in any capacity.

	AGENCY	RELATIONS	STRUCTURES
Participants	<p>Support women’s participation and understand their role in promoting women’s agency.</p> <ul style="list-style-type: none"> • Intimate partners acknowledging women’s right to make decisions about their reproductive health. • Fathers understanding the benefits of sending their daughters to school. • Traditional leaders encouraging women’s participation in leadership roles. • Husbands taking on more childcare and household responsibilities. 	<p>Examine and promote more equitable interactions with women at home, in communities and in workplaces.</p> <ul style="list-style-type: none"> • Husbands sharing financial decision-making with their wives. • Youth in refugee contexts reflecting upon women’s roles in identifying non-violent solutions to conflict. • Traditional leaders listening to and acting on the views of women. • Supervisors in workplaces reflecting upon the power dynamics of how policies and practices impact male and female employees differently. 	<p>Challenge discriminatory social norms.</p> <ul style="list-style-type: none"> • Male police officers understanding and supporting the implementation of survivor-centred GBV response procedures. • Boys participating alongside adolescent girls in their activism against restrictive gender norms, such as limiting mobility once girls hit puberty. • Citizens electing leaders with gender justice agendas.
Supporters	<p>Enable and promote the agency of the women they interact with.</p> <ul style="list-style-type: none"> • Husbands publicly supporting their wife’s decision to seek paid employment, even in the face of family or community disapproval. • Fathers attending reproductive health checkups with their partners and actively supporting their health decisions. 	<p>Model equitable relationships through their actions.</p> <ul style="list-style-type: none"> • Male community leaders actively encouraging women to have their voices heard and respected in community fora. • Husbands following the leadership of their wives in conducting income-generation and savings activities. 	<p>Challenge discriminatory social norms and practices.</p> <ul style="list-style-type: none"> • Boys encouraging their fathers to send their sisters to school and divide household labour more equitably. • Tuk tuk drivers speaking out against and working to prevent gender-based violence. • Male policymakers giving public support for legislation which promotes the rights of women.
Allies & champions	<p>Enable and promote the agency of large numbers of women beyond their immediate sphere of influence.</p> <ul style="list-style-type: none"> • Male factory managers speaking publicly on the value of dignified work and gender equality initiatives, allocating business resources to enable women to access opportunities for career development. 	<p>Model equitable relationships, holding themselves accountable for their actions and the actions of other men.</p> <ul style="list-style-type: none"> • Fathers leading peer groups which discuss girls’ right to education and the benefits of education for girls. • Displaced youth sharing positive messages about peaceful relationships and gender equality among fellow refugees. • Brothers and fathers working to end female genital cutting and early and forced marriages in their families and communities. 	<p>Advocate for systemic change, in partnership with feminist movements.</p> <ul style="list-style-type: none"> • Religious or traditional leaders speaking out publicly against harmful customs as part of a campaign organised by women-led movements. • Elected officials proposing policies and accountability mechanisms that promote gender equality. • Senior management taking action to act on and prevent sexual harassment, exploitation and abuse in the workplace.



EFFECTIVE ENGAGEMENT WITH MEN AND BOYS

This section outlines key principles for engaging with men and boys across each level of CARE's Gender Marker, with examples of the forms this may take. This is not an exhaustive list but aims to provide an overview of some of the key elements of effective programming with men and boys.

See the section on [Programme design](#) for more detailed examples of gender transformative engagements across all domains of the Gender Equality Framework and the [Tools and resources](#) section for further guidance to support activities at different levels.

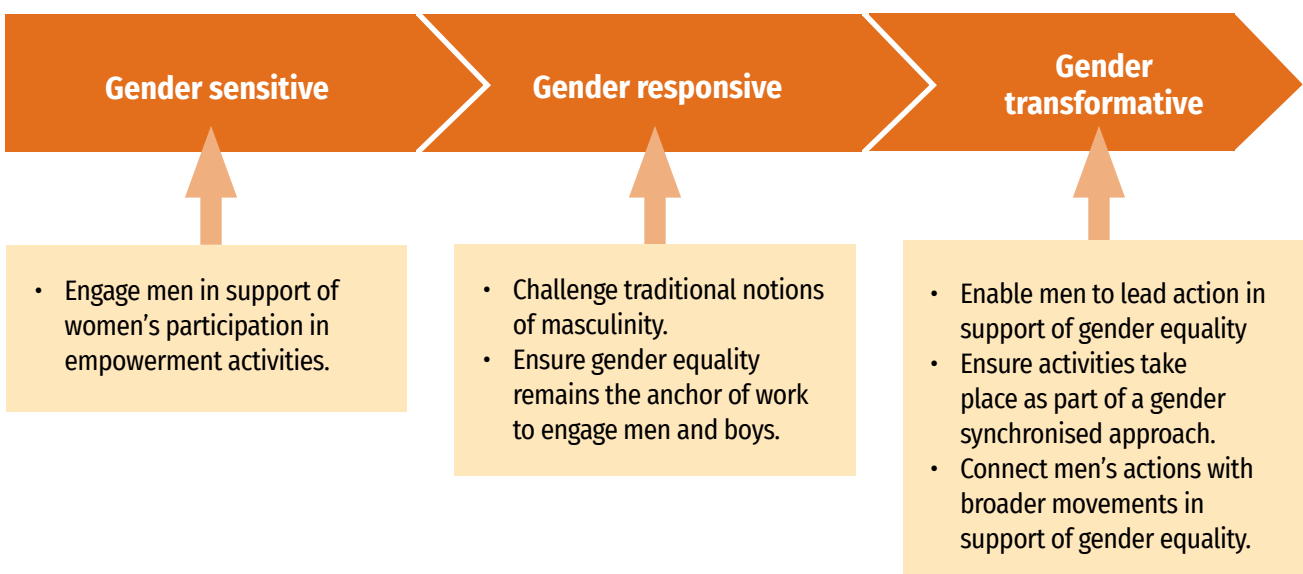


CARE's [Gender Marker](#) is a guide to help programme teams reflect on the extent to which projects and initiatives are addressing gender equality. At minimum, programming which engages men and boys should be gender sensitive, and not gender neutral or gender harmful. Many male engagement programs are gender responsive; however, given the goal of working with men and boys is to promote gender equality, these programs should aim to be **gender transformative** (recognising this requires sufficient time and resources, which not all projects may have).

Gender sensitive Programming that adapts to gender norms. Works around existing gender differences and inequalities to ensure equitable allocation/services/support aligned with the pre-existing gender differences, structures, systems, and power divisions in society.

Gender responsive Programming that provides the opportunity for participants to question, experiment and challenge gender inequities.

Gender transformative Policies and programs that change inequitable gender norms and relations to promote equality.



Gender Sensitive engagements

Engage men in support of women's participation in empowerment activities:

Some projects work with men as partners or fathers, others as community leaders and gatekeepers, to promote and enable planned activities with women.

Examples of gender sensitive engagement might include:

- Orienting husbands on the aims of worker solidarity groups and engaging their support within the household (cooking, childcare etc) to enable women to participate.
- Targeting factory management in support of workplace activities promoting gender equality, so that women workers are able to attend training within working hours.
- Engaging local leaders on the importance of including women in agricultural training and the benefits more equal participation for the community as a whole.

Seeking men's support of women's participation in empowerment activities **must be done with care to avoid perpetuating and reinforcing the dominance of certain men in positions of power**. For example, one program that sought to engage men and boys in contraceptive decision making ended up promoting men's decision making OVER their partners rather than shared decision making.

Engagement of men and boys **must not reinforce negative gender norms and power dynamics**.

Before programming begins, teams should ensure:

- Staff and facilitators demonstrate support of and commitment to gender equality
- All internal and external stakeholders clearly understand the goals
- There is a sound understanding of the context
- Potential risks have been assessed and prepared for, including a GBV mitigation plan.

See the section on [Preparation](#) for further guidance.

During program implementation, teams should:

- Conduct regular monitoring should enable projects to assess whether activities are unintentionally reinforcing negative stereotypes and gender norms
- Adapt interventions where necessary.

See the [MEAL](#) section for further guidance.

Gender Responsive engagements

Any programmes involving men and boys should support women's empowerment activities and ensure negative gender norms are not reinforced. However, to become gender responsive, engagement of men and boys must go beyond this to:

Challenge traditional notions of masculinity: Programs should encourage men to reflect upon and challenge gender inequalities that benefit them. This may entail exploring traditional notions of gender identities, challenging existing biases and examining how societies are structured to uphold male dominance and privilege.

Ensure gender equality remains the anchor of work to engage men and boys: Work with men and boys needs to remain centred in the goal of transforming oppressive gender norms and promoting gender equality. Programs may support men and boys to consider how restrictive ideas of masculinity hurt them; however, these conversations should be aligned with how systems of privilege exist that also uphold certain types of dominance and privilege because of gender. Engagements should highlight the role men and boys can play in promoting gender equality.

Examples of gender responsive engagement might include:

- Educational activities for adolescent boys on gender, sexuality, health and gender-based violence.
- Male-only groups for the partners of pregnant women which encourage them to consider their role as an expectant father and explore the ways in which they can be a supportive partner.
- Tailored training curricula for male employees and managers on the impacts of sexual harassment which encourages them to take action to prevent it.

Guidance on potential ways to engage men and boys is available in the section on [How to engage](#).

Guidance on encouraging reflection on masculinities and power dynamics, building support for equitable relationships and addressing structural inequalities is available in the section on [Engaging across the Gender Equality Framework](#).

Examples of curricula which challenge traditional notions of masculinity across different sectors are available in the [Tools and resources](#) section.

A Programme design checklist is available in the [Programme design](#) section to support ensuring programmes follow best practice principles.

Gender Transformative engagements

For transformative change, men and boys must see themselves as partners in the process. To be gender transformative, engagement of men and boys should:

Enable men to lead action in support of gender equality: Programs should support and encourage men to challenge harmful practices and promote positive social norms. This may take place individually or collectively in communities, workplaces or in public settings. Actions can take many forms, including peer-to-peer engagement models, local champions speaking out or collective action by men's networks.

Take place as part of a gender synchronised approach: Activities with male-only groups should intentionally take place alongside similar work with women-only groups; for example, reproductive and maternal health education for husbands following activities with pregnant women, or engagement with fathers on gender equality alongside empowerment activities with girls. These activities may take place within the same project or programme, or teams may consider the broader landscape of activities and organising towards gender equality in their context, working in partnership with other organisations to ensure people of all gender identities and sexual orientations are engaged to further shared goals.

Connect men's actions with broader movements in support of gender equality: Actions should take place in collaboration with broader groups, particularly movements led by those most impacted by gender inequality. Men and boys must be aware of the space, recognition and resources they may attract around community and gender issues and ensure partners, including women's rights organisations, are not overshadowed.

