

MEN, POWER AND POLITICS

ONLINE PROGRAM GUIDANCE



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National Democratic Institute

ABOUT THE NATIONAL DEMOCRATIC INSTITUTE

The National Democratic Institute for International Affairs (NDI or the Institute) is a nonprofit, nonpartisan, nongovernmental organization that responds to the aspirations of people around the world to live in democratic societies that recognize and promote basic human rights. Since its founding in 1983, NDI and its local partners have worked to support and strengthen democratic institutions and practices by strengthening political parties, civic organizations, and parliaments; safeguarding elections; and promoting citizen participation, openness, and accountability in government.

NDI is a leading organization working to advance women's political participation around the world. The Institute empowers women to participate, compete, and lead as equal and active partners in democratic change. Mobilizing its global networks and drawing on three decades of experience in 132 countries, NDI supports women's aspirations for gender equality in order to achieve inclusive, responsive and resilient democratic governance. NDI's multinational approach reinforces the message that, while there is no single democratic model, certain core principles are shared by all democracies.

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FOREWORD

For more than 35 years, the National Democratic Institute (NDI) has supported women's rights to equal and meaningful political participation. Important progress has been made in the 25 years since the adoption of the Beijing Platform for Action. In that time, the Institute has worked with government officials, activists and civil society partners around the world to eliminate barriers to the full realization of women's political rights.

However, the global gender gap in political participation is still unacceptably wide: at the current rate, it will take 95 years to achieve the goal of gender parity in politics globally. As the COVID-19 pandemic and rising authoritarianism around the world pose unprecedented challenges to democratic resilience, "changing the face of politics" is more urgent now than ever, and we need to accelerate the pace of change.

To do so we must acknowledge that progress has been slow because our collective and global efforts have focused too much on enhancing individual women's political capacities and encouraging reform within political institutions, and not enough on why women are marginalized in politics in the first place. We know that women are just as capable of effective leadership as men: evaluations of leadership skills conducted by the Harvard Business Review found that women tend to score higher on most of the qualities valued in leaders, including building relationships, self-development, integrity, and championing change. Data on women's political leadership also indicates that women prioritize public goods — for example, community infrastructure, education and health — and expanding political space for other women, minorities, and traditionally marginalized communities.

Yet, despite this, women are still prevented from demonstrating their abilities as leaders by the inequitable allocation of power in all our societies, and an antiquated belief that politics is "men's work." Societal norms that equate masculinity with power and femininity with subordination persist in parliaments, political parties, and other political institutions throughout the world, and affect the ways in which social movements integrate women's voices and represent women's perspectives. Such norms lead to a concentration of political power in the hands of groups of elite men who, while competitors in other spheres, join in common cause to hold on to power at the expense of women.

NDI's latest manual - *Men, Power and Politics* - provides a new approach towards transforming the gender norms that presently underpin the gap in political empowerment between women and men. It does so by giving facilitators and program implementers the tools necessary to make male activists, political leaders and civil society partners understand their own disproportionate power and privilege, and the impact this inequality has on themselves, their families and their communities. These tools will also provide these men with an opportunity to examine how they can use their power and privilege to promote gender equality and inclusive governance.

By excluding, silencing and marginalizing women - by neglecting the voices and talents of half their population - nations cannot realize their full potential. Not only democracy but national development suffers as a result. The goal of this manual is to create male agents of transformational change who will recognize this fact, and thus do not view women's political empowerment as a zero-sum game at their expense but rather an untapped national asset in the long-term health, development, security, and success of their country.

Derek Mitchell
President

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Men, Power and Politics is a product of the National Democratic Institute for International Affairs (NDI or the Institute) and is the culmination of the hard work and insight of many people, for whose efforts the Institute is grateful. The methodology was developed by NDI's Gender, Women and Democracy (GWD) team under the leadership of Sandra Pepera, Director. Caroline Hubbard, NDI's Senior Gender Advisor and Deputy Director for GWD, served as the technical lead on the methodology and tools. The approach and technical design was developed by masculinities specialist Alan Greig, who conducted the first pilot program with NDI and local partners in the Democratic Republic of Congo.

GWD Program Officer Jossif Ezekilov provided programmatic support and technical guidance on masculinities program facilitation; Senior Program Officer Molly Middlehurst provided technical guidance on the manual's monitoring and evaluation framework; and Senior Program Assistant Tamar Eisen provided key administrative support. Special recognition is due to Julia Canney, who provided programmatic support to initiate the manual's development as an NDI GWD member, and then served as its copy editor. This publication benefits from the hard work done by the manual's graphic designer, Max Sycamore.

This manual also relied on the contributions of two consultants. Lyn Messner was the technical lead on developing the online facilitation guidance and the adaptation of the approach for online implementation; she also created the approach's monitoring and evaluation methodology. Susan Markham of Smash Strategies wrote the introductory chapters.

NDI's staff in both its headquarters in DC, as well as in Democratic Republic of Congo (DRC) and Lebanon, were essential to the success of our pilot programs. Special recognition goes to: in the DRC, Resident Director Dany Ayida, Micheline Maunga, and Paty Siwala; in Lebanon, Maya Fawaz and Maya Safieddine; at NDI's headquarters: Muhawu Lumeya, Elise Arnesen, Sarah Beckerman, Kyle Herman and Ferdaouis Bagga.

Masculinities workshops in both pilot programs were conducted in partnership with NDI's masculinities partners, COMEN in the DRC and ABAAD in Lebanon, respectively. Both organizations adapted our approach to the local context, facilitated workshops in their respective countries, and provided crucial feedback for the refinement of the manual.

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EXECUTIVE SUMMARY

The full and equitable participation of women in public life is essential to building and sustaining strong, vibrant democracies. Women's ability to participate equally in politics as activists, voters, members of civil society, party members or leaders, government officials and elected leaders results in tangible gains for democracy.

Women in politics face both formal and informal barriers to their participation, but one of the greatest obstacles facing women in politics is ideas about gender, and the social expectations and personal attitudes and behaviors to which these ideas give rise. In many societies, it is still the case that power – especially, political power – is associated with men and masculinity.

Norms around gender and masculinity in particular create disadvantages in the lives of women and girls, but they also create negative impacts in the lives of men and boys. The patriarchal norms that cause individuals to associate masculinity with power also establish a rigid set of expectations and expressions that men must adhere to in order to demonstrate their masculinity. An adherence to such rigid masculine norms has been linked to a variety of negative impacts to men's physical and mental health, emotional well-being, and relationships with their families and communities.

To date, many of the democracy and governance (D&G) programs to increase women's political participation and leadership have focused on building the individual capacity of women, responding to their rights and stated needs and demands. Other programs have focused on targeted interventions to increase women's political participation and leadership, and to advance gender equality issues in the policies and processes of political institutions such as civil society organizations, electoral management bodies, political parties and elected bodies.

Men have long controlled the organizations that are engaged in democratic politics. This *Men, Power and Politics* online program guidance is a tool to engage male political leaders as transformative agents of change for gender equality. It focuses on men, political power and gender norms in an online setting in order to restructure political organizations for gender equality as part of organizational development and political strategy. This approach represents a diversion from many commonly-used democracy and governance approaches, with an intentional focus on promoting equitable social norm change as a key factor in program success.

This *Men, Power and Politics* online program guidance provides guidance and tools for those working to advance democracy, rights, and governance to engage male political leaders through online platforms as agents of change for gender equality. It focuses on men, political power and gender norms in order to restructure political organizations for gender equality as part of organizational development and political strategy. Critically, this online program guidance is not meant to be a stand-alone program for democracy and governance practitioners. The approach presents a program that should be integrated into existing and ongoing programmatic efforts, and that should be considered when creating any new programming strategy.

INTRODUCTION

For more than three decades, the National Democratic Institute (NDI) has worked to strengthen democratic resilience through stronger, more contemporary, inclusive, relatable, responsive and open political institutions. Institutions such as civil society organizations, elections commissions, political parties, government ministries and elected bodies must be responsive to citizens' needs and create opportunities for inclusive multi-partisan and multi-ethnic consensus. A key aspect of this work is increasing women's political participation and leadership.

Technology is increasingly used as a necessary tool in development programs across the world, and gender transformative change initiatives are no exception. There are many advantages to online facilitation and learning, particularly when it comes to increasing inclusion and participation from traditionally marginalized populations. This online guidance publication serves to help bridge that technological gap by providing a clear and concise method for facilitators of gender-transformative programming to effectively run programs with male political leaders in a virtual space.

Online learning is the application of technology to training and learning. Research shows that online learners perform as well as or even better than those in face-to-face courses and that active participation leads to better learning outcomes¹. More participation in an online training program leads to higher satisfaction, higher levels of perceived learning, and higher levels of actual learning. Participatory online learning can positively affect participants by actively engaging them through collaboration and sharing.^{2,3,4}

This is critical for a training program such as *Men, Power and Politics* that seeks to transform social norms, attitudes, and behaviors among male political leaders. Masculinities programs have traditionally been delivered in small group, in-person sessions. Sessions are conducted in this way so that facilitators can establish an intimate environment and safe space where men feel comfortable reflecting on and speaking freely about topics related to their gender.

While online learning cannot necessarily substitute the intimacy of face-to-face interaction, facilitators can still create a safe, intimate online space by proactively using the online platform features available. Using features such as chat and whiteboard that enable participants to write about, reflect upon, and apply what they are learning, facilitators can create dynamics in an online learning setting that promote norm, attitude and behaviour change, among men in politics. During these interactions, participants recall information, put it into context, and ask questions that require them to review what they have learned. Recalling and applying information is part of the learning process and what is required to make learning “stick” and translate into changes in attitudes and behaviors as well as new knowledge.⁵

The benefit of an online training is that everyone can participate simultaneously as opposed to face-to-face deliveries where the facilitator must balance participation with time constraints, which often limits the number of participants who can speak, share, and reflect in plenary or small groups for any given activity. Online, everyone can share their inputs, reflections, and perspectives at the same time using the chat and whiteboard features rather than raise their hand to speak one-at-a-time or take turns writing on a flipchart. This is especially advantageous when working with elite politicians who are often accustomed to speaking at length, which can limit time for others.

1 Greenhow, Christine. 2020. *Ask the Expert: Online learning vs. classroom learning*. MSUToday. <https://msutoday.msu.edu/news/2020/ask-the-expert-online-learning-vs-classroom-learning/#:~:text=A%3A%20Online%20learning%20can%20be,has%20to%20be%20done%20right.>

2 Higley, Michael. 2018. *Social Learning: Reasons Why Collaborative Online Learning Activities Are Effective*. eLearning Industry. <https://elearningindustry.com/collaborative-online-learning-activities-reasons-effective>

3 TopClass. n.d. *12 Ways to Increase Student Participation in Online Discussions*. <https://www.wbtsystems.com/learning-hub/blogs/increase-student-participation-online-discussions>

4 Stefan Hrastinski. 2009. *A theory of online learning as online participation*. *Computers & Education*. Volume 52, Issue 1, 2009. Pages 78-82. <https://doi.org/10.1016/j.compedu.2008.06.009>.

5 TopClass. n.d. *12 Ways to Increase Student Participation in Online Discussions*. <https://www.wbtsystems.com/learning-hub/blogs/increase-student-participation-online-discussions>

If facilitated correctly, it can also help to level the playing field in mixed sessions with female participants. However, we also know that online training can make it even harder to ensure women's voices are heard. Therefore, this program guidance stresses tools and strategies that ensure facilitators are aware of what these behaviors look like, and strategies for addressing it.

GENDER AND POLITICS

The imbalance of power between men and women in politics is rooted in entrenched gender norms that impact women's access to the skills and resources needed to seek and gain leadership roles and elected office. In many societies, it is still the case that power, especially political power, is associated with men and masculinity. Based on this, it seems "natural" or "normal" that men hold 75 percent of seats in parliaments globally, serve as 79.5 percent of speakers of parliament, and represent 93.4 percent of heads of state. Men hold about 90 percent of the leadership positions within political parties. The majority of civil society organizations are also led by men. Despite progress on women's political empowerment in recent years, it will take 95 years to achieve the goal of gender parity in global politics.

For centuries, constitutions have stated that "all men are created equal" - a blatant omission of women and even a deception about men, as this, for centuries, related only to white, land-owning men. Women did not win the right to vote in a sovereign nation until Norway in 1913. Political institutions, including parties and parliaments, were shaped by male norms and masculine codes of behavior. Political parties were established as male membership institutions and their internal workings reflect the persistence of the gendered norms and roles found in their societies. Men, and particularly privileged men, monopolize political leadership. Many aspects of organizational policy and procedure continue to deter women from joining political organizations or inhibit their progress within them. Social norms and the attitudes of male colleagues and family members pressure women leaders and members and hamper women's ability to participate fully in political work and decision-making processes.

