



# **PART 1: INTRODUCTORY GUIDE**

## **Preventing Violence Against Women and Girls: Engaging Men Through Accountable Practice**

A transformative individual behavior change intervention for  
conflict-affected communities

Cover photo: Meredith Hutchinson

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**PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS:  
ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE**





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### **ACKNOWLEDGEMENTS**

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The International Rescue Committee's (IRC) Preventing Violence against Women and Girls: Engaging Men in Accountable Practice (EMAP) Resource Package guides humanitarian practitioners in implementing a one-year primary prevention intervention, informed by women's voices and priorities, for engaging men in transformative individual behavior change. EMAP offers an innovative model for working constructively with men to examine the gendered impact of conflict and how they have been socialized, which are crucial steps in creating a world where women and girls are valued, equal and free from violence.

This Introductory Guide is the first of the three-part EMAP resource package required for implementing the intervention. The accompanying resources are the EMAP Implementation Guide and the EMAP Training Guide. This resource package draws on 10 years of IRC prevention programming experience with men in conflict-affected settings. Therefore, special recognition goes to the numerous IRC field staff and volunteers who implemented and provided feedback for this project. In particular, we would like to recognize the Women's Protection and Empowerment teams in Cote d'Ivoire, Sierra Leone, Liberia and the Democratic Republic of Congo. These colleagues are the source of many of the tools, lessons learned, and recommended practices described in these resources. A special thank you to the IRC staff who served as part of the internal review panel: Christiana Gbondo, Gertrude Garway, Ernest Deline, and Jean-Baptiste Remera Rafiki.

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A very special thank you goes to the U.S. State Department's Bureau of Population, Refugees and Migration for making the development of these technical resources possible. The IRC would also like to thank the NoVo Foundation and Irish Aid for their generous support which allowed the IRC to develop, field test and evaluate the effectiveness of primary prevention interventions involving men.

We hope this resource provides easy-to-use and valuable guidance to practitioners in humanitarian settings for effectively engaging men in preventing violence in ways that improve the lives, and strengthen the voices, of women and girls.

Sincerely,

**Heidi Lehmann**

Senior Director, Women's Protection and Empowerment Technical Unit  
International Rescue Committee



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# **PART 1: INTRODUCTORY GUIDE**

## THE INTERNATIONAL RESCUE COMMITTEE (IRC)

The International Rescue Committee (IRC) responds to the world's worst humanitarian crises and helps people to survive and rebuild their lives. At work in over 40 countries and 22 U.S. cities to restore safety, dignity and hope, the IRC leads the way from harm to home.

The IRC's **Women's Protection and Empowerment** programs facilitate the healing, dignity and self-determination of women and girls who have experienced violence. We create opportunities for women and girls to transform their lives and to make their voices heard in pursuit of a safer, more equitable world. We work in partnership with communities and institutions to promote and protect women's and girls' rights and to empower them to enjoy those rights.

## Introduction

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### **ENGAGING MEN AND PREVENTING VIOLENCE AGAINST WOMAN AND GIRLS**

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Violence against women and girls (VAWG) impacts individuals, communities and societies across the globe. Recent data indicates that 35% of women worldwide have experienced VAWG in their lifetime, either through intimate partner violence or non-partner sexual violence.<sup>1</sup> During times of conflict and crisis, violence toward women and girls worsens, leading to increases in sexual exploitation, domestic violence, forced marriage, rape, and transactional and prostituted sex.

While men commit these forms of violence, men are not born violent toward women and girls and not all men commit violence. Many men, in fact, are deeply concerned about the violence that other men commit, and believe that women and girls deserve respect, opportunities and equality. Men have daughters, mothers, sisters, wives, girlfriends, and friends whom they care about and want to lead safe lives. All around the world, men have important roles to play in helping to create peaceful and safe communities.

Men learn to be violent—and to remain silent in the face of other men's violence—through culture and the messages that it sends about male authority and female obedience. These harmful messages, which benefit men and dehumanize women, are reinforced through every day events and norms in the home, the community and larger society. In order to prevent men's violence against women and girls, we must first identify these cultural messages and understand how they affect men's behavior. In order for lasting change to occur, we need to work on multiple levels, including individual, relational, community and societal.

While research on programming that engages men and boys in preventing VAWG in humanitarian settings remains limited, promising findings suggest that “gender transformative” interventions may reduce men's intimate partner violence against women.<sup>2</sup> Such interventions challenge deeply held beliefs by men and the power structures that support them. Pilot programs led by the IRC's Women's Protection and Empowerment team in Thailand, Sierra Leone, Liberia,

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<sup>1</sup> World Health Organization, Violence against women, Intimate partner and sexual violence against women, Fact sheet N.239, October 2013.

<sup>2</sup> Mazedra Hossain, Drissa Kone, Cathy Zimmerman, Ligia Kiss, Tammy Maclean, Tanya Abramsky, Charlotte Watts. Impact of the Men & Women Partnership Initiative in Côte d'Ivoire: Preliminary results from a cluster randomized controlled trial. London, UK: London School of Hygiene & Tropical Medicine (LSHTM). 2012.

# PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



Côte d'Ivoire and the Democratic Republic of Congo (DRC) since 2003 have provided valuable lessons in conducting gender transformative programming with men that is safe, effective and accountable to women and girls.

The **Engaging Men through Accountable Practice** (EMAP) intervention is based upon these best practices.

**EMAP** is a one-year primary prevention intervention created by the International Rescue Committee. It provides staff in humanitarian settings with an evidence-based curriculum and field-tested approach for engaging men in transformative individual behavior change, guided by the voices of women. The EMAP framework, **Accountable Practice**, provides a method and structure for honoring women's leadership and developing male engagement in a way that improves, rather than endangers, the lives of women and girls.

The goals of EMAP are to:

- » Reduce harmful behaviors and increase gender equality in the home.
- » Provide program staff with the tools and skills to successfully model accountability to women and girls and promote transformational change.
- » Give male participants the tools and knowledge to rethink belief systems and prevent VAWG through individual behavioral change, and provide them with programming guided by the voices of women in the community.
- » Provide female participants with opportunities to reflect on VAWG in their lives and influence programming with men that occurs in their community.

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## TAKING A NEW APPROACH

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Since 2003, the IRC's Women's Protection and Empowerment unit has been actively engaging men in preventing violence against women and girls in humanitarian settings. This work began for two main reasons: first, women in the community were asking IRC to "talk to the men" about violence and other issues; second, a strategy was needed for preventing violence and not just responding to it.

Over the last 10 years, the IRC has led many prevention activities with men. During this time, it has become clear that many challenges and risks arise during programming. Some of the main challenges include:

### **DISCUSSIONS BECOME FOCUSED ON MEN, NOT WOMEN AND GIRLS**

In some of the men's groups, the focus becomes very much on men's struggles, and it proves difficult to reorient men to the main purpose of the group—preventing violence against women and girls.

### **POWER INEQUALITY SHOWS UP IN THE GROUPS**

As men are used to being in charge and assuming leadership roles, particularly in relation to women, it becomes common for men in mixed-gender dialogues to make decisions for women, to dominate discussions, and to expect women to report to them.

### **GROUPS MOVE TOO QUICKLY TO MIXED-GENDER MEETINGS**

It became clear throughout years of programming that moving too quickly to bring mixed-gender groups together or facilitate cross-gender discussions on certain topics was problematic. The IRC has observed that single-sex spaces are essential because they allow women to find and safely express their collective voice.