Examples might include:

- Capacity building for peer groups which enables men to facilitate discussions challenging traditional notions of masculinity within their local communities.
- Providing opportunities for men to speak out in support of gender equality as part of broader awareness and advocacy campaigns.
- Connecting male champions of gender equality with broader advocacy initiatives pushing for policy change.

Guidance on Planning campaigns and advocacy is available in the [Tools and resources](#) section.

Recommendations on gender synchronised approaches is available in this [guidance on engaging men and boys through VSLAs](#).

Guidance on remaining accountable to broader movements in support of gender equality is available in the [Partners and relationships](#) section.

ENGAGING MEN AND BOYS ACROSS CARE'S IMPACT AREAS

Engaging men and boys is relevant to all of CARE's impact areas under Vision 2030.

Gender Equality



Equal access to quality education

Although there had been progress globally concerning inclusive and equitable enrolment in school, girls' retention and completion rates in schools remain lower than boys and COVID has likely worsened these disparities. Girls' education is often affected by the level of support from men and boys (as fathers, brothers, classmates, etc). Further, childhood and adolescence are formative stages in people's lives, when people are still developing their attitudes and beliefs. Schools are key sites where social norms are shaped and reinforced—in terms of how young people interact across genders and develop values of inclusion around gender, sexual diversity, respect and non-violence.

Further reading

[Towards Gender Equality: The GEMS Journey Thus Far](#)

[Addressing the Intergenerational Transmission of Gender-Based Violence: Focus on Educational Settings](#)



Elimination of gender-based violence

Most perpetrators of violence against women are men and thus to prevent violence from occurring, men's attitudes and behaviours need to be addressed. Violence against women and girls is shaped by social constructions of masculinity which in many places remain tied to violence and aggression. This means that preventing gender-based violence requires work to change discriminatory social norms, which again needs the active engagement of men and boys. Further, men and boys can also be survivors of violence; responding to this is both important in itself but also an important prevention strategy because men's experience of violence increases the chance of them using violence against intimate partners.

Further reading

[Work with Men to End Violence against Women: A Critical Stocktake](#)

[What Works to Prevent Partner Violence? An Evidence Overview](#)

[Engaging men and boys to end the practice of child marriage](#)

[Men and boys in displacement: Assistance and protection challenges for unaccompanied boys and men in refugee contexts](#)



Equal voice and leadership

Women are marginalised from public decision-making roles in most contexts worldwide, often as a result of discriminatory laws, practices, attitudes and gender stereotypes, as well as disparities in education and poverty. Work to support women's leadership and representation within their homes, communities, workplaces and in public decision-making can be undermined by masculine ideas of men as natural powerholders. As such, it is important to engage men to support and respect women's leadership and voice in all aspects of their life.

Further reading

[Engaging Male Champions to Support Women's Political Participation](#)

[The Why and How of Women's Political Influence in Fragile Contexts](#)



Right to Health

Health, particularly sexual and reproductive health and rights, is a core topic which needs the engagement of men and boys. Unequal gender norms, and specifically harmful gender norms related to masculinity, often lead to negative health outcomes for both men and women. Some masculine ideals such as the need for multiple sexual partners can lead to negative health outcomes such as sexually transmitted infections (STIs). Further, husbands, fathers, uncles, and other male family members often control decisions about a woman's health which might make them unable to make decisions about whether and when to use contraceptives. This can lead to unwanted pregnancies and STIs, including HIV/AIDS.

Further reading

[Engaging men and Boys in Changing Gender-Based Inequity in Health: Evidence from Programme Interventions](#)

[Male Engagement in Maternal, Newborn, and Child Health/Sexual and Reproductive Health: Guidance for MenCare partners](#)

[Getting to Equal: Men, Gender Equality, and Sexual and Reproductive Health and Rights](#)

[Providing Inclusive Services and Care for LGBT People](#)



Women's Economic Justice

Women's limited economic justice is a product of gender inequality and is influenced by definitions of masculinity that enforce men's role as the household's "breadwinner" and financial provider. Across the globe women and girls still perform the large majority of unpaid domestic and care work. Women are often limited to specific roles in the economic sphere, are under-represented in leadership and struggle to influence decisions. This compounds power dynamics which may place women at risk of violence and harassment in the home, in the community and in the workplace. Transforming gender norms that prescribe men's roles as the sole income-earner and women's roles as the caretaker is thus important for advancing women's economic justice.

Further reading

[Engaging Men and Boys: How can CARE work with savings groups to engage men and boys for gender equality?](#)

[Gender Dialogue in Digital Sub Wallets for Increased Financial Empowerment of Women](#)



Climate Justice

The impact of climate change and crises are gendered. Gender analysis on climate change shows that women carry a disproportionate burden of the effects of climate change and environmental degradation—and particularly women in the Global South with low income. Work on climate justice must take into account the differential impact on people across genders, and also engage men and women for inclusive strategies and responses to meet people's needs.

Further reading

[Men, Masculinities & Climate Change: A Discussion Paper](#)

[Tackling the double injustice of climate justice and gender inequality](#)

[Gender-based Violence and Environmental Linkages](#)



Right to Food, Water & Nutrition

Discriminatory gender and social norms can exclude women from food systems and local water governance. Improving women's access to and control over productive resources, especially land, requires transforming relations and structures to be gender equitable. Work with men and boys to address harmful gender and social norms that sustain and exacerbate exclusion and discrimination can include engaging them to change intimate power relations in households. It may also involve facilitating critical dialogue with community members and traditional leaders, encouraging them to serve as role models for change.

Further reading

[Gender Equality and Women's Empowerment in the Context of Food Security and Nutrition: A Scoping Paper](#)

[A review of evidence on gender equality, women's empowerment, and food systems](#)

[A "win-win" for women's empowerment, gender equality, food security, and economic well-being in Burundi](#)

[Engaging Men to Improve Nutrition and Gender Equality](#)



Humanitarian Assistance

Women and girls are disproportionately affected by crisis but typically left out of coordination, planning and decision-making mechanisms, despite the fact that women are key frontline responders. Furthermore, humanitarian responses can inadvertently cause harm, increase risks and reinforce gender inequality if needs and capacities of people of all genders are not appropriately considered. CARE's focus on Gender in Emergencies (GiE) and Gender-Based Violence in Emergencies (GBViE) includes a strong focus on gender and social norms change and women's leadership which necessitates engagement with men and boys. This includes a particular focus on engagement of men in post-conflict settings to address root causes of violence and inequality.

Further reading

[Engaging Young Men and Boys in Emergencies](#)

[Men and Boys in Displacement: Assistance and protection challenges for unaccompanied boys and men in refugee contexts](#)

[Engaging with men and masculinities in fragile and conflict-affected states](#)

[Promising Practices and Approaches: Engaging men and boys to promote gender equality and prevent GBV in Emergencies](#)

Further reading

Useful resources for futhering a broad understanding of male engagement for gender equality include:

- **COFEM Feminist Pocketbook:** [TIP SHEET on Men as allies and activists](#)
- **Interagency Gender Working Group's Male Engagement Task Force:** [Dos and Donts for engaging men and boys.](#)
- **ICRW:** [Gender equity and male engagement: It only works when everyone plays.](#)
- **Men Engage Alliance:** [Policy Brief on Engaging men and boys in social norms transformation as a means to achieving Agenda 2030 and the SDGs.](#)
- **MenCare & Promundo:** [State of the World's Fathers 2021](#)



Project spotlight: IMAGINE

IMAGINE aims to delay first birth among married adolescent girls, supporting them to prepare for a better future via economic and skills training.

Counselling sessions with newlyweds such as Nishat and her husband Anwarul provide additional information on family planning and strengthen the couple's link to the formal health system. At the same time, engagement with health service providers supports these to provide youth-friendly family planning counselling to married adolescents.



2. GUIDANCE FOR PROGRAMME DESIGN AND IMPLEMENTATION

This section includes:

PREPARATION: Guidance for introducing the engagement of men and boys within a country, programme or project.

This section focuses on the internal steps to take prior to beginning programming which engages men and boys.

- **Staff readiness and commitment**
- **Partners and relationships**
- **Contextual and gender analysis**

PROGRAMME DESIGN: Guidance on planning effective interventions

This section outlines considerations to take into account during programme design with examples of how programmes have successfully integrated activities with men and boys into their programming.

- **Key considerations when designing programmes**
- **How to engage**
- **Engaging across the Gender Equality Framework**
 - Agency
 - Relations
 - Structures

MEAL: Guidance for integrating engagements with men and boys into monitoring and knowledge management.

This section focuses on specific considerations for monitoring and evaluating programmes which engage men and boys, including potential indicators.

- **Formative research**
- **Process monitoring and adaptation**
- **Tracking impact**
 - Sample indicators

Programme design checklist



PREPARATION

Guidance for introducing the engagement of men and boys within a country, programme or project

This section outlines the key considerations for any project, programme or country team to take into account when preparing to introduce male engagement programming. It links to resources, guidance and strategies to support a team's readiness to implement gender transformative programmes.

Working with men and boys is a vital component of CARE's work to transform oppressive gender norms and promote gender equality. However, care must be taken to ensure this remains **centred on the goal of gender equality** and avoids reinforcing negative stereotypes.

The table below outlines some minimum criteria to consider before introducing the engagement of men and boys to achieve gender transformative programming.

	STAFF	PARTNERS & RELATIONSHIPS	CONTEXTUAL ANALYSIS	Recommendation
Does not meet	No plans to include gender experts in design or implementation (potentially due to funding concerns). Unequal gender balance within programme team and no plans to conduct SAA or REDI training.	No existing relationships with women's rights groups and no intention or time to reach out to them.	No prior experience or updated/recent analysis of gender inequities and only plans to do gender assessment post-award.	<i>Postpone activities targeting men and boys until able to meet minimal criteria.</i>
Minimally meets	Gender Cohort, Gender Justice Team staff or other gender experts have been brought in to support programme design. Experts on gender and male engagement will be recruited for implementation. A gender-balanced team exists/ will be recruited and funding is available to conduct SAA or REDI training with staff and partners.	Women's rights groups will be included as key informants during programme design and as partners for implementation, with clear plans for accountability to those groups.	Funding is available to conduct deeper analysis and assessment at the design stage.	<i>Begin to implement programming, while simultaneously developing staff expertise, building the evidence base and strengthening relationships.</i>
Clearly meets	Staff and/or partners with significant prior experience developing and implementing programming with men and boys to promote gender equality. A gender-balanced team of staff and partners have recently undergone SAA or REDI training.	Existing relationships with women's rights groups or existing experience with gender transformative programming with women and/or girls.	A clear analysis of gender inequalities, including social norms and masculinities, has been conducted and risks have been assessed.	<i>Continue to transform oppressive gender norms and promote gender equality!</i>

Staff readiness and commitment

Engaging men and boys for gender equality can be a challenging concept when men have been involved more as clients than as supporters and champions of gender equality. It is important to ensure staff and partners are adequately prepared to avoid misinterpretation of goals and ensure programming does not reinforce negative gender norms and power dynamics.

