

# GBV AoR HELPDESK

## Gender-Based Violence in Emergencies

### Annotated Bibliography on Engaging Boys to Become Allies in GBV Prevention

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#### Introduction

Engaging boys (up to age 18) is a critical yet under-explored area of GBV prevention in emergencies. This annotated bibliography provides an overview of relevant literature, evaluations, and programmatic examples for engaging boys in GBV prevention programming with a focus on high and middle-income settings and—to the extent knowledge exists—humanitarian contexts. Building on an emergent body of global literature on male engagement for GBV prevention, the bibliography begins with an overview of evidence and lessons learned in work with boys to prevent GBV generally, and then focuses on examples of specific types of programs, such as community-based social norms change; bystander interventions; school-based programming; peer education; and sports- and play-based programming. This information is meant for GBV practitioners working in emergency settings who are seeking to work with boys as allies in GBV prevention.

*NB: This review includes some references also highlighted in the GBV Area of Responsibility Helpdesk [Evidence Digest on Working with Men and Boys to Promote Gender Equality and Prevent Gender-Based Violence](#); however, only content relevant to boys is included here.*

#### Global Evidence and Lessons Learned

While there are relatively few interventions targeting boys for GBV prevention in humanitarian settings, several key lessons have emerged from the broader literature. First, programs must have a well-designed theory of change which seeks the reduction of violence against women and girls as its ultimate outcome. Second, programs should seek to change beliefs and attitudes about gender norms and masculinity *and* promote specific actions to reduce violence within an allyship model. Finally, programs should be attentive to the potential for harm, recognizing the complexities of social norms change and specific and often acute vulnerabilities of populations living in fragile and conflict-affected contexts. The following section provides an overview of selected program evaluations, evidence reviews, and research articles which provide recommendations for the design and implementation of programs to engage boys and adolescent males in GBV prevention.

**Doyle, K., & Kato-Wallace, J. (2021). Program H: A review of the evidence—Nearly two decades of engaging young men and boys in gender equality. Washington, DC: Promundo-US.**

<https://www.equimundo.org/resources/program-h-a-review-of-the-evidence-nearly-two-decades-of-engaging-young-men-and-boys-in-gender-equality/>

This review on Program H—a gender-transformative approach designed to engage young men in changing gender norms related to masculinities that perpetuate gender inequality that is described further in the next section on program

example—brings together findings from 14 impact evaluations that have been carried out in 12 countries: Bosnia and Herzegovina, Brazil, Chile, Croatia, Ethiopia, India, Kosovo, Namibia, Rwanda, Serbia, the United States, and Vietnam. It highlights findings from studies that were the most robust in terms of evaluation methodology or sample size and that included a substantial portion of the original Program H activities. The review includes three randomized controlled trials, nine quasi experimental designs, and two pre-post evaluations (without a comparison group), with sample sizes ranging from 100 to more than 3,000. The timing of follow-up varied across sites, but most surveys occurred directly after the intervention ended, approximately three to six months after baseline. Several studies were designed to compare the impact of Program H group education versus a campaign or a combined intervention (group education plus campaign).

The authors recommend that future adaptations of Program H and similar interventions adopt creative recruitment and retention strategies and engage boys early on to determine the best times to hold program sessions. They also find that school-based programs which involved teachers and youth works had higher attendance and retention rates than stand-alone interventions, suggesting the merits of this approach. Finally, group education sessions should be paired with broader stakeholder engagement to promote gender equitable attitudes among important adults in boys' lives, including parents, teachers, and religious and community leaders.

**Gillespie, M. B. (2016). Developmental evaluation of a gender bullying and sexualized violence prevention program for adolescent males: preliminary lessons on engaging boys. University of Western Ontario.**

<https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=5304&context=etd>.

