



INTERNATIONAL
RESCUE
COMMITTEE

PART 2: TRAINING GUIDE

Preventing Violence Against Women and Girls: Engaging Men through Accountable Practice (EMAP)

A transformative individual behavior change intervention for conflict-affected communities

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PART 2: TRAINING GUIDE

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

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INTRODUCTION

Welcome to Part 3 of the EMAP Resource Package: the EMAP Training Guide.

The EMAP training is designed to equip EMAP facilitators and supervisors¹ with skills and knowledge regarding the overall EMAP intervention and the EMAP framework of Accountable Practice. The EMAP training guide provides detailed curricula and/or guidance for 15 days of training, to be conducted over a 4-week period for facilitators and supervisors. ***Prior to beginning the training, it is expected that the EMAP trainer(s) will have carefully read through the EMAP Introductory Guide and the EMAP Implementation Guide. It is also expected that the Pre-Implementation Phase of EMAP will be completed.*** This can be found in the *EMAP Introduction Guide, Annex 1.*

The EMAP training is as much about the curricula, and the concrete activities that will be done with women and men, as it is about learning techniques and behaviors that are appropriate to encouraging gender equitable attitudes.

Note: The EMAP Training Guide is part three of a three-part resource package. Prior to using this guide, it is expected that trainers will have carefully read through the EMAP Introductory Guide and the EMAP Implementation Guide. It is expected that program managers or coordinators have read the Introductory Guide and completed the Pre-Implementation Action Plan prior to the training.

A key part of the EMAP training is for facilitators and supervisors to engage in Accountable Practice² on both Personal and Relational levels. Personal Accountability is practiced during the training through activities, exercises and reflection homework that ask participants to identify, monitor, challenge and *change* their own harmful beliefs, attitudes, and

behaviors. Relational Accountability is practiced during the training through discussions and reflection sessions. Trainers are responsible for confronting participants when they are not being accountable to women and girls. It also means acknowledging that issues of power and gender will arise within the training room, and these will impact the relationships between facilitators, facilitators and supervisors, and/or facilitators, supervisors, and trainer(s).

A strong trainer is essential to guiding EMAP facilitators and supervisors through the process of assessing and reflecting on these dynamics. To understand more about this, please see section 2 of this guide.

Using the EMAP Training Guide

The EMAP Training Guide is intended to support trainers in facilitating an intensive, experiential training

that will provide EMAP facilitators and supervisors of *Preventing Violence Against Women and Girls: Engaging Men through Accountable Practice* with the skills, knowledge, and self-awareness that they need in order to successfully implement the EMAP intervention.

For the purposes of this document, the following terms will be used:

- **Trainer:** This refers to the individuals (preferably a man and a woman) who will lead this EMAP training for future facilitators of EMAP groups.
- **Facilitators:** Are those to whom this training is targeted at, and who will facilitate both the women and the men's EMAP discussion groups.
- **Supervisor:** Are individuals who will supervise and support facilitators during the implementation of the women and men's EMAP groups.
- **Program managers/coordinators:** Are individuals who will oversee the EMAP intervention, if they are different to the supervisor.

¹ For specificities on the roles and responsibilities of facilitators and supervisors for the EMAP intervention, please refer to the *EMAP Implementation Guide*, the second part of the EMAP Resource Package.

² Accountable Practice is the framework for the EMAP intervention. Accountable practice underscores the need to listen to the voices of women. It provides program staff with tools to reflect on and change their own attitudes, beliefs and behaviors, as well as those of others in their communities.

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This EMAP Training Guide is divided into four sections:

SECTION ONE: UNDERSTANDING THE TRAINING PROCESS, provides trainers with an understanding of the approach, goals, and key concepts of the EMAP training.

SECTION TWO: PREPARING FOR THE EMAP TRAINING, provides trainers with tips and guidance for how to lead a successful EMAP training.

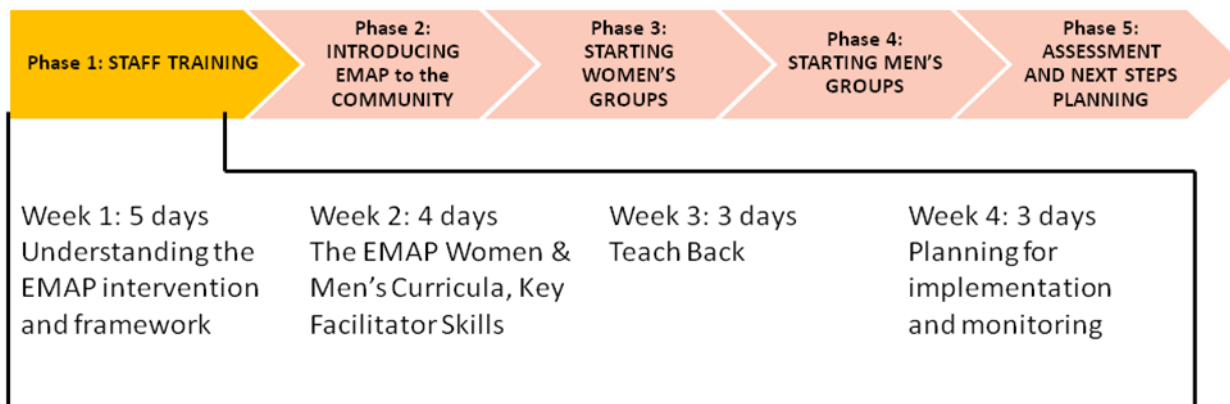
SECTION THREE: EMAP TRAINING TOOLS provides an overview of and guidance for the tools that are intended to be used during the EMAP training.

SECTION FOUR: EMAP TRAINING CURRICULUM & MATERIALS provides trainers with detailed activities and/or curricula for the training. This is divided into four weeks:

- Week 1: Understanding the EMAP intervention and framework
- Week 2: The EMAP Women & Men's Curricula, Key Facilitator Skills
- Week 3: Teach back
- Week 4: Planning for implementation and monitoring

OVERVIEW OF THE EMAP STAFF TRAINING

The EMAP training takes place in Phase 1 of EMAP, after the Pre-Implementation phase.



The EMAP training consists of 15 training days that are intended to be facilitated over a period of 4 weeks. Week 1 consists of 5 days of training, week 2 of 4 days, week 3 of 3 days and week 4 of 3 days. The IRC's experience training on EMAP has resulted in a very specific staggering of the training schedule. The first two weeks focus on key concepts and practice that require participants to question themselves and do significant self-reflection. It is important to give participants time to absorb and practice new ideas they are exposed to. The third and fourth weeks build off the reflection done in the first half of the training, and focus on practical exercises so participants feel comfortable facilitating the curricula.

Goals of the training:

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The main purpose of this training guide is to build the skills and capacity of the program staff who will be facilitating and supervising the EMAP intervention including the implementation of both the women’s discussion groups and the men’s.

Who is this training guide for?

This training guide is for program staff who will train the facilitators and supervisors engaged in the EMAP intervention.

Who conducts the training?

It is recommended that the EMAP staff training is led by 2 trainers, 1 female and 1 male. This will allow trainers to model Accountable Practice for participants, as well as conduct same sex reflection groups throughout the training.

The staff member(s) who will conduct the EMAP Training should **not** be the facilitators of the EMAP discussion groups. The trainers should have spent time reviewing and understanding the EMAP intervention and should have read **Parts 1 & 2 of the resource package prior to beginning training** In addition, the trainer(s) should have:

- Understanding of VAWG:* The trainers should have an understanding of the root causes and contributing factors of VAWG in the context of her/his region.
- Training skills and knowledge:* The trainers should have strong skills and knowledge around training and facilitating learning – including how to create a learning environment, lead interactive and experiential learning and utilize challenging moments as learning opportunities.
- Commitment to being an ally to women and girls:* The trainers should be engaged in self-reflection work, have a strong understanding of her/his own power, privilege, and gender biases and its impact on her/his work.
- Experience co-training:* The trainers should have experience working in equal and accountable partnership with a co-trainer.

Who participates in the training?

The EMAP facilitators and supervisor(s) are expected to participate in the training. For information about minimum requirements for EMAP program staff, see *the EMAP Introductory Guide, Section 5: Pre-Implementation Planning*. This training has been designed assuming attendance of 12 to 20 participants, equal parts women and men. Final selection of facilitators should be done after the training once a better understanding of their ability to address harmful norms has been assessed, so having more participants than final facilitators is expected. This training therefore is also intended to be used as part of the recruitment process for facilitators and not everyone who participates will be an appropriate facilitator of EMAP. The supervisor should determine this based on interactions, teach-back and reflections throughout the training.

What are the objectives of the EMAP Training?

By the end of the training, participants will have the knowledge and practical skills necessary to:

- ✓ Successfully implement the phases and use the tools of the EMAP intervention
- ✓ Understand and use Accountable Practice throughout the intervention
- ✓ Facilitate the EMAP curricula and respond to challenging situations that may arise during the intervention
- ✓ Prioritize the voices of women throughout the intervention

KEY FOCUS AREAS OF THE EMAP STAFF TRAINING:

Weeks 1&2 (9 days of training)	Understand the EMAP Intervention including: <ul style="list-style-type: none">• Why working with men is important• Guiding Principles• Assumptions & parameters, goals• The Women’s curriculum
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	<ul style="list-style-type: none"> • The Men’s curriculum • The EMAP implementation phases • Monitoring tools <p>Understand the EMAP Framework: Accountable Practice including</p> <ul style="list-style-type: none"> • Personal & relational accountability • Transformational change and learning • Accountable practice tools • Integrating women’s voices <p>Build Key Facilitation Skills</p> <ul style="list-style-type: none"> • Identify and address common resistance responses • Practice steps to addressing harm • Create supportive and accountable environments
<p>Week 3 (3 days of training)</p>	<p>Curriculum teach backs & learning about feedback</p> <ul style="list-style-type: none"> • During week 3, participants will be assigned key activities from the Women and Men’s curricula to review and teach back to the group. Trainers and colleagues will provide feedback. • During week 3, participants will reflect on how to give and how to receive feedback in a positive and constructive manner. <p>Begin adaptation of the curricula for local context</p> <ul style="list-style-type: none"> • The EMAP curricula serve to provide a generic conceptual framework for understanding gender, power, and VAWG. It is intended to be used in many different regions, covering many countries and groups with diverse languages, cultures, and backgrounds. In order to ensure that this curriculum is relevant to each particular setting, it is essential that facilitators adapt aspects of the resource. This includes language, terminologies, concepts, and case examples/stories. • During week 3 of the training of trainers, facilitators and supervisors will work to adapt this curriculum so that it reflects the experiences, meanings, and histories of the local context. The types of adaptations may include: <ul style="list-style-type: none"> ○ Examples of gender roles, types of VAWG, details in scenarios, language, etc ○ Time of lessons – for urban settings, these may need to be shortened or adapted for example.
<p>Week 4 (3 days of training)</p>	<p>Finalize support & supervisory structure:</p> <ul style="list-style-type: none"> • During pre-implementation action planning, the program manager or staff responsible for making the decision to bring EMAP to the community should have developed an initial plan for support structures. During the final week of the training, EMAP facilitators and supervisors will review and finalize this plan, including how to set up ongoing processes and support for: <ul style="list-style-type: none"> ○ Clear roles and responsibilities of each member of the implementation team ○ Prioritizing time for weekly check in meetings that allow for: <ol style="list-style-type: none"> 1. Discussion about challenges and needs that arise during programming 2. Review of accountability checklists and weekly report forms 3. Integrating women’s voices into men’s curriculum <p>Develop a plan for outreach to key community and women leaders, including:</p> <ul style="list-style-type: none"> • Assessing power and privilege within the community

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- Determining key groups and leaders to invite to introductory meetings
- Ensuring marginalized groups are represented and their voices included

Develop plan for building relationships with existing support services and responding to disclosures of violence

- Before beginning the training, it is expected that staff will have confirmed that support services are available within the community as part of their Pre-implementation action plan.
- As a reminder, EMAP is not intended to be a stand-alone intervention; rather it should build upon existing services that are already in place within the community.
- During the final week of the training, EMAP facilitators and supervisors will review the existing support services in the community and develop a plan for building relationships with service providers.

HELPFUL TIP

It is recommended that program staff meet with service providers to ensure that the EMAP intervention is well connected to the referral pathways. It is also critical that support services within the community understand the purpose of the intervention and have ways to directly contact the facilitators and supervisor if needed.

SECTION ONE: UNDERSTANDING THE EMAP TRAINING PROCESS

For EMAP to be implemented successfully, it is extremely important that facilitators and supervisors are comfortable identifying and challenging behaviors, attitudes and beliefs that are harmful to women and girls while encouraging a safe environment to discuss these. This section focuses on supporting trainers to understand their role in accountable practice and transformational change, and how these will be meshed throughout the training.

Why the EMAP training is different to others:

The EMAP training occurs on two levels:

1. Equipping facilitators and supervisors with the information and skills they need to successfully implement EMAP;
2. Focusing on the interactions and power/privilege that exist among training participants themselves. The EMAP training begins the process of transformational change for facilitators and supervisors by continually asking training participants to reflect on their own attitudes, behaviors, and beliefs – and how these are impacting their interactions and experience within the training itself.

Throughout the 15 days, trainers will need to balance content with process, implementation with reflection. The EMAP training is as much about the curricula, and the concrete activities that will be done with women and men, as it is about learning techniques and behaviors that are appropriate to encouraging gender equitable attitudes. Through the training, facilitators and supervisors will reflect, and be challenged on their own interactions and beliefs. It is the trainers’ responsibility to facilitate some of these difficult discussions that will take people out of their comfort zones, out of their typical ways of thinking and behaviors, and see themselves as people who are also involved in transformational change, while continuing to foster a training environment that enables participants to do that safely. Below is a table detailing how the EMAP training approach differs from more traditional training approaches.

Traditional training approach	EMAP training approach
Learning as a product	Learning as a process
Teacher controlled	Student centered
Transfer of knowledge	Acquiring knowledge through experiencing
Trainer=expert	Trainer= facilitator, resource person
Learner= knows nothing	Learner= active and discovering
Encourages conforming and coping	Stimulates independent thought and creativity
Content focused	Content and Process focused

What do we mean by Accountable Practice in EMAP?

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

Accountable Practice is also a set of tools and activities that help men to become allies to women and girls, and help women to be accountable to other women. As detailed below, EMAP has built-in structures and processes that allow for Accountable Practice to occur on different levels. EMAP Staff are expected to practice and use Accountable Practice at work and in their daily lives to gain the skills needed to affect individual change and action—both for themselves and for discussion group participants. The EMAP training enables facilitators to become familiar with and live the concept of Accountable Practice as well as use the tools designed for the implementation of EMAP.

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Accountable Practice occurs on 2 levels – Personal and Relational.

Personal accountability is an ongoing process that EMAP trainers, facilitators and supervisors are expected to engage in at all times. This process involves identifying, monitoring and challenging harmful personal attitudes, beliefs and behaviors related to gender. Facilitators must recognize that change begins from within. Only by exploring and acknowledging their own gender prejudices will facilitators be equipped to support others in their own process of change. **Personal Accountability** refers to the ways in which we learn about and challenge our own personal biases and beliefs. It focuses on transformational change and learning for EMAP facilitators, so they model change for others.

Relational accountability encompasses the ways that power and privilege play out in interactions between men and women. Once trainers, facilitators and supervisors are able to reflect on their own biases, they will then recognize ways to address power differences with other people. Relational accountability requires staff, including facilitators and supervisors to examine how they interact with others—including colleagues and program participants—and whether, and how, they are exerting power over others. It focuses on nurturing allies for women and girls and on continually reappraising the purpose of male programming. **Relational accountability** refers to the ways in which everyone interacts with others and understands dynamics of power and privilege. Relational accountability requires staff to reflect on how we work with participants, with the co-trainer/facilitator and supervisor, with community members, with other NGO staff. Relational accountability focuses on being an ALLY to women and girls, starting with EMAP trainers, facilitators and supervisors.

What does this mean for the EMAP training? Accountable practice & the EMAP Training

Throughout the EMAP training, trainers will want to pay close attention to:

- Ways they can promote personal and relational accountability – and
- How they can respectfully address moments when participants are not demonstrating accountability.

Trainers are expected to be practicing accountable practice at all times, and demonstrating it throughout the training.

There are many actions trainers are expected to take to promote Accountable Practice within the EMAP training. These are:

1. Ensure the interactions between the two trainers at all time maintain accountability and gender equity. For example:
 - a. **Do not discuss disagreements in front of the group**, but rather ensure time in the mornings and evenings is dedicated to debriefing, preparing and providing feedback.
 - b. Ensure **both trainers are facilitating equally**, and that when one is facilitating, the other is supporting either by taking notes, preparing material for the other, or by being present.
 - c. Incorporate **time for both trainers to reflect on their own facilitation** and to provide feedback to the other about facilitation skills. Try using the following phrases together when providing feedback: “I like it when you did...” “And I think it is important in future sessions to ensure we are catching and pointing out misuses of power, gender inequity in the group, etc.”
 - d. Both trainers should **address harmful comments**, and not assume it is just the woman or man trainer’s responsibility. Support each other in those difficult moments.
 - e. Have agreement about **what kinds of support are important from each other** and how you want those to look; for example, it can be helpful for a male facilitator to challenge sexist comments sometimes, but it can also be important for a woman facilitator to challenge it knowing that she has the support of her co-trainer. These kinds of issues need to be discussed in advance and be a continuing conversation through the debriefings.
2. Address harmful comments, noises, remarks that are made during the training. For example:
 - a. **Observe groupwork** closely to make sure **men and women participate equally**, and if not, ensure this is debriefed in the group and addressed.

- b. Pay attention to participation in plenary, as well as **how comments made by women are heard or not**. Raise any issues you may observe with the group for discussion and reflection.
 - c. Pay **attention to who speaks first, who wants to speak first and how comments by women are received**; how much attention do they get? How much are they taken seriously? How quickly do others start to explain how and why they may have misunderstood? How quickly does the conversation become about men's perspectives? When you see this happening, bring the conversation back to the issue being raised by women and encourage it to be finished before the group moves to other perspectives.
 - d. Pay attention to how participants use common resistance reactions as topics or questions they are uncomfortable with come up during the training. It is important that the trainers identify and discuss these with participants either at the time a specific comment is made, or at the end of a session if better suited. **Trainers must challenge any reaction, comment or joke that is harmful or condones harm to women and girls**. This will show participants what accountability in action is, and will help them realize that they will struggle with the same issues as program participants will. This will also be a learning opportunity for participants to see how to address challenging situations directly.
 - e. **Pay attention to body language**, including facial expressions, side-comments and indications that people are 'checking out' or withdrawing; these are important indicators of whether people are fully engaged. If you feel that people are withdrawing, ask them to share what they are feeling and what is making it hard for them to fully engage.
 - f. When debriefing single sex groups, **ensure respect and attention is maintained by all**.
3. Use groupwork and exercises as learning moments for participants, and opportunities for them to analyze their own behavior. For example:
 - a. Groupwork- use groupwork to challenge participants to practice accountable behavior and be aware of their own power and how they use it.
 - b. Encourage group members to hold each other accountable, and to support each other when there are dynamics that are restricting people's participation; encouraging people to look out for each other and to be prepared to challenge means that people are taking responsibility for their behavior and not reliant only on the trainers to manage this. As you debrief groups, include reflection on how the dynamics in the group worked for the participants, how they think it might be different, and what helped them, or stopped them, from challenging attitudes or behaviors they found difficult. This can mean conscious attention to how often the men are speaking and leading the discussion and how often women are speaking. This can mean men and women questioning others' attitudes or behaviors that are not respectful or equitable.
 - c. Group formation- pay attention to which participants are in which groups. Use your knowledge of participants to put participants in situations that will challenge their assumptions, and require them to self-reflect on their behavior.
 - d. Same sex group- these can be safer spaces for men and women to reflect on their own power as individuals and as a group, or how power is used in their lives.
 - e. Homework- encourage participants with specific questions to practice accountability or analyze their behavior in their homes, in their community and in their workplace.
 - f. Pairs- let participants practice working in pairs and practice accountability through exercises in pairs.

Note: See the *EMAP Introduction Guide, Section 2* and the *EMAP Implementation Guide, Annexes 2, 3, 4 and 9* for more information on and examples of Accountable Practice. These Annexes should be given out to and used with training participants on Day 5 of the Training.

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Transformational Change

As detailed in the EMAP Introductory Guide, EMAP is about transformation. The EMAP intervention is based on an understanding that violence against women and girls is the result of harmful beliefs about gender (women are to be submissive to men and serve their needs, men are to be tough and dominant, etc.) and unequal power between women and men. EMAP aims to transform these messages and norms. The EMAP training contributes to this process by taking participants through a journey of self-reflection. This happens in different ways throughout the 15 days of the training:

- Participants will experience some of the activities of the curricula, thinking about key issues around gender and power in their own lives;
- Participants will experience, use and practice Accountable Practice which means analyzing and reflecting on some of the processes during the training, group dynamics, behaviors and attitudes, and changing their own behaviors and attitudes;
- Participants will practice giving and receiving feedback which will be another door to self-reflection.

As future EMAP facilitators, it is essential that participants of the training have the time and opportunity to do the kind of reflection that the women and men going through the EMAP program will also be doing. The EMAP training is unique in that it focuses on content *and* the process of learning and interacting during the training itself. The space and time allocated to self-reflection and accountability throughout the training is key in enabling the transformation of facilitators and supervisors, and thus the success of EMAP. It is essential that the trainers take the process of reflections seriously in order to ensure that participants also take it seriously and use the opportunity honestly and with integrity.

Becoming an ally

EMAP focuses on helping men become allies in the movement to end violence against women and girls. The EMAP training will help participants understand what an ally is, and encourages participants to reflect on what ally behavior is, and how their own attitudes and beliefs align with these ideas. Again, the underlying objective is that facilitators and supervisors of EMAP must model ally behavior at all times, and the training is the opportunity to give them the opportunity to reflect on where they may be at in their process of change, and how to become allies themselves.

It is critical that the male trainer is already an ally, and that it is apparent through their actions throughout the training (both during formal sessions and during informal interaction with participants) that he is dedicated to being a partner to women and girls in the movement to end violence against women and girls.

Teach back

The EMAP Training Guide is a 4 week training, with the third week focused on teach back. In the context of EMAP and the training, teach back is the opportunity for participants to practice preparing sessions from the curricula, and actually facilitating these with their peers. The 3 days dedicated to teach back enable future facilitators to practice new skills in a safe environment, practice working together in mixed teams, and build their confidence in giving and receiving feedback.

If there is time before the start of the EMAP discussion groups, the IRC recommends participants get the opportunity of facilitating a session with individuals who are not participants in the training *after* the 3 day teach back. Practicing with people who are not familiar with EMAP eg. Staff, while being coached by the trainers builds facilitators' confidence. This latter suggestion is not included in the EMAP Training Guide, If this is possible, it is suggested facilitators choose the following key activities to facilitate:

- For female facilitators from the women's curriculum:
 - i. Week 2, activity C: The Gender Boxes
 - ii. Week 3, activity C: Gender in my Home

- iii. Week 4, activity E: Talking about Status and Power in the Home
- For male facilitators from the men's curriculum:
 - i. Week 2, activity C: The Gender Boxes
 - ii. Week 3, activity A: Gender Roles in my Home
 - iii. Week 6, activity E: Understanding Privileges and Restrictions between Women and Men

SECTION 2: PREPARING FOR THE EMAP TRAINING

This section will provide trainers with an overview of key preparations that need to be completed prior to the training. It is fundamental that trainers complete these steps, and use the tools provided to make sure the training is as successful as possible. Before the training, the EMAP pre-implementation action plan – that can be found in the *EMAP Introduction Guide, Annex 1*- must have been completed by facilitators and supervisors of the EMAP intervention.

All trainers should be experienced facilitators, with the following key skills:

- Creating an emotionally safe but also accountable setting
- Facilitate experiential learning:
 - Avoid lecturing or giving sermons;
 - Recognize that important and powerful learning is not necessarily easy or comfortable. Make sure you as a trainer are comfortable in allowing participants to work through some difficult feelings without ‘rescuing’ or overly reassuring them.
- Focus on process as well as content:
 - Encourage participants to own and share their ideas and feelings.
- Flexibility to adapt the content and speed of the training to the audience.
- Continuously self-reflect on how their own behavior, attitudes, beliefs can be harmful

In addition, it is expected that trainers will also prepare by:

Understanding the EMAP approach and curricula

As a trainer, you need to be very familiar with the EMAP Introduction Guide and the EMAP Implementation Guide, as well as the overall theory behind the approach. Ensure you have read through the full EMAP curricula (that are in the EMAP Implementation Guide) **before** you begin planning for the training. Familiarize yourself with the framework of Accountable Practice as designed for EMAP. Make sure that you have read through each activity, and the expected outcomes of each session in the curricula to understand how the overall flow of EMAP is structured. It is important to remember that activities and sessions in the curricula build off of each other towards the intended outcomes. The processes of self-awareness are as important as understanding the content, and each piece builds on what comes before towards the dual goals of the training. In some contexts, the activities may need to be adapted so it is important that you are aware of this. For example, if program participants are illiterate, it is recommended you train the facilitators and supervisor on implementing the activities using techniques that will be workable in their environment.

In addition, take time to go over all the tools that are part of EMAP so as to be able to use them during the training, and answer any questions.

Understanding the importance of women’s voices, and how they are at the heart of EMAP

While engaging men is an essential part of preventing VAWG, IRC’s programming has demonstrated that it cannot ignore the voices of women or assume what women want and need. Women and girls **must** be able to provide their feedback about interventions with men in their communities. Without regular input from women and girls, our work with men cannot be fully accountable to them and cannot prevent VAWG. The same applies to the EMAP training. Trainers must ensure that women have voice, and that participants understand why this is crucial. Participants must also practice how to listen to and hear women, and how to input the information gathered into the activities with men.

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In addition, programming with men must recognize that male power and privilege will show up in activities. Therefore, trainers and program staff must be prepared to address harmful statements or actions. Some of these are subtle and not immediately obvious; men can be more confident in speaking first, for example, and may not understand that they need to either wait, or invite women to speak by asking a question. It is not enough for them to say that women need to speak up. Another example of this subtlety is that when women raise a question, concern or issue, men may reframe it, or engage with it as it affects them, rather than giving attention to the woman's perspective. They may need to be reminded to stay on the topic a woman has raised, and not to justify, rationalize or explain why men might do these things. The EMAP training is designed to illustrate how male power and privilege shows up within the training space, and address this with participants themselves. Trainers must ensure that such instances are identified and that all harmful attitudes, beliefs, comments and behaviors are challenged.

Finally, working on VAWG can only be successful if the safety of women and girls is at the center of all interventions. It is only through women and girls, listening to them and asking for their input that we will know if an intervention is safe for them. The EMAP trainers must use activities and group interactions to encourage participants to reflect on this, and reflect on how their own behavior and beliefs alienate women's voices in their homes, in their communities and in their work places.

Trainers should be familiar with the EMAP approach, curricula and the three resources that comprise the EMAP package: *The EMAP Introduction Guide*, the *EMAP Implementation Guide* and the *EMAP Training Guide*.

In addition, it is recommended that in preparation, participants also read the *EMAP Introduction Guide* and the *EMAP Implementation Guide*. Trainers can send these to participants as required pre-reading for the training.

Familiarizing themselves with this training guide

Trainers should read this training guide carefully, and ensure they understand the flow, understand the various activities, and adapt content to their audience and context. This training guide is designed based on the IRC's experience training on EMAP, and so should be made relevant to specific audiences.

Trainers should also look at timing of activities and days carefully. Days in this training assume:

- Start time of 9am, end time of 5pm;
- Two 15 minute breaks, one in the morning and one in the afternoon;
- A one hour lunch break.

