Welcome to the Peace Corps Women in Development/Gender and Development Toolkit.

WID emphasizes integrating women’s needs in development work and proposes that development would be more sustainable if women and girls are included in decision making and development programs that focus on identifying their needs, and providing them with resources to improve their situation. GAD emphasizes integrating the roles of both genders in all aspects of development work. It proposes that the situation for women, girls, men and boys in communities and countries will not significantly change without analyzing socially defined gender roles and relationships to more effectively plan development programs and projects.

Improved WID/GAD educational and programming techniques are high priority needs in the majority of Volunteer's communities. The resources in this toolkit are intended for all Volunteers engaged in WID/GAD activities and any other Volunteers who wish to include a more gender-sensitive perspective in their activities.

To best assist you in your search for resources, we have divided WID/GAD information in the following categories:

<table>
<thead>
<tr>
<th>Section</th>
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<tbody>
<tr>
<td>Benefits of Education and Health</td>
<td>This tab includes materials that focus on how improved education and safer school environments can improve girls' health, and vice versa. By protecting girls from physical, psychological, and sexual abuse in schools and improving their access to, and quality of, education, we can improve physical health and safety of girls, reduce HIV/AIDS rates, improve maternal mortality, curb birth rates, increase childhood survival rates, alleviate poverty, and promote the value of girls in the home.</td>
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<td>Gender and HIV/AIDS</td>
<td>This section provides the resources volunteers need to incorporate a gender-specific and gender-sensitive approach to their HIV/AIDS programming. For more than 25 years AIDS has been devastating the developing, as well as the developed, world. As of 2010, women make up half of those living with HIV infection. While HIV epidemics affect different countries and cultures differently, gender inequalities, biological differences, and structural obstacles still make women and girls especially vulnerable to infection. In sub-Saharan Africa—the region most affected by HIV/AIDS—women account for nearly 60% of those living with HIV. It is thus imperative that HIV/AIDS programming actively seek to reach women and girls in particular, as well as recognize and change the social conditions that put women at risk.</td>
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We also invite you to contribute by suggesting resources to include and posting your comments through the feedback form.

What are K4Health Toolkits?

Purpose and Audiences of This Toolkit

Types of Resources in This Toolkit

How to Use This Toolkit

How can I make a comment or give feedback about this toolkit?

How can I suggest a resource to include in this toolkit?

Publishers of Resources Included in This Toolkit

What are K4Health Toolkits?

K4Health Toolkits are electronic collections of carefully selected information resources on a particular topic for health policy makers, program managers, and service providers. They are based on a continuous publishing principle that allows them to evolve after publication to capture additional resources and to identify and fill remaining information gaps.

Purpose and Audiences of This Toolkit

We have designed this toolkit so we can share Peace Corps developed resources both globally and regionally. Furthermore, we have selected, and will continue to expand our selection of resources from our partner agencies that we think are most appropriate for staff and Volunteers.

Improved women in development behaviors and improved access to gender education are high priority community needs in the majority of Volunteer communities, with significant health implications. The following resources in this toolkit are intended for all Volunteers engaged in gender education activities, a large proportion of whom may have other primary assignment activities, and whose gender activities are part of their community service (secondary?) activities.

Types of Resources in This Toolkit

This toolkit was created to provide guidance and tools to update, develop or expand women in development/gender in development and programming. It contains:
- Tools and resources to help implement a variety of gender education activities
- A compilation of the most up-to-date knowledge and best practices on gender education
- Resources on the most up-to-date evidence from the World Health Organization and other international gender, health and environmental organizations
- Case studies on women in development-related activities from several countries

**How to Use This Toolkit**

Expanding access to and use of women in development/ gender in development projects requires a holistic approach-including accurate information; up-to-date policies and guidelines; quality training, supervision, and services; effective communication and marketing; and proper logistics. This toolkit provides information on all these elements and contains tools and resources to help you implement a variety of gender-related activities.

To browse the contents of this toolkit, use the navigation on the right to view resources related to gender education topics and programs. Each section includes a list of a number of high-quality resources selected by the Peace Corps Sector WID/GAD Specialists, further organized by theme. Click on the title of the resource for more information about it, or click on the full-text link to get direct access to the full resource.

Some of the tools are readily available in an adaptable format (e.g., Microsoft PowerPoint presentations). We encourage you to alter and personalize these tools for your own use (please remember to credit the source). If you do use these tools or adapt them, we would love to hear from you.