This paper is a program evaluation of the Gender Bullying Project, an intervention designed to engage adolescent boys to prevent gender-based violence against their female peers in a school district in southwestern Ontario, Canada. Comparing two age cohorts in the intervention group, the author concludes that early- and middle-adolescence may represent a critical and crucial time period during which education and prevention programs around sexualized violence and gender bullying can be utilized. Based on the results of this evaluation, the author recommends:

- Program groups should consist of all male students with an external male facilitator (not a teacher or administrator at the school);
- Students should be encouraged to speak openly and freely without fear of punishment;
- Language, activity, and depth of information presented should be adapted for the age of participants;
- Programs must be dynamic and flexible to changing circumstances and student needs.

**Jewkes R., Flood M., & Lang, J. (2015). From work with men and boys to changes of social norms and reduction of inequities in gender relations: A conceptual shift in prevention of violence against women and girls. *Lancet* 385 (9977): 1580-9. doi: 10.1016/S0140-6736(14)61683-4. Epub 2014 Nov 21. PMID: 25467578.**

<https://pubmed.ncbi.nlm.nih.gov/25467578/>.

Jewkes et al. review evidence of intervention effectiveness in the reduction of violence or its risk factors, features commonly seen in more effective interventions, and how effective evidence-based interventions can be developed with more robust use of theory. Interventions should emphasize work with both males and females (rather than focusing on males solely) to change social norms on gender relations and need to appropriately accommodate the differences between men and women in the design of programs. More specifically, programs engaging men and boys should:

- involve the empowerment of women at all levels (from individual to societal) and frame the transformation of masculinities as complementary to, and supportive of, this empowerment;
- focus on transforming masculinity, gender norms and systems of inequality;
- promote work with women and girls alongside men and boys;
- be based on robust theories of change according to the risk factors in context, including through mapping of local versions of masculinities;
- include a coordinated focus on multiple risk factors and address structures of power and oppression across the community;
- prioritize longer-term approaches.

**Kato-Wallace, J., Barker, G., Sharafi, L., Mora, L., Lauro, G. (2016). Adolescent Boys and Young Men: Engaging Them as Supporters of Gender Equality and Health and Understanding their Vulnerabilities. Washington, D.C.: Promundo US. New York City: UNFPA.**

[https://www.unfpa.org/sites/default/files/pub-pdf/Adolescent-Boys-and-Young-Men-final-web\\_0.pdf](https://www.unfpa.org/sites/default/files/pub-pdf/Adolescent-Boys-and-Young-Men-final-web_0.pdf).

This report highlights the importance of engaging adolescent boys and young men in sexual and reproductive health and rights and in gender equality. It reviews current research on boys' and young men's specific risks and realities—and the implications for women and girls—in relation to their general health status, violence, sexuality and sexual and reproductive health, media violence, sexual exploitation, and other vulnerabilities. The authors recommend a “gender synchronized” approach which targets men, women, boys, and girls, separately and together, to promote positive gender norms and reduce gender-based violence. They recommend access to sexual and reproductive health services as an important entry point for engaging boys, suggesting that comprehensive SRH education and services for boys may be an important avenue by which to promote healthy relationships and engage them as allies in GBV prevention.

**Keddie, A. (2021) Engaging boys in gender activism: issues of discomfort and emotion, *Gender and Education*, 33:2, 171-185,**

[https://www.tandfonline.com/doi/full/10.1080/09540253.2020.1716956?casa\\_token=9MXq5HE5-i4AAAAA%3A4HP3-V1v77-8En4Xnohtl4okyf5sjfP93ojfXIsPm9pzZc5Qalh\\_wzFIOcUWixJ4re\\_yeD37M3eK](https://www.tandfonline.com/doi/full/10.1080/09540253.2020.1716956?casa_token=9MXq5HE5-i4AAAAA%3A4HP3-V1v77-8En4Xnohtl4okyf5sjfP93ojfXIsPm9pzZc5Qalh_wzFIOcUWixJ4re_yeD37M3eK).