### **FACILITATORS NEED ADEQUATE TRAINING AND SUPPORT**

Feedback from facilitators has shown that one of the most difficult aspects of gender transformative programming is learning how to challenge harmful opinions and attitudes from male participants. Facilitators require intensive training and ongoing support in order to identify and address the common resistance responses that may come up during interventions with men.

## **MEN AND WOMEN IN PARTNERSHIP**

In 2010, the IRC teamed up with Sonke Gender Justice Network to design a curriculum for men that focused on individual behavioral change and addressed the challenges listed above.<sup>3</sup>

From 2010–2012, the IRC piloted the Men and Women in Partnership initiative in Côte d'Ivoire, Sierra Leone, Liberia and the DRC. The London School of Health and Tropical Medicine conducted an impact evaluation of the initial pilot in Côte d'Ivoire.<sup>4</sup> The evidence suggested improvement in the following areas:

- » Reductions in physical and sexual IPV;
- » Improved beliefs around men's use of IPV;

<sup>3</sup> The Sonke Gender Justice Network works to build government, civil society and citizen capacity in southern Africa to achieve gender equality, prevent gender-based violence and reduce the spread of HIV and the impact of AIDS. Raising Voices is an organization based in Kampala, Uganda working to prevent violence against women and girls.

<sup>4</sup> Mazedra Hossain, Drissa Kone, Cathy Zimmerman, Ligia Kiss, Tammy Maclean, Tanya Abramsky, Charlotte-Watts. Impact of the Men & Women Partnership Initiative in Côte d'Ivoire: Preliminary results from a cluster-randomized controlled trial. London, UK: London School of Hygiene & Tropical Medicine (LSHTM). 2012.

- » Increased use of behavioral modification skills;
- » Increased involvement of men in household tasks typically undertaken by women.

The Engaging Men through Accountable Practice intervention is based upon recommendations from the impact evaluation, as well as best practices from the IRC's 10 years of experience working with men to prevent violence.

## ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

While engaging men is an essential part of preventing VAWG, IRC's programming has demonstrated that it cannot ignore the voices of women or assume what women want and need.<sup>5</sup> Women and girls must be able to provide their feedback about interventions with men in their communities. Without regular input from women and girls, our work with men can't be fully accountable to them.

In addition, programming with men must recognize that male power and privilege will show up in activities. Therefore, program staff must be prepared to address harmful statements or actions.

As increasing numbers of humanitarian actors recognize the potential and importance of engaging men in preventing VAWG, it is crucial that programming is approached and conducted in ways that are safe for and accountable to women and girls. In order to do this, prevention programming with men must address critical questions:

- » How to ensure that programming with men stay true to its intended goal of preventing violence against women and girls?
- » How to create real opportunities for women to guide programming with men?
- » How to manage difficult situations in which men abuse power or express harmful ideas during programming?
- » How to support men through a process of change **and** continually hold them accountable to women and girls?

EMAP provides a response to these questions by offering a framework for safe, effective and accountable primary prevention programming that guides the EMAP intervention, and can be used to support other male engagement activities as well.

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<sup>5</sup> See Annex 2 for more information about why it is essential to work with men in conflict-affected settings.



## **PART 1: INTRODUCTORY GUIDE**

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### **USING THE ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE (EMAP) INTRODUCTORY GUIDE**

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The aim of the introductory guide is to provide information to help you determine whether EMAP will work in your setting or community. It answers key questions about why, where and how to use EMAP. It also provides guidance on the EMAP requirements and how to begin planning for the EMAP intervention.

#### **NOTE:**

**The EMAP Introductory Guide is part one of a three-part resource package. The two additional parts of the package are outlined, under “Additional Parts of the EMAP Resource Package.”**

The EMAP Introductory Guide provides a brief description of the EMAP implementation phases and the EMAP curricula. However, this is not a “how to” document. Detailed instructions outlining the implementation of the EMAP intervention are provided in the EMAP Implementation Manual, which is intended for EMAP facilitators and supervisors.

#### **THIS EMAP INTRODUCTORY GUIDE IS DIVIDED INTO FOUR SECTIONS:**

**SECTION 1: WHAT IS EMAP?** provides information about the conceptual framework of EMAP and what it offers programs in humanitarian settings.

**SECTION 2: THE EMAP FRAMEWORK: ACCOUNTABLE PRACTICE** provides information about the overall framework of the EMAP intervention, along with examples of different levels of Accountable Practice, and an overview of the tools and activities to support program staff using the framework.

**SECTION 3: THE EMAP INTERVENTION** provides information about EMAP goals, assumptions, staffing, curricula, implementation phases, and monitoring and evaluation tools.

**SECTION 4: WHAT HAPPENS NEXT? I’M READY TO BEGIN EMAP** provides step-by-step recommendations for those interested in moving forward with the implementation of the EMAP intervention. It is recommended that in addition to reviewing Section 4, staff also complete the EMAP Pre-Implementation Action Plan, included as an annex in this guide.



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## ADDITIONAL PARTS OF THE EMAP RESOURCE PACKAGE

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In addition to this introduction, the IRC has developed two accompanying guides to give program staff all the necessary tools for a full intervention. These documents provide information on conducting introductory meetings, facilitating weekly group discussions, engaging in ongoing Accountable Practice, and using monitoring tools.

**EMAP TRAINING GUIDE** provides detailed instructions and activities for conducting a training of trainers (TOT). It is intended for program staffers (e.g., program managers) who train the staff who be leading the EMAP intervention.

**EMAP IMPLEMENTATION GUIDE** is intended for staff who will be facilitating the EMAP intervention. At a minimum, an EMAP team should include three staff members—one supervisor and two facilitators (one woman, one man). This guide contains:

- » Information and guidance on the five EMAP implementation phases
- » Facilitator guidance and tips
- » 8-week curriculum for women
- » 16-week curriculum for men
- » Monitoring tools

While the EMAP Implementation Guide provides detailed information for staff who will be using EMAP, in-depth training and ongoing support and supervision are necessary to implement EMAP interventions successfully.

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### GLOSSARY

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Throughout this guide, we will be talking about big concepts like accountability and transformational change. Definitions for these concepts and others referred to in this document follow.

Please note that a full glossary is included in the EMAP Implementation Manual.

**Accountability:** An active process of identifying and challenging harmful ideas and norms in order to bring about social change.

**Accountable Practice:** The framework for the EMAP intervention. Accountable Practice underscores the need to listen to the voices of women. It provides program staff with tools to reflect on and change their own harmful attitudes, beliefs and behaviors, as well as those of others in their communities.

**Ally:** Someone who cares about the fair treatment of others and who practices accountability to help end discrimination and violence. An ally is a member of a dominant social group who recognizes his own power and privilege and is committed to creating an equitable world.

**Gender:** Widely shared ideas and expectations that define women and men. Such ideas include stereotypical feminine/female and masculine/male characteristics and abilities, and commonly shared expectations that guide the behavior of women and men.

**Gender Socialization:** The process by which one learns and internalizes expectations, roles and stereotypes that dictate how males and females should behave, what kinds of jobs they should hold, and how they are perceived and treated by others.

**Power:** The ability to exert oneself in the world and/or to control or influence other people and/or resources.

**Power Inequality:** In terms of gender, this refers to the privileges and advantages that men have been given over women in the home, community, and larger society.

**Social Norms:** The informal rules that guide a group's values, beliefs, attitudes and behaviors.

**Transformational Change:** Any big change in a person's thoughts, feelings or understanding of the world. Transformational change happens when one reevaluates oneself and one's relationships to others, particularly in light of oppressive attitudes and power structures, opening ourselves to new ways of being.

**PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS:  
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## Section 1

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### WHAT IS EMAP?

