Engaging Men and Boys to Promote Gender Equality Through Education

Workshop Outcome Report

Workshop hosted by: Cartier Philanthropy, Echidna Giving, the International Center for Research on Women, Promundo, Room to Read and the Study Hall Educational Foundation

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Executive Summary

On May 29th and 30th, 2019, a consortium of partners comprising Cartier Philanthropy, Echidna Giving, the International Center for Research on Women (ICRW), Promundo, Room to Read and the Study Hall Educational Foundation (SHEF) hosted a workshop on engaging men and boys to promote gender equality through education in Washington, D.C. The workshop was attended by 72 people, with the majority of attendees coming from NGOs based in South Asia, sub-Saharan Africa and Latin America, and the remainder representing larger international NGOs, research institutions and donors from private foundations, government agencies and the United Nations. The workshop, funded by Cartier Philanthropy and Echidna Giving, provided an opportunity for experts from around the world to discuss the use of educational settings to engage people of all genders in promoting gender equality in and out of schools.

Over the course of the two-day workshop, participants discussed evidence-based programming for girls' education, male engagement in gender transformative programming, challenges related to those approaches and programmatic and evidence gaps. From those discussions, they developed a set of action steps which can be used to advance this agenda. These action steps are:

1. Integrate an understanding of gender into existing education programs, particularly around ensuring academic curricula encourages reflection on gender norms and equality, and that pedagogy aims to create an equal space for all girls, boys and non-binary students to learn;
2. Refine and define what cross-sectoral measures should be used and what they should capture in school-based programming. The group recommends collecting data that looks at the relationships between health, experiences and perpetration of violence, life skills and academic measures. The group also encourages funding of longitudinal studies that utilize these measures; and
3. Foster a community of practice to share learnings and best practices around evidence-based programming that promotes gender equality in and through education, and engaging practitioners, researchers and donors for whom this is a priority area.

Throughout the workshop, participants shared the range of approaches they are already using to promote gender equality in and through education. While there are a huge range of techniques, there remain large gaps in evidence around what strategies most produce gender equality in the long term. The workshop participants propose the following recommendations to expand the evidence base to ensure that programming works to promote quality education for all students and that education supports students to live healthy lives free from violence with a full range of employment and livelihood choices.

1. Develop and use cross sectional monitoring and evaluation tools to understand the gender effects of non-education and/or life skills focused programming on educational outcomes and the effects of education programming on gender-based violence, sexual and reproductive health and economic empowerment outcomes.
2. Conduct long-term, longitudinal studies to capture the lifelong effects of gender transformative and educational programming on participants' adult employment, health and other gender equality related outcomes.

3. Ensure that all education sector programming disaggregates results by gender, regardless of the focus of the program. Where safe for students to self-identify as such, allow non-binary gender identification response options for students.

Introduction

Deliberate and targeted engagement with men and boys is increasingly recognized as critical to advancing gender equity and equality.[1] It is necessary not only for the empowerment of women and girls, but also to transform the social and gender norms that reinforce patriarchy and inequality and harm women/girls, men/boys and people of other genders. The education sector is a particularly salient area in which to conduct engagement work with men and boys for gender equality. There are several reasons for this, which will be explored below. Despite the potential for huge transformation, the education sector remains underutilized as a platform for meaningful male engagement in gender equality.

A consortium of partners comprising Cartier Philanthropy, Echidna Giving, the International Center for Research on Women (ICRW), Promundo, Room to Read and the Study Hall Educational Foundation (SHEF) hosted a workshop on engaging men and boys to promote gender equality through education in Washington D.C. on May 29th and 30th, 2019. The workshop was attended by 72 people, about half of whom were from NGOs based in South Asia, sub-Saharan Africa and Latin America, with the other half representing larger international NGOs, research institutions and donors from private foundations, government agencies and the United Nations. This workshop was funded by Cartier Philanthropy and Echidna Giving.

The consortium had two goals in convening the workshop:

1. To develop a common understanding of the evidence-based best practices and research on engaging men and boys as key stakeholders and co-beneficiaries with women and girls in educational programs aimed at advancing gender equality for girls and boys.
2. To set an agenda for moving forward the girls' education field with regard to working with men and boys to advance gender equality for girls and boys through education.

At the workshop, participants discussed evidence-based programming for girls' education, male engagement in gender transformative programming (see Annex 2), challenges related to those approaches and programmatic and evidence gaps. Over the course of the two-day workshop, participants concluded that framing this work as engaging men and boys in gender equality through education was insufficient. Successful programming to challenge gender norms requires more than adding men and boys to existing programs for women and girls. Participants agreed that the focus should be on how to use educational settings to engage people of all genders in promoting gender equality in and out of schools.

At the end of the workshop, participants identified three action steps for promoting the use educational settings to promote gender equality. These steps are:

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[1] MenEngage & UN Women. (2015). *Men, Masculinities, and Changing Power: A Discussion Paper on Engaging Men in Gender Equality from Beijing 1995 to 2015.* UNFPA.

1. Integrate an understanding of gender into existing education programs, particularly around ensuring academic curricula encourages reflection on gender norms and equality, and that pedagogy aims to create an equal space for all girls, boys and non-binary students to learn.

2. Refine and define what cross-sectoral measures should be used and what they should capture in school-based programming. The group recommends collecting data that looks at the relationships between health, experiences and perpetration of violence, life skills and academic measures. The group also encourages funding of longitudinal studies that utilize these measures.

3. Foster a community of practice to share learnings and best practices around evidence-based programming that promotes gender equality in and through education, and engaging practitioners, researchers and donors for whom this is a priority area.

This report serves to make the case for these three action steps, document the evidence, best practices and research discussed at the workshop and advocate for increased use of educational platforms to advance gender equality through a purposeful integration of gender-transformative programming.

Why Focus on Gender Equality in and through Education?

According to the 2018 Global Education Monitoring Report Gender Review, men/boys and women/girls are enrolled in school at near equal rates globally at all levels of education except tertiary education, where women are more likely to be enrolled than men.[2] However, this global data masks several regional disparities wherein some regions and countries report higher enrollment of boys while others higher enrollment of girls. These disparities are particularly stark at the upper secondary level, where girls are overrepresented in middle- and upper-income countries but underrepresented in low income countries. Additionally, fewer countries have attained educational gender parity when considering whether students are in the right grade for their age, as girls tend to be older than the typical age group for their grade. This reflects a larger issue; although girls are enrolled in school, they are not necessarily learning at the same rate as boys (see **Figure 1**).[3] The reasons for this are unclear and likely vary by region. Topically, boys marginally outperform girls in math and science, while girls tend to outperform

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[2] UNESCO. (2018). *Global Education Monitoring Report Gender Review.* https://unesdoc.unesco.org/ark:/48223/pf0000261593
[3] Psaki, S. (2019, May). *What is Working in the Girls' Education Sector*. Presented at the Workshop on Engaging Men and Boys to Promote Gender Equality through Education, Washington, DC.

boys in reading by a substantial margin, according to the Programme for International Student Assessment (PISA).[4]

Figure 1. Percent 15-19 -Year Olds able to read a simple sentence[5]