The first two weeks are challenging for participants as they cover new concepts and ideas, as well as deep reflection on participants' own behaviors and attitudes. It may be pertinent to include a longer break between the first and second week depending on participants in the room.

Focusing on personal preparation

The purpose of this training is to prepare facilitators and supervisors to challenge and foster reflections on VAWG, power and its uses as well as how to behave in a more gender equitable manner. Before conducting the training, it is

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important that the trainers feel comfortable discussing issues related to gender and have undergone some degree of self-reflection regarding their own experiences and struggles around the themes of the manual. *It is likely that participants will perceive trainers/facilitators as important role models and sources of information and support for them.* For this reason, it is important that trainers have received sufficient training and coaching with participants on the themes discussed in the EMAP curricula.

Trainers will only be successful if they themselves practice personal accountability and self-reflection, and analyze how they may be contributing to VAWG. Trainers must continuously reflect on their own behavior, how it may affect their work, and how they facilitate this training. Trainers need to make sure they are committed to women's voices, and preventing any more violence happening to them, whether in the personal or professional sphere. More specifically, trainers should reflect on the following questions:

- What power do I have and how do I use it with my co-trainer, with women participants, with men participants? How could I use it differently? What would happen if I used it differently?
- If I used the EMAP accountability dos and don'ts (*EMAP Implementation Guide, Annex 9*) and the EMAP accountability checklists (*EMAP Implementation Guide, Annexes 2, 3, 4*), what would it say about my behavior?
- Do I question whether I am a protector or an ally in any of my interactions with women, and how do I verify that with women's experiences of me?
- Read over the common resistance reactions, and ask yourself which ones you have recently used in your own mind or in interactions with others.

Note: This training is a journey of self-discovery and personal growth and it is important to keep notes of areas that are challenging for you. Trainers must be aware of their own power, privilege, and gender bias in order to effectively support others.

Knowing your co-trainer

If the training is being run by two trainers, they should meet before the workshop to plan how the two will work together. They may divide up the activities between them and agree on how to support each other during the workshop. For example, they may agree that when one person is facilitating, the other is observing participants and noting any common resistance reactions that are being used in the room. It is also important to understand each other's strengths and weaknesses so that these are taken into account as the training is planned. It is also useful to discuss prior to the training how the two trainers will communicate during the sessions (if one wants to add something, will he/she put their hand up, or if the trainers need to regroup, ensure they understand how they will do that, etc).

Another reason to know the co-trainer beforehand is to plan and discuss steps to take in the case of disclosures of violence. If neither of the trainers is trained or skilled in VAWG response, it will be important for them both to devise a strategy should such cases arise. This might include knowing local services providers in the area and/or if training participants are trained and can serve to receive and support any training participants who disclose violence.

Finally, trainers should know their co-trainer to ensure that they are modeling accountable behavior at all times. It may be useful to set-up accountability mechanisms with the co-trainer from the beginning. These could be formal debriefings at the end of the day, check-ins throughout the day, or use of the EMAP accountability checklists and a discussion of these.

Knowing your audience

It is useful to find out who is participating in the training beforehand to get a sense of how open they are likely to be to the ideas presented. Trainers also need to know if participants are coming voluntarily or if they are being sent to the

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training. It is helpful to find out if they have had any training on gender equality or related issues so that trainers know at what level to pitch the activities. What is their educational background? What language do they prefer to use? Do they live in a rural or urban area? Background knowledge about your participants helps trainers to prepare the training program so that it meets the needs of participants, as well as your aims. The EMAP Training Guide does not include a pre-questionnaire to send to participants, though this could be a useful and practical way of determining participants' backgrounds.

It is also important to know how many participants there will be as that will determine how to structure the training and activities.

The times dedicated for each activity in this training guide are indicative based on the IRC's own experience. It will be important to review these based on the audience in the room.

Knowing the space

If trainers do not know what the room for the training is like, it is a good idea to look at it a few days in advance. This will help them create the most positive environment for the training. For example, trainers may choose to move chairs and tables or improve the lighting.

Avoid 'classroom-style' arrangements. The space should also be private in the sense that participants should feel as comfortable as possible discussing sensitive topics and personal opinions and should feel confident they will not be overheard by passers-by. If the room is not suitable, this will provide time to look for another room before the workshop begins.

Knowing your role as a trainer

The trainers' role is to create an open and respectful environment in which the participants feel comfortable sharing and learning from their own experiences. It is important for trainers to be friendly and create a rapport with the participants. As discussed above, the activities are designed to generate a process of *reflection* and *participatory* learning, a *process that is facilitated*, not taught.

Many of the activities in the EMAP curricula are complex and sensitive. There may be groups of participants who open up and express their feelings during the process, while others simply will not want to talk. *The key factor is the trainer. Trainers should approach the activities with no prior judgments or criticisms about the attitudes, languages, or behavior of the participants.*

It is up to the trainers to pay attention to participants' comfort level and to be aware when particular participants need individual attention, and, in some cases, referrals to professional services or counseling.

Preparing for any disclosures of violence from participants

Activities in EMAP look at sensitive issues and problems that can be challenging to discuss. It is highly likely that participants to this training, and participants in the discussion groups, will have experienced, witnessed or enacted some form of violence, including violence against women and girls. It is important to keep in mind that EMAP is **not** designed as a place for participants to be 'rehabilitated' from perpetrating violence, or to work on personal issues around violence and abuse. This is a place for participants to think through their own power and privilege and how they use this in their lives. In addition, EMAP is not designed to have trainers, facilitators and supervisors conducting safety assessments and planning with survivors of VAWG.

However, the trainers and staff implementing EMAP should be prepared to respond appropriately and responsibly to disclosures of violence. Disclosures may happen during the training, or during the implementation of EMAP. In these cases, trainers should refer to *the EMAP Implementation Guide, Section 2 and Annex 11* for guidance. It is necessary for trainers to know how to handle disclosures of violence by referring to a trained person (perhaps someone attending the

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training) or a viable service provider without further harm. It may help trainers in advance of delivering this training, to have identified trustworthy service providers in the locality so that they have a point of reference if necessary. Trainers may also want to discuss with a participant whether they wish to continue with this training at this time, if there are other issues that they may need to give attention to. This kind of training can raise difficult issues for people and it is important that they are able to manage these for themselves. Recognizing that it may be more appropriate to return to this training at another time can be empowering.

Trainers and staff implementing EMAP must also be prepared to respond appropriately should men disclose they have perpetrated violence. EMAP is intended for men who are NOT currently violent. EMAP is for men who have a general interest in thinking more about what it means to be a man or a woman, and how men can help to build safer and more equal communities. The same philosophy applies to the EMAP training. If a participant discloses they have used or are using violence during the training, trainers should:

- Not ignore the disclosure, but rather ensure a conversation is had with the participant at the end of the training day;
- Remind the participant that EMAP is based on a commitment to non-violence;
- Make arrangements for the participant to leave the training.

Preparing materials

Prepare handouts and flipcharts in advance. Make sure you have enough copies of handouts for all the participants. Some activities require you write information on sheets of flipchart before beginning the activity. Make sure all the materials for each activity are available before the training begins. A list of these materials is included in the description of each activity. In some contexts, participants may not be able to use flipcharts when they will implement EMAP, so it is important that trainers use materials that will be relevant in their context. The EMAP curricula provide guidance on material to use with literate or illiterate audiences, and these can be found in the *EMAP Implementation Guide*.

Trainers should think through whether or not they will need a 'host team' to support them in keeping time, organizing impromptu energizers, and recapping at the beginning of each day. If trainers decide to have a 'host team', include this at the beginning of day 1.

This Training Guide does not include a learning assessment, or pre/post test in the detailed timing of activities. There is an example of a learning assessment that can be found at the end of the guide in *Annex 5* if trainers would like to use one. Time should be allocated on day 1 for the assessment as it is not currently included.

Trainers also need to plan for energizers and ice-breakers. These are **not** included in the training guide below, and it is assumed trainers will include these as they prepare.

Finally, this Training Guide does not currently include daily evaluations for the training in the detailed layout of activities though it is recommended trainers use them as it is a good way to enable participants to share how they are feeling, whether they feel the training environment is safe, and what changes trainers should bring. An example of a daily evaluation forms can be found in *Annex 4*.

Managing discomfort and unease during the training

The topics addressed in this training are sensitive and will raise reactions and unease amongst participants. As trainers challenge participants and hold them accountable for any harmful practices or common resistance reactions they may demonstrate, there will be moments of discomfort in the training space. As noted above, important and transformative learning is not necessarily an easy process, and it is not a bad thing that people have strong feelings as they are learning. It is important that trainers not be fearful of these moments, that they acknowledge these, and that they are

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comfortable to allow someone to work through their feelings and resistance. They do not have to 'solve' participants' discomfort, or help them to avoid it. Sometimes, it is effective to acknowledge that learning can raise difficult feelings and recognize that it is important for everyone to pay attention to their feelings. Trainers can ensure the training is structured in such a way so that they can introduce a new activity, an ice-breaker or a break at these moments, although should not do this as a way to avoid moments of key learning. This requires preparation and flexibility, and high levels of awareness of the room and its participants.

Always remembering trainers Dos and Don'ts

DO

- Respect the knowledge and experience of participants
- Draw on the collective wisdom of the group
- Build tolerance and patience for other participant's views
- Actively involve everyone in the workshop
- Vary your training methods so as to meet different learning styles and avoid predictability
- Present each theme or issue clearly
- Encourage people to ask questions
- Plan your sessions thoroughly. Read through the whole training guide and prepare
- Work out your time accurately and stick to it
- Make sure you have everything you need before the session starts
- Use the language which is best understood by most of the participants
- Use familiar words, terms and examples
- Be flexible, adapt your workshop to meet the needs of the participants
- Always hang posters and/or newsprint on a flat steady surface
- Always summarize important points raised
- Have an energizer up your sleeve
- Challenge individual behaviors/comments/attitudes that are harmful to women and girls

DON'T

- Don't leave all your planning to the last minute
- Don't stand on a stage above the people. Rather create a semi-circle facing a side wall. In the same way, if the workshop is taking place outside, allow people to form a semi-circle around you next to a wall or a surface where you can put up posters and/or newsprint.
- Don't bore your participants by giving long lectures. Remember adults learn best by doing.
- Don't play with money in your pockets or chew gum or speak with your hands in your trouser pockets
- Don't use unfamiliar jargon which no one understands
- Don't allow any one person to dominate the discussions or to intimidate others
- Don't be dogmatic about your own point of view – listen to others
- Don't ignore harmful comments that are made about women/girls.

Creating a positive learning environment

It is important to create an environment where participants feel comfortable and safe especially in light of the themes covered by EMAP. Here are a few tips to enable you to do this:

- ***Make time for breaks:*** Participants cannot concentrate for long periods of time, especially when they are uncomfortable or have something on their minds. Breaks help people to focus and to reflect.
- ***Put the most important information first:*** Participants remember the beginning and end of events better than what happened in between. So, present the most important information first and summarize it at the end.

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- **Use ice-breakers and energizers liberally:** Always ensure you have an activity that will re-energize participants, and involve them in sharing their own energizers.
- **Make links:** Participants remember information better when it is connected to something. So, link theory to practice. For example, after discussing the theory of gender roles, do an activity that connects this theory to people's real life experience.
- **Be unusual:** Participants remember things that are fun, unusual, or unexpected. So, use humor, games, songs, poetry—anything that will provoke participants' interest and attention.
- **Repeat information:** Repeated information will stay with participants. So, review often and remind participants of the key points of a session.
- **Use key words and concepts:** Each activity includes a set of learning points. Keep focused on these and ensure conversations stay on track.

SECTION THREE: EMAP TRAINING TOOLS

This section will walk trainers through the tools that are available to them, and should be used during the training. It is essential that they have read and are familiar with the *EMAP Introduction Guide* and the *EMAP Implementation Guide* where these are to be found, and explained in detail.

Note: The EMAP training does not use all the tools that have been designed for EMAP so it is important to highlight this to participants at the beginning of the training.

EMAP Introduction Guide

The *EMAP Introduction Guide* provides information to help determine whether EMAP will work in a given setting or community. It answers key questions about why, where and how to use EMAP. It also provides guidance on the EMAP requirements and how to begin planning for the EMAP intervention. Trainers must read and familiarize themselves with the EMAP Introduction Guide as this will provide history, context and key information on EMAP.

EMAP Implementation Guide

The *EMAP Implementation Guide* should be used by the trainers when preparing for the EMAP training. Activities from the curricula should be used with participants to both familiarize them with the curricula, and as tools to take them through a process of transformational change. The *EMAP Implementation Guide* should be used as a reference throughout the training.

Tools to be used during the training

Tool	When should trainers use these	When should facilitators/supervisors use these during the implementation of EMAP	Where can they be found?
Accountability Checklists (Female facilitator's, Male facilitator's, Supervisor's)	Day 5, Day 9	Weekly before weekly meeting with facilitator and supervisor	EMAP Implementation Guide, Annexes 2, 3 and 4
Accountable Practice Dos and Don'ts	Day 5	Ongoing	EMAP Implementation Guide, Annex 9.
Male Allies Checklist	Day 2, Day 7	Monthly by the male facilitator	EMAP Implementation Guide, Annex 10.
Men's Personal Action Plans	Day 1, Day 2	Ongoing	EMAP Implementation Guide, Annex 20
Integrating Women's Voices Form	Day 6, Day 8	Ongoing as described in the curricula	EMAP Implementation Guide, Annex 8
Weekly Report Form (for Female facilitator, for Male facilitator)	Day 7, Week 3	Weekly after each session	EMAP Implementation Guide, Annexes 5 and 6
Responding to Disclosures of Violence	Day 5, Day 13	Ongoing	EMAP Implementation Guide, Annex 11

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Steps to Challenging Harm	Day 6	Ongoing	EMAP Implementation Guide, Annex 12
Common Resistance Reactions	Day 6	Ongoing	EMAP Implementation Guide, Annex 13
Women's Reflection Survey	Day 8	During Phase 5, after the discussions	EMAP Implementation Guide, Annex 26

Accountability checklists

The accountability checklists are tools that facilitators and supervisors will use on a weekly basis when implementing EMAP, so it is essential during the training that they have a chance to go over them, and practice using them. In addition, it is recommended the trainer provide participants with specific tasks using these checklists, either during homework or at the end of the day. Exercises using the Accountability checklists are included in Section 4 of the EMAP Training Guide.

Accountable practice: Dos & Don'ts

Engaging in accountable practice requires trainers, facilitators and supervisors to transform harmful behaviors into helpful actions. This is not easy to do, and it can be challenging to recognize what accountability looks like. The list of Accountable Practice Dos and Don'ts is intended to support participants in thinking through what it means to be accountable to women and girls. This information is for their assessment and review only; however, trainers are encouraged to talk to the participants about questions they may have about this document.

Male allies checklist

EMAP's framework of accountable practice is designed to support male facilitators in becoming allies to women and girls. An ally is a member of a dominant social group who recognizes his own power and privilege and is committed to creating an equitable world. An ally actively works to make women feel safe and meet their full potential. Being a strong ally means continually identifying and addressing harmful ideas and behaviors within oneself and the world around us. The Male allies checklist is provided to support male facilitators in this process, and is used in one of the activities of the training but all participants are asked to use it during the training. Trainers should be comfortable with this tool, and should assess where they themselves are at by using it.

Men's personal action plans

Throughout the intervention, men will be asked to take specific actions for change in certain areas of their lives. Trainers must make sure participants to the training do the same. These areas for change match the key areas for feedback from the women's groups. During the training (and during the discussions when EMAP is being implemented), men will be introduced to Personal action plans to help them focus on two to three specific actions they can take in key areas to help prevent VAWG and improve the lives of women and girls. During the implementation of EMAP, men will come back to these, but during the training, participants will be encouraged to fill these and use them as tools for self-reflection. The personal action plans help men to become and remain accountable to women and girls in the following ways:

1. Identifying areas for change.
2. Determining actions WITH women in their lives.

It is recommended trainers check-in with the group on a regular basis about how the changes are going. It is likely that men will raise the issue of the changes that they feel women need to make; remind them that this training is about

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engaging men in accountable practice and will therefore focus on the changes that men can useful make to be more accountable to women and girls.

Integrating women's voices form

An essential part of the EMAP intervention is the integration of women's voices into the sessions of the men's curriculum. During the training, participants will have several opportunities to practice this, and during week 3 and the teach back, trainers should ask participants to use this worksheet when practicing integrating women's inputs.

Weekly report form

These weekly reports are included in EMAP to help facilitators identify areas where they and/or participants may need additional support. They should be filled at the end of each discussion session, and used in the weekly meeting between facilitators and the supervisor. Trainers should get participants to practice using this during week 3 of the training following the teach back.

Responding to disclosures of violence

It is highly likely that participants will have experienced, witnessed or enacted some form of violence, including violence against women and girls. It is important to keep in mind that EMAP groups are not designed as a place for participants to work on rehabilitation after perpetration of violence and abuse. In addition, EMAP is not designed to have facilitators and supervisors conducting safety assessments and planning with survivors. However, EMAP staff should be prepared to respond appropriately and responsibly to disclosures of violence, and the same goes for EMAP trainers. *Annex 11 in the EMAP Implementation Guide* provides guidance on how to respond to disclosures of violence.

Steps to Challenging Harm in EMAP

This tool is to support EMAP facilitators in responding to challenging moments that may arise during weekly sessions. Specifically, this tool provides steps on how to address harmful or offensive comments or behaviors that may be expressed by participants during the EMAP intervention.

Common Resistance Reactions

There are types of attitudes and beliefs that commonly arise when people are asked to think differently about gender and violence. In the EMAP intervention, these are referred to as Common Resistance Responses. Trainers should make sure facilitators and supervisors of EMAP who will be in the training are familiar with Common Resistance Responses so they can be prepared to identify and challenge them, both within themselves and program participants. Common Resistance Responses occur when long held beliefs are challenged, or thought to be threatened. While they can be difficult to address, they are also positive because they present opportunities for growth and learning. Trainers need to model challenging such opinions and offer a viewpoint that reflects the philosophy of EMAP. While this can be hard, it is a vital part of helping participants work toward positive change.

SECTION FOUR: EMAP TRAINING CURRICULUM AND MATERIALS

The EMAP training lasts 15 days spread out over 4 weeks. This guide provides trainers with a comprehensive series of activities and exercises so that participants are equipped to implement EMAP, understand and use Accountable Practice and maintain women's voices at the center of the intervention. It is recommended trainers go over this training curriculum carefully, and adapt it to the audience as well as the context in which EMAP is to be implemented.

The EMAP training outcomes are:

- Demonstrate an understanding of the EMAP intervention
- Demonstrate an understanding of the key challenges and guiding principles related to engaging men in humanitarian settings
- Understand and be able to apply the key principles of Accountable Practice
- Demonstrate skills in facilitating the EMAP curricula and in responding to challenging situations that may arise during the intervention


The training guide covers the following content:


- Week 1: Understanding the EMAP intervention and framework (5 days)
 - Overview of phases
 - Accountable practice
 - Overview of curricula
 - Power and how we use it
 - Understanding VAWG
- Week 2: The EMAP Women & Men's Curricula, Key Facilitator Skills (4 days)
 - Overall content and flow of curricula
 - How participants get from A-B
 - Modeling activities
 - Common resistance reactions;
 - Steps to addressing harm
 - Session planning
 - Facilitation skills
- Week 3: Teach back (3 days)
 - Practice planning a session
 - Facilitating sessions- participants practice
 - Integrating women's Inputs- practice
 - Giving and receiving feedback
- Week 4: Planning for implementation (3 days)
 - Plan for disclosures of violence
 - Finalize support and structures to ensure accountability
 - Plan for outreach to community
 - Curricula adaptation for local context as needed


This training guide is intended to be adapted according to the needs of the participants and the context. Trainers will need to plan for energizers and ice-breakers throughout the training, as well as break times based on training times agreed to in a given location. The training times below are based on the IRC's experience, assume days begin at 9am and end at 5pm, and include two 15 minute breaks and one 1 hour lunch break.


GUIDE TO SYMBOLS


Read through the entire curriculum in advance, and review each module again before starting it. This manual provides the following information for each module, as noted with the following symbols:


 **Learning objectives:** The objectives help you understand the purpose of a specific activity or module, but should not be used to “test” the knowledge of participants.

 **Time:** This is how much time a session should typically require. This is not fixed and may change depending on the participant group or discussions that arise.

 **Materials:** These are the materials needed for each activity. Be sure that each day’s necessary support materials are prepared in advance.

 **Sensitive activity:** This symbol means trainers need to be extremely aware of group dynamics during a sensitive activity or discussion. They should review these activities or discussions several times prior to the session. Think through how they will manage potential conflict and ensure that the dialogue space remains safe and respectful.

 **Tip:** When you see this symbol, it gives information that may be useful for you as a trainer that previous trainers have used to help them make the training successful.

 **Safety Check:** This symbol means it might be useful to do a check in with participants to find out if participants are feeling any issues or discomfort. Should participants express any issues, trainers might suggest a break to talk to participants separately, or may organize a single sex reflection session to understand better what the issues are.

DAY 1: Setting the stage

Learning objectives:

Understand the goals, agenda and expectations of the EMAP intervention
Reflect on why it is important to engage men and what the main challenges are in male engagement activities

Materials & preparation:

EMAP Implementation Guide and EMAP Introduction Guide for all participants
EMAP Training outcomes poster/flipchart
Day 1 training objectives on flipchart
Day 1 Participant agenda on flipchart,
Flip chart at each table,
Two posters to hang up in the room for group reflection
- “A time when I felt like I was an ally to women and girls was....”
- “Something that men could do to help prevent VAWG is...”
Question box for participants to put any remaining query or question throughout the training
Day 1 reflection/homework assignment
Flipchart and markers
Tape to stick flipcharts on the wall
Any material needed for icebreakers or energizers

Activity 1: Opening & introductions

 **Time:** 60 min

1. Welcome participants to the EMAP training. Tell them how delighted you are to be there to work with them.
2. Tell participants that you will be working together for the next month and building their capacity to become EMAP facilitators and supervisors.
3. Introduce yourself and your role within your organization.
4. Explain that you will start the day with a quick exercise that will help everyone in the room to get to know each other.
5. Ask participants to get into pairs (work with the person next to you). Each pair should learn their partners':
 - ✓ Name
 - ✓ Length of time with organization and working on issues related to VAWG
 - ✓ Something funny, unexpected, or something no one in the groups knows about them
6. Ask each pair to introduce their partner to the rest of the group.
7. Acknowledge the experience/diversity in the room following introductions.

Note: The goal of this activity is to introduce participants to each other in a fun and interactive way. It is also your opportunity as a trainer to set the tone of the training.

8. Once introductions are completed, review the agenda for day 1.

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9. Introduce Posters: After answering any questions about the agenda, introduce the two posters that will be hanging up in the room during the training.
 - Explain that participants are welcome to write their responses on post-its that are on each table and stick them to the posters or write directly on the posters at any time. We will be using the posters for activities and reflection towards the end of the training.
 - Poster 1: “A time when I felt like I was an ally to women and girls was....” (for men to fill)
 - Poster 2: “Something that men could do to help prevent VAWG is...” (for women to fill)
10. Introduce Question Box: Let participants know that there will be a box for questions in the back of the room every day. At any point during any day, they are welcome to write down questions for the trainers and each other. Trainer(s) will do their best to address the themes that arise throughout the training.
11. Introduce the EMAP Implementation Guide and the EMAP Introduction Guide: Distribute the guides to all participants if they do not already have them. Explain that these guides contain all of the information that facilitators and supervisors will need to successfully implement the EMAP intervention. Let the group know that they should bring the guides to the training each day and that over the next four weeks, we will be reviewing different parts of the EMAP Implementation Guide.

Activity 2: Training goals and expectations

🕒 **Time:** 60min


1. Divide participants into small groups and ask them the following questions:
 - Why are you participating in EMAP?
 - What do you hope to gain from this training?
2. Ask the groups to write down their expectations and present the top two to the large group.
3. After the presentations, explain that EMAP is a one year individual behavior change intervention with men that was developed by the International Rescue Committee³. Explain that over the next 4 weeks, we will be learning about the Engaging Men through Accountable Practice (EMAP) intervention and framework. We will be discussing the history of this intervention, the details and goals, and what the main approach of the intervention – Accountable Practice – is all about.
4. Using the training outcomes poster, explain to participants that this training is part of an IRC initiative to strengthen the humanitarian community’s ability to effectively engage men to prevent VAWG, while maintaining women’s voices at the center of the intervention. By the end of this training, participants will be able to:
 - Demonstrate an understanding of the EMAP intervention
 - Demonstrate an understanding of the key challenges and guiding principles related to engaging men in humanitarian settings
 - Understand and be able to apply the key principles of Accountable Practice
 - Demonstrate skills in facilitating the EMAP curricula and in responding to challenging situations that may arise during the intervention
5. Make sure to address any expectations that will not be met
6. Introduce the concept of **transformational change** within EMAP
 - a. Explain that transformational change is: *Any big change in a person’s thoughts, feelings or understanding of the world. Transformational change happens when one reevaluates oneself and one’s relationships to others, particularly in light of oppressive attitudes and power structures, opening ourselves to new ways of being.*
 - b. Let participants know that we will talk more about transformational change throughout the training. However, we are not just going to talk about it, we are going to see what it means to do it – to transform our attitudes, beliefs, and behaviors to be the best trainers and participants we can be.

³ www.rescue.org


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- c. Explain that transformational change is essential to the EMAP intervention because we all have harmful ideas about gender that we need to identify and address, so we must begin with ourselves before we can support others to change.

 If trainers require support from a host team to help them to keep time, organize energizers and recap what has been done every morning, this may be a good time to ask for volunteers.

Activity 3: Group agreements


 **Time:** 30min

1. Explain to participants: “Over the next 4 weeks, we will learn all about the EMAP intervention. We will practice facilitating key lessons and begin focusing on what it means to be accountable to women and girls, including those in this room. This next activity will give us a chance to discuss what will help us to work well together.”
2. In plenary, ask the group:
 - Is talking about violence against women and girls (VAWG) easy or hard?
 - What makes it hard to talk about VAWG?
3. Write down participants responses on flip chart
4. Ask the group:
 - What kinds of agreements could we make to each other that might help to address these concerns and make it easier to discuss sensitive topics?
5. Begin recording one word responses on a separate piece of flip chart, labeled “Group Agreements”.
6. Summarize that it is hard to talk about these issues and that agreeing to certain behaviors can help us to feel more comfortable. Emphasize that this activity – of identifying what we need in order to feel comfortable – will be important to do at the beginning of their groups with men and women in the community.
7. Review the agreements and ask for brief explanations of what some of the key agreements mean. For example: What does it mean to show “respect” in this setting? What will that look like? Encourage participants to be as specific and concrete as possible. Ask participants how they want to manage conflict or disagreement during the training.
8. Trainers to explain that these will be the agreements for the training, but they can always revisit them and add in new ones when needed.
9. Add the rules below if they have not already been said:
 - Respect, confidentiality, safety
 - Participation
 - Be on time
 - Practice self-awareness (note and take responsibility for your reactions, responses, interactions, etc)
 - Practice accountability (explain that we will define this more as the training progresses, but gather initial responses and let the group know that for now, this means work to create an environment that feels safe and equal between women and men)
 - Be curious and open to new ways of thinking
 - It is not always easy to be involved in personal learning and growth; that we will all pay attention to our feelings and think about what is contributing to those feelings (and that this is something we will come back to throughout the training process)
 - Be present (no using cell phones or laptops unless absolutely urgent)
 - Ask questions of clarification when there is disagreement or conflict rather than reacting immediately
10. Make sure to emphasize the following agreements/concepts:
 - “I” Statements
 - This enables us to speak from your own experience, not on behalf of others.