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#### EMAP IS ABOUT ACCOUNTABILITY

EMAP focuses on providing program staff with the framework and tools they will need in order to be accountable to women and girls during the EMAP intervention.

Accountability is an active process, where men listen to the needs of women and recognize when they act in a harmful manner, even unintentionally. For women, accountability means listening to other women, especially those women who are most often ignored in a community. For EMAP staff, accountability serves as the foundation of the EMAP approach, and informs the framework and tools they need to conduct successful interventions.

#### EMAP IS ABOUT TRANSFORMATION

The EMAP intervention is based on an understanding that violence against women and girls is the result of harmful beliefs about gender (women are to be submissive to men and serve their needs, men are to be tough and dominant, etc.) and unequal power between women and men.

EMAP aims to transform these messages and norms. It identifies the different ways that male power and privilege operate in our communities, including silencing women's voices and blaming survivors for violence that is committed against them. EMAP examines the reasons men remain silent about VAWG and how that silence fosters further violence. Finally, EMAP engages men to transform how they think and behave toward women, and to ensure that EMAP programming is guided by the voices of women and girls.

#### EMAP IS ABOUT MEN BECOMING ALLIES

EMAP helps men become allies in the movement to end violence against women and girls. Allies are men who want women to be safe and achieve their full potential. Men can only become allies if they hold themselves accountable for their actions and the actions of other men in their communities.

EMAP is intended for men who are **not** violent towards women and girls. Instead, EMAP focuses on men who want to help build healthier and more equal homes, relationships, and communities. To support them to become allies, EMAP helps male participants to understand that

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even men who are not violent enjoy advantages and benefits from negative cultural attitudes toward women. When men understand that VAWG is about male power, they begin the process of transformational change which ultimately benefits the entire community.

The EMAP framework of Accountable Practice provides men with the tools and activities that they need to understand their role in preventing violence and becoming allies to women and girls.

## EMAP IS ONE PART OF A LARGER PREVENTION PROGRAM

EMAP offers a transformative individual behavior change intervention with men that is intended to be part of a larger prevention program. EMAP is not intended to be a stand-alone intervention, rather, it should be included in overall organizational efforts to address violence against women and girls.

The EMAP framework, Accountable Practice, can be used not only for guiding the implementation of the EMAP intervention, but for other male engagement activities as well.

## EMAP IS AN INTERVENTION WITH THREE COMPONENTS:

1. Four-week training of trainers;
2. Eight-lesson women's curriculum;
3. Sixteen-lesson men's curriculum.

A minimum of three people are required for an EMAP intervention: a female facilitator to lead the women's discussion groups; a male facilitator to lead the men's discussion groups; and a supervisor to provide ongoing support and monitoring throughout the intervention.

## EMAP AND PROGRAM STAFF

The EMAP intervention begins with a **training of trainers (TOT)**, to be conducted over a 4 week period, that introduces program staff using EMAP to the women's and men's curricula; to the Accountable Practice framework and tools; and to the implementation phases.

A large part of EMAP training requires program staff to reflect on their own attitudes and beliefs about gender and power. EMAP facilitators must understand how the messages that lead to violence against women and girls have affected them before they can support others to change.

Beginning with the TOT and throughout the intervention, EMAP training prepares staff to recognize when women's voices are ignored or when violence against women and girls is minimized. Deeply held beliefs and attitudes do not change overnight, and participants in EMAP discussion groups most likely will express harmful ideas about women. EMAP trains staff to facilitate challenging discussions, and eventually to hold men accountable to improving the lives of women.

### EMAP AND EMPOWERING WOMEN

The main purpose of the **eight-week women's discussion group** is to allow women a safe space to voice their reactions and concerns to the intervention planned with men in their community. The group also allows women an opportunity to discuss their priorities and experiences regarding what it means to be a woman in their community. Additionally, participants in the women's curriculum will learn about the root causes of VAWG and identify their own attitudes and behaviors in relation to gender roles. Since women grow up learning the same negative ideas about gender as do men, it can be extremely difficult for them to change their expectations. By exploring gender socialization, women can begin to identify ways that they might partner with men to create new ways of thinking and behaving.

Weekly discussion groups for women are intended for women only and to be led by a female facilitator. They should begin at least eight weeks prior to the men's discussion groups.

### EMAP AND ENGAGING MEN

Over the course of the **16-week male discussion groups**, male participants will engage in dialogue and reflection about their experiences, attitudes and values regarding gender, and about VAWG and its consequences. At the same time, they will be challenged to take concrete steps to change unequal power relationships with the women in their own lives.

Through a process of rethinking the harmful attitudes and beliefs that lead men to either commit or remain silent about violence, men have the opportunity to partner with women in their lives to create healthier, more equitable homes, relationships, and communities.

The weekly discussion groups for men are intended to be for men only and led by a male facilitator. They should begin after the women's group has completed its sessions.

### EMAP OFFERS GUIDING PRINCIPLES FOR SAFE, EFFECTIVE AND ACCOUNTABLE WORK WITH MEN

The following guiding principles can be used to make sure that EMAP is implemented successfully. They can also be used as a guide to implementing and structuring other male engagement activities in conflict-affected settings.

#### 1. FOCUS ON THE GOAL

Interventions with men must focus on the safety of women and girls and on the improvement of their lives, which ultimately will benefit the entire community.

#### 2. INCLUDE WOMEN'S VOICES BEFORE, DURING AND AFTER PROGRAMMING

Women and girls must have ways to provide input and opinions about the work that is happening with men in their community.

### **3. SUPPORT CHANGE AND CHALLENGE HARM**

For many men, an intervention such as EMAP may be the first time that they have been asked to think about gender and power. It is important that men are able to openly discuss their opinions and feelings, as well as to reflect on how these norms affect their lives. However, program staff must be prepared to challenge participants on negative statements or ideas about women—without shutting them down or insulting them. Instead, facilitators must strive to educate men about harmful notions and actions, and offer new ways of behaving that are respectful of women and girls.

### **4. DEVELOP MECHANISMS AND STRATEGIES FOR ENSURING WOMEN'S SAFETY**

Challenging traditional gender norms can increase the risk of violence toward women. The safety of women participating in the intervention should be the main priority of program staff implementing male engagement activities.

### **5. UNDERSTAND THE GENDERED NATURE OF CONFLICT**

During times of conflict and crisis, the power inequalities and harmful gender norms that lead to violence against women and girls can become even more severe. Conflict can weaken or erase social structures, which in turn means less protection for women and girls. On the other hand, conflict and crisis can open up opportunities for new ways of thinking and behaving. It is important that program staff recognize how communities are affected by violence, and how this impacts gender socialization and power dynamics.

### **6. DEVELOP MALE ALLIES**

Allies are men who want women to be safe and achieve their full potential—and who actively work to help create a world where this is possible. Allies acknowledge how all men benefit from and play a role in maintaining violence against women and girls. Prevention programming with men should provide a framework and tools for men to begin to hold themselves and other men accountable to end violence against women and girls.

### **7. SEEK GENDER TRANSFORMATION, BEGINNING WITH PROGRAM STAFF**

Programming with men to prevent VAWG should address the root causes of violence and aim to transform gender and power inequality. Change must begin with program staff, so that staff will be prepared to model accountability during programming and in the community. If a staff member reinforces negative ways of thinking about or interacting with women, this can be harmful to the community.



## Section 2

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### **THE EMAP FRAMEWORK: ACCOUNTABLE PRACTICE**

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#### **WHAT IS ACCOUNTABLE PRACTICE?**

Accountable Practice is a framework for engaging men in preventing violence against women and girls in safe and effective ways that strengthen the voices and leadership of women.

