

Facilitator Guide



2 days

Workshop Audience:

This training is for program staff working in reproductive health, HIV, and/or safe motherhood who want to build their skills to integrate gender into their programming. The module focuses on gender-integrated programming that fosters constructive engagement of men and also provides capacity building on foundational gender and gender analysis concepts and tools. No prior knowledge or gender training is assumed.

Workshop Objectives:

- Explore individual cultural values around gender
- Examine how cultural messages about gender can affect human behavior in women and men
- Understand and recognize a framework for gender analysis
- Conduct a gender analysis using three illustrative programmatic areas
- Identify day-to-day tasks that promote gender equality in the home
- Understand the main social structures that maintain gender inequality
- Identify ways for men to work inside and outside these structures to promote gender equality
- Introduce participants to the importance of engaging men and boys in reproductive health (RH) and gender-based violence (GBV) prevention
- Introduce participants to a framework for engaging men in RH and GBV prevention
- Identify new ways of reaching and/or engaging men

Pre-workshop Preparation

1. Review background materials, such as the following:

Barker G., C. Ricardo, and M. Nascimento. 2007. *Engaging Men and Boys in Changing Gender-Based Inequity in Health: Evidence from Programme Interventions*. Geneva: World Health Organization. Available at: http://www.who.int/gender/documents/Engaging_men_boys.pdf

Interagency Gender Working Group (IGWG). 2005. *The 'So What' Report: A Look at Whether Integrating a Gender Focus Into Programs Makes a Difference to Outcomes*. Available at: <http://www.prb.org/pdf04/TheSoWhatReport.pdf>.

IGWG. 2006. *Systematizing: Resources for Engaging Men in Sexual and Reproductive Health*. Available at: http://www.igwg.org/pdf/IGWG_Systematizing.pdf.

Rottach, Elizabeth, Sidney Ruth Schuler, and Karen Hardee. 2010. *Gender Perspectives Improve Reproductive Health Outcomes: New Evidence*. Washington, DC: Population Reference Bureau for the IGWG.



Constructive Men's Engagement in Reproductive Health: For Themselves, Their Partners, and Their Communities



Facilitator Guide

Materials

Flipcharts and Markers

Post-it Notes

Prepared Flipcharts:

- Introductions Questions
- Objectives and Agenda
- Definitions of Sex and Gender
- Example Problem Tree
- Daily Activity River
- Signs printed with: "Men as Clients," "Men as Supportive Partners," and "Men as Agents of Change"
- Pyramid of CME Intervention Activities
- Signs printed with: "Motivation/Promotion," "Health Education," "Counseling," "Clinical Service and "Advocacy/Leadership"
- Sample Activities to Engage Men (cut into strips)

Handouts:

- Objectives and Agenda
- The Gender Game
- Gender-Related Terms and Definitions
- Case Studies
- A Pyramid of CME Intervention Activities
- Sample Activities to Engage Men
- Evaluation

PowerPoint Presentations:

- Introduction to Gender Analysis
- It Works: Why Engage Men and Boys
- Framework for Engaging Men in Reproductive Health



Constructive Men’s Engagement in Reproductive Health: For Themselves, Their Partners, and Their Communities



Facilitator Guide

Agenda		
Day 1:		
I.	Welcome, Introductions, Review of Agenda and Objectives	35 minutes
II.	Values Clarification: “Vote With Your Feet”	30 minutes
Break 15 minutes		
III.	What Do We Mean by Gender and Sex?	45 minutes
IV.	Act Like A Man, Act Like A Woman	75 minutes
—————OR—————		
	Images of Male and Female Roles	75 minutes
Lunch 60 minutes		
V.	Problem Trees and Gender Analysis	2 hours, 45 minutes
Day 2:		
	Check-in/Questions	15 minutes
I.	Gender, Justice, and the Home	1 hour, 15 minutes
Break 15 minutes		
II.	Gender, Justice, and the Community	1 hour, 30 minutes
Lunch 60 minutes		
III.	Why Engage Men in Reproductive Health/How Has the Field of CME Evolved?	1 hour
Break 15 minutes		
IV.	Framework Introduction	
	A. PowerPoint Presentation	15 minutes
	B. Case Studies	60 minutes
V.	Types of CME Intervention Activities	60 minutes
VI.	Close and Evaluation	15 minutes