This may be relevant to different teams in different ways, such as with a specific team at the outset of a project or with all staff as a country programme integrates the engagement of men and boys across all its programming.

Give staff time and space to reflect on their own perspectives and biases

Everyone is exposed to inequitable social norms, beliefs and behaviours related to gender, masculinities and sexuality. Staff and partners should have opportunities to reflect on their own potential biases relating to gender and manhood—including potentially challenging topics such as marginalised gender identities—before they begin programme implementation, so they feel comfortable discussing these issues.

Ensure staff and partners understand the role of engaging men and boys in promoting gender equality

Some staff may be supportive of programming with men and boys because prioritising men aligns with their own gender inequitable beliefs; others may believe time and resources should be focused on activities engaging women and girls. Clear messaging, demonstrated commitment with modelling behaviour and attitudes from leadership, and adequate time to reflect are important. These can help ensure staff and implementing partners fully understand the rationale for and importance of engaging men and boys to promote gender equality so they can communicate this clearly and engage effectively.

Build capacity in facilitation skills

Many programmes use group education or other approaches which require skilled facilitators. The quality of facilitation can greatly influence the effectiveness of interventions, so it is important to spend time and resources on selecting and training capable facilitators, allowing space and time for reflection and ensuring familiarity with the curriculum.



For more info contact:

[CI Gender Network](#); [Global Gender Cohort](#).



Resources to support staff readiness and commitment

Tools to support staff/partner reflection include:

- The 1st step in the [Social Analysis in Action](#) process.
- [Reflections on Equity, Diversity & Inclusion](#) (REDI)
- The [Inner Spaces, Outer Faces Initiative](#) toolkit.
- The [Analysis Preparation](#) section of CARE's Gender in Practice site includes useful links to specific exercises.
- Masculinities & PHSEA tool kit (soon to be published)
- A list of [organisations which advance dialogues and training on disability justice, racial justice and gender justice](#) (with focus on LGBTQI+ rights) is available on CARE Shares.



Resources to support staff readiness specific to developing skilled facilitators

- Tips for recruiting, training and developing the skills of facilitators are available in Prevention Collaborative's [Practice Brief on Training and Mentoring Facilitators](#).
- The ACQUIRE Project's [Engaging Boys and Men in Gender Transformation: The Group Education Manual](#) includes a section on training Male Engagement Facilitators.



Resources to support staff readiness specific to conflict and forced displacement contexts

UNHCR offers specific [guidance for working with men and boy survivors](#) of sexual and gender-based violence in forced displacement.

All Survivors project has a useful [checklist on preventing and addressing conflict-related sexual violence against men and boys](#).

The ACQUIRE Project offers a [Workshop Module](#) for staff on Engaging Boys and Men in GBV Prevention and Reproductive Health in Conflict and Emergency-Response Settings.

Partners and relationships

In working toward gender equality, programming with men and boys must remain accountable to women and LGBTQI+ -led movements for gender equality.

Provide opportunities for other social justice movements to engage

Coordination with community groups, women's rights organisations, LGBTQI+ movements and other movements which seek to promote inclusion and social justice should be sought during the analysis stage and followed by orientations and updates on planned activities and progress. Partners and allies should be invited to relevant CARE trainings (for example, on REDI and SAA). It is also important for CARE and feminist partners to understand each others' mutual priorities and objectives, how to align with and support each others' goals, and identify ways the work remains accountable to women's movements.

Build upon existing work

Engagement of men for change should be careful it does not give the false impression that men are "saving" women from gender inequality or obscuring women's existing and prior efforts to address inequality. Where analysis reveals existing work at grassroots and community level, every effort should be made to complement and build upon this rather than duplicating or undermining current efforts.

Share resources and recognition

Programming which engage men and boys should remain aware of the space, recognition and resources they may attract around community and gender issues. It is important to ensure partners including women's rights organisations are not overshadowed and that resources are not deflected from support to women and girls towards activities with men and boys. This requires ensuring funds complement the work of feminist groups led by those most impacted by gender inequality, and strategising ways to redistribute funds toward this work, as well as advocating with donors to support intersectional feminist movements.

Ensure men and boys remain accountable

Accountability means that people with privilege—in this case, males who are privileged as a result of gender inequality—must be led by those who experience oppression by them—in this case, women and girls. Programmes engaging men and boys have a particular responsibility to align with and champion movements led by women and LGBTQI+ rights activists to ensure sustainable impact and avoid undermining existing movements. Male engagement programming can fail to address gender inequality if men do not follow women's lead. CARE's with men and boys should always remain grounded in gender equality, acknowledging the complexities of gender relations (including marginalised gender identities) and remaining accountable to feminist groups. *See the [Structures](#) section for tips on achieving this within programme activities.*



For more info contact:

Sebastien Fornerod (sebastien.fornerod@care.no)



Resources to support partnerships and accountability

ICRW's [Tips for remaining accountable to women and feminist movements](#) (see p.33)

CARE's [Position Paper & Guidance Note](#) for supporting women's social movements and collective actions

IRC's [Engaging Men in Accountable Practice Introductory Guide](#)

provides a framework and tools to support programme staff to be accountable to women and girls.



Potential strategy

Consider developing an informal advisory committee which includes key actors from feminist movements in the country. This group could inform research, provide input to programme design, consult throughout the project to monitor progress and provide advice on adaptations.



Potential strategy

The MenEngage Alliance has networks and representatives in many countries which can help connect with other organisations and institutions working to engage men and boys in gender equality.

Contextual and gender analysis

Programming should always be informed by a strong context and gender analysis to ensure projects are strongly grounded in local realities and build on emerging or existing gender equality work—with women’s rights organisations and engaged men and boys.

Conduct thorough formative research

A clear analysis of gender inequalities, including social norms and masculinities, is important to achieve programming that transforms gender dynamics and power in ways that promote social justice, inclusiveness and equality. Work with men and boys also needs to consider how it relates to the broader landscape of activities and organising with women and girls, as well as people of all genders, to avoid duplication and ensure accountability. See the [Formative research](#) section for further guidance and resources.

Conduct thorough risk assessments

A key risk of any engagement of men within programming is that this may reinforce negative gender norms and power dynamics. There also may be risks to women, men, girls and boys—and to staff—of engaging in gender transformative activities where there is strong opposition to this. These may include backlash at the household, family or community level in the form of social marginalisation, verbal and physical intimidation, gender-based violence or economic exclusion. It is important to identify and monitor risks, develop safety plans and make decisions that centre the concerns, priorities, and self-determination of those most impacted. Programmes should focus on how to identify, prepare for, and overcome opposition rather than avoid it all together.

Engage with the local context

Work to address gender equality is often more difficult in contexts where conservative traditional or religious views are present. Engaging with potential allies for gender equality from within religious institutions and traditional structures can help to bring to light the key issues the programme may encounter and identify potential ways to cultivate allies and circumvent those challenges.



Resources to support contextual analysis

CARE’s [Good Practices Framework on Gender Analysis](#) is a useful starting point for teams to identify and explore key gender questions in light of programmatic priorities, resources available and time. CARE’s [Rapid Gender Analysis](#) is useful for emergency contexts. CARE’s [Gender MEL Toolkit](#) includes guidance on [preparation](#).



Resources to support risk assessments

CARE’s [Guidance for Gender Based Violence \(GBV\) Monitoring and Mitigation within Non-GBV Focused Sectoral Programming](#) CARE’s Gender/Power analysis resources include a [Do No Harm framework](#). CARE’s [Benefits-Harms handbook](#) and [design tools](#). CARE’s Tipping Point [Gender-based Violence Risk Mitigation and Management Approach](#)



Resources specific to working in conservative religious settings

CARE’s [Engaging Religious Leaders In Gender Transformative Work: Faith & Masculinities](#) learning document. MenCare’s [Guide on Working with Religious and Traditional Leaders](#)



For more info contact:

[CI Gender Network](#); [Global Gender Cohort](#)





Project spotlight: Role Model Men and Boys

The Role Model Man program in Uganda encourages men to foster local social changes. Men such as Benedicto serve as champions of gender equality and conveners of conversations about sharing domestic burdens, dispelling negative masculinity and advocating against domestic violence. They also provide psychosocial support as part of changing mindsets.

Benedicto reports that the size of the gatherings he holds with men in the community are growing. His wife, Jaceinsi, says Benedicto is actively helping to put food on the table for their family and jointly planning household finances. She also sees him stepping in to mentor others to help their wives and encourage positive change.

PROGRAMME DESIGN

Guidance on planning effective interventions

*This section outlines considerations to take into account during programme design. It provides examples of **how** programmes have successfully integrated the engagement of men and boys into their programming across the different domains of the Gender Equality Framework.*

Key considerations when designing programmes

It is important interventions which work with men and boys are designed in a holistic way for maximum impact.

Engage men and boys at different life stages

Working with men and boys can be effective at any age and should take into account the specific relationships and opportunities across ages, from adolescent-aged students in school, to husbands and brothers to fathers of daughters and sons and so forth. Projects may pair role model men with adolescents or young men as intergenerational mentors.

Work inclusively with diverse men and boys

Consider questions of privilege and exclusion not just in terms of gender. It is important not to ignore how class, ethnicity, race, age, ability, religion or other characteristics might impact men and boys' experiences of power and marginalisation in communities.

Look long-term

To be gender transformative, interventions should be ongoing and in-depth rather than one-off or tokenistic. This is important to ensure adequate time and opportunity for men to reflect on discriminatory norms and power dynamics.

Look across sectors and domains of change

Planned activities should include reflection and engagement at individual (agency) level, family and community (relational) levels and structural levels. *See the section on [Engaging across the Gender Equality Framework](#) for more detailed guidance.* Regardless of the overall focus of the project, activities should not be limited to focusing on one specific topic or impact area but should always include a focus on the root causes of gender inequality.

Engagement with men should complement engagement with women

Work with men should not take place without wider work with women, but this does not mean men and women have to be included in the same activities. Programme reviews recommend a combination of male only sessions and mixed gender discussions to provide enough space for men to reflect in a safe environment, but also making sure that dialogue with women takes place. These activities do not need to take place all at the same time and consideration should be given to how these are sequenced. In some contexts, it may help to involve men and boys later in projects, given their relative power and dominance in societies; in others, early engagement may be a prerequisite for full participation in other activities.