Accountable Practice is also a set of tools and activities that help men to become allies to women and girls, and help women to be accountable to other women. As you will see below, EMAP has built-in structures and processes that allow for Accountable Practice to occur on different levels. Staff use Accountable Practice to gain the skills needed to affect individual change and action—both for themselves and for discussion group participants.

#### **ACCOUNTABLE PRACTICE OCCURS ON TWO MAIN LEVELS WITHIN THE EMAP INTERVENTION: PERSONAL AND RELATIONAL.**

##### **Personal Accountability:**

Refers to the ways in which we learn about and challenge our own personal biases and beliefs.

Focuses on transformational change and learning for EMAP facilitators, so they model change for others.

**Personal Accountability** is an ongoing process that EMAP facilitators are expected to engage in regularly. This process involves identifying, monitoring and challenging harmful personal attitudes, beliefs and behaviors related to gender. Facilitators must recognize that change begins from within. Only by exploring and acknowledging their own gender prejudices will facilitators be equipped to support others in their own process of change.

**Relational Accountability** encompasses the ways that power and privilege play out in interactions between men and women. Once facilitators are able to reflect on their own biases, they will then recognize ways to address power differences with other people. Relational Accountability requires us to examine how we work with others—including colleagues and program participants—and whether we are exerting power over others. It focuses on nurturing allies for women and girls and on continually reappraising the purpose of male programming.



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## EXAMPLES OF PERSONAL ACCOUNTABILITY (MEN):

- » John realizes that he stays silent when men make insulting comments about women because he worries he will be laughed at if he speaks up.
- » Aroon realizes he makes decision in his home without ever asking what his wife thinks.
- » Mohammad observes that he often interrupts women and dominates discussions. He begins to change this behavior by listening to women and asking them questions
- » Daniel notices that his colleague Mary is doing more work on a project than he is and is getting less credit for it. He makes a commitment to share the workload equally and acknowledge Mary's contributions.

## EXAMPLES OF RELATIONAL ACCOUNTABILITY (MEN):

- » John is in a room with a group of men who are making insulting comments about women. When he hears these remarks, he speaks up and declares them offensive.
- » Aroon tells his wife that he wants them to make decisions about the household together and asks her for her thoughts and opinions.
- » Mohammad checks in with his female colleague on a weekly basis about whether she feels heard and valued.
- » Daniel makes sure that he is contributing an equal amount of time to the overall workload he shares with Mary.

## EXAMPLES OF PERSONAL ACCOUNTABILITY (WOMEN):

- » Sarah realizes she is teaching her daughter that girls should be quiet and submissive.
- » Rosa observes that during weekly meetings with her male colleague, she often feels ignored and silenced. She decides that she will let him know what is happening.
- » Fatima notices that she and her colleagues are not paying attention to the voices of women who are most at risk and ignored in the community.
- » Mary realizes that she has been taught that household chores are only for women and girls

### Relational Accountability:

Refers to the ways in which we interact with others and understand dynamics of power and privilege.

Requires us to reflect on how we work with participants, with our co-facilitator and supervisor, with community members, with other NGO staff.

Focuses on being an ALLY to women and girls, starting with EMAP facilitators and supervisors.



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**Accountable Practice can help program staff using EMAP or any other male engagement activity to:**

1. Engage in their own process of transformational change and learning
2. Understand the role of power and privilege in VAWG
3. Identify and challenge harmful moments that may arise during interventions, whether it be during weekly curriculum sessions, within the facilitator relationship, or within other organizational or community relations
4. Integrate women's voices into men's programming
5. Become a stronger ally to women and girls

### **EXAMPLES OF RELATIONAL ACCOUNTABILITY (WOMEN):**

- » Sarah has a conversation with her daughter about gender and how the idea that women should be quiet and submissive to men is harmful.
- » Rosa checks in with the male EMAP facilitator and tells him she feels ignored.
- » Fatima talks to her colleagues about listening to the needs and hopes of women who are most at risk of violence in the community.
- » Mary facilitates a weekly meeting about household chores, helping the women to reflect on their beliefs that women alone are responsible for such tasks.

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## **TOOLS AND STRUCTURES THAT SUPPORT ACCOUNTABLE PRACTICE**

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Please note that the tools listed below, as well as guidance on how to use them, can be found in the EMAP Implementation Guide.

To support facilitators in practicing personal and relational accountability, EMAP provides specific tools and structures:

### **WEEKLY MEETINGS**

The EMAP supervisor and facilitators are required to meet weekly once the intervention begins in order to share feedback and work through challenges that may arise. Specifically, the weekly meetings offer an opportunity for the EMAP team to:

- » Identify and manage challenges within discussion groups, including those relating to personal and relational accountability.
- » Review key points raised in women's groups and integrate them into the men's curriculum.
- » Review weekly sessions and key ideas from both the curricula.

### **ACCOUNTABILITY CHECKLISTS**

The Accountability Checklists are self-assessment tools to help program staff identify and focus on challenges related to Accountable Practice. The checklists, which should be completed prior to the weekly EMAP meetings, cover five areas in which facilitators and supervisors are required to assess

# PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



Accountable Practice: weekly meetings, women's input, facilitator relationship, participant relationship, and personal accountability.

There are three different versions of the Accountability Checklists—one for female facilitators, one for male facilitators, and one for supervisors. The EMAP facilitators and supervisor are expected to complete the Accountability Checklist each week prior to the weekly EMAP meetings and facilitators should present areas of challenge during the meeting.

## INTEGRATING WOMEN'S VOICES

Each of the sessions within the women's curriculum contains instructions about recording feedback shared by female participants, on topics such as what they think about gender, what they need from the men in their lives, what they wish to change in their homes and communities. During the final lesson, women participants decide which points they want to share with the men's groups. This information is then integrated into specific sections of the men's curriculum by the EMAP facilitators.

## MEN'S PERSONAL ACTION PLANS

As the men progress through the sessions of the men's curriculum, they are asked to talk with women in their lives to determine what concrete steps they can take to be allies to women and girls. Personal Action Plans are provided for use with men in communities with high literacy levels to record and monitor these changes.

**Accountable Practice requires a commitment to self-reflection and action. It also requires that organizations prioritize training and capacity building for all program staff involved in interventions with men.**

### **ACCOUNTABLE PRACTICE & THE ROLES OF WOMEN**

As there are many different roles that women play in any given community, there are also various roles they can and should play in programming efforts with men. Some examples of the roles of women in the EMAP intervention are:

#### **WOMAN AS LEADERS**

In every community, there are women who have been working to address VAWG. It is essential to identify these women and understand their role and the services they provide to the community. Their voices should be included within EMAP, whether through involvement in community meetings or as participants in the women's curriculum groups.

#### **WOMEN AS GUIDES**

Women know best about the realities that impact their lives. By providing them with space to voice their experiences and priorities, the program staff using EMAP can ensure they are addressing issues that are important to women in the community.

#### **WOMEN AS SURVIVORS**

Interventions with men are intended to improve the lives of women and girls, yet issues may arise that impact the safety of women. Examples include a backlash against women as men may reinforce traditional power structures that they feel are in jeopardy or a move of violence into homes instead of in public spaces as societal norms begin to change.

It is crucial that interventions such as EMAP anticipate these potential safety issues and build off existing services for survivors within an intended community. Programming with men must be tied into and surrounded by strong existing work with women. In addition, facilitators must be familiar with these local referral systems for survivors and that ensure that plans are set up within the implementation team to prevent and respond to any kind of violence that women might experience during the intervention.