Session I: Welcome, Introductions, Review of Agenda and Objectives

Activity 1: Welcome and Introductions

 35 minutes

Materials

Prepared Flipchart: Introductions Questions

Welcome

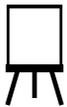
 5 minutes

1. Welcome the group to the workshop. Explain that the IGWG is committed to providing training and information critical to understanding how gender impacts our work in reproductive health. Say that the focus of this workshop will be on exploring the idea of involving men and boys constructively in reproductive health and introducing a process for analyzing gender in reproductive health and HIV programs.
2. Introduce yourself and explain your role over the next day and a half. Have any other facilitators introduce themselves as well and explain their role during the workshop.

Introductions

 30 minutes

1. Divide participants into pairs and ask them to find out the following about each other:



- Name
- What programs/projects they are responsible for
- Experience with gender in development
- ONE expectation for this workshop

Allow 10 minutes for this exercise.

2. After 10 minutes, ask the pairs to BRIEFLY introduce each other to the larger group. Record their expectations on a flipchart for use during the review of the agenda. As participants are introduced, note any similarities in experience or unique experiences.

Session I: Welcome, Introductions, Review of Agenda and Objectives

Activity 2: Review of Workshop Objectives and Agenda

 10 minutes

Materials

Prepared Flipchart: Objectives and Agenda

Handout: Objectives and Agenda (to be prepared by facilitator; tailored to workshop-specific dates, timing, etc.)

1. Review the workshop objectives and agenda, displaying the prepared flipchart. Direct participants to follow with their own copy in their folder. Link participant expectations mentioned in the introductions to the objectives and activities of the workshop. Any expectations that do not fall within the scope of the workshop should be written on a flipchart marked "Parking Lot." Explain that you will talk to IGWG staff about expectations mentioned here that are not addressed and where the participant may find information on the topic.
2. Ask participants if they have any questions on the objectives and agenda for the workshop.

Transition to Vote With Your Feet: Explain to the participants that next they are going to participate in a fun exercise that will get them up and moving around.

Session II: "Vote With Your Feet"

Activity 1: Values Clarification: "Vote With Your Feet"

 30 minutes

1. Ask the group to stand in the center of the room. Explain that you are going to call out a statement. (A complete list of suggested statements is available below.) Tell the participants to step to the right if they agree with the statement or step to the left if they disagree.
2. Call out the first statement. Repeat it to ensure everyone heard it. After everyone indicates whether they agree or not, ask 2 or 3 participants from each side to explain why they voted the way they did.
3. Facilitate a brief discussion on their reasons. Read up to 5 statements.

1. In today's world, a boy child is more valued than a girl child.
2. A woman can do any kind of work a man can do.
3. Family planning is a woman's responsibility.
4. Female genital cutting is a harmful practice for women and girl's health.
5. Sexuality is more important for men than for women.
6. A man is a real man if he has fathered a child.
7. It is normal for a man to watch the children and cook.
8. A man has the right to have sex with his wife even if she does not want to.
9. A man has the right to hit a woman.
10. It is easier to be a man than a woman in today's world.
11. A man should not have to compromise sexual pleasure for contraception or health.

4. Debrief the activity by explaining the following:

- Even though we may be familiar with gender and the importance of gender-sensitive programming, some questions are still difficult for us to work with.
- Our own experiences with and beliefs about gender can have an impact on how we view and understand our projects/programs.
- We need to keep in this in mind as we ask staff and project beneficiaries to work with gender issues.

Break 15 minutes

Session III: What Do We Mean by Gender and Sex?

Activity 1: What Do We Mean by Gender and Sex?

 45 minutes

Materials:

Prepared Flipchart: Definitions of Gender and Sex
Handout: Gender-Related Terms and Definitions
The Gender Game

Definitions

 20 minutes

1. Ask the participants to explain how they understand the terms “sex” and “gender.” Review the definitions of sex and gender, posted on flipcharts. Note that they will receive a handout with these and related terms.



Sex refers to the biological differences between males and females. Sex differences are concerned with male and female physiology.