Resources for designing programs which engage men and boys

The [Learning Brief](#) from CARE's Engaging Men and Boys Learning Initiative (2015) includes considerations for programme design.

The Interagency Gender Working Group has a useful list of [DOs and DON'Ts for engaging men and boys](#) for health and gender equity.

CARE's mapping document on [Engaging Men & Boys to Promote Gender Equality and Prevent GBV in Emergencies](#) details promising practices and approaches.



Resources for integration of gender into proposals

CARE USA's Gender Integration Portal includes resources such as:

- [Gender Standards for Proposal Development](#)
- [Gender Powerpoint](#)
- [Gender mini-guide video](#)

Note that programming with men and boys to promote gender equality is beyond simple integration and therefore programme design should go beyond what is recommended in the mini-guide.

For more info contact: Emily Usher Shrair, Senior Technical Advisor for Gender Program Design and Resource Mobilization (Emily.Shrair@care.org).



Communities of practice

A number of communities of practice and networks exist to support programming to engage men and boys for gender equality:

- [Interagency Gender Working Group, Male Engagement Taskforce](#)
- [MenEngage Alliance Network](#)
- [CI Gender Network](#)
- CARE's Engaging Men and Boys Community of Practice: Contact Axel.MartinAronsson@care.no.

Ensure time and space to reflect on the impact of approaches and adapt programmes

Engaging men and boys requires navigating through complex realities and situations. Once engagement approaches have been agreed, it is important to test and make space to pause, reflect and readjust. When designing programmes, it is important to ensure adequate time and resources have been allocated to evaluate progress. See the section on [Process monitoring and adaptation](#) for further guidance.



For more info contact:

[CI Gender Network](#);
[Global Gender Cohort](#)

How to engage

Work with men and boys on gender norms will only be effective where they are **engaged in appropriate and relatable ways**, so it is important to consider which medium is best for the target groups.

The below examples are not exhaustive, but provide insight into **common approaches and formats** used within programmes.

Group Education



Many curricula presented in the [Resources](#) section are facilitated through group education models. These involve men and boys coming together through a fixed set of sessions to discuss issues of gender, sexuality, violence, health, division of labor, etc. This work often starts with the partners of women participants. By the end of the project these men often know more about the programme and are easier to recruit to other programme activities such as community action groups. Sessions can be done with men only, and mixed gender spaces.

CARE Example: [IMAGINE](#) provides group education to [Fada groups](#) (men's social groups) in Niger as part of its gender synchronised engagement aiming to delay first birth among married adolescents.

CARE Example: [Tipping Point](#) in Nepal provides group education to [adolescent boys' groups](#) and separately to [fathers' groups](#) as part of gender synchronised engagement in support of ending child, early and forced marriage.

Men and Boys' Support Networks



In some cases, engaged men form support groups to establish safe spaces, build bonds and create relationships of support and accountability. These can be critical support systems, particularly as men and boys might face backlash or alienation from others in moving toward equitable norms in their lives.

CARE Example: The [Northern Uganda Male Engagement Initiative](#) supports groups of Role Model Men to come together for reflection and discussion as community change agents.

Counseling/Mentorship Models



For personal engagement and support, some projects support one-on-one counseling and mentors to provide emotional support and reflective conversations with men and boys. These can be on-going relationships or fixed term sessions with men or couples. Shorter term sessions have been used to prepare young couples for marriage, young parents for raising children, or to come together to around domestic violence.

CARE Example: Indashyikirwa in Rwanda includes [counselling for couples](#) where the wife is member of a VSLA with the aim of preventing gender-based violence.

Collective Action/Activism



Beyond personal change, men and boys may organise to collectively take action, share learning and support campaigns to promote more equitable social norms in their communities. Campaigns can often include community theatre, radio shows, music etc.

CARE Example: Through the [Northern Uganda Male Engagement Initiative](#), members of Role Model Men groups commit to share their learning with ten other households in their community, as well as lead local campaigns for gender equality and peace through radio and theater.

Audience/Edutainment



A subset of interventions engage men and boys as target audiences of edutainment efforts. This has been effectively applied through programs seeking to end gender-based violence and promote sexual and reproductive health rights. This can also be linked with action in support of campaigns.

CARE Example: [Partnering to Save Lives](#) in Cambodia held men's clubs alongside mixed-gender Listening and Dialogue Groups in rural and remote communities to discuss radio dramas focused on reproductive, maternal and newborn health.

CARE Example: The [Young Men Initiative](#) in the Balkans adapted many of its activities following the COVID pandemic to develop podcasts, videos, social media challenges and other online events.

CARE Example: The [Healthy Women, Healthy Workplace](#) project in Cambodia used edutainment including the Chat! Contraception package with videos and a game, a video drama series and partnerships with local ringtone vendors to change RMCH behaviours.

Engaging Leaders



Some projects engage men as community leaders and gatekeepers. Leaders, such as religious leaders, have status and influence on community norms that position them as strong advocates for gender equity. They may also influence institutions toward gender equity and inclusion.

CARE Example: Tipping Point [engaged religious leaders](#) as supporters of ending child, early and forced marriage.

Service Providers



Projects engage service providers—particularly educators, coaches and health service providers—to work with men and boys. These materials focus on building more inclusive and equitable environments and norms in educational, recreational/sports and health settings.

CARE Example: [IMAGINE](#) supports health service providers in Niger and Bangladesh to provide youth-friendly family planning counselling to married adolescents.

Advocacy Networks



For initiatives that work toward social change at broader levels, some male engagement networks support campaigns at districts, state and broader levels for policy advocacy work, in alliance with women's rights organisations.

Engaging across the Gender Equality Framework

Different models of engagement can be used across the domains of the Gender Equality Framework. The below examples illustrate approaches relevant to each domain with tips to consider when designing programmes.

Agency

Reflection on gender, masculinities and social norms

Working to challenge gender inequality involves encouraging men and boys to abandon harmful stereotypes that discriminate against women. A key first step in this process is creating opportunities for them to reflect on what gender means to them.

For sensitive dialogues to take place in a meaningful way among men and boys, it is critical to build trust. This work often happens through safe spaces or support groups among men, via group education or one-on-one counselling. Work with men and boys at individual level may integrate psycho-social support into programming, to support their own healing and emotional expression.

Examples include:



CARE Balkans: In the [Young Men Initiative](#), male youth undertake activities that facilitate reflection around key gender and sexuality expectations, norms and experiences within their own lives. This forms the basis of their work toward seeing gender norms and the impact of norms on their lives and relationships.



CARE Egypt: The [Safe Cities project](#) worked with tuk-tuk drivers and local craftsmen through a series of art therapy sessions which supported men around self-expression, reflection and learning, and inner healing. This approach has also been adapted for refugee programming.



TIP

Choose the right medium to most effectively reach, support and encourage the target group



TIP

Create open and honest spaces for men to share, listen and engage.



TIP

Allow space to unpack how societies are structured to uphold male dominance and privilege.

Relations

Work with men and boys often involves identifying individuals already living more equitable norms, supporting them to make more equitable practices visible and creating spaces to discuss equitable norms within communities.

Reflection on power dynamics within relationships

Gender transformative programming should encourage men and boys to embrace respectful, healthy relationships. Beyond the individual work on masculinities, this involves focusing on different types of relationships, including the relationships between intimate partners and within families.



CARE Rwanda: The [Indashyikirwa project](#) worked with couples who have had experiences with domestic violence through a 5-month intensive learning curriculum. The goal of these sessions is to support healthy, equitable, and non-violent relationships. These exercises often take place through group education or as discussions among support groups of men.



CARE Bangladesh & CARE Nepal: [Tipping Point](#) conducts inter-group dialogues to address the root causes of child, early and forced marriage. These dialogues bring together girls, boys and parents to share reflections alongside synchronised engagement with different participant groups.

Building support within communities

Men and boys play an important role in actively challenging discriminatory gender norms, however this requires support to ensure sustainable change. At the community level, work with men and boys often includes creating peer groups among men and boys for support and accountability.

Where men and boys may face potential backlash from family or community for challenging social norms, support from peers and public acknowledgement can make it easier for them to maintain individual change. Mentorship and group models can help build that network for men to lean on for empathy and support as they unpack toxic ideas surrounding masculinities, make changes in their lives and start to organise for gender equality.



CARE Burundi: [Abatangamuco](#) is a men's group supported by CARE in rural Burundi to challenge traditional notions of masculinity. Members are active counselors in their communities but also gather as a group to provide social support, solidarity and accountability with one another.



CARE Uganda: The [Northern Uganda Male Engagement Initiative](#) supports groups of men, with the title of role model men, to come together for reflection and discussion as community change agents, gender equitable partners and support as survivors of violence. Through these groups, members commit to share their learning with ten other households in their community, as well as lead local campaigns for gender equality and peace through radio and theatre.



TIP

Don't limit targeting to people who are married or in heterosexual partnerships.



TIP

Focus social norms messaging on positive futures rather than naming existing negative norms.



TIP

Develop supportive relationships among men to mitigate backlash.



TIP

Refer to [CARE's principles for engaging with social norms change](#) for examples of promising practices.

Structures

Engaging men and boys for gender equality requires dismantling patriarchal structures—both formal and informal—which disenfranchise women.

Changing discriminatory social norms

Social norms programming addresses discriminatory non-formal structures by taking public action to openly challenge inequitable customs, values and practices.

Some projects support men and boys to collectively undertake activities and dialogues toward gender equality. In non-formal contexts, actions may include community campaigns and events to catalyse dialogues for changing discriminatory social and gender norms.



CARE Bangladesh: The [Adolescent and Women Reproductive and Sexual Health Initiative](#) (ARSHI), integrated arts, culture and sports as strategies for changing discriminatory social and gender norms with boys and girls. Boys also organised public demonstrations and a rally to raise awareness about maternal mortality and catalyse community dialogues creating more positive for social norms.



CARE Balkans: The [Young Men's Initiative](#) (YMI) worked with music and street art as one method for sharing key messages. Both [YMI](#) and [Partnership for Prevention](#) also used social media campaigns effectively to mobilise young people to take action, share and have dialogues on non-violence and gender equality.



CARE Cambodia: The [WhyStop Short Film Competition](#) encouraged adolescent boys to reflect on the impacts of sexual harassment and make a video which they shared for votes on social media. Excerpts from winning videos were adapted to create a curriculum for engaging adolescent boys and girls in secondary schools.

Building inclusive and accountable institutions

Gender transformative engagement with men and boys aims to shift systems of power and privilege, policies, and procedures toward gender equality.