Percent 15–19-year-olds able to read a simple sentence, among those who completed primary school, Time 2 (2008–2014)
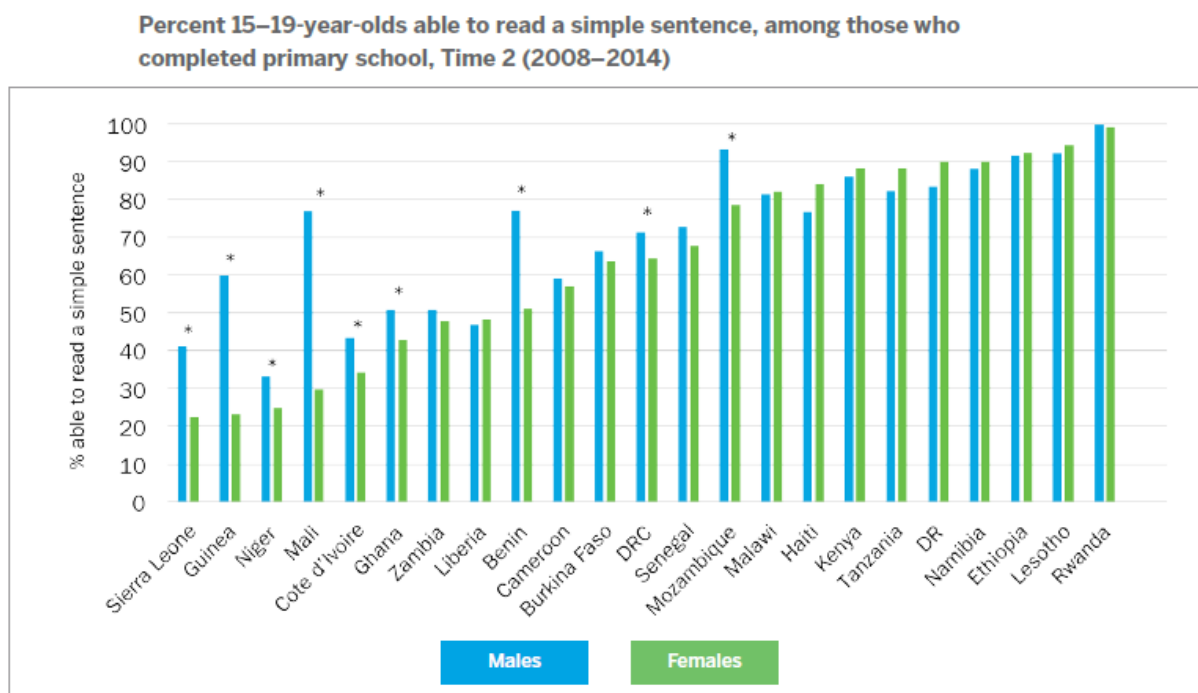
Note: Asterisk denotes a difference of five percentage points or more.

Further complicating the picture of gender in global education, there is limited evidence on the efficacy of gender-focused education programs that target **both** girls and boys, the gendered effects of gender-neutral education programming and the effects of life-skills and non-academic programming on academic outcomes, particularly in low- and middle- income country context. A recent systematic review of the evidence around the effectiveness of education programs that target girls versus education programs that target the general student body explores the relative effectiveness of gender-neutral vs girl-focused education programming, but has several limitations. The review found that girls benefited from general interventions as much or more than they benefitted from girl-focused interventions. In addition, these general interventions also benefitted boys.[6] For example, programs which generally focused on increasing the quality of teacher pedagogy resulted in some of the best learning improvements for girls. However, the authors of the review found that only a third of the evaluations reviewed disaggregated their results by gender and state that more programs need to do so in order to adequately assess the interventions' impacts on girls and boys. This review also focused on programs that reported school attendance or learning outcomes in literacy and numeracy. However, many programs

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[4] Ibid.

[5] Source: Psaki, S. R., McCarthy, K. J. and Mensch, B. S. (2018). "Measuring Gender Equality in Education: Lessons from Trends in 43 Countries." Population and Development Review, 44: 117-142. Presented by Psaki, S. (2019, May). *What is Working in the Girls' Education Sector*.

[6] Evans, D.K. & Yuan, F. (2019). What We Learn about Girls' Education from Interventions that Don't Focus on Girls. Working paper. URL: https://custom.cvent.com/4E741122FD8B4A1B97E483EC8BB51CC4/files/Event/159bd4dc083941a79dd0211437d5d7dc/6deea2fd3e744190ae84d2c5496398c0.pdf

which might impact these outcomes (such as programs to reduce gender-based violence in schools or non-academic skill development programs) do not consistently report on these outcomes showing that there is a gap in programs that seek to improve educational outcomes and those "gender programs" which look at addressing social dynamics which might effect educational outcomes, such as bullying and violence against girls.

Clearly, the gender dynamics in educational settings are complex and programs to reduce gender disparities in education need to recognize the ways in which gender norms inside and outside of schools influence and are influenced by the school experience of girls, boys and non-binary students (who are frequently absent/misgendered from the data). Due to their central place in young people's lives, schools are also a key space to challenge and transform gender inequitable norms that also encourage youth to live out more equitable norms in societies more broadly.[7] In schools, teachers, administrators and peers set, enforce and challenge expectations based on gender. Primary school aged children are often starting to form their conceptions of gender roles and norms, and these norms are reinforced and solidified during adolescence, but they are not fixed. Research shows that challenging norms such as those that lionize aggression as a marker of ideal masculinity can reduce violence perpetrated by boys against girls and others. Such programs that challenge harmful gender norms (known as gender-transformative programming) with boys and young men also provide space for young people to redefine what manhood means to them while also emphasizing the importance of emotions, communication and academic achievement (the latter seen as a feminized trait in some settings). Such programming also promotes a reimagining of femininity, including creating space for girls' leadership and achievement in math and science. While the benefits of education for women and girls' empowerment are well documented, boys' education level also has connections to gender equality; a study on men and masculinities by Promundo and ICRW showed that men with higher educational attainment have more equitable attitudes and practices towards women.[8]

Methodology for Identifying Common Approaches, Challenges and Gaps

The remainder of this report discusses common approaches, challenges and gaps in programming and research around using education programing to promote gender equality. First, it should be noted that the literature exploring the connections between education and gender is surprisingly scarce. As noted above, the bulk of studies on education do not disaggregate their data by gender, while many programs focusing on gender transformative work do not measure education outcomes such as academic achievement (a growing number do measure school enrollment and/or attendance). Meanwhile, work on *girls'* education often does not engage with boys. Additionally, while young people of diverse gender identities might participate in these programs, their needs are rarely addressed. As became apparent during the workshop, often program implementers working on girls' education also do additional "sensitization" work with boys (i.e. explaining the program to boys and possibly engaging in community campaigns to promote gender equality), but these components are often not

[7] Barker, G., Verma, R., Crownover, J., Segundo, M., Fonesca, V., Conteras, J.M., Heilman, B., & Pawlak, P. *Boys and Education in the Global South: Emerging Vulnerabilities and New Opportunities for Promoting Changes in Gender Norms.* Journal of Boyhood Studies. 6(2): 137-150.