Such norms create barriers to women's equal and active political participation, and these barriers exist at the individual, institutional and socio-cultural levels. At the individual level, women may be prevented from voting because of a lack of a birth certificate or national identification card. Women who are equally qualified as men do not seek political office because they do not have the same access as men to opportunities to gain experience or to networks of resources or power. At the institutional level, political parties are unwelcoming to female members and leaders in many aspects of their day-to-day operations, procedures and internal cultures. Government ministries and elected bodies are often not family-friendly environments that run, or are structured, for the realities of women's lives. At the socio-cultural level, politics is often viewed as "men's business." Often the media coverage of women in politics focuses on what they wear, their marital status or the tone of their voices, as opposed to policy positions or competence. Moreover, as more women have emerged as activists, elected leaders, officials and voters, they have encountered increasing levels of harassment, intimidation, and psychological abuse in person and, increasingly, online. This backlash discourages women from engaging politically, creates a serious barrier to their ability to freely and safely pursue their rights to political participation, and undermines democracy.

ABOUT THE *MEN, POWER AND POLITICS* ONLINE PROGRAM GUIDANCE

This program guidance is an approach for engaging male political leaders as transformative agents of change for gender equality through a **virtual** setting. The imbalance of power between men and women in politics is rooted in entrenched gender and social norms that impact women's access to the skills and resources needed to move up the pipeline to leadership roles in political organizations and to elected office. As evidenced by research and experience, there is a limit to the degree to which individual capacity-building and external, mandated institutional reforms can change these power dynamics.

Men have long controlled the patriarchal and exclusionary organizations that are engaged in democratic politics, including civil society organizations, elections commissions, political parties, government ministries, and elected bodies such as councils, legislatures and parliaments. Gender transformational change within political organizations is not possible without the positive engagement and participation of men. This approach focuses on shifting men's attitudes and practices within political organizations that limit, deter, and/or exclude women's full political participation in order to restructure political organizations for gender equality as part of organizational development and political strategy. In particular, this approach emphasizes the need to build male political leaders' recognition of the impact that such norms, attitudes, and practices have on the lives of women and girls, while also deepening their awareness of the impact of these norms on their own lives.

The program guidance provides democracy and governance (D&G) practitioners with a suite of online tools that can enhance current programmatic efforts. It does so by engaging male political leaders in a transformative process that explores harmful masculinity norms—and the associated attitudes and practices—to increase support at the highest levels of government and power for women's rights in the home, the community, and public life.

The goal of this program is to change the patriarchal gender norms that are held by political leaders and underpin political institutions. The final desired result is a shift in the organizational structures, policies and actions of institutions such as political parties, civil society organizations, government ministries and elected bodies like local councils and parliaments.

While the target audience for the program is male political leaders, it is essential that this program have virtual sessions that involve men only, men and women, and women only. Specific work must be done with men to encourage and build their support for women's political equality. However, these efforts must include and be built on the longstanding activities by women to secure their own political rights and be accountable to the ongoing women's rights agenda in each context. In practice, this may include partnerships with local women's rights organizations; masculinities work with male organizational leaders; women-only spaces where the experiences of organizational members are shared; and strategic sessions where women and men work together on next steps for organizational change and accountability.

ENSURING DO NO HARM PRINCIPLES

As programs incorporating *Men, Power, and Politics* sessions are planned, organizers must explain to female participants the purpose of, the rationale for, and the intended end use of the information and stories they share. Democracy and governance practitioners need to employ the principle of “Do no harm” to avoid exposing the male and female program participants to additional risks through their action. Program planners must recognize the potential negative effects of interventions and take them into consideration during the planning process⁶. If implementers wish to record or take pictures of online sessions, considerations should be included regarding whether informed consent with participants is necessary

6 Incorporating the principle of “Do No Harm”: How to take action without causing harm

During implementation, women engaged in sessions need to have a safe space created to enable them to present and discuss their lived experiences. Moreover, program planners should have information about existing basic care and support services to share with program participants. They should also seek to provide psychosocial assistance for program participants.

CONDUCTING WOMEN-ONLY OR MIXED SEX SESSIONS

When conducting Men, Power, and Politics online sessions with women, it is imperative that Do No Harm (DNH) principles are applied at all times. This is especially true if there are any potential risks to women's participation or their sharing of their experiences with patriarchal norms within political organizations (e.g. a woman sharing her experience with violence within her own political party). Some general guidelines include:

- ▶ Guaranteeing a private, confidential space for women to be able to share their lived experiences.
- ▶ Including women moderators in sessions and/or in breakout rooms for mixed sex sessions to help facilitate the conversation and ensure that all participants remain comfortable.
- ▶ Maintaining confidentiality and anonymity as necessary. Sessions should not be recorded if there are any risks to women for disclosing their experiences. Facilitators should also determine if it is appropriate to share testimonies from single sex sessions, even anonymously, and discuss obtain consent from participants.
- ▶ Ensuring that women are able to access sessions securely. This entails verifying that women are able to connect securely, and that sessions are held during times when women can log on from private locations.

Please see more details in our Conducting VAW Programming Online guidance in Toolbox 2.

HOW TO USE THE *MEN, POWER AND POLITICS* ONLINE PROGRAM GUIDANCE

The *Men, Power and Politics*: Online Program Guidance is intended for use by democracy and governance (D&G) practitioners to deliver programming using digital technology. This work is rooted in empirically-tested initiatives that have been used in other sectors and contexts to influence male attitudes and practices, and to increase their support for women's rights in the home, the community, and in public life.

The program guidance provides online facilitators with the tools to conduct virtual workshops and activities in order to engage male political leaders in a transformative process that explores attitudes and practices held by men that prevent women's involvement and equal access to rights in the home, the community and public life.

This program guidance for online training consists of four main sections, including a set of tools expertly curated for use in the online space.

- ▶ **Key Concepts.** This section includes definitions of important thematic concepts of gender and power, guiding features of the online training space, an overview of masculinities in politics, and an introduction to organizational change.
- ▶ **Facilitating Online Workshops.** This section will guide facilitators on the advantages and challenges of conducting online masculinities workshops, how to maintain productive spaces online, and general considerations when conducting virtual training related to gender.
- ▶ **Preparation for Implementation.** This section includes guidance for designing and planning an online *Men, Power and Politics* integrated approach, including developing an online workshop agenda, key interactive features for online facilitation, and strategies for managing the online "room."

Designing and planning workshops will also require the development of a monitoring and evaluation (M&E) plan. To understand whether these interventions are achieving the intended outcomes, change, or lack of change, should be evaluated regularly. There are four main types of indicators that can provide important insights into changes that are happening⁷. Ideally, an evaluation plan will include a combination of these indicators:

- ▶ **Attitude.** These data provide insights into how common certain views are among elite, male political leaders and how those views may be changing over the course of the intervention.
- ▶ **Intentions.** These data, from both men and women involved in the targeted political organization(s), can capture a middle ground between indicators of attitudes (what male leaders think) and indicators of practice (what male leaders are actually doing).
- ▶ **Practices and outcomes.** These data measure what behaviors of male political leaders are actually changing.
- ▶ **Perceptions of gender norms.** These data measure changes in what male political leaders think is the right way to behave.

Please see the Evaluation Guidance chapter of the main *Men, Power and Politics* program guidance for more details and information on designing an M&E plan.

7 Marcus, Rachel. 2015. *Changing Gender Norms: Monitoring and Evaluating Programmes and Projects*. Overseas Development Institute. United Kingdom: London.
<https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9815.pdf>

- ▶ **Tools for Facilitating Online Workshops.** This section provides the content of the online training modules.

Each section of the program guidance is accompanied by a Tool Box at the end of the section, which includes all primary and secondary resources related to implementation of the approach, including sample training materials and external printed materials on democracy, masculinities, technology and gender, organizational change, and social norm change.

INTRODUCTION TO ONLINE LEARNING

In the original design of this program guidance, *Men, Power and Politics* program guidance⁸, many of the tools and approaches were created for face-to-face delivery. However, as much of the world moves online, and there are increasingly newer developments regarding the positives of online learning, the approach was adapted for online platforms such as Zoom, Webex, and BlueJeans.

Online learning is the application of technology to training and learning. Research shows that online learners perform as well as or even better than those in face-to-face courses and that active participation leads to better learning outcomes⁹. More participation in an online training program leads to higher satisfaction, higher levels of perceived learning, and higher levels of actual learning. Participatory online learning can positively affect participants by actively engaging them through collaboration and sharing.^{10,11,12}

This is critical for a training program such as Masculinities, Power and Politics that seeks to transform social norms, attitudes, and behaviors among male political leaders. Masculinities programs have traditionally been delivered in small group, in-person sessions. Sessions are conducted in this way so that facilitators can establish an intimate environment and safe space where men feel comfortable reflecting on and speaking freely about topics related to their gender. Many factors have made conducting such in-person sessions either difficult or impossible, depending on existing health and safety regulations in any given setting. As such, it is necessary to adapt masculinities approaches to online settings in order to continue carrying out this work.

In thinking about how to use the online program guidance to conduct programming, several major considerations must be taken into account: how the program fits into the local, political context; how it will complement other gender and D&G programs; when the program will take place; what the local technological context is; who will be included in the program. In thinking about how to plan for and implement this program, practitioners must take into account the history of the political organizations that will be included. Additionally, the history and current context of the local women's rights movement must be considered.

While online learning cannot necessarily substitute the intimacy of face-to-face interaction, facilitators can still create a safe, intimate online space by proactively using the online platform features available. Using features such as chat and whiteboard that enable participants to write about, reflect upon, and apply what they are learning, facilitators can create dynamics in an online learning setting that promote norm, attitude and behaviour change, among men in politics. During these interactions, participants recall information, put it into context, and ask questions that require them to review what they have learned. Recalling and applying information is part of the learning process and what is required to make learning “stick” and translate into changes in attitudes and behaviors as well as new knowledge.¹³

8 THIS WILL EVENTUALLY BE A LINK TO THE FULL PHYSICAL MANUAL.

9 Greenhow, Christine. 2020. *Ask the Expert: Online learning vs. classroom learning*. MSUToday. <https://msutoday.msu.edu/news/2020/ask-the-expert-online-learning-vs-classroom-learning/#:~:text=A%3A%20Online%20learning%20can%20be,has%20to%20be%20done%20right>.

10 Higley, Michael. 2018. Social Learning: Reasons Why Collaborative Online Learning Activities Are Effective. eLearning Industry. <https://elearningindustry.com/collaborative-online-learning-activities-reasons-effective>

11 TopClass. n.d. 12 Ways to Increase Student Participation in Online Discussions.

<https://www.wbtsystems.com/learning-hub/blogs/increase-student-participation-online-discussions>

12 Stefan Hrastinski. 2009. A theory of online learning as online participation. *Computers & Education*. Volume 52, Issue 1, 2009. Pages 78-82. <https://doi.org/10.1016/j.compedu.2008.06.009>.

13 TopClass. n.d. 12 Ways to Increase Student Participation in Online Discussions.

<https://www.wbtsystems.com/learning-hub/blogs/increase-student-participation-online-discussions>

The benefit of an online training is that everyone can participate simultaneously as opposed to face-to-face deliveries where the facilitator must balance participation with time constraints, which often limits the number of participants who can speak, share, and reflect in plenary or small groups for any given activity. Online, everyone can share their inputs, reflections, and perspectives at the same time using the chat and whiteboard features rather than raise their hand to speak one-at-a-time or take turns writing on a flipchart. This is especially advantageous when working with elite politicians who are often accustomed to speaking at length, which can limit time for others. It also helps to level the playing field in mixed sessions with female participants.

While these areas will be explored more in detail later in the program guidance, it is critical for program facilitators to ensure that online masculinities workshops maintain environments that are safe, supportive, and interactive. While these are characteristics that would be utilized in the offline space as well, they are even more important when operating in a virtual setting. These are all areas where it is important for participants to feel as though they are supported throughout the virtual process.

KEY CONCEPTS FOR IMPLEMENTATION

There are a number of key concepts that potential program facilitators should be well acquainted with prior to integrating the *Men, Power and Politics* online program approach into their programs. These include definitions, key principles that guide the approach, the importance of understanding organizational change and the overall program theory of change, and potential challenges to achieving organizational change. This section also includes several key online terms that are used throughout this program guidance and the supporting activities.