This involves addressing attitudes, processes and norms which disenfranchise women within key services such as health centres, schools, police and local government. Actions may take the form of targeting men within these institutions to address specific inequalities, such as working with male teachers on addressing barriers to education for girls, or engaging men within the police on responding to reports of gender-based violence without prejudice. Work with service providers may also focus on how men and boys engage with these in support of women, such as promoting men's involvement in reproductive health services. This may also have the effect of creating services which are more effective and inclusive of men and boys.



CARE Balkans: The [Welcome Initiative for Migrant Youth](#) supports welcome centers to adequately meet the needs of unaccompanied youth migrants, many of whom are young men and boys.



CARE Cameroon: The [CHAMP project](#) works to provide HIV prevention and treatment for LGBTQI+ communities, and has engaged staff in trainings toward providing welcoming and inclusive services to support the realities, risks and priorities of LGBTQI+ communities, including men who have sex with men and trans people.



TIP

Ensure opportunities for dialogue are not dominated by men's voices, as this limits opportunities for women to assert their own agency.



TIP

Refer to [CARE's principles for engaging with social norms change](#) for examples of promising practices.



TIP

Men doing gender equality work may be given greater status, power, and recognition than women doing the same work. Make sure that men are acknowledging contributions of female leaders who have been active in this space.



Alliances for advocacy

Advocacy work with men and boys must be done in collaboration with broader groups, particularly movements led by those most impacted by gender inequality (women, girls and gender non-conforming/beyond-binary people).

In addition to actions in non-formal contexts pushing for changes to discriminatory social and gender norms, advocacy may also focus on formal policy change. Some networks working with men and boys for gender equality enter coalitions with other organisations to push for policy and procedural change with government stakeholders. It is important that this work engages with and gives space for women's rights organisations and movements to advocate for and set the agenda around gender equality organising.



Sonke Gender Justice Network, an organisation that works with men and boys for gender equality, partnered with researchers, community-based organisations, concerned community members and media partners to mobilise and demand accountability for GBV and HIV/AIDS services among local governments in 4 districts of South Africa.



TIP

Connect with women-led organising to avoid undermining feminist movements.

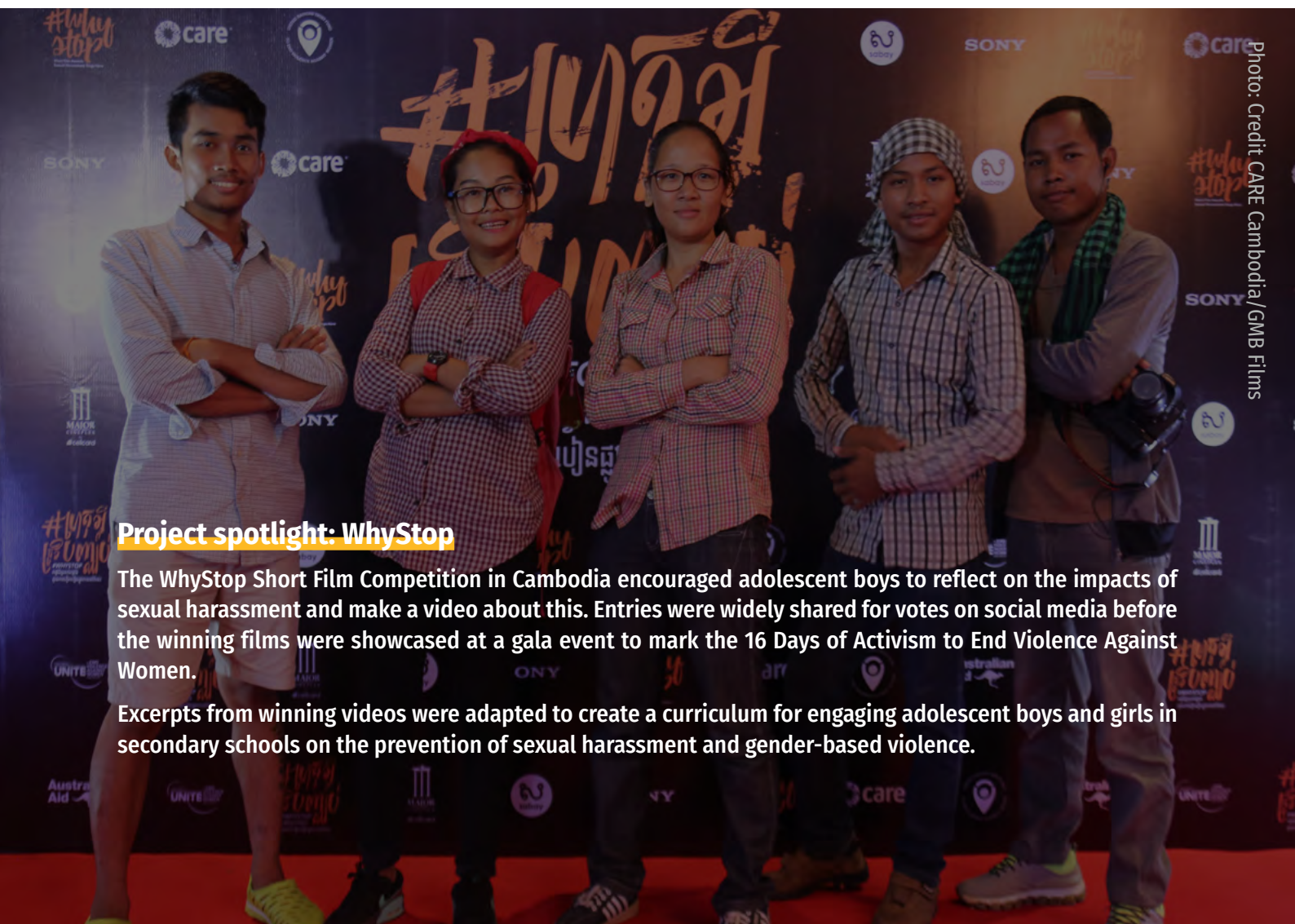


Photo: Credit CARE Cambodia/GMB Films

Project spotlight: WhyStop

The WhyStop Short Film Competition in Cambodia encouraged adolescent boys to reflect on the impacts of sexual harassment and make a video about this. Entries were widely shared for votes on social media before the winning films were showcased at a gala event to mark the 16 Days of Activism to End Violence Against Women.

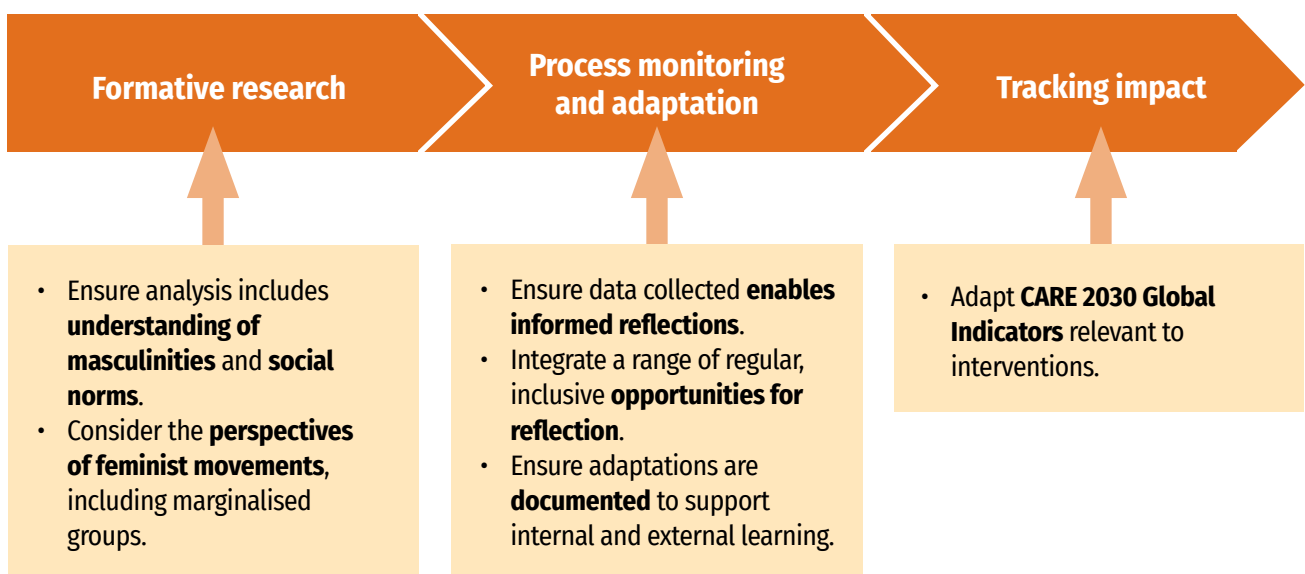
Excerpts from winning videos were adapted to create a curriculum for engaging adolescent boys and girls in secondary schools on the prevention of sexual harassment and gender-based violence.

MEAL

Guidance for integrating engagements with men and boys into monitoring and knowledge management

This section includes specific factors to take into account when monitoring, evaluating, analysing and learning from programming which engages men and boys, including:

- Ensuring effective and comprehensive research
- Considerations and potential approaches to support effective monitoring and adaptation
- Potential indicators to use or adapt for tracking impact



Formative research

To be gender transformative it is important the formative research goes beyond what is done in a gender analysis. It should take into account perspectives on masculinities and men's vulnerabilities and a deeper analysis on social norms.

To remain accountable to feminist movements and ensure programs complement existing initiatives, formative assessments should always be informed by the opinions and considerations of women's movements in any country, including engagement with marginalised groups.

Understanding the gender context

A thorough gender analysis should explore how gendered power relations give rise to discrimination, subordination and exclusion in society, and consider how intersectional causes of marginalisation including class, ethnicity, caste, age, disability status, and sexuality may affect both men and women. Gender roles and relations, prevailing social norms and their impact on masculinities should be examined from inter-personal, household, community, provincial and national levels, looking at both the public and private sphere. Research should speak directly to men and boys as well as to women and girls.

This analysis should include a thorough risk assessment. See the section on [Contextual Analysis](#) for more information.

Understanding existing movements and initiatives

Thoughtful consultation and coordination with women's rights organisations, and potentially with other movements that seek to promote inclusion and social justice, is important to understand how planned interventions with men and boys relate to the broader landscape of activities striving for gender equality within the context. It may be beneficial to map existing organisations and initiatives already working towards the same goals to ensure inclusion—paying particular attention to marginalised groups—and develop an accurate picture of current actions. This will both support programme design and ensure accountability to feminist groups.



Resources to support formative research:

CARE's [Gender Transformative MEAL Tip Sheet](#).