[8] Barker, G., Contreras, M., Heilman, B., Singh, A.K., Verma, R., & Nascimento, M. (2011). *Evolving Men: Initial Results from the International Men and Gender Equality Survey (IMAGES).* Washington, DC: International Center for Research on Women (ICRW) and Rio de Janeiro: Instituto Promundo.

measured or monitored. This means a potentially important aspect of successful programming is poorly understood.

The approaches, challenges and gaps identified here come from a variety of sources related to the workshop. This report builds on the workshop pre-read. The pre-read consisted of a desk review of peer-reviewed and non-peer reviewed (grey literature) literature for 27 programs focused either on male engagement in girls' education programming or on supporting adolescent boys to develop gender equitable attitudes and behaviors that took place in schools or other educational settings. The parameters for selection of these 27 programs included: focus on male engagement in girls' education programming or on supporting adolescent boys to develop gender equitable attitudes and behaviors that took place in schools or other educational settings; programs that have been implemented within the past 20 years; and programs that were discussed in journal articles, non-peer reviewed reports and/or case studies. Priority was given to programs implemented by staff of organizations participating in the workshop. This desk review has been augmented with approaches, challenges and gaps discussed by the attendees over the course of the two-day workshop. Following drafting of this report, it was shared with invitees to the workshop, who reviewed the text for accuracy and clarity.

Common Approaches and Related Challenges

Explicitly Addressing Gender Norms

Gender transformative work, which seeks to guide participants to understand and adapt new attitudes and behaviors and changed gender norms, is largely considered to be the most effective approach to programming. Gender norm transformation includes **work on "masculinities"** — such as helping men/boys to reflect on how their conceptions of masculinity, and thus their lives, are influenced by unequal gender norms and encourages men/boys to move from harmful to positive definitions of what it means to be a man, such as being involved in care-giving and other domestic work. This can be through promoting positive, nurturing and collaborative images of men and boys as fathers (for older adolescents in contexts where this makes sense) or supportive brothers. Fatherhood and siblinghood have both been used as effective entry points for involving young men in caregiving and envisioning alternate masculinities that enable more equitable distribution of household tasks and decision-making. Other examples of work promoting "positive masculinities" include promoting emotional expressiveness and encouraging non-violent relationships. Several attendees at the workshop noted that it is not just men and boys who internalize harmful gender norms. It is equally important to do work to challenge women's and girls' preconceptions of masculinity and femininity, particularly with female teachers, administrators and parents who can also reinforce harmful gender norms.

Some programmatic examples of how workshop attendees confront gender norms:

- In India, Educate Girls identified challenges in keeping girls in school once they were over 15. Since boys have some input into family decision-making, NGO staff and peer girls teach boys about gender-based violence, menstruation, gender inequality and other factors that keep girls out of school. Provided with this information, boys have become advocates for girls to continue school at the household and community level.[9]

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[9] Singh, P. (2019, May). Small group discussion at the Workshop on Engaging Men and Boys to Promote Gender Equality through Education, Washington, DC.

- In Kenya, Dandelion Africa uses several different community engagement mechanisms in order to promote gender equality. This includes training girls to be leaders and boys to be advocates for change, as well as providing support for women to engage in entrepreneurship (and thereby have school fees for all their children) and for comprehensive sexual and reproductive health training and services. In all this programming, Dandelion Africa explicitly addresses gender-based challenges and both solicits and acts on feedback from participants to ensure the programming addresses their needs in a meaningful way.[10]
- Another strategy raised during a small group discussion was to have girls and boys work on community projects together, then follow the project with a discussion about the gender dynamics of the group during the project. This allows the group to reflect on how gender norms and roles affected them in their daily interactions with others.

While these strategies have all proven to be effective in their contexts, attendees and the broader literature argue that it can be challenging to change gender norms on an individual level when students are receiving mixed messages about gender from schools, their homes, their community and the media (traditional and social, local and global). When possible, programming needs intervene at multiple levels simultaneously to reinforce gender transformative messaging.

Demonstrating How Gender Equality Benefits Men and Boys

In all programming where men and boys are involved in promoting gender equality, an important first step is supporting men and boys to understand how dismantling rigid gender norms and promoting gender equality benefits them, even when they have to surrender certain privileges in the process.[11] In education, the global trend of boys' reduced academic achievement (particularly in rising income countries) offers an opportunity to make this case.[12] In many settings, teachers use severe forms of physical discipline on boys because that is how boys have traditionally been disciplined. Likewise, boys are socialized to disengage from academics. Furthermore, endorsement of stereotypical masculine norms has been associated with substance abuse, delinquency, the perpetuation of interpersonal violence and reduced help-seeking, all of which may also contribute to poor mental health and wellbeing.[13]

Some programmatic strategies to address harmful masculinities reported by attendees include:
- Explicit discussions of the benefits to boys of gender equality such as freedom from rigid gender roles and expectations, stronger relationships and improved health.
- Group discussions in both same sex and mixed sex settings about the effects of gender on students' daily lives.
- Creating alumni networks after youth complete the program to create continuing communities of support.

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[10] Aszed, W. (2019, May). Presentation at the Workshop on Engaging Men and Boys to Promote Gender Equality through Education, Washington, DC.

[11] Glinski, A., Schwenke, C., O'Brien-Milne, L., & Farley, K. (2018). Gender Equity and Male Engagement: It only works when everyone plays. Washington, D.C.: ICRW.

[12] Barker, G., Verma, R., Crownover, J., Segundo, M., Fonesca, V., Conteras, J.M., Heilman, B., & Pawlak, P. *Boys and Education in the Global South: Emerging Vulnerabilities and New Opportunities for Promoting Changes in Gender Norms.* Journal of Boyhood Studies. 6(2): 137-150.

[13] Rhodes, A. E., Boyle, M. H., Bridge, J. A., Sinyor, M., Links, P. S., Tonmyr, L., & Szatmari, P. (2014). Antecedents and sex/gender differences in youth suicidal behavior. *World Journal of Psychiatry*, *4*(4), 120-132.

- Providing other benefits from programming, such as improved employment skills.

Single-Sex Spaces to Discuss Gender

As noted above, single-sex discussion groups can be a useful approach for programs to engage participants around gender norm change. This approach has been used for a long time with girls and women and is increasingly being used with boys and men. It should be noted that male-only spaces should not be places where their inherited roles in sustaining men's power over women are left unquestioned. Rather, male-only spaces should be places where men and boys are safe to question and challenge norms that privilege them *as well as* an opportunity to explore the gendered challenges of being a man. To do so, a skilled facilitator seeks to help the group open up about their vulnerabilities as men and explore how a desire to mask these vulnerabilities can be one of the drivers of gender inequitable behaviors such as violence against women and unsafe sexual practices.

These spaces also allow the opportunity for men to explore different forms of inequality, some of which may affect them (such as inequality based on race, class, caste, sexual orientation, disability status, etc.), see how these forms of inequality intersect with gender and practice new behaviors and skills. Spaces for women, girls and gender minorities should be safe spaces for participants to discuss norms which usually oppress and silence them.