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- Many times, we resist change by referring to ‘the community’ or ‘men’ or ‘women’. It is essential to first look at ourselves and our own behavior before we can ask others to change. This is about practicing personal accountability.
- EMAP focuses on individual behavior change, and this can happen only if we look at ourselves. Using ‘I’ forces us to think through what we think, feel or believe.
- Acknowledging biases and addressing power/privilege:
 - Explain that this is a key aspect of the EMAP intervention.
 - Emphasize that we all have harmful biases, beliefs, and ways of using power – it is an inevitable part of being raised in our world. Our task is not to judge or be critical of ourselves or others – but to recognize our habits and choose to do something about it.
 - We will be modeling that this week by pointing out moments where we notice power and privilege – and accountability – coming up between us as co-trainers.
 - We will also point out attitudes, behaviors, and beliefs that we notice among participants in order to help practice accountability to each other and work on our own issues this week.
 - Explain that if we point out harmful attitudes or power dynamics, we will be coming from a place of support and learning – not from being judgmental or angry. This is part of our accountability to your learning.
 - Explain that in this way, trainers will mimic the approach that EMAP facilitators are expected to take with program participants: holding people accountable at all times for their choices and behaviors while simultaneously engaging them in the process of growth and change.
 - ✓ Point out power differences in the room – between the trainers and participants, between supervisors and supervisees if relevant, between those that may have implemented male engagement activities before vs those that have not, differences in sex, race, ethnicity, age, etc – all of which are in the room with us.

 If you have planned to do a learning assessment or pre/post test, this may be a good time to ask participants to complete these.

Activity 4: What is EMAP?

 **Time:** 30 min

1. Explain the following facts about EMAP:
 - a. EMAP is a primary prevention intervention that focuses on individual behavior change with men, guided by the input and voices of women.
 - b. EMAP requires a male and a female facilitator – as well as a designated supervisor – and a commitment to weekly meetings between all three.
 - c. EMAP contains:
 - 6 phases of implementation that include a pre-implementation phase as well as 5 other phases detailed in the *EMAP Implementation Guide*, and provide time for facilitator training, community introductions, participant recruitment, implementation of curricula and next steps planning;
 - an 8-week curriculum for women; and
 - a 16-week curriculum for men
 - d. EMAP uses a framework of Accountable Practice to support facilitators and supervisors in identifying and addressing harmful beliefs, attitudes, and behaviors that contribute to VAWG

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- e. EMAP seeks transformational change, beginning with facilitators and supervisors. This means that EMAP is not looking to *sensitize* staff and participants to issues of VAWG, but rather to *transform* the way they behave and think so as to address the root causes of VAWG.
 - f. In this training we are also not thinking about how others learn, we are focusing on our own learning and transformational processes, in part because we need to understand this in order to support it in others, and in part because we need to ‘write ourselves in’ to the dynamics of the groups we are working with and recognize how our own attitudes, beliefs and behaviors contribute to others’ learning.
2. Review the goals of the EMAP intervention:
 - a. Reduce harmful behaviors and increase gender equality in the home.
 - b. Provide program staff with the tools and skills to successfully model accountability to women and girls and promote transformational change.
 - c. Give male participants the tools and knowledge to rethink belief systems and prevent VAWG through individual behavioral change, and provide them with programming guided by the voices of women in the community.
 - d. Provide female participants with opportunities to reflect on VAWG in their lives and influence programming with men that occurs in their community.
 3. Review EMAP resource package
 1. **Introductory Guide** – provides information to help determine whether EMAP will work in a given setting or community. It answers key questions about why, where and how to use EMAP. It also provides guidance on the EMAP requirements and how to begin planning for the EMAP intervention. Note: It is expected that program managers or coordinators have read the Introductory Guide and completed the Pre-Implementation Action Plan prior to the training.
 2. **Implementation Guide** – The EMAP Implementation Guide contains:
 - A field-tested and evidence-based 16 week curriculum for engaging men in a process of individual behavior change
 - A curriculum with lessons and instructions for 8 sessions with women in the intended community to introduce EMAP and gather input and feedback from women. The women’s curriculum is intended to occur **prior** to the men’s curriculum.
 - Monitoring tools.
 - Facilitators’ tips.
 - Information and guidance about complementary primary prevention interventions that may follow the EMAP intervention.
 3. **Training Guide** – The EMAP Training Guide will provide detailed instructions for how to conduct a training of EMAP facilitators on the content and processes of the EMAP intervention. As the EMAP approach requires the male and female facilitators to identify and continually work on their own attitudes, beliefs, and behaviors related to VAWG, it is essential that sufficient time be given to staff to understand, absorb, and engage with the intervention.

Activity 5: Understanding the need for EMAP

🕒 **Time:** 60min

1. Ask participants to break into two groups:
 - a. Group 1 brainstorms about: Why is it important to engage men in preventing VAWG?
 - b. Group 2 brainstorms about: What are the challenges in engaging men?

💡 Each groupwork and debriefing is a learning opportunity for self-reflection around accountability, and so the make-up of the group may also influence group dynamics. As you get to know participants, you may want to determine groups based on strengths and weaknesses, power and use of power, etc. This should be agreed between the trainers before the activity after discussion around participation, particular dynamics, intended learning outcomes. There may be times when participants self-organize into groups and at other times, it may be appropriate for trainers to organize the groups. This needs to be part of your planning and preparation together as trainers.

2. Observe and support each group – paying attention to power dynamics that arise during the discussions (i.e, who is speaking more and who is speaking less, what positions are people assuming, who is being listened to, whether the groups stay on-topic, and if not, where this is coming from etc).
3. Bring large group back together and ask a volunteer from each group to share the reasons that were discussed for each question.
4. After participants list reasons, address any points that need to be clarified.
5. Emphasize any of the following reasons that might be missing from participants' lists:

Why it is important to engage men in preventing VAWG?

- Men commit most of the violence against women and girls – and as such, it is their responsibility to help prevent and stop it.
- Many women want men to step up and take a stand against violence.
- Most men do not agree with men's violence, yet are silent about the violence that other men commit. Men need to examine their silence and understand its impact.
- Men are not born violent – they learn violence from beliefs, attitudes, and norms about what it means to be a man.
 - Working with men can allow for changes in these attitudes and the development of new, non-violent ideas of manhood and masculinities. This is especially important in post-conflict settings where opportunities may exist to create new norms related to power, gender, and dominance.
- Men continue to be in the majority of leadership, decision-making and resource-allocating positions in governments and households around the world.
 - Therefore, their beliefs and attitudes shape the norms of homes and communities – making their positions and responses in relation to VAWG crucial.
- Men's behavior is motivated by their desire for approval and fear of rejection/judgment from other men⁴
 - Emphasize that men often behave in ways that conform to dominant ideas of masculinity so as to get approval and validation from other men. Therefore, we need to look at men's fears of rejection from other men, and how they have been taught to and often choose to value this over the treatment of women. Be careful that this does not become a competition with women over who is most hurt by norms of masculinity. While it is important to recognize that many men do not enjoy living up these norms, women and girls bear the brunt of the harms of norms of masculinity.
 - Explain that these choices that men make **reinforce the culture of patriarchy** – which is both a cause and consequence of VAWG.
- Men both benefit from and are negatively impacted and limited by ideas and beliefs about manhood.
- Male staff members have the capacity to either challenge or reinforce existing gender inequalities and prejudices.
- Men have the capacity to prevent violence – and to help create safer communities!

⁴ Berkowitz, Alan D. "Using how college men feel about being men and "doing the right thing" to promote men's development", Promoting Men's Development, 2011 (PROOF)

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- They can choose to not perpetrate acts of violence themselves, as well as learn how to challenge the beliefs and norms that support VAWG in their community and society.

What are the challenges in engaging men?

- a. Taking VAWG seriously**
 - i. Keeping discussions with men connected to the ultimate goal of preventing VAWG and promoting gender equity
 - ii. Prioritizing and maintaining commitment to VAWG
 - iii. Making sure that ending VAWG is not relegated until after other issues men identify for themselves have been addressed
 - iv. Recognizing the realities of VAWG and its impact on women's lives without minimizing it, rationalizing it, justifying it or blaming women for it.
 - v. Recognizing that the threat of violence is as pervasive and constraining in women's lives as the reality; that it is not a series of unconnected incidents, but a whole landscape in a woman's life.
- b. Challenging traditional power & control dynamics**
 - i. Identifying and managing gender socialization and the tendency of men to take over, dominate, and control – and to be given more praise and credit than women for the same work
 - ii. For men, learning how to challenge these dynamics and therefore, not conform to dominant masculinity
 - iii. Ensuring that this work does not become another opportunity for men to claim 'leadership' and use this to tell women what to do
 - iv. Ensuring that men do not demand and expect constant validation and gratitude from women in recognition of their efforts to change
- c. Ensuring single sex groups**
 - i. Safe spaces for women; honest spaces for men to process socialization
 - ii. Research shows single sex groups can be helpful
- d. Ensuring women's safety**
 - i. It is challenging for facilitators to handle disclosures and ensure an immediate response, follow up – clarifying who and how should do this.
 - ii. Facilitator knowledge of local service providers, referral networks is fundamental.
- e. Honoring women's leadership & concerns**
 - i. Ensuring that discussions and focus is on what women identify as their main concerns; men often focus on individual acts of physical violence, while other issues that women may identify as pressing may not be given equal importance, for example, abandonment, threats, economic violence.
- f. Holding men accountable & providing space for support**
 - i. This is a major challenge that we will focus on throughout the training. In order to engage men, we must ensure that they are given space to reflect on the impact that masculinity and gender has had on them and the women/girls around them. Simultaneously, however, men must be continually held accountable to the larger goal of preventing VAWG.
- g. Understanding and taking ownership for the perpetuation of VAWG & patriarchy**
 - i. Ensuring EMAP participants understand that VAWG is not about anger, sexual urges, alcoholism, etc – it is about power and entitlement.
 - ii. Understanding the range of behaviors that contribute to the culture of patriarchy – and how we all play a role in either challenging or maintaining them
 - iii. *The connections between the different forms of men's violence against women and girls can be a difficult concept to grasp, as men and women are both socialized to understand VAWG as individual acts committed due to anger or sexual urges, or the fault of the victim. Helping men to see that VAWG is not about particular circumstances or emotional states, but is due to larger*

issues of power and entitlement is a core aspect of engaging men in preventing violence. This challenge speaks to the critical assumption within EMAP to address the foundational issues of power, privilege and patriarchy in discussions with men. By focusing on these issues in programming with men, we can help to provide necessary education that violence against women and girls is not about individual acts of violence but is an issue of gender inequality with various manifestations.

6. Debrief group dynamics you observed during the groupwork:
 - a. Start by asking participants how they felt during the groupwork:
 - i. Did they feel comfortable?
 - ii. Did they feel heard?
 - iii. Did they feel they had the opportunity to talk?
 - iv. Did they share everything they were thinking? If not, what contributed to them holding back? Was this different for men and women?
 - b. Discuss how different roles in the group were assigned if pertinent. Was there a natural group leader? Did someone designate themselves?
 - c. Share any observations you or your co-trainer may have had on the group dynamics, focusing on any power dynamics you may have observed.

Activity 6: Closing and conclusion

🕒 **Time:** 30 min

1. Ask participants to get up and form a large circle.
2. Tell participants you have created a circle of “learning”.
3. Tell participants that you will start the game by throwing a ball to someone in the circle.
4. The participant with the ball is going to have to tell the group one key thing that she/he learned during the day.
5. That person then throws the ball to someone else in the circle and calls the name of the person he/she is throwing the ball to.
6. The person who receives the ball has to share one key thing she/he learned throughout the day and pass the ball along while calling the name of the person the ball is passed to.
7. Repeat this activity until everyone has shared a thought
8. At the end of the activity, ask participants if the group has forgotten anything.
9. If the team is confident they captured everything, tell participants you have now come to the end of the first day of training
10. Conclude by telling them that at the beginning of the day you started out with an objective (refer to the list of objectives listed on poster paper and taped to the wall)
11. Thank participants for working very hard to achieve the set objectives
12. Discuss Reflections/Homework Assignments
 - Explain to participants that there will be reflections/homework assignments some days.
 - Emphasize that these assignments are intended to help participants become more familiar with the intervention and to increase their self-awareness regarding their own attitudes, beliefs, and behaviors related to gender. Assessing one’s own actions and the everyday situations and interactions around you is an essential part of preventing VAWG in the EMAP intervention.
 - Ask participants to find the ‘Men’s Personal Action Plans’ in the *EMAP Implementation Guide, Annex 20* and fill it for tomorrow.
 - Make sure you tell participants that this is for men participating in the EMAP men’s discussions groups, but for the purposes of this training, all participants will fill it in. This will start the process of self-reflection and hopefully, they can update it as we move forward with the training.

DAY 2: Getting a better understanding of what EMAP is

Learning objectives:

Define and reflect on the concept of accountability
Understand why the EMAP training is different to other trainings
Understand the main topics, themes and goals of the women and men's curricula
Define and reflect on what it means to be an "Ally"

Materials & preparation:

Participant agenda for day 2,
Day 2 objectives on a flipchart
Flipchart and markers
Tape to stick flipcharts on the wall
Day 2 reflection/homework assignment
Review the Ally vs Protector statements and change as appropriate
"A" and "P" signs for each participant for the Ally vs Protector activity
Male Allies Checklist for each participant- in the EMAP Implementation Guide, Annex 10
Any material needed for icebreakers and energizers

Activity 1: Setting the Stage for Day 2

 **Time:** 30min

1. Ask participants the key lessons learned from day one. Make sure the following points are covered:
 - Goals and facts about EMAP
 - Group Agreements
 - Key points on why it is important to work with men
 - Key challenges of working with men on the issue of VAWG
2. Ask if there are any outstanding questions from the previous day. Answer any questions or invite participants to share their responses to questions, to start the process of supporting others' learning.
3. Ask participants if they filled in the Personal action plans that were part of the homework. Did they find this challenging? Inform participants that these are personal so they do not need to share them, but that you are available to discuss any points with them should they want to.
4. Move on to the presentation of the objectives of day 2
5. Refer to the pre-written flip chart paper and explain to participants that the objectives of the day are to make sure that participants can:
 - Define and reflect on the concept of accountability
 - Understand why the EMAP training is different to other trainings
 - Understand the main topics, themes and goals of the women and men's curricula
 - Define and reflect on what it means to be an ally
6. Review the agenda for day 2 by presenting the main activities of the day.

Activity 2: What makes the EMAP training different?

🕒 **Time:** 30 min

1. Explain that what makes the EMAP intervention unique is its focus on accountability to women and girls. EMAP focuses on the voices, needs and priorities of women and girls.
2. Brainstorm: ask participants why they believe there is this focus on the voices of women and girls. Draw on the discussion of day 1 on challenges of working with men on VAWG.
3. Explain that this training takes place on three levels. By engaging on all three levels, we aim to prepare you to model accountability, challenge harmful attitudes/beliefs, and thoughtfully implement the phases and curricula of EMAP. The training ***intends to build facilitator skills and knowledge around the overall model and main methodology*** – Accountable Practice.
4. Review each of the three levels:
 - a. EMAP Intervention: Understanding the core elements of the intervention, including the implementation phases, curricula, assumptions & parameters
 - b. EMAP Framework: Accountable practice
 - i. Explain that the training is an opportunity to learn about and begin applying Accountable Practice, as illustrated yesterday with the groupwork debriefing. We will do that by talking about what it means to be accountable to women and girls and asking participants to note the areas where they feel strong and areas where they need to further develop themselves as an ally. Therefore, we ask that they pay special attention to their own socialization and ways of interacting during the training – and how their actions and ideas have been influenced by gender socialization, context, and power/status.
 - ii. Remind participants that as we mentioned during the group agreements, we will be modeling accountability throughout the training by pointing out moments where we notice power and privilege coming up within this room.
 - iii. Explain that this is not to criticize or scold participants. It is to support them in recognizing areas where they need to grow in order to be effective allies. Emphasize that being an ally is a lifelong process that involves working on our own prejudices and biases every day. The more we can be humble and recognize where we need help, the stronger we will be as allies. Our roles with each other are to act as critical friends, supporting each other to recognize where we need to develop further and supporting learning.
 - c. Transformational change: This training focuses on providing participants, future facilitators and/or supervisors, with opportunities to learn, practice, and model the main activities and concepts of the EMAP intervention.
 - iv. **Experiential** – The full curricula will be reviewed and key activities will be modeled, including foundational activities to understand gender, power and the root causes of VAWG. Participants will also model sessions during week 3 when they will be asked to facilitate parts of the curricula. Some of these activities may be lessons that they are familiar with or even teach on a regular basis. However, it is important to experience them as program participants – to be on the other side and remember what that feels like – and to understand the learning sequence of information in EMAP. These activities will require individual self-reflection.
 - v. Practicing **key facilitator skills** that will be needed to facilitate discussions and manage challenging situations that will arise when talking of such a sensitive topic
 - vi. **Self-Reflection work** – that will seek to equip participants with ***key skills and knowledge to assess daily interactions and manage the moments (big and small) that support VAWG. Accountability means committing to thinking on this level. This intervention is a commitment to self-awareness and to individual behavior change for the facilitators.***

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Activity 3: Brief History of EMAP⁵

🕒 Time: 1 HOUR

Note: Review the information from the EMAP Introductory guide about the history of EMAP and provide a brief overview in this section. This will help facilitators and supervisors further understand the need for Accountable Practice.

1. Review the lists from Day 1 about why it is important to engage men and what the challenges are
2. Explain that the EMAP intervention seeks to address these challenges by providing specific structures and processes that anticipate difficult situations and promote accountability to women and girls.
3. Explain that the EMAP intervention comes from many years of IRC's field experience in working with men and understanding the challenges that arise in VAWG prevention work with men. It also comes from an evaluation that was undertaken between the IRC and the London School of Hygiene and Tropical Medicine assessing the impact of the men's curriculum.
4. Go over the brief history of IRC's male engagement activities that led to EMAP:
 - Explain that women the IRC worked with were asking the organization to talk to men about violence. The IRC had learned from years of experience that solely responding to violence was not enough
 - IRC male engagement activities started in 2003 in Thailand
 - In 2006, the IRC teamed up with Men's Resources Inc in Liberia and created Men's Action Groups (MAGs) to work with existing Women's Action Groups (WAGs).
 - Over the next 2 years, the IRC trained on engaging men and MAGs were established to work with existing WAGs through cross gender dialogues
 - By the end of 2008, the IRC re-assessed the approach based on recommendations from regional meetings that indicated harmful dynamics of power and patriarchy were occurring within MAGs and actually undermining WAGs.
 - In the spring of 2010, the IRC began working with Sonke Gender Justice Network to develop *Men and Women in Partnership (MWP)*, which included:
 - Be the Change - 16 week curriculum for men focused on individual behavior change
 - Power to Be – 12 week curriculum for women focused on supporting women
 - From 2010-2012:
 - MWP pilot programs were implemented in Cote d'Ivoire, Sierra Leone, Liberia, and the Democratic Republic of the Congo (DRC)
 - An impact evaluation with the London School of Hygiene & Tropical Medicine (LSHTM), assessed the men's groups in Cote d'Ivoire
 - 2012-2013: Based on findings from the LSHTM impact evaluation and lessons learned from field experience, the *Engaging Men through Accountable Practice* intervention was developed, a primary prevention model for engaging men in transformative individual behavior change in a post-conflict context, guided by the input and realities of women in the intended community.

⁵ The IRC has been implementing activities to engage men in preventing VAWG for over 10 years. This section details the history and lessons learned that led to EMAP. Please contact the IRC for further information or details.

Activity 4: Key Concepts in EMAP

🕒 **Time:** 30 min

1. Divide participants into groups.
2. Provide them two sets of papers. One set with the words below, and one with the definitions for each word (make sure participants understand that these are definitions within the scope of EMAP). Ask them to match the word with the definition:
 - Patriarchy: Patriarchy is a social system where the male is the primary authority figure and holds a central role in the home and community.
 - Gender: Widely shared ideas and expectations that define women and men. Such ideas include stereotypical feminine/female and masculine/male characteristics and abilities, and commonly shared expectations that guide the behavior of women and men.
 - Power: The ability to exert oneself in the world and/or to control or influence other people and/or resources.
 - Primary prevention: Efforts to stop violence before it begins and address the underlying causes of violence.
 - Accountability: An active process of identifying and challenging harmful ideas and norms in order to bring about social change.
 - Accountable practice: The framework for the EMAP intervention. Accountable Practice underscores the need to listen to the voices of women. It provides program staff with tools to reflect on and change their own harmful attitudes, beliefs and behaviors, as well as those of others in their communities.
 - Transformational change: Any big change in a person's thoughts, feelings or understanding of the world. Transformational change happens when one reevaluates oneself and one's relationships to others, particularly in light of oppressive attitudes and power structures, opening ourselves to new ways of being.
3. Ask each group to hang up the words with their respective definitions.
4. Go over the correct definitions with participants, and discuss any term that requires clarification. Give time to making sure everyone is clear about what these words mean in more detail with some examples; ask people to give you an example of where they see each word in their own lives, so that the theory is connected to everyday reality. For example, what does patriarchy look like, in their experience? How do we know and see that men are the primary authority figures and decision-makers?

Activity 5: Introducing accountable practice

🕒 **Time:** 45 min

1. Recap the discussions from the previous activities, and explain that the learning from the field led to the development of EMAP. EMAP is unique in that it directly responds to these experiences and therefore:
 - It focuses on improving women's lives as the ultimate goal of, and primary focus of interventions with men
 - Prioritizes women's input and voices before, during, and after the intervention
 - Requires transformational change and learning, starting with facilitators
2. This is done through the process/method of accountable practice. Accountable practice is **HOW** EMAP seeks to address the challenges inherent in transforming power dynamics and working with men
3. Ask the group:
 - What is accountability? What is the first word or image that comes to your mind when you hear this word?
4. Write participant responses on chart paper.
5. After listing a number of responses, provide definition for Accountability:

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- An active process of identifying and challenging harmful ideas and norms in order to bring about social change.
 - A recognition that power and privilege lead us to prioritize our own entitlements and to discount the perspectives, needs and priorities of disadvantaged groups
 - Accountability requires self-awareness and a commitment to individual action.
6. Ask participants to break into 6 small groups and reflect on the following questions:
 - How does this definition relate to the reality of your context? What do you these definitions bring to mind for you?
 - What do you think happens when there is no accountability to women? (Imagine a home, a workplace, a community). What are the impacts on women?
 - Who needs to be held accountable in your setting/community?
 7. After 10 minutes, ask participants to each share out their discussion
 8. Synthesize and emphasize on key points about accountability – explain that for the purposes of this training, we will be focusing on accountability to women and girls.
 9. Connect back to lists and the morning discussion as an example of what it can look like when there is a lack of accountability

Activity 6: Being an ally to women & girls

🕒 Time: 1 HOUR

Note: It is very important for trainers to reflect on their own ally or protector behavior before facilitating this activity. Participants have enjoyed this activity in previous trainings, and at times have struggled between a wish to protect and how to change behavior to ally behavior. More often than not, participants will want to come back to this conversation at a later stage in the training so it is good to keep some flexibility to do so.

1. Explain that when there is accountability, it means that men are acting as allies to women and girls.
2. **Define Ally: An Ally** is someone who cares about the fair treatment of others and takes responsibility for helping to end discrimination and violence. An Ally is a member of a dominant social group who recognizes their own power and privilege and is committed to creating an equitable world. Allies actively work to change oppressive societal patterns and interrupt offensive or harmful actions or comments.
3. Ask participants to break into small groups and discuss:
 - a. What strikes you about what it means to be an ally?
 - b. Do you consider yourself an ALLY? To whom?
4. Ask for volunteers from each group to share their discussions. Ask those who said that they do consider themselves allies to explain why they believe this. Make a list of behaviors or traits that participants list as defining an ally.
5. Ask participants to review the Male allies checklist in the *EMAP Implementation Guide, Annex 10*. Explain that we will be referring back to this throughout the training and they will be using it as a tool during the intervention. Compare the list that participants developed to the Male allies checklist and note any differences.
6. Ask for feedback about any parts of the list that stand out to participants.
7. Explain that in order to truly transform gender norms and power structures that lead to VAWG, we have to develop our skills and capacities to be ALLIES to women and girls. This is what accountable practice will help us to do.
8. Tell participants you will now play a game. Make sure each participant have got their “A” and “P” signs. Tell them you will read statements out aloud, and participants should decide whether this is Ally or Protector behavior by raising their “A” for Ally or “P” for Protector signs.
9. Read the following statements (or adapt/change as appropriate).

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- “If I notice that people aren’t listening to a woman at work, I step in to make her point for her” (Protector)
- “I encourage my daughter to dress conservatively so that she doesn’t experience violence” (Protector)
- “If I hear someone say something rude about a woman, I let them know that I found the comment offensive” (Ally)
- “I am part of the fight to end violence against women because I want to safeguard the honor of our mothers, sisters and daughters.” (Protector)
- “When my father and mother wanted to find my sister a husband, I supported her when she told them what she wanted to do instead -- to finish school.”(Ally)
- “When I hear my neighbour shouting at his wife, I make sure I talk to him and tell him it is not right” (Ally)
- When I hear about harmful practices like FGM, I engage only with women to explain to them why they should stop hurting their daughters (Protector)

10. After each statement, ask probing questions about why people answered the way they did, and how some behaviors could be changed to become ally behavior. For example, rather than repeating a woman’s comment for her, ally behavior could be to note that your woman colleague had a point to make and invite her to say it herself to a listening group. Another example is the fact that a man will hold another man accountable for violent behavior instead of ignoring it or remaining silent.

11. Ask participants to take a few minutes to go over the Male allies checklist- in the *EMAP Implementation Guide, Annex 10*- and fill it based on their thoughts during this session.

12. Make sure participants understand that the Male allies checklist was designed for male facilitators to be used on a monthly basis.

 Even though the Male allies checklist is designed for male facilitators, women in the group can also fill it in today to familiarize themselves with it.

Activity 7: Overview of EMAP curricula

 **Time:** 60 min

1. Ask participants to use the *EMAP Implementation Guide, Section 3* to review:
 - Overall goals and session topics for the women and men’s curricula
 - Key Features of the EMAP curricula
2. Ask participants:
 - What did they notice or find striking about the goals and lessons for the women’s curriculum and the men’s curriculum?
 - What questions do they have about the key features of the EMAP curricula?
3. Discuss participant feedback, making sure to emphasize the following points:
 - Different goals: It is purposeful that the goals of the respective curricula are not the same even though both contain the same fundamental lessons and activities around gender and power. The women’s curriculum does not focus on individual behavioral change in women, as the EMAP intervention is not designed to bring about changes in women’s behavior. EMAP is an intervention that focuses on individual behavior change with *men*, while recognizing that women may also hold attitudes and beliefs that support VAWG. However, EMAP does not aim to put the responsibility on women to prevent VAWG – rather, EMAP encourages men to identify how they can use their power and privilege to make a difference in the lives of women, and to be more accountable to the safety and priorities of women

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- Sessions build off of one another: The activities are to be viewed in a continuum of weeks, and each builds off the previous ones. It is clear that implementing activities alone will not bring change, but rather the series is set-up in such a way as to provide a pathway of reflection.
 - The curricula have clear indications as to where to integrate women's voices, and that this follows a process.
 - There are Personal action plans for men that participants used at the end of day 1 homework;
 - Timing: The women's curriculum is intended to be facilitated prior to the start of the men's curriculum. As we will discuss when we review the phases, the recruitment for the men's group is intended to begin after week 6 of the women's curriculum.
4. In small groups, ask participants to discuss:
 - Why does the women's curriculum start before the work with men?
 - Where are the specific overlaps or linkages between the two curricula?
 - Why are these important topics to cover with men? With women?
 5. Ask each group to share key points from their discussion. Ask if there are any questions.
 6. Explain that during the first two weeks of the training, we will be demonstrating core activities from the intervention. Then during week 3, participants will have an opportunity to practice sessions and receive feedback and guidance.
 7. Emphasize the following key points about the lessons that will be demonstrated during the first two weeks:
 - They will allow participants to take on the role of what men/women in the groups will experience and to engage in their own process of transformational change.
 - As we move through activities, it is important that the facilitators and supervisors also reflect on how the activities promote accountability to women and girls.

