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**Principles of replication and scaling up of interventions for
effective primary prevention of violence against women with young people
A Case Study of Promundo's Programs H and M**

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I. INTRODUCTION

Several evaluation reviews of interventions reaching men and boys in gender-based violence (GBV) and sexual violence prevention have affirmed a number of approaches that show reasonable evidence of effectiveness in either changing attitudes related to men's self-reports of use of violence against women (using the GEM Scale and other attitude measures), or have measured behavior changes. These behavior changes include self-reported use of physical violence against female partners, reported reductions in violence by women, and reported reductions in sexual harassment (Ricardo et al, 2011; WHO, 2007).

Such programs have shown that impact on youth or adults share several common characteristics:

- (1) **Multi-session group education** that promotes a critical reflection about gender norms related to GBV (Safe Dates, Stepping Stones, Program H/M, Men as Partners);
- (2) **Integrated interventions** that combine group education with community-based or mass media campaigns (Soul City, Puntos de Encuentro, Program H/M);

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(3) **Bystander interventions** that encourage men and boys to speak out to other boys and men who use violence (Men Can Stop Rape).

Other interventions show promise in reaching men and boys but have not affirmed as strongly changes in attitudes and behaviors:

- Mass media only campaigns;
- Reaching young men via coaches;
- Reaching gatekeepers to engage men in GBV prevention.

In looking at these two reviews, one of the remaining challenges is that of scaling up. Nearly all these evidence-based interventions have reached relatively limited numbers of participants and many have either shifted their focus, or have continued working with relatively small (but important) target groups. This is in spite of the fact of reasonably rigorous evidence of impact (in attitude change, although less definitive in terms of actual declines in incidence of GBV). Most of these interventions have also been costly given their relatively small number of participants (and the fact that most of these have not moved significantly beyond the initial impact evaluation study phase). That said, an urgent need in the field is to consider cost-effective ways to deliver evidence-based prevention with men and boys.

In these same evidence reviews, and in other reviews of the literature (Instituto Promundo and UNFPA, 2010; Ricardo et al, 2011), we can see a number of spaces where men and boys have been reached or recruited:

- Via sports programming (Coaching Boys into Men, White Ribbon, Program H)
- Via the workplace or vocational training programs (White Ribbon, Program H, One Man Can, Men as Partners)
- Via schools (White Ribbon, Program H in India, the Balkans and Brazil)
- Via the community (Stepping Stones, Soul City, Puntos de Encuentro)
- Via the public health sector (Program H in Chile and Brazil)
- Via the military (Men Can Stop Rape, Men as Partners, One Man Can);
- Via women's economic empowerment activities (recent activities with Program H in Rwanda; ongoing impact evaluation/replication of IMAGE in Tanzania);
- In bars and other public spaces (Be a Man-Uganda, One Man Can).

All of these spaces offer opportunities for scaling up, and potentially at low costs. There has been limited scale up in practice, however.

This paper first provides a brief overview of the programs, and then highlights experiences and lessons learned from Promundo's scaling up of Programs H and M through:

(1) the **education sector** (Promundo's work in schools)

(2) **sports**, and

(3) the **health sector** – with early toolkits, and today, through Program P – for “paternidade,” or fatherhood.

Ten years of Programs H and M

This year, Promundo celebrated the 10th anniversary of Programs H and M, our internationally recognized and evaluated gender transformative programming.

In 2002, Promundo and colleague organizations (Instituto Papai and ECOS of Brazil, and Salud y Genero of Mexico) created an integrated process called Program H—‘H’ (for *homem*, or man in Portuguese, and *hombre* in Spanish). Program H seeks to promote a critical dialogue and reflection about gender norms for young men, including questioning of men’s use of violence against women, and promoting participation in caregiving and household tasks.

While born in Brazil, the program has since been adapted to local cultures, tested, implemented, and adapted by project partners in over twenty countries in South and Southeast Asia, the Balkans, other parts of Latin America and the Caribbean, the U.S., and several settings in sub-Saharan Africa. The World Bank, UNICEF, UNDP, UNFPA and WHO/PAHO have recognized Program H as promising practice for promoting gender equality and for reducing GBV (Barker et al., 2012). The program has also been translated into over ten languages.