- In India, the Study Hall Educational Foundation (SHEF) runs separate schools for girls and boys in low-income settings. In each school, students participate in group dialogues around gender, poverty, caste, domestic violence, alcoholism, sexual harassment and other topics both inside and outside of formal classroom settings. In settings where social norms are particularly conservative and unequal, working in sex-segregated settings prevents the dialogues from becoming a competition, as all students are marginalized in some way. SHEF also conducts occasional co-education dialogues and activities as follow-up activities, which can be useful for discussion of solutions to gender related challenges.[14]

A challenge faced by using sex segregated approaches is that they can further normalize the separation of girls and boys and are exclusionary of students of diverse sexual orientation and gender identity. One way to mitigate this challenge is through a gender synchronized approach, which addresses the needs of both men/boys and women/girls, utilizing both single- and mixed-gender groups strategically to transform gender norms.[15] In this approach, boys and girls receive the benefits of a single-sex space to discuss gender norms and other sensitive topics, then come together for mixed-sex sessions so that boys and girls can gain a better understanding of each other's views, opinions and needs. This is important for all gender programming, because while single-sex safe spaces are important to allow boys and girls to safely express their vulnerabilities around gender, eventually they need to be able to talk with one another about these issues and work together to promote gender equality.

Using Sports and Arts as Teaching Approaches

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[14] Chitravanshi A., and Garcia, Z. (2019, May). Presentation at the Workshop on Engaging Men and Boys to Promote Gender Equality through Education, Washington, DC.
[15] Edström, J., Hassink, A., Shahrokh, T. & Stern, E. (eds). (2015). *Engendering men: a collaborative review of evidence on men and boys in social change and gender equality.* EMERGE Evidence Review, Promundo-US, Sonke Gender Justice and the Institute of Development Studies and Greene, M. E., & Levack, A. (2010). *Synchronizing Gender Strategies A Cooperative Model for Improving Reproductive Health and Transforming Gender Relations.* Washington, D.C.: Population Reference Bureau.

Combining group education and discussion with interactive activities such as sports, art or drama is another common approach among programs that engage young people. In addition to being an effective recruitment strategy, programs focused on sports hope to concurrently teach students about health and nutrition, team spirit, complying with rules and using respectful language, while also fostering stronger connections and friendships among the group. This deeper connection can then feed back into group discussions, as participants are more comfortable opening up and participating in challenging dialogue with one another. Likewise, drama and role playing can be helpful ways to get students to explore gender. Some strategies mentioned by workshop attendees include:

- *Sports programs allow convenient launching points to discuss health issues with youth.* This can begin with discussions around nutrition and exercise, but move to other health issues such as gender, sexual and reproductive health and healthy relationships as the group builds comfort with each other.
- *Play based learning provides an opportunity to engage both young children and adolescents with academic content using varied pedagogical approaches.* This can help engage both girls and boys in classroom learning.
- *Drama and role play around the risks that girls face related to gender-based violence, child marriage and other forms of discrimination.* This helps boys in particular understand the challenges girls face and can mobilize them as advocates for girls. Drama and role play provide children with places to explore emotions, learn to empathize and rehearse possible solutions in a safe environment.
- *Group storytelling (for both students and training facilitators).* In this approach, a facilitator starts a story and allows the group to prose the ending. The group then discusses why they chose the ending they did and what assumptions and biases led them to choose that ending.

Building Community and Parental Buy-in/Preventing Backlash

An important step for all programs working with young people is to build community and parental buy-in in order to prevent backlash and gain support from community members. Particularly, program implementers noted the importance of getting buy-in from local leaders and religious figures, as well as fathers since they are often the family decision-makers. However, this can be very difficult, as these groups are often all or mostly men who are particularly advantaged by traditional gender norms. Some groups noted particular challenges for female teachers working to sensitize fathers, who could become aggressive if they felt a woman was challenging his authority over his children. Additionally, existing legal systems are often not ready to engage with issues of sexual harassment and violence.

Workshop attendees described a number of strategies they use to engage these groups, including:

- Sensitizing community and religious leaders well before the project begins, using language that frames gender challenges in ways that these leaders can be at the forefront combatting critical issues, such as gender-based violence and child marriage.
- Bringing police and religious leaders into schools and educational settings at the beginning of programs in order for them to demonstrate their commitment to confronting gender-based violence to the students.

- Working with students to design their own advocacy campaigns. In Peru, the Visionaria Network supports students to create a community advocacy project, which provides the students an opportunity to engage with community leaders in the sustainable development of their communities around issues the students have identified.[16] These projects help students buy-into the rest of the program while also providing opportunities for girls and boys to demonstrate leadership working together towards shared goals.
- Showcasing student achievement at the end of the program in a fair, festival or community theater setting to help solidify the message of what students have achieved academically and socially.
- Bringing boys into programming originally designed just for girls to forestall community backlash against girls only programming. In Ethiopia and Uganda, the Forum for African Women Educationalists (FAWE) has done this to reduce backlash to their scholarship/bursary program for girls.[17]
- Creating parent groups at the school. These can allow parents to discuss challenges they face in parenting and create a community for them. Some groups even use this as a basis to start self-help groups where parents (usually mothers) can support each other in small businesses and loans to promote household economic growth, which reduces the effects of poverty in keeping their children out of school.
- Creating programing for parents and community members that focuses on promoting gender equitable attitudes around keeping girls in school, valuing boys and girls equally, promoting equitable divisions of household chores between girls and boys and delaying marriage.

Building Buy-in from Ministries of Education, Other Government Ministries and School Administration

In general, working at an institutional-level is crucial to creating an enabling environment that can sustain lasting, systems-level change for gender equity and equality. Buy-in from ministries of education, other relevant government ministries (often around sports, youth or labor) and school administrators at a local level is critical for the scale-up and sustainability of gender transformative programming in schools. It is critical to ensure school administrator buy-in and support for approving/providing gender responsive teacher training, incorporating gender into existing school curricula and ensuring adequate reporting structures for school-based violence exist. Without such buy-in, teachers incorporating gender discussions into their classrooms can face backlash from other teachers or administrators — putting their work and their students at potential risk. Although high-level members of ministries and school administrations are not always men, in many countries throughout the world, they are likely to be. Even if they are women, they may have internalized traditional gender roles which will need to be challenged when programs engage with them in order to allow the program to function.

Similarly, engagement at ministry and national-levels is critical for long-term impact and sustainability. This means engaging with governments to support reforms to national curricula, exams and teacher training so that innovations in gender norm programming can be widely translated to national education systems, thereby impacting as many students as possible

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[16] Wong Oviedo, M. & Spurzem, P. (2019). *Projecting futures: Perspectives of teachers and students in rural Peru*. United Kingdom: Advancing Learning and Innovation on Gender Norms.

