MALE INVOLVEMENT IN THE CONTEXT OF WOMEN'S EMPOWERMENT

CARE Tanzania
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Resources and Implementation Guidance
Eric Ramirez-Ferrero, Ph.D., M.P.H.

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The Ecological Model: The CARE Theory of Social Change calls for work in different levels of organization of society. Another consideration to take into account is geography. Combining both multi-level work with a geographic focus brings us to an ecological model of social change. The ecological model provides a conceptual framework for a more comprehensive approach to working with men and gender. The model emphasizes that to change individual behavior, programs need to not only work with individuals, but to also address the systems and groups—peers, families, communities, media, policies—that influence individuals.[1] It also emphasizes that this work must be conducted in the same geographic space. The ecological approach is beneficial because it increases the chances that individuals will be multiply-impacted by the projects' diverse interventions, and that working on both changing individual people and their social context at the same time will lead to more sustainable change. The Ecological Model underlines the different levels of action that are required to make changes in sexual and reproductive health, gender equality, and violence.

Ecological Model: Action Levels for Effecting Sustained Social Evolution	
Strengthen <u>individual</u> knowledge and skills	Help men and women understand how current gender and social norms affect their lives, promote changes in attitudes and beliefs about gender equity and change specific targeted behaviors—in this case, related to gender based violence and family planning.
Create a supportive <u>relations</u> family and peer environment	Help improve the quality of intimate relationships, reduce gender-based violence and create a supportive peer and family environment for gender-equitable relationships.
Change <u>organizational practices</u>	Adopt organisational policies and practices that advance men and women's health and involvement. These can include health services, workplaces, partner organizations and even CARE itself.
Mobilize <u>communities</u> through a community-centered approach	Create an enabling social environment supportive of gender equity, increased use of family planning and reduces community tolerance for gender-based violence. Mobilize groups and communities to cultivate constructive male involvement
Influence policy and legislation reform at the <u>societal</u> level	Develop strategies for reforming national, regional and district laws and policies that positively transform the social environment

When using the Ecological Model, it is important to pay attention to the links between the different levels. In other words, no level should be seen as independent of any other. In this way for example, it becomes clear that policy work affects, and is affected by, community education. This in turn,

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[1] "Engaging men and boys in changing gender-based inequity in health: Evidence from programme interventions," World Health Organization, 2007

affects and impacts the ways individuals in a given community regard a particular issue. One challenge for CARE will be to see how it can better link men's engagement work with current women's empowerment projects addressing different levels of society.

Individual Level

Level	Goal	Target Group	Resources/Brief Description	Comments
Theory of Social Change Level: **Agency** Ecological Model Level: **Individual**	To increase individual knowledge and skills, promote personal transformation regarding attitudes beliefs and practices about gender equity.	Men and older adolescents	**Engaging Boys and Men in Gender Transformation: The Group Education Manual** http://www.engenderhealth.org/pubs/gender/index.php *A collection of participatory exercises to promote gender equality and reproductive health. Both men and women can participate in these activities.*	Single lessons can be taken from this resource to suit particular needs.
		Adolescent boys	**Program H: Working with Young Men** http://www.promundo.org.br/en/publications-for-youth/ *A curriculum to promote gender equality and reproductive health* *Contact information for FHI's UJANA Project in Tanzania to see if Swahili version of Program H and M are available shared: Mo Schroeder, Director: MSchroeder-Sanai@fhi.org*	Available for download in English. These manuals have been adapted to the African context (**in Swahili**) in Tanzania by FHI's UJANA Project.
		Adolescent girls	**Program M: Working with Young Women**http://www.promundo.org.br/en/publications-for-youth/ *A young women's empowerment curriculum to promote gender equality and reproductive health. Contact FHI's UJANA Project in Tanzania to see if Swahili version of Program H and M are available and able to be shared: Mo Schroeder, Director: MSchroeder-Sanai@fhi.org*	Available for download in English. These manuals have been adapted to the African context (**in Swahili**) in Tanzania by FHI's UJANA Project.

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Identified Best Practices:

1. The program ensures that participants receive a significant dosage of messages in order to promote sustainable behavior change. "Weekly group education sessions 2–2.5 hours long for 10–16 weeks show the most evidence of effectiveness (in terms of sustained attitude and change)."[2]

2. The program seeks community stakeholder support for use of the selected curriculum. This applies primarily to the curricula to be used with children and youth.

3. The program uses a competitive, transparent, criteria-based process for selection of facilitators for the curriculum.

4. The program uses a training process for facilitators that emphasizes participatory learning and performance assessment.

5. Facilitators are provided copies of the curriculum and other tools to enable their work.

6. The program follows a systematic process for the evaluation and support of facilitators after training.

7. The program consistently uses a monitoring system designed to continually improve project delivery and effectiveness.[3]

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[2] World Health Organization (2007). Engaging men and boys in changing gender-based inequity in health: Evidence from programme interventions. Geneva

[3] These best practices are taken from: "Performance Standards for Gender-Based Reproductive Health Program Areas," EngenderHealth, CHAMPION Project, Tanzania. 2010.