KEY GENDER TERMS

In order to fully implement this *Men, Power and Politics* program guidance, it is important for there to be a shared understanding of words and ideas around sex, gender and masculinities. Some of these definitions will be utilized in this manual, while others are included that are used by some practitioners, but not all. For the purposes of this manual, the following definitions are used:

- ▶ **Sex** is the classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including chromosomes, hormones, internal reproductive organs and genitalia.
- ▶ **Gender** is the socially-defined set of roles, rights, responsibilities, entitlements, and obligations of females and males in societies, as well a broad spectrum of identities that do not conform to this binary. The definition and expectations of what it means to be a woman/girl or man/boy, and sanctions for not adhering to those expectations, vary across cultures and over time, and often intersect with other factors such as ethnicity, class, age, and sexual orientation. Inequalities between men and women are one of the most persistent patterns in the distribution of power.
- ▶ **Gender identity** refers to an individual's own perception, acceptance, and expression of their gender and the social constructs therein. A person's gender identity may correspond to that of the sex that they were born with, or it may differ, or not conform to any gender construct. "Male" and "female" are the two universally accepted gender identities due to a historical, patriarchal conflation with sex. However, there is a broad spectrum of identities recognized across cultures that do not conform to this binary¹⁴. Social punishments related to non-conformity are rooted in the idea that everyone should conform to the gender binary, and those who do not should be punished.
- ▶ **Gender norms** are social rules and expectations that govern the attributes and behaviors that are valued and considered acceptable for males and females within a given culture or social group. Norms are learned and reinforced from birth to adulthood through observation, instruction, positive and negative sanctioning, education, the media, religion, the law, and other social institutions. At times, norms can be so pervasive that individuals mistakenly assume that they are "natural" and thus cannot be changed, even though they are "continuously negotiated, resisted and redefined in everyday interactions."¹⁵
- ▶ **Gender equality** refers to the goal of achieving equal rights, responsibilities and opportunities for all people. Gender equality means that the different behavior, aspirations, and needs of males, females, and people of other gender identities are considered, valued, and favored equally. It does not mean that women and men are the same, but that the rights, responsibilities, and opportunities of individuals will not depend on whether they were born male or female.
- ▶ **Gender equity** is the process to overcome cumulative and persistent economic, social, and political disadvantages that prevent people of all genders from operating on a level playing field.

14 While this manual generally operates with a binary definition of gender, programs should recognize the diversity of gender within their activities as appropriate. Recognizing that social punishments related to non-conformity are rooted in the idea that everyone should conform to the gender binary, and those who do not should be punished.

15 Lancet 2019; 393: 2550–62.

- ▶ **Masculinities** are the range of roles, behaviors and attributes that are associated with maleness and considered appropriate for boys and men in a given society. Masculinities are defined against and valued more than femininities. They are expressed personally through behavior, and propagated culturally through images and stories and institutionally through laws, policies and procedures.¹⁶
- ▶ **Patriarchy** is a social, political, cultural and economic system defined and ruled by men. When the gender order privileges men, the social acceptance of male domination and female subordination may be sustained by many formal and informal institutions and practices, including politics.
- ▶ **Patriarchal masculinities** are ideas and practices of masculinity that emphasize the superiority of masculinity over femininity, and the authority of men over women. The practice of patriarchal masculinities aims to maintain gender inequalities, with violence against women and girls being its most extreme expression.

PRINCIPLES

Beyond the understanding of a shared vocabulary, it is important for program implementers to understand the principles that guide work with men and boys to increase gender equality around the world.

- ▶ **Human rights.** The Universal Declaration of Human Rights reaffirms “the equal rights of men and women” in the Preamble, states that “all human beings are born free and equal in dignity and rights” in Article 1, and enshrines the right to participation in political organizations and democratic processes as a fundamental expression of this equality in Article 21. Work on challenging men’s gender-discriminatory practices in politics starts from this commitment to equal, inclusive, participatory and representative decision-making.
- ▶ **Accountability to women’s rights movements.** The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) sets an agenda for national action to end discrimination against women. In Article 7, CEDAW specifically notes women’s rights in political and public life with the right to vote, to stand for election and serve, to formulate and implement government policy and to participate in non-governmental organizations. **Work on challenging men’s attitudes and practices within political organizations must connect with and build on the longstanding efforts of women to secure their own political rights.** This accountability, unlike accountability framed as strict sanctioning or punishing, is a way to ensure that male leaders’ views of the organization, their views of the treatment of women and women’s experience within the organization, as well as the solutions and priorities eventually adapted to address them, are reflecting women’s lived truth and their historical agendas and priorities.
- ▶ **Attention to men’s own experiences and positive visions of change.** Gender norms and patriarchy create disadvantages in the lives of women, girls, and other gender identities, but they also create negative impacts in the lives of men and boys as well. Traditional patriarchal power structures often serve to privilege men from a specific dominant class or identity. As such, while limiting women’s participation, they often simultaneously disadvantage men who are younger or are marginalized based on their race, ethnicity, sexual orientation, or other social or identity status. On an individual level, the same patriarchal norms that associate masculinity with power also establish a rigid set of expectations and expressions that men must adhere to in order to demonstrate their masculinity. While specific masculine norms vary across cultures, they generally center around values, including the demonstration of strength, dominance, aggression, and risk-taking; the exhibition of heteronormative sexuality; and the hiding of emotions. An adherence to such rigid masculine norms has been linked to a variety of negative impacts to men’s physical and mental health, emotional well-being, and relationships with their families and communities.

¹⁶ The term ‘political masculinities’ is one that is sometimes utilized in academia, as well as international development work to refer to men’s attitudes and practices within political organizations that limit, deter and/or exclude women’s full political participation. While we are not using the specific term ‘political masculinities’ throughout the program guidance, practitioners may see it used synonymously with the above definition. For more information: Gender and power: six links and one big opportunity.

Work to create greater support for gender equality amongst men in politics must therefore include 1) a recognition of the personal and political harm of masculinities to men's own lives in addition to women's; 2) a positive vision of change in terms of the benefits for men of supporting gender equality and championing women's political participation; and 3) an emphasis on the positive roles that men can play in this process.

- ▶ **Attention to diversities among men and women.** Any discussion and understanding of how to increase support for gender equality amongst men in politics and for less rigid gender roles must take into account diverse identities that influence gender norms and its societal impacts. Class, caste, race, ethnicity, sexuality, religion, literacy, ability and age all shape expressions of what it means to be a man/boy or woman/girl and produce differing experiences of power and marginalization for different groups of people. This is known as 'intersectionality'. Working to challenge men's attitudes and practices towards gender equality must be sensitive to the ways these diversities are expressed through the informal and formal policies and processes of political institutions.

ORGANIZATIONAL CHANGE

Patriarchal gender norms can make it harder to change organizations and challenge gender norms, both in society overall and in the organization¹⁷. The goal of this approach is to increase gender equality and women's political participation by addressing the patriarchal gender norms that are held by political leaders as individuals. Additional, complementary programs should involve the political leaders who have been exposed to the masculinities workshops, translating their individual shifts in attitudes about social norms into organizational change in political institutions such as civil society organizations, political parties, and various government entities including ministries, electoral management bodies, parliaments and councils.

In theory, organizations are rational, logical entities where stated values, goals and policies will be operationalized in all its processes for the fulfillment of some purpose or goal. However, all organizations, including political organizations, are microcosms of the social environment from which they emerge. What is more, political organizations emerge from social institutions, such as citizenship and community, in which a wide range of power imbalances and inequalities are embedded. Both the structure and the leadership of political institutions make it difficult for organizational change to occur. Within every organization, there is a "deep structure" or activities and attitudes that maintain the organization's culture¹⁸. These include:

- ▶ implicit personal biases that override organizational norms;
- ▶ informal patriarchal networks that wield decision-making power; and
- ▶ values and systems of reward and recognition¹⁹.

Feminist organizational development practitioners have found that deep-seated resistance to organizational change, especially towards more gender-equal and just practices, arises from this deep structure. The implicit personal biases of the male political leaders and gender norms override the stated organizational values. The less the political organization's visible structure enables open processing of its members' conflicts, aspirations, ideas, and problems, the more these are driven into the deep structure, making it a site of tension, resistance, subversion, and sabotage. The more open, transparent, and accountable an organization is, the shallower and less destructive the deep structure is²⁰.

17 **Feminist Leadership for Social Transformation: Clearing the Conceptual Cloud**; p. 20

18 *Ibid.* p22

19 What kinds of behavior are valued and rewarded? The "yes" men/women vs. the troublemaker; or getting work done vs. always being at the office, including nights and weekends.

20 *Ibid.*

Organizational change is not possible without strategic and committed leadership²¹. In order for meaningful change to occur, male political leaders must communicate clearly their desire and intention to promote gender equality by addressing the negative impact of men's attitudes and practices within their organizations and engage colleagues and members. Through the sessions, implementers will create the space where this sort of communication is possible. There are generally three sets of tools available to leaders:

- ▶ Leadership tools, that include a clear vision and role modeling that are used to inspire;
- ▶ Management tools, that include strategic planning and measurement systems, that are used to inform; and
- ▶ Power tools, that include operating procedures and disincentives, even punishments, that are used to achieve compliance. Frequent mistakes in organizational change include the underuse of leadership tools, the failure to use management tools necessary to cement behavioral change and the overuse of power tools.

Through this program, male political leaders will work with female members of their organization to identify concrete actions that can be taken at the individual and organizational levels to increase men's support for women's full political participation within their organizations. Frequent mistakes in organizational change include the underuse of leadership tools, the failure to use management tools necessary to cement behavioral change and the overuse of power tools.

Political institutions are about power, and they are complex organizations - part business, part movement - that provide structure for political participation, serve as training grounds for future political leaders and seek to transform social interests into public policy²². Therefore, interventions regarding political institution organizational change must examine the incentives and disincentives for change. Research suggests that political institutions change for a combination of two reasons: advocacy and environmental factors. Advocacy involves the balance of power between grassroots actors such as activists, members, citizens and leadership. Environmental factors include changes in voters' positions and electoral defeat. Male leaders in this program will come to understand how changing their attitudes about gender norms will improve their organization and help it meet its political goals.

This program guidance provides strategies to help shift the attitudes of male political leaders in order to increase their support for women's rights and full participation in politics. The shift begins with the male leaders personalizing gender issues and relating them to their own experiences. Next, the male leaders begin to understand the broader contexts and dynamics of gender norms and how they affect the political organizations they lead. Finally, they begin to create strategies for how to change those organizations. This theory of change is detailed more below.

It is important to be aware of the complicated organizational change process that will be needed following this shift in attitudes. This program should work alongside programs that increase women's involvement and leadership, monitor elections, improve governance, utilize new technologies and other political activities.

21 **How Do You Change An Organizational Culture?**
22 **Empowering Women for Stronger Political Parties**

THEORY OF CHANGE

The theory of change underpinning this program guidance is that democracy and governance programs must address the patriarchal gender norms held by political leaders that underpin political institutions in order to increase both gender equality and women's political participation.

This theory of change on which this approach is based is made up of three linked understandings of how gender norms can be changed. Gender norms, as a set of social expectations about male and female behavior and pressures to conform to ideas about masculinity and femininity, operate at both individual and institutional levels. We all feel, very personally, the pressures to conform to social expectations of femininity and masculinity. At the same time, these pressures and expectations are reinforced through our families, politics, laws, government policies, religious teachings, media stories and so on.

To change gender norms in the political realm, it is important to help people 1) reflect on their personal experiences of them; 2) acknowledge the effects of gender norms in political contexts; and 3) devise specific strategies that can be used to make change within political organizations. We describe these steps as *Personalize, Politicize and Strategize*.

PERSONALIZE

Men's lives are shaped by gender norms of masculinity and femininity, but many men still associate "gender work" with work done by, with and for women. This makes it all the more important to begin work with men on changing gender norms by personalizing gender issues in two ways: (1) educating men about the impact gender inequalities and gender violence have on women, and (2) relating them to men's own experiences and how they relate to those around them. Research bears this out.

Evaluations of effective approaches to involving men in efforts to prevent gender-based violence have identified the importance of strategies that connect men emotionally and personally with issues of gender and violence and that engage men through conversations that feel relevant to their lives. Personalizing the discussion of gender norms not only helps to build male political leaders' recognition of the impact of such norms on the lives of women and girls, but also deepens their awareness of the impact of these norms on their own lives.