[17] Waithaka, G. (2019, May). Small group discussion at the Workshop on Engaging Men and Boys to Promote Gender Equality through Education, Washington, DC.

today, while supporting generations of students to come. Workshop attendees noted that in addition to challenges creating buy-in with powerful people in local governments, they also faced challenges when partners would leave or were moved to other offices. Attendees noted that long periods of time had to be spent on building relationships with multiple stakeholders in governments to make change. Some models they shared included:

- In East Africa, Educate! incorporates government partnership into its model by advising national governments on curriculum design, teacher training initiatives and school management practices to ensure schools and education systems are effective drivers of sustainable development.[18]
- Across Africa, the Forum for African Women Educationalists (FAWE) members work to influence policy formulation, implementation and monitoring by advocating for policies and practices that promote gender equity in terms of access, retention and performance in school and, more broadly, transform education systems in Africa.[19]
- In India, Breakthrough has developed MOUs with local government to run their program. However, the local government did not want them to discuss issues related to sexuality and refused to allow them to mention sex in their curriculum. Breakthrough talked about issues related to sexuality during some sessions on sexual violence and used short films and animations as an advocacy medium to explain the importance of addressing gender equality, including within sexuality education.[20]
- Globally, Right To Play has invested in national level advocacy to demonstrate the effectiveness of gender-responsive play-based learning as a pedagogical tool to achieve holistic learning outcomes. After five years of evidence-based advocacy in Tanzania, for example, the Tanzania Institute for Education integrated play-based learning as a part of their national pre-primary in-service teacher professional development program. This advocacy required multi-lateral support, provided by UNICEF and other large funders.[21]
- Several attendees noted that taking advantage of galvanizing moments such as big news stories was particularly helpful in moving their advocacy efforts.

Facilitator Selection

Selecting the type of facilitator tasked with leading students through challenging conversations on gender norms, masculinity and femininity, violence and sexual health is a crucial task. While facilitators don't always have to be the same sex as the students they are working with (in single sex groups), it is often a best practice to do so in order for the facilitators to serve as role models of positive masculinity and women's empowerment. A suggested method for recruiting outside facilitators is to ask students to draw the people they most respect in their communities, than recruit people with similar characteristics to be facilitators.

Programs working in schools tend to use two common types of facilitator: teachers and/or non-teacher facilitators, who may be peer mentors or adult youth service providers. Using a peer facilitator who is close in age to the participants and from a similar background can lead

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[18] Educate! (2014). Impact Evaluation of End of Program Data from the Educate! Randomized Control Trial. Kampala: Educate!.
[19] Mlama, P., Dioum, M., Makoye, H., Murage, L., Wagah, M., & Washika, R. (2005). *Gender Responsive Pedagogy: A teacher's handbook*. Nairobi: Forum for African Women Educationalists.
[20] Gandhi, U. (2019, May). Presentation at the Workshop on Engaging Men and Boys to Promote Gender Equality through Education, Washington, DC.
[21] Groves, L. (2019, May). Small group discussion at the Workshop on Engaging Men and Boys to Promote Gender Equality through Education, Washington, DC.

participants to develop a stronger connection to the facilitator and to one another, and therefore be more engaged in the program content. However, one disadvantage is that these peer educators do not have as much experience facilitating. Additionally, sometimes programs see advantages to having older, more authoritative figures. Adult youth service providers can sometimes be more effective as group leaders and in engaging in difficult topics as they have more experience facilitating. However, more experienced facilitators are often not compensated sufficiently and may move to better employment opportunities.

In school settings, teachers offer several advantages as facilitators. They already have relationships with the students and are compensated through a regular salary (though if a gender program is an added burden to their workload, the regular salary may be insufficient). Even in programs that do not directly engage teachers as facilitators, they often have to be made aware of the intervention to get their support. Engaging teachers directly therefore may have more benefits than indirect engagement. However, several of these advantages can also be disadvantages, since the pre-existing relationship teachers have with students may be negative, particularly if it is negative because of their rigid adherence to strict gender norms, which will make them insincere seeming messengers. Teachers are often evaluated based on their students' exam scores and so will not want to dedicate the time and energy to gender transformative programming if they do not see a clear academic benefit for students. Teachers have also often been trained to use a more lecture based, didactic style when working with students, which means they may have challenges delivering programming in the participatory methods favored by most gender programming. (This, however, can also be an opportunity, as training in more engaging pedagogical methods can also improve teachers' overall teaching abilities and exam scores.)

Some of the workshop attendees noted that they have adopted a mixed model, pairing teachers and non-teacher mentors. The non-teachers focus on extracurricular subjects and can encourage teachers to integrate gender considerations and more engaging pedagogy in their curriculum, while the teacher can support the mentor through their greater classroom authority and pre-existing relationships with students. This also allows for services to extend to students inside and outside of school settings.

Facilitator Training, Monitoring and Support

A challenge across gender equality programming is working with facilitators/implementors to address their own pre-existing conceptions of gender norms and roles. In education program settings, this generally means working with both male and female peer facilitators, teachers and school administrators. As mentioned above, teachers and other facilitators may also not be strong pedagogically and may not have mastered their academic content, meaning additional training is needed to support their work with boys and girls. Workshop attendees had several recommendations in terms of training, monitoring and supporting facilitators, including:

- Make training ongoing, as one-time trainings are not sufficient.
- Make training experiential and play-based. This can also be used as a way to demonstrate participatory teaching methods.
- Include how gender is relevant in all teacher trainings, including classroom management, school discipline, pedagogy and curricular content. Provide concrete, actionable examples.

- Include training on recognizing and responding to sexual harassment and bullying in schools. Institute reporting and accountability systems for perpetrators.
- Conduct frequent field visits to observe both training and facilitation of the program
- Conduct regular check-ups with teachers as a way to celebrate successes and identify challenges in implementation early.
- Provide journals for teachers to track what they taught and how students reacted (both to content and pedagogical approach) and for students to track what they have learned. Compare journals to identify areas of miscommunication and improvement.
- Encourage/facilitate connection between facilitators to form support communities for work and shared learning.
- Acknowledge facilitators for their hard work by providing opportunities for shout-outs, leadership and work exchanges.
- Conduct gender sensitization trainings at all levels of an organization, not just facilitators, to promote gender equitable attitudes throughout and increase institutional support.

Language Around Programming

The language used in educational programming can impact the acceptability of the program. Some program implementers work in contexts where government ministries perceive words like "gender" and "equality" negatively and will therefore not allow programs focused on gender equality to occur in schools. In those contexts, they often also avoid words like "norm change," "sexual health," and "violence." Generally, these program implementers try to do similar work, but frame this education as "soft skills," "life skills" and promoting "educational outcomes." They will talk about working with "youth" and "all students" rather than explicitly focusing on "girls." Other program implementers, however, have found that they can explicitly discuss gender with ministries. In both cases, program implementers report that having a solution focused, positive message generally is more effective such as presenting the advantages of gender equality/quality education rather than the harms that happen due to gender inequality and poor education.

Workshop attendees also reported changing their language for different groups of stakeholders. For example, some found that parents do not respond well to language around building their daughters agency and decision-making, as they were worried this would make them rebellious or more assertive. Teachers, on the other hand, tended to respond well when told programming would make their students more assertive.