#### **WOMEN AS A DIVERSE GROUP**

Interventions must also take into consideration that not all women have the same experiences and status within a community. Before beginning programming, facilitators must try to understand whose voices are often not heard and how these voices can be included. It is important that **all** women are included, not only those who have the highest social standing.

**PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS:  
ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE**



# Section 3

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## THE EMAP INTERVENTION

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This section provides key information about the basic requirements for the EMAP Intervention. It should be reviewed carefully to help you determine whether you can implement EMAP.

### GOALS OF THE EMAP INTERVENTION

- » Reduce harmful behavior and increase gender equality in the home.
- » Provide program staff with tools and skills to successfully model accountability and promote transformational change.
- » Give male participants the tools and knowledge to rethink belief systems and prevent VAWG through individual behavioral change, and provide them with programming guided by and accountable to the voices of women in the community.
- » Provide female participants with opportunities to reflect on VAWG in their lives and community.

### ORGANIZATIONAL REQUIREMENTS

#### 1. HUMANITARIAN SETTINGS

EMAP is intended to be implemented in regions where conflict and/or displacement has occurred, not where conflict is ongoing.

#### 2. ESTABLISHED PREVENTION AND RESPONSE SERVICES

EMAP is intended for communities where VAWG activities already exist. The EMAP intervention should be used as an additional resource to help prevent violence against women and girls.

It is necessary for organizations implementing EMAP to have established prevention and response services in place. At a minimum, organizations must be working with local partners. While it is not recommended that EMAP program staff provide services for survivors, it is expected that staff will be prepared to refer individuals to existing quality services specific to the type of violence reported.

**Agencies and staff should be trained and able to demonstrate competency in the following areas:**

- » Working with community members to prevent and/or respond to VAWG;
- » Building trusting relationships with women in the community;
- » Understanding VAWG and why it occurs;
- » Working with survivors or referring them to good service providers.

The EMAP intervention specifically engages men in the primary prevention of VAWG through individual behavioral change. EMAP does not address mixed sex and community-based interventions (such as social norms campaigns or community mobilization efforts). EMAP is meant to provide a foundation for individual behavior change with men in conflict-affected settings and should not be the only activity used to prevent men's violence against women and girls.

### 3. STAFFING REQUIREMENTS

EMAP has specific staffing requirements. The EMAP discussion groups are designed to be led by female and male facilitators using the EMAP women's and men's curricula, which require high-school level reading and writing skills. Additionally, EMAP requires a supervisor to oversee the facilitators, and a trainer to conduct the EMAP training of trainers.

The minimum selection criteria recommended for **EMAP supervisors** is as follows:

- » Capable of conducting quality weekly supervisions;
- » Strong understanding of VAWG and its causes;
- » Experience facilitating activities with women and/or men related to gender, power and violence;
- » Experience working in the community, preferably providing prevention and/or response services;
- » Strong knowledge of referral networks within the intended community;
- » Commitment to transformational change and learning, for oneself as well as others.

The minimum selection criteria recommended for **EMAP facilitators** is as follows:

- » Interest in individual attitudinal and behavior change, including for oneself;
- » Basic understanding of the root causes of VAWG;
- » Good listening and communication skills;
- » Strong facilitation skills;
- » Experience working in the community, preferably providing prevention and/or responses services;
- » Knowledge of referral networks within the intended community;
- » Preferably at least 25 years old.

The minimum selection criteria recommended for **EMAP trainers** is as follows:

- » Experience facilitating trainings on preventing VAWG, ideally related to engaging men;
- » Strong communication and listening skills;
- » Strong understanding of VAWG and its causes;
- » Experience working in the community, preferably providing prevention and/or responses services;
- » Commitment to transformational change and learning, for oneself as well as others;
- » Preferably at least 25 years old.

### **What is the EMAP staffing structure?**

The EMAP supervisor is responsible for the day-to-day management and implementation of program activities. The supervisor directly oversees the facilitators and provides weekly support for facilitators. The supervisor is also responsible for managing EMAP monitoring and evaluation processes, which includes the EMAP Pre- and Post-Questionnaires, “the Women’s Reflection Surveys, and the End of Intervention Reports. In addition, the supervisor is expected to participate in the training during Phase 1 of the intervention and to engage in her/his own process of self-reflection and Accountable Practice.

The EMAP facilitators are responsible for implementing the phases of the EMAP intervention, establishing and leading EMAP discussion groups, and monitoring their progress. They report to the EMAP supervisor.

### **4. SINGLE-SEX GROUPS**

It is essential that EMAP have two facilitators, a woman and a man, to enable single-sex discussion groups. Single-sex groups provide men and women with separate spaces to reflect on their understanding of what it means to be male or female, and to have honest conversations about their lives.

### **5. COMMITMENT TO SELF-REFLECTION**

Facilitators must be prepared to prioritize the process of change and growth within themselves. EMAP offers facilitators the tools to monitor their own interactions and attitudes. Facilitators are expected to review the Accountability Checklists with one another and with the EMAP supervisor during weekly meetings.



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## EMAP CURRICULA

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Please note that the full curricula and facilitator guidance for the women's and men's discussion groups are located in the EMAP Implementation Guide.

### THE GOALS OF THE WOMEN'S CURRICULUM ARE AS FOLLOWS:

- » Learn about and provide feedback on the intervention with men occurring in their community.
- » Understand the root causes of VAWG and reflect on their own experiences.
- » Discuss their hopes, concerns and priorities for change related to violence against women and girls.
- » Discuss possible risks associated with intervention and identify support services and safe spaces.

### THE WOMEN'S CURRICULUM GROUPS SHOULD:

- » Begin at least eight weeks prior to the start of the men's curriculum.
- » Target 10 to 20 women.
- » Build on existing women's leadership and/or participation within the intended community.
- » Provide a safe space for women.

### THE GOALS OF THE MEN'S CURRICULUM ARE AS FOLLOWS:

- » Increase participants' knowledge about the impact of domestic violence on women, men and children.
- » Increase understanding of VAWG and the role men can play to prevent violence through individual behavioral change.
- » Shift participants' attitudes and behaviors toward gender equity.
- » Increase gender equitable behavior in participants' households and relationships.

### THE MEN'S CURRICULUM GROUPS SHOULD:

- » Begin at least eight weeks after the start of the women's discussion groups.
- » Focus on attitudinal and behavioral change.
- » Target 10 to 20 men not currently perpetrating violence against women and girls.
- » Reflect upon the voices and experiences of women.

### WHO PARTICIPATES IN THE EMAP DISCUSSION GROUPS?

Detailed guidance regarding recruitment of women and men participants is located within the EMAP Implementation Guidance resource.

#### WOMEN

The women's curriculum is intended to accommodate 10 to 20 women who are interested in discussing their concerns and observations regarding violence against women and girls in their community. Previous involvement in a group or discussion focusing on VAWG is ideal but not required.

Women who choose to join the women's group need to fit the following criteria:

- » Age 20 or older but preferably at least 25;
- » Resident of the village, having lived in the community for a minimum of six months with plans to continue living there for at least the coming six months;
- » Ability to participate actively in group work and reflection activities;
- » Commitment to attend meetings, sessions and other activities regularly without incentives;
- » Prior involvement (preferably) in VAWG programming or supporting women in the community.

#### MEN

The EMAP men's groups are intended to accommodate 10 to 20 men who are concerned about VAWG in their community and interested in helping to improve the lives of women. In addition, male participants must be willing to rethink belief systems and make individual behavioral changes. During recruitment interviews, facilitators must interview men about their reasons for participating in EMAP and assess if they are a good fit for the intervention. It is essential to clarify men who use physical or sexual violence during the intervention will be asked to leave.