POLITICIZE

It is equally important to build on this personal connection by strengthening men's understanding of the broader contexts and dynamics of gender norms, as they affect the political organizations they work in, the communities they live in and the societies to which they belong. Broader political perspective is needed if gender norms, rather than individual attitudes and behaviors, are to be changed. Changing gender norms involves work for social change, and this inevitably involves politics. This political dimension is especially important for work on men's attitudes and practices within political organizations that limit, deter and/or exclude women's full political participation, in terms of being able to identify the specific issues of political will, space and capacity to make change.

STRATEGIZE

In both personalizing and politicizing issues of gender norms, as they affect political institutions, policies and processes, collective strategies for how to change them can be created. This will include strategies for personal, organizational and social change. This program guidance describes processes and tools for both the male political leaders and the female members of the organization for thinking through specific strategies and committing to specific actions for change by participants, in part based on lessons from social norms change interventions. External women's rights organizations will be engaged to inform participants about what works within the local context, and to hold the male political leaders accountable.

MANIFESTATIONS OF RESISTANCE TO CHANGE

Male political leaders *must* understand that women's participation and leadership benefits the entire community, and that women's participation increases citizens' trust in government and other political institutions. Men and women must both be involved in championing reforms. There may be many reasons, however, why men might not support this change agenda:

- ▶ **Sexism.** Men may not think women are their equals and deserve equal rights to participate fully in political life.
- ▶ **Ignorance.** Men may not recognize the sexism that excludes women from politics.
- ▶ **Privilege.** Men may understand that as more women get more involved in politics, there will be fewer positions for men.
- ▶ **Fear.** Men may fear the reactions of other men (e.g. ostracism, intimidation, and/or violence) if they choose to support women's political participation.
- ▶ **Inertia.** Men may think that changing political institutions is difficult, and championing women's political participation is unrealistic.
- ▶ **Capacity.** Men may support the idea of women's political participation and leadership, but don't know how to put this idea into practice.
- ▶ **Political moment.** Men may support the idea of women's political participation and leadership, but believe that the current moment is not right to push for this idea to be acted upon.

These potential challenges to organizational change must be addressed by the program implementers, and this program guidance includes strategies for working with male political leaders who indicate that they do not support the change agenda for one of the above reasons.

KEY ONLINE FACILITATION TERMS

The following key terms are used in the sessions designed for this program guidance, and are applicable to most online platforms.

- ▶ **Breakout room.** This function distributes participants into separate, smaller "rooms." It is best to determine how to distribute participants before the training starts, or after all participants have arrived to ensure proper distribution in terms of number in each group and diversity of perspective (alternatively, random distribution is also available). It will be key to consider power dynamics among male participants (or between male and female participants during mixed sex sessions) when selecting breakout groups (see guidance above). Small-group discussions and collaboration are an essential component of the *Men, Power and Politics* approach for social norms attitude and behavior change.
- ▶ **Chat.** The chat function allows participants to send messages to all participants or a private message to an individual. Private messages between participants are not viewable by the host and may not be able to be captured or retrievable. If you are concerned that there may be negative or harmful "back chats" among participants, especially in mixed-sex groups, consider disabling this function. Most chat functions are designed for users to type responses to facilitator prompts, questions, comments, and share files (either on your computer or online) or hyperlinks. Chat text may be saved manually or automatically. Auto-save chat options may also be available that automatically save the in-meeting chat on a host's computer²³.

For a participatory, experiential, norms change training such as this, it is advised that the facilitator monitor the chat--as they would monitor the room in a face-to-face delivery--to respond to questions or requests to repeat or clarify something said or see if participants are having visible side discussions that are important to address to ensure learning and internalization.

- ▶ **Polling.** This feature creates single choice or multiple choice polling questions that can be launched and responses gathered in real time. Usually, this function includes the ability to download a report of polling after the training²⁴. Anonymous polling makes it easy for participants to express an opinion without fear of being singled out, and the results prompt thoughtful probing to dig into diverse views. In addition to using in the sessions as described in the toolkit, polling is great for the “lobby” activity and to get immediate feedback at the end of the day. For a participatory, experiential, norms change workshops such as this, polling is a good tool for exploring attitudes and biases without participants having to publicly divulge them. When using polls, it is important to process the results in a way that allows participants to reflect on the results and engage in discussions (verbally or via chat) when the results are shared.
- ▶ **Facilitator.** The facilitator is the main organizing implementer of the *Men, Power and Politics* program. The facilitator will be responsible for managing collaborators in creating the design and agenda for the workshops, guiding participants through activities via the online platform, and being the main point of contact from the implementing organization.
- ▶ **Producer.** In addition to the facilitator, online training benefits greatly by having a second person who supports the facilitator by managing the workshop logistics (similar to a logistics person for an face-to-face training program. Prior to the start of a workshop, Producers need to “build the room,” that is, create polls, handouts, slides, or other necessary items in advance of the delivery so the online “room” is ready when participants join (this is similar to preparing a room for a face-to-face delivery).

During workshops, Producers are responsible for welcoming participants to the room as they arrive and checking their microphone and video camera (if video cameras will be used); orienting participants to the online room; managing the lobby activity; and moving participants into breakout rooms; activating whiteboards, slides (screen share), and polling; and moving whiteboard text entries that may overlap to ensure all entries can be read. They may also act as co-facilitators, monitoring the chat and flagging important points or questions as needed. See the section on facilitator/Producer preparation for further guidance on Producers.

TOOL BOX 1: KEY CONCEPTS AND TERMS

Additional resources:

- ▶ **Gender and power: six links and one big opportunity**
- ▶ **Feminist Leadership for Social Transformation: Clearing the Conceptual Cloud**
- ▶ **How Do You Change An Organizational Culture?**
- ▶ **So, You Want To Be A Male Ally For Gender Equality? (And You Should): Results from a National Survey, and a Few Things You Should Know**

FACILITATING ONLINE WORKSHOPS

There are several key conditions that make facilitating an online workshop on social norms and men's attitudes and behavior different from an in-person workshop. While the overall learning environment needs to remain the same, the following areas need to be considered carefully when planning an online masculinities workshop.

MAINTAINING PRODUCTIVE SPACES IN ONLINE MEN, POWER AND POLITICS WORKSHOPS

The following are all areas where it is important for participants to feel as though they are supported throughout the virtual process. The facilitators want to create an environment that is safe, supportive, and interactive.

- ▶ **Safe.** Participants need to feel accepted and respected by both the facilitator and other participants. Establishing clear online communication guidelines must be done at the beginning of the workshop (see Tool A2: Working Agreements) to help establish a safe online environment that allows for meaningful and informative discussions.

This is especially needed in workshops that engage men in discussions around masculine gender norms, as these topics are deeply personal and can at times be divisive. The need to establish a safe online space is particularly necessary in sessions with women, given the threats women face online in general, as well as the inequities they face participating in online meetings in particular²⁵.

To create a safe and respectful online learning environment, the facilitator must demonstrate and model the attitudes and behaviors that training aims to achieve. This means unequivocally rejecting as unacceptable any kind of discriminatory, misogynist, or other exclusionary behavior or statements of any kind. This includes sexist, inappropriate, or disparaging humor, especially if it is used as a way to silence or dismiss a participant and/or their point of view. Lines of communication used in workshops (chat, whiteboard, breakout rooms, etc.) must be used by facilitators to catalyze active participation and learning and ensure inequitable behavior is not replicated.

- ▶ **Supportive.** In general, participants should be encouraged to ask questions, answer others' questions, and help each other through online discussion in respectful and supportive ways. This type of communal learning dynamic is especially necessary for workshops focusing on norms, attitude, and behavior change. When men are collectively able to engage in such supportive discussions they are more likely to recognize some of the gender inequitable behavior they have previously reinforced, have been unaware of, or thought was widely accepted by society. Such learning dynamics also reinforce positive behavior change by creating a network of individuals committed to change who can support each other and hold each other accountable. This network is especially important to create within political organizations in order to build a constituency that can use their political power to push for gender equitable change.
- ▶ **Interactive.** Quality interaction between participants is the sign of a successful workshop. Research shows that when participants take notes or answer guided questions they retain material better than participants who watch online presentations passively, so interaction makes learning more effective²⁶. The possibilities for increased interaction in the online classroom grow with the availability and use of interactive tools such as chat, polling, whiteboard, breakout room, and screen sharing features.

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<https://www.nytimes.com/2020/04/14/us/zoom-meetings-gender.html>

Buchner, Josef. 2018. How to create Educational Videos: From watching passively to learning actively. Open Online Journal for Research and Education. Special Issue #12, September 2018, ISSN: 2313-1640. https://www.researchgate.net/publication/327423659_How_to_create_Educational_Videos_From_watching_passively_to_learning_actively

- Three types of interactions are important to online learning: interaction between participant and content, participant and participant, and participant and facilitator. When moving from face-to-face to online training, the facilitator's role changes from the content presenter (e.g., webinar) to facilitate online learning in a way that ensures participants are engaged, supported, valued, connected, and actively participating in their own learning. This can be done by commenting, reflecting, and asking questions when someone else is speaking or presenting.

Facilitators of masculinities and power workshops thus have an important role in creating an environment that supports such learning dynamics online, by fostering open discussion where patriarchal gender norms can be debated and reflected upon without fear of conflict, backlash, or disparagement.

Expectations and instructions must be clear, recognizing that for many the online environment and platform is new. Planning for online training must consider that some participants have lower digital skills and limited access to computer and internet facilities and address these factors ahead of time to ensure everyone can participate equally. For example, the Producer can provide remote one-on-one orientation sessions to each participant well in advance of the first day of the workshop to ensure they downloaded the software properly, know how to log-on, and their audio and video cameras are working properly. Of course, there still may be challenges during the session but this helps mitigate against some of them.

Give guidance or reflection questions or statements to participants before presenting a topic or small group report outs so participants can actively engage by reflecting in chat. This improves interaction and provides valuable formative assessment data. Depending on the structure and flow of the sessions, this may include:

- ▶ **Providing relevant reflection questions.** As always, session content must be locally contextualized and focus on the most pertinent issues of gender inequality for participants. For example, if a training is being conducted with a youth civil society group lobbying for more economic opportunity, reflection questions within some "Personalizing" activities might center around how gender norms are reflected in our economy.
- ▶ **Ensuring sessions are on topic.** While it is necessary to tie sessions to what is most relevant to participants, it is also easy for discussions to veer away from the main focus of the sessions. Participants may have never had an opportunity to discuss gender before, and so may be eager to talk about all of the ways gender impacts their society or community. While this is necessary, it may take the attention away from, for example, reflecting on how patriarchal norms impact their own lives personally and how they may be reinforcing such norms.

Facilitators can use the opportunity of presenting a new topic or moving to a breakout session to steer the conversation back without breaking the momentum of the discussion. For example, a facilitator might say: "It is great that we are recognizing that domestic violence is an issue in society. But we should remember that there may be other types of gender inequitable behavior that may be less extreme, yet still damaging and occurring within the organizations in which we work. I want you to keep this in mind and reflect on this as you provide answers in the next activity."

- ▶ **Synthesizing concepts.** If time is running short, facilitators can provide reflection questions that combine or tie in learning outcomes of different activities. For example, during a session on Gender at Work Scenarios, facilitators can also ask participants to think about how prevalent the given gender inequitable behaviors are to their organization as well as what should be done about them, as a way to more quickly bring the discussion forward to making commitments to action.

ENABLING A SUPPORTIVE ENVIRONMENT: A CASE STUDY

Enabling a supportive environment to promote change was a key challenge faced by NDI and its partners in piloting online *Men, Power and Politics* workshops. To address this, facilitators grounded workshops within themes and topics most relevant to participants, and adapted activities to utilize functions such as the chat function and breakout groups.

In NDI's internal workshop with team members in Nigeria, facilitators focused on gender inequitable behavior within the office, and how it reflects the patriarchal gender norms seen in society. Role play was an important aspect of the training, especially in mixed sessions. During the session, facilitators submitted a list of scenarios of gender inequitable behavior in the office to participants (as a document via the chatbox). They then divided participants into breakout groups, with each group instructed to focus on one scenario. Participants discussed how the given scenario was relevant to their workplace, and then created a short skit that demonstrates a solution to mitigate it. The main facilitator rotated to each breakout group several times to keep discussions focused on the topic and answer questions as needed. Groups then returned to the plenary and acted out the respective skit they created. Role play thus provided a medium where participants could reflect on inequitable norms and brainstorm solutions they can commit within in a simulated, judgement-free activity.