Although based on ethnographic work in the United States, this paper may be especially useful to practitioners in humanitarian settings who are seeking to apply a gender justice lens to engaging boys in GBV prevention. Drawing on student interview data gathered as part of a broader study that sought to identify new educative approaches to addressing gendered violence, the paper explores attempts at these schools to engage boys in such spaces. With reference to two activist stories, the paper highlights reluctance about including boys in discussions of gender justice (and, in particular, sexual misconduct and assault) related to ensuring their comfort. This concern is critically examined in light of the necessity of discomfort as central to gender transformative work. The author finds that there is a persistent problem with avoiding discomfort in discussing issues of gender justice, whether it be through trying not to attribute blame to boys in discussing sexual misconduct or praising boys for turning up to participate in gender justice conversations. While such approaches may lead to engaging boys to join in conversations about gender justice, if concern with boys' comfort remains the driving force in such conversations, boys will be unlikely to see gender equity as an issue that pertains or matters to them. It is recommended that programs seeking to engage boys as allies in GBV prevention allow space for discomfort, prepare for potential for negative backlash, and seek to promote deep self-reflection as a part of any programmatic intervention.

**Keddie, A. (2022). Engaging boys in gender transformative pedagogy: navigating discomfort, vulnerability and empathy. *Pedagogy, Culture & Society*, 30(3), 40-414.**

[https://www.tandfonline.com/doi/full/10.1080/14681366.2021.1977980?casa\\_token=LvbKaByJeH0AAAAA%3Awk83GwBI6bvCBYSBK7RsHlmuAwuxLGvmq\\_4S8KKe0Ef3E29faeE0iy4eR\\_n0k9qjDovnQnNIA37R](https://www.tandfonline.com/doi/full/10.1080/14681366.2021.1977980?casa_token=LvbKaByJeH0AAAAA%3Awk83GwBI6bvCBYSBK7RsHlmuAwuxLGvmq_4S8KKe0Ef3E29faeE0iy4eR_n0k9qjDovnQnNIA37R).

This paper elaborates on several of the main conclusions identified by Keddie (2021), discussing the challenges and opportunities of engaging boys for GBV prevention in a school-based setting. In particular, it addresses three areas that are important for educators to contemplate in this work: 1) the significance of discomfort; 2) the principle of mutual vulnerability; and 3) the value of strategic empathy and ethical self-reflection. These areas of focus are central to engaging boys in gender transformative pedagogy and are particularly important given the broader backlash against feminism. At the same time, those seeking to engage boys in GBV prevention should be aware of the negative impacts of any intervention and consider any safety or ethical risks, including physical and psychological harm to program participants and other community members.

Namy, S., Heilman, B., Stich, S., Crownover, J., Leka, B. & Edmeades, J. (2015). Changing what it means to 'become a man': participants' reflections on a school-based program to redefine masculinity in the Balkans, *Culture, Health & Sexuality*, 17(2), 206-222, DOI: <https://www.tandfonline.com/doi/full/10.1080/13691058.2015.1070434>

Calls to engage men and boys in efforts to promote health, prevent violence and advance gender equality have grown in recent years. However, there remains little evidence or reflection on how most effectively to change harmful norms related to masculinity. The study addresses this gap by exploring the perspectives of participants in the Young Men Initiative (YMI), an innovative program that aimed to promote healthier masculinities among boys attending vocational high schools in several Balkan countries through educational workshops, residential retreats and a social marketing campaign. Qualitative data were collected through 37 in-depth interviews and 11 focus-group discussions with boys, youth facilitators and teachers. Findings from four schools (in Belgrade, Sarajevo, Prishtina and Zagreb) identify five core elements of the program which resonated most strongly with participants and supported their meaningful engagement in project activities: (1) personal reflection, (2) experience-based learning, (3) connections with youth facilitators, (4) new peer groups, and (5) aspirational messaging.