CARE's [Good Practices Framework on Gender Analysis](#) outlines key areas of inquiry to consider when trying to understand what are the conditions and characteristics of gender relations.

CARE's Good Practices Framework on Gender Analysis includes a section on [Stakeholder and Institution mapping](#).

CARE's [Gender MEL Toolkit](#) includes guidance on preparation and approaches.

CARE's [Rapid Gender Analysis](#) is used in emergency settings.

CARE's [Gender Toolkit](#) offers a compilation of gender analysis and measurement tools. These tools can explore key norms, attitudes, practices and relational dynamics with men and boys (and people across genders).

CARE's [Social Norms Measurement tools](#) include the [Social Norms Analysis Plot](#), which is used specifically to assess social norms programming using social vignettes.

The [Rapid Care Analysis](#) (RCA) is an assessment tool which helps understand who in a community carries out unpaid care.





The [Compendium of Gender Scales](#) identifies scales that measure adherence to gender norms and reviews how they have been used to measure the success of interventions in changing these norms.

Process monitoring and adaptation

Engaging men and boys requires navigating through complex realities and situations. Where new and potentially challenging interventions are being applied in new contexts, it is important to reflect and readjust to ensure these are effective, address any unforeseen consequences—both positive and negative—and assess the level of impact. To achieve this, programs should ensure they are collecting the right data and are ensuring opportunities to reflect on progress. **This is particularly important to ensure any engagements with men and boys are not unintentionally reinforcing negative stereotypes and gender norms.**

Ongoing data collection

For project tracking and donor accountability, process monitoring will include basic data such as attendance at sessions, drop-out rates from the intervention, facilitator/mentor drop out, and age and sex of participants. It may also include specific monitoring tools for aspects such as quality of facilitation for curricula-based methods. However, when designing project monitoring frameworks, it is important to ensure the data collected will enable informed reflection on the effectiveness of actions to engage men and boys.

-  **Ensure monitoring data is relevant to programme decision making:** When choosing monitoring data, consider what aspects of the intervention you are trying to test and the outputs required for this to be considered a success. Look ahead to scheduled periods of reflection and check whether ongoing data collecting will allow for potential questions to be answered.
-  **Expand upon basic data when needed:** Basic data should be regularly reviewed and action taken to understand anomalies. Where high drop-out rates are noted, investigate the reasons for these to identify whether these are the result of the subject matter, engagement format, quality of facilitation or other practical reason so appropriate adjustments can be made. Where disaggregated data reveals engagement is limited to a particular age, gender identity, ethnicity or other identifier, explore whether any barriers to participation need addressed.
-  **Ensure monitoring includes gender-based violence risk mitigation:** It is important programmes monitor for potential harm, including gender-based violence, and have a mitigation plan in place. Monitoring may be a simple tracking system to document events staff observe relating to gender-based violence, enabling the project to regularly assess if there are spikes in incidents linked to the timing of specific project activities and take appropriate action.
-  **Ensure monitoring tracks specific accountability actions:** Engagements with men and boys should demonstrate accountability to feminist movements; monitoring actions which engage with partners and the broader community programmes can ensure accountability remains embedded within the programme. This also supports external reporting of how the project is remaining accountable. Monitoring could range from tracking meetings or consultations with key stakeholders to periodic mapping of relationships between community actors and organisations. It may also include tracking use of reporting mechanisms, referrals and other processes to address risks and ensure activities do no harm.



Resources to support effective monitoring and adaptation

CARE's [Gender Transformative MEAL Tip Sheet](#)





CARE's [MEAL Approach, Principles and Operational Standards for Projects and Initiatives](#).

CARE's [Guidance for creating and Managing Effective Feedback and Accountability Mechanisms](#) includes practical templates, guidance and examples to help ensure programming is informed by the opinions of participants and community members.

CARE's [Guidance for Gender Based Violence \(GBV\) Monitoring and Mitigation within Non-GBV Focused Sectoral Programming](#) includes ways to include the tracking of GBV-related incidents or norms within the programme's overall M&E plan.

Assessing and adapting interventions

Opportunities to reflect on progress and readjust interventions where needed will ideally be integrated at programme design stage as these will require dedicated time and resource allocation. A number of considerations should be taken into account when planning for these to ensure programmes continually adapt to engage men and boys in the most effective way and ensure they do no harm.

-  **Plan for a variety of reflection opportunities at regular intervals:** Reflection opportunities can take a number of forms including progress meetings, internal surveys or evaluations, reflection workshops and formal research. A particular approach to consider for programmes engaging men and boys is to develop a formal or informal advisory committee made up of women's movement actors in-country. Following initial consultation as part of formative research, this group could be convened at regular intervals throughout the programme to reflect on progress, provide feedback and assist with problem-solving. Such a group also provides a forum for sharing updates to ensure accountability.
-  **Include multiple voices and perspectives:** Reflection should ensure it includes opportunities for participants and community members to provide feedback and does not limit this to project staff and partners. In the context of engaging men and boys this may include surveying or speaking to the partners, family members and colleagues of the men and boys engaged, as well as wider community members relevant to the context such as teachers, health service providers, community leaders or others. All such engagements should invite open and honest reflection on what is working and what is not, with a particular focus on identifying any unintended consequences of activities.
-  **Follow through with changes:** The purpose of reflecting is to ensure challenges are addressed and engagements are as effective as possible, so it is important any necessary actions identified are implemented. Doing so may include allocating staff time or resources to re-design activities, conduct refresher training or update activity schedules. This may include openly communicating with donors about what is working well, what should be changed and why.
-  **Ensure changes are documented to support ongoing learning:** Adaptations identified during reflection processes should be clearly documented to support ongoing learning and knowledge management. Potential formats for this include learning briefs, blogs and articles, or summaries of relevant surveys and evaluations. These may be shared internally and externally via channels such as Workplace, websites, CARE's Insights platform, the Failing Forward podcast or other relevant outlets.

SPOTLIGHT:

Adaptive management

Adaptive management may be a useful approach to follow for ensuring the effectiveness of activities engaging men and boys. It can be defined as “an intentional approach to making decisions and adjustments in response to new information and changes in context.” Adaptive management is not about changing goals during implementation, it is about changing the path being used to achieve the goals in response to changes. Activities should be designed with sufficient flexibility so that the path to implementation can be adjusted in response to emerging opportunities and knowledge.



Resources to support adaptive management:

CARE's IMAGINE project developed an [applied approach for using adaptive management](#) in their programming which has some useful [tools for reviewing and adjusting programme direction](#).

USAID [Discussion Note on Adaptive Management](#).

USAID [Collaborating, Learning and Adapting Framework & Key Concepts](#).

Tracking impact

In addition to tracking the reach of initiatives which engage men and boys, programs should include indicators to track whether there is change towards greater gender equity in terms of beliefs/attitudes as well as in regards to self-reported behaviours or perceptions of shift in community behaviours.

Specific indicators for tracking impact will vary depending on the context and focus of interventions. Many of CARE's 2030 Global Indicators on **Gender Equality** and **Pathways to Impact at Scale** may be relevant. It is also recommended that projects consider whether any of the **sector-specific indicators** might be relevant to particular initiatives.

Potential indicators include:

- **% of men and boys who reject intimate partner violence**
CARE 2030 Global Indicator #2: [Rejection of IPV](#)
- **Changes in men and boys' belief in their capability to influence others to hold more equitable gender norms**
CARE 2030 Global Indicator #8: [Self Efficacy](#)
- **Changes in men and boys' perceptions of how they collaborate to address/advance a community/collective need**
CARE 2030 Global Indicator #9: [Collective Efficacy](#)
- **Changes in men and boys' gender equitable attitudes towards social norms**
CARE 2030 Global Indicator #13: [Attitudes towards social norms](#)
- **Changes in participation of people of all genders in formal (government-led) and informal (civil society-led, private sector-led) decision-making spaces**
CARE 2030 Global Indicator #14: [Women's participation in decision-making](#)
- **Changes in perception of women's active participation in economic decision-making in the household level among men and their partners**
CARE 2030 Global Indicator #14 [WEJ]: [Women's economic decision-making](#)
- **# and description of positive shifts in informal structures (social norms, culture, beliefs, etc.) as defined and influenced by actions led or supported by men and boys**
CARE 2030 Global Indicator #16: [Positive shifts in informal structures](#)
- **# of new, amended or better implemented policies, legislation, multilateral agreements, programs, and/or budgets responsive to the rights, needs and demands of people of all genders**
CARE 2030 Global Indicator #17: [Shifts in formal structures](#)
- **Changes in # and % of women who have actively participated in economic decision-making in the household**
CARE 2030 Global Indicator #30: [Equitable participation in economic activities](#)



TIP

A project which identifies as engaging men and boys when reporting reach for [PIIRs](#) should at minimum be gender responsive. See the section on [Effective engagement with men and boys](#) for further information and examples.

It should meet the minimum criteria for introducing activities to engage men and boys as outlined in the [Preparation](#) section



TIP

The [Guidance for the CARE 2030 Global Indicators](#) recommends new proposals or contracts include at least 1-2 Gender Equality indicators, at least 1 Impact Area indicator and any relevant Poverty and Pathways indicators.

Existing projects can choose to integrate these into their existing MEAL system and/or include in any upcoming evaluations/measurements or secondary analysis of existing datasets.

A full list of CARE 2030 Global Indicators is available on [CARE Shares](#).

Project spotlight: Tipping Point

Tipping Point uses a gender synchronised approach in Nepal and Bangladesh to challenge social expectations and repressive norms which perpetuate child, early, and forced marriage

The project engages groups of girls, boys, mothers, fathers and religious leaders through a range of group sessions and other interactions. It provides opportunities for male and female groups to come together with the aim of creating an increased sense of agency for adolescent girls, improved relationships between family members, and shifts in social norms.



Programme design checklist for male engagement initiatives

Design process	Programme design has been supported by gender expertise (internal staff, CARE Member Partner, gender cohort, within CI or external consultant).	
	Clear analysis of gender inequalities, including social norms and masculinities, has been conducted (or funding is available for this).	
	Women's rights groups have been consulted as key informants during programme design.	
Preparation	Time and resources have been allocated for staff (and partners where relevant) to reflect on equity, diversity, inclusion and potential biases; <i>OR</i> Staff have already been through an internal reflection process in the past 2 years (such as Social Analysis in Action or Reflections on Equity, Diversity & Inclusion (REDI/GED)) and implementing partners have been/will be given this opportunity.	
	Adequate time and resources have been allocated to build capacity of facilitators.	
	A thorough risk assessment has been completed which identifies potential risks from challenging gender inequalities, prepares responses to opposition/unintended consequences and develops safety plans should backlash occur.	
	Opportunities for feminist movements to engage with the programme's aims and progress have been clearly identified.	
	Where feasible, activities build upon the work of existing movements and/or partner with existing movements.	
	Planned activities engage across all domains of the Gender Equality Framework	
	Planned activities with men and boys will challenge traditional notions of toxic masculinity and harmful gender norms.	
	Planned activities with men and boys will recognise men's distinct needs and go beyond this to highlight the role they can play in addressing inequities and promoting gender equality.	
	Planned activities with men and boys are not tokenistic but will take place over sufficient time to enable reflection.	
	The chosen engagement formats are suitable for the target audience and context.	
	Planned activities with men and boys will complement activities with women in the same community and/or provide opportunities for dialogue between men and women, boys and girls.	
MEAL	Adequate time and resources have been allocated to evaluate progress and readjust interventions where necessary.	
	Planned indicators align with CARE's 2030 Global Indicators.	