In Lebanon, NDI worked with implementing partner ABAAD to ensure that workshops focused on patriarchal gender norms as related to participants' lives and Lebanese society. Topics discussed included inequalities in unpaid care work, gender discrimination in the workplace, and how religion influences gender norms. All workshops were mixed sex, and women were able to share their experiences of how patriarchal gender norms affected their lives. Participants were encouraged to utilize the chat box while individuals were speaking to provide messages of affirmation or to raise points regarding what was being said. This enabled a supportive environment by ensuring women were able to speak without being interrupted or minimized, while the facilitator was able to monitor the chat and bring forth any relevant points raised to continue the discussion.

ADVANTAGES OF ONLINE TRAINING FOR SOCIAL NORMS AND BEHAVIOR CHANGE

Expanding adult training through online learning can provide significant benefits, and may even present new opportunities, for facilitators if implemented correctly. Some of these potential advantages are as follows:

- ▶ **Logistical advantages.** Online training can reach a larger number of participants with smaller investments in travel, logistics, catering, venues, etc. This can also be advantageous when workshops are targeting high-level political leaders whose schedules are busy by reducing travel time and delivering the workshop in two to four hour periods over several weeks rather than three to five days in a row out of the workplace.
- ▶ **Inclusivity.** In-person democracy and governance trainings often take place only in country capitals or large cities, which limits their accessibility for people that do not live there or cannot easily travel away from home to attend multi-day sessions. This exclusion often encompasses women (especially those with caretaking responsibilities or who face gendered barriers to traveling), people with lower incomes, persons with disabilities, and individuals from other marginalized communities. While online sessions may present a different set of challenges (see our gender and tech tool in the toolbox, which can help with assessing these), they also provide opportunities to reduce barriers to inclusion presented by in-person sessions. The reduced financial, travel, and time costs to participants, in particular, are important in the context of unequal resource allocation in many countries. Program managers can therefore utilize these benefits to expand participant selection and outreach and ensure masculinities and politics programs are reaching a truly diverse audience.

- ▶ **Leveling the playing field.** It is often challenging to ensure all participants are sharing and responding equally in workshop activities and discussions. Power dynamics often emerge and need to be properly managed by the facilitator, as individuals may dominate conversation, causing others to remain silent. This is especially true of masculinities workshops, where men may use their presence (by virtue of their voice volume, body language, or speaking skills) or status (age, occupation, race, ethnicity heterosexuality or other trait which bestows privilege within the group) to take up a disproportionate amount of time speaking during sessions or, worse, intimidate or silence other participants from doing so. Women are especially affected by this, as they are often interrupted, talked over, not called upon, or generally made to feel that they should not speak at sessions.

Such dynamics are a particular concern when engaging with politically active men. The hierarchical structures of political organizations often result in political leaders dominating discussion, while more junior (or female) members of the organizations may feel uncomfortable responding in any way that is contradictory to leaders' views.

Online sessions do not eliminate these dynamics, and may even recreate them if not addressed (see considerations below). However, online learning tools provide ways to mitigate them. Tools such as chat, polling, or the whiteboard function allow for simultaneous sharing which prevents some dominating behavior (see below). Most breakout room functions also allow facilitators the ability to place participants in specific small groups, which can break apart certain dynamics or tensions (for example, party leaders can be separated from their junior counterparts to allow the latter to more openly discuss their thoughts).

- ▶ **Simultaneous participation.** Chat, polling, and whiteboard functions allow all participants to participate concurrently. This enables everyone to share, engage, and contribute at the same time rather than one person speaking at a time as in face-to-face deliveries. It also allows the facilitator more control in managing dominant voices and ensuring everyone is heard and participates. Polling and whiteboard functions can be anonymous so are encouraged when facilitating mixed-sex sessions so that the female participants feel safer expressing their opinions and perspectives openly.
- ▶ **Introverts and extroverts.** Online platforms are beneficial for introverts and extroverts alike, where face-to-face deliveries can put introverts at a disadvantage. Extroverts can actively contribute and process in writing or orally, and introverts have the time and space to think and reflect before they write when everyone is writing at the same time, and can reflect on others' inputs.
- ▶ **Learning styles.** Depending on the design, online platforms can benefit a range of learning styles:
 - Visual learners benefit from whiteboards when they can draw pictures and diagrams and slides (share screens) and handouts. Visual learners may need more time to process material as they observe the visual cues before them so be sure to give participants time and space to absorb the information.²⁷
 - Auditory learners benefit from presentations using share screens, videos, and lecturettes. Ask questions and let them answer, and invoke group discussions so auditory and verbal processors can properly take in and understand the information presented.²⁸
 - Verbal/Reading/Writing learners excel in online platforms where they can actively use the chat and whiteboard functions and come off mute to use both speech and writing to process information.
 - Physical learners who use their body, hands, and sense of touch may be more disadvantaged, but can benefit from small group work and whiteboard tools to internalize learning. Keep the features and action going--such as moving in and out of breakout groups and using a variety of features to which participants contribute (e.g., whiteboard, chat)--to give these learners the "sensation of movement."

27 Malvik, Callie. 2020. 4 Types of Learning Styles: How to Accommodate a Diverse Group of Students. Rasmussen College. <https://www.rasmussen.edu/degrees/education/blog/types-of-learning-styles/>

28 Malvik, Callie. 2020. 4 Types of Learning Styles: How to Accommodate a Diverse Group of Students. Rasmussen College. <https://www.rasmussen.edu/degrees/education/blog/types-of-learning-styles/>

KEY CONSIDERATIONS AND CHALLENGES FOR CONDUCTING ONLINE MASCULINITIES WORKSHOPS

While online learning provides an alternative for conducting programs when it is not possible to do so in person, there are a number of considerations and challenges unique to virtual programming that must be taken into account when planning for the workshops.

ANALYZING THE LOCAL TECH CONTEXT

Online masculinities programs should take into account availability and accessibility given the local context. When planning an online programs, consider factors such as Internet availability and reliability, digital literacy, ownership of a digital device, and digital gender divide among women, persons with disabilities, and other marginalized people who may face barrier to digital connectivity and accessibility; gender-specific threats such as online violence against women²⁹. More practical considerations, including the best time of day to hold an online program given participants' work and caregiving responsibilities, as well as any potential costs to participating in an online program, must also be thought through. The gender and tech assessment, available in the Tool Box below, provides a framework for conducting such an analysis.

CHOOSING THE RIGHT TECHNOLOGY PLATFORM

There are a significant number of platforms available that can be used for online learning. These platforms vary in: price (e.g., Zoom and Google Meet are free or provide a free basic option, while other platforms may require subscriptions services); capabilities (most free platforms offer limited capabilities outside of standard online meeting functions, while others offer a robust suite of tools specifically designed for online learning). Please see a list of platforms in the Tool Box below for more details.

Choosing the right platform for a masculinities program online should not be a decision based solely on budgetary considerations. Instead, it is important to consider factors such as:

- ▶ Findings from the technology assessment (see below for Gender and Tech Assessment Tool)
- ▶ **Participant preferences.** It is recommended to choose a platform that participants will be comfortable using and/or are already familiar with.
- ▶ **Security.** The ability to ensure that sessions are confidential and secure is essential, especially in mixed sex sessions and particularly if they are to be conducted with politicians. As such, platforms need to have adequate security features (e.g. password protection and/or option for Producers to let in participants).
- ▶ **Inclusivity and Accessibility.** It is important to choose a platform that will ensure no participant is excluded from contributing to the session. For example, facilitators should consider what tools platforms provide that ensure persons with disabilities can equally participate in any program activities such as closed captioning (see the digital accessibility toolkit in Tool Box 2). The way participants access the platform itself is also important; if a platform requires an app or program to be downloaded, this may entail data costs. Please see the Digital Accessibility Toolkit in the Tool Box below for more information.
- ▶ **Connectivity.** It is also important to consider participants' access to digital devices and internet connections when selecting a platform. For example, if participants have unreliable or low bandwidth connections, platforms and session designs that rely on tools that require faster internet speeds (videos, downloading files, pre-recorded content etc.) may not be appropriate. Sessions should also be designed with connectivity and accessibility in mind. A session that requires lots of typing may not be appropriate if many participants are using mobile phones rather than laptops. Alternative methods of participation should also be included if necessary (for example, to ensure persons with disabilities can actively be included in discussions).

Outside of these technical considerations, facilitators must also pay careful attention to the ways in which in-person power dynamics play out in virtual settings.

Online sessions do not eliminate these dynamics, and may even recreate them if not addressed³⁰. However, online learning tools also provide ways to mitigate them. Online tools such as chat, polling, and/or whiteboard function allow for simultaneous sharing which prevents some dominating behavior (see below). Most breakout room functions also allow facilitators the ability to place participants in specific small groups, which can break apart certain dynamics or tensions (for example, party leaders can be separated from their junior counterparts to allow the latter to more openly discuss their thoughts).

In the session designs there are several pause points after key activities to process via chat by stating something like, “Before we move to questions let’s take a few minutes to process what we’ve heard. Take some time to write in the chat what are some key points or themes you took away from this session or a question you would like to ask.” Give participants time to organize their thoughts and allow them to catch up with participants who are more ready to express their opinions. By effectively using online tools, facilitators can balance participants expecting to be heard or feel entitled to be heard by introducing other ways of meeting their needs than speaking in plenary³¹.

In masculinities workshops where all participants are male, men may still use their presence (by virtue of their voice volume, body language, or speaking skills) or status (age, occupation, race, ethnicity heterosexuality or other trait which bestows privilege within the group) to take up a disproportionate amount of time speaking during sessions or, worse, intimidate or silence other participants from doing so. Interactive-heavy workshops may also disadvantage participants who may be more introverted, or who face difficulties with public speaking.

There is also a particular concern when engaging with politically active men. Politicians and other political officials are often accustomed to owning the platform and speaking at length. The hierarchical structures of political organizations such as political parties also often result in political leaders dominating discussion, while more junior members of the organizations may feel uncomfortable responding in any way that is contradictory to leaders’ views.

In mixed sex sessions, women are even more impacted by the behavior mentioned above, as the same patriarchal gender norms that normalize men dominating sessions also normalize minimizing women’s contributions. Studies show that people think women are dominating the discussion if they are speaking 50 percent of the time. This means that there can be a perception of equal participation when women are participating less than 50 percent. Due to these patriarchal norms and perceptions, women are more often interrupted, talked over, not called upon, or generally made to feel that they should not speak up. Men may actively resist women’s perspectives and experiences particularly those involving gender inequality and gender-based violence. Women in political organizations may also face harassment or violence for participating and speaking against the organization and its male leaders.

30 Alisha Haridasani Gupta. It’s Not Just You: In Online Meetings, Many Women Can’t Get a Word In <https://www.nytimes.com/2020/04/14/us/zoom-meetings-gender.html>

31 Hammond, Holly. n.d. Facilitating for Gender Balance. The Commons: Social Change Library. <https://commonslibrary.org/facilitating-for-gender-balance/>

Table 1: Resistance to Norms Change and Possible Facilitator Response³²

| Participant Resistance Reaction | Possible Facilitator Response |
|--|--|
| Denial: Complete denial of the existence of gender gaps or 'discrimination against women | <ul style="list-style-type: none"> ▶ Provide evidence ▶ Ask what other participants think ▶ Work through "logic" of resistor's ▶ argument helping to bring out fallacies or inconsistencies. |
| Culture argument: we should not be imposing "our" culture on others | <p>Engage in reflection about how "culture:"</p> <ul style="list-style-type: none"> ▶ Is not homogeneous and there are different values and beliefs that change with time and place ▶ Is often determined by those benefiting the most, e.g. men ▶ Is often being challenged by people within that "culture," e.g. women's groups or younger generations ▶ Use case studies, particularly from participants' own contexts, that demonstrate women's efforts for gender equality that are historically and culturally grounded. ▶ Refer back to previous key terms or activities already covered (e.g. Gender Journeys) as needed. |

Facilitators must prevent individuals from dominating conversations and address these power dynamics. This can be something as simple as prompting others to speak up; co-facilitators or allies within the group would be helpful to prompt to provide a counter to dominating or potentially sexist behavior. If appropriate, facilitators can also make a direct point about the current dynamics. For example, if you notice men (or only certain men, say political leaders in male-only workshops) over-participating you can intervene by stating something like, "I notice a lot of men (or our "more senior participants") are speaking, let's hear from the women (or the "more junior members"). Working agreements (see Activity A2) are also useful to refer back to if there are individuals who are demonstrating dominating behavior; it may be useful to add in rules to prevent hierarchical dynamics (e.g. "during this workshop, we will check our titles at the door" or "everyone's contributions are of equal merit, regardless of their title in the organization).