**How can I make a comment or give feedback about this toolkit?**

We invite you to contribute to evolving and enhancing this toolkit. If you have developed or use quality resources that you think should be included in the toolkit, please use the feedback form to suggest them. The toolkit collaborators will review and consider your suggestions.

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Publishers of Resources Included in This Toolkit

Agency for International Development (USAID)

World Vision

Academy for Educational Development (AED)

ACQUIRE Project

EngenderHealth

Save the Children

Benefits of Education and Health
These materials focus on how improved education and safer school environments can improve girl’s health, and vice versa. By protecting girls from physical, psychological, and sexual abuse in schools and improving their access to, and quality of, education, we can improve physical health and safety of girls, reduce HIV/AIDS rates, improve maternal mortality, curb birth rates, increase childhood survival rates, alleviate poverty, and promote the value of girls in the home.

The kinds of materials in this section include:

1. Community counselor and teacher manuals and resources on how to address School-Related Gender-Based Violence,
2. Mentoring guides on how to educate (and be a role model for) young girls on sexual health and HIV/AIDS, and
3. Reports/background information on gender equality in education, the benefits of girls education, and concrete strategies/activities to promote girls education.

Have a suggested resource or comment about this section? Please visit our feedback form.

Resources:

• **Doorways II: Community Counselor Reference Material**

The Doorways training program was designed to enable teachers, community members and students to prevent and respond to school-related gender-based violence (SRGBV). The Community Counselor Reference Material booklet is a resource that community counselors can refer back to as they seek to put into practice the new information and skills gained from the Doorways training program.
Doorways II: Community Counselor Training Manual

The Community Counselor Training Manual was designed to train community members to help prevent and respond to SRGBV by instructing them in basic listening skills and response procedures. The booklet is also a resource community counselors can refer back to as they seek to put into practice the new information and skills gained from the Doorways training program.

Doorways III: Teacher Training Manual on Gender-Based Violence Prevention and Response

This Teacher Training Manual was designed to train teachers to help prevent and respond to SRGBV by reinforcing teaching practices and attitudes that promote a safe learning environment for all students. Doorways III was designed for upper primary and lower secondary school teachers. Teachers can play a central role in violence prevention, and they can also help promote nonviolence with families and communities.

Doorways III: Teachers Reference Materials

This booklet, Doorways III: Teacher Reference Materials on School-Related Gender-Based Violence Prevention and Response, was designed for participants attending the Doorways III training program. It is to be used during the training for session activities. The booklet is also a resource teachers can refer to once they have returned to their classrooms to help them put into practice the new information and skills gained from the Doorways training program.

Education From a Gender Equality Perspective

This paper presents a framework that has been designed to address the inequality in educational opportunities between boys and girls. This tool for education programmers helps ensure that education projects meet the needs of all learners. Using an approach that takes into account the relations and interaction between males and females (gender dynamics), the Gender Equality Framework addresses four dimensions of equality in education. This includes access, learning process, educational outcomes, and external results. Sections on
each of the four dimensions include concrete activities that can be implemented as part of an overall strategy to achieve gender equality in education. Additional examples are provided through the use of text boxes, which highlight successful USAID education interventions. The report also explores topics such as the relationship between education quality and gender equality and the distinction between parity and equity.

• **Keeping the Promise: Five Benefits of Girls' Secondary Education**

This report highlights recommendations and strategies for promoting girl's secondary education. This includes: increasing access and improving retention/survival and completion rates, improving the quality by making secondary classes me relevant and more gender equitable, and increasing expectations for girl's independence and success.

• **The Power and Promise of Girls' Education**

The 2005 State of the World's Mothers report shows which countries are succeeding, and which are failing, to make progress in girls? education. It examines the ways investments in schooling for girls can benefit society as a whole and points to programs and policies that are working, even in very poor countries. It looks at countries that have done a good job of educating girls over the past decade, and it forecasts into the future for children, identifying a group of 11 countries poised for progress in the next 10 years, thanks to investments in girls' education.

**Female Genital Cutting**

This tab contains literature on the prevalence of female genital cutting (FGC) in certain African countries and details various strategies and programs that have targeted this practice. This section includes three publications: a program evaluation and assessment, an essay on the
cultural perspectives on FGC and strategies to combat them, and a study of a particular community that practices FGC.