3. TOOLS AND RESOURCES

QUICK REFERENCE LISTS

Program examples, tools and contacts

Key CARE projects

Tipping Point uses a gender synchronised approach to challenge social expectations and repressive norms. Programme details and resources are available at caretippingpoint.org.

IMAGINE engages families and communities and influences systems to create a better environment for girls to exercise their rights and make decisions about their health and lives. Programme details and resources are available at care.org/imagine.

The **Young Men Initiative** works with adolescent boys in the Balkans to promote positive masculinities and address harmful social norms. Programme details and resources are available at <https://youngmeninitiative.net/en/>.

The **Role Model Men & Boys** approach mobilises men and boys to go through personal reflections to explore constructions of masculinity in their contexts and how it affects their well-being and relationships. Overviews of the project and approach are available [here](#) and [here](#).

Key CARE tools

- [Social norms change principles](#)
- [Gender Analysis Framework](#)
- [Gender MEL Toolkit](#)
- [Social Analysis and Action Global Implementation Manual](#)
- [Reflections on Equity, Diversity & Inclusion \(REDI\)](#)
- [Gender Integration Portal](#) for business development

Key CARE contacts

with experience implementing effective programs engaging men and boys:

- CARE Balkans
- CARE Rwanda
- CARE Burundi
- CARE Norway

Key organisations, alliances & networks

focused on engaging men and boys for gender equality:

- [MenEngage Alliance](#)
- [Promundo](#)
- [Sonke Gender Justice Network](#)
- [MenCare](#) global fatherhood campaign
- [Interagency Gender Working Group's Male Engagement Task Force \(METF\)](#)

RESOURCES FOR PLANNING ACTIVITIES

Manuals, tools and resources to support project staff with planning activities and developing curricula

This guidance lists potential tools and resources to support project staff with deciding what to do within their planned activities with men and boys. Staff may choose to use or adapt entire curricula in full or browse training manuals for examples of specific activities.

Group education, reflection and dialogue

These resources contain educational curricula and activities which enable men to reflect on gender, masculinities and social norms. Each is targeted to a specific life stage or role and may be tailored to a particular impact area. Many address power dynamics within relationships and encourage men to become supporters of gender equality within their lives. Some offer guidance on building support within communities and encouraging men to become champions of gender equality.

While some resources listed solely focus on building agency, others are more comprehensive and encompass all domains under the Gender Equality Framework.







Look for this icon to find resources which include guidance for moving men from being supporters to allies & champions.

MANUAL & AUTHOR (linked)	SECTOR	LEVEL	WHO, WHERE	DESCRIPTION
CARE: Tipping Point Facilitators' Manual for Adolescent Boys Groups	Education, GBV, SRHR, Financial literacy	AGENCY	Boys aged 12 to under-16 <i>Nepal</i>	This manual supports adolescent boys to reflect on expectations and roles in regard to gender, to help them challenge inequitable expectations, to practice new more equitable ways of behaving, to learn about key topics on SRHR and financial literacy. This is one component of the programme's synchronised engagement with different participant groups around key programmatic topics.
ICRW, CORO, TISS: Gender Equity Movement in Schools (GEMS) Training Manual for Facilitators	Education, GBV	AGENCY	Young people aged 12-14	This manual aims to support facilitators to initiate discussions on gender and violence in schools. It includes modules on gender, violence, healthy relationships, emotions, and violence & conflict management.
Promundo, Save the Children, Intercambios: For the End of Sexual Exploitation Training Manual	Education, GBV, SRHR	AGENCY	Boys aged 10-14	This manual contains educational activities to engage adolescent boys in critical discussions on topics of gender, sexuality, violence and the sexual exploitation of children and adolescents. <i>Note this is only available in Portuguese.</i>
Promundo: Program D – sexual diversity Training manual	GBV, Sexuality	AGENCY	Boys aged 10-14	The Program D toolkit promotes respect for sexual diversity by inviting youth to reflect on questions and prejudices related to homosexuality.me's synchronised engagement with different participant groups around key programmatic topics. <i>Note this is only available in Spanish.</i>
Save the Children: CHOICES curriculum	SRHR, Sexuality	AGENCY	Young people aged 10-14 <i>Nepal</i>	The CHOICES curriculum engages adolescents in fun, developmentally appropriate dialogues about their notions of respect, communication, fairness and their dreams for the future.
Promundo: Program H Facilitators' Manual - Program Ra (Arabic adaptation) - Yaari Dosteng (Adaptation in India) - Program M (adaptation in the Balkans)	GBV, SRHR, Health, Economic Empowerment, sexuality, EMBiE, Post-conflict	AGENCY	Young men aged 15 to 24 <i>Latin America, Jordan, India, Balkans</i>	The Program H Facilitators Manual includes ~70 activities to carry out group work with young men on gender, sexuality, reproductive health, fatherhood and caregiving, violence prevention, emotional health, drug use, and preventing and living with HIV and AIDS.
CARE International Balkans, Nexus, Center E8: Manual for Engaging Young Men and Boys in Emergencies	EMBiE, GBV, Health	AGENCY	Young men <i>Balkans</i>	This manual contains guidelines for addressing basic needs of boys and young men in crisis and an educational curriculum for working with boys and young men on gender equality. It includes sessions on gender, power, violence, GBV, health, plus guidance on motivational and leisure time activities such as "Be A Man" clubs. around key programmatic topics.
Promundo: Living Peace Groups Implementation Manual	GBV, EMBiE, Sexuality, Post-conflict	AGENCY	Men in post-conflict settings <i>DRC, Burundi</i>	This manual supports adolescent boys to reflect on expectations and roles in regard to gender, to help them challenge inequitable expectations, to practice new more equitable ways of behaving, to learn about key topics on SRHR and financial literacy. This is one component of the programme's synchronised engagement with different participant groups around key programmatic topics.

MANUAL & AUTHOR (linked)	SECTOR	LEVEL	WHO, WHERE	DESCRIPTION
Center for Health and Social Justice: Breaking the Cycle Action guide on the prevention of gender-based violence among youth	GBV	AGENCY	Youth	This manual includes sessions on gender, social norms, GBV, and masculinities. It includes evaluation tools.
CulturaSalud: Young Men for the End of Violence: Manual for Facilitators	Violence	AGENCY	Adolescent boys and young men	This manual includes activities for working with adolescent and young men in the prevention of violence.
Strategies for Hope: Stepping Stones Training Package	Health	AGENCY	Adolescents aged 15+ and adults; couples	This training package focuses on HIV/AIDS, gender issues, communication and relationship skills.
Acquire/EngenderHealth, Promundo: Engaging Boys and Men in Gender Transformation: The Group Education Manual	SRHR, Sexuality, Health, Fatherhood, Sexuality, Violence	AGENCY	Men Pakistan	This extensive manual includes activities for engaging men on: Gender & power; sexuality; men & health; substance use; healthy relationships; STI & HIV prevention; living with HIV; fatherhood; violence; and taking action. It includes a section on training Male Engagement facilitators.
Rozan: Engaging with boys and men to address GBV and masculinities Training Module for facilitators and programme planners	GBV	AGENCY	Young people aged 10-14 <i>Nepal</i>	This training module engages young men in issues around gender-based violence and masculinities It includes sessions on masculinity & gender-based violence, sexuality, and life skills.
Pathfinder, Sonke Gender Justice Network: Working with Men and Boys: Gender and Sexual & Reproductive Health Manual	SRHR, Health	AGENCY	<i>Men</i>	This manual includes sessions on gender, masculinities, relationships, power and health.
SAHAJ, SAHAYOG TATHAPI: Working with men on gender, sexuality, violence, and health Trainers' manual	SRHR, GBV	AGENCY	<i>Men and boys</i> <i>India</i>	This manual includes sessions on gender, equity, sexuality, violence and health, with a section on facilitation skills.
CARE: Tipping Point Facilitators' Manual for Religious Leaders	Child, Early & Forced Marriage	AGENCY	Religious leaders <i>Nepal, Bangladesh</i>	This manual includes a package of interactive sessions and self-reflection exercises to address attitudes that promote early marriage.
STRIVE, ICRW, FVPP, MSSA, Breakthrough: Parivartan Coaches Handbook	GBV	AGENCY	Sports coaches	A guide for sports coaches and mentors working with schools and communities to use “teachable moments” to encourage gender equality and reduce gender-based violence.
CARE: Tipping Point Facilitators' Manual for Religious Leaders	SRHR, GBV, Sexuality, Child, Early & Forced Marriage	AGENCY	Fathers of adolescents <i>Bangladesh</i>	This manual encourages reflection among fathers of adolescent girls and boys to help them challenge inequitable expectations gender, covering topics including fatherhood, SRHR, sexuality, GBV, healthy relationships and child marriage This is one component of the program's synchronised engagement with different participant groups around key programmatic topics.
Promundo, WorldVision, MenCare: A More Equal Future: Manual to Engage Fathers to Prevent Child Marriage	Child, Early and Forced Marriage	AGENCY RELATIONS	Fathers <i>India</i>	This manual for fathers' groups is designed to provide a safe and constructive space for men, their partners and their daughters to critically reflect on the cultural and gender norms that perpetuate the devaluation of girls and serve as obstacles to men's participation as involved fathers. It includes sessions for fathers on gender, relationships, and fatherhood, as well as a father-daughter session and sessions for couples.
Promundo, WorldVision, MenCare: MenCare Fathers' Groups Manual for Sri Lanka	Health, Violence	AGENCY RELATIONS	Fathers <i>Sri Lanka</i>	This manual for fathers' groups contains group education modules for fathers and their partners in the plantation region (or tea estates) to promote gender equality within the home and children's healthy development and overall well-being. It includes sessions for fathers on gender, relationships, fatherhood, and violence, as well as sessions for couples.
Save the Children, IRH: REAL Fathers Mentor Curricula	GBV	AGENCY RELATIONS	Fathers <i>Uganda</i>	This training curriculum aims to equip mentors with the skills to guide young fathers aged 16-25 in positive parenting and relationship skills through individual conversations and group discussions, as well as some engagement with their wives. Topics include gender, fatherhood and positive masculinity.