Mixed sessions require specific consideration by facilitators to mitigate the aforementioned barriers to women's participation. Addressing sexist behavior must be done in a way that does not reinforce gender inequalities while also promoting the goals of the workshop. Humor and other disparaging remarks used to silence or discourage participants from expressing their view must especially be called out and addressed. This will not only maintain respectful discussion, but also ensure patriarchal dynamics that marginalize women during discussions are not recreated.

³² International Rescue Committee. 2012. Facilitator Guide: EA\$E Discussion Series. <https://gbvaor.net/sites/default/files/2019-07/EA%24E%20Facilitators%20Guide%20Discussion%20Series%20IRC%202012.pdf>

TOOL BOX 2: FACILITATING ONLINE WORKSHOPS

- ▶ **Gender Analysis Framework for COVID-19**
- ▶ **Framework for a Programmatic Gender and Technology Assessment**
- ▶ **Conducting Violence Against Women Programming Online**

Additional resources:

- ▶ **Digital Accessibility Toolkit**
- ▶ **Feminist Organizing Toolkit: Planning Virtual Meetings**
- ▶ **Illustrative List of Online Meeting Platforms**

PREPARATION FOR IMPLEMENTATION

TRAINING A FACILITATOR AND A PRODUCER

Facilitators:

Facilitators must have prior experience conducting in-person masculinities workshops or work for a masculinities, women's rights, and/or gender equality organization. They must also understand the local context as it pertains to gender issues and patriarchal norms. Additional training may be needed to familiarize facilitators with the *Men, Power, and Politics* approach specifically.

Facilitators must also familiarize themselves with the online platform and activity dynamics described in this program guidance. They must be comfortable using all online tools, "reading the room", and effectively engaging participants online. Practice sessions and/or internal workshops may be necessary in order to effectively prepare facilitators, fine tune any issues, and ensure the actual sessions run smoothly.

Producers:

It is important for facilitators to choose a Producer appropriately. Ideally, a Producer should at least be familiar with the online platform being used and have prior experience undertaking the duties described above. They should also be familiar with the local gender context, as well as with the goals, content, and expected outcomes of the Men, Power and Politics program (it is recommended that they attend the internal masculinities training as described in the Preparation Chapter). Gender dynamics should also be considered; for example, it may not be appropriate for a woman to serve as a Producer in a single sex workshop in certain contexts.

In addition to the "back-end" support they provide, Producers also have a unique vantage point as a de-facto neutral observer of the online learning sessions. Therefore, facilitators should include input from Producers in debrief and feedback meetings after each program session. Lastly, the Producer position provides an ideal learning opportunity that facilitators and/or program managers can provide to individuals who demonstrate an interest in eventually conducting such sessions. If possible, facilitators should provide opportunities for Producers to lead or contribute to certain program activities.

DEVELOPING AN ONLINE AGENDA

When developing an online learning program there are several considerations and opportunities. The beauty of online learning is that it can be sequential over time rather than restricted and constricted to a four or five day event that occurs with face-to-face delivery. Online learning benefits participants by offering flexible pathways for learning and technology allows facilitators and participants to reach beyond the classroom.³³

Online learning lends itself well to blended learning, which has been proven to be more effective, especially in behaviour change, than one-off training events. Blended learning has its roots in online learning and represents a fundamental shift in training that has the potential to optimize learning and behavior change at the individual level that traditional training never could. Blended learning includes online, face-to-face, and self directed elements³⁴.

33 <https://www.blendedlearning.org/basics/>

34 Clifford Maxwell. 2016. What Blended Learning is -- and Isn't. Blended Learning Universe. https://www.blendedlearning.org/what-blended-learning-is-and-isnt/?__cf_chl_jschl_tk__=0b3b3c9b2b4b3ec348d63c415e20ee6cb36dd108-1600195950-0-AYuAFqA8Z2TrJmLx-mB-KhXjYu-9QisxprN32hAH5X0u5lsrehi5vla3XTsB6tFCPF-wSBnG7qlcBMnnnUABTWaU-G7PvHuuWaxVwBL6tg4OMyR7o60BFDFZAT8uKJUkes3QHlhbBne_itwnLAeWCbe54Tly06QXLym14g4fxEEEHXcKSYR-B7jjz5843TiiHOxooC2aFkGAb1vMYNiuHCz7Yhz0MZS22ctvzvPNwJWrHIKXwCkuUGtQT91NngekC8_T4VACcCl-0vKTeZf9BuJNOB2Gc4ycuMuUtKQ27yrx58xJ8iJQgkJWed8uSw70Q

When developing an agenda for this online training program consider the following:

- ▶ **Delivery Timing.** Carefully determine how long each “day” and the overall training program will be, and over what period of time. Research shows that a one-off training event does not result in behavior change and this can be leveraged when delivering an online training program. First, consider the length of each “day.” Generally, online learning should be two to four hours. However, after two hours participants may start to lose focus, so build in at least one, 15 minute break if the “day” is more than two hours long, and perhaps a 15 minute break each hour after that (but no more than four hours). For the overall training program, consider if your participants will benefit from the training delivered over time (e.g., weekly), daily, every other day, or another frequency. If not daily, consider if assignments (focused on the topics covered) are needed to keep participants engaged between “days.” This could include personal journaling (kept confidential) that participants reflect upon the “next day” or an assignment to apply a particular learning or concept from the previous “day” on which participants report the “next day” of the training, which could be the lobby activity, for example. Consider, too, the time of day. When is most convenient for male political leaders? Is it in the morning before their day starts? Over lunch time? At the end of the day? If including female politicians or women from civil society organizations, when is most convenient for them?
- ▶ **Cumulative learning.** Training sessions and activities should be sequenced so that the information and learning for each session builds on the previous learning. Key concepts such as gender socialization and gender norms need to be introduced early so that they can be used in later activities to strategize for action for gender change. Consider the “personalize, politicize, and strategize” framework of this training and the experiential nature of the approach. It may be useful to ensure that each training “day” has a “personalize” aspect to it to ensure an element of internalization of the concepts.
- ▶ **Energetic rhythm.** Activities in this training program include personal reflection, analytical discussion, and practical skills-building. Some activities may be emotionally difficult and others intellectually challenging. It is helpful to sequence sessions in a way that reflects this variation, interspersing personal, analytical and practical sessions in a rhythm which does not overload participants either emotionally or intellectually. Consider this dynamic for each “day” as well as the overall sequencing of sessions. For example, consider how only “emotional” or “intellectual” sessions in a two to four hour “day,” could drain participants’ energy, especially when online without an outlet for their emotions. Consider, too, with what sessions to end if considering assignments between training “days.”

KEY INTERACTIVE FEATURES FOR ONLINE FACILITATION

While several of the generic terms for conducting online facilitation are defined above, there are also four key features that are critical to online facilitation. All of these interactive features, as well as any additional features that the chosen platform might provide, should be thoroughly examined by both the facilitator and the Producer prior to conducting the workshop.

- ▶ **Raise Hand.** The feature allows participants to “raise their hand” as they would in a face-to-face delivery. It is helpful to draw attention to this tool at the beginning of the training in order to both ensure participants are comfortable with using it, and in order to establish how you would like to use this feature to be used during the sessions (for example, to signal that they want to come off mute to speak).

Training Tip: Consider carefully how to use this tool and interpret its use. It may be helpful to use this tool in ways that give control to participants rather than using it as a proxy. For example, instructing participants to use the raise hand tool any time during the activities to ask a question or make a comment. This puts participants in the “driver’s seat” rather than “on-the-spot” such as, “raise your hand if you have witnessed gender inequality?” In the latter example, the yes/no may be a better option. Note: This function is not intuitive in Webex. Participants must locate their name in the participant list and hover over their name for the button to appear.

- ▶ **Share screen.** When selected, this function shares an entire desktop, a specific application, or a portion of your computer screen with others. Arrows at the bottom of the “share screen” tab to control whether participants are limited to one screen share at a time. Options usually include sharing full desktop, browser, or open applications. In Zoom there is also a file-sharing tab under “share screen” (shown under “Files”) that includes application links to Dropbox, Microsoft OneDrive, Google Drive, and Box. Note: In Webex this application is initiated with the “Make Me Presenter” button.
- ▶ **Whiteboard.** The whiteboards that are present in conference rooms and offices around the world exist in online versions on platforms in different forms. These virtual whiteboards allow participants to collaborate online by drawing or writing together. These online whiteboards include different annotation options such as text boxes, drawing tools, arrows, an eraser, and various text colors.
 - The “spotlight” or “laser pointer” or “arrow pointer” tool can be used like a laser pointer in face-to-face training to bring participants’ attention to a particular area or point:
 - When the “annotated” option is selected, all participants can use the whiteboard to share and add for co-creation, brainstorming, and a virtual drawing.
 - Whiteboard entries can be anonymous and are very useful for brainstorming, canvassing ideas, soliciting feedback or discussing personal topics. In Zoom, this is an option under the “Share Screen” tab.³⁵ In Webex, the facilitator can use multiple whiteboards; create, add, and move stickies around the whiteboard.³⁶
- ▶ **Feedback tools.** Zoom and Webex offer several “nonverbal” or “feedback” tools that enable participants to actively engage in the training in a variety of ways. This may include features such as “raise hand” and “thumbs up/down” that participants can use to provide quick, non verbal responses. Features seen on other platforms include prompts such as: go slower/go faster, agree/disagree, clap, need a break, and away.³⁷ As a facilitator, it is important that you are familiar with these tools and utilize them as needed for effective facilitation. Facilitators must also keep an eye out for participants’ use of these features and respond to them, in the same manner one would scan the room in a face-to-face delivery to see how participants are reacting and engaging in the sessions. When the Producer orients participants to “nonverbal” or “feedback” tools, encourage participants to use them and provide guidance for how and when to use them.

STRATEGIES FOR ONLINE PARTICIPATION

The following three strategies will help you lead participants in meaningful conversation and a rich online learning experience increasing the likelihood of behavior change:

1. **Create purpose-driven engagement.** If participants know why they are participating and can see how they will learn from it, they are more likely to jump into the conversation (be it via whiteboard, chat, polling, or verbally). Each time you ask participants to engage individually or with each other, clearly state the specific purpose of the activity and connect it to the learning outcomes for the training. Be clear and direct with participants about the purpose of the discussion.
2. **Provide clear guidelines.** Online facilitators often hesitate to get too specific about expectations because they are adults and the training is not “school.” However, providing guidelines about the online training will help them understand the norms of online engagement such as actively using the chat and feedback tools to share reflections and reactions unprompted.

35 <https://support.zoom.us/hc/en-us/articles/115005706806-Using-annotation-tools-on-a-shared-screen-or-whiteboard>
 36 <https://help.webex.com/en-us/vwot6eb/Webex-Teams-Create-and-Share-a-Whiteboard-During-a-Meeting>, https://help.webex.com/en-us/nytdb92/Use-the-Whiteboard-in-Cisco-Webex-Meetings#id_134857
 37 <https://support.zoom.us/hc/en-us/articles/115001286183-Nonverbal-feedback-during-meetings>

- 3. Prompts – ask good questions.** Constructing useful and effective questions when processing activities is part science and part art. A good question is open-ended and prompts thoughtful reflection and internalization by going beyond “yes/no” or “agree/disagree” types of responses. However, you don’t want dissertations, either so aim for questions that are specific and encourage dialogue. For example, when asking about personal experiences or perspectives after presenting a new concept, instead of asking “who has...” or “does anyone have...” (both closed-ended questions) ask an open-ended question such as, “In what ways have you experienced...” or “What are some similar experiences to...? However, asking something like, “Share an experience of doing...” is a bit too open.

Questions should allow for and affirm participants’ ability to internalize and apply the concept and give a specific framework for articulating their experiences. A good question elicits higher order thinking/doing/reflecting. Questions should prompt participants to analyze, synthesize, assess, create, or implement during the sessions. Online, this can be done in real time via chat and whiteboards so all participants can respond and engage simultaneously and be reading, reacting, responding, and inquiring to and on what they are writing. This allows you to create a dynamic and engaging “classroom.” Some possible stems to these types of questions: How, Why, In what way, Imagine, Suppose, Predict..., If..., then..., How might..., Can you create..., What are some possible consequences..., Evaluate, Weigh, What is your perspective.... A good question asks participants to use and apply the training program content to formulate their response. When you directly ask participants to explain their response with reference to the content (broadly defined) you provide another opportunity for them to internalize it.