The authors make several specific recommendations for school-based programs with boys and adolescent males:

- *Ensure positive first impressions*: Early perceptions have a lasting influence, particularly during this life stage, and boys may initially be suspicious of messages related to gender and masculinity. Carefully planning program introductions as well as keeping track of related external events could be useful to address and diffuse any potential misconceptions.
- *Tailor the curriculum for the program context and enable further adaptations through flexible delivery*: While formative research to inform program design (and/or adaptation) prior to implementation is essential, it is also valuable to allow for flexibility and creativity during program delivery in order to enhance participants' receptiveness and the overall resonance of the content.
- *Carefully consider who is facilitating the program*: To build trust and meaningful connections, facilitators should be perceived as relatable and approachable (i.e., ideally be close in age and possess similar life experiences) and also embody core program values within their own attitudes and behaviors. Creating opportunities for *informal* interactions with facilitators may also help to deepen relationships.
- *Encourage youth leadership and reciprocal accountability*: Boys' active leadership in planning and facilitating program activities can enhance social support and motivation and help inculcate a sense of personal responsibility for program objectives.
- *Extend programming beyond the classroom*: Shifting deeply entrenched attitudes and discussing sensitive issues can require more intensity and longer dialogue than is possible within a single session. Holding activities in more immersive environments is a promising strategy to help participants internalize new ideas.
- *Make the program fun and aspirational*: A 'cool' and 'fun' persona for the program is more likely to capture and sustain attention. In addition, using provocative and empowering messages can help spark a desire for change aligned with program goals.

Nanda, S., Banerjee, P., & Verma, R. (2020). Engaging Boys in a Comprehensive Model to Address Sexual and Gender-Based Violence in Schools. *South Asian Journal of Law, Policy, and Social Research*, 1. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3671477](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3671477).

This article describes a formative, exploratory research study on the forms of GBV prevalent in schools in Bihar and Tamil Nadu, India. Findings strongly suggest that gender norms not only operate in the private lives of young girls and boys but are heavily reinforced in schools through various practices and behaviors of teachers and administrators, as well as in school policies. The authors' primary recommendation is to work directly with boys and girls, with a focus on boys. The authors also recommend that this engagement be paired with work with parents to increase avenues for communication and to build knowledge of and sensitivity to gendered perspectives. This work must also consider structural changes to reduce GBV risks in the school environment.

Ricardo, C., Eads, M., & Barker, G. (2011). **Engaging Boys and Young Men in the Prevention of Sexual Violence: A systematic and global review of evaluated interventions.** SVRI.

<https://www.svri.org/sites/default/files/attachments/2016-03-21/menandboys.pdf>.

This systematic review is intended to investigate the effectiveness of interventions for preventing boys' and young men's use of sexual violence. It aims to explore the potential for intervening directly with boys and young men in community and school settings to address risk factors for perpetration of sexual violence within diverse socio-cultural settings. The studies in the review provide substantial evidence of effectiveness of interventions to improve boys' and young men's attitudes to reduce positive associations with rape and other forms of violence against women, as well as attitudes towards rigid gender stereotypes that condone or allow this violence to occur. Evidence of effectiveness related to behaviors is less straightforward. The review offers several important lessons learned for the design and implementation of programs targeting boys and male adolescents: (1) both single-sex and mixed-sex programs have been shown to have positive results, and the effectiveness of each strategy depends significantly on local context and cultural norms; (2) no significant difference in average treatment effect was reported between programs implemented by professional educators/consultants versus those only trained to deliver the intervention; and (3) longer, high dosage, and system-wide interventions were more likely to result in positive outcomes, but little is known about the minimum required dosage for these type of programs.

## **Program Examples and Toolkits for Engaging Boys in GBV Prevention**

The following section provides a list of examples and tools from existing programs which primarily target boys and male adolescents as allies in GBV prevention. It is organized according to the type of intervention, including community-based social norms programs, bystander intervention programs, school-based programs, peer education programs, and sports and play-based programs.

### ***Community-Based Social Norms Programs***

**Choices, Voices, Promises Program - Save the Children; Girls and boys ages 10-14 (Choices), parents/caregivers (Voices), and broader community.**

<https://resourcecentre.savethechildren.net/library/choices-voices-promises-empowering-very-young-adolescents-form-pro-social-gender-norms-route>.

**Gender transformative package of interventions:**

<https://resourcecentre.savethechildren.net/library/choices-voices-promises-creating-equality-very-young-adolescents-shifting-gender-norms>.