Gender refers to the economic, social, political, and cultural attributes and constraints and opportunities associated with being a woman or a man. The social definitions of what it means to be a woman or a man vary among cultures and change over time. Gender is a sociocultural expression of particular characteristics and roles that are associated with certain groups of people with reference to their sex and sexuality.

The following terms appear on a handout:

Gender Equity is the process of being fair to women and men. To ensure fairness, measures must be taken to compensate for historical and social disadvantages that prevent women and men from operating on a level playing field.

Gender Equality is the state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities, and resources.

Gender Integration refers to strategies applied in program assessment, design, implementation, and evaluation to take gender norms into account and to compensate for gender-based inequalities.

Gender Mainstreaming is the process of incorporating a gender perspective into policies, strategies, programs, project activities, and administrative functions, *as well as into the institutional culture of an organization.*

Women's Empowerment means improving the status of women to enhance their decisionmaking capacity at all levels, especially as it relates to their sexuality and reproductive health.



Constructive Men’s Engagement in Reproductive Health: For Themselves, Their Partners, and Their Communities



Session III: What Do We Mean by Gender and Sex?

Continued:

Constructive Men’s Engagement involves men in actively promoting gender equity with regard to reproductive health; increases men’s support for women’s reproductive health and children’s well-being; and advances the reproductive health of both men and women.

Homophobia is the fear of, aversion to, or discrimination against homosexuals or homosexual behavior or cultures. Homophobia also refers to self-loathing by homosexuals as well as the fear of men or women who do not live up to society’s standards of what it is to be a “true man” or “true woman.”

Heterosexism is the presumption that everyone is heterosexual and/or the belief that heterosexual people are naturally superior to homosexual and bisexual people.

Transition to the Gender Game.

Session III: What Do We Mean by Gender and Sex?

The Gender Game

 25 minutes

Illustrate the meaning of these terms by playing the gender game. Pass out the worksheet without the answers and ask participants to complete it. Discuss the answers as a group, clarifying why the statement either refers to gender or sex. Ask participants as a large group to discuss how gender can impact reproductive health. Conclude by providing participants with a handout of gender-related terms.

Read the following statements and indicate whether they refer to “sex” or “gender.”

Sex	Gender	
X		1. Women give birth to children, men do not.
	X	2. Girls are gentle; boys are tough.
	X	3. Women in sub-Saharan Africa contribute an average of 70% of the labor for food production, yet rural women are poorer than men and have lower levels of literacy, education, health, and nutrition.
	X	4. Many women do not make decisions independently and freely, especially regarding sexuality and relationships.
X		5. Men's voices change with puberty, women's voices do not.
	X	6. Women's risk for HIV infection is often determined by their partner's sexual behavior.
X		7. Women are biologically more at risk for HIV than men.
X		8. Women can breastfeed babies; men can bottle-feed babies.
	X	9. In ancient Egypt, men stayed home and did weaving. Women managed household affairs. Women inherited property, men did not.
	X	10. Most truck drivers are men.
	X	11. In 1999, a study in Uganda found that adolescent males thought having a child could enhance their status and prove their manhood.
	X	12. Of the estimated 6–7 million persons around the world who inject drugs, four-fifths are men.

Adapted from DeBruyn, M., and N.France. 2001. *Gender or Sex: Who Cares?* Chapel Hill, NC: Ipas.

Session IV: Act Like a Man, Act Like a Woman; or Images of Male and Female Roles

Activity 1A: Act Like A Man, Act Like A Woman

OR

Activity 1B: Images of Male and Female Roles

Facilitators have the choice between these two activities.

Activity 1A: Act Like A Man, Act Like A Woman

 75 minutes

Materials

Flipchart

1. Ask the participants if they have ever been told to “act like a man” or “act like a woman” based on their gender. Ask them to share some experiences in which someone has said this or something similar to them. Why did the individual say this? How did it make the participant feel?
2. Tell the participants that we are going to look more closely at these two phrases. Explain that by looking at them, we can begin to see how society can make it very difficult to be either male or female.
3. In large letters, print on a piece of flipchart paper the phrase “Act Like a Man.” Ask the participants to share their ideas about what this means. These are society’s expectations of who men should be, how men should act, and what men should feel and say. Draw a box on the paper, and write the meanings of “act like a man” inside this box. Some responses might include the following:
 - Be tough.
 - Do not cry.
 - Yell at people.
 - Show no emotions.
 - Take care of other people.
 - Do not back down.
4. Once you have brainstormed your list, initiate a discussion by asking the following questions:
 - Can it be limiting for a man to be expected to behave in this manner? Why?
 - Which emotions are men not allowed to express?
 - How can “acting like a man” affect a man’s relationship with his partner and children? How can social norms and expectations to “act like a man” have a negative impact on a man’s sexual and reproductive health?