Program M

As an integral part of the process, Promundo and partners have also tested strategies for engaging young women, promoting their empowerment and engaging them in a similar, systematic critical reflection about gender norms and in school-based and community-based activism. Program M (M refers to *mulher*, or woman in Portuguese, and *mujer*, woman in Spanish) promotes women’s empowerment and citizenship through work with young women on gender identity, relationships, caregiving, and civic engagement.

Community experience has also confirmed that young women influence young men’s views about manhood in diverse ways. In one example, young men in a group session in Brazil said that if they became more sensitive, or gender-equitable, they wondered if they would convince young women in the community to go out with them. Young men argued, and young women in the group affirmed, that young women often like to go out with the “bad guys.” Promundo and partner organizations therefore developed a group education manual, a no-words animated video called “Once upon a girl.”

Programs H and M

The Program H and M partners developed three key components:

- (1) a ***field-tested curriculum*** that includes a manual series and an educational video for promoting attitude and behavior change among men via a critical thinking or consciousness-raising process;
- (2) ***community campaigns***, led by young people themselves, that seek to change community norms related to what it means to be men and women; and
- (3) a culturally relevant, validated ***evaluation model*** (the GEM Scale—Gender-Equitable Men Scale) that seeks to measure the degree to which young men and women change their attitudes as a result of the interventions.

The centerpiece of the Program H and M approaches are group discussions carried out at least sometimes in same-sex group settings, and generally with male facilitators who serve as gender-equitable role models. Activities include role plays, brainstorming exercises, discussion sessions, and individual reflections about how boys and men are socialized, positive and negative aspects of this socialization, and the benefits of changing.

First and foremost, the activities focus on creating a safe space to allow young men to question traditional views about manhood and to critically reflect on gender, gender injustices, gender rigidities, and how these link to other social injustices. These activities are informed by a belief that young men are not empty vessels for the passive reception of gender or other social norms; rather, they have the capacity to develop their own gender consciousness, or critical attitudes about gender norms. The process also seeks to encourage boys and girls to question gender stereotypes behaviors and attitudes and to engage those boys and girls who already act as “voices of resistance” to rigid gender norms (Barker, 2005). Moreover, they can develop the belief in their own ability to act (self-efficacy) in more gender equitable or gender empowered ways than prevalent social norms might generally suggest, and can influence the institutions around them through activism (Barker et al, 2012).

Framing Program H and M, this concept of “gender consciousness” originates from the idea of critical consciousness developed by Paulo Freire. The process of “conscientization,” according to Freire (1970), links to the capacity of individuals to reflect on the world and to choose a given course of future action informed by and empowered by that critical reflection. This process of reflecting critically on the history of cultural conditions and class structures that support and frame experiences of gender inequality can help to promote personal growth, political awareness, and activism that in turn can create the conditions to achieve greater social and gender justice (Barker et al, 2012).

Experience implementing Program H has shown homophobia to be one of the most difficult subject to address within groups of adolescent men. For this reason, Promundo and partners also developed a component on respect for sexual diversity (*Program D*), recognizing that homophobia is frequently part of a constellation of attitudes related to inequitable gender norms.²

Evaluation

Impact evaluation studies of community-based application of the Program H activities have been led in Brazil, the Balkans, Chile, India, Tanzania, and Ethiopia. Results include changes in attitudes (more acceptance of gender equality), reduced self-reports of IPV by married young men (India), reduced sexual harassment of girls by boys (India), reduced STIs (Brazil), and increased condom rates (Brazil and Chile). All of these were quasi-experimental design studies with control groups that showed either no change or negative change or less positive change.