Relational Level

Level	Goal	Target Group	Resources/Brief Description	Comments
Theory of Social Change Level: **Relational** Ecological Model Level: **Relational**	To improve the quality of intimate relationships, reduce gender-based violence and create a supportive peer and family environment for gender-equitable relationships.	Men and women, adolescent boys and girls	**Stepping Stones** http://www.mrc.ac.za/gender/stepping.htm *Stepping Stones workshops (intergenerational structured public dialogues) provide opportunities for participants to examine their values and attitudes towards gender and relationships, to build on their knowledge of aspects of sexual health and HIV/AIDS, and to develop skills that will help them communicate their needs and wants to others. The workshops are based on participatory learning approaches, as people learn better when their knowledge is affirmed and they are able to discuss issues and come to their own conclusions.* *Contact: Rachel Jewkes or Monalisa Hela,* *Gender & Health Research Unit, Medical Research Council,* *E-mail address: rjewkes@mrc.ac.za and/or mhela@mrc.ac.za*	A well-evaluated curriculum developed in South Africa and used extensively in Africa and now throughout the world. Available for download in English. Even though it was originally focused on HIV and sexual health, the topics can be adapted to suit specific programmatic needs.
		Couples	**Couple Connectedness to Improve Reproductive Health** The CHAMPION Project, EngenderHealth Tanzania *The curriculum addresses communication, harmful gender norms and power imbalances in couple relationships to reduce gender-based violence, increase use of family planning and prevent HIV and other adverse reproductive health outcomes.* *Contact: Jane Schueller at JSchueller@engenderhealth.org*	The curriculum has been piloted and is in the process of being revised (based on the pilot experience in Tanzania). Check with CHAMPION if the curriculum is available for use.

Identified Best Practices (same as individual, since the proposed interventions are also curricula):

1.   The program seeks community stakeholder support for use of the selected curriculum.

2.   The program ensures that participants receive a significant dosage of messages in order to promote sustainable behavior change.

3.   The program uses a competitive, criteria-driven and transparent process for selection of facilitators for the curriculum.

4.   Facilitators of the couple curriculum have additional skills in conflict management and resolution, referrals, basic counseling, etc.

5.   The program uses a training process for facilitators that emphasizes participatory learning and performance assessment.

6.   Facilitators are provided copies of the curriculum and other tools to enable their work.

7.   Facilitate the couple curriculum in pairs—a man and woman—to model equitable communication and teamwork.

8.   Safeguard participants' needs to safely disclose their experiences in single sex settings when sensitive issues arise.

9.   The program follows a systematic process for the evaluation and support of facilitators after training.

10.   The program consistently uses a monitoring system designed to continually improve project delivery and effectiveness.

Organizational Level

Level	Goal	Target Group	Resources/Brief Description	Comments
Theory of Social Change Level: **Relational and structural**	To improve the capacity of organizations to implement	CARE Tanzania Staff and staff of partner	**Engaging Boys and Men in Gender Transformation: The Group Education Manual** http://www.engenderhealth.org/pubs/gender/index.php *Staff learning sessions that integrate activities to promote*	These staff learning sessions, using lessons from the manual, are also a great way to build group cohesion and increase a sense of the group' shared mission. They

Ecological Model Level: **Organizational**	men's engagement programming.	organizations	*personal transformation and enhance organizational technical capacity: Both men and women can participate in these activities.*	are also fun! Create a regular opportunity for these learning sessions (e.g., once a week, twice a month, or once a month).
		Identified community champions	**Engaging Boys and Men in Gender Transformation: The Group Education Manual** http://www.engenderhealth.org/pubs/gender/index.php	The same manual can be used to build the capacity of identified community champions
		CARE Tanzania	***UNESCO Gender Mainstreaming Tools for Organizations*** *http://www.unesco.org/new/en/unesco/themes/gender-equality/capacity-development/gender-mainstreaming-tools/* *The website provides practical guidance and useful definitions that serve as a basis for effective mainstreaming of gender equality NGOs or governmental organizations. They help to support the behavioral and organizational changes that are needed to effectively mainstream gender equality considerations into all policies and programs of any organization.*	

Identified Best Practices:

1. An analysis of gender issues has been conducted by the program to inform program design, implementation and monitoring.
2. The organization ensures equal representation and participation of men and women in the design, implementation, monitoring and evaluation of the project.
3. The project work plan has objectives, activities, and outcomes specifically addressing the needs of women and girls as well as men and boys.
4. The project budget contains at least one line item devoted to gender-based HIV and/or reproductive health programming.
5. The organization collects project data disaggregated by sex and utilizes gender-sensitive indicators.
6. At least one person or division in the organization is responsible for gender-based programming.
7. The organization has gender-equitable policies.
8. Project staff members have undergone gender-sensitivity training.