Adapted for use in Bolivia, Bangladesh, Egypt, Ethiopia, El Salvador, Malawi, and Zambia, the Choices, Voices, and Promises project by Save the Children provided life skills and empowerment education for girls and boys aged 10-14 (*Choices*), a social norms-change component with short videos and discussion groups for parents/caregivers (*Voices*), and six strategically placed posters/advertisements in the community (*Promises*). Topics for the *Choices* life skills program included gender inequity and power, social norms, and role of boys in supporting girls' empowerment. The *Voices* video screenings and discussions were conducted in a viewer's home with up to 50 community members at a time, and *Promises* posters were displayed for two weeks, and paired with discussions with influential community members to accelerate social norms change.

**Engaging Boys to Stop Violence: A step-by-step guide for initiating social change. Save the Children. (Nepal); Boys.**

<https://resourcecentre.savethechildren.net/document/engaging-boys-stop-violence-step-step-guide-initiating-social-change/>.

Save the Children's Step-by-Step Guide "Engaging boys to stop Violence, A Step-by-Step guide for initiating social changes" is a first of its kind in the field of engaging boys in ending GBV. The Step-by-Step Guide is intended for girls and boys, women and men, and anyone interested in addressing the issue of GBV prevention, and is particularly useful for practitioners, program staff, government representatives, politicians, and any organized groups, as a practical tool to

engage with boys and mobilize communities to prevent and respond to GBV and address gender discrimination. It includes a program design checklist, implementation guide, and key steps for engaging boys, girls, parents, and community stakeholders.

**Gender Roles, Equality and Transformations Project (GREAT) – Save the Children and Institute for Reproductive Health, Georgetown University; Young Adolescents (10-14) and Older Adolescents (15-19)**

[http://irh.org/projects/great\\_project/](http://irh.org/projects/great_project/).

**How-to Guide:** <https://irh.org/great-project-how-to-guide/>.

Piloted in the post-conflict regions of Northern Uganda from 2010-2019, this program revolved around a twice-weekly radio drama targeted at both young adolescents and older adolescents, including newly married and parenting adolescents. The GREAT package consists of four complementary components: the community action cycle (CAC) by community leaders to promote and sustain change, a 50-episode serialized radio drama called *Oteka*, linkages to FP/RH services via community health workers, and the toolkit. It was designed for scale from the beginning. Specifically, it was designed for existing groups and local governing structures to implement and scale with modest time and financial inputs, to reach a tipping point, or community saturation, and to achieve social change. A research-to-action approach was used to assess progress, effectiveness, reach, and scalability, and to make adjustments throughout the project span.

**Program H (young men) – Promundo/Equimunda.**

<https://www.equimundo.org/programs/program-h/>.

Program H is named after *homens* and *hombres*, the words for men in Portuguese and Spanish. Launched in 2002 by Promundo (now Equimundo) and partners and now used in at least 32 countries, it primarily targets young men, ages 15 to 24, to encourage critical reflection about rigid norms related to manhood. It is based on extensive research of young men in Brazil with more gender-equitable attitudes. This research demonstrated that these attitudes were more prevalent men who had a peer group supportive of gender equality, had personally benefitted from gender equality in some way, and had more meaningful male role models. The Program H methodology promotes group education sessions combined with youth-led campaigns and activism to transform stereotypical roles associated with gender (such as prevalence of contraceptive use or distribution of household responsibilities).

To complement these activities, Equimundo offers a conversation-starting, no-words video *Once Upon a Boy*. Organizers choose from some 70 validated Program H activities to customize the program for the needs of their communities. They can also utilize the Program HMD Toolkit, an abbreviated manual that includes recommendations for the implementation of different modules. Partners usually implement 10 to 16 activities, once a week, over a period of several months in conjunction with community awareness campaigns created by youth themselves. As organizations deploy Program H in their communities, they can use its innovative Gender Equitable Men (GEM) Scale for evaluation before and after interventions and campaigns to assess their effectiveness. The GEM Scale is a validated attitude scale that has been adapted and applied in more than 20 settings and has shown to be highly useful as an instrument to assess attitudes about gender. Country list: Americas (Belize, Bolivia, Brazil, Canada, Chile, Costa Rica, Jamaica, Mexico, Nicaragua, Panama, Peru, United States); sub-Saharan Africa (Burundi, Cote Ivoire, Democratic Republic of the Congo, Bangladesh, Ethiopia, Namibia, Rwanda, South Africa, Tanzania); Europe (Bosnia and Herzegovinian, Croatia, Kosovo, Serbia); Asia (Afghanistan, India, Indonesia, Nepal, Pakistan, Vietnam); Middle East (Lebanon).