Men who are selected to join the men's curriculum group need to fit the following criteria:

- » Age 20 or older but preferably at least 25;
- » Resident of the village, having lived in the community for a minimum of six months with plans to continue living there for at least the coming six months;
- » Ability to participate actively in group work and reflection activities;
- » Commitment to attend meetings, sessions and other activities regularly without incentives;
- » Commitment to nonviolence toward women and girls.

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## IMPLEMENTATION PHASES

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Please note that a “how to” for each phase can be found in the EMAP Implementation Guide and a “how to” for Phase 1, staff training, can be found in the Training Guide.

### WHAT ARE THE PHASES OF IMPLEMENTATION IN EMAP?

#### THERE ARE FIVE IMPLEMENTATION PHASES OF EMAP

- » staff training
- » community introductions
- » starting women's groups
- » starting men's groups
- » assessment and next steps planning.

Weekly meetings with the supervisor and facilitators occur throughout the intervention, providing ongoing opportunities for discussion, support and problem solving.

The total time recommended for the EMAP intervention is one year.

#### OVERVIEW

Each of the phases in EMAP has been structured to address the risks and challenges in engaging men and to promote accountability to women and girls.

EMAP begins with a intensive training of staff implementing the program, intended to be completed over a period of 4 weeks. During this time, staff will become familiar with and develop plans for how to successfully implement the EMAP intervention and the EMAP framework of Accountable Practice.

After the training, facilitators will introduce EMAP to community leaders, community members, and existing women's groups and leaders. Following these introductions, the recruitment and facilitation of the women's group begins. At the end of the 8 sessions of the women's group, key messages from the women participants are integrated into the men's curriculum sessions.

After 6 sessions of the women's group, recruitment for the men's group begins. After carefully selecting male participants, the men's curriculum starts, engaging men in a 16 week process of individual behavior change.



## PART 1: INTRODUCTORY GUIDE

At the end of the men's 16-week curriculum, both the male and female participants meet in single-sex groups to reflect on the intervention and plan for next steps.

During the 16 weeks that the men's group is meeting, participants from the women's discussion sessions hold monthly meetings with the female facilitator. In addition, women are encouraged to meet individually with the facilitator if they choose.

Throughout the entire intervention, program staff are expected to have weekly meetings to ensure women's voices are integrated into the men's sessions, accountability checklists are reviewed, and any challenges are discussed.

PHASES	1	2	3	4	5
TOTAL NUMBER OF WEEKS	4	8	12	20	4
EMAP TEAM ACTIVITIES	EMAP Staff Training	Introducing EMAP to the Community  Weekly EMAP Team Meetings	Weekly EMAP Team Meetings	Weekly EMAP Team Meetings	Weekly EMAP Team Meetings
WOMEN'S ACTIVITIES		Introducing EMAP to existing women's group & women leaders	Women's Recruitment  Womens Curriculum	Monthly Check-in Meetings	Assessment & Next Steps Planning
MENS ACTIVITIES				Men's Recruitment  Mens Curriculum	Assessment & Next Steps Planning

# PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



## **PHASE 1: STAFF TRAINING**

During the initial phase of EMAP, facilitators and supervisors participate in a four-week training intended to provide the skills and knowledge required for a successful intervention. This training uses experiential techniques to familiarize EMAP staff with the curricula, phases of implementation and the foundational approach of Accountable Practice. EMAP staff also finalize the support and supervisory structure for the intervention, ensuring that each component is in place in order to support Accountable Practice. Finally, the training begins the process of transformational change and learning for EMAP staff themselves. Following the training, weekly meetings with the EMAP facilitators and EMAP supervisor begin.

## **PHASE 2: INTRODUCING EMAP TO THE COMMUNITY**

After the training, EMAP facilitators introduce the intervention to the community through multiple meetings with community leaders, community members, and existing women's groups and leaders.

## **PHASE 3: STARTING WOMEN'S GROUPS**

During this phase, the recruitment for the women's group occurs. After recruitment is complete, the women's curriculum begins. Over the course of eight sessions, the woman EMAP facilitator will meet with participants in the dialogue groups in a single-sex space.

During weekly meetings with the EMAP team, the female facilitator provides reports and addresses any accountability issues that arise within the groups. In addition, the female facilitator shares the key feedback provided by female participants, which will be integrated into the men's curriculum at the end of the women's group.

## **PHASE 4, PART 1: STARTING MEN'S GROUPS**

In this phase, recruitment for the men's curriculum groups occurs. This recruitment is conducted by both the female and male facilitators and consists of a community meeting with interested men, followed by individual interviews.



## **PART 1: INTRODUCTORY GUIDE**

When the men's curriculum begins, the EMAP implementation team is expected to have integrated women's input from the women's discussion sessions into relevant sessions. This integration process should continue at the weekly team meetings throughout the duration of the men's curriculum groups.

### **PHASE 4, PART 2: ONGOING WOMEN'S DISCUSSION MEETINGS**

After the women's groups complete eight sessions, women participants are encouraged to continue meeting with the female facilitator once a month. Suggested topics for the monthly meetings are included in the EMAP Implementation Guide. In addition, women participants may meet individually with the female facilitator to address any concerns or issues require additional support.

### **PHASE 5: ASSESSMENT & NEXT STEPS PLANNING**

In Phase 5, the single-sex groups meet again to discuss their experiences and learning from the EMAP groups, and to determine next steps. The EMAP intervention does not have prescribed next steps; rather, each group of participants determines its plans for future work related to preventing violence against women and girls. However, as EMAP is intended to be part of larger prevention and response efforts, program staff are expected to be familiar with activities that could build on the learnings within EMAP.

# PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



EMAP IMPLEMENTATION PHASE	DURATION	RESPONSIBLE STAFF
<b>PHASE 1—EMAP STAFF TRAINING</b>	<b>MONTH 1</b>	
Training of EMAP Implementation Team	4 Weeks	EMAP Facilitators, Supervisor
Start of weekly team meetings	Begin during week 4 of month 1	EMAP Facilitators, Supervisor
<b>PHASE 2—INTRODUCING EMAP TO THE COMMUNITY</b>	<b>MONTHS 2, 3</b>	
Meeting with community leaders	3 Weeks	EMAP Facilitators
Meeting with community members	2 Weeks	EMAP Facilitators
Meeting with existing women's groups/leaders	3 Weeks	EMAP Facilitators
Continue weekly EMAP team meetings	Ongoing	EMAP Facilitators, Supervisor
<b>PHASE 3—STARTING WOMEN'S GROUPS</b>	<b>MONTHS 4, 5, 6</b>	
Recruitment for Women's Group	4 Weeks	EMAP Facilitators
Women's Curriculum begins	8 Weeks	EMAP Female Facilitators
Continue weekly EMAP team meetings	Ongoing	EMAP facilitators, Supervisor
<b>PHASE 4—STARTING MEN'S GROUPS</b>	<b>MONTHS 6–11</b>	
Start of Monthly Check-in Meetings With Women's Group	Begin at month 7 and then continue until month 12	EMAP Female Facilitator
Recruitment for Men's Group	6 weeks (begins after session 6 of the Women's Curriculum)	EMAP Facilitators
Men's Curriculum begins	16 weeks	EMAP Male Facilitator
Continue weekly EMAP team meetings	Ongoing	EMAP facilitators, Supervisor
<b>PHASE 5—ASSESSMENT &amp; NEXT STEPS PLANNING</b>	<b>MONTH 12</b>	
Assessment of Learning & Determining Next Steps	4 Weeks	EMAP Facilitators
Conclude weekly EMAP team meetings	Final meeting to occur during week 4 of month 12	EMAP Facilitators, Supervisor

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## MONITORING TOOLS

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### WHAT ARE THE MONITORING TOOLS FOR EMAP?