Activity 8: Closing and conclusion

 **Time:** 20 min

1. Wrap-up by going over the main points covered during the day. Either ask participants to help you remember, or briefly use the daily agenda to illustrate topics covered.
2. Conclude by telling them that at the beginning of the day you started out with an objective (refer to the list of objectives listed on poster paper and taped to the wall).
3. Thank participants for working very hard to achieve the set objectives.
4. **Homework for Day 2:**
 - Ask participants to reflect on:
 - An activity that they have done with men that they feel has been successful
 - What was the activity and why was it successful
 - What does success mean to them

DAY 3: Reflecting on power and gender

Learning objectives:

Reflect on gender socialization and power/privilege
Tie core activities from the curricula to participants' own process of self-reflection
Start reflecting on our own power, or lack of

Materials & preparation:

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Participant agenda for day 3
Day 3 objectives on a flipchart
Flipchart and markers
Tape to stick flipcharts on the wall
Post-it notes of different colours
Flipcharts for the Power activity
Review questions used in activities
Deck of cards
Material for the gender boxes activities (either boxes and stones, or post-its, or flipchart depending on how you want to run the activity).
Any material necessary for icebreakers and/or energizers

Activity 1: Review and agenda

🕒 **Time:** 30 min

1. Welcome participants to day 3 of the training. If there is a host team, ask them to summarize the previous day, or do so yourself as the trainer. Answer any questions that may have been left in the question box. Ask if there are any outstanding questions from the previous day. Answer questions.
2. Refer to the pre-written flip chart paper and explain to participants that the objective of the day is to make sure that participants:
 - Reflect on gender socialization and power/privilege
 - Tie core activities from the curricula to participants' own process of self-reflection
 - Reflect on our own power or lack of
3. Review the agenda for day three by presenting the main activities of the day. Explain that today we will start using activities from the curricula.

Activity 2: The Gender boxes

🕒 **Time:** 2 hours

1. Explain to participants that you are now going to do an activity from the curricula.
2. Ask participants to use their *EMAP Implementation Guide*, and go to the Gender Boxes activity in both the men and the women's curricula (week2 in both curricula).
3. Explain that these are core activities from the EMAP curricula. They are part of understanding why VAWG exists – essential for EMAP participants.
 - Acknowledge that participants may be familiar with this activity – they may have even facilitated it – but that it is important that they participate from the perspective of a participant, and that they speak for themselves rather than any of the people they work with. This is not an activity about what 'the community' thinks, it is an exercise for us to be honest about what we think and how this relates to us. This is a foundational activity for thinking about attitudes and beliefs about gender.
 - Explain that for the next couple of hours, we will be thinking about the messages that we are taught about what it means to be a man and a woman and the impact that these ideas have on our attitudes, beliefs, and behaviors.

The Woman box:

4. Explain to participants that we are going to start with women participating- this will be modeling the curricula. Men should remain silent.

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5. Place or draw a box or basket on the ground. If working with higher level literacy participants, the box can be drawn on flipchart. Explain to participants that this is the “Act like a woman” box.
6. Place rocks or other items in the middle of the room. Make sure that you have enough items so that the women can have enough symbols for many different responses.
7. Tell the group that you want to know what they have been taught about being a woman and a girl in their community. Explain that you will be asking them to share characteristics and expectations for women. The rocks symbolize these expectations, so when they want to share their opinions, they should take a rock/symbol, explain what it means and place it in the box or basket.

Note: The phrase that the facilitator writes on top of the Man box and the Woman box may change in each location. It should be the phrase that is said to a boy when he is crying and an adult wants him to “be a man” instead. For women, it should be the phrase that is said to girls when they are doing something that is not considered appropriate for a girl. It is the reminder that there are rules about gender.

8. Ask the participants to share their ideas about what they have been taught about being a woman or girl and what the expectations are for how women and girls are supposed to behave.
9. The following questions may help to fill in the box:
 - What kind of toys do little girls play with?
 - What are women and girls supposed to wear?
 - How are women supposed to act in terms of sex?
 - How are women supposed to act in relationships/marriage?
 - What kinds of tasks do women and girls do in the home?
 - What kinds of tasks do women and girls do in the community?
10. After generating a number of responses, review some of the ideas in the box and ask the group:
 - Do you do these things or know other women who do these things?
 - How did you learn to do these things? Who taught you when you were younger?
11. Explain that these are society’s expectations of who women should be, how women should act, and what women should feel and say. They are taught to us from the moment we are born from many different people and experiences.
12. Once the group has brainstormed a list, facilitate a discussion based around the following questions:
 - Are the ideas about what it means to be a woman that are listed in this box helpful or harmful to women and girls?
 - Emphasize that women and girls may enjoy or take pride in some of the characteristics of the box (cooking, caretaking, etc.) and be limited and harmed by others (submissive, passive, etc.)
 - What happens to women and girls who step outside of the box? What actions can happen to these girls? (i.e. raped, beaten, shunned from community).
 - Make sure you write these on outside the box or put objects around the box.
 - What are women/girls who step out of the box called?

Responses in the “Act like a woman/Be a lady” box may include the following:

- Be passive—a woman cannot be a leader or chief
- Give birth to many children
- Support their family (if a woman is a widow or has been abandoned)
- Be the caretaker for children and elders
- Be beautiful, but not too sexy
- Be smart, but not too smart
- Be quiet
- Obey
- Listen to others
- Be the homemaker
- Be faithful
- Be submissive
- Focus on the needs and well-being of others ahead of herself

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- Use examples that the group has generated to demonstrate what this means (i.e., women who have sex with more than one man, women who assume leadership positions, etc.)
- Examples may include:
 1. Called sluts, whores, and prostitutes.
 2. May be threatened with rape, harassment, and assault.
 3. May be thrown out of their homes or isolated.

13. Ask the participants:

- How does this make women feel?
- What do women do to try and not be called those things or be physically harmed?
- What do the ideas both inside and outside of the box teach people about what it means to be female?
- Is it only men who think this way? Are women also conditioned to think this way about their peers?

14. Explain to the group that:

- We are taught to think that there is a right and a wrong way to be a woman. Women are taught to think about themselves in these ways by their families and communities. These messages begin the day we are born and continue throughout our lives.
- These ideas control and restrict the lives of women – they set rules for women to follow and there are dangerous consequences for being seen as not following the rules. Make sure to emphasize here that women are often punished or harmed even if they do follow these rules. Make the point that violence against women and girls is a powerful tool for teaching them about the limits of their lives and what they are ‘allowed’ to do. Even if they do not experience violence themselves, they will see it happen to other women and girls, hear it justified and know that it could happen to them.
- These ideas about women teach both boys and girls that women and girls are inferior to men and boys. They teach us that men are the leaders and the rulers, and that women are to be subservient and obey. We are taught that men should have more power and control than women and girls in relationships, the home, and society in general. These ideas also teach men and boys that they have the right and entitlement to ‘discipline’ women and girls and that violence is an acceptable way to do that.
- The names and violent behaviors listed outside of the box are ways that men reinforce this power and control over women and their bodies. Violence is a way of expressing male power or men’s right to do what they want with women’s bodies, to ‘discipline’ them, and to control what they do, where they go and how they are.

15. Emphasize the key point that these types of violent behaviors can and do happen to women REGARDLESS of their behavior or actions and that violence is NEVER the fault of the victim. However, we are taught to focus on what the victim of violence did. This sends the message that a victim may have brought violence onto herself or “asked for it”. This is not true and these ideas are very harmful for all of us.

16. Review the list of characteristics in the box and ask the women:

- What do you feel good about in terms of what it means to be a woman? What do you not feel good about?

Responses in the “Act like a man” box may include the following:

- Be seen as tough and aggressive
- Do not cry
- Be a leader
- Be the protector
- Be a good advisor
- Have lots of sex
- Have more than one girlfriend/wife
- Never ask for help
- Make a lot of money
- Travel to find work
- Make decisions in the home
- Control the finances
- Know how to fight
- Control his family
- Be the guardian of family ‘honour’

The Man box:

17. Now place or draw a box on the floor – or if working with a group with higher literacy, draw a box and write “Act like a man” above it.

18. Ask the male participants to share their ideas about what they have been taught about how men are supposed to behave. Women should remain silent.

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19. Again, ask participants to take a symbol and place it in the box, explaining what it represents.
20. The following questions may help to fill in the box:
 - What kind of toys do little boys play with?
 - What are men and boys supposed to wear?
 - How are men supposed to act in terms of sex?
 - How are men supposed to act in relationships/marriage?
 - What kinds of tasks do men and boys do in the home?
 - What kinds of tasks do men and boys do in the community?
21. After each question, pause and allow participants time to place rocks and symbols in the box to represent the responses. If working with a group with higher literacy levels, write responses in the box on chart paper.
22. After the group has come up with many responses, review some of the ideas in the box and ask participants:
 - Do you know men who do these things or act in these ways?
 - How did they learn to do these things? Who taught them when they were younger?
23. Explain that these are society's expectations of who men should be, how men should act, and what men should feel and say.
24. Once the group has brainstormed responses, facilitate a discussion based around the following questions:
 - Is the box helpful or harmful to men? How?
 - Emphasize that the box both privileges men (they are leaders, decision makers, etc.) and limits men (they can't cry, they must appear in control and tough, etc.)
 - Make sure that the privileges are not underestimated or dismissed, and that the power and status in these are enjoyable
 - What happens to men who step outside of the box?
 - What are they called?
 - Use examples that the group has generated to demonstrate what this means (i.e., men who express fear, men who don't objectify women, men who cook, etc.)
25. If working with a group with higher literacy, write responses outside of the box. Examples may include:
 - Teased
 - Beat up
 - Ignored
 - Called "gay", "woman", etc.
 - Laughed at
26. Ask the participants:
 - What messages does this send? What does this teach us?
27. Explain to the group that:
 - The ideas in the box teach all of us that men are superior to women – that they are the rulers, leaders, and decision makers.
 - The box also teaches us that there is a right and a wrong way to be a man or a boy.
 - The names and violent behaviors listed outside of the box are punishments for breaking these rules. They are ways of policing behavior and making sure that men "act like real men". These ways of acting may directly harm women and girls.
 - Point out that the names on the outside of the box are mostly derogatory terms for women or gay men – note that this teaches men and boys that women/girls/non-straight men are "less than", and therefore that it is ok to treat them in disrespectful, dehumanizing or violent ways. Note too that the thing men least want to be is women and that women are expected to live in this space all the time.
 - Note that the consequences for women of stepping out of the box are generally much more severe than for men. Often, men are afraid of being laughed at or teased and women are afraid of being killed. It is rare for men to be completely socially scorned and to find themselves isolated, destitute and abused by everyone.

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- As a result, explain that although men do have some limitations, they usually have more freedom within those limitations than women do as the consequences are also less severe. For example, men may be expected to wear traditional clothes, but if they wear westernized clothes, this will also be acceptable whereas women are often required to wear traditional clothing.

Activity 3: Reflecting on the Gender boxes

🕒 Time: 1 hour

💡 Depending on time, this can be done as groupwork or in plenary.

1. Explain to participants that we are going to reflect on the Gender Boxes activities we have just done.
2. Break participants into small groups
3. Ask groups to discuss:
 - a. Why is it important for these activities to occur at the beginning of the EMAP intervention with both men and women?
 - b. What does the gender box activity teach participants?
4. Ask each small group to report back to the larger group
5. Once each group has presented, highlight similarities and differences between the groups, and ask participants if they have any additional thoughts. Make sure to emphasize the following points:
 - The gender boxes activity is helpful because it teaches EMAP participants that:
 - Our ideas about what it means to be male or female are socially constructed
 - These ideas are reinforced by our cultural norms and by each other – and we are either given approval or disapproval based on how closely we are viewed as meeting the rules of the box.
 - We can still be violated REGARDLESS of whether we perfectly follow the rules of the box or not – and this is especially true for women, as the box teaches men to view all women as less than and as objects – especially sexual objects.
 - These boxes also teach that men have the right to police the behaviors of other men and of women. Men are not afraid of being laughed at by women, but by other men. Women do not have the status to police men’s behavior and to threaten them in the same way. And so while some men may find themselves mocked by other men, they are still in a position to threaten and discipline women. Women are never in this position, and the asymmetry tells us about power and status.
 - The boxes are based on attitudes and beliefs that women are of less value than men, that women are objects to be used for men’s pleasure, that women are less important than men.
 - It is important that the gender boxes activity occur at the **beginning** of the intervention because:
 - It is essential that male and female EMAP participants reflect on their own and on society’s ideas about what it means to be male and female – and how these ideas can lead to violent actions and words
 - This is the first step in building the foundation for why VAWG occurs –by exploring how men are taught to think about themselves and women and girls
 - In order to practice accountability to women and girls and act as an ally, it is essential that men (both participants and facilitators) reflect on their own socialization
 - It is also critical that women have the opportunity to reflect on their socialization and how they may have internalized patriarchal ideals about themselves and other women
6. Ask participants to go to the *EMAP Implementation Guide, Section 3, Week 2* of the Women’s curriculum. Ask them to go to the end of the Gender Boxes. What do they notice?

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7. Make sure participants note the symbol that highlights this as a 'Key feedback area'- meaning that this is a moment during the women's curriculum in which the female facilitator will need to take input from the women that will inform the men's curriculum.
8. Inform participants that later in the training, we will practice integrating women's inputs.

Activity 4: Understanding status⁶

🕒 Time: 45 min

Note: For the exercise below, make sure to take time to define "status" with participants and modify the definition to best fit the local context. For example, in some communities, the village chief may have the highest status or social standing and power, while in others, the administrative or religious leader may occupy the most powerful social role.

1. Explain to participants that we are now going to discuss status by playing a game designed by Raising Voices in Uganda.
2. Shuffle a deck of playing cards. Tell participants that you are going to ask each of them to choose a card from the deck of playing cards.
3. Explain that the highest value in the deck is Ace, then the King, Queen, Jack, 10, 9 and all the way to the lowest value which is 2. If the Ace is confusing to people, remove it. Walk around the room and ask each person to choose a card and put it FACE DOWN on their lap.
4. Emphasize to participants that they should not look at the card they have chosen.
5. Now ask participants to hold their card up to their forehead without looking at it, and without telling others what their card is. Everyone should now be able to see everyone else's card except her/his own.
6. Explain that when you clap your hands, participants can get up from their chairs and mingle with each other. Explain that participants should not talk but greet others according to the status or social position of their card. So, for example, the King may be treated with utmost respect, while a person holding a card worth two may be ignored or excluded.
7. Make sure that participants understand what status means and use other words if they are easier or more relevant.
8. Share the definition of status if useful: The position or standing of a person in a society or group in relation to others (for example the social and economic status of women in most societies is regarded as lower than that of men).
9. Encourage participants to greet each other and demonstrate their reaction to other people's status through gestures and facial expressions rather than words.
10. Optional – ask participants, based on how others react to them, to organize themselves into a line, with the highest status at one end and the lowest at the other, still without talking.
11. After a few minutes ask the participants to go back to their seats still holding their card to their forehead. Or ask people to look at the line and their place in it, and debrief while people are still standing in a status line.
12. Go around the circle and ask each participant to guess her/his card and explain the guess.
13. Ask those who had high cards, how it felt to be treated as they were. Ask those with low cards how it felt to be treated how they were.
14. Note that for those with higher cards, it might have felt good to be treated with respect, honor, etc., while for those with lower cards, it might have felt bad to be ignored, dismissed, or treated as unimportant. How did it feel to be in the middle? Where did you want to be? (This is important because in the middle there is a lot of

⁶ Adapted from Rethinking Domestic Violence: A Training Process for Community Activists, Raising Voices, DV Training Section 1, p. 23.

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status anxiety and people want to be associated with higher more than lower status.) How quickly do you think people get used to having high status? What are the benefits of it?

15. Ask participants: Does this happen in our real lives? Do certain people get treated better or worse in our families and communities?
16. Explain that status is one's social standing in the community. This refers to how they are viewed by others and how much power they are thought to have.
17. Make sure that as participants debrief and feedback, that they reflect on the following questions:
 - a. Status is not something we each as individuals necessarily determine. How did they feel about being allocated a status in a random way? Did they feel it was fair?
 - b. How powerful or powerless did they feel?
 - c. How do they think this affects women who systematically have a lesser status?

Activity 5: Power lists

🕒 **Time:** 1 hour and 30 min

1. Explain to participants that this afternoon, we will focus on another activity that builds on the gender boxes, and that looks at power.
2. Ask participants:
 - How does power connect to our discussions when working for transformational change and VAWG?
 - How important do participants think this is as a key topic to address in working to prevent VAWG?
3. Review responses and highlight that :
 - Power and status inequalities are part of the root cause of why VAWG happens; therefore, we have to help men and women in our settings to understand how power operates in society/community and on an individual level.
 - Activities such as the one we are about to do help to think about different kinds of power and how not everyone has the same amount of power.
 - Understanding VAWG requires connecting gender socialization and power inequality.

Note: Since representations of power can vary across cultures and situations, it is important to help participants think about the characteristics of power in the contexts in which they work – and specifically, what power looks like in post-conflict settings.

4. Write the word “Power” on chart paper and ask the group the following questions:
 - What do you think of when you hear the word “power”?
 - How do you know if someone has power?
 - Who decides who has more power and who has less power?
 - What are different types of power?
5. Introduce the ideas of power with, power over, and power to
 - **Power over** refers to controlling the actions or choices of another person or group of people, limiting their freedom or opportunities, or devaluing their person.
 - **Power with** refers to working in equal partnership with others, supporting those in need and those organizing to make change, asking for support or help.
 - **Power to** refers to experiencing the freedom to make your own decisions, voice your opinion, work, go to school, advance yourself as a person – and to believing within yourself that you have right to these things.
6. Put two flipcharts up, one with ‘more power’ and one with ‘less power’ written on them.

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7. Ask participants:
 - Within this room, what groups have more power and less power? Write answers on flipchart.
 - How do we know that these groups have unequal power in society?
 - Focus on race, ethnicity, sexual orientation, gender, religion, nationality, age, etc
 - How are the different types of power operating in this room? Does everyone feel the same Power to? Is everyone in the same position to exercise their Power to? What might be constraining some people’s space to act? How are we all contributing to that? Are the facilitators demonstrating Power With?
 - Do we all grow up experiencing the same types and amounts of power?

Note: When discussing power in the room, emphasize that we are looking at power differences based on what privileges, status and value society and communities give different groups – not what we personally believe, or would like to believe. This is important to discuss as people may feel nervous listing a group they belong to as “more power” or may feel upset hearing their group be labeled as having “less power”.

8. Small groups brainstorm
9. Ask participants to continue the power lists by thinking about different types of power in their setting/community and write down responses to the following questions:
 - Who has more power in the community? Who has less power?
 - How do you know when someone has more or less power?
10. Ask participants to share their lists – if any of the groups below are missing, add them in at the end

Groups that tend to have unequal power in society	
More Power	Less Power
Men	Women
Adults	Children
Employers	Employees
Wealthy	Non-Wealthy, Poor
Teachers	Students
Doctors	Nurses
NGO Staff	Refugees and community members
Community leaders	Community members
Citizens	Documented and Undocumented migrants
Immigrant officer	Informal cross border trader
Politicians/Government Leaders	Community members
Pastors/Religious Leaders	Church members
People without disabilities	People with disabilities
(Unidentified) Gun men	Men without gun
Majority ethnic groups	Minority ethnic groups

11. Have the participants silently identify the groups that they belong to. Then ask them to reflect silently for a minute about the parts of their own lives in which they feel they have less power. Ask them to think about how it feels like to be in this position. Pause for about 20 seconds. Now ask them to think of an arena of their own lives (or a certain period) in which they are (or were) in a position of power. Again, ask them to reflect silently about what this feels like.

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- 💡 *It is very possible that common resistance reactions will come out strongly in this exercise. Make sure you take note, and debrief at the end of the session or at a later stage. In addition, if this arises or seems relevant to address, here are some questions to break down and explain Situational/Individual vs. Institutional Power*
- 💡 *Ask participants – Do women ever have power over men? Do students ever have power over teachers? How is this power reinforced by communities and institutions/structures? If women do try to exercise that power in the moment, what are the possible consequences for her? What might the repercussions be? How will this be understood by others around her?*
- 💡 *Explain that while people in less powerful groups may have instances of having individual power over those in more powerful groups, less powerful groups cannot have institutional power – it is always conditional.*
- 💡 *Example: A driver may have individual/situational power when driving (can decide to start speeding or veer off the road to scare someone) but once the car stops, the driver is subject to the institutional power of the passenger (who could call the police, refuse to pay, insult the driver, punish the driver, etc). The society is set up to support the passenger – so once the moment of power is over, the driver is at a disadvantage again.*

12. Have participants break back into their small groups and pick one of the groups from the power list (men/women, community leaders/members, NGO staff/refugees, etc) to analyze.
13. Ask each group to reflect on the following questions in regards to the particular group they have chosen:
 - What privileges does the more power side of the group have?
 - What does power look like within this group during times of conflict?
 - How do power and privilege connect to the use of violence?

OR

- Ask participants to reflect on the different types of power that they see used in their settings in relation to this group:
 - Power with
 - Power to
 - Power over
 - With either set of questions, ask participants to reflect on use of power in ways big and small
14. Small group share out and trainer summarize and emphasize key points:
 - Reflecting on the power differences that lead to people being treated differently in society and operating under different circumstances is an essential component to understanding why VAWG happens
 - **Throughout the rest of the training, we want to focus on how power and privilege is operating in this room – and what we need to do to be accountable to gender justice and equality.**
 - To that end, we encourage women to think about instances of individual power that they may have/have had over men, but overall, we ask women to focus on the ways that they are impacted by being in a less powerful group – and the ways that they may exhibit Power over people in less powerful groups than them (for example, white women may exhibit power over women of color; women in a more powerful ethnic group over another, etc)
 - And we encourage men also to think about ways that they have experienced being in a less powerful group but for the purposes of this intervention, to recognize that they are in the more powerful group (male, NGO workers) and to use this training as an opportunity to reflect on how they use their power.
 - Simultaneously, men should reflect on the ways in which they may feel they need to act or behave in order to maintain their power – and whether these anxieties are true and realistic.
 15. Review what we have learned about power and status so far today:
 1. There are different types of power that we all have.
 2. Power is relative – everyone has some type of power. While there may be people or groups that tend to have more control and opportunities, there may be situations in which they have less power compared to someone else. The same can be said for people who are in

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groups that tend to have less power in society. In certain circumstances, they may have more power than another group.

3. Certain groups tend to have more overall power than others.
4. Higher status groups tend to also have more power.

Note: During this discussion, make sure to include marginalized groups of women and girls in the community and emphasize that power and status are relational, meaning that we have more or less power/status compared to other people. Therefore, we have an opportunity to think about how we value and treat others of more and of less status

Activity 7: Closing and conclusion

 **Time:** 20 min

1. Wrap-up by going over the main points covered during the day. Either ask participants to help you remember, or briefly use the daily agenda to illustrate topics covered.
2. Conclude by telling them that at the beginning of the day you started out with an objective (refer to the list of objectives listed on poster paper and taped to the wall).
3. Thank participants for working very hard to achieve the set objectives.

Optional reflection/homework:

- Ask participants to read over how EMAP sees Accountable Practice (AP) including the two levels, personal and relational accountability:
 - What are some qualities from the Man or Woman box that you see within yourself?
 - How do you interact differently with boys than girls? With men than women? What is underneath these differences? What influences how you interact?
 - How do you think this might impact your work with women? With men?
 - What is one example of an attitude or belief about gender that you want to change?

DAY 4: Diving deeper into power and AP

Learning objectives:

Further explore Accountable Practice
Further analyze power and privilege
Discuss VAWG and understand root causes vs contributing factors

Materials & preparation:

Participant agenda for day 4
Day 4 objectives on a flipchart
Flipchart and markers
Tape to stick flipcharts on the wall
Post-it notes of different colours
Review questions used in activities
Day 4 Reflection/Homework Assignment
Note cards for single sex discussion
Find two separate spaces for the single-sex discussion
Copies of annexes 2, 3, 4 and 9 from the EMAP Implementation Guide

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EMAP Introduction Guide, Section 2

Any material necessary for energizers/icebreakers

Activity 1: Review and agenda

🕒 Time: 30 min

1. Welcome participants to day 4 of the training. If there is a host team, ask them to summarize the previous day, or do so yourself as the trainer. Answer any questions that may have been left in the question box. Ask if there are any outstanding questions from the previous day. Answer questions.
2. Refer to the pre-written flip chart paper and explain to participants that the objectives of the day are to make sure that participants:
 - Further explore AP
 - Further analyze power and privilege
 - Discuss VAWG and understand root causes vs contributing factors
3. Review the agenda for day four by presenting the main activities of the day. Explain that today we will continue using activities from the curricula.

Activity 2: Delving into accountable practice (AP)

🕒 Time: 1 HOUR 30 MIN

💡 This activity is long and quite complex. Make sure you have energizers ready if you feel participants' attention drops in the room.

1. Remind participants of the discussion on day 1 and that the way EMAP is structured, accountability begins with the facilitators and supervisors – as we cannot expect others to be allies and be accountable if we ourselves are not. If we assume that- as we saw yesterday with the gender boxes and power lists- that issues of power and privilege will influence all interactions, behaviors, relations – then it is safe to ASSUME that these same issues will come up in the groups and throughout the intervention.
 - How will they be managed?
 - Review that AP is our HOW
 - how to manage power dynamics
 - how to ensure women's voices are kept central
 - how to continually work on evolving as allies
2. Ask participants to go to their *EMAP Introduction Guide, Section 2*:
 - Explain that EMAP divides accountability into two. Personal and Relational Accountability.
3. Ask participants to turn to their neighbor, and in pairs brainstorm:
 - What do they think personal accountability is referring to?
 - What do they think relational accountability is referring to?
4. Ask participants to share thoughts.

💡 Working in pairs is a quick way to get participants involved, and gauge where they are at in terms of their thinking around accountability. This will help trainers determine participants levels of understanding and comfort around the terminology.