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Session IV: Act Like a Man, Act Like a Woman; or Images of Male and Female Roles

Continued:

- Can men actually live outside the box? Is it possible for men to challenge and change existing gender roles?
 - What are the consequences of acting outside the box?
 - Is it different for men and women in rural vs. urban areas?
 - When is it OK for a man to live outside the box?
5. Now in large letters, print on a piece of flipchart paper the phrase “Act Like a Woman.” Ask the participants to share their ideas about what this means. These are society’s expectations of who women should be, how women should act, and what women should feel and say. Draw a box on the piece of paper, and write the meanings of “act like a woman” inside this box. Some responses may include the following:
- Be passive.
 - Be the caretaker.
 - Act sexy, but not too sexy.
 - Be smart, but not too smart.
 - Be quiet.
 - Listen to others.
 - Be the homemaker.
6. Once you have brainstormed your list, initiate a discussion by asking the following questions:
- Can it be limiting for a woman to be expected to behave in this manner? Why?
 - What emotions are women not allowed to express?
 - How can “acting like a woman” affect a woman’s relationship with her partner and children?
 - How can social norms and expectations to “act like a woman” have a negative impact on a woman’s sexual and reproductive health?
 - Can women actually live outside the box? Is it possible for women to challenge and change existing gender roles?
 - What are the consequences of acting outside the box?
 - Is it different for men and women in rural vs. urban areas?
 - When is it OK for a woman to live outside the box?

Session IV: Act Like a Man, Act Like a Woman; or Images of Male and Female Roles

Continued:

7. Close the activity by summarizing some of the discussion and sharing any final thoughts. A final comment and question could be as follows:

The roles of men and women are changing in our society. It has slowly become less difficult to step outside of the box. Still, it is hard for men and women to live outside of these boxes. What would make it easier for men and women to live outside of the boxes?

Activity 1B: Images of Male and Female Roles



75 minutes

Materials

Printed Images
Post-It notes (three colors)

1. Have prepared images of diverse aspects of reproductive health and family planning, (Examples can include initiating conversations about how many children to have, visiting an RH clinic, deciding on a FP method, paying for FP products and services, deciding whether/when to have sex). Hang the images on the wall. Have several different colors of Post-It notes available to participants.
2. Explain to the participants that we are going to examine the traditional roles of men and women in relation with reproductive health activities.
3. Explain that there are several colors of Post-It notes and that you are assigning one to represent men and another to represent women (if you have three colors, you can add a category that represents an activity they do together, both men and women).
4. Have the participants walk around and look at the images.
5. The participants should put a Post-It note of the appropriate color on each image in order to designate whether they think men or women primarily carry out this activity (or whether both men and women do it together).
6. When participants are done "voting" with their Post-It notes, have a group discussion in a place where everyone can see the images. Choose several examples where the group thinks the activity is clearly the man or woman's domain and several where the results are more mixed. Ask participants to explain why they have made this choice (especially in cases where there is not consensus). Explore the difference between sex and gender.
7. Ask participants to explain why CME is particularly important, based on the analysis that participants have just carried out.

Lunch **60 Minutes**

Session V: Problem Trees and Gender Analysis

Activity 1: Problem Tree Exercise

 60 minutes

Materials

Prepared Flipchart: Example Problem Tree

PowerPoint Presentation: Introduction to Gender Analysis

Draw an example of a problem tree based on the description given below and the example problem tree on the next page. The problem tree should depict at least one primary and secondary cause of the problem you are illustrating and at least one primary and secondary consequence of this problem.