**Workbook for Young Men on Violence and Masculinities. The South Asian Network to Address Masculinities (SANAM) Fellowship and Breakthrough; Adolescent Boys.**

<https://xyonline.net/sites/xyonline.net/files/SANAM%2C%20Workbook%20for%20Young%20Men%20on%20Violence%20and%20Masculinities.pdf>.

This resource is part of a series of toolkits and educational material developed by Breakthrough in partnership with the South Asian Network to Address Masculinities on social issues of human rights, gender, sexuality and violence against women, through which we try to build leadership among young people. Breakthrough's Rights Advocates Program in India is an intensive leadership development and capacity-building initiative to mobilize youth and communities to

challenge unequal power structures, change cultural norms and bring sustainable social change within all avenues of social interaction, including within the home. The workbook is aimed toward helping boys to work on the self before addressing the issue of violence, generating critical self-reflection on the processes which are deeply embedded in daily routine and reinforced by religious and legal institutions. It includes eight self-guided sessions on identity, self and gender, human rights, and understanding and stopping acts of violence.

### ***Bystander Intervention Programs***

**No Means No Worldwide Boys Program: Your Moment of Truth (YMOT) – No Means No Worldwide; Adolescent boys.**  
<https://www.nomeansnoworldwide.org/what-we-do-1>.

*Your Moment of Truth* is a 6-week bystander intervention and GBV awareness program targeting adolescent boys in Nairobi, Kenya. Each session focuses on a different theme, including skills to prepare for their “moments of truth,” the importance of awareness and identifying red flags in potentially dangerous situations, sexual consent, rape myths, and personal and communal responsibility.

A comparison study of the program by [Sinclair et al. \(2020\)](#) found that boys who participated in the program were more likely to successfully intervene in acts of verbal harassment, physical threat, or physical or sexual assault by between 40 and 48 percentage points, more than doubling the rate of successful intervention among the comparison group who received the standard of care. The program also resulted in significantly higher positive attitudes towards women at follow up, and these attitudes were found to be good predictors of successful bystander action for those in the treatment group

### ***School-Based Programs***

**Breaking the Cycle: An Action Guide on the Prevention of GBV Among Youth; Children and Adolescents.**  
<https://childhub.org/en/child-protection-online-library/breaking-cycle-action-guide-prevention-gender-based-violence-among>.

**Training Guide:** <https://childhub.org/sites/default/files/library/attachments/breaking-the-cycle-toolkit-2018.pdf>.

Breaking the Cycle is a training program that was launched in 2017 to provide tools for working with young people on GBV and has been implemented in Spain, Greece, Bangladesh, Nepal, India, and Madagascar. The training manual equips educators working with young people with skills regarding the prevention of GBV. It offers knowledge about factors that generate and perpetuate GBV, as well as tools to prevent and stop GBV among young people. The educators working in youth clubs, schools and other formal and informal settings are given an understanding of the concepts related to gender, sex, and violence. They are provided with an understanding of how different social constructions contribute to GBV, such as the links between different types of masculinities and GBV. The training encourages advocacy and activism to end GBV among young people. The training manual proposes different activities such as personal reflections, recreational activities, role plays, audio-visual media and other methods for the transfer of skills and knowledge between the trainers and participants. Five different, but complementary, sessions cover gender concepts, social constructions, GBV, masculinities, and taking action that involves various activities. It also provides tools to evaluate each session and as well as the overall program.