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Resources:

- **Evaluation of the Long Term Impact of the TOSTAN Programme on the Abandonment of FGM/C and Early Marriage**

  This report is the qualitative component of an evaluation conducted to assess the impact of a village empowerment program. The ultimate goal of the program was to mobilize communities to hold public declarations in support of abandoning harmful traditional practices, including FGM/C and child marriage.

- **Female Genital Cutting Among the Somali of Kenya and Management of its Complications**

  This study confirms that FGC is a deeply rooted and widely supported cultural practice in the Somali population. It discusses reasons used to sustain the practice and strategies to address this, including determining marriage patterns and organizing activities around this.

- **Female Circumcision: Multicultural Perspectives**

  This essay evaluates strategies employed to encourage the abandonment of FGC in three adjacent nation-states: Mali, Burkina Faso, and Senegal. This includes evaluations of two strategies that focus on changing the behavior of traditional practitioners and health care providers, and the findings from an evaluation of one of the best-known examples of a community-wide behavior changes strategy, the Village Empowerment Program.
Gender Based Violence

This tab is devoted to understanding and addressing Gender-Based Violence worldwide. Research demonstrates that gender-based violence has implications for almost every aspect of health policy and programming, from primary care to reproductive health programs. It is one of the most devastating issues facing women today and needs to be incorporated at all levels of programming. This section focuses on how you can integrate awareness and empowerment activities to reduce gender-based violence into other sectors and programs.

*Note: for more information on addressing School-Related Gender-Based Violence, see the [Benefits of Education and Health](#) section.

Have a suggested resource or comment about this section? Please visit our [feedback form](#).

Resources:

- **Domestic Violence Health Illustrations and Text in Spanish**

  The book is intended to be used by community health workers (including counselors, teachers, health educators, nurses and/or doctors), those living in both rural and urban communities. Although the book can be used in permanent settings, such as clinics, hospitals, community centers and schools and etc., the book was designed as a tool for community health workers who travel from house-to-house or location-to-location. It is intended to be used for hard-to-reach areas of the community where community members might otherwise have a difficult time reaching basic health services or information that are important to them on a preventative health basis. The audiences who might benefit from this information include school children, heads of households and community health workers. There are sections of the manual that are appropriate to be used in rural areas and an also a small portion of the manual that is intended to be used for urban populations.
Doorways I: Student Training Manual on School-Related Gender-Based Violence Prevention and Response

The Doorways training program was designed to enable teachers, community members and students to prevent and respond to school-related gender-based violence (SRGBV). This training manual was designed for students to improve their resiliency and self-efficacy and to help them prevent and respond to SRGBV. It was designed to enhance students' interpersonal communication, coping, conflict management, critical and creative thinking and decision-making skills to help them prevent and respond to SRGBV.

- Gender-Based Violence in sub-Saharan Africa: A Review of Demographic and Health Survey Findings and their use in National Planning

The review discusses the levels of domestic violence in sub-Saharan Africa based on the findings from available, comparable national DHS reports and examines whether the evidence generated by these DHS findings has been used to inform policies and programs.

- Addressing Gender-Based Violence through USAID's Health Programs: A Guide For Health Sector Program Officers

This guide was intended to help program officers integrate gender-based violence (GBV) activities into the health sector during project design, implementation, and evaluation. The guide focuses on what programming officers can do, keeping in mind that preventing and responding to gender-based violence requires a multisectoral approach. For each type of health program—from community mobilization to health policy—the guide explores reasons why these programs should address gender-based violence and how to support GBV activities based on what is known about promising approaches from literature reviews, the opinions of leading experts, etc.

- La Violencia Intrafamiliar
Making Schools Safe For Girls: Combating Gender-Based Violence in Benin

This study focuses on teacher-student harassment, both because of the impact it has on schools and because Beninese students identified teachers as most often responsible for the harassment they experience in the school environment. However, the study does not seek to demonize schools or teachers. The majority of teachers in Benin and across the continent are serious, dedicated, and hard-working. Moreover, girls not in school remain more at risk of gender-based violence, pregnancy, and HIV/AIDS infection than those who are enrolled. This study seeks only to emphasize that schools are not always safe havens from gender-based violence and that gender-based violence at school undermines girls’ academic enrollment, achievement, and retention.

Gender Trainings

This tab includes specific training resources on how to incorporate a gender perspective into all levels of policy making and programming in the field. As a volunteer, these resources can be helpful in developing strategies to address particular issues related to Gender and Development and utilize gender as a lens for reviewing and implementing various programs.

Have a suggested resource or comment about this section? Please visit our feedback form.