Instructions:

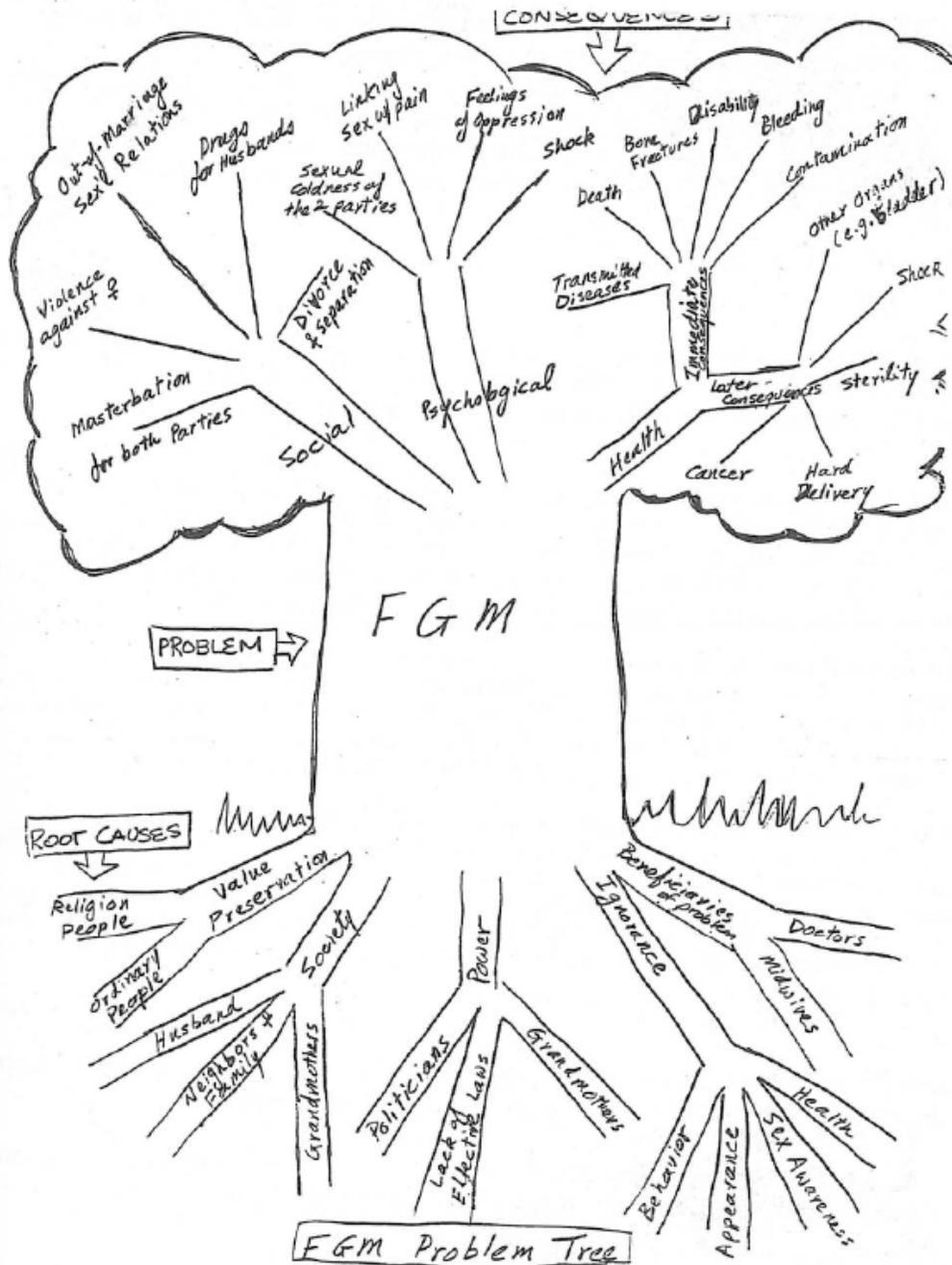
1. Explain to the group that before we even think about how to program for integrating gender into projects and programs, we need to do a gender analysis. Explain to the participants that this exercise will help them explore the underlying gender-related issues that can contribute to different health problems.
2. Divide the participants into groups of three. Ask each group to pick one person who can report back to all the participants at the end of the session.
3. Explain to each group that it will use a tool called a problem tree in this activity. Each group will focus on a different health problem: Group 1 will focus on obstetric fistula; Group 2 will focus on the lack of male involvement in family planning (FP); and Group 3 will focus on early childbearing.
4. Provide a flipchart and a few markers to each group. Ask one person in each group to draw a large tree trunk and to write their assigned problem on the trunk. For example, Group 1 would write obstetric fistula on the trunk. Explain to the participants that this picture represents a “problem tree” and it will graphically help to illustrate the different causes and consequences of their assigned problem.
5. Ask the groups to brainstorm some of the causes of their assigned problem. This can be as broad or as narrow as the group desires. On the problem tree, each cause should be depicted as one of the roots of the tree. After mentioning each cause, the group should think about what else can contribute to that initial cause. For example, if a cause is “lack of education among women,” then the group should think about what causes lack of education among women. One of the causes could be the “social norms” that “education is less important for girls than boys”; this would be depicted as a subroot of the original cause. Use the problem tree that you prepared earlier as an example for participants. Give the groups 15 minutes to do this exercise.
6. Explain to the participants that now they will focus on identifying the different consequences of their assigned problem. In their picture of a problem tree, the consequences will be depicted as the branches of the tree. As they did with the causes, the groups should brainstorm and identify the primary and the secondary consequences of their assigned problem. Again, use the problem tree that you prepared earlier as an example for participants. Give the groups 20 minutes to complete the exercise.
7. Once they are done, ask them to use a different colored marker and circle the causes and consequences of their assigned problem that are in any way related to gender.