Community Level

Level	Goal	Target Group	Resources/Brief Description	Comments
Theory of Social Change Level: **Structural** Ecological Model Level: **Community**	To create an enabling social environment supportive of gender equity.	The community	**Engaging Men at the Community Level** http://www.engenderhealth.org/pubs/gender/index.php *This manual is a great resource for help designing and implementing community engagement activities and for starting and supporting community action teams (CAT).*	Includes guidance on different community engagement activities such as: ▪ Working with Theater Practitioners ▪ Working with Visual Artists ▪ Media Campaigns and Social Marketing ▪ Health Fairs on HIV and Gender ▪ Group Discussions ▪ Talk Shows ▪ Marches/Rallies Linked to Gender and HIV ▪ Reaching Men Through Sports ▪ Door-to-Door Visits ▪ One-on-One Discussions/Peer Outreach ▪ Action Planning
		The community with a special focus on leaders	**SASA: An Activist Kit to Prevent Violence and HIV** http://www.raisingvoices.org/sasa/index.php *An evidenced-based methodology developed by Raising Voices in Uganda to address gender based violence through the engagement of communities.*	

		The community with a special focus on leaders	**A Field Guide to Designing a Health Communication Strategy** and **The New P-Process: Steps in Strategic Communication** Both resources are available at: http://www.jhuccp.org/resource_center/publications/field_guides_tools *These resources are intended to help you develop a technically sound communications campaign and consistency in the messages you communicate to the community and target groups.*	There are other great publications available at this same link.

Identified Best Practices:

1. The program involves diverse stakeholders, including marginalized and under-represented groups.

2. The program focuses on strengthening the core capacities of community participants.

3. The program assists community participants in identifying problems, priorities and feasible solutions.

4. The program involves community participants in developing an action plan based on their own assessment of their problems, priorities, and feasible solutions.

5. The program supports community participants in implementing their action plan.

6. The program supports community participants in reviewing and evaluating their progress implementing planned activities.

7. The program supports community participants in developing a new action plan based on results of their evaluation and/or additional problem assessment activities they conduct.[4]

Policy/Structural Level

Level	Goal	Target Group	Resources/Brief Description	Comments

Theory of Social Change Level: **Structural**
 	
Ecological Model Level: **Policy and Structural**
	To create an enabling policy environment supportive of gender equity.	CARE Staff	**An Introduction to Advocacy: A Training Guide**
			http://www.globalhealthcommunication.org/tools/15
			
			This Introduction to Advocacy Training Guide provides the tools for people to start
			engaging in the advocacy process, and is thus designed to:
			  ▪ *Inform a diverse audience of potential advocates about advocacy and its methods;*
			  ▪ *Build some basic skills in advocacy;*
			  ▪ *Increase the use of available data to inform the advocacy process;*
			  ▪ *Give confidence to those who are embarking on advocacy efforts;*
			  ▪ *Encourage the democratic process by providing people with the skills to make their voices heard.*
				This resource takes you step-by-step through the process of designing, implementing, and monitoring an advocacy strategy and campaign.

		CARE Staff	**Men-streaming in sexual and reproductive health and HIV: A toolkit for policy development and advocacy** http://www.genderandaids.org/index.php?option=com_content&view=article&id=866:men-streaming-gender-in-sexual-and-reproductive-health-and-hiv-a-toolkit-for-policy-development-and-advocacy&catid=45:training-materials-andor-tool-kits&Itemid=92	

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[4]These best practices are taken from: "Performance Standards for Gender-Based Reproductive Health Program Areas," EngenderHealth, CHAMPION Project, Tanzania. 2010

| | | | | This toolkit has been prepared to help organizations create affirmative policies which promote the positive roles that men can play in improving their own sexual and reproductive health – and those of women and children. The toolkit explains why this is important and how to achieve it. It also highlights how engaging men in sexual and reproductive health and rights and HIV policies, is not simply a goal in its own right, but can help move towards the goal of gender equity. | |
| | | CARE Staff | **Policy approaches to engaging men and boys in achieving gender equality and health equity** http://www.who.int/gender/documents/men_and_boys/9789241500128/en/index.html The document: 1) outlines the rationale for using policy approaches to engage men in achieving gender equality, 2) offers a framework for integrating men into policies that aim to reduce gender inequality, and 3) highlights some successful policy initiatives. | |

Identified Best Practices:

1. The organization has conducted a policy analysis.
2. The organization has developed an overall advocacy strategy with clear policy objectives.
3. The organization has developed an advocacy work plan.
4. The organization uses research to inform its advocacy work.
5. The organization has established strategic alliances or partnerships to achieve advocacy objectives.
6. The organization developed materials to support its advocacy efforts.
7. The organization has developed mechanisms to monitor progress made on the advocacy strategy.