Resources:
Gender Training Toolkit

This Gender Training Toolkit is a comprehensive response to the global challenge of implementing a GAD focus in World Vision’s work. The Toolkit reflects World Vision’s ethos, core values and policy, and responds to specific issues and challenges faced by field staff. Sessions provided here focus on pragmatic uses of these tools and concepts, and adapt several internationally recognized tools.

- The Gender Guide for Health Communication Programs

The purpose of the Gender Guide is to encourage the incorporation of gender-based roles and responsibilities in the design, implementation, and evaluation of health communication programs. This guide provides questions to help program managers determine how gender roles, for both women and men, may impede access to health information, restrict use of health services, or limit beneficial health outcomes.

- Life Skills Manual:

This manual provides a comprehensive approach to developing skills needed for life, such as communication, decision-making and relationship skills. It addresses development of the whole person, including empowering girls and guiding boys toward new values. It also includes 10 session plans that provide factual information on HIV/AIDS and STDs. Interactive approaches to engaging participants include: role play, games, group discussion, and many other teaching techniques from around the world. Also available in French, Les Practiques d’une Vie Saine [ICE No. M0066], Spanish, Manual de Destrezas para la Vida [ICE No. M0072] and Swahili, Mwongozo wa Stadi za Maisha [ICE No. M0065].

Gender and HIV/AIDS
For more than 25 years AIDS has been devastating the developing, as well as the developed, world. As of 2010, women make up half of those living with HIV infection. While HIV epidemics affect different countries and cultures differently, gender inequalities, biological differences, and structural obstacles still make women and girls especially vulnerable to infection. In sub-Saharan Africa—the region most affected by HIV/AIDS—women account for nearly 60% of those living with HIV. It is thus imperative that HIV/AIDS programming actively seek to reach women and girls in particular, as well as recognize and change the social conditions that put women at risk. This section provides the resources volunteers need to incorporate a gender-specific and gender-sensitive approach to their HIV/AIDS programming.

This section includes 1) the Executive Summary to the 2010 report What Works For Women and Girls, Evidence for HIV/AIDS Interventions, 2) the full What Works For Women and Girls, Evidence for HIV/AIDS Interventions report, and 3) resources on mentorship programs that focus on HIV/AIDS education.

Have a suggested resource or comment about this section? Please visit our feedback form.

Resources:

- **What Works For Women and Girls, Evidence for HIV/AIDS Interventions**

  The purpose of What Works for Women and Girls: Evidence for HIV/AIDS Interventions is to provide the evidence necessary to inform country-level programming. This is a comprehensive review of interventions for which there is substantial evidence of success: from prevention, treatment, care and support to strengthening the enabling environment for policies and programming. What Works also highlights a number of gaps in programming that remain.

  For more information, check out [http://www.whatworksforwomen.org/](http://www.whatworksforwomen.org/). This website provides strategies and evidence on a full range of gender-sensitive programming for women and girls.

- **What Works For Women and Girls, Evidence for HIV/AIDS Interventions--Executive Summary**
This is the Executive Summary of the publication *What Works for Women and Girls: Evidence for HIV/AIDS Interventions*. It is a comprehensive review of interventions for which there is substantial evidence of success: from prevention, treatment, care and support to strengthening the enabling environment for policies and programming.

- **Girls’ Success: Mentoring Guide About HIV and AIDS**

This series of Girls’ Success Mentoring Guides is a tool to help you in your journey as a mentor. These Guides provide ideas for helping girls as they go through school and become young adults. This particular booklet gives information about what HIV and AIDS are, how HIV is contracted, and how it can be prevented. It presents the situation of HIV and AIDS in the world, especially for women in Africa. This section shows how education can help reduce the spread of HIV. First, it is necessary to understand how HIV thrives so that good mentoring sessions can be designed that will help girls avoid infection. Even more than that, this information shows how important the work of mentors can be in helping girls make good choices to lead healthy lives. This booklet also gives information about the important parts of a successful HIV and AIDS mentoring program.

**Men As Partners**

This tab’s publications speak to the need to engage men and boys to eradicate gender-based violence, to eliminate/reduce the spread of HIV/AIDS, and to promote gender equality in the community, in education, and in family planning. In this section, we have several manuals, workshops, skills building activities, promising practices, and overall strategy assessments for examining the role of men in development and women’s well-being. Brief tagline summaries of each publication are listed below to help you navigate the resources we have compiled here.