CREATING A SAFE ENVIRONMENT

Individuals do their best when they feel they can raise questions, concerns, and ideas without fear of repercussion. This “psychological safety” is especially important when engaging in behavior, attitude, and norms change, and in mix sex groups. This can be challenging to those new to virtual training rooms where detecting social cues or non-verbal agreement or comprehension is done differently (see feedback tools above). Facilitators and participants may feel isolated without body language in the room coupled by distractions such as emails, texts, doorbells, children, and pets. The current health, economic, natural disasters, overwork, and social unrest amplifies these virtual challenges.³⁸

The good news is that technology, which can hinder candor and mutual understanding, provides simple, effective tools to address these challenges such as whiteboards and polling functions that help participants express their feelings and opinions anonymously without fear of being identified. The following are opportunities and risks associated with common tools most online platforms provide:³⁹

- ▶ **Chat.** This function allows everyone to contribute at the same time and in their own words. It also allows those who are more comfortable contributing nonverbally, and who may have contributed less in an in-person training. However, with names tagged this function can lower the threshold for participation, and the volume or length of entries can leave some overlooked.
- ▶ **Breakout rooms.** Creating small groups using the breakout room function allows pairs or groups of four to five people to talk more easily without muting and unmuting themselves, providing a more natural conversational experience than large virtual meetings, and with a smaller group go into more in-depth sharing and exploring. Breakout rooms, with specific tasks or topics assigned to different groups, provide a psychologically safe space to test ideas and build relationships. When participants return to the large group, they find it easier to report ideas from the small group with the confidence that comes from testing and sharing perspectives in that relatively safer space. Online breakout rooms can also be a way to do single sex activities in a mixed sex masculinities session, which is necessary for certain audiences. The facilitator and Producer should monitor breakout rooms by moving between them to ensure conversations are respectful and there are no questions regarding the activity.

38 Edmondson, Amy C. and Gene Daley. 2020. How to Foster Psychological Safety in Virtual Meetings. Harvard Business Review. https://hbr.org/2020/08/how-to-foster-psychological-safety-in-virtual-meetings?utm_medium=email&utm_source=newsletter_daily&utm_campaign=mtod_notactsubs

39 Ibid.

- ▶ **Video cameras.** Think about when and how to use video cameras. A workshop in which all cameras except the facilitators are turned off may allow for better listening and make people feel less self-conscious. Seeing faces creates engagement, but too much visual stimuli (faces and backgrounds) can be distracting, and low bandwidth can add to visual disruptions. Lastly, participants may be uncomfortable or unable to share their background or surroundings, especially if participating from their home.

The session designs provide recommendations on when to use a video camera. When to turn on one's video camera is a "norm" the facilitator or Producer can establish at the beginning of the training. For example, when someone is speaking they turn on their video camera and in breakout rooms. During other times, audio-only is often a better option for deep listening. Also, seeing oneself on the screen can heighten self-consciousness and inhibit psychological safety. Selecting "hide self-view, which is a menu option included that allows you to not see your own video image" and demonstrate to participants how to do the same.

- ▶ **Audio-only.** Be patient with silences and do not jump to fill in silence as it can be an important time for some and may spur others to respond (in chat or verbally). Know and emphasize the importance of pause time. Encourage each person to be aware of their own pause time before jumping in. Mimicking conference calls, audio-only meetings require acute attention and care to avoid misinterpreting silence as agreement, be comfortable with silence recognizing that participants need time to type a response or find and select "unmute" or a feedback button, and to explicitly ensure participation of everyone. The absence of non-verbal communication sharpens the need for proactive inquiry to lower hurdles to speaking up, such as encouraging participants to use feedback tools and using prompts and questions strategically (see Strategies for Online Participation above). Participants must resist the urge to multi-task, so facilitators can be explicit in requesting their full attention by designing engaging, interactive, virtual sessions.

Beyond the thoughtful use of platform tools, a few simple actions before and after a virtual meeting can help build psychological safety:

- ▶ Before facilitating an online training experiment with tools to understand their uses and risks, and plan how to sequence a discussion.⁴⁰
- ▶ To foster engagement in the training, consider interacting with participants in advance via such means as anonymous polling or using FlipGrid for introductions and expectations before the training, rather than on the first day, for participants to get acquainted.

Building psychological safety takes effort and strategy that pays off in engagement, collegiality, productive dissent, and idea generation.

SETTING THE TONE

As with face-to-face masculinities training, the facilitator sets the tone and energy in the room. The concept is the same, but the execution is slightly different.

- ▶ **Voice.** In person, participants see and respond to the facilitator's voice and body language. Online, facilitators must rely primarily on their voice. Even when using a video camera, participants can generally only see others from the shoulders up, so reading body language is limited. Especially when you are off camera, be conscious of your voice—tone, speed of speech, clarity—and if you are smiling. A smile gives your voice a more inviting, uplifting tone; it welcomes people in. Use your voice to convey a sense of enthusiasm about the training and the activities.
 - Wear a headset and check your microphone with the Producer before the training to ensure you can be heard well.

- ▶ **Build Rapport.** A central facet of masculinities sessions is the ability of men to build trust and rapport with each other through shared gender experiences. Such rapport is essential for men to be able to move forward on commitments made, and also hold each other accountable for sexist behavior. In addition to the activities themselves, face-to-face training sessions allow for further opportunities for personal interaction, including breaks and lunch. Opportunities to build rapport should be built into sessions. Providing some personal information about yourself and encouraging participants to do the same is one way to do so. Another opportunity is via the lobby activity at the start and end of each day with a quick poll for feedback.
- ▶ **Create energy.** When participants are in a face-to-face training room together and interact with each other it creates a buzz and energy in the room. Create this energy online by encouraging active use of the chat and feedback tools to create chatter, dialogue, sharing during sessions, and in your voice. This is especially important for online experiential learning as the interaction and discussion among participants is critical for checking assumptions and sharing personal experiences that can trigger behavior change.
- ▶ **Reading the Room.** In an online training, the best way to read the room is through the chat and feedback tools. If using Webex, the Producer can use the “tracking attention” tool. If using a different platform, have the Producer check to see if:
 - Participants are actively engaging with the facilitator or presenter or each other in the chat. An inactive chat could be a sign that participants are disengaged or lost.
 - There are side conversations in chat that should be discussed or ignored (i.e., the equivalent of side conversations in an in-person training)? If sexist or inappropriate remarks are made in the chat intervene immediately in the same way you would if the remark was made verbally. Do not call out or put an individual on the spot, which often leads to a decrease in participation. Rather, as with in-person, use these comments as an opportunity to engage participants on their views.
 - It is important that the facilitator monitors the chat and responds to questions, discussions, and comments in real time (not after “presenting”) so there is active discussion rather than a lecturette. The Producer can help by pointing out (via private chat with the facilitator) comments, questions, raised hands, etc. that the facilitator may have overlooked.
 - Be comfortable with silence. Participants need time to click on functions, type in the chat or whiteboard, and reflect. The questions, concepts, and activities in this training require deep thought and reflection. So, give participants that time they need for reflection and make full use of all the online functions available to you.
- ▶ **Know your platform.** Familiarize yourself with the online platform you are using so you can pivot to respond to participants’ needs and methods and tools that may not be achieving your desired goal. It also allows you to guide participants through the tools and platform if you are well acquainted with it. Ideally, participate in a similar online training or event so you can better understand participants’ experience and “view” of the various tools and methods and use them yourself as a participant.

FAMILIARIZING PARTICIPANTS WITH THE ONLINE CLASSROOM

Online learning is new to many. This will be particularly true in contexts where access to technology is severely limited or with populations that have lower levels of digital literacy. Participants (and in some cases facilitators) will be simultaneously adjusting to online learning and unfamiliar software. Whatever platform(s) you choose, orient participants to it and the functions and features you will use. It is essential that participants are familiar, confident, and comfortable. A Producer that fully understands the platform being used is essential to orient participants to the functions and work with them to troubleshoot technical issues such as audio, video, entering the online classroom initially, or helping them reconnect if they drop off.

- ▶ **Lobby activity.** A best practice is to have an opening activity for participants when they enter the room at the beginning of each day (after the Producer checks their audio and video), which is often referred to as a “lobby activity.” At face-to-face training events, there is often something for participants to do when they enter the room before the training begins (e.g., sign-in, meet other participants, read the agenda or other handouts). An activity for participants when they enter the room sets the tone for the workshop and the day and accustoms participants to the platform from the beginning so they can become comfortable with the technology and tools. Lobby activities can be a quiz using the polling tool or a question or series of questions on a PPT slide using share screens that participants respond to in the chat or a whiteboard to draw on or a wordcloud.⁴¹ Lobby activities can also help build a sense of familiarity and personalization from the onset. Ideally, the focus of the lobby activity will connect to the topics or focus of the sessions. In other words, rather than an “energizer” or “ice breaker” the lobby activity sets the tone for the day and begins the introspection and sharing in an engaging way. It could even be a simple poll/quiz related to the previous sessions.
- ▶ **Orientation to tools.** Because synchronous online learning platforms are new to many participants and each platform is different, it is important to have a brief orientation to the tools that will be used during the workshop at the onset—generally after introductions. The Producer can walk through the tools and ask participants to indicate understanding by using the feedback tools.
 - **Hint:** When using whiteboards, it is best to orient participants to those functions the first time a whiteboard is used so they can apply the learning immediately.

The Producer can also help with the facilitation of activities in a variety of ways including: typing participants’ oral contributions into the chat, assisting participants in breakout rooms, and serving as a timekeeper during activities. If participants drop off due to connectivity or other issues, the Producer can work with them to help them get back online and via private chat and brief them on what they missed.

MANAGING THE VIRTUAL ROOM

Online learning is new to many. This will be particularly true in contexts where access to technology is severely limited or with populations that have lower levels of digital literacy. Participants (and in some cases facilitators) will be simultaneously adjusting to online learning and unfamiliar software. Whatever platform(s) you choose, orient participants to it and the functions and features you will use. It is essential that participants are familiar, confident, and comfortable. A Producer that fully understands the platform being used is essential to orient participants to the functions and work with them to troubleshoot technical issues such as audio, video, entering the online classroom initially, or helping them reconnect if they drop off.

- ▶ **Attending to logistics.** There are logistical considerations in advance of an online training that need to be discussed and agreed to with your Producer. This includes roles and responsibilities, time management, communication (via private chat), and others. Ideally, the facilitator and Producer will go through the agenda and sessions together to walk through who will do what when and what tools will be used. Best practice in scheduling online training is to build in 15 minutes before the start of the training for participants to check their video and audio. This can be done by asking participants to join 15 minutes before the start of the sessions or to include 15 minutes in your agenda for this. The lobby activity will occur during these 15 minutes. When developing the agenda, best practice for an online training is two to four hours. If more than two hours build in at least one 15 minute break.
- ▶ **Establishing a “front of the room.”** It is important to create a “front of the room” as you would for an in-person training so the participants know where to focus their attention. Online, this is done by sharing screens, using your and participants’ video cameras strategically, and employing a variety of tools (e.g., whiteboards and polling) so participants are continually engaged and focused. The average attention span online is seconds, not minutes, so the frequency of active engagement and changing the screen is important to keep participants engaged.

- ▶ **Using video cameras.** There are several ways to use the video camera for yourself and participants. This includes when to use “gallery” or “speaker view” on platforms such as Zoom. It can be distracting if everyone is on video at the same time as participants can be unsure where to focus their attention. Be strategic about when to use your video camera and when to invite others to use theirs. You want participants engaged and focused, not distracted (or looking at themselves).
- ▶ **Eliciting participation.** At first, participants will be unsure how and when to engage so the more they are encouraged to use the chat from the beginning the better. Online, the written word becomes very important. Keep an eye on the chat and all times and reflect and comment on what participants are writing and respond to questions. This can be encouraged by asking for example, “if you have questions about the instructions for the next activity, please write them in the chat.” When someone asks a question or makes a comment, invite them to come off mute without putting them on the spot. Ways to do this include language such as, “NAME would you mind coming off mute and elaborating on your comment on XXX?”
- ▶ **Working with your Producer.** The facilitator and Producer are an essential, interconnected team for a seamless online training. It is essential to establish mechanisms for communication and coordination, and agree on roles and responsibilities. A best practice is to establish a private chat on the online platform used for constant communication on timing, moderating pair/group work, etc. Group interactions, plenary, breakout group composition, games, whiteboards, and other tools need to be carefully thought out and agreed to as it is harder to change processes online than in-person. Constant communication between facilitator and Producer allows you to improvise within the technological constraints.
- ▶ **Breakout rooms.** As with face-to-face training programs, best practice is for facilitators to go from group to group to check on understanding of the task, to ensure conversations are taking place in a respectful way, if more time is needed to complete the task, and to listen in on the discussion. Most platforms allow the facilitator and Producer the ability to go in and out of breakout rooms so this best practice should be replicated to ensure participants understand the task, how to engage with the online features, and have the time needed to complete the task. Be sure the Producer provides prompts on time remaining. The session designs provide guidance on this.