Measurement

When measuring gender-equitable attitudes, the most established tool used is the Gender Equitable Men Scale (GEMS) developed by Population Council and Promundo, initially created to evaluate Promundo's Program H in Brazil and Mexico but since used on settings across the world. This scale measures attitudes around gender norms in the domains of violence, sexual relationships, homophobia, domestic chores and daily life and reproductive health and disease prevention. This scale has been culturally adapted extensively to be used to measure attitude change in boys before and after programming in different settings. Some other tools mentioned by workshop attendees or used by programs in the desk review include:

- The Sexual Relationship Power Scale,
- The Gender Metrics Database compiled by USAID,

- The [Education Development Center](#)'s Perception Tool and Soft Skills Tool,
- [Room to Read](#)'s Life Skills Assessment Tool and
- [Amplify](#)'s Agency Tool

Regardless of scale, most of these programs focused on behavioral outcomes such as condom use, violence, division of tasks and other behaviors used in the public health, GBV and gender spheres or they measured other life skills. Workshop attendees noted differences in how life skills were measured and defined, making many of these scales non-comparable. Few programs measured educational access or learning variables for boys and girls separately. One participant noted that an important step for the future of the education field was that funders needed to insist on gender disaggregated data, with no exceptions, and provide the funding to gather this data.

Several workshop attendees also noted that they would like better guidance on how to choose effective indicators and contextualize existing tools to their contexts. In particular, a common challenge was determining what cross sectoral indicators to choose to see the effects of education programs in other areas such as sexual and reproductive health, economic empowerment and gender-based violence and vice versa. Participants also noted a need for more formative research before program design.

Workshop attendees noted that they had challenges with students answering what they felt was the right answer rather than what they actually believed (social desirability bias), though many try techniques such observation and asking "what others do" to avoid this. One workshop attendee suggested hiring girls and boys as data collectors. This method not only engages young people as active participants in the program (building buy-in and ownership) but it can also serve as a starting point for boys to start to recognize gender inequitable opportunities about the spaces they are able to occupy vs. the places girls can go.

Programmatic and Research Gaps

Academics

It is striking that very few programs identified in the desk review are working in traditional academic subjects such as literacy, math, science, history or civics, at least with male students (several of the implementing organizations focus on academic work with female students), with SHEF's Prerna Girls School and Prerna Boys School standing as notable exceptions. More broadly, much of the work in the male engagement field has focused on public health and human rights, specifically family planning and gender-based violence, with a growing recognition of the linkage to women's economic empowerment. While there are many programs that do important work in the academic sphere, they do not highlight it as much in their literature and reports on male engagement, and as noted before, often fail to gender disaggregate their data. This appears to be a key gap in the field, because it would both allow for a broader and more systematic integration of gender norm change into programming across a wide range of academic subjects, rather than in time-limited clubs, and because it is an approach where boys and other stakeholders can see a clear benefit for boys in the form of improved academic achievement.

This means that several important questions remain under evaluated. These include:

- What are the best techniques to integrate gender equality into curriculum design across different subjects?
- What are the most effective pedagogical techniques to ensure classroom gender equality among different age groups of students?
- What is the relationship between life skills and academic outcomes?
- What are the cross-sectoral impacts of programs focusing on gender-based violence, sexual and reproductive health and economic empowerment on education outcomes and vice versa?

Several of these have begun to be investigated in high income and even some low- and middle-income country settings. Furthermore, workshop participants noted that they have begun work around some of these questions, but have not had the opportunity to rigorously evaluate their approaches. Therefore, substantially more work remains to be done, particularly in evaluating the long-term outcomes of these academic programs on participants' lives.

Beginning to answer these research questions can also help to begin fixing programmatic resource gaps in academic settings. Workshop participants noted that many textbooks and other academic materials were poorly framed for gender equality work. They will blame victims when describing harassment and have poor representation throughout. Working to answer research questions on how to integrate gender into curricula design could also help spur the development of more useful textbooks to deliver the updated curricula.

Gender Programs at the Primary School Level

Although many girls' education (and general education) programs operate at the primary school level, many programs focusing on gender equality work with adolescents and students who, by age, should be in secondary school. This disconnect means that programs may not be intervening with children at the most effective point to challenge gender norms as they are forming, rather than as they are solidifying in adolescence. Some of this limited evaluation may be due to the difficulty of getting ethical approvals to conduct human subjects research with young children. However, implementors noted that it would be useful to try interventions with younger groups, particularly in early childhood as boys, girls and non-binary students are developing their sense of gender and social-emotional awareness. This is a gap in both programming and evidence for school-based interventions.

Mental Health and Psychosocial Supports

Another large programmatic gap uncovered in the desk review and identified again by workshop participants was a lack of focus on mental health and psychosocial supports for young people. While there are several drivers of mental health concerns for both girls and boys, there is existing research that illustrates the harmful effects of bullying and violence in schools on mental health. Bullying is intentional peer victimization, either physical or psychological, that can involve teasing, spreading rumors, deliberate exclusion from group activities and physical violence such as hitting and kicking.[22] Bullying also takes gender-differentiated forms, with boys using physical aggression while girls tend to use relational bullying or indirect aggression.[23]

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[22] Carlyle, K. E. and Steinman, K. J. (2007). Demographic differences in the prevalence, co-occurrence, and correlates of adolescent bullying at school. *Journal of School Health, 77,* 623—629.
[23] Dunne, M., Sabates, R., Bosumtwi-Sam, C., & Owusu, A. (2012) School Violence and School Attendance:

Bullying has been associated with elevated risk of symptoms of depression, including feeling sad or hopeless for more than two weeks and experiencing loneliness, sleeplessness and suicidal ideation in LMICs.[24] Programming that works to address in-school bullying should account for both the physical and mental health ramifications of this behavior and should address the underlying gender norms that lead to different forms of bullying and harassing behavior.

Physical violence in schools is often used as a form of discipline or corporal punishment, and school-related gender-based violence is a barrier to educational participation, especially for girls.[25] Evidence suggests that the abuse and violence in schools has gender-based differential impacts.[26] For example, dropout rates in secondary school in Malawi have generally been higher for girls than boys despite years of efforts to increase the participation of girls in education in the country.[27] While other factors also play a role in school non-attendance, evidence from Ghana, Malawi and Zimbabwe shows that the prevalence of high levels of bullying perpetration and aggressive behavior by boys towards girls, and excessive punishment of girls, both act as barriers to education for girls.[28]

Gender and Sexual Minorities

Despite increasing work in recent years with LGBTQI+ students, there is still a distinct shortage of programming that meets the needs of gender and sexual minorities. Non-binary and intersex students in particular may feel ostracized by programming which seems to reinforce the gender and sexual binaries. However, this is a difficult area to conduct further research, as in many country contexts homosexual behavior is criminalized and being transgender is illegal or considered impossible, so LGBTQI+ students have to hide their identities, which are not recognized. Programs should not force students to identify themselves in these contexts where it puts them at risk. However, program content should attempt to make sure these students are not ostracized as well and provide them with a safe place and community to talk about issues related to gender and sexual inequality.

Funding Priorities

Attendees at the workshop (which included some funding organizations) noted that there can be challenges in fundraising around gender equality work in education that is not exclusively framed around helping girls. While gender equality work must focus on supporting girls and non-binary students to achieve equality with boys, the framing of gender as "girl stuff" ultimately loses potential co-beneficiaries and allies and misses the many ways that boys benefit from gender equality. On the opposite extreme, some donors, particularly host countries, focus exclusively on education, and do not seem to recognize that there is a gender component to

Analyses of Bullying in Senior High Schools in Ghana. *Journal of Development Studies*, 1-16.