Please note that the monitoring tools, as well as instructions on how to use them, can be found in the EMAP Implementation Guide.

#### PRE-POST QUESTIONNAIRES

In order to assess the impact of the intervention, EMAP uses a pre- and post-questionnaires to measure changes in attitudes, beliefs, and behaviors of male participants.

#### ADDITIONAL MONITORING TOOLS

EMAP also provides the following monitoring tools to support implementation teams in meeting their goals:

- Women's Reflection Surveys
  - The Women's Reflection Survey is conducted after the completion of the EMAP discussion groups. It allows for female participants to provide feedback on their experience of being part of EMAP and discuss any recommendations that they have for improving the intervention.
- End of Intervention Reports
  - These reports are to be completed following the assessment of the Women's Reflection Survey and the Pre-Post Questionnaires for Male Participants. They are intended to assess key themes and findings in program feedback and data.
- Accountability Checklists
  - The Accountability Checklist is a self-assessment and learning tool to help facilitator's identify challenges related to Accountable Practice. The tool should be completed each week prior to the EMAP meeting. It covers five different areas in which facilitators and supervisors are required to assess Accountable Practice: weekly meetings, women's input, facilitator relationship, participant relationship and personal accountability. There are three different versions of the Accountability Checklists: one for female facilitators, one for male facilitators, one for supervisors.



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- Monthly Observation Forms
  - The Monthly Observation Form is intended to provide EMAP supervisors with key areas to assess during monthly visits. The form is to be completed by supervisors during each visit. It is then intended to be shared with the facilitators during the weekly meeting and together, the EMAP team should strategize about how to respond to challenges and build on strengths that were demonstrated during the observation.
- Weekly Session Report Form
  - After each weekly lesson, facilitators are expected to complete a Weekly Session report. These reports ask facilitators to reflect on what went well and what was challenging within each session. The reports are intended to be used during weekly meetings to address key areas of content or process where facilitators would like more support or guidance.
- Integrating Women's Voices Form
  - An essential part of the EMAP intervention is integrating women's voices into the men's curriculum. The Integrating Women's Voices Form provides facilitators with a structure for how to select key messages that female participants want to share with the men in the EMAP male discussion groups. These messages are then integrated into recommended lessons within the men's curriculum.



## PART 1: INTRODUCTORY GUIDE

TOOL	PURPOSE	METHOD	RESPONSIBLE STAFF
EMAP Pre-Questionnaire	To collect information about male participants' attitudes, beliefs and behaviors prior to the intervention.	Data collected by facilitators prior to the beginning of the men's discussion groups.	EMAP facilitators
EMAP Post-Questionnaire	To collect information about male participants' attitudes, beliefs' and behaviors after the intervention.	Data collected by male facilitator after the final lesson of the men's discussion groups.	EMAP male facilitators
EMAP Women's Reflection Survey	To collect feedback from female participants about their experience being a part of the EMAP intervention.	Feedback collected by female facilitator during the Women's Reflection Group Meeting in Phase 5	EMAP female facilitators
EMAP End of Intervention Reports	To assess program feedback and data and provide recommendation for ways to improve future implementation of EMAP	Assessments conducted by the female facilitator for the Women's Reflection Survey, and by the male facilitator for the Pre/Post Questionnaires. Recommendations reviewed and finalized by the EMAP team.	EMAP facilitators, supervisor
Accountability Checklists	To support the ongoing self-reflection and learning of the EMAP team regarding Accountable Practice.	Forms completed by facilitators and supervisor prior to each weekly meeting. Reviewed during weekly meetings.	EMAP facilitators, supervisors
EMAP Monthly Observation Forms	To assess the quality and accountability of an EMAP group during monitoring visits.	Observation conducted by EMAP supervisor during monthly group meetings. Reviewed during weekly meetings.	EMAP supervisor

# PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



TOOL	PURPOSE	METHOD	RESPONSIBLE STAFF
EMAP Weekly Session Report Form	To reflect on areas of strength and challenge within weekly sessions; to identify common resistance responses	Assessment conducted by EMAP facilitators after each session. Reviewed during weekly meetings	EMAP facilitators
Integrating Women's Voices Form	To include women's feedback and priorities within the men's curriculum sessions.	Key messages selected by female participants and recorded by the female facilitator during Session #8 of the women's curriculum. These messages are then integrated into the men's curriculum by both facilitators.	EMAP facilitators

## Section 4

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### **WHAT HAPPENS NEXT? I'M READY TO BEGIN EMAP**

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This final section provides an overview of the steps an organization needs to take after deciding that they are going to implement the EMAP intervention.

Organizations implementing EMAP for the first time must make key programmatic decisions prior to undertaking the intervention.

To support this, EMAP offers a Pre-Implementation Action Plan, included at the end of this guide. We recommend that program managers or other staff leading this effort take time to assess and complete each of the key actions outlined below. This may mean starting small and, over time, building toward a safe, effective and accountable intervention.

Completing the Pre-Implementation Action Plan is the first opportunity for managers to use Accountable Practice. Make sure the minimum requirements for safe and effective practice, as outlined within this guide, are in place before moving on to Phase 1 of the intervention. Consider whether staff are prepared and have support to take on the full scope of the intervention, which includes ongoing self-reflection and learning.

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### **KEY ACTIONS**

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**We recommend three actions during pre-implementation planning:**

#### **1. PRESENT EMAP TO KEY COLLEAGUES:**

When presenting EMAP to key colleagues and decision makers within your organization, explain what makes EMAP unique and discuss the commitments necessary for a successful intervention.

Steps toward a successful presentation:

- » Determine who needs to be informed of the EMAP approach.
- » Organize a time and place for the presentation.
- » Determine the key messages and decisions required to move forward and obtain commitment from leaders on resources and cooperation.

## 2. THINK THROUGH IMPLEMENTATION:

While determining next steps within your organization, prioritize the safety of and accountability to women and girls. Be realistic about the capacity of staff and community to implement EMAP. It is important to manage expectations to ensure that the sites, groups and implementation teams have the structural and technical support to manage the challenges outlined in this guide. Consider these key actions:

### 1. Determine the geographical area for the intervention:

- a. Determine that the area is stable, and that it allows access for regular supervision/monitoring.
- b. Ensure the area has staff capacity and community interest.
- c. Assess changes that may need to be made due to location and/or season.
  - i. Keep in mind that intervention may need to be modified in urban settings by shortening the time of weekly sessions and extending the entire curriculum by a few additional weeks.
  - ii. If the intended community revolves around farming, it may be difficult for community members to meet during the peak growing or harvesting periods; similarly, the rainy season may generate logistical challenges for both facilitators and participants.

### 2. Determine existing services:

It is critical that EMAP program managers or staff ensure that services for survivors exist within their setting before beginning the intervention. While time will be spent developing a specific plan for responding to disclosures of violence and meeting with existing service providers during the staff training, it is important that this key action has been carefully thought through prior to making the final decision to undertake EMAP.

- a. Ensure that there are services in your community where you will be able to refer survivors if necessary.
- b. Reach out to existing providers to find out exactly what services they are offering so that:
  - i. quality can be assessed,
  - ii. service providers are aware of the EMAP intervention and
  - iii. referral pathways can begin to be established.

**Note:** If services (formal or informal) do not exist within your community or setting, then EMAP may not be the right intervention for you as it requires existing support services to be in place for implementation, to ensure the safety of women and girls.