MANUAL & AUTHOR (linked)	SECTOR	LEVEL	WHO, WHERE	DESCRIPTION
CARE: IMAGINE Couple's Counselling	SRHR, Financial literacy	AGENCY RELATIONS	New couples <i>Bangladesh</i>	These sessions provide newlyweds additional information on family planning and strengthen the couple's link to the formal health system.
CARE: Indashyikirwa Couple Curriculum Training Module	GBV	AGENCY RELATIONS	Couples <i>Rwanda</i>	This curriculum for heterosexual couples—where the woman is member of a VSLA—supports healthy, equitable, and non-violent relationships. It includes sessions on gender, relationships, and GBV.
CARE: Journeys of Transformation Training Manual for Engaging Men as Allies in Women's Economic Empowerment	GBV	AGENCY RELATIONS	Couples <i>Rwanda</i>	This curriculum for heterosexual couples—where the woman is member of a VSLA—supports healthy, equitable, and non-violent relationships. It includes sessions on gender, relationships, and GBV.
IRC: Engaging Men through Accountable Practice: <ul style="list-style-type: none"> • Introductory Guide • Training Guide • Implementation Guide 	GBV, Post-Conflict,	AGENCY RELATIONS	Staff, men and women	This three-part resource package provides practical insights on en-gaging men and boys in preventing VAWG in humanitarian settings. It includes curricula for staff, women's groups and men's groups.
Tostan: Community Education Curriculum	Violence, SRHR	AGENCY RELATIONS	Adults, Adolescents <i>Guinea, Guinea Bissau, Mali, Mauritania, Senegal, The Gambia</i>	This programme uses a coordinated outreach approach to share information and inspire change within communities.
CARE: IMAGINE Fada Group Facilitator Manual	 SRHR, Financial literacy	AGENCY STRUCTURE	Young men and new husbands <i>Niger</i>	This participatory facilitator guide combines reproductive health education and life skills, social norms exploration activities, and entrepreneurship skill building for male group participants. This includes sessions on Community Action Planning.
CARE: IMAGINE Fada Group Peer Leader Manual	 SRHR, Financial literacy	AGENCY STRUCTURE	Young men and new husbands <i>Niger</i>	This simplified version of the Fada Group Facilitator Manual contains simplified, key points related to reproductive health, life skills, gen-der and social norms, and financial literacy as well as suggested activities for peer leaders to share within their communities.
MenCare: Male Engagement in Maternal, Newborn, and Child Health/Sexual and Reproductive Health Guide for working with Religious & Traditional Leaders	 SRHR, Fatherhood	AGENCY STRUCTURE	Religious leaders	This guidance gathers lessons learned from global MenCare campaign partners working with religious and traditional leaders to promote MNCH/SRH and gender justice to assist with implementing male engagement interventions with religious and/or traditional leaders.
Center for Health and Social Justice: Mobilising Men in Practice: Challenging sexual and gender-based violence in institutional settings Tools, Stories, Lessons	 GBV	AGENCY STRUCTURE	Men <i>India, Kenya, Uganda</i>	This toolkit includes examples and tools for moving men from being gender equality programme participants towards being allies and champions, with a section on developing campaigns and taking coordinated action.
CARE: Tipping Point Intergroup Dialogues Manual	Child, Early & Forced Marriage	AGENCY RELATIONS STRUCTURE	Fathers mothers, adolescent boys & girls <i>Bangladesh & Nepal</i>	This manual guides dialogues between fathers, mothers, adolescent boy and girls within the Tipping Point programme package which aim to contribute to an increased sense of agency for adolescent girls, improved relationships between family members, and shifts in social norms that perpetuate child, early, and forced marriage. This manual should be used alongside the program's synchronised engagement with different participant groups around key program-matic topics.
CARE: IMAGINE Community Reflective Dialogues	SRHR	AGENCY RELATIONS STRUCTURE	Community members including leaders, family members and health care workers <i>Niger</i>	These mixed-gender community dialogues complement women- and men-only groups sessions. They bring together key community stakeholders from a single village who impact couples' ability to delay first birth, such as community leaders, mothers-in-law, reli-gious leaders, and health care workers to explore gender roles and reproductive health.

MANUAL & AUTHOR (linked)	SECTOR	LEVEL	WHO, WHERE	DESCRIPTION
Promundo: Program P - Fatherhood, Caregiving Manual for Engaging Men in Fatherhood, Caregiving, and Maternal and Child Health	 SRHR, MCH, GBV	AGENCY RELATIONS STRUCTURE	Fathers	Program P aims to engage men via the public health sector. The manual includes tools and resources for working with men as caregivers and fathers to prevent violence against children and women and to promote gender equality. It includes sections for use by health professionals, those engaging men within communities, and those wishing to launch MenCare campaigns within communities.
CARE: Young men initiative: Program Y Training Manual for Educators and Youth Workers	 Masculinity, Gender equality, SRHR, violence, Emergencies	AGENCY RELATIONS STRUCTURE	Adolescent and young men and women	Activities for working with young men and women covering gender, violence, SRH and parenthood, including guidance on implementing campaigns.
Raising Voices: SASA! Activist Toolkit	 SRHR, GBV	AGENCY RELATIONS STRUCTURE	Men and boys	The SASA! Toolkit includes resources, activities and monitoring and assessment tools for supporting local activism, media and advocacy to end violence and prevent HIV. It includes strategies for building collective action and creating positive change.
Institute for Reproductive Health: GREAT Project: <ul style="list-style-type: none"> How-To Guide Community Action Cycle Implementation Guide 	 SRHR, GBV	AGENCY RELATIONS STRUCTURE	Existing community groups <i>Uganda</i>	The Gender Roles, Equality, and Transformations (GREAT) Project is a set of participatory activities to engage adolescents and adults on gender, SRHR and GBV. It includes broad engagement through community groups, radio drama, health staff and volunteers. The core training for community groups and Community Action Cycle focus on gender equality, adolescent SRHR and GBV, with a focus on boys & girls aged 10-14, and adolescents, newly married couples & new parents aged 15-19. *
CARE: Social Analysis and Action Implementation Manual	GBV, SRHR, Sexuality	AGENCY RELATIONS STRUCTURE	Communities staff, partners	This manual includes a range of tools to encourage reflection on gender and social norms. It includes guidance on facilitating dialogues aiming to normalise communication about sensitive issues related to gender and sexuality, and links to MEL resources.

Engagement with service providers

These resources focus specifically on building the capacity of service providers such as health facilities to provide inclusive and accessible services which benefit men and women.

MANUAL & AUTHOR (linked)	SECTOR	LEVEL	WHO, WHERE	DESCRIPTION
CARE: Tipping Point Reflective Dialogues for Health Workers	SRHR, Youth	AGENCY RELATIONS	Health service providers	This manual contains activities to guide health workers through a process of critical self-reflection around social and gender norms and professional responsibilities relating to providing family planning counselling to newly married adolescents.
EngenderHealth: Youth Friendly Services	SRHR, Sexuality, Youth	AGENCY STRUCTURE	Health service providers	This manual for staff at health facilities includes sessions on gender, sexuality, and the importance of accessible services for youth, with guidance for conducting a self-assessment on the youth-friendliness of their services and creating an action plan for specific improvements.
Acquire/EngenderHealth, Promundo: Engaging Men in HIV and AIDS at the Service Delivery Level: A Manual for Service Providers	Health	AGENCY STRUCTURE	Health service providers	This training manual for service providers working with men aims to challenge the bias against engaging men in reproductive health and HIV services at the facility level. It includes sessions on gender, HIV, and counseling men and couples, with guidance for action planning on creating male-friendly health facilities.
MenCare: Male Engagement in Maternal, Newborn, and Child Health/Sexual and Reproductive Health Guidance for training health providers	Health	AGENCY STRUCTURE	Health service providers	This guidance supports teams to design training for health-service providers specifically on male engagement in MNCH/SRH services.
IPPF, UNFPA: Global Sexual and Reproductive Health Service Package for men and adolescent boys	Health	STRUCTURE	Health service providers	This package supports providers of sexual and reproductive health services to increase the range and quality of services to meet the specific and diverse needs of men and adolescent boys.
National LGBT Health Education Center Providing Inclusive Services and Care for LGBT People A Guide for Health Care Staff	Health	STRUCTURE	Health service providers	This guide includes an overview, tips and resources to support health care staff to provide an affirmative, inclusive, and respectful environment for all clients.

Planning campaigns and advocacy

These resources include guidance for country teams and partners when planning to engage men and boys as allies and champions of gender equality to take public action to address discriminatory structures. Note that guidance for engaging men and boys in campaigns is also included in a number of group education manuals—see highlighted resources in previous tables.

MANUAL & AUTHOR (linked)	SECTOR	LEVEL	WHO, WHERE	DESCRIPTION
CARE: Tipping Point Facilitator's Manual for Structured Allyship to Girl-led Activism	SRHR, GBV, Sexuality, Child, Early & Forced Marriage	STRUCTURE	Boys, parents of adolescent girls <i>Bangladesh & Nepal</i>	This manual is for use with boys and parents who are willing to come together into activist groups after Tipping Point's initial six-month training package. It focuses on effective activism and ally-ship, provoking critical thinking, and providing positive support and motivating change. This is one component of the program's synchronised engagement with different participant groups around key programmatic topics.
MenEngage and IPPF: Men-streaming in sexual and reproductive health and HIV: A toolkit for policy development and advocacy	Health	STRUCTURE	Organisations	This toolkit has been prepared to help organisations create affirmative internal policies which promote the positive roles that men can play in help moving towards the goal of gender equity.
MenEngage: Network Building Toolkit	Cross-cutting	STRUCTURE	Organisations	This toolkit aims to provide guidance on the steps and processes involved in setting up network/s that collectively work towards transforming masculinities and engaging men and boys in gender equality.
MenEngage: Policy Advocacy Toolkit	Cross-cutting	STRUCTURE	Organisations, project participants	This toolkit provides guidance on how to influence public policy for social justice and gender equality.
MenCare: Male Engagement in Maternal, Newborn, and Child Health/Sexual and Reproductive Health Advocacy Guide	SRHR, Fatherhood	STRUCTURE	Organisations, partners	This guidance supports teams to developing and implement a Policy Advocacy Plan specifically on male engagement in MNCH/SRH services.

This guidance note has been prepared by CARE Norge as the global lead for engaging men and boys on behalf of CARE International.

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