**Exner-Cortens, D., Wright, A., Hurlock, D., Carter, R., Krause, P., & Crooks, C. (2019). Preventing adolescent dating violence: An outcomes protocol for evaluating a gender-transformative healthy relationships promotion program. *Contemporary clinical trials communications*, 16, 100484.**  
<https://www.sciencedirect.com/science/article/pii/S2451865419302467>

**Link to the WiseGuyz website:** <https://www.centreforsexuality.ca/programs-services/wiseguyz/>

WiseGuyz is a community-facilitated, gender-transformative healthy relationships program for mid-adolescent male-identified youth that aims to reduce male-perpetrated dating violence and improve mental and sexual health, by allowing participants to critically examine and deconstruct male gender role expectations. The intervention was developed in

2010 by the Centre for Sexuality in Alberta, Canada and targets ninth grade male-identified youth in Canada (typically ages 13-15) based on evidence that this age is a key period for starting to deconstruct expectations around social gender norms, and to discuss dating and sexual relationships as part of this deconstruction. The program is delivered weekly during instructional time for a total of 20, 75 to 90 minute sessions on topics including values and empathy, consent and communication, birth control and STIs, and gender in the media. A complete evaluation of the WiseGuyz program is expected to be published in 2024.

### **Gender Equity in Schools Movement - GEMS Campaign (India); Girls and Boys aged 12-14 years in public school**

<https://www.icrw.org/research-programs/gender-equity-movement-in-schools-gems/>.

Adapted from Equimundo's (formerly Promundo) Program H, the GEMS school campaign in India offered a week-long series of events designed with the students and involving games, competitions, debates, and short plays. Students in each school first created posters, comic strips and stories to spark interest and deepen the impact of the main two-hour campaign day. For example, one contest involved both girls and boys in a race to stitch a button, dribble a ball, and fold a shirt – demonstrating that these are skills both girls and boys can learn, and giving greater value to women's/girls' traditional skills. As a result of the success of the initiative among teachers and students, GEMS was implemented in three Indian states, including over 250 schools in the city of Mumbai, and has since been expanded to Bangladesh, the Philippines, and Vietnam where it focuses specially on boys ages 12-14.

### ***Peer Education Programs***

**Voices against violence: A non-formal education program for children and youth to help stop violence against girls and young women - World Association of Girl Guides and Girl Scouts (WAGGGS) and UN Women; Girl-only or co-educational groups ages 5 to 25 years**

<https://www.waggggs.org/en/what-we-do/stop-the-violence/get-involved/learn/deliver-voices-against-violence-curriculum/>.

**Handbook:** <https://www.unwomen.org/en/digital-library/publications/2013/10/voices-against-violence-curriculum>.

Designed for a global audience, this curriculum was developed with input from Member Organizations in 20 countries and two WAGGGS World Centers. It provides young people with a wide variety of tools and expertise to understand the root causes of violence in their communities, to educate and involve their peers and communities to prevent such violence, and to learn about where to access support if violence is experienced. The curriculum includes this handbook for peer educators that will help them deliver age-appropriate sessions, as well as age-appropriate non-formal educational activities.

### ***Sports and Play-Based Programs***

**Equal playing field curriculum. Equal Playing Field (EPF); Primary school children.**

<https://equalplayingfield.global/resources>.

Equal Playing Field (EPF) is an eight-week curriculum focusing on healthy relationships, respectful behaviors, and gender equality. EPF is also now implementing a "School Action Group" program to support young people to continue activities related to gender equality and ending violence against women after the eight-week program ends. The toolkit is part of a comprehensive training program for staff and volunteers of Equal Playing Field and includes detailed session plans and training guides.

**Parivartan – Adaptation of Coaching Boys Into Men (India) - ICRW, Apnalaya, Breakthrough and Mumbai School Sports Association; 10-16 year old male cricket players**

**Coaching Boys Into Men:** <https://www.coachescorner.org/impact/>.

<http://parivartan.futureswithoutviolence.org/results/>.