### 3. Determine resources needed in the following areas:

- a. Monetary resources;
- b. Logistic resources;
- c. Human resources.

### 4. Determine potential supervisors and facilitators:

The successful implementation of EMAP requires a strong team with the skills and capacity to engage in Accountable Practice and transformative learning. It is recommended to start small and ensure confident and capable supervisors and facilitators rather than rush into a large-scale implementation.

#### a. Selection criteria for supervisors:

- i. Capacity and interest in providing consistent and thorough weekly supervision;
- ii. Strong understanding of the root causes of VAWG;
- iii. Experience working with women to prevent VAWG and, ideally, with survivor services;
- iv. Strong knowledge of referral networks within the intended community;
- v. Commitment to transformational change, and learning, for oneself as well as others.

#### b. Selection criteria for facilitators:

- i. Interest in individual attitudinal and behavioral change, including for oneself;
- ii. Demonstrated capacity and openness toward self-reflective practice;
- iii. Basic understanding of the root causes of VAWG;
- iv. Experience working with women to prevent VAWG and, ideally, working with survivor services;
- v. Knowledge of referral networks within the intended community;
- vi. Preferably at least 25 years old.

### 5. Determine the number of facilitators available and the number of groups

**possible**, based on potential staff that fit the above criteria. Consider these factors when making calculations:

- a. EMAP team structure (male and female facilitators, plus supervisor)
- b. Location of groups
- c. Ability to adapt curriculum to context

### 3. SET UP STRUCTURES AND PROCESSES FOR ACCOUNTABLE PRACTICE:

It is critical that EMAP program managers or staff take time before beginning the intervention to set up the structures and processes to support Accountable Practice. While many of these processes will be refined and modified during the Training of Trainers, it is important that each of these components have been carefully thought through prior to making the final decision to undertake EMAP. Consider these key actions:

1. **Determine what types of training potential EMAP staff will need to successfully implement EMAP.**
  - a. Prioritize staff capacity building by scheduling trainings at convenient times and locations.
2. **Set up a support/supervision structure to ensure accountability safeguards.**
  - a. Set clear roles and responsibilities of each member of the implementation team
  - b. Prioritize time for weekly check in meetings that allow for:
    - i. Discussion about challenges and needs that arise during programming
    - ii. Review of accountability checklists and weekly report forms
    - iii. Integrating women's voices into men's curriculum

**Note:** At least 2 hours are recommended for EMAP weekly meetings.



## **PART 1: INTRODUCTORY GUIDE**

# Annex 1

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## **EMAP PRE-IMPLEMENTATION ACTION PLAN TOOL**

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The EMAP Pre-Implementation Action Plan is intended for program managers or staff members who are planning for the overall scope and structure of the EMAP intervention. The Pre-Implementation Action Plan provides you with recommended key actions that should be completed prior to beginning the first phase of EMAP. In addition, this tool is intended to support staff in carefully and thoughtfully thinking through the plan for EMAP implementation, so as to approach the intervention focused on the importance of safety, effectiveness, and accountability to women and girls.

Please note that every setting is unique and these key actions may need to be modified to meet the specific needs of your organization and community.



# PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE



KEY AREA OF PLANNING	KEY ACTION	PERSON RESPONSIBLE	MATERIALS NEEDED	POTENTIAL CHALLENGES	STRATEGIES TO OVERCOME CHALLENGES	TIME-FRAME
Presenting EMAP to key colleagues	Determine who needs to be informed of the EMAP approach (supervisor, key colleagues, etc)					
	Organize a time and place to do the presentation					
	Determine key messages you want to get across about EMAP					
	Determine key decisions you need on the EMAP approach from your organization. These may include: <ul style="list-style-type: none"> <li>» Commitment from key decision-makers;</li> <li>» Commitment on resource allocation</li> <li>» Commitment on human resource allocation, etc.</li> </ul>					

KEY AREA OF PLANNING	KEY ACTION	PERSON RESPONSIBLE	MATERIALS NEEDED	POTENTIAL CHALLENGES	STRATEGIES TO OVERCOME CHALLENGES	TIME-FRAME
Thinking through implementation	Determine geographical area where EMAP will be implemented (community, neighborhood, etc)					
	Meet with existing service providers or networks in your community to ensure that you will be able to refer survivors to quality and appropriate services if necessary					
	Determine resources you will need to implement EMAP: <ul style="list-style-type: none"> <li>» Monetary resources,</li> <li>» Logistic resources,</li> <li>» Human resources</li> </ul>					
	Determine who will supervise the intervention.					
	Determine who will facilitate the intervention					
	Determine number of groups that will be formed.					
	Based on the above, determine the number of facilitator teams you will need. (Think of number of groups, potential location of the groups, ability to adapt curriculum to the context)					

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KEY AREA OF PLANNING	KEY ACTION	PERSON RESPONSIBLE	MATERIALS NEEDED	POTENTIAL CHALLENGES	STRATEGIES TO OVERCOME CHALLENGES	TIME-FRAME
Accountability	Determine types of training, prior to the curriculum training, facilitators will need to implement EMAP.					
	Set up support/supervision structure to put accountability safeguards in place.					

## Annex 2

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### **WHY IT IS ESSENTIAL TO WORK WITH MEN IN CONFLICT-AFFECTED SETTINGS**

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In conflict-affected settings, new possibilities may exist for transforming harmful gender roles and beliefs as communities work to redevelop social norms and systems. Working with men is a critical part of this transformation for many reasons, including:

- 1. Men are not born violent.** Men learn violence from beliefs, attitudes, and norms about what it means to be a man. Working with men can allow for changes in these attitudes and the development of new, non-violent ideas of manhood.
- 2. Many women want men to help prevent VAWG.** Many women recognize that an essential part of preventing men's violence against women and girls is working in partnership with men for change and safety.
- 3. Men have a responsibility to help prevent violence.** Violence against women and girls occurs because of the actions that some men take to commit violence. It also occurs because non-violent men often do not get involved in changing the attitudes and beliefs that lead to violence, such as viewing women as property or expecting them to be subservient to men. This allows harmful ideas to continue and violence is the result. All men can choose to either support or challenge these underlying causes of VAWG.
- 4. Many men are silent about men's violence.** There are many reasons for men's silence around VAWG. Some men may fear retaliation, harm or believe violence is none of their business or concern. Men's silence allows violence to continue to occur as it sends the message that it is okay.
- 5. Men are in leadership positions.** Men are the decision makers and power holders in most communities and families throughout the world. This allows them to shape societal norms and ideas about gender.
- 6. Men work in humanitarian settings.** As all men are taught the same harmful ideas about gender and power, it is critical that male humanitarian aid staff receive training and education to recognize how they can either support or challenge VAWG. Male staff can play an important role in demonstrating new, healthy ways of thinking and acting toward women and girls and acting as role models in the community. In order to do this, they must engage in a process of transformational change and learning.

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7. **Men can become allies.** Men can choose to not perpetrate acts of violence against women and girls, as well as learn how to stand up for equality and safety. By becoming allies to women and girls, men can also develop more positive relationships with both women and men. When relationships, families, and communities are free of violence, everyone benefits.
8. **Women's rights are human rights.** Violence against women and girls is a violation of the rights of all humans to safety and respectful treatment. Those who are concerned with social justice need to speak out, as a violation against anyone is a violation against us all. Violence against women and girls results from the same set up of unequal power structures and dynamics that lead to other forms of violence, such as those based on differences in race, ethnicity, sexual orientation, and religion



# **PART 1: INTRODUCTORY GUIDE**





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