Have a suggested resource or comment about this section? Please visit our feedback form.

**Resources:**
Men As Partners (Spanish Version): Involucrar a Niños y Hombres en la Transformación de Género

SPANISH VERSION:
EngenderHealth’s Men As Partners (MAP) program is a global initiative designed to work with men on reproductive health issues within a gender framework. This manual is designed to be used by PPASA MAP educators to lead workshops with groups of men and mixed-gender groups.

Worldwide, the behavior of many adult and adolescent men puts them and their partners at risk for HIV. On average, men have more sexual partners than women. HIV is more easily transmitted sexually from man to woman than from woman to man. An HIV-infected man is likely to infect more persons than an HIV-infected woman. Engaging men more extensively in HIV prevention has a tremendous potential to reduce women’s risk for HIV.

In many other parts of the world, it is young and adult men who largely control when and under what circumstances sex will take place and whether a contraceptive method will be used. For many men worldwide, sexual experience is frequently associated with initiation into manhood. Men may experience peer pressure to be sexually active and have multiple partners in order to prove that they are manly, which increases their risk of exposure to HIV.

Recent data indicate that new HIV infections in high-prevalence countries often occur as a result of concurrent or overlapping sexual partnerships. Research has shown that in both urban and rural areas, young men who choose to abstain may suffer ridicule from their peers. Accordingly, low levels of consistent condom use among sexually active men are associated with a variety of factors, including low self-risk perception, lack of, or limited access to, condoms, and the belief that unprotected sex is more pleasurable and that pregnancy is proof of masculinity and fertility.

This is a training manual for service providers working with men. The sessions in the manual teach participants to challenge the bias against engaging men in reproductive health and HIV services at the facility level. The sessions also identify ways to improve the quality of services for male clients and explore ways to market services to men. The activities are intended for use with all service providers, although some adjustments might be required, depending on the country and community context.

Engaging Men in HIV and AIDS at the Service Delivery Level: A Manual for Service Providers
Worldwide, the behavior of many adult and adolescent men puts them and their partners at risk for HIV. On average, men have more sexual partners than women. HIV is more easily transmitted sexually from man to woman than from woman to man. An HIV-infected man is likely to infect more persons than an HIV-infected woman. Engaging men more extensively in HIV prevention has a tremendous potential to reduce women’s risk for HIV.

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**Engaging Men at the Community Level**

For many years, we have made assumptions about boys and men when it comes to their health—that they are doing well and have fewer needs than women and girls. In addition, we have assumed that they are difficult to work with, are aggressive, and are unconcerned with their health. We have often seen them as the perpetrators of violence? violence against women, against other men, and against themselves?without stopping to understand how our socialization of boys and men encourages this violence.

Rigid social norms simultaneously make men and women more vulnerable. In this context, addressing the health and development vulnerabilities of men and women requires applying a gender perspective to programming. Gender?as opposed to sex?refers to the ways that we are socialized to behave and dress as men and women; it is the way these stereotyped roles are taught, reinforced, and internalized. Many of men’s behaviors?whether it’s negotiating with partners about abstinence or condom use, caring for the children they father, or using violence against a partner—are rooted in the way they are raised. In many settings, men and boys may learn that being a ‘real man’ means being strong and aggressive and having
multiple sexual partners. They may also be conditioned not to express their emotions and to use violence to resolve conflicts and maintain their “honor.” Changing how we raise and view men and boys is not easy, but it is a necessary part of promoting healthier and more equitable communities.

Applying a gender perspective to working with boys and men implies two major goals:

1) Gender Equity: Engaging men to discuss and reflect about gender inequities, to think about the ways that women have often been at a disadvantage and have often been expected to take sole responsibility for child care, sexual and reproductive health matters, and domestic tasks. Working with men to be more gender equitable helps achieve gender equality, which means men and women sharing equal status and opportunity to realize their human rights and contribute to, and benefit from, all spheres of society (economic, political, social, cultural). In this way, gender equity leads to gender equality.

2) Gender Specificity: Looking at the specific needs that men have in terms of their health and development because of the way they are socialized. This means, for example, engaging men in discussions about substance use or risky behavior and helping them understand why they may feel pressured to behave in those ways.

This manual attempts to incorporate these two perspectives.

* Needs Assessment Package for Male Engagement Programming

For many years, we have made assumptions about boys and men when it comes to their health—that they are doing well and have fewer needs than women and girls. In addition, we have assumed that they are difficult to work with, aggressive, and unconcerned with their health. We have often seen them as the perpetrators of violence?violence against women, against other men, and against themselves?without stopping to understand how our socialization of boys and men encourages this violence.