Coaching Boys into Men (CBIM) is a comprehensive program that aims to reduce violence against women and girls and

alter norms that foster gender inequity. Developed in the United States by Futures Without Violence in 2000, the program engages coaches as positive role models and trains them to deliver messages to their male athletes about the importance of respecting women and understanding violence never equals strength. Based on lessons from implementation of CBIM in the US, the International Center for Research on Women (ICRW) developed and piloted an India specific cricket-based adaptation of the program. Renamed and redesigned as 'Parivartan', which means transformation, the Mumbai-based program engaged cricket coaches and mentors in schools and the community to teach boys (ages 10-16) lessons about controlling aggression, preventing violence, and promoting respect. An evaluation of the program by [Miller, Das, and Verma \(2013\)](#) found that boys whose coaches were trained in the program demonstrated greater improvements in gender-equitable attitudes compared to the comparison group and found marginally significant improvements in the reduction of negative bystander behavior.

**Program Summary of Do Kadam Barabari Ki Ore – Two steps towards equality (India) – Prevention Collaborative; Boys and Young Men aged 13–21.**

[https://www.endvawnow.org/uploads/browser/files/program-summary-the-do-kadam-barabari-ki-ore\\_india.pdf](https://www.endvawnow.org/uploads/browser/files/program-summary-the-do-kadam-barabari-ki-ore_india.pdf).

This program was implemented to better understand what works to prevent GBV in the context of Bihar, India. It aimed to prevent violence through raising awareness about women's rights, changing traditional notions of masculinity and female subordination, promoting women's agency, building support systems to help women at risk of violence, and preventing incidences of violence within participants' immediate environment. The program consisted of four interventions involving married women and men, young men and boys, elected representatives, frontline health workers, and communities. The four interventions were comprised of a range of activities catering to the specific needs and interests of the target groups. These included weekly gender transformative life skills sessions to train locally elected representatives and frontline health workers, cricket coaching for boys and financial literacy and livelihoods training for women.

Specific to the intervention targeting boys, the objectives of the program were: (1) promote egalitarian gender attitudes and abhorrence of VAW, (2) prevent men and boys perpetrating violence themselves, and (3) encourage them to stop incidences of violence within their environment. The target demographic were boys and young men aged 13–21, who were members of 15 youth clubs supported by the Nehru Yuva Kendra Sangathan (NYKS) program of the Ministry of Youth Affairs and Sports. The intervention was delivered via 42 weekly gender transformative life skills sessions, 36 weekly sessions of cricket coaching, and community events including league matches by two trained peer mentors per club, supported by project staff and cricket coach.

**Right to Play (Pakistan). Aga Khan University; Girls and Boys.** <https://righttoplayusa.org/en/>.

**Holistic child development games manual:**

<https://www.whatworks.co.za/resources/vawg-prevention-curricula#right-to-play-pakistan>.

**Evaluation:** [www.whatworks.co.za/documents/publications/211-right-to-play/](http://www.whatworks.co.za/documents/publications/211-right-to-play/).

Right To Play Pakistan (RTP) worked with Aga Khan University to implement and evaluate a play-based transformative program in schools in Hyderabad, Sindh Province. The program manual provides 100 games that promote cognitive development and opportunities for children to understand different perspectives and social norms. Integrated into the school schedule for 35- to 40-minute sessions twice a week, RTP was shown to reduce peer violence and patriarchal gender attitudes as key intervention outcomes.

### **The GBV AoR Help Desk**

*The GBV AoR Helpdesk is a unique research and technical advice service which aims to inspire and support humanitarian actors to help prevent, mitigate and respond to violence against women and girls in emergencies. Managed by Social Development Direct, the GBV AoR Helpdesk is staffed by a global roster of senior Gender and GBV Experts who are on standby to help guide frontline humanitarian actors on GBV prevention, risk mitigation and response measures in line with international standards, guidelines and best practice. Views or opinions expressed in GBV AoR Helpdesk Products do not necessarily reflect those of all members of the GBV AoR, nor of all the experts of SDDirect's Helpdesk roster.*

## **The GBV AoR Helpdesk**

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*Our services are free and confidential.*