[24] Fleming, L.C. & Jacobsen, K. H. (2010).Bullying among middle-school students in low and middle income countries, *Health Promotion International, 25 (1),* 73-84.

[25] Leach, F., Dunne, M., & Salvi, F. (2014). School-related gender-based violence: A global review of current issues and approaches in policy, programming and implementation responses to school-related gender-based violence (SRGBV) for the education sector. Paris: UNESCO.

[26] Bisika, T., Ntata, P., & Konyani, S. (2009). Gender-violence and education in Malawi: a study of violence against girls as an obstruction to universal primary school education. *Journal of Gender Studies, 18(3),* 287—294.

[27] Ministry of Finance Economic Planning and Development. (2014). *2014 millennium development goal report for Malawi.*

[28] Leach, F., Fiscian, V., Kadzamira, E., Lemani, E., & Machakanja, P. (2009). *An investigative study of the abuse of girls in African schools.* Department for International Development

their work. Workshop attendees recommended sustained advocacy by civil society groups and multilateral organizations to increase the recognition that students' experiences with the education system will be affected by their gender, and therefore education programming must take gender into account to support equality. Funders also need to find ways (most likely through funding from multiple sources) to support longer term projects with long term, longitudinal data collection and follow-up in order to help generate the data that can better shape programming and make a stronger case for the importance of gender equality programming in education.

Conclusion

Too often, "programming focused on gender equality" actually means "programming focused on women and girls." While it is <u>essential</u> that programming for supporting and empowering women, girls <u>and</u> others representing diverse gender identities exist, this programming by itself cannot transform gender norms or create gender equality. Programming must engage people of all genders to transform gender norms. One of the sectors with the most potential to effect social change is education. Schools and other educational settings are places where adults and students learn and perform their gender roles, and where they can be sanctioned for violating gender norms. At the same time, as participants in this workshop showed, they can also be a space where youth can explore, challenge and redefine different, more equitable norms.

Despite this potential, for various reasons as outlined in this report (e.g. lack of government support, funding and/or organizational capacity), the effectiveness of implementing gender-transformative programming in school settings remains an under researched area. Education programming that focuses on evaluating general educational achievement has too rarely analyzed the effect of gender on such programming, while girls' focused education programming often insufficiently recognizes gender diversity and sexual orientation, and how power dynamics and patriarchy reproduces gender inequality, making boys and young men's roles as allies invisible. Programming focusing on gender transformation through engagement of all genders has mainly been focused around sexual and reproductive health, gender-based violence and increasingly economic empowerment.

However, with so much work already having been done in these three separate fields, the opportunity presents itself to take the learnings from all three in order to design, implement and test programming in educational settings that seeks to disrupt gender inequality and promote gender equality for all. To take advantage of this opportunity, program implementors, researchers and donors must commit to funding, developing, implementing and evaluating education programs that have a gender transformative goal of working with girls, boys, men, women and gender non-conforming people (and not ignoring *any* of these groups) to challenge gender norms and promote all students' opportunities to live healthy lives free from violence with a full range of employment and livelihood choices and with the continual inspiration of a quality education. Many programs exist with these goals, but they need to be made inclusive of all students and rigorously evaluated across a range of domains using gender-disaggregated measures.

As such, the workshop attendees put forth the following set of recommendations:

1. Develop and use cross sectional monitoring and evaluation tools to understand the gender effects of non-education and/or life skills focused programming on educational

outcomes and the effects of education programming on gender-based violence, sexual and reproductive health and economic empowerment outcomes. Use these to identify both opportunities and challenges of different intervention points.

    a. **For implementors,** this means working **in partnership with researchers** to ensure that there is a clear theory of change linking all intervention activities to both academic and non-academic outcomes.

    b. **For researchers,** this means developing measures **in partnership with implementors** in order to ensure that the indicators are useful, but not overly burdensome to collect.

    c. **For donors,** this means committing funding to using cross sectional indicators at all stages of formative research and monitoring and evaluation and insisting that implementors and researchers collect this data.

2. Conduct long-term, longitudinal studies to capture the lifelong effects of gender transformative and educational programming on participants' adult employment, health and other gender equality related outcomes. While best done when the studies are designed intentionally, if there are possibilities to fund follow-up research now for programs that have long since finished as this remains valuable.

    a. **For researchers**, this means working to design studies that can capture this information, including developing studies which can capture the long-term impacts of programs which have long-since finished since it may be difficult finding funding for such long-term studies at the moment and the data will take many years to arrive.

    b. **For donors**, this means committing funding to long term research.

    c. **For researchers and donors**, this means working together to develop and fund the most rigorous research designs possible, while recognizing that randomized control trials are likely impossible in this setting.

3. Ensure that all education sector programming disaggregates results by gender, regardless of the focus of the program. This requires donors, researchers and implementors all to insist on gender disaggregated data from one another. Where possible, allow gender identification beyond the gender binary, taking student safety concerns into account.

Annex 1: Glossary

All definitions below come from the [Interagency Gender Working Group](#).[29]

Sex is the classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including: chromosomes, hormones, internal reproductive organs and genitalia.

Gender refers to a culturally-defined set of economic, social and political roles, responsibilities, rights, entitlements obligations, associated with being female and male, as well as the power relations between and among women and men, boys and girls. The definition and expectations of what it means to be a woman or girl and a man or boy, and sanctions for not adhering to those expectations, vary across cultures and over time, and often intersect with other factors such as race, class, age and sexual orientation. Transgender individuals, whether they identify as men or women, are subject to the same set of expectations and sanctions.

Gender Equity is the process of being fair to women and men, boys and girls. To ensure fairness, measures must be taken to compensate for cumulative economic, social and political disadvantages that prevent women and men, boys and girls 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. Genuine equality means more than parity in numbers or laws on the books; it means expanded freedoms and improved overall quality of life for all people.

Gender Integration refers to strategies applied in in programmatic design, implementation, monitoring and evaluation to take gender considerations (as defined above, in "gender") into account and to compensate for gender-based inequalities.

Gender Mainstreaming is the process of incorporating a gender perspective into organizational policies, strategies and administrative functions, as well as into the institutional culture of an organization. This process at the organizational level ideally results in meaningful gender integration as outlined above.

Empowerment means expansion of people's capacity to make and act upon decisions affecting all aspects of their lives — including decisions related to health — by proactively addressing socioeconomic and other power inequalities in a context where this ability was previously denied. Programmatic interventions often focus specifically on empowering women, because of the inequalities in their socioeconomic status.

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[29] Kincaid, M., Avni, M., Eckman, A. Neason, E., Caro, D., & Doggett, E. (2017). Defining gender and related terms. In *CORE Gender 101 Training.* Washington, D.C.: Interagency Gender Working Group.