² Program D raises awareness of how ethnic, sexual, and racial diversity influence gender stereotypes, attitudes, and behaviors. Specifically, it explores how social norms are influenced by sexual orientation (particularly homophobia) and its interaction with prevalent social and cultural norms in a given context. These programs include a series of group education activities combined with community-led campaigns. In addition, recognizing the need to address hetero-normative and heterosexist norms as a key part of deconstructing hegemonic masculinities, Promundo and partners also an animated video called “Afraid of What?”

Program M has also been subject to impact evaluation and shown to improve women's sense of empowerment and agency. The two sets of group education processes combined, together with community campaigns and activism, represent a comprehensive and sustainable community-led approach to achieving gender equality.

Adaptations and Scale-up

Program H and M concepts have been widely used by youth to develop campaigns or activism. They identify their preferred sources of information and cultural outlets in the community and craft messages—in the form of radio spots, billboards, posters, postcards, and dances—to make it “cool and hip” to be more gender-equitable. These campaigns encourage young men and women to reflect about how they act as men and women and enjoin them to respect their partners, not to use violence against women and to practice safer sex.

In the case of India, for example, a community-based campaign included comic books, street theatre, posters, and a cap and t-shirt (worn by peer promoters) with the campaign slogan, developed by young men, called “The Real Man Thinks Right.” The logo shows a young man pointing to his head, as if thinking. One comic book shows a young man questioning another man who repeatedly uses violence against his wife. Campaign slogans reinforce the message that it is possible for men not to use violence against women.

Yet from the beginning, Promundo and partners understood that working in short-term interventions reaching relatively small numbers of young women and men at the community level was important but insufficient. The goal then has been to implement the Program H/M processes in large-scale institutions where larger numbers and where the content—of gender justice and social justice—would become part of the institutional culture. The school setting was a logical and strategic choice in which to begin.

Scaling up and replicating Program H/M has consistently been inspired by thinking about spaces in which gender socialization occurs. Young women's and men's lives and are constructed in and through society and in a wide range of social dynamics, including their relations with peers and adults, in the media, and other institutions such as schools. In 2005, Promundo, the International Center for Research on Women (ICRW), and CARE International began working simultaneously in Brazil, India and the Balkans to test the approach in school settings.

II. EDUCATION SECTOR – Scaling-up in Schools

After impact evaluation studies at the community level with Program H/M in Brazil, Promundo and partners implemented a combination of group education and youth-led campaigns in public schools (reaching middle school age youth) in two states in Brazil (Rio de Janeiro state and Bahia). This has included building a process for teacher training and youth participation. In participating schools, the project consists of: (1) two cycles of 20 workshop sessions with students over a 10- week period; and (2) youth-created school campaigns to promote non-violence and reflections about gender norms. The educational sessions take place twice a week during a one-hour free period and are facilitated by two trained teachers with support from trained student promoters.

The process so far has reached more than 2100 teachers and 5000 students in two states in Brazil. The experience has affirmed that jointly designing and implementing activities with teachers and students in schools generates a greater sense of ownership of the process, and enables programs to become institutionalized in the school curriculum. Part of this work has included transforming the culture of classrooms to encourage collaborative learning that allows youth to question norms and behaviors, as well as to openly discuss sensitive issues (around sexuality and violence) with teachers and their peers.

Evaluation of the process in schools has consisted of pre- and post-test application of the GEM Scale, mentioned above, as well as qualitative methods. In one cluster of schools, after the workshops 100% of the students agreed with the following sentences, “when men force women to have sex they are raping them,” “women should have the same rights as men,” and “women should participate in the decisions of how to spend the family’s money.” Before the workshops, 78,6%, agreed with the first sentence, 85,7% agreed with the second, and 92,9% agreed with the third. Also, we observed a change from 57% to 7% of agreement with the idea that “women are only fulfilled when they become mothers.” In another cluster of schools, at baseline 60% of the boys agreed that “men need sex more than women,” while during the post-test this fell to 31% (Barker et al, 2012).