This package includes a set of questionnaires designed to help gather firsthand information on existing programs and policies in a particular setting and to gauge the commitment and capacity of key institutions and stakeholders to integrate male gender norms in HIV and AIDS prevention, care, support, and treatment. There are specific questionnaires for interviewing government officers, donors, NGO staff, researchers, health services professionals, as well as men and other direct beneficiaries of programs and policies related to male engagement. Each questionnaire includes an informed consent form to ensure that respondents understand the purpose of the needs assessment and have willingly consented to participate
in the interview process. The informed consent form can be adapted as required to meet the purposes of your needs assessment.

• Engaging Boys and Men in Gender-Based Violence Prevention and Reproductive Health in Conflict and Emergency Response Settings

This module is designed to build the skills of participants working to engage boys and men in gender-based violence (GBV) prevention and reproductive health in conflict and other emergency-response settings.

• Men As Partners Workshop- French Version

Men As Partners Workshop (French Version)

• Community-Based Family Planning Technical Update: Male Involvement

Constructive male engagement is a recommended and commonly used strategy for community-based family planning programs. While documentation of best practices in this area remains limited, there are many examples of strategies, promising practices, resources, and tools for increasing male involvement that are available. This update will provide information on the following:
  1. Resources and tools for male involvement
  2. Examples of strategies to constructively engage men in reproductive health
  3. Promising practices for male involvement

• Using Male Motivators to Increase Family Planning Use
Among Young Married Couples

Despite tripling of modern contraceptive use since 1992, Malawi’s contraceptive prevalence rate is currently only 26%. Youth in Malawi are particularly in need of contraceptive information. The country is characterized by high rates of early marriage and pregnancy (1/3 of women, ages 15-19, are already mothers or pregnant for the first time), low use of contraception by young people (only 7.6% of women ages 15-19 are currently using a modern method) and a high, unmet need for FP among married women (26.1%). Moreover, there has been a lack of male involvement in birth spacing and family planning programs which is crucial since men are often the primary decision makers about family size and gatekeepers to their partner’s use of family planning methods. By targeting male partners, and providing them with important family planning knowledge and skills, we aim to improve the overall health status of young couples.

We hypothesize that by providing men, who are married to young women, with gender-sensitive and comprehensive family planning peer counseling, we will increase the likelihood that they will use contraception. We also hypothesize that the planned intervention will increase positive attitudes among men towards family planning and facilitate spousal communication about family planning.

Reaching Men to Improve Health for All Implementation Guide

This Implementation Guide captures the programmatic issues discussed at the Reaching Men to Improve Reproductive Health for All international conference held in Dulles, Virginia, September 15-18, 2003. The conference was sponsored by the Men and Reproductive Health Task Force of the US Agency for International Development (USAID) Interagency Gender Working Group (IGWG). The Task Force is composed of representatives from USAID Cooperating Agencies (CAs) and other organizations and donors who are working to improve gender equity and increase men’s positive participation in their programs and services.

Additional information about the Men and Reproductive Health Task Force is available at the IGWG (www.igwg.org) and RHO (www.rho.org) web sites.

The Implementation Guide builds on the Orientation Guide that was commissioned in 2000 by the Task Force. While the Orientation Guide addressed the ‘why’ of involving men in reproductive health with a gender perspective, this guide is designed as a tool to inform care providers, researchers, trainers, communicators, program managers, and donors on how to implement reproductive health programs that involve men while mainstreaming gender. Hence, this guide is one of the intended outcomes of the conference.
Men As Partners: A Program for Supplementing the Training of Life Skills Educators

EngenderHealth’s Men As Partners (MAP) program is a global initiative designed to work with men on reproductive health issues within a gender framework. This manual is designed to be used by PPASA MAP educators to lead workshops with groups of men and mixed-gender groups.

MAP master trainer will use this guide to train and supervise selected life skills educators. The to implement MAP activities with the public. Individuals selected by PPASA to become the MAP master trainers are already experienced with staff and volunteer training and are very familiar with existing PPASA life skills education programs.

This manual includes a variety of interactive educational activities for the MAP master trainer to use in his or her work. Some of the activities are intended for use in internal staff training, and others are intended for use by the MAP life skills educators.

Source URL: https://www.k4health.org/toolkits/pc-widgad