5. Complete any thoughts the group has with the following information:

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- **Personal accountability** is an ongoing process that all facilitators and supervisors of EMAP are expected to engage in regularly. This process involves identifying, monitoring, and challenging harmful personal attitudes, beliefs, and behaviors related to gender. As power inequities and gender socialization impact all people, it is essential that facilitators and supervisors recognize and embrace that change begins within. This means that facilitators are able to regularly assess HOW their work is unfolding with others, including colleagues and program participants – and identifying where power and privilege dynamics may be coming into play. Only by exploring and acknowledging internalized gender prejudices, assumptions, and expectations will facilitators be equipped to begin supporting others in their own process of change.
 - Personal Accountability:
 - Refers to the ways in which we continually self-reflect and educate ourselves about our own biases and VAWG
 - Requires continual self-reflection work to *identify, assess and transform the everyday beliefs, attitudes, interactions (big and small) that support VAWG*
 - **Relational accountability** is attending to the ways that power and privilege play out in interactions between men and women. Once facilitators are able to reflect on their own biases and judgments and conduct their own personal power analysis, they will then be better equipped to see how power and privilege play out with other people – and learn ways to address and collectively learn from these instances.
 - Relational Accountability:
 - Refers to the ways in which we interact with others – how we use power or see it used towards us
 - Requires us to reflect on how we practice accountability with participants, with our peer facilitator and supervisor, with community members, with other NGO staff, in our homes.
 - Focuses on Ally development, beginning with EMAP facilitators and supervisors
 - Explain that we will be focusing on increasing our own personal and relational accountability over the course of the training.
 - Answer any questions.
6. Explain that accountability to women and girls will look different for men and women because of power/privilege differences
- Review Examples of Personal and Relational Accountability in the *EMAP Introduction Guide, Section 2*.
7. Summarize: For the purposes of the EMAP intervention, Accountable Practice is:
- A method and concept to ensure that interventions with men are reflective of and responsive to the needs, concerns, and priorities of the women they are intended to serve, rather than those of existing power groups (i.e., men, community leaders, NGO staff)
 - Accountable Practice underscores the need to listen to the voices of women. It provides program staff with tools to reflect on and change their own attitudes, beliefs and behaviors, as well as those of others in their communities.
 - Accountable Practice is based on the understanding that **issues of power and privilege influence all interactions, behaviors, and attitudes** and therefore, these same issues will surface during implementation of male engagement activities. As such, tools and structures must be utilized to help identify and manage these processes before, during, and after interventions.
 - Accountable Practice is an ***ongoing process that facilitators and supervisors are expected to engage to assess and transform beliefs, attitudes, interactions that support VAWG***. This is the foundation on which the entire intervention is built.
8. Ask the larger group:
- What do you think about accountable practice?

- How does this sound different from what you've seen before?
 - Who or what, as EMAP facilitators and supervisors, are we working to be accountable to?
(list response on chart paper)
 - ✓ Transforming harmful ideas/norms about gender
 - ✓ ALL women (including marginalized groups)
 - ✓ Women's leadership
 - ✓ Women's safety
 - ✓ Ourselves and our own change process
 - ✓ Preventing and ending VAWG
 - When should accountable practice take place?
 - Highlight that AP is ONGOING forever – starting **now**
9. Divide participants into small groups or pairs – ask each group to reflect on one of the questions below and write responses on flipchart paper:
- Why accountability is important in work with men & why it is important to focus on both personal and relational levels
 - How accountable practice relates to the challenges that we discussed on day 1 in engaging men in preventing VAWG
 - How accountable practice connects to the activities that we did today on gender and power
 - Examples of personal/relational accountability that they have seen come up in the training so far, or times when it didn't happen (without citing names). Or, if that is too provocative too early – any examples they have seen come up in their work
10. Share out with larger group and emphasize key points.
11. Review the key reasons that accountable practice is fundamental:
- Women must be engaged, informed and empowered on any intervention seeking to address issues touching them intimately.
 - Any activity with men that affects women directly must be informed by their opinions, views, needs and priorities at every stage
 - Given the safety concerns around any activities talking about VAWG, it is very important that any safety risks are discussed before activities with men begin. Women are the ones who know best where danger lies, and so they must be consulted and respected.
 - Women must also have the opportunity to discuss VAWG, the dynamics around them, and reflect on their own socialization.
 - Without a strong analysis of power, privilege, and gender, male engagement activities run the risk of inadvertently recreating the very dynamics they seek to transform
12. Explain that the intervention is designed to include processes that help to **practice** these types of AP and therefore, continually establish the voices and leadership of women. The EMAP training is the same. EMAP has got structural/programmatic elements built into the approach to support personal and relational accountability practice. These are:
- Weekly EMAP team meetings
 - Starting with introducing the intervention to women in the community
 - Beginning the intervention with 8 women's dialogue sessions
 - Ongoing meetings with women (either as a group or individually, depending on the preference of the women) throughout the duration of the intervention
 - Specific activities in which to integrate women's input into the men's curriculum
 - Clear supervision/monitoring tools including:
 - a. Accountability Checklists
 - b. Tips to address challenging situations
13. Ask participants to take a sheet of blank paper. Ask them to write one word about how they feel looking and thinking about AP. Ask participants to put their papers up so everyone can see them.

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14. Ensure if necessary that participants can share what they find hard or easy about AP, some of the challenges they foresee moving forward with AP. Ask participants what they think the differences might be between doing this in this room (with others who are also engaged in ending VAWG) and doing it in their home and work environments? What might they need to think about in their daily interactions and how do they feel about the prospect of this?
15. Remind participants that during the status and power exercises, we realized that having power and status (and the last word) feels good, and that it may not always be comfortable to give that up.
16. Remind participants that the risks for women in doing AP are much higher than they are for men – refer back to the consequences the group identified in the “Being a man”, “Being a woman” exercises. The levels of threat and potential violence are much higher for women and so this is why it is important first that men back women up, and second, that men are willing to challenge; they are risking a lot less.

Activity 3: Understanding VAWG

 Time: 45 MIN

1. Remind the group that the several activities of the last few days have been building the foundation for understanding VAWG. Explain that now, we will synthesize that learning to discuss VAWG – what it is, why it happens.
2. Divide participants into small groups- **single sex small groups**.
3. Ask each group to think about:
 - i. What types of violence girls and women experience or are at risk of:
 1. When they are little girls
 2. When they are adolescent girls
 3. When they are adults
 - ii. Is there ever a time in a woman’s life when she is free from violence?
 - iii. What do men say about women who are victims of violence?
 - iv. What do men say about women who decide to report that they’ve experienced violence?
4. Ask groups to present back.
5. Then ask groups to reflect on the discussions that we have had and answer the following questions:
 - What kinds of things support and reinforce the use of VAWG?
 - If power inequalities and harmful beliefs about women did not exist, would there still be violence directed at women?
6. Highlight for participants that what we see from this exercise is that violence is never a one-off incident for women and girls, but rather a constant throughout their lives, sometimes even before they are born. If we do not understand the spectrum of violence that women and girls face, then we are not going to be able to address the root causes.

Activity 4- Analyzing my power

 Sensitive activity

 Time: 1 HOUR 30 MIN

Note: It is important that the spaces in which this activity takes place are safe, confidential and provide participants with a sense of comfort. The female trainer should facilitate the women’s discussion, and the male trainer should facilitate the men’s discussion.

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1. Explain to the group that they will spend some time now in single sex groups reflecting on the learning they have been doing, and in particular – on power and privilege. Explain that the activity is part of the men’s curriculum, and is essential as it encourages participants to reflect on how power operates in their lives. However, the statements that are used for this activity for the purposes of the EMAP training are adjusted from what is in the curriculum to be more specific to participants (i.e., reflect behaviors in the home and in relationships).
2. Separate men and women and ensure both groups are in separate spaces. Ideally, have participants sit in a circle. Trainers should sit with participants.
3. Explain to the group that we are now going to reflect on how we use our own power (for men’s group) **OR** explain to the group that we are now going to analyze power structures in our own lives and reflect on our own power (for women’s group)
4. Before starting the activity, it is important to do a safety check, especially with the women’s groups. Safety checks are part of the women’s curriculum, and are good practice to ensure accountability.
5. **✓Safety Check:** Do a Safety Check with female participants- explain that this will be done at each discussion session with women to ensure their participation in EMAP is not putting them in danger:
 - How are they feeling about being in the group?
 - What kinds of responses are they getting about being part of the group?
6. Let the groups know that you are now going to read some statements aloud. For these statements, participants should just silently acknowledge whether their response is “Always”, “Sometimes” or “Never”. Tell the participants that this is a personal exercise of self-reflection and that answers will not be recorded, collected, or shared with others, so to please answer silently and honestly. Make sure to pause after each statement to give the group time to reflect. Ask the group to keep in mind the conversation that you just had about power, status, superiority, and value.

Statements for the men’s group (adjust for cultural bias as needed):

- I make the final decisions in my household
- I pay attention to who has power in my organization
- I regularly check in with my female coworkers about how they see gender roles playing out between us and within our organization
- I listen to women and feel comfortable to correct them or explain to them how it is different for men
- I think it is ok for me to make jokes about women, because I’m doing so much to help women
- I have seen male colleagues act in disrespectful or degrading manners toward women in my organization or community – and I have immediately spoken up about it
- I treat all people in the community with equal respect
- I work hard to make sure women’s voices are heard in my agency
- I don’t speak up if I think that other guys will lose respect for me

Statements for the women’s group (adjust as needed for cultural bias):

- I decide how much and how to spend money in my house
 - I feel safe to talk about my work at home
 - I feel empowered and supported by my supervisor and my organization
 - My male colleagues treat me with respect and take on an equal share of work
 - When I raise issues with male colleagues, they pay attention and ask me questions to understand better what I am trying to say
 - I have had positive experiences working with men on VAWG issues in the past
 - I feel safe to speak up in my organization
 - I feel like I can speak for women and girls in my community
 - I make sure the most marginalized groups are heard in my community
 - I treat all people in the community with equal respect
7. After completing the exercise, lead a group discussion, using the following questions as a guide:
 - What was it like for you to complete this reflection?

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- What did you find difficult?
 - What do your answers tell you about yourself?
 - For the men's group:
 - What did your answers tell you about how you use your power?
 - What did it tell you about how you have been taught to value other people?
 - For the women's group:
 - What did your answers tell you about how you feel within your organization?
 - How do you use power over, especially with other women?
8. For the men's group:
- Lead a discussion about the types of privileges that they experience in their positions within their home, workplace, and community and the ways that they use power in these areas.
 - Record their answers on a flip chart.
 - Ask participants what the pros/cons are of having these privileges.
 - After a few minutes, ask each group to now reflect on how they could use their power and privileges to help increase the leadership role of women in their community. Refer back to the power and status exercise and ask what assumptions they are making in their interactions, and how these relate to their status as men in the world
 - Record the ideas that are presented. Explore how men feel about being part of an intervention that asks them to engage in regular discussions with their female co-facilitator about accountability. Ask them:
 - How will they model accountability with their co-facilitator throughout this intervention?
 - What are the potential risks and benefits to modeling accountability?
 - What responsibility do they have for their behaviors? How much are they likely to rely on or expect their women colleagues and co-facilitators to manage it and to be responsible for reminding them when they are not behaving in accountable ways?
9. For the women's group:
- Lead a discussion about who has power within the organizations that women work for. Also explore the ways that women feel they have and do not have power within their organizations.
 - Record their answers on a flip chart.
 - After a few minutes, ask the group to now reflect on ways that they think they have internalized the ideas about what it means to be a woman. For example, have they been socialized to be the caretaker for men, even in their work life? Have they been taught that they should be submissive, quiet, pleasant? How does this impact their professional life and their work in the community?
 - Discuss with the women the ways that they have been taught to think about less powerful groups – especially marginalized groups in the community. What attitudes and beliefs were they raised with about these groups?
 - Reflect on ways that they may use Power Over. Discuss how we are all socialized under the same system of patriarchy and that women are capable of reinforcing patriarchal ideals/norms as well.
 - Record the ideas that are presented. Explore how women feel about being part of an intervention that asks them to engage in regular discussions with their male co-facilitator about accountability. Ask them:
 - How will they take leadership within this intervention? Within their regular meetings with men? Within their supervision?
 - How do they feel about this?
 - What are the potential risks and benefits to taking more leadership?

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- What skills do they need to develop in order to hold others to account in constructive ways?
10. Review the lists and ask if anyone has any last comments to add. Have each group reflect on anything that has come up for them during the discussion that they feel the men/women should know about:
 - Any accountability issues that need to be addressed with the larger group?
 - Any norms that need to be strengthened/challenged/developed?
 - Did you learn anything about yourself or this group of (men/women) that would be helpful to share with the larger group?
 11. With both the women and the men's groups, close the session by checking in on how they are feeling with the training.
 - What insights have they had about the dynamics in the room since the beginning of the training?
 - How do they think it is changing, and how do they feel about that?
 - What more needs to happen for the group to be fully applying and living out the accountability that is being discussed?

Activity 5: Share-out from the same sex groups

🕒 Time: 30 MIN

1. Volunteers from each group to share out key points that they want the men/women to know.
2. Ask others if they have anything to add, or what thoughts they may have on the discussions, reflections.

Activity 6: Identifying root causes vs contributing factors

🕒 Time: 45 MIN

1. Let participants know that we are going to continue talking about why VAWG occurs.
2. Divide participants into small groups- make sure they are different to the groups from the previous exercise and that they are mixed sex groups. Give each group a different contributing factor to think about. Ask people to think about how these are used to explain and justify men's violence against women
 - Examples of contributing factors that can be assigned are:
 - Alcohol Abuse
 - Poverty
 - Unemployment
 - Cultural Practices
 - Religion
3. Ask each small group to determine HOW (or develop a mini-presentation on how):
 - power + harmful gender beliefs IS the root cause of VAWG
 - the contributing factor they have been assigned is NOT the cause of VAWG, but can be used to make the contributing factors less visible.
4. Share out from each group.
5. In plenary, ask participants:
 - ii. What is important for us in understanding the root causes of VAWG?
 - iii. What are the differences between root causes and contributing factors?
 - iv. What does understanding root causes have to do with accountability?
 - v. What are the consequences if we get drawn into thinking that other factors are the root causes?
6. Explain that often people use contributing factors as justifications for behavior, and that means that they are not taking accountability for their own behavior or their friend's/brother's/father's behavior. VAWG will only stop

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when and if we address the root cause- which is where power lies, and how that power is being abused. If we focus on contributing factors, we will not stop the violence. Key learning points;

- There is no biological reason why men and women should react to alcohol and drugs differently; and there is a lot of research to suggest that people's behavior when they are intoxicated is influenced by their expectations of how they will be when they are intoxicated – so if we expect to become violent, then we are likely to. Men also use this as a way of not being responsible for their actions. However, even drunk, they are still making choices about where they are 'out of control' and who with – we do not see them abusing people they think have power and status (the police, their bosses, religious leaders, community leaders), and so we can see that they are choosing where they will 'lose control'. In addition, when we think about drunkenness, we are most often thinking about physical violence and beatings, and we lose sight of other kinds of on-going violence (taking a woman's money for example, making her isolated from her family and friends, telling her what to wear and so on).
- Poverty and men's employment are also often used to explain their violence; we know that there is not less violence when men are employed, rich or in powerful jobs. Often in those circumstances, we hear that they are used to getting their own way, so we have another justification. Again, we do not see women behaving like this when they are poor and unemployed, so there is not a biological reason for it. We also do not see ALL men doing this, so we can see that there are choices that men are making. This is often another justification or excuse that men use. At the same time, talking about the issues for men with poverty and unemployment prioritizes and privileges men's sense of entitlement to resources and status through employment, and makes women's needs for these either invisible or much lower on the list.
- Cultural and religious justifications also tend to excuse men's behavior and either blame women (men need to discipline women for their bad behavior, for example), or legitimize men, and sometimes both. Culture is not a fixed state and things change depending on how we want things to be- we can make choices about how we live together and what is important to us as our cultural identity. People also interpret cultural and religious practices in different ways and use the pieces that are in their interests; over time, these change.

Activity 7: Closing and conclusion

🕒 Time: 30 MIN

1. Ensure participants notice that for the first group work they were in single sex groups, and for the second they were in mixed groups. Ask them to reflect:
 - How were the group dynamics different between the two experiences?
 - Where did you feel most heard? Most comfortable?
 - Did they analyse their own behavior at any point during the group work?
2. Wrap-up by going over the main points covered during the day. Either ask participants to help you remember, or briefly use the daily agenda to illustrate topics covered.
3. Conclude by telling them that at the beginning of the day you started out with an objective (refer to the list of objectives listed on poster paper and taped to the wall).
4. Thank participants for working very hard to achieve the set objectives.

DAY 5: EMAP in practice

Learning objectives:

Understand the implementation of EMAP and what it will look like at each phase
Understand and use the accountability checklists

Materials & preparation:

Participant agenda for day 5
Day 5 objectives on a flipchart
Flipchart and markers
Tape to stick flipcharts on the wall
Post-it notes of different colours
Review questions used in activities
Day 5 Reflection/Homework Assignment
Accountability Checklists- *EMAP Implementation Guide, Annexes 2, 3 & 4.*
Separate spaces for the single sex group activity
Cards for the single sex group activity (at least 3 for each participant)
4 bags or boxes for the single sex group activity
Any material necessary for icebreakers/energizers.

Activity 1: Review and agenda

 **Time: 45 MIN**

1. Welcome participants to day 5 and tell them we will start with an activity.
2. Explain to participants that you will be asking them to write down a fear or concern that they have regarding engaging men in preventing VAWG on a post-it. Explain that these post-its will then be redistributed to the rest of the group and each person will read another's. Tell participants not to put their name on their post-it.
3. Ask participants to write down their fear or concern and put their post-it in a folder/box in the front of the room.
4. Trainers mix post-its up and distribute them to the group
 - Each participant reads the post-it they were given and explains what might be contributing to that feeling. .
 - Trainers group these into themes on flipchart and outline the areas that are common to the group. Make sure everything is charted (it is fine if only one person raises a concern and a reason for it, it is more important that nothing is left out)
5. Trainers facilitate a short discussion, inviting suggestions from the big group about how they can engage with each theme, and where support might come from for people who find themselves with this sort of concern. Make sure all themes are addressed and suggestions noted next to each thematic group.
6. Review of Day 5 Agenda and objectives.

Activity 2: Implementation phases of EMAP

 **Time: 2 HOURS AND 45 MIN**

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1. Tell participants the rest of the morning will be spent looking at what EMAP looks like in practice. Explain that there are 5 phases of implementation in EMAP, plus the pre-implementation phase which they should all have completed.
2. Explain that each of these phases was designed to support accountability to women and girls – and after we go through each phase, we will think about how they support AP.
3. Divide participants into 5 groups. Ask them to use the *EMAP Implementation Guide, Section One* to read about the different phases of EMAP.
4. Ask one group to focus on one phase covering the 5 phases. Ask groups to review and discuss the following questions:
 - What have you done before in this way and how is this different?
 - What are challenges that might arise in this phase?
 - What does accountability look like in this phase?
5. After discussion/reflection, have each group post their flip chart on the wall in order of the phases
 - Each group presents their flipchart
6. After each phase presents, lead a discussion on the following topics (use the *EMAP Implementation Guide* to ensure all details are covered):
 - Key things to consider in each phase
 - What accountability looks like in each phase
 - Regularly review issues around Disclosures of Violence using the *EMAP Implementation Guide, Annex 11*

Note: For key things to consider in each phase, please refer to the *EMAP Implementation Guide, section one*. Trainers should make sure there is an extensive discussion on disclosures of violence when discussing the women's discussions and the men's discussions.

In cases of men in the discussion groups disclosing perpetrating violence, in addition to what is in the *EMAP Implementation Guide*, it is important facilitators address how men in the group would hold a perpetrator accountable. If a man is allowed to continue in the EMAP discussion group, it is important that the men in the group are the ones to question or query the man at every session. Trainers should discuss with participants what this would look like in the groups. This can also be revisited in week 4 when discussing disclosures of violence.

7. Conclude by reviewing the following points:
 - Accountability starts with them! It is not a one-off event. It is not that they should be accountable just when they are facilitating groups, but also in their day to day relationships, etc. It is first and foremost their awareness of power, of how they manage that power, or how they speak up about harmful attitudes/beliefs.
 - It is also about their ongoing commitment to prioritizing the voices and experiences of women and girls by including their voices in the curriculum and asking them for input about what is important to them; ultimately, it is about keeping the focus on the goal of preventing VAWG
 - The intervention is structured in a way to help you continually focus on this.
 - *For female facilitators:* accountability to women and girls is also about helping women and girls to look at their own socialization – how it has impacted them, how it may contribute to keeping both men and women in their boxes, what it would mean to begin thinking and behaving differently – all while prioritizing safety issues.
8. Remember! Throughout all phases, the following activities are expected to take place:
 - Weekly meetings between facilitators to assess and adapt programming/curriculum as needed in order to ensure AP
 - Ongoing self-reflection and accountability practices
 - Supervision of EMAP facilitators, including monthly visits and observations of the groups by the EMAP supervisor

Activity 3: Introducing accountability tools

🕒 **Time: 1 HOUR 30 MIN**

1. Explain that now the focus will be on one of the accountability tools that are used within EMAP – the Accountability checklists. There are three of these- one for the supervisor, one for the female facilitator, one for the male facilitator. Emphasize that these tools will not be used by EMAP participants in the discussion groups, but by the facilitation team and supervisors.
2. Remind participants that one of the aspects of accountability is ensuring that weekly meetings happen, and that during those meetings certain things are addressed.
3. To guide these discussions, there are accountability checklists.
4. Review main goals of weekly meetings:
 - Check in about the overall EMAP implementation process
 - Identify and address accountability issues within the facilitator or facilitator/supervisor relationships
 - Ensure that feedback from the Women’s curriculum are adapted into the Men’s curriculum
 - Address and receive support for challenging situations within weekly sessions with men and women
 - Supervisors will be expected to lead these discussions
5. Explain that each EMAP facilitator and the EMAP supervisor is expected to use the **Accountability checklist** prior to each meeting in order to identify and address accountability issues.
 - The Accountability checklist is a self-assessment exercise for EMAP implementing staff to use on a weekly basis.
6. Explain that there are different Accountability Checklists for men and women as they practice accountability differently. Remind participants that accountability is about those with more power taking responsibility to help create a more equitable world. Therefore, women EMAP facilitators use accountability tools to practice accountability to themselves (to assess the ways that their socialization may result in harmful attitudes/beliefs) and to practice accountability to other women, especially those in marginalized groups. Women EMAP facilitators are not accountable to men – they are accountable to preventing VAWG, and supporting women to expand their safety and spaces to act. Thus, for women, the Accountability checklist is for their own growth and development in these areas.
7. Men EMAP facilitators practice accountability on all levels – in terms of their own self-assessment, their relationships with women (peer facilitator, other women staff, women in the community, women in their home) and to the larger goal of preventing VAWG.
8. For men, the Accountability checklist is about “checking in” with others whose insights on their behavior and actions may be more incisive than their own. It is about taking constructive criticism seriously, integrating insights provided by others into their own work, and following the lead, direction, and advice of those who have the most to lose from male engagement activities being done badly: namely, women.
9. Ask participants to go to the Accountability checklists that can be found in the *EMAP Implementation Guide, Annexes 2, 3 and 4* and ask them to read them through. Allow participants time to review and ask questions
10. In pairs: Ask participants to have a look at the checklists and familiarize themselves with them.
 - Ask them to use post-its to highlight any thoughts/questions they may have. Explain that we will be using them for an activity after the break.
11. Explain to participants that trainers will now do a role play and they are to observe.
12. Trainers do role play.

Note: This role play should illustrate both instances of Accountable Practice, and instances where AP is not being respected.

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Scenario: The two facilitators come together for their weekly check-ins (which we will have referred to previously). The female facilitator notes that the change to be made in the curriculum last week was done but not as the women wanted. She raises it. The male facilitator says that he made a choice, and he knows best because he works with men, and is a man. He explains to her why his decision is a better one than what the women's group wanted or the female facilitator asked for. The woman facilitator insists.

Scenario can also illustrate the division of tasks between the male and female facilitator and how the decisions are made, and whether the more substantive ones are left with the male facilitator and the more administrative ones to the female facilitator. It can also be used to illustrate how subtle the decision-making can be and how easy it is for men to make the final decision.

13. Ask participants:

- What do they see happening in this role play?
- What was good? Problematic? What was the impact?
- How do they think the female facilitator felt? How might her experience of men's privilege impact on her confidence and ability to challenge? What might she be afraid of?
- How do they think the male facilitator felt? How might his experience of privilege and status impact on his willingness to hear his colleague and take her seriously? How might he be using his status to minimize her input?

14. Divide participants into two groups- one will use the female facilitator checklist, and one the male facilitator checklist. Tell them which sections to be looking at-list them on a flipchart.

- Tell them they need to imagine they ARE the person IN the role play.
- Ask them to discuss: How would they fill out the checklist?

Note: For this exercise, not all sections in the checklists are relevant. It is important trainers identify which sections participants can use at this stage. The purpose of this exercise is to get participants to manipulate and use the tool.

15. Ask pairs to share how they would fill in the sections highlighted in the accountability checklists, whether it was difficult or not, and any other remarks/questions they may have about the accountability checklists.

Activity 4: Accountability in this training

 Sensitive activity

 Time: 1 HOUR 30 MIN

1. Explain to participants that as we finish the first week, it is important to reflect on how AP is happening within this training. As mentioned previously, AP is not something that should only happen when the discussion series of EMAP start, but should be applied at all times.
2. Explain that as we think about personal accountability and think about our time together this week we want to create space for you to reflect on how the activities and conversations have felt for you.
3. Tell participants that this activity will be done in single sex groups. Ask men and women to separate, and go to the pre-prepared spaces for each group. The male trainer should facilitate the men's group and the female trainer should facilitate the women's group.
4. Once participants are seated, give each participant 3 note cards. Ask them to write down 1 thing that they feel good about in terms of their time in the training over the last 5 days. Specify this query is **not** about content but rather about how comfortable they felt, feelings, etc. Put it in a brown bag or box.
5. Then ask participants to write 2 things (on their two remaining cards) that they felt were challenging for them during the week. Clarify we are **not** talking about content but interested in discussing things that they felt

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uncomfortable or unsure about. Something that felt new to them. Put in the second brown bag.

6. Each participant takes a turn taking one card out of each bag randomly and reads it out.
7. Facilitate a discussion about what is written on the card, asking if anyone would like to share, if anyone else has felt this way?
8. In the women's group, connect the discussion to accountability and power. As a trainer, reflect on whether any of the issues raised by the women are linked to power dynamics in the room, between the women, with the men? Stimulate conversations around this, and ask the women how to address any specific issues. Use probing questions to explore issues that women are raising, and facilitate the discussion towards unpacking concrete examples. It is likely that when one woman raises something, others have had similar feelings though may have felt alone with them. Ask the group together to think about how they would like it to be different and how they might support each other to be more brave in challenging. Ask too what they need from the trainers in order to be able to do this safely and what it looks like for them to have support from the trainers.
9. In the men's group:
 - i. Ask the men to take some time to read the flipchart on the wall "***Something that men could do to help prevent violence against women is...***
 1. Is there anything on the flipchart they want to understand better? Discuss
 2. Do they see anything on the flipchart that surprises them? Discuss
 - ii. This week we talked about Personal Accountability and explained it as "***An ongoing activity that the facilitators and supervisors of EMAP are expected to engage in to assess and transform their everyday beliefs, attitudes, interactions (big and small) that support VAWG.***"
 1. What do they think about this?
10. In the women's group;
 - i. Ask the women to go back to the flipchart on the wall 'something that men could do to help prevent violence against women is....'
 1. Is there anything they would like to add to this now? Is there anything that they would like to change, or explain in more detail?
 2. Is there anything they would add to this for the work they are doing in this training group, in this room? Is there anything they would like to ask the men to do that will support their participation?
 - ii. This week we have talked about personal accountability and explained it as "an on-going activity that facilitators and supervisors of EMAP are expected to engage in to assess and transform their everyday beliefs, attitudes, interactions (big and small) that support VAWG"
How does this look to them at the end of this week? What have they seen in the room that reflects this? How do they feel about that?

Activity 5: Conclusion and closing

🕒 Time: 20 MIN

5. Wrap-up by going over the main points covered during the day. Either ask participants to help you remember, or briefly use the daily agenda to illustrate topics covered.
6. Conclude by telling them that at the beginning of the day you started out with an objective (refer to the list of objectives listed on poster paper and taped to the wall).
7. Thank participants for working very hard to achieve the set objectives.
8. Go over the main topics of the week.
9. Homework/Assignment:
 - Practice one example of personal accountability over the weekend.
 -

DAY 6: Let us not lose women's voices!