The Teacher training Portal (International Gender Equality Portal - iGEP)

To facilitate the scale-up of the process and to offer ongoing support to teacher-facilitators, Promundo created a website portal and online facilitated training package which has been accredited by the Brazilian Ministry of Education. Teachers who go through the online course are awarded continuing education credits that count toward their evaluation and salary increases.

iGEP allowed Promundo to give global access to the H, M and D programs. This was an opportunity to both update H and M materials, and to disseminate them in a structured online portal, where Promundo can provide technical support to visitors who engage women, men and adolescents in achieving gender equality worldwide.

After repeated requests from policymakers and managers within international and local organizations, iGEP enables Promundo and its global partners to update and offer the Program HMD series online via a user-friendly interface, combining methodologies and technical elements to best meet their gender training needs. The interface allows visitors to access sample workshop agendas, as well as to select from a menu of corresponding activities.

The portal has five modules:

- (1) introduction to gender;
- (2) sexuality;
- (3) health and healthcare;
- (4) pregnancy;
- (5) motherhood and fatherhood; and
- (6) violence

Engaging Health and Education Officials

Education and health official's accreditation of the Program H/M teacher training portal has been a signal of success, and of increased commitment from and collaboration between education and health officials. In Brazil, Promundo staff have engaged and provided frequent feedback to government health and education officials, including contributing to policy-level discussions in the education sector about youth vulnerability to HIV/AIDS and raising awareness among local officials (school principals and the Secretaries of Health and Education) at the city and state level on how gender norms affect sexual and reproductive health.

The experience has also confirmed the need to change teacher attitudes. The qualitative assessment with teachers found that teachers often see youth—male and female—as “rebels” requiring repression, in particular sexual repression. This focus on “repression” by teachers mean that they do not view young people as having sexual and reproductive rights. Thus, the training with teachers takes a rights-based approach, emphasizing that male and female youth should be able to make choices about their relationships.

In analyzing results from the workshops conducted with teachers and health professionals in the 13 states reached as part of the dissemination of the teacher training portal, we observed changes from 60% to 100% of disagreement with the affirmation “women are only fulfilled when they become mothers;” from 33% to 100% of agreement with the idea that “even in the ‘heat of the moment,’ a girl or woman can refuse sex;” from 41% to 94% of agreement with the idea “women should participate in the decision of how to spend the family’s money” (Barker et al, 2012).

As a result of the process teachers have shown greater attention to their ability to foster potential and creativity among students. They have also shown greater attention to students’ uniqueness and individuality and a greater sensitivity to issues of sexual diversity, a key step in reducing homophobia in the classroom and homophobic bullying.

Reaching Parents through Schools

Reaching parents has been another example of scale-up, or expanding work in school settings. At the same time that Promundo has worked with teachers and students in schools, staff also carried out research with parents in the same communities about their attitudes toward their adolescent sons and daughters. The study found strong gender stereotypes, in particular around norms for the need to restrain the sexuality of their daughters, while perceiving boys’ sexuality as “naturally out of control.”

These findings confirm the need to reach parents to promote a critical reflection about gender norms, while simultaneously engaging youth via schools. Findings have been shared with teachers and education officials and discussions have been carried out about how teachers can take advantage of their interactions with parents to provoke such reflections.

III. SPORTS – Use of sports to engage male youth

Promundo, with funding from the UN Trust Fund to End Violence Against Women, led a three-year effort to increase the engagement of men and boys in addressing and preventing

violence against women. Projects were carried out in Brazil, Chile, India and Rwanda. In each country a different sector and approach was taken to demonstrate varied opportunities to engage men and boys.

In Brazil, sports (specifically a football/soccer tournament) were used as a venue to recruit men, hold workshops and launch campaigns aimed to increase awareness about inequitable gender norms and the consequences of violence against women amongst adult and young men. The workshops followed Program H materials. A football tournament was held to bring the messages of the workshops to the communities at a more informal and social level and to encourage greater participation by men in the activities.

Results demonstrated a change in attitudes among men in the intervention community and in the control community (where “contamination” inadvertently occurred through a football club organizer.) Specifically, 50% of men reported having learned to think and relate to women differently as a result of the intervention, while 20% learned to control themselves if they wanted to act out violently. Previous experiences in the implementation of group education combined with community-wide outreach and activism campaigns (Program H) has found significant changes in attitudes supportive of violence against women, and in some cases in reduced reported use of violence against partners by men.