Transition to the Gender Analysis Framework

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Session V: Problem Trees and Gender Analysis

Example Problem Tree



VeneKlasen, Lisa and Valerie Miller. 2002. *A New Weave of Power, People and Politics: the Action Guide for Advocacy and Citizen Participation*. Oklahoma: World Neighbors.

Session V: Problem Trees and Gender Analysis

Explain that we will look at a framework to organize and better understand these gendered causes and consequences.

Activity 2: Introduction to the Gender Analysis Presentation

 45 minutes

Materials

PowerPoint Presentation: Introduction to Gender Analysis

1. Tell the group that there are many frameworks out there, and today we will present a framework that the IGWG has adapted based on the Liverpool Framework for gender analysis.
2. Tell the group that you will explain the framework through a presentation and then we will practice conducting a gender analysis using three illustrative programmatic areas.
3. Begin the presentation. *Facilitator Note:* The notes for each slide are included in the “Notes Page” of the presentation. Try to be as interactive as possible, asking the group questions along the way.
4. After the presentation has ended, ask the participants if they have any questions.

Activity 3: Applying the Gender Analysis Framework

 60 minutes

1. Ask participants to return to the problem trees and decide under which domain or domains each root problem and consequence falls.
2. Bring all the groups together again and ask one person from each group to summarize the results of their problem tree. After each summary, ask the group to include any additional causes or consequences that had not been included so far. Next, ask the participants to consider if they agree with the causes and consequences that were identified as being gender-related. Ask the group to identify which domain they believe that cause belongs to. Discuss these and identify any additional gender-related issues with the group. Continue this methodology with all three problem trees.
3. Conclude this activity by discussing the following questions with participants:
 - How many of the causes and/or consequences were gender-related? Was this surprising to the participants? Why or why not?
 - What were the common gender-related causes identified by all the groups? Was this surprising to the participants? Why or why not?
 - What were the common gender-related consequences identified by all the groups? Was this surprising to the participants? Why or why not?
 - As an organization, what gender related-causes could you address? What gender-related consequences?

End of Day One

Session I: Gender, Justice, and the Home

Day 2

Check-in/Questions (15 minutes)