Learning objectives:

Integrating women's inputs into a male activity
Identify common resistance reactions and how to challenge these

Materials & preparation:

Participant agenda for day 6
Day 6 objectives on a flipchart
Flipchart and markers
Tape to stick flipcharts on the wall
Post-it notes of different colours
Review questions used in activities and write them out in advance
Integrating Women's voices worksheet- in the EMAP Implementation Guide, Annex 8
Common resistance reactions- in the EMAP implementation guide, Annex 13
Day 6 Reflection/homework assignment
Day 6 Common resistance reactions scenarios (handout)- *Annex 1* of this training guide
Key facilitation skills – in the EMAP implementation guide, Section 2
Steps for addressing harm- in the EMAP implementation guide, Annex 12.

Activity 1: Review and agenda

 **Time: 45 MIN**

1. Welcome participants back to the second week of the EMAP training.
2. Ask participants to write one word on a piece of paper to summarize the first week of the EMAP training, and put it up for all to see.
3. Review briefly what was covered in the first week of training, and what the second week will focus on.
4. Review of Day 6 Agenda and objectives.
5. Remind all of the group agreements especially the use of 'I' statements
6. Ask volunteers to share about the homework that was set for the weekend around accountability.

Activity 2: Integrating Women's Input

 **Sensitive activity**

 **Time: 2 HOURS 30 MIN**

1. Explain to participants that as part of accountability, EMAP has highlighted specific area in the curricula where women's inputs need to be integrated into the men's curriculum.
 - Explain that this integration will be done every week during the weekly meetings.
 - Tell participants that we are going to practice that now.

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Note: There are clear areas within each session of the Men's curriculum where it is recommended to include women's feedback. These are noted with the symbol "👩: Women's voices" in the EMAP Implementation Guide. ***This symbol refers to areas where the feedback from the women's discussion groups should be integrated to ensure that the discussion includes points that were important to women.*** It is assumed that the facilitators will have carefully reviewed women's feedback from the discussion sessions, and integrated it into key feedback areas prior to each session.

2. Ask participants to silently review their homework from last week about an activity that they have done with men that they feel has been successful – explain that it may be used for the following activity
3. Participants break into four groups: 2 groups of men, and 2 groups of women. Ask them to imagine they are in their community or the community in which they work.
4. Part A: 20 mins
 - a. Ask the men's groups to design an activity to engage men on VAWG – one that they have used in the past – could be from their homework. Ask them to:
 - i. Decide on the key themes/topics they will address through this activity (specific type of violence, specific issue women/girls face in a given community, etc.)
 - ii. Ask them to write down on flipchart what the activity will look like in practice, laying out the flow, the activities, how they will address the themes/topics they have identified.
 - b. At the same time, ask the groups of women to identify their key concerns and priorities. Give them the following guiding questions:
 - i. Imagine a community- choose one that is relevant to you.
 - ii. What are the biggest issues women are facing regarding violence? (Is it intimate partner violence? Other types? Provide details.)
 - iii. What needs to change for these issues to change?
 - iv. How would men act differently for this to change?
 - v. Ask them to write these key points on the 'Integrating women's voices' worksheet from the *EMAP Implementation Guide, Annex 8*.
 - c. At the end of the 20 minutes, ask each group of women to give their filled form to one of the men's groups.
5. Part B: 25 mins
 - a. Ask the men to read the information shared by the women in the form, and
 - b. Ask them to determine how to bring this feedback into the activity they have designed for men. Women should join the men's groups.
 - c. During the part B of the exercise, ask one of the women's groups to join the men's group and remain silent unless the men actively ask for their inputs, clarifications, while the second group of women join the second men's group and input regardless of whether they are asked to or not. (This is a good way for power dynamics to come to the surface, and get participants to realize how they value or not women's inputs.)
6. At the end of the 25 minutes, ask participants to come back together. Ask each group to present back on the activity with men they will implement.
7. Debrief the activity by asking participants:
 - i. Was this successful? Make sure you ask men and women.
 - ii. What does success mean to you and why?
 - iii. How does this connect to accountability to women and girls?
 - iv. Did the women in the group feel their priorities were integrated, and did they feel heard during the integration process? Did they feel it was easy to speak up?
 - v. How much input did women have into the redesign of the exercise?
 - vi. How would you do this differently in pairs?

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Note: Make sure you document on flipchart what participants are saying about how women's inputs are integrated. You will need to use this flipchart on day 12 of the training.

8. Highlight any observations on the process that trainers may have noted. Summarize key points
 - i. For the purposes of EMAP, success is both about how well an activity engages men **AND** whether it integrates input from women and remains accountable to their needs, experiences, and voices.
 - ii. It is not easy to integrate input (especially from a group that we have been taught to have less value for) and not change it to focus on your own agenda – so this is something that facilitators will have to be very mindful of
 - iii. This is part of accountable practice

Note: Although there are clearly indicated sections in the Men's curriculum where women's voices should be included, it is expected facilitators will go over all sections of the curriculum, and when pertinent, add women's inputs even in other sections.

Activity 3: Introducing common resistance reactions

🕒 Time: 1 HOUR 30 MIN

1. Tell participants that the next session will be looking at common resistance reactions- these are ways- conscious and not- that individuals use to resist making changes in the way women are perceived.
2. Explain that the role play that the trainers demonstrated during the accountability checklist exercise is an example of a common resistance response to changing gender dynamics.
3. Explain that these types of responses and actions can happen at any time – during a group session, during a weekly meeting, in home interviews with men, etc.
4. Ask participants to review the common resistance reactions in the *EMAP Implementation Guide, Annex 13*.
 - a. Ask participants to identify which reactions they witnessed during the role play and the activity this morning (or at any other time during the training so far).
 - b. Explain that the common resistance reactions are not just behaviors that community members and group participants exhibit, but ones that WE all do as well. That is what our personal accountability practice helps us to identify and manage.
5. Small group activity
 - a. Divide participants into small groups and give each group a scenario from the “Day 6 – Common Resistance Reactions Scenarios” Annex 1 at the end of this guide.
 - b. Ask each group to read their scenario and determine which resistance responses are happening in the situation. Explain that there may be more than one.
 - c. After they have determined the common resistance reactions, ask each group to discuss the following questions:
 - i. Have you had these experiences when working with men?
 - ii. How have you seen this in practice?
 - iii. What usually happens when someone does that?
6. Each group shares their discussion with the whole group.
7. Debriefing discussion connecting to self-reflection and personal accountability
 - a. Ask the group:
 - i. Have you witnessed these reactions within yourself?
 - b. Explain that part of personal accountability and self-reflection required in EMAP is recognizing these reactions in ourselves and working to change them.

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- c. Explain that therefore, we can think about these resistance reactions in two ways:
 - i. Ways we can act that are harmful to women and girls
 - ii. Ways that others (community members/program participants/supervisors) can act that are harmful to women and girls

Note: It is really important to emphasize that common resistance reactions can sometimes be very subtle and hard to identify. It makes it even more important for us to be self aware and reflect on these as we facilitate discussions on the topic of VAWG.

8. Ask the group:
 - i. What has been your experience of these when working with men?
 - ii. How have you responded to challenging moments?
 - iii. What are key steps or actions to take to address these moments?
 1. Generate a list of key steps/actions
9. Explain that in the next session, we will talk more about how to respond to challenging moments and do some role plays

Activity 4: Facilitation skills

🕒 Time: 1 HOUR 15 MIN

1. Explain to participants that the focus of the training for the next sessions will be on key facilitation skills, especially in light of common resistance reactions, and some challenging situations discussing VAWG can raise.
2. Ask participants to review Key facilitator skills located in the *EMAP Implementation Guide, Section 2* – and particularly #5 – “Challenging harm”.
3. Ask participants if they have any questions and/or reflections. Make sure you compare the list to the one participants created in the previous activity.
4. Ask participants to get back into the same small groups as they were in for the previous activity.
5. Ask each group to come up with a short role play demonstrating how they would address the common resistance response scenario as an EMAP facilitator. Tell them to use the Key facilitator skills in their *EMAP Implementation Guide, Section 2*, especially #5 – Steps to Challenging Harm as a guide.
6. Each group performs the role play they have designed. Trainers observe skills, dynamics, etc. After each role play, the larger group should identify which steps to challenging harm were used.
7. After all of the groups have performed, trainers should offer reflections and feedback about the role plays and skills.
8. In plenary, ask participants:
 - i. How was it challenging to address the scenario?
 - ii. What are some helpful practices that we saw during the role plays?
9. Tell participants that it is normal to have difficulty holding people accountable for a variety of reasons –we might agree with them, we might fear rejection or backlash; we might want to keep their approval; etc. However, part of Accountable Practice means working through our fear and being prepared so we can safely and effectively challenge harm and promote gender equity – in big and small moments.
10. Review “Steps for addressing harm” that can be found in the *EMAP Implementation Guide, Annex 12*.

Note: Trainers must be clear that when we speak up and challenge harm, we actively promote and strengthen NEW attitudes, beliefs, and power structures that prevent VAWG- that is why we cannot simply pretend or ignore what is being said or done. **When we fail to challenge harm, we actively promote and strengthen the attitudes, beliefs, and power structures that lead to VAWG.**

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11. Review harmful practices to avoid
 - Ignoring
 - Not taking seriously – laughing, joking, dismissing
 - Becoming angry, insulting, or violent
 - Making the exception the rule
 - Supporting the comment/action – agreeing, victim-blaming
 - Changing the subject so that the harm to women is minimized or ignored
 - Prioritizing the perspectives of men without keeping to the topic of what something means for women
12. Review what the impact of harmful practices is:
 - Sends the message that we agree with harmful statements or behaviors
 - Keeps us inside the box
 - Prevents us from role modeling for others
 - Colluding with the harmful attitudes and behaviors and reinforcing permission for these
 - **When we fail to challenge harm, we actively promote and strengthen the attitudes, beliefs, and power structures that lead to VAWG**
13. Conclude this session by emphasizing the importance of identifying and addressing harm AND that this is difficult to do and an area where EMAP staff can support one another in practicing skills. Tell participants that on day 7, we will be practicing addressing challenging situations.

Activity 5: Conclusion and closing

🕒 Time: 20 MIN

1. Wrap-up by going over the main points covered during the day. Either ask participants to help you remember, or briefly use the daily agenda to illustrate topics covered.
2. Conclude by telling them that at the beginning of the day you started out with an objective (refer to the list of objectives listed on poster paper and taped to the wall).
3. Thank participants for working very hard to achieve the set objectives.
4. Homework:
 - Part 1:
 - Reflect on a time when you have encountered resistance reactions from participants during a meeting or lesson. Write a brief description of the situation below, answering the following questions.
 - What was said?
 - Who said it?
 - What was the reaction of other people?
 - What was your reaction? How easy was it to identify?
 - Part 2
 - Please reflect on the Key Facilitator Skills and answer the questions below. This information is for your own personal self-reflection and will be kept confidential.
 - What skills do you feel the most confident in as a facilitator?
 - What skills are most challenging for you and why?
 - How will you build your skills in the areas that are challenging?

DAY 7: Let's facilitate!

Learning objectives:

Practising key facilitation skills
Understand the guiding principles of working with men

Materials & preparation:

Participant agenda for day 7
Day 7 objectives on a flipchart
Flipchart and markers
Tape to stick flipcharts on the wall
Post-it notes of different colours
Review questions used in activities and write them out in advance
Day 7 Common Resistance Reaction Scenarios, Annex 2 of this training guide.
Weekly Session Report- EMAP Implementation Guide, Annexes 5 and 6
Monthly Observation Report, EMAP Implementation Guide, Annex 7
Key Points for Preparing a Discussion Session, Annex 3 of this training guide.
Any materials necessary for icebreakers/energizers

Activity 1: Review and agenda

 **Time: 30 MIN**

1. Welcome participants back to the EMAP training.
2. Ask for a recap of the previous day's training.
3. Address any questions that may have been left in the question box.
4. Review of day 7 agenda and objectives.
5. Ask volunteers to share about the homework that was set.

Activity 2: Practicing addressing challenging situations

 **Time: 2 HOURS 30 MIN**


1. Remind participants about how the day ended yesterday. Recap the key facilitation skills, helpful practices for addressing harm and harmful practices to avoid.
2. Break the participants into four small groups.
3. Give each group one of the scenarios from the **Day 7 – Common resistance reactions scenarios** Annex 2 of the EMAP Training Guide.
 - Ask each group to answer the following questions:
 - What common resistance reaction(s) do you identify in these situations?
 - As facilitators, what would you say to these participants? Think of the steps you would take to address these scenarios and a few sentences of what you would say - word for word.
 - What skills would you use in these two situations?
 - After addressing the questions, tell participants they should develop a BRIEF role play – in which they play the roles of participants and facilitator.

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4. Each group presents their role play. Trainers observe groups
5. In plenary, ask participants
 - What went well, what was challenging?
6. Ask groups to get back together, and give them another scenario or use stories from participants' homework. Repeat as above with different participants playing the facilitators. Repeat until all have facilitated at least once if time permits.
7. Debrief and conclude with key points:
 - Explain that it is important to make sure to hold the participants accountable for their view while simultaneously acknowledging that they are not the only person who feels that way. It is important to use moments where participants express difficult ideas as opportunities to point out harmful gender beliefs and examples of power over/abuses of power.
 - Emphasize that overall, the best approach is not to lecture someone about their views, but to work with the participants to identify real-life examples that highlight how that particular opinion can bring about harm to someone. Remember it is difficult to change behavior and sometimes changing someone's opinion takes time. However, it is better to work together to identify other points of view rather than let the harmful viewpoint go unchallenged.
 - At the same time, if what you are hearing is an indication that there is real harm going on to a woman who is connected to one of the men in the group, you must intervene in line with your agreements about disclosures of violence. Someone's learning process is not more important than an unsafe situation for a woman connected to the group. The safety of women in the women's group, and in the community around the men in this group is always the priority.
 - Ultimately, we want to hold men accountable AND create environments that are supportive and promote growth – so men can move through these responses and become allies. We want to challenge harmful ideas but not shut people or discussions down.
 - Challenging harm is essential AND so is exploring and engaging harmful comments so we can grow beyond them. THESE ARE KEY LEARNING OPPORTUNITIES – and the way you will be most equipped is by engaging in your own personal Accountable Practice.
8. Ask for feedback, input, reflections

Activity 3: Preparing a session plan

 Time: 2 HOURS

1. Explain to participants that this session will look at how to prepare before each weekly discussion series.
2. Explain that even though the EMAP Implementation Guide is very detailed, it is important that facilitators prepare and ground themselves in the upcoming discussion series.
3. Typically, a session requires actions before the discussion, preparation for the discussion itself, and actions after the discussion.
4. Divide participants into 3 groups and inform them they will have to design a role play to share their group discussions.
 - Ask the first group to brainstorm what needs to be done before the discussion, but that is not linked to the content of that week's discussion.
 - Ask the second group to brainstorm what needs to be done to prepare the actual content of that week's discussion
 - Ask the third group to brainstorm what should happen after a discussion session.
5. Ask each group to present their role-play.
6. Debrief after each role-play and for each phase highlight the following:
 - What needs to be done before the discussion that is not linked to the content:

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- Reflect on the previous discussion, and any topics that participants struggled with or wanted to come back to
 - Remember any challenging moments you faced as a facilitator during that previous discussion
 - Think back as to whether there were any issues with the space, seating or anything else about the logistics of the past week's discussion
 - Prepare for the weekly meeting with your peer facilitator and supervisor by filling the Accountability Checklist- remind participants where these can be found. *EMAP Implementation Guide, Annexes 2, 3 & 4*
 - Reread over your Weekly session report found in the *EMAP Implementation Guide, Annexes 5 & 6* in preparation for the weekly meeting.
 - Attend weekly meeting, and discuss the previous week's discussion, and challenging moments for you personally or as a facilitator.
 - Ask your peer facilitator if they have heard anything that week that needs to be discussed (around women's safety, feedback on community reactions to the discussions, etc).
 - What needs to be done to prepare the actual content of the next week's discussion:
 - Review each activity carefully before the weekly meeting;
 - Identify any areas that you are not sure about to ask for clarification or brainstorm during the weekly meeting with your peer facilitator and supervisor;
 - Identify any areas that may require or have required integrating women's inputs. Ensure you are clear on these, understand them, and go over them again during the weekly meeting.
 - Adapt the activities to the audience in terms of literacy, space, and any other constraint.
 - Adapt quotes or exercises based on previous discussions, and emphasize topics that may have been challenging for participants in previous discussions.
 - Practice and verify key words in the language the discussion session is going to be done in. Each week there may be new words- such as accountability, gender, etc- that are not used often, or may not have exact translations. Make sure you practice these.
 - Identify possible moments where there will be resistance reactions, or unhelpful challenges and think through how you might both respond to these. You may want to practice some responses together, and decide who will take the lead. Some short rehearsing for how to manage difficult conversations can help you feel more confident and manage it better when it happens.
 - What needs to be done following the discussion:
 - Write up and identify activities that were challenging for participants- be as specific as possible;
 - Write up moments that were challenging for you as a facilitator;
 - Identify any common resistance reactions that you identified during the session, and whether you feel you addressed these sufficiently or may need to come back to them;
 - Use the Male allies checklist to assess how you did facilitating the session- can be found in the *EMAP Implementation Guide, Annex 10*.
 - Fill in the Weekly session report- found in the *EMAP Implementation Guide, Annexes 5 & 6*. Ask participants to read this. Highlight that there is also a Monthly observation report that is in the *EMAP Implementation Guide, Annex 7*.
7. Wrap up discussion by sharing the key points to preparing a session plan found in the EMAP Training Guide, Annex 3.

Activity 4: More practice!

🕒 Time: 45 MIN

1. Explain that for this second part on practicing facilitation skills, participants will use forum theatre.
2. Divide participants into 4 groups. One group will represent the male facilitator, one group the female facilitator, and the two other groups will represent a participant each.

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3. Give each group a briefing card.
 - a. Male facilitator: You are facilitating a discussion group. You have already been with this group for several weeks, and have covered some basics around power and status with them. You enjoy the leadership status you have in the group, and see yourself as a good man.
 - b. Female facilitator: You are supporting your co-facilitator during the facilitation of a discussion group with men, and have been thinking a lot about the power and status issues and have some questions about your relationship with the male facilitator. You have not always been confident that he is fully supporting your role in facilitating the group.
 - c. Participant 1: You are attending a discussion group. You have already attended for several weeks now. You recently heard that a man in the group is about to get a second wife, and she is 15. You would like a second wife yourself and have someone in mind. In your experience, younger wives are easier to manage at home, and you are a little bit envious of your co-participant in the group. You also know that while you would like a second young wife, your first wife would not like it.
 - d. Participant 2: You are attending a discussion group. You have already attended for several weeks now. You recently finalized the engagement ceremony with a 15 year old. You already have a wife. You are feeling excited about your new young wife, and see this as a way to take burden off your first wife. From experience, you think it will be easier to have a younger wife as she will be more willing to fit into how you want to live.
4. Tell the group they have 10 minutes to prepare. The preparation should include thinking about:
 - 1) What are your priorities in this role?
 - 2) What are your feelings as the group starts?
5. Set up the room with 4 chairs in a circle; this will be the meeting, and a representative from each group will start in these chairs. Arrange chairs for the rest of each group behind their representative so people are sitting in their groups.
6. Run the meeting as a role play, in real time. The male facilitator should start, opening the group discussion by asking everyone how they are, and what has happened for them recently in terms of what they have been discussing in the group.
7. After the role play is concluded once, the male facilitator should inform the group that the role play will be run once more and that now they will have the opportunity to suggest changes to the way the role play is conducted. Once it starts again, at any point, anyone (including the facilitators) can clap to 'freeze' the action. While it is frozen, participants can talk to their groups to strategize about what to say next, and also, the representatives of the group can change. If someone else in the group has an idea, they can swap in to the meeting and be the character.
8. Run the forum theatre for 20 minutes.
9. This activity will enable facilitators to practice, while asking for advice and getting support from peers. It will also be an opportunity to watch the interaction between the male and female facilitators, and whether or not Accountable Practice is applied.
10. At the end of the 20 minutes, stop the activity. Ask each group to get back together, and debrief using the following questions:
 - a. What did they think the key/defining moments were?
 - b. What common resistance reactions did they notice?
 - c. Specifically regarding the facilitation, what techniques were used?
 - d. What was noticeable, or important, about how the male and female facilitators worked together? What could have been different to model true Accountable Practice in the facilitation?
 - e. How was Accountable Practice applied with group members and between the facilitators?
11. Bring the whole group together, and debrief their discussions. Pay attention to the feelings of the facilitators and how they managed these. Ensure that any common resistance reaction that is not identified is highlighted. Also highlight any good facilitation, or how facilitators could have challenged harmful comments differently. End with a constructive summary of approaches, insights and techniques that the group can take forward to use in practice.

12. Close the activity by fully de-rolling – do a ‘brush-off’ and ask people to shake hands and introduce themselves to everyone that they were not in a group with. Have a break before the next activity.

Activity 5: Conclusion and closing

 **Time: 20 MIN**

1. Wrap-up by going over the main points covered during the day. Either ask participants to help you remember, or briefly use the daily agenda to illustrate topics covered.
2. Conclude by telling them that at the beginning of the day you started out with an objective (refer to the list of objectives listed on poster paper and taped to the wall).
3. Thank participants for working very hard to achieve the set objectives.
4. Ask participants to prepare a session plan for tomorrow using the following activities.
 - i. For women participants, ask them to prepare the activity in the women’s curriculum from week 7 called ‘An ideal community’ and using *Annex 15* of the *EMAP Implementation Guide*.
 - ii. For men participants, ask them to prepare the activity in the men’s curriculum from week 2 called ‘An Ideal Community’.
5. Explain to participants that tomorrow they may facilitate.

DAY 8: Let us not lose women’s voices! Part 2

Learning objectives:

Honing skills on session planning
Practicing integrating women’s voices into the men’s curriculum

Materials & preparation:

Participant agenda for day 8
Day 8 objectives on a flipchart
Flipchart and markers
Tape to stick flipcharts on the wall
Post-it notes of different colours
Review questions used in activities and write them out in advance
Integrating Women’s Inputs Worksheet- EMAP Implementation Guide, Annex 8
An Ideal Community Part 1- EMAP Implementation Guide, Annex 15
An Ideal Community Part 2- EMAP Implementation Guide Annex 16
Women’s Reflection Survey- EMAP Implementation Guide, Annex 26
Any materials necessary for icebreakers/energizers

Activity 1: Review and Agenda

 **Time: 30 MIN**

1. Welcome participants back to the EMAP training.

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2. Ask for a recap of the previous day's training.
3. Address any questions that may have been left in the question box.
4. Review of Day 8 Agenda and objectives.

Activity 2: Session planning

🕒 Time: 45 MIN

1. Divide participants into groups of 4- 2 groups of men, 2 groups of women,
2. Ask participants to go over their respective sessions plans together, and discuss what is missing, etc.
3. Ask each group to come up with one unique session plan.

Activity 3: An Ideal Community- Exercise

🕒 Time: ONE HOUR

1. Ask for two women facilitators to volunteer. Ask them to facilitate the women's dream world activity from week 7 of the women's curriculum found in the EMAP Implementation Guide, section 4.

Note: When conducting this activity, asking participants to close their eyes could be misinterpreted in some cultures, so please think locally and choose the best method: Closing eyes or asking them to stay quiet and look at the floor. Tell participants that you are now going to conduct a "dreaming" exercise.

2. Using the script from the *EMAP Implementation Guide, Annex 15* as a guide, the volunteers will lead participants through envisioning a community without violence.
3. Make sure participants understand that women will participate in this activity, and men will listen and hear.
4. It is very important that this activity is done slowly so women can have time to relax and envision their life in this community. Make sure the volunteers pause for at least 10-15 seconds between each set of questions.
5. Ask female participants to close their eyes or look downward. For the next few minutes, the volunteers are going to describe a community that may be very different from the one that we are in now. The volunteers state that they are going to ask participants questions about what their life would be like if they lived in that community. Ask participants to reflect on the questions silently and notice what they feel when they imagine their life in this community. After reflecting on life in this community, we will share what we envisioned and felt with each other.
6. Volunteers read the script.
7. Volunteers ask participants to slowly open their eyes or look up.
8. After reading the script, volunteers ask the following questions:
 - a. What is one word that represents how you feel about life in this community?
 - b. Are there other times where you have this feeling?
 - c. What are they doing or thinking when they feel this way?

Note: It is essential to take notes and collect information about the visions that women share regarding their life in the community with no VAWG. This information and feedback will be compiled and developed into a narrative that will be shared during Session 2 of the Men's Curriculum. Specific instructions for facilitators to develop this narrative can be found in the Integrating Women's Input section of this Implementation Guide.

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9. Now volunteers ask the women to describe their visions of life in this community.
 - a. What did being a woman look like for them in this community?
10. Encourage participants to be as specific as possible and encourage everyone to share. Make sure that thorough notes are taken on the women's responses as this information will need to be used for Session 2 of the Men's Curriculum.
11. Open it up to the men in the room and ask them if anything struck them about what the women shared. Did any of this resonate with them? What did they hear that they were not expecting?

Activity 4: Integrating women's voices- dream world?

 Sensitive activity

 Time: 1 HOUR

1. Explain to participants that we are now going to try integrating women's inputs again using the information gathered in the previous activity.
2. Divide participants in pairs or fours of mixed sex, and ask them to use in the *EMAP Implementation Guide*, Annexes 8 and 16.
3. Ask groups to write up the narrative of the Ideal Community as women perceive it.
4. Once each group has written up their narrative, ask each group to read the narrative out loud to the women in the group.
5. After you have read the summary, ask the women the following questions:
 - Did this reflect your vision of what your life would look like in a world with no violence?
 - Was there anything important missing?
6. Tell groups to adapt their narrative based on the feedback they receive.

Activity 5: An ideal community- with women's voices.

 Time: 2 HOURS

1. Tell participants we are now going to practice facilitating the activity for the men that has now integrated the women's inputs.
2. Ask for two male volunteers to facilitate.
3. Make sure participants understand that this time, men will participate, and women will observe and listen.
4. Volunteers tell participants that they would like to start by describing a community to them. They explain that while they describe the community, they want participants to think about what qualities the men in this community would possess.
5. Volunteers ask participants to close their eyes, if this is culturally appropriate.
6. Volunteers begin reading the narrative of the "An ideal community" that was created using the feedback from the women's dialogue session.
7. Once the volunteers have finished reading the "An ideal community", they facilitate a discussion with the men using the following questions as a guide:
 - What do they think about this world?
 - Does this sound like the community that they live in?
 - What is different about this community?
8. Volunteers explain that the community that they just described is one that the women's discussion group envisioned. This is the world that women would like the men to help them create. Volunteers remind the men that they will be letting them know the feedback from the women so that they can find out what types of changes they need to make in order to help women and girls.
9. Volunteers ask participants:
 - How do they feel knowing that the women in the discussion group felt that this would be an ideal

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- community to them?
 - What resistance reactions did they have as they were listening?
 - How did they manage/are they managing their resistance reactions?
- 10. Volunteers divide participants into small groups and ask them to each reflect on the following questions.
 - In what ways would their life as a man be different in this world?
 - Would they want to live in this world? Why or why not?
 - If women in this community had the same freedom and value as women in the “An ideal community”, how would their family benefit? How would the community benefit?
- 11. After 10 minutes, volunteers ask the groups to come back together and share key points of their discussion.
- 12. After each group has shared, lead a large group discussion with the men with the following questions:
 - What would need to change in order for this “An ideal community” to become a reality?
 - How would men act in this world without VAWG?
 - What kinds of qualities would they have?
 - How would they treat women?
- 13. As participants discuss these questions, **make sure to add in any feedback from the women’s group that participants have not mentioned and ask men for their responses to this additional feedback.**
- 14. Make sure to note specific characteristics that men would have, how they would act and treat women, and what would need to change in order for this “An ideal community” to become a reality.
- 15. Volunteers ask the men if they are interested in helping to create this world and developing the kinds of qualities that the men in this world would possess.
- 16. Volunteers wrap up the activity.
- 17. Explain that in order to build this world, all men will need to change some of their behaviors – not just men who are violent. Explain that this is because we are all responsible for creating the current world that we live in and the “An ideal community” that we want to bring about.