In addition, 92% of participants in the soccer tournament said that they spoke about the themes of the campaigns with others. The project received the region Nike/Change Makers prize for the competition “Changing Lives Through Football” for its use of sports in mobilizing men and boys to address violence against women (Promundo, 2012).

Most recently around Rio+20, Promundo partnered with the NGO Uncharted Play, again adapting Program H and M materials to accompany weekend workshops for young women and men in the Rio favela Providencia, around the themes of gender and sustainability through sports.

IV. HEALTH – Scaling up through the health sector

One of the first adaptations for the health sector was a manual for health professionals, “Young Men and HIV Prevention: A Toolkit for Action.” In 2010, Promundo created with UNFPA a toolkit on engaging men and boys in gender equality and health (links to both are provided below below).

Promundo’s most recent initiative to scale up through the health sector has been an adaptation of Programs H and M, called Program P – for “paternidade,” or fatherhood in English. Program P aims to implement and evaluate an intervention to prevent violence against women in the prenatal and post-partum period by targeting expectant couples, particularly fathers, aged 20 to 49 years old, working in partnership with the public health system.

Current violence prevention programs generally only target pregnant women and exclude the expectant father – an issue that must be addressed within local health systems. The intervention, including a manual for health care workers, and the evaluation results will be distributed globally via MenCare, a new global campaign to promote men’s involvement as responsive, non-violent caregivers, coordinated by Promundo and Sonke Gender Justice. Program P builds on these experiences and focuses on the prevention of violence against

pregnant women using strategies that promote and recognize fatherhood and men's engagement in caring for children. The project aims to acknowledge that non-violent, responsive fathers positively impact children's physical, emotional and social development. The material also builds on data from IMAGES which finds that across settings as many as 60-80% of men report that they went to at least one pre-natal visit during the pregnancy of their youngest child, with similar percentages of women affirming this (Barker et al., 2011).

V. Obstacles and Lessons Learned

Understanding the obstacles to scaling up has contributed to organizational learning, and ultimately success and longevity of scale-up approaches. These *obstacles* include:

- Short-term funding cycles; lack of consistent (and in particular national level public funds) for such efforts
- Competition between interventions to prove which is successful or shows the most impact rather than a willingness to merge the best of each intervention;
- Lack of belief of national level policymakers (and international level bodies) that men can truly change and that GBV can be prevented
- Challenges of integrating what can be challenging topics to discuss within already weak social institutions
- Superficial interventions that do not discuss or “deconstruct” the roots of patriarchy (for example workplace based interventions that do not discuss how men's economic stress is a factor in violence, or military-based programs that stay on the surface and do not discuss how the military is part of creating violence versions of masculinities).

Programs H and M were originally created to be adapted and brought to scale to program contexts worldwide. These pathways have been diverse, though maintaining the core of Programs H and M. They offer some valuable *lessons learned*:

- *Develop materials and processes that are easily adaptable* to various institutional settings. These include schools, but also other institutions and other spaces of socialization important among young target audiences.
- *Approach scaling up from multiple angles, and to reach various stakeholders* that influence and make decisions regarding men and women youth to whom Programs H and M are targeted. Work in school, for instance – in addition to workshops and campaigns with students – has included design of the portal (focused on reaching teachers), engaging education and health professionals at different levels, as well as research to understand parents' attitudes. Such approaches are thus holistic in considering a range of actors and influences within institutions and in the wider community.
- *Develop cost-benefit analyses*. What is often lacking in these adaptations is cost-benefit analysis, exploring the economies of scale that result in reaching larger numbers of men and boys with the intervention while also understanding better what quality is lost as more facilitators are engaged.
- *Promote ownership*. It is important that the places of replication and scale up perceive themselves as “owners” of the process. This has meant including their logos, giving up authorship/copyright, making the material “open source”, separate printings of material

and launch events such that ministries of health and education feel themselves as owners and thus invested in.