Activity 1: Gender, Justice, and the Home



1 hour, 15 minutes

Materials

Prepared Flipchart: Daily Activity River

1. Explain that this activity will help each participant to think about what men can do in their homes on a day-to-day basis to share domestic responsibilities equally with their partners.
2. Ask participants to name typical household activities that take place on a day-to-day basis. Ask participants to start with the first activities of the day and move through to the last activity before going to sleep. Examples may include preparing meals, bathing and feeding children or the elderly, cleaning, gardening, gathering water, earning money, leisure activities, etc. Write these activities on the “daily activity river.”
3. Ask participants to identify which of these activities are usually men’s responsibility. Mark these activities with a symbol or a drawing of a man. Now ask which of these activities are usually women’s responsibility. Mark these activities with a symbol or a drawing of a woman. Ask participants:
 - What do you notice about who does what work in the home?
 - Is this in line with principles of gender equality?
 - How might this affect the reproductive lives of women? How might this affect a community’s ability to take care of those who are ill?
4. Ask each participant to think about what a fair and equal distribution of household activities would be. Ask the men what tasks they would be willing to take on to promote shared responsibility in the home. If the group is all or mostly female, ask which activities they think men might be amenable to sharing and explore strategies for negotiating those changes at the household level.
5. Ask participants to draw their day in the form of their own “daily river.” The river should capture the flow of activities throughout the day as the river twists and turns across the page. Ask participants to identify who is responsible for which activity in their own homes. Remind them to make clear which responsibilities are shared. Allow 20 minutes for this part of the activity.

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Session I: Gender, Justice, and the Home

Continued:

6. When all participants have completed their “river of daily activities,” ask participants to stick their flipchart papers on the wall and to describe their river to at least three other people. Allow 5–10 minutes for this discussion at the wall.
7. Once all participants are seated again, ask the following questions:
 - What household work do you enjoy?
 - What household work have you never done before that you would like to try?
 - What household work do you think might be difficult to do? Why?
 - What would make it easier to do this/these things?
 - What impact do you think it would have on your family and/or community if you took on this new work in the home?
8. Sum up the discussion using the key points:

Women work a “double shift” in many homes. Many women are now going out to work, but they are also expected to take care of all the household tasks. This “double shift” is an important aspect of gender inequality. It denies women their equal rights to rest and recreation and damages their health and well-being. Further, by being detached from the daily workings of their households, men may miss out on meaningful experiences and emotional connections within their homes and families.

The home is where children learn about gender roles and rules. Men sharing household responsibilities with women not only promotes gender equality for these women. When men and share these responsibilities equally, they also serve as role models of gender equality for children in their family.

Break 15 Minutes

Session II: Gender, Justice, and the Community

Activity 1: Gender, Justice, and the Community



1 hour, 30 minutes

Materials

Flipcharts

1. Ask the group to list the main institutions in society that teach men and women about gender roles. Ask the group to identify the most important institutions in teaching men about gender. Examples may include schools, religion, government, civil society, marriage, law, customary institutions, the media, the arts, etc. Encourage participants to be clear about their reasons for saying that one institution is more important than another. Agree on a list of the six most important institutions in teaching men about gender.
2. Divide the group into six smaller groups. Tell each small group to work on one of the top six social institutions. Ask the small groups to discuss the following questions and prepare to report back to the rest of the participants:
 - What does this social institution teach men about gender?
 - How does this social institution help to maintain the imbalance of power between women and men?
 - What could men within this social institution do to make sure that it promotes gender equality?
 - What could other men outside of this social institution do to make sure that it promotes gender equality?
3. Allow 20 minutes for this small group work.
4. Then bring everyone back together. Ask each small group to report back on their discussion. Explain that each small group will have 10 minutes to both report back and take questions from the rest of the group.
5. When all the groups have reported back, summarize the key points discussed. Explain that we will be continuing to build on the group's suggestions for actions that men can take to change social institutions in the rest of the day's activities.

Lunch **60 minutes**

Constructive Men's Engagement in Reproductive Health: For Themselves, Their Partners, and Their Communities

Session III: Why Engage Men in Reproductive Health? How has the Field of CME Evolved?

Activity 1: Why Engage Men in Reproductive Health? How Has the Field of CME Evolved?



1 hour

Materials

PowerPoint Presentation: It Works: Why Engage Men and Boys ?

1. Ask participants to identify some of the reasons for engaging boys and young men in GBV prevention and RH. Write down the reasons they give you on flipchart paper.
2. Explain to participants that, in this session, you are going to share with them how the field of male engagement has evolved over the years, the gaps between how people would like to implement the programs and how they are currently being implemented, and some of the key areas needing to be addressed in this field. They should feel free to ask any questions as you present.
3. After the presentation, debrief by asking the participants the following questions:
 - Was there anything in the presentation that surprised you?
 - Do you agree with the main points of the presentation? Why or why not?
 - Can some of the key points made in the presentation apply to the work that you do? Why or why not?