Activity 6: Integrating women’s inputs debrief



Sensitive activity

🕒 Time: 1 HOUR 30 MIN

1. Thank volunteers and participants for facilitating and working on these sessions.
2. Explain to participants that everyone is now going to debrief the whole day’s activities.
3. First, ask women how the day felt:
 - What did they think about the women only activity?
 - What did they think about the process of integrating their voices? Did they feel heard?
 - What did they think about the men’s activity?
4. Then ask the men how they felt:
 - What did they think of the women only activity?
 - What did they think of the process of integrating women’s voices? Did they find it easy? What was not so easy about it, and how did they react to that?
 - What did they think about the men’s activity?
5. Open the discussion in plenary asking participants if they:
 - Think this will be easy to do together as mixed facilitation teams?
 - Did they think about their own behavior at all during the session on integrating women’s voices?
 - Did the men facilitating feel they had power to change things as they went?
6. Thank participants, and ask them to use some of the tools available to wrap this session up. Ask them to fill in the Women’s reflection survey, in the *EMAP Implementation Guide, Annex 26*. Tell participants that this survey is for women participants and to be used at the end of the women’s curriculum, but it is useful for everyone to fill it in and hand in. This is another opportunity to self-reflect.

Activity 7: Conclusion and closing

 **Time: 30 MIN**

1. Wrap-up by going over the main points covered during the day. Either ask participants to help you remember, or briefly use the daily agenda to illustrate topics covered.
2. Conclude by telling them that at the beginning of the day you started out with an objective (refer to the list of objectives listed on poster paper and taped to the wall).
3. Thank participants for working very hard to achieve the set objectives.

DAY 9: Monitoring EMAP

Learning objectives:

Familiarize themselves with the curricula
Understand the EMAP tools

Materials & preparation:

Participant agenda for day 8
Day 8 objectives on a flipchart
Flipchart and markers
Tape to stick flipcharts on the wall
Post-it notes of different colours
Review questions used in activities and write them out in advance
Pieces of paper for activity on EMAP tools.
Monitoring Tools- EMAP Implementation Guide, Section 4
Any materials necessary for icebreakers/energizers

Activity 1: Review and Agenda

 **Time: 30MIN**

1. Welcome participants back to the EMAP training.
2. Ask for a recap of the previous day's training.
3. Address any questions that may have been left in the question box.
4. Review of Day 9 Agenda and objectives.

Activity 2: Looking at the curricula

 **Time: 2 HOURS 30 MIN**


1. Explain to participants that we are going to spend some time delving into the curricula in a little more depth.
2. Divide participants into 6 groups.

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3. Ask each group to look at 4 weeks in the curricula. So the first group should look at the first 4 weeks of the women’s curriculum, the second group should look at the second 4 weeks, the third group should look at the first 4 weeks of the men’s curriculum, the fourth group should look at the second 4 weeks, etc.
4. Ask each group to read through the weeks they have been given.
5. Ask them to discuss in their groups the following points:
 - a. How do the activities in these 4 weeks build off each other? What connections and links do they see between the activities?
 - b. How do these activities over 4 weeks contribute to the goals of the curriculum?
 - c. Is there anything that really strikes them or that they do not understand? What do they particularly like?
 - d. Where do they see Accountable Practice coming to life?
6. Once groups have had time to go over the activities in the 4 weeks allocated to them, join 2 different groups together to share their impressions.
7. Tell them they will present back their findings. Ask them to prepare:
 - a. A summary of the activities and flow of the activities they had;
 - b. How the activities build off of each other and contribute to the goals of the curriculum
 - c. Where they see Accountable Practice coming to life.
 - d. Anything they want to raise or that provoked discussion in their groups.
 - e. Anything that they particularly liked or that they thought was especially important or powerful
8. Ask the three larger groups to share out their discussions.
9. Make sure participants understand:
 - a. Why the women’s curriculum takes place before any activities with the men.
 - b. How activities build off each other, and do not contribute to individual behavior change individually. It is important participants realize how this happens.
 - c. Participants have noticed where women’s voices need to be collected and integrated in the curricula.
 - d. That women’s voices can also be integrated into other sections or parts of the men’s activities. It is NOT limited to the officially highlighted sections; these are only there as places where women’s input is critical and essential
 - e. How women’s safety is emphasized at each step.
 - f. Where Accountable Practice is visible.

Activity 3: EMAP tools

 **Time: 2 HOURS**

1. Tell participants that throughout the first two weeks of this training, we have used many tools, and so we are going to use a little time to go back over these, and remember them all.
2. Divide participants into 4 groups. Explain to participants that we are now going to do a game.
3. Provide each group with 4 sets of papers:
 - a. One set with the name of the various tools,
 - b. One set explaining the purpose of the various tools;
 - c. One set with the people who should use the various tools;
 - d. One set for when the various tools should be used.

The table below provides the detail.


Tool	Purpose of the tool	Who uses this tool?	When is this tool used during the EMAP intervention?
Accountability checklists (Female)	Self-assessment tools to help program staff identify and focus on	Facilitators and Supervisor	Weekly before the weekly meetings

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facilitator's, Male facilitator's, Supervisor's)	challenges related to Accountable Practice.		
Accountable practice Dos and Don'ts	Supports facilitators in thinking through what it means to be accountable to women and girls	Facilitators, supervisor	Should be referred to at all times
Male allies checklist	Supports the process of continually identifying and addressing harmful ideas and behaviors within oneself and the world around us, and actively makes the user reflect on how to make women feel safe and meet their full potential	Male facilitator	Monthly
Men's personal action plans	Helps focus on two to three specific actions users can take in key areas to help prevent VAWG and improve the lives of women and girls	Male participants to the EMAP discussion series	Different times during the men's curriculum
Integrating women's voices form	Consolidates women's inputs throughout the 8 weeks of the women's curriculum	Female facilitator and at the end, both facilitators	Prior to, during and after session 8 with the women.
Weekly report form (for Female facilitator, for Male facilitator)	Asks facilitators to reflect on what went well and what was challenging within each session	Facilitators	Weekly after discussion sessions
Responding to disclosures of violence	Provides a diagram of recommended responses to incidents of violence	Facilitators and supervisor	Should be referred to at all times
Steps to challenging harm	Supports EMAP Facilitators in responding to challenging moments that may arise during weekly sessions	Facilitators and supervisor	Should be referred to at all times
Common resistance reactions	Identifies harmful moments so that facilitators are prepared to identify and challenge these, both within themselves and program participants	Facilitators and supervisor	Should be referred to at all times
Women's reflection survey	Allows for women to provide feedback on their experience of being part of EMAP, and discuss any recommendations that they have for improving the intervention.	Women participants to the EMAP discussion series	In phase 5 of EMAP after the discussions

4. Ask groups to match the various pieces of paper together as laid out in the table above.

 You could tell participants it is a competition and there is a prize as this often raises energy levels in the room.

5. Ask each group to share their groupings.
6. Correct as appropriate. Provide a prize to the whole group.

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7. Explain to participants that although we have had the opportunity of manipulating and using the tools mentioned, there are others that have not been used. These are some of the key EMAP monitoring tools.
8. Ask participants to refer to the *EMAP Implementation Guide, Section 4*. Ask them to read the overview table.
9. Highlight the key tools that exist that have not been used:
 - a. EMAP Pre-questionnaire
 - b. EMAP Post-questionnaire
 - c. EMAP End of intervention reports
 - d. EMAP Monthly observation forms
10. Explain to participants when and how these tools should be used, using information from the *EMAP Implementation Guide, Section 4*.
11. Ask participants to go back to their personal action plans, and ask them to update them.

Activity 6: Conclusion and closing

 Time: 30 MIN

1. Wrap-up by going over the main points covered during the day. Either ask participants to help you remember, or briefly use the daily agenda to illustrate topics covered.
2. Conclude by telling them that at the beginning of the day you started out with an objective (refer to the list of objectives listed on poster paper and taped to the wall).
3. Thank participants for working very hard to achieve the set objectives.
4. Explain that this marks the end of week 2 of the EMAP training. Explain that week 3 will be focused on practicing session planning and teach back.

DAY 10: Teaching back

Note: Day 10 is the first day of training in Week 3. The IRC recommends leaving a few days between the end of week 2 and the beginning of week 3, as topics covered in the first two weeks tend to give participants a lot to think about and absorb.

Learning objectives:

Practicing facilitating activities and sessions from the curriculum
Learning how to give feedback to, and receive feedback from peers

Materials & preparation:

Participant agenda for day 10
Day 10 objectives on a flipchart
Flipchart and markers
Tape to stick flipcharts on the wall
Post-it notes of different colours
Identification of pairs to facilitate sessions together
Drawings of animals for the feedback session
Flipcharts with tips on providing good feedback

Flipchart with tips to receiving good feedback

Activity 1: Review and agenda

🕒 Time: 30MIN

1. Welcome participants back to the EMAP training.
2. Ask participants how the time since the last training day has gone.
3. Ask participants if they have practiced accountability- did they find it hard? What did they find easy?
4. Review of Day 10 Agenda and objectives.
5. Remind participants of the Group Agreements including 'I' statements.

Activity 2: Introducing the teach back process

🕒 Time: 30 MIN

1. Explain to participants that the next three days are going to be focused on practicing amongst ourselves. This is called teach back.
2. The teach back is both an opportunity to practice facilitating activities in the curriculum, and the opportunity of practicing how to provide feedback, how to receive feedback, how to frame comments and observations in a way that are constructive and encouraging.
3. It can be unnerving to present back to peers- especially as this may be the first time for many of them. That's ok! Remind them that we are here to support each other, and we are expecting all of us to make mistakes, and use these as learning opportunities.
4. There are four main reasons we are dedicating three whole days to the teach back:
 - i. As mentioned, the first is to practice facilitating conversations around VAWG, identifying and challenging common resistance reactions and using the facilitation skills we learnt.
 - ii. The second is to practice giving and receiving feedback.
 - iii. The third is to continue experiencing the activities of the curricula as participants. This continues the transformational change and the self-reflection.
 - iv. The final one is to engage and interact with all parts of the curricula. In the first two weeks, we used some of the activities, and the next three days will be the opportunity to go over others. It is important to be familiar with the curricula, the flow, and some key points in the facilitation.
5. Trainers should emphasize that *the goal is to improve*, and that trainees need not *be perfect the first time*.
6. Explain to participants that today, they will be working in pairs. They will have time to prepare their session plan based on the activities allocated to them. They will then facilitate the session with their peers as participants. Everyone should take notes for the feedback session. The group will then debrief all together.
7. To make sure everyone is well prepared, explain that we will now spend a little time thinking about feedback.

Note: Depending on the number of participants, trainers may want to put them in groups of 4 rather than in pairs.


Activity 3: Thinking about feedback

🕒 Time: 1 HOUR

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1. Explain to participants that before we start the teach back, we are going to think about feedback, how we give it, how we receive it. This is also part of self-reflection as Accountable Practice requires us to be able to give and receive critical and constructive feedback.
2. Explain that we all react differently to different events, and feedback is no different. This can also be culturally specific. This is why we need to reflect on ourselves to make sure we are aware of how we communicate, and how we receive information.
3. Tell participants we are now going to play a game.
4. In bold letters, print the names of the following four animals on four pieces of paper, one name per piece of paper: “*Elephant*,” “*Impala*,” “*Lion*,” and “*Vulture*.” Use pictures of these animals, as well, if you can get them.

 Make sure you use animals that are relevant to the context in which you are working. Participants need to be able to relate for the exercise to work.

5. Place the name or pictures of a different animal in each of the four corners of the room.
6. Explain to the participants that you are going to lead an exercise on giving and receiving feedback.
7. Ask participants to share their ideas on why feedback is important to give and to receive.
8. Explain that this exercise will help in understanding personal styles of feedback.
9. Have all the participants stand in the middle of the room. Ask them to think about different times when they have provided feedback- either within the home, with friends, in the work place. Ask them to think of their style when providing feedback.
10. Tell them that they must choose an animal that best represents their style of providing feedback.
11. Allow the participants to think about this question. Then have them stand next to the animal that best represents their styles.
12. Allow five minutes for the participants who have chosen the same animal to discuss with their group why they chose the animal they did.
13. Have the members from each animal group share some of their reasons for choosing their particular animal to the larger group. For example, a participant might say, “I chose the elephant because elephants are very loyal and have excellent memories. I never want forget, and at the same time, I do not want anyone to feel like I am not loyal to them. I struggle with giving feedback.”
14. After all of the smaller groups have reported back to the large group, have everyone stand in the middle of the room again. This time, instruct the participants to stand next to the animal that best represents how they *receive* feedback.
15. Have the participants next to each animal spend five minutes discussing this among themselves. Then, allow 10 minutes for them to report back to the larger group. A participant might respond to this situation by saying, “I am like a lion when receiving feedback because I can be very temperamental. If I hear too many negative comments at once, I become very aggressive and protective, a lot like the way a lion will protect its young.”
16. After all of the groups have finished reporting back, ask the participants the following questions for discussion:
 - Why is it important to know what our styles are for giving and receiving feedback?
 - How is the most important thing to remember when giving feedback?
 - What is the most important thing to remember when receiving feedback?
17. Explain to participants that good feedback *helps* facilitators to develop skills and confidence. Feedback from peers is also an important way for facilitators to build a team of support among each other.
18. Add that it is important that both positive aspects of facilitation as well as areas of improvement are offered. In addition, facilitators should be given the opportunity to reflect on their own about what is working in their facilitation techniques, and what needs improvement.

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19. Share tips on **How to give good feedback** with participants (see below). Put flipchart up.
20. Explain that everyone has a different style of giving and receiving feedback. Some people are very open about providing feedback. Others are shy about it. Likewise, people are different in how they receive feedback from others. But despite these differences in style, there are some common elements to good feedback.
21. Go over common elements to good feedback:
 - i. **How you say it:** Always give feedback in a genuine, gentle, and caring way. It is important for trainers to emphasize that what people say is one thing but how they say it is just as important. Encourage them to be direct but also supportive in the way they give feedback so that it can be easily absorbed by the receiver.
 - ii. **Focus on behavior:** Feedback is helpful (and best absorbed) when it is specific. By contrast, *feedback consisting of general statements about a person's personality or beliefs is much less useful. This puts the recipient on the defensive. As a result, the feedback is less likely to be used, regardless of how valid it is.*
 - iii. **Focus on change:** Effective feedback looks at behavior that is relatively easy to change. Giving feedback on behaviors that are difficult to change is not helpful. This often creates anxiety and self-consciousness about the behavior without changing it. It also creates defensiveness.
 - iv. **Be specific:** Focusing feedback on specific behaviors or statements helps people understand what needs to be improved. This makes action on the feedback more likely
 - v. **Be constructive:** People often don't want feedback because they expect it to be negative criticism. *Good feedback is often critical, but in a constructive way that helps people to improve.* Constructive criticism identifies what needs to be improved in the context of what was done well.
 - vi. **Take personal responsibility:** Feedback is one person's view of another's performance. It is not the definitive truth or the final word. When giving feedback, it is important that you "own" it by beginning your statements with "I think that..." or "I felt that..."
 - vii. **Allow freedom to change or not to change:** Feedback is intended to help people improve their work. However, it remains their choice whether they wish to act on such feedback. Good feedback skills will help people to choose their future actions based on the information that is being given.
 - viii. **Key sentences to begin with:** Share with participants some key ways to start providing feedback so that the tone set is positive and constructive. Some examples could be:
 - Thank you for all you have done....
 - I heard you say X and would like to share my thoughts on that because ..
 - I thought that was great, and thought that perhaps we could we rework this so that ...
 - I learnt a lot, and felt like sharing that....
22. Go over tips on **How to receive feedback well** (see below). It is also useful to guide trainee facilitators on how to receive feedback in a way that best helps them. Good practice for receiving feedback includes:
 - Listen only. Do not react- take the time to focus on what is being said, and sitting with it.
 - Do not justify your behavior
 - Ask only for clarification
 - Acknowledge the feedback
23. Close this session by asking participants to remember this exercise and the tips as they watch their peers facilitating sessions, and use these during the time allocated to feedback.

Activity 4: Let's give it a try! Teach back preparation


🕒 Time: 1 HOUR 15 MIN

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1. Divide participants into pairs (or fours if the group is too big). One man and one woman for day 10.
2. Tell participants to use the *EMAP Implementation Guide, Section 3* to prepare their sessions. Provide participants with the following sessions to prepare:
 - i. Women's curriculum, week 2, Activities A&B, week 3 activity C
 - ii. Women's curriculum, week 2 Activity A and D.
 - iii. Men's curriculum, Week 1, Activities A & D.
 - iv. Men's curriculum, Week 1, Activities A & E.
 - v. Men's curriculum, Week 5, Activities C, D & E.
 - vi. Men's curriculum, Week 11, Activities C, D, E.
3. Ask participants to think about the following key things while preparing their session:
 - i. Remember the session planning we learnt about on day 7 of the training last week.
 - ii. Since these are mixed facilitator groups, think about how you will co-facilitate.
 - iii. Some of the sessions have safety checks. Discuss how you will manage that piece of the session.
 - iv. Don't forget to prepare all materials in advance.
 - v. As you go over the session, identify areas that will need to be adapted to the context, highlight and change these as appropriate.
4. Explain to participants that by the end of the one hour and a half, they should be ready to facilitate the session.

Activity 5: Teach back

 **Time: 3 HOURS**

Note: Participants may not be able to follow the exact timing of each session as laid out in the EMAP Implementation Guide. It is recommended that instructions are adapted to correspond to time constraints and the number of groups teaching back.

1. Bring participants back together.
2. Briefly ask volunteers to share impressions of the session preparation. Was it easy? Did they face challenges?
3. Ask each pair to facilitate their sessions.
4. Make sure you take notes to provide your own feedback. Observations must cover both facilitations skills as well as dynamics between facilitators, accountability, and ability to challenge harmful comments.

 It is useful to have a notetaker here to document any contextual adaptation that has taken place.

Activity 6: Conclusion and closing

 **Time: 20 MIN**

5. Wrap-up by going over the main points covered during the day. Either ask participants to help you remember, or briefly use the daily agenda to illustrate topics covered.
6. Conclude by telling them that at the beginning of the day you started out with an objective (refer to the list of objectives listed on poster paper and taped to the wall).
7. Thank participants for working very hard to achieve the set objectives.

8. Ask participants to think about how they will provide feedback the next day as well as points of self-reflection.

DAY 11: Teaching back- Part 2

Learning objectives:

Practicing facilitating activities and sessions from the curriculum
Practice giving feedback to, and receive feedback from peers

Materials & preparation:

Participant agenda for day 11
Day 11 objectives on a flipchart
Flipchart and markers
Tape to stick flipcharts on the wall
Post-it notes of different colours
Identification of same sex pairs to facilitate sessions together
Any material necessary for icebreakers/energizers

Activity 1: Review and Agenda

 **Time: 30 MIN**

1. Welcome participants back to the EMAP training.
2. Ask participants to write one word on a piece of paper to reflect how they felt about the teach back from the day before.
3. Ask them to share the word. Discuss any key thoughts or impressions.
4. Review of Day 11 Agenda and objectives.

Activity 2: Feedback

 **Time: 1 HOUR**

1. Explain to participants that we are now going to focus on providing feedback on the teach back sessions from the day before.
2. Remind participants of the tips to giving and receiving good feedback from the day before.
3. In plenary, open the floor for participants to provide feedback.
4. Ensure that the process is done in a positive and constructive manner.
5. Thank participants for being open to giving and receiving feedback.

Activity 3: Debrief on process

 **Time: 1 HOUR 30 MIN**

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1. Tell participants we are going to spend a little time debriefing the whole teach back process before starting again.
2. Ask participants what they liked/found easy about the teach back.
3. Ask participants what they disliked/found difficult about the teach back.
4. Make sure the following topics are covered in the debrief talk:
 - a. How was the preparation phase- did they feel heard by their peer facilitator? Did they feel free to express their opinions? How were tasks divided?
 - b. While they were teaching back, were there times when they thought to themselves they should have prepared more?
 - c. Are there things the men could have done differently in terms of thinking of women's voices?
 - d. How difficult was it to adapt to the context? Was it difficult?
 - e. How did they feel facilitating/having the conversations around safety checks?
 - f. Ask the group about common resistance reactions and addressing harmful comments.
5. Thank participants for all their work on preparing the sessions and for taking the risk of facilitating in front of their peers.

Activity 4: Teach back Preparation- again!

🕒 Time: 1 HOUR 30 MIN

1. Divide participants into same sex pairs (or fours if the group is big).
2. Tell participants to use the *EMAP Implementation Guide, Section 3* to prepare their sessions. Provide participants with the following sessions to prepare:
 - i. For the women's groups:
 1. G1- Women's curriculum, week 4, Activity D, week 5 activity A
 2. G2- Women's curriculum, week 6, Activities A, B and C.
 3. G3- Women's curriculum, week 7, Activities A, C and C.
 - ii. For the men's groups:
 1. G1- Men's curriculum, Week 3, Activities A, C and closing.
 2. G2- Men's curriculum, Week 9, Activities A and C. Week 15, activity C.
 3. G3- Men's curriculum, Week 14, Activities A, C and D.

Note: The sections of the women's curriculum highlighted here correspond to sections where inputs from the women need to be collected and integrated into the sessions chosen for the men's groups. Make sure you have the same number of women and men's facilitation groups.


3. Ask participants to think about the following key things while preparing their session:
 - i. Remember the session planning we learnt about on day 7 of the training last week.
 - ii. Some of the sessions include safety checks. Discuss how you will manage this part of the session.
 - iii. Remember to prepare all materials in advance.
 - iv. As you go over the session content, identify areas that will need to be adapted to the context and change these as appropriate.
 - v. For the women facilitators, consider how they could collect women's inputs in the sections where they are asked to do so.
 - vi. For the men facilitators, consider how they would integrate women's inputs in the sections where they are asked to do so.
4. Explain to participants that by the end of the 1.5-hour session, they should be ready to facilitate the session themselves.

Activity 5: Teach back

 **Time: 1 HOUR 30 MIN**

Note: Participants may not be able to follow the exact timing of each session as laid out in the EMAP Implementation Guide. It is recommended that instructions are adapted to correspond to time constraints and the number of groups teaching back.

1. Bring participants back together.
2. Ask each pair of *women* to facilitate their sessions.
3. Make sure trainers take notes to provide their own feedback. Observations must cover both facilitations skills and dynamics between facilitators, accountability, and ability to challenge harmful comments.
4. All of the activities facilitated by the women require the collection of women's specific inputs that will then be used to inform the men's curriculum.

 It is useful to have a notetaker to document any contextual adaptation that has taken place in your context.

Activity 6: Conclusion and closing

 **Time: 20 MIN**

1. Wrap-up by explaining that we will continue the teach back in the morning. Thank the women for facilitating their sessions.
2. Thank participants for working very hard to achieve the set objectives.
3. Ask participants to think about the women's inputs from the sessions, and how they can work with them.
4. Ask participants to think about how they will provide feedback the next day as well as points of self-reflection.

DAY 12: Teaching back- Part 3

Learning objectives:

Practicing facilitating activities and sessions from the curriculum
Practice giving feedback to, and receive feedback from peers

Materials & preparation:

Participant agenda for day 12
Day 12 objectives on a flipchart
Flipchart and markers
Tape to stick flipcharts on the wall
Post-it notes of different colours
Flipcharts from day 6 on integrating women's inputs.

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ENGAGING MEN THROUGH ACCOUNTABLE PRACTICE

Activity 1: Review and agenda

 Time: 30 MIN

1. Welcome participants back to the EMAP training. Tell participants that this will be the last day of teach back.
2. Remind participants where we left off the day before.
3. Review of Day 12 Agenda and objectives.

Activity 2: Women's input

 Sensitive activity

 Time: 1 HOUR 30 MIN

1. Remind participants that yesterday, we ended the day after the women facilitators had facilitated the sessions from the women's curriculum.
2. Let participants know that all these sessions had been chosen because they require facilitators to seek women's inputs on specific topics. This is important because we seek to be accountable to women by integrating their input into the men's curriculum to ground ourselves, amongst other practices.
3. Explain to participants that this is what we will be doing for the next hour and a half.
4. Keeping the same groups as yesterday, ask G1 of the women's groups to partner with G1 of the men's groups, G2 with G2, and G3 with G3. See numbering from the day before.
5. Tell participants to work together to identify key areas of women's inputs from the women's respective sessions.
6. Once groups have identified these key areas, ask facilitators to work together to integrate these into the men's groups respective sections.
7. Finalize men's session plans.

Activity 3: Teach back

 Time: 1 HOUR 45 MIN

Note: Participants may not be able to follow the exact timing of each session as laid out in the EMAP Implementation Guide. It is recommended instructions are adapted to correspond to time constraints and number of groups teaching back.

1. Bring participants back together.
2. Briefly ask volunteers to share impressions of the session preparation. Was it easy? Did they find any topics or activities to be especially challenging?
3. Ask each pair of men to facilitate their sessions.
4. Make sure trainers take notes to provide their own feedback. Observations must cover both facilitations skills as well as dynamics between facilitators, accountability, and ability to challenge harmful comments.
5. Make sure trainers take notes on where whether women's voices were integrated and where perhaps they could have come out strongly.

 It is useful to have a notetaker here to document any contextual adaptation that has taken place.

Activity 4: Feedback

🕒 Time: 1 HOUR

1. Explain to participants that we are now going to focus on providing feedback on the teach back sessions from the day before.
2. Remind participants of the tips to giving and receiving good feedback from the day before.
3. In plenary, open the floor for participants to provide feedback.
4. Ensure that the process is done in a positive and constructive manner.
5. Thank participants for being open to giving and receiving feedback.

Activity 5: Debrief on process

 Sensitive activity

🕒 Time: 1 HOUR 15 MIN

1. Tell participants we are going to spend a little time debriefing about the teach back process before starting again.
2. Ask participants what they liked/found easy about the teach back.
3. Ask participants what they disliked/found difficult about the teach back.
4. Put the notes taken on day 6 about integrating women's feedback. Ask participants to remind themselves of the comments and discussion the group had that day.
5. Ask women participants first:
 - a. How was this experience different to the ones on days 6 and 8?
 - b. How did it feel different?
 - c. Looking at what is on the list, what did the group do better, what still needs improvement?
6. Ask the men the same questions.
7. Make sure the following topics are covered in the debrief talk:
 - a. How was the preparation phase- did they feel heard? Did they feel free to express their opinions? How were tasks divided?
 - b. While they were teaching back, were there times when they thought to themselves they should have prepared more?
 - c. Did participants feel like women's voices were integrated adequately?
 - d. Are there things the men could have done differently in terms of responding to and including the women's voices?
 - e. How difficult was it to adapt to the context? Was it difficult?
 - f. How did they feel facilitating/having the conversations around safety checks?
 - g. Ask the group about common resistance reactions and addressing harmful comments.
8. Thank participants for all their work on preparing the sessions and for taking the risk of facilitating in front of their peers.

Activity 6: Conclusion and closing

🕒 Time: 20 MIN

1. Wrap-up by explaining that although we have not covered ALL the activities of the curricula, we have now covered the majority- between weeks 1, 2 and 3.