- *Achieve a critical mass of teachers or facilitators* who both have an experience that achieves impact and also feel themselves competent to deliver the material with limited technical assistance from the original authors. This critical mass promotes ownership, at the same time as critically allowing for the transfer – and ultimately sustainability – of the work in a given setting.
- *Jointly design and plan activities* in order to generate a greater sense of ownership of the process, and to enable programs to become institutionalized. This has especially been an important lesson for work with students and teachers in schools.
- *Scaling up means transforming the culture of spaces of socialization and institutions*, beyond the implementation of workshops or one-time initiatives. For instance, in classrooms to encourage collaborative learning that allows youth to question norms and behaviors, and to openly discuss sensitive issues around sexuality and violence with teachers and their peers.
- *Adopt an approach of flexibility and offering technical assistance in order to expand avenues and open new settings for scale up.* Promundo's reach has included providing technical assistance to accompany national and international organizations' adaptations of Programs H and M.³
- *Utilize research, M&E to directly inform scale-up and adaptation decisions.* Promundo has a branch dedicated to research and M&E, which has informed decisions about scale up and adaptations. Using standardized evaluation – using GEM Scale and a standard set of self-reports of violence, many adapted from the WHO multi-country study.

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Barker, G., Verma, R., Crownover, J., Segundo, M., Fonseca, V., Contreras, J.M., Heilman, B., Pawlak, P. (2012). "Boys and Education in the Global South: Emerging Vulnerabilities and New Opportunities for Promoting Changes in Gender Norms." *THYMOS Journal of Boyhood Studies*. Vol. 6, Issues 1 and 2, 2012.

³ For instance, in 2011, Promundo supported the following health, school-based and other initiatives in Latin America:

- Creation and development of a campaign to involve Young men in SRH (UNFPA Peru)
- Adaptation and dissemination of a new country-focused Manual H (Plan Paraguay)
- Training and accompanying facilitators in workshops for adolescent promoters in schools in Codó e São Luis, Maranhão through Manual M and H activities (Maranhão, Brazil)
- Training and support to planning activities to involve men in the prevention of sexual exploitation of children and adolescents of partner organizations of Child Hope (Child Hope Peru)

Barker, G., Contreras, JM, Heilman, B, Singh, AK, Verma, RK, and Nascimento, M. (2011). *Evolving Men: Initial Results from the International Men and Gender Equality Survey (IMAGES)*. Washington, D.C.: International Center for Research on Women (ICRW) and Rio de Janeiro: Instituto Promundo.

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Ricardo C, Eads, M and Barker, G. (2011). Engaging Boys and Young Men in the Prevention of Sexual Violence: A Systematic and Global Review of Evaluated Interventions. Sexual Violence Research Initiative – SVRI, Promundo, Oak Foundation, Medical Research Council. <http://www.svri.org/menandboys.pdf>

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

Resources by manual

Manual M:

<http://www.promundo.org.br/wp-content/uploads/2010/03/trabalhando-com-mulheres-jovens-ingles.pdf>

Manual H:

<http://www.promundo.org.br/areas-de-atuacao/areas-de-atuacao-posts/manuais-do-programa-h/>

Young Men and HIV Prevention: A Toolkit for Action

(A manual for health professionals, including discussion on community campaigns)

<http://www.promundo.org.br/wp-content/uploads/2010/03/homens-jovens-prevencao-hiv-ingles.pdf>

Engaging men at the community level (with Engender Health, uses elements of Program H)

<http://www.promundo.org.br/en/wp-content/uploads/2010/07/Community-Engagement-Manual1.pdf>

Engaging men and boys in gender transformation: the group education manual (with Engender Health, uses elements of Program H)

<http://www.promundo.org.br/en/wp-content/uploads/2010/07/Group-Education-Manual.pdf>

Engaging Men and boys in gender equality and health

<http://www.promundo.org.br/en/sem-categoria/engaging-men-and-boys-in-gender-equality-and-health-download/>