Annex 2: Gender Inclusion in Programming Spectrum

At its core, pursing gender equality is about recognizing how social norms of power and gender affect men/boys, women/girls and non-binary people as individuals, in their relationships with each other and in the structures and institutions that organize societies — and bringing this recognition to bear on gender equity programming. In school settings, this means programs have to recognize and react to the roles men play as gatekeepers, as fathers, teachers, community leaders and school administrators who can ease or bar girls' entry and success at school. However, it also means recognizing that males are beneficiaries of gender equality programming too. This is true of all males in school settings, but it is particularly true for boys who can benefit from programs which ensures academic instruction reaches students of all genders in all subjects as well as programs which reduce violence and improve health. This clear benefit for boys is another advantage of conducting programming to transform gender norms in school-based settings.

Approaches to educational programming fall along a gender inclusion spectrum, first outlined by Geeta Rao Gupta in the context of programming to address HIV/AIDS in 2000. The spectrum ranges from gender exploitative to gender accommodating to gender transformative (see Figure 2).[30]

Figure 2: Gender Inclusion Spectrum
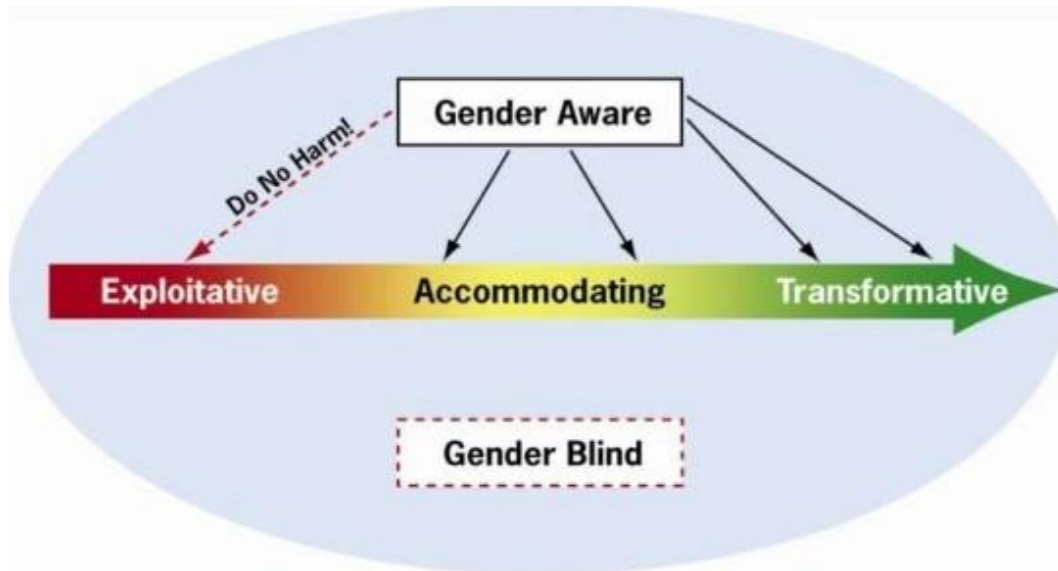
Source: Interagency Gender Working Group (IGWG). 2013. Adapted from a framework drawing on a range of efforts that have used a continuum of approaches to understanding gender, especially as they relate to HIV/AIDS. See Geeta Rao Gupta, "Gender, Sexuality and HIV/AIDS: The What, The Why and The How" (Plenary Address at the XIII International AIDS Conference), Durban, South Africa: 2000; Geeta Rao Gupta, Daniel Whelan, and Keera Allendorf, "Integrating Gender into HIV/AIDS Programs: Review Paper for Expert Consultation, 3–5 June 2002," Geneva: World Health Organization 2002

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[30] Gupta, G. (2000). Gender, sexuality, and HIV/AIDS: The what, the why, and the how. *Can HIV AIDS Policy Law Rev. 5*(4): 86-93.

In this spectrum, gender exploitative programing makes use of traditional gender norms and roles, while gender blind programming ignores gender. Gender accommodating programming takes gender inequalities into account but does not seek to address the underlying factors that create them, while gender transformative programming aims to transform unequal gender norms and their attendant behaviors and attitudes. In a school setting, gender accommodating programming might seek to schedule programs around girls' household chore schedule while gender transformative programming would seek to sensitize boys and girls to their unequal home burdens, encourage greater participation from boys in housework and then schedule programming to meet the needs of both boys and girls.

Annex 3: Workshop Agenda

PURPOSE

1. To develop a common understanding of the evidence-based best practices and research on engaging men and boys as key stakeholders and co-beneficiaries with girls in educational programs aimed at advancing gender equality for girls and boys.

2. To set an agenda for next steps to move forward the girls' education field with regard to working with men and boys to advance gender equality for girls and boys through education.

OUTCOME

Identify best practices, lessons learned, gaps and recommendations in the engagement of men and boys in gender equitable education in order both to inform future programming and to create relevant networks and connections between individuals and organizations for learning about, improving and scaling programs.

Workshop Schedule

Wednesday, May 29th

Time	Activity
9:00 AM — 9:40 AM	**Welcome, Introductions, Objectives and Expectations**:
9:40 AM — 10:00 AM	**Presentation: What is working in the girls' education sector** *Presenter:* Dr. Stephanie Psaki, Population Council
10:00 AM — 11:15 AM	**Plenary Activity: Gender in School**
11:35 AM — 12:45 PM	**Panel: Why engage men and boys as key stakeholders and co-beneficiaries within girls' education programming? How can this advance gender equality? How does this relate to gender best practices in education programming for girls and boys?** *Panelists:* • Allie. M. Glinski, International Center for Research on Women • Dr. David Evans, Center for Global Development • Urvashi Gandhi, Breakthrough India • Wendo Aszed, Dandelion Africa *Moderator:* Lucina Di-Meco, Room to Read
1:30 PM — 3:00 PM	**Plenary & Small Group Discussion: Integrating boys' voices into programs designed to work with them**
3:20 PM — 4:45 PM	**Small Group Discussion: Common Challenges and Responses**
4:45 PM — 5:00 PM	**Closing Session**

Thursday, May 30th

Time	Activity
9:00 AM — 9:30 AM	**Welcome and quick outline of the day**
9:30 AM — 10:45 AM	**Small Group Session 1: Program Delivery** *Sessions:* 1. Strategies to recruit male facilitators and role models; 2. Strategies to train and provide ongoing support for male and female teachers/facilitators to overcome their own gender biases; 3. Techniques to integrate gender equality into pedagogy and curriculum design; and 4. Best practices in monitoring, evaluation and measurement of outcomes.
11:05 AM — 12:20 PM	**Small Group Session 2: Building Buy-in and Avoiding backlash** *Sessions:* 1. Strategies for working with school administration and ministries; 2. Strategies for working with communities and engaging parents; 3. Strategies to make the case around the benefit of these programs for boys and men; and 4. Strategies to ensure that work with boys does not deprioritize work with girls.
1:00 PM — 2:15 PM	**Small Group Session 3: Necessary Supports for this work moving forward** *Sessions:* 1. Building male engagement and male expertise on gender inside implementing organizations; 2. Communication, messaging and advocacy; 3. Programmatic & Research Gaps; and 4. Building the Case for Support - what do we need to ensure this work is seen as an important funding priority
2:15 PM — 3:30 PM	**Agenda Setting Session, Part 1: Small Groups**
3:50 PM — 4:45 PM	**Agenda Setting Session, Part 2: Plenary**
4:45 PM — 5:00 PM	**Closing remarks**