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2. Thank participants for all their hard work this week.
3. Explain that we will reconvene next week for week 4 of the EMAP training which will be the last week together. This will be for 3 days.
4. During those three days, we will be preparing for the implementation of EMAP.
5. Encourage participants to use the next days to think back on accountability, their own behavior throughout the last few days, and how they can improve.

DAY 13: Practicalities of EMAP

Note: Day 13 is the first day of training in Week 4. The IRC recommends leaving a few days between the end of week 3 and the beginning of week 4 to give participants an opportunity to think about what they have learnt so far and practice some of the skills.

Learning objectives:

Planning for disclosures of violence
Adapting curriculum to context

Materials & preparation:

Participant agenda for day 13
Day 13 objectives on a flipchart
Flipchart and markers
Tape to stick flipcharts on the wall
Post-it notes of different colours
Read 'Disclosures of violence' from the EMAP Implementation Guide, Section 2, and put key points up on a flipchart
Disclosures of violence, Annex 11 from the EMAP Implementation Guide
Review of statements for the 'Practicing how to deal with disclosures of violence' activity.
Print/write statements to distribute to participants for the 'Practicing how to deal with disclosures of violence' activity.
Any materials necessary for icebreakers/energizers

Activity 1: Review and agenda

 Time: 30 MIN

1. Welcome participants back to the EMAP training.
2. Ask participants how the time since the last training day has gone.
3. Ask participants if they have practiced accountability- did they find it hard? What did they find easy?
4. Explain that for the next three days, the focus will be on preparing the implementation of EMAP.
5. Review of Day 13 Agenda and objectives.
6. Remind participants of the Group Agreements including 'I' statements.

Activity 2: Preparing for disclosures of violence

 Time: 1 HOUR 30 MIN

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1. Remind participants of the brief discussions that were had on day 5 of the training around disclosures of violence.
2. Because EMAP focuses on VAWG, works with women and men on this issue, it is very likely that during the course of the discussions, individuals will disclose violence.
3. Remind participants of what EMAP states regarding men who disclose perpetrating violence (see the *EMAP Implementation Guide, Section 2*). Remind them that it is key that this not be ignored but addressed, and that it is important other men in the discussion group hold the perpetrator accountable if he continues in the group.
4. For ethical reasons, and because we want to be accountable to women and girls and survivors of violence, we need to make sure we have support services in place for those reporting violence.
5. Explain to participants that support services mean access to lifesaving healthcare and psychosocial support/case management services at a minimum.
6. All of the participants should have already completed the Pre-Implementation Action Plan so they should all have support services available in the communities where they are planning on implementing EMAP. As a reminder, EMAP is not intended to be a stand-alone intervention; rather it should build upon existing services that are already in place within the community. Check-in with participants, and make sure they all have support services identified.
7. Ask participants to open their *EMAP Implementation Guide, Section 2*, looking at the *Key Facilitator Skill #5 and Annex 11*.
8. Give participants time to read this through.
9. Ask participants if they have any questions or thoughts, or anything they would like to share.
10. Remind participants that disclosures of violence can be both those who have survived violence, those who may be in violent situations at the time of the discussion groups and those who have perpetrated or are perpetrating violence. Go over the section on Disclosures of Violence in the *EMAP Implementation Guide*.
11. Explain to participants that the next hour will be spent articulating the protocol in cases of disclosures of violence.
12. Ask participants to get into their facilitator/supervisor teams. In their groups, participants should:
 - a. List all service providers in their area.
 - b. Identify those they have already talked to/know, and those they do not yet have contact with.
 - c. Do they have any agreements with these service providers?
 - d. Write an action plan to undertake in the coming days (before starting EMAP) that will include:
 - i. Who they still need to talk to- to introduce EMAP, explain the intervention, create linkages;
 - ii. Agreements that need to be made;
 - iii. Guidelines for facilitators on how to explain services available to survivors, and what these services offer;
 - iv. Who and how should facilitators refer survivors to (specific person or service, referral form or not, etc).

Activity 3: Practicing how to deal with disclosures of violence

🕒 Time: 1 HOUR 30 MIN


1. Explain to participants that we are now going to practice, as facilitators, addressing disclosures of violence.
2. Tell participants to turn to the person next to them to work in pairs.
3. Give each pair one of the following statements:
 - a. Woman member of a discussion group: “This conversation on gender in the home has really upset me as my husband often threatens to beat me when I disagree with him”.
 - b. Woman member of a discussion group: “I have asked to speak to you separately because when we were doing the community safety mapping, I felt afraid to say that my home is dangerous for me”.
 - c. Woman member of a discussion group: “I hate remembering that time, when there was conflict. It carries very bad personal memories for me, of a time when I was unsafe.”

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- d. Woman member of a discussion group: “Every night, I hear my neighbor being beaten by her husband. I feel useless to help her.”
 - e. Woman member of a discussion group: Starts crying during a discussion on safety checks.
 - f. Man member of a discussion group: “I slap my wife from time to time because otherwise my father and siblings feel I am weak.”
 - g. Man member of a discussion group: “I asked to talk to you separately because I heard that X, who is also a member of our group beat his wife last night. Everyone in the group knows this.”
 - h. Man member of a discussion group: “During the conflict, I was also attacked. I am ashamed of what happened to me.”
4. Ask participants to discuss in pairs, how they would address/respond to a participant saying or doing what is on your paper.
 5. Bring participants back together. Ask each group to share their statement, and share how they would react. Brainstorm other suggestions with the whole group using the guidance in the *EMAP Implementation Guide*.
 6. Once all pairs have shared, and the group has discussed, close the discussion reminding participants that:
 - a. They must respect the survivor, provide information and options, but not advise.
 - b. They are not service providers, and should refer survivors to appropriate care.
 - c. They should not blame, judge or not believe the person telling them this.
 - d. They must hold men accountable for the violence they perpetrate- remaining silent, is not an option. Even if the perpetrator does not talk about it himself, but they hear from someone else, they must address it.

Activity 4: Finalizing the contextual adaptation of the curriculum

 Time: 2 HOURS

1. Remind participants that during the teach back, one of the tasks in terms of session preparation was to adapt the activities to the context.
2. Explain to participants that the rest of the day will be dedicated to finishing/completing the contextual adaptation of the curricula.
3. Remind participants that the EMAP curricula serve to provide a generic conceptual framework for understanding gender, power, and VAWG. They are intended to be used in many different regions, covering many countries and groups with diverse languages, cultures, and backgrounds. In order to ensure that these curricula are relevant to each particular setting, it is essential that facilitators adapt aspects of the resource. This includes language, terminologies, concepts, and case examples/stories.
4. Tell participants that the adaptation should look at:
 - a. Language;
 - b. Terminologies;
 - c. Concepts;
 - d. Examples- statements, case studies, stories;
 - e. Relevance to the local context;
 - f. Examples of gender roles;
 - g. Types of VAWG;
 - h. Times of lessons and whether these need to be adapted.
5. Divide participants into different language groups OR divide sections of the curricula amongst groups of participants depending on audience.
6. Give groups the rest of the time to work on adaptations.

Activity 6: Conclusion and closing

 **Time: 20 MIN**

1. Wrap-up by explaining that although we are now ready to operationalize how to respond to disclosures of violence, and understand more about the curricula contextual adaptation.
2. Thank participants for all their hard work today.
3. Explain that tomorrow we will be looking at the supervisory structure as well as the outreach strategy to get EMAP started.

DAY 14: Practicalities of EMAP- Part 2

Learning objectives:

Planning for an EMAP outreach strategy
Finalizing the EMAP structure- supervisory, accountable framework.

Materials & preparation:

Participant agenda for day 14
Day 14 objectives on a flipchart
Flipchart and markers
Tape to stick flipcharts on the wall
Post-it notes of different colours
Any materials necessary for icebreakers/energizers

Activity 1: Review and agenda

 **Time: 30 MIN**

1. Welcome participants back to the EMAP training.
2. Remind participants what was covered the day before.
3. Respond to any questions that may have been left in the question box.
4. Review of Day 14 Agenda and objectives.

Activity 2: Continuing the contextual adaptation of the curricula

 **Time: 2 HOURS**

1. Remind participants that yesterday, we worked on adapting the activities to the context.
2. Explain to participants that the rest of the morning will be dedicated to finishing/completing the contextual adaptation of the curricula.
3. Remind participants that the EMAP curricula serve to provide a generic conceptual framework for understanding gender, power, and VAWG. They are intended to be used in many different regions, covering many countries

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and groups with diverse languages, cultures, and backgrounds. In order to ensure that these curricula are relevant to each particular setting, it is essential that facilitators adapt aspects of the resource. This includes language, terminologies, concepts, and case examples/stories.

4. Tell participants that the adaptation should look at:
 - a. Language;
 - b. Terminologies;
 - c. Concepts;
 - d. Examples- statements, case studies, stories;
 - e. Relevance to the local context;
 - f. Examples of gender roles;
 - g. Types of VAWG;
 - h. Times of lessons and whether these need to be adapted.
5. Divide participants into participants into different language groups OR divide sections of the curricula amongst groups of participants depending on audience.

Note: If participants do not need more time for curricula adaptation, or if trainers feel other more core content needs to be covered, this is an activity that can be replaced.

Activity 3: Let's reach out!

🕒 Time: 2 HOURS

1. Explain to participants that key to the success of EMAP is how we explain the intervention to those who have power in the communities in which we are going to work.
2. Explain to participants that to ensure we are systematic, organized and set EMAP up for success, we need to have an outreach plan.
3. Ask participants to get into their facilitator/supervisor groups, and explain that we will start with an activity aimed at mapping out the key stakeholders in the communities in which they will work.
4. Ask each group to list the main sub-groups in the community. Tell participants to remember the women leaders as they will be crucial. Think of formal and informal leadership of each of those sub-groups e.g. (the list in the table below are examples and should be longer than this)

Sub Group	Leader(s)
Muslim religious community	Imam of largest Mosque
Christian religious community	Pastor of Methodist Church
Ex combatant youth	Boy they call "the boss" Football stars
Older women	Chief's wife Pastor (most are Methodist) Mama Salwa, head of the savings club many women are a part of
Business community	Large business owner named Mohammed

5. Ask each group to think about which of these sub-groups are most critical in terms of moving forward on GBV issues. This will help them prioritize who to approach first—then second or third—and how to move forward to organize their messaging efficiently.
6. Once each group has identified the three top critical individuals/groups, ask them to develop a plan for outreach to each of these using the *EMAP Implementation Guide, Section 1 Phase 2 and Annex 1*, including:
 - What is the best way to approach them to ask for a meeting;
 - Who should attend the meeting;
 - How are they going to describe EMAP?
 - What are the key messages we want to convey?
 - What are their commitments or answers they need from these groups?
7. Remind participants how important it is to prepare these meetings and be clear on the messaging.
8. Use the last 30 minutes to ask participants to practice introducing EMAP in their communities.
9. Provide feedback, and encourage groups to build off one another to hone messages and techniques.

Activity 4: Finalizing support and supervisory structure

 **Time: 1 HOUR AND 30 MIN**

1. Tell participants that before we end this training, it is important for each team to finalize Support & Supervisory Structure⁷
2. Before the training, all participants should have completed the *Pre-Implementation action plan* which determined the EMAP supervisory structure and put the following accountability safeguards in place:
 - Clear roles and responsibilities of each member of the implementation team;
 - Weekly check-in meetings;
 - Integrating women's voices (as concerns men's activities);
 - Ongoing self-reflection for implementing staff;
 - Monthly supervisor observations
3. Explain that in their facilitator/supervisor teams, each group will review their supervisory and support structures. Possible issues to clarify for each group may be:
 - a. Where will they meet for their weekly meetings,
 - b. How will they share some of the monitoring tools amongst themselves
 - c. Commitment from the supervisor on attendance to the meetings, but also for individual debriefs with facilitators;
 - d. Identify key steps still needed- is the adaptation final? Do we have an idea as to where we could hold the discussions? Who is going to undertake the pre and post questionnaires? What is the exact timeline for the outreach and others phases of implementation?
 - e. Have all the resources been signed-off of? What else is needed?
 - f. What logistics need to be prepared? (Purchase requests, vehicle organization, etc.)

Activity 5: Conclusion and closing

 **Time: 20 MIN**

⁷ Details about Pre-Implementation Planning are located in the EMAP Introductory Guide. Pre-Implementation Planning should be completed prior to implementing phase 1 of EMAP.

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1. Wrap-up the day by saying that we are nearly at the end of the training.
2. Thank participants for all their hard work today.
3. Explain that tomorrow we will be wrapping it all up.
4. Ask participants to review their Personal Action Plans once more based on all the learning completed in the past 4 weeks.

DAY 15: Wrapping it all up!

Note: As this is the last day of the training, the timing leaves some time for trainers to organize a final session for any last minute discussions, questions, troubleshooting, etc.

Learning objectives:

Remembering the whole EMAP intervention
Wrapping it all up

Materials & preparation:


Participant agenda for day 14
Day 14 objectives on a flipchart
Flipchart and markers
Tape to stick flipcharts on the wall
Post-it notes of different colours
Art materials- crepe paper, pipe cleaners, sellotape, paint, paper, colored paper, etc.
Flipcharts around the room/space illustrating the various topics covered during the training
Preparation of all the papers and notes for the recap exercise.

Activity 1: Review and Agenda

 Time: 30MIN

1. Welcome participants back to the EMAP training.
2. Remind participants what was covered the day before.
3. Respond to any questions that may have been left in the question box.
4. Review of Day 14 Agenda and objectives.

Activity 2: Recapping the whole EMAP intervention

 Time: 3 HOURS

1. Explain to participants that before we all go our separate ways, it is important to recap some of the learning we did over the last 4 weeks.
2. EMAP is a complex intervention, with different actors, stakeholders, different phases, and plenty of tools.
3. Explain to participants that we are going to spend the next 3 hours grounding ourselves in the EMAP intervention, and ensuring all the links are together in our minds.

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4. Ask participants to divide themselves up in 2 groups.
5. Explain that we are going to visually map out EMAP on the wall.
6. Show participants the pieces of paper you have stuck on the wall. At the top of the wall, there should be signs highlighting the Pre-Implementation Phase, Phases 1-5. On the side of the wall, there should be signs indicating actions, tools used, person responsible. These are highlighted in orange in the table below.
7. Give each group a series of pieces of papers with information on actions that need to be undertaken at each phase, as well as tools and people who use these or who have responsibility for specific actions. Divide the content of the table- the parts not highlighted in orange- into two, one half for each group.
8. Explain to participants that we are not going to do an exhaustive exercise, and it will be important for them to constantly review the *EMAP Implementation Guide* to make sure they do not forget anything.
9. Ask participants to stick the papers where they think they fit on the EMAP map.
10. At the end of the exercise, the wall should look like the table below. The boxes in orange are the ones that trainers should hang up prior to the exercise. The content in the white boxes should be on separate pieces of paper for participants to stick up on the wall.
11. Once participants have stuck all the pieces of paper up, in plenary go over the exercise, highlighting key points of the EMAP intervention, and clarifying any confusion or misunderstandings.

EMAP	Pre-Implementation Phase	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Actions	Present EMAP to key colleagues	EMAP training	Meeting with Community Leaders	Recruitment and selection of women for the women's discussion groups	Recruitment and selection of men for the men's discussion groups	Assessing next steps
	Determine locations of EMAP intervention	Begin weekly meetings	Meeting with Community Members	Identify location and timing of women's discussion groups	Individual interviews with men	Women's Reflection Group Meeting
	Plan for Disclosures of Violence	Plan for Disclosures of Violence	Meeting with existing women's groups	Facilitate women's discussions using the women's curriculum	Facilitate men's discussions using the men's curriculum	Men's Reflection Group Meeting
	Liaise with Support services	Liaise with Support services	Liaise with Support services	Record key inputs from the women during the discussions	Discuss with the women next steps following the end of the discussions	Closing Event
	Set-up structures and processes for accountability			Liaise with Support services	Meet with the women monthly or other based on next steps	

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Tools					agreed upon	
				Integrate women's inputs into the men's curriculum	Integrate women's inputs into the men's curriculum	
					Liaise with Support services	Liaise with Support services
		Address any challenges that have come up in the intervention	Address any challenges that have come up in the intervention	Address any challenges that have come up in the intervention	Address any challenges that have come up in the intervention	Address any challenges that have come up in the intervention
			Weekly meetings	Weekly meetings	Weekly meetings	
	Self-reflection	Self-reflection	Self-reflection	Self-reflection	Self-reflection	Self-reflection
	Action Plan Tool	Accountability Checklists	Accountability Checklists	Accountability Checklists	Accountability Checklists	
	Accountability Dos and Don'ts	Accountability Dos and Don'ts	Accountability Dos and Don'ts	Accountability Dos and Don'ts	Accountability Dos and Don'ts	
		Responding to disclosures of violence	Responding to disclosures of violence	Responding to disclosures of violence	Responding to disclosures of violence	
			Monthly Observation Form	Monthly Observation Form	Monthly Observation Form	
				Weekly Session Reports	Weekly Session Reports	
		Male Allies Checklist	Male Allies Checklist	Male Allies Checklist	Male Allies Checklist	
				Integrating women's voices form	Men's Personal Action Plans	
					End of Intervention Report	
					Pre-questionnaire	
					Post-questionnaire	

Activity 3: Remember, remember, the 4 weeks of EMAP

🕒 **Time: 1 HOUR 30 MIN**

1. Explain to participants that as this is the last day, we will spend some time remembering all we did together over the last 4 weeks.
2. Divide the group into 4.
3. Ask them to spend 30 to 40 minutes imagining a creative way of summarizing the last 4 weeks. Make art material available to them. They could think of:
 - a. Key content they remember;
 - b. Process moments that struck them;
 - c. Moments of personal growth;
 - d. Key learning points for them
4. Ask each group to present back.
5. Once they have presented, debrief and highlight what participants remember and key points.
6. Explain to participants that there are flipcharts hung around the room summarizing all that was covered during the training.
7. Ask participants to walk around the room, and reflect on some of the things that were discussed.
8. Once participants have finished walking around, ask if anyone wants to share any thoughts, remarks.
9. Thank everyone for their participation.

Activity 4: Conclusion and closing

🕒 **Time: 30 MIN**

1. Close the training thanking participants for all their hard work over the course of 15 days of training.
2. Remind participants that we are in the frontline of ending VAWG, and so their behavior must be exemplary. Accountable Practice is something we should do every day, all the time.
3. Encourage them to continue their self-reflection, using the personal action plans and the ally checklist if those are helpful.
4. Wish participants luck with the implementation of EMAP!

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ANNEX 1

Scenarios for Day 6- Common resistance reactions

Engaging Men through Accountable Practice

Scenario 1: Jamal has attended 4 of the curriculum sessions. He arrives on time for every session. He has introduced himself but other than that he has never voluntarily participated in any of the conversations or discussions. During the fourth session you, as the facilitator, ask Jamal to share what he is thinking. He says that all men know it is their responsibility to teach their wives how to behave. He says all men sometimes have to shout or even strike their wives. He says he is sure it is the same with every man in this group.

Scenario 2: During a session, Jean asks why there is so much attention on women. He then tells the facilitator:

“Don’t you know how much men suffer too? Every day we are making the decisions, taking care of the family, protecting the family honor. Just last week I had to stop his daughter from riding on the motorbike of her cousin. It is a lot of work to keep these women behaving properly. Someone should be helping the men”

Scenario 3: During a home interview, Peter brings up a recent incident of rape that occurred in his community. He explains to the male facilitator:

“The woman knows that she should not have been at the health clinic by herself after closing. Men cannot help themselves and these things can happen”.

Scenario 4: Samuel is working at the field office and overhears his colleague John tell Sarah, one of the women from the community who cleans the office to “get me a hot cup of coffee”. When Sarah comes back with John’s coffee, John takes a sip and yells “This is not hot! What is wrong with you? Go away”. John then turns to Samuel and sighs.

Samuel feels uncomfortable and gets back to his work.

Scenario 5: During a session, Sharon tells the female facilitator that she does not think it is possible for a man to rape his wife. She explains:

“It is the wife’s responsibility and duty to have sex with her husband. She cannot expect him to stop just because she does not feel like it or is tired. And it is not that big a deal –some women get very upset and then they ask for trouble”.

ANNEX 2

Scenarios for Day 7- Common resistance reactions

Engaging Men through Accountable Practice

Scenario 1: During a weekly men’s group when discussing why VAWG occurs, two male participants say the following:

- Participant 1: “Women are idle- they stay at home all day, while I am out making sure there is food on the table. I don’t understand why we are discussing these things. Are you serious that women have problems? I hope in this group we have the chance to talk about our own suffering.”
- Participant 2: “In my family, women are hot blooded. I have seen this with my own eyes. If I don’t set rules for them, or if I don’t impose the rules my father had, they will dishonor the family. That is also why they will all be married before they are 16.”

Scenario 2: During a weekly men’s group when discussing verbal abuse, two male participants say the following:

- Participant 1: “I called my wife stupid last night but she knows I didn’t mean it.”
- Participant 2: “I wish mine was the same- I had a big row with my wife last night as we discussed my wedding next month with my second wife. When I tell her she is acting stupid and to be quiet, she gets angry and cries.

Scenario 3: During a weekly men’s group doing the gender boxes exercise, two male participants say the following:

- Participant 1: I had never thought how hard it was to be in the man box. I think people always say how easy it is to be a man, but look at all the constraints of being in the man box!
- Participant 2: Yes I agree. It’s true that being in the woman box is also hard, but they don’t have the same constraints or expectations on their shoulders.

Scenario 4: During a weekly meeting between facilitators and the supervisor, the two facilitators say:

- Female facilitator: One of the women told me that one of the participants in the men’s groups beat his wife viciously yesterday.
- Male facilitator: Wow, that is interesting. I haven’t heard anything- are you sure she isn’t blowing things out of proportion or exaggerating? Maybe she did something wrong because the guys in the group are pretty relaxed.

Scenario 5: During a weekly men’s group, a male participant says the following:

- Participant: “After last week, I went to talk to my wife, and I asked her if she thinks I abuse my power. She said no.”

Scenario 6: During a weekly men’s group when discussing access to education for girls, two male participants say the following:

- Participant 1: I think it’s really good to send girls to get educated.
- Participant 2: Really, why? That isn’t common in our community.
- Participant 1: I was talking to a leader the other day, and he said he would pay a higher dowry for an educated woman.

Scenario 7: During a weekly women’s group when discussing intimate partner violence, two female participants say the following:

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- Participant 1: I was talking to my daughter the other day, and she was complaining, and complaining about her in-laws.
- Participant 2: Ah these modern girls- they just don't know when they have something good.
- Participant 1: Yes! I told her that she was lucky to have a home, and that if she did her chores as I taught her to, she wouldn't have all these problems.

Scenario 8: During a weekly men's group when discussing gender in the home, two male participants say the following:

- Participant 1: "I was very interested by the discussion we had last week on roles in the homes. So I went to discuss it with my pastor."
- Participant 2: "Oh really? I am interested in hearing what he said, that's also important to me."
- Participant 1: "He said that the religious texts state the opposite, and that women should obey their husbands."

ANNEX 3

Key Points for preparing a discussion session

Engaging Men through Accountable Practice

What needs to be done before the discussion that is not linked to the content:

- Reflect on the previous discussion, and any topics that participants struggled with or wanted to come back to
- Remember any challenging moments you faced as a facilitator during that previous discussion
- Think back as to whether there were any issues with the space, seating or anything else about the logistics of the past week's discussion
- Prepare for the weekly meeting with your peer facilitator and supervisor by filling the Accountability Checklist- remind participants where these can be found. *EMAP Implementation Guide, Annexes 2, 3 & 4*
- Reread over your Weekly Session Report found in the *EMAP Implementation Guide, Annexes 5 & 6* in preparation for the weekly meeting.
- Attend weekly meeting, and discuss the previous week's discussion, and challenging moments for you personally or as a facilitator.

What needs to be done to prepare the actual content of the next week's discussion:

- Review each activity carefully before the weekly meeting;
- Identify any areas that you are not sure about to ask for clarification or brainstorm during the weekly meeting with your peer facilitator and supervisor;
- Identify any areas that may require or have required integrating women's inputs. Ensure you are clear on these, understand them, and go over them again during the weekly meeting.
- Adapt the activities to the audience in terms of literacy, space, and any other constraint.
- Adapt quotes or exercises based on previous discussions, and emphasize topics that may have been challenging for participants in previous discussions.
- Practice and verify key words in the language the discussion session is going to be done in. Each week there may be new words- such as accountability, gender, etc- that are not used often, or may not have exact translations. Make sure you practice these.

What needs to be done following the discussion:

- Write up and identify activities that were challenging for participants- be as specific as possible;
- Write up moments that were challenging for you as a facilitator;
- Identify any common resistance reactions that you identified during the session, and whether you feel you addressed these sufficiently or may need to come back to them;
- Use the Male Allies Checklist to assess how you did facilitating the session- can be found in the *EMAP Implementation Guide, Annex 10*.
- Fill in the Weekly Session Report- found in the *EMAP Implementation Guide, Annexes 5 & 6*. Ask participants to read this. Highlight that there is also a Monthly Observation Report that is in the *EMAP Implementation Guide, Annex 7*.

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ANNEX 4

Daily training evaluation

Engaging Men through Accountable Practice

Date:

Name two things that you liked about the training today:

Name two things that could have been better or that you would like to see change in the coming days:

What did you feel uncomfortable doing but is in line with practicing Accountable Practice?

What do you suggest for tomorrow to create a safer, more comfortable atmosphere for you to participate actively in this training?

ANNEX 5

Pre/Post training assessment

Engaging Men through Accountable Practice

Name:

Date:

Please answer the questions below. Your responses will help us to assess learning from the EMAP training.

A. Understanding Violence Against Women & Girls

1. Please read the following statements and circle either **True** or **False** for each one:
 - a. Men are naturally more suited for leadership positions than women – True or False
 - b. Our attitudes and beliefs do not influence our behaviors – True or False
 - c. Exploring harmful beliefs about gender is essential to understanding why violence against women and girls occurs – True or False

2. Draw a line from the “Root Cause of VAWG” in Column A to the correct answer(s) in Column B. Repeat for “Contributing Factor to VAWG.”

<u>Column A</u>	<u>Column B</u>
Root Causes of VAWG	War/Conflict
	Power Inequality
	Alcohol/Drug abuse
Contributing Factors	Harmful Gender Beliefs
	Social Norms

B. Engaging Men in Preventing VAWG

1. Which of the following are necessary for safe and accountable male engagement activities:
- Informing women in the community about interventions that address VAWG
 - Talking with women in the community before beginning work with men to find out their views and needs
 - Discussing safety risks of male engagement activities with women in the community
 - All of the Above

2. True or False (circle one):

It is essential that facilitators address harmful comments about women and girls during group sessions to prevent VAWG.

3. What common resistance response(s) do the following statements demonstrate?

- a. “If she had just done as she was told, she would not have gotten hurt”:
-

- b. “There are many problems in this community. I don’t know why we are focusing so much on women and girls”:

B. Understanding Accountability

1. Which of the following statements are essential parts of practicing accountability?
 - a. Recognizing how power and privilege affects individual behavior, daily interactions, and societal norms and structures
 - b. Taking responsibility to challenge harmful societal patterns and attitudes in order to bring about social change
 - c. Honoring the experiences and realities of those in less powerful groups
 - d. All of the above

2. **True** or False (please circle one):

Accountable Practice requires that women's voices and input are included in male engagement activities that take place in their community.

3. Which of the following are examples of accountability to women?
 - a. Speaking up when harmful comments are made about women
 - b. Making room for all people to speak
 - c. Finding out the priorities of women in the community
 - d. All of the Above



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