Break **15 minutes**

Session IV: Framework Introduction

Framework Introduction

 75 minutes

Materials

PowerPoint Presentation: Framework for Engaging Men in Reproductive Health
Participant Handouts: Case Studies
Signs printed with “Men as Clients,” “Men as Supportive Partners,” and “Men as Agents of Change”

Activity 1: PowerPoint Presentation

 15 minutes

1. Explain to participants that, in this session, you are going to share with them a simple framework developed by EngenderHealth on different approaches to engage men. This framework was developed based on the work that EngenderHealth and other organizations have done over the years with men and boys. The purpose of the framework is to help people think about the different ways that programs can start integrating male involvement into their work. Explain to participants that they should feel free to ask any questions as you present.

Activity 2: Case Studies

 60 minutes

1. After the presentation, explain that participants will now have a chance to look at examples of actual programming to identify how these approaches have been used.
2. Explain that each participant will receive one or more male engagement case studies and that each participant is to place their case studies under each of the signs posted—Men as Clients, Men as Supportive Partners, and Men as Agents of Change. Shuffle the case studies to make sure that the case studies for each approach are not grouped together, and randomly distribute one or more of the sheets of paper to each participant.
3. Ask the participants to walk up to the wall, take a few pieces of tape, and post the sheets of paper where they think they belong. Remind them that there maybe a few that could be placed under several approaches, which highlights that interventions often use multiple approaches to engage men.
4. Once all the sheets are posted on the wall, review them with the participants and move any that the group feels should be changed to a different approach.



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Session IV: Framework Introduction

Continued:

5. Conclude the activity by discussing the following questions:

- What did they think of the three approaches to engage men that were presented?
- Are these approaches that can be applied to their work?
- Did the interventions provide them with ideas about male engagement activities? If so, which interventions might they implement in their program?

Transition to Types of CME Intervention Activities

Session V: Types of CME Intervention Activities

Activity V: Types of CME Intervention Activities



60 minutes

Materials

Prepared Flipchart: Figure 1: "Pyramid of CME Intervention Activities"

Signs printed with "Motivation/Promotion", "Health Education," "Counseling," "Clinical Services," and "Advocacy/Leadership."

Sample Activities to Engage Men, cut into strips (Note to facilitator: Be sure to remove the answer before distributing).

Handouts: A Pyramid of CME Intervention Activities
Sample Activities to Engage Men

1. Introduce this activity by explaining that efforts to engage men must be implemented at many levels and utilize various types of activities in order to be effective.
2. Review the participant handout that describes the pyramid of CME intervention activities. Make sure that all participants understand the differences between the different types of activities.
3. Explain that the five types of activities can actually overlap each other. Often motivation efforts also provide health education. Similarly, counseling activities also include health education. Note, however, that motivation activities and counseling activities never overlap, as in counseling, we do not wish to impinge on a person's right to make one's own informed choice. All of these approaches are affected by policy and leadership.
4. Explain that each participant will receive one or more strips of paper with an activity written on it. Each participant's task is to place the activity on the wall under the sign to which it corresponds.
5. Ask participants to walk up to the wall one at a time, get a piece of tape, and place the strip of paper where it belongs. After each strip is placed on the wall, review it and ask the participants if they feel it should be changed to a different spot on the pyramid. Try to reach consensus on what type of activity it represents. Remind participants that it may be difficult to determine exactly where each of these activities should be placed due to a lack of specific information.
6. Conclude the activity by asking the group the following questions:
 - Are you currently involved in any motivation, health education or counseling, clinical service, or advocacy activities? If yes, what types of activities?
 - Did this activity provide you with new ideas for efforts to engage men? Which new activities might be possible for your work?
7. Provide participants with the handouts with the "answers" included, and ask if they have any final questions.

Session VI: Close and Evaluation

Close and Evaluation



15 minutes

Materials

Handout: Evaluation

1. Ask the group for final comments/questions. Thank the participants for their participation.
2. Distribute the evaluation.
3. Collect the completed evaluations.