TROUBLESHOOTING

Even with excellent preparation and a lot of experience, group sessions rarely go perfectly. Problems may arise, and they are not necessarily signs that the facilitator is doing something wrong. If the facilitator is aware of these problems and is prepared with strategies for dealing with them, the session can still be effective. Common challenges and some key tips when working with male peer groups during online social norms and behavior change are:⁴²

- ▶ **Everyone talks at once.** Remind the group of the ground rules, and explain the purpose and use of the chat feature and the importance of using that first to share comments, questions, and make suggestions and use the raise hand feature to request coming off mute.
- ▶ **One person dominates the discussion.** Thank the participant for his contributions and to turn the discussion over to someone else. For example, “Idris has raised some interesting points about XXX, and what do others think about this?” Alternatively, when you ask a question, tell the group that you would like to hear from everyone this time, and invite everyone to put their inputs in the chat emphasizing that there are no “right” or “wrong” questions or comments. Inviting specific participants who have not shared their views to do so may also be necessary.
- ▶ **One person gets off the topic.** Wait for an opportune moment to bring the discussion back to the topic at hand as you invite others to comment. Alternatively say to the person: “That is an interesting comment, but I think it is taking us away from what we were discussing” or “That is an interesting comment but in the interest of time we are unable to discuss it now, so NAME OF Producer will add it to the parking lot.”

42 Pamoja Tuwalee. n.d. Male Peer Groups - Facilitator Guide. World Education, Inc./Bantwana Initiative. https://www.worlded.org/WEInternet/inc/common/_download_pub.cfm?id=16799&lid=3

- ▶ **Several participants are having a side conversation in chat.** If the conversation is related to a topic check to see if the subject is something that requires clarification or discussion and if so pause your process and spend some time to address that question or concern or need for clarification. If the conversation is continuing discussing a point raised earlier, and participants are reflecting and exploring, let it run its course. If the side conversation is countering the topic being discussed either by using sarcasm, microaggression, passive aggression, sexism, racism or other negative attributes stop it immediately by reminding participants of the norms and purposes of the session.
- ▶ **One person will not speak/participate.** It is not essential for every member of the group to speak, but it is essential that every member of the group participates and contributes as that is key to experiential learning and internalizing concepts to achieve changes in attitudes and behaviors. If you or the Producer notice one or more individuals are not participating the Producer can reach out to them via private chat during the session, or via phone or email between training “days” to check-in on the participants.
- ▶ **Everyone in the group seems quiet, bored or unwilling to participate.** There are several reasons why participants seem quiet, bored or unwilling to participate: they may feel intimidated or uncomfortable sharing their views. The subject matter may be too complex or too simple. They may feel as though the session is not going anywhere or that it is not relevant to their concerns. Try to get a sense of what the cause is by asking, “It seems as though everyone is very quiet, why do you think this is?” Probe to find out what the problem is and try to address it.
- ▶ **An exercise does not work.** Acknowledge that the exercise did not work as planned. Say: “It seemed to me that this exercise/discussion did not go very well. What did you think?” If they agree, move on to another activity.
- ▶ **You don’t know the answer to a person’s question.** Do not pretend to know more than you do. Instead, be honest that you do not have all the answers and that this is a process of learning and sharing together. Ask for inputs and responses from the group. As needed, tell the person that you will try to find out the answer to their question and get back to them about it.
- ▶ **Serious arguments break out between two people.** Stay calm and do not take sides. Try to move the discussion back to the larger group by restating the topic being discussed and asking the rest of the group to comment on it. (See Do No Harm section for more information.)
- ▶ **One person seems hostile, angry and argumentative.** Even if one person is being overly argumentative and disruptive, try to avoid cutting him off repeatedly as this may make him feel even more hostile or resentful. Instead, maintain control by continually drawing other participants into the discussion and encouraging them to express their views. In mixed-sex groups, it is important for the facilitator to determine in these situations when power dynamics and gender inequitable norms are driving hostility and arguments that are impacting participation as opposed to personality types.
- ▶ **There isn’t enough time to do what you planned.** It is easy to underestimate the amount of time needed for a discussion or activity. Try to keep track of the time as you go through various activities (the Producer can help you with time-keeping), and if it becomes apparent that the time is not sufficient to cover everything you had planned, discuss alternatives with participants, such as extending the session, scheduling a second session, or skipping certain activities.

Overall, keep participants occupied, busy, engaged and having fun!

TOOLS

How any workshop begins and ends will affect the quality of its process and its impact on improving This online program guidance is rooted in empirically-tested initiatives that have been used in other sectors and contexts to influence male attitudes and practices and to increase their support for women's rights in the home, the community, and in public life. This section provides links to the core materials needed for the Men, Power and Politics online workshop(s).

There are five modules:

- A. Opening**
- B. Personalize**
- C. Politicize**
- D. Strategize**
- E. Closing**

Within each module, there are several workshop sessions.

For each session, there are the session aims, the time and materials needed for the session, the training content, activities and tips.

Implementing organizations can mix and match the modules and sessions as needed for the context.

MODULE A: OPENING

How any workshop begins and ends will affect the quality of its process and its impact on improving knowledge, changing attitudes and strengthening skills. In this section, there are two opening sessions. There are two closing sessions outlined at the end of this chapter.

SESSION A1: INTRODUCTIONS AND EXPECTATIONS

The aim of this session is to foster closer working relationships among participants and to share expectations of the workshop in order to align them with the workshop goals and content.

- ▶ Time: 30 minutes
- ▶ Materials needed:
 - PPT slide with aims of the session
 - Chat for introductions
 - Break out rooms for pair work with discussion questions in each room
 - Whiteboard, Google Doc, or Word document to capture pair report out of excitements and anxieties

Training Tip: Ask a senior figure from the political organization to make some opening remarks at the beginning of the workshop. Observing protocol in this way will help to ensure the support of the organization's leadership

AIM

By the end of the session, participants will have:

- ▶ Begun to build closer working relationships.
- ▶ Shared their expectations of the workshop, in order to align them with the workshop goals and content.

STEP-BY-STEP

1. Using share screens, show the PPT slide with the aims of this opening session, and explain the aims.
1. Build closer working relationships and 2. share their expectations of the workshop in order to align them with the workshop goals and content.
2. Ask each participant (and facilitator) to introduce themselves to the other participants using the chat typing their name and one fun fact about themselves (or another engaging item). Another option is to ask participants to write in the chat what surprised them about some of the things participants wrote, or observations on the group.
 - ▶ Using the Chat function sets the tone for the training by using the online platform features immediately and gets participants comfortable and accustomed to using the chat function.
 - ▶ It also reinforces the use of the chat as the primary communication tool and demonstrates the participatory nature of the training.
 - ▶ It also levels the playing field from the beginning by mitigating against potential power dynamics by having everyone participate concurrently and avoiding those who may be long-winded and trying to establish themselves as “dominant” from the onset.
 - ▶ This is also more efficient because all introductions are done simultaneously rather than spending time for each person to introduce themselves and potentially “losing” people who may be tempted to multitask.
3. After everyone has entered their information, make some remarks about the experience of participants in the room and the “fun facts” shared. You may also invite some participants to come off mute to elaborate on some of the most compelling “fun facts.”

Another option is to ask participants questions verbally that they can respond to in chat such as, “What surprised you by what others wrote?” “What fun fact would you like to hear more about?” “What stands out to you when you read what others wrote?” This will start a discussion that puts participants in the driver's seat, demonstrates the participatory nature of this training, and reinforces the use of the chat.

4. Explain that they will soon move into breakout rooms by pairs and use the instructions below.

Instructions: In the room, they will see two discussion questions and they will have 5-7 minutes to discuss them. They will receive a 4-minute and 2 minute warning (via pop up boxes) during their discussion before they return to plenary. Encourage participants to turn on their video camera for the pair work. Ask questions then state that participants will see their screen shift as they move into breakout rooms by pairs.

Remember to move around the rooms (the Producer can go to some rooms and you can go to others) to confirm understanding, check on progress, and ensure conversations are on point.

Producer:

- ▶ Ensure that each breakout room has the following questions on a PPT slide (using share screens) or in the breakout room chat box:
 - *What excites you about taking part in this training?*
 - *What are your anxieties/concerns about taking part in this training?*
- ▶ Provide 3 minute and 5 minute alerts, and move the pairs back into plenary when the facilitator instructs.

5. In plenary, ask each pair, in turn, to turn on their video camera and introduce their partner (also on video), by saying their name, and their excitements/anxieties. As the pairs report back, write these excitements and anxieties on a whiteboard or a Word document using share screens with one column or section with excitements and one with anxieties.

Producer: Pull up the whiteboard or a Word document with the two columns—excitements and anxieties—in share screens for the facilitator to use.

6. Thank everyone for sharing what they are excited about - go through the list on the whiteboard or Word document, looking for commonalities and differences. Remind the group about how excited you are as the facilitator(s) to be involved in this training, and share some of what excites you about the training. Emphasize the importance of a positive, creative, active participation that will help us, individually and collectively, address the difficult issues we will discuss today.

ALTERNATIVE: Another way to do steps 1-5, is to use Flipgrid. With Flipgrid, you set up the “room” by adding a prompt that participants can then respond to by recording and sharing short videos. In this activity, this could look something like:

- ▶ The facilitator provides participants with a prompt such as: “Please create a video in which you state your name, one fun fact about yourself, what excites you about taking part in this training, and your anxieties/concerns about taking part in this training.”
- ▶ The Producer may limit the time of the video (recommend 30-40 seconds).
- ▶ Ask each participant to watch 3-5 videos of others (depending on the size of the group) and come to the training prepared to discuss.
- ▶ Then, instead of steps 1-5, facilitators can start the session with questions such as: “what surprised you when you watched the videos?” “What fun fact would you like to hear more about?” “What stands out to you when you watched the videos?”

7. Using share screen present PPT slides on the training goals for this workshop (see the Notes section) and relate these to the excitements and anxieties discussed. Using PPT slides, present and review the day’s agenda with participants, and highlight ways in which the planned content relates to what participants are excited about discussing. Also, highlight aspects of the agenda that respond to any anxieties raised by participants.

Producer:

Pull up the PPT slides with the goals and agenda using share screen.

8. If participants identify issues and questions that are not covered by the agenda, consider ways to change the agenda to address them. If changing the agenda is not feasible, make clear to the group that these particular issues and questions cannot be addressed in this workshop, but that they have been noted and that they may be addressed in a subsequent training.
9. End the session by thanking participants for being open about both their excitements and anxieties.

SESSION A1: NOTES FOR THE FACILITATOR

Below is a sample set of training goals for a *Men, Power and Politics* training process. The exact wording of these goals should be adapted for different organizations, participants and contexts.

By the end of the workshop, participants will:

- ▶ Have a better understanding of the personal impacts of patriarchal gender norms on their own lives and on their families, communities and the parties/organizations to which they belong;
- ▶ Be able to describe the political impacts of these patriarchal gender norms on limiting women's participation in political life;
- ▶ Be able to identify the range of personal and political motivations for men to support women's greater participation in political life;
- ▶ Be able to describe organizational strategies and individual actions to challenge patriarchal gender norms and promote women's political participation; and
- ▶ Make a personal commitment to taking specific action to challenge patriarchal gender norms and promote women's political participation.

TOOL BOX A1: INTRODUCTIONS AND EXPECTATIONS

- ▶ **Session A1: Presentation**

SESSION A2: WORKING AGREEMENTS

- ▶ Time = 15 minutes
- ▶ Materials needed:
 - Whiteboard for jointly developing working agreements
 - Whiteboard for jointly developing agreements on what is ok and not ok to share about the training on participants' personal social media.
 - Chat for parking lot/car park items

Training Tip: Highlight the power hierarchies that exist in the 'room'. A serious challenge in doing this masculinities work with political parties is that they are often very hierarchical organizations. A key lesson from the DRC pilot was the need to talk about this openly at the beginning of the workshop, and then continue throughout the workshop to encourage those participants with less status, authority and power in the party to speak up; too often, it was the more senior figures who dominated discussions.

AIM

By the end of the session, participants will have:

- ▶ Discussed the behaviors that will enable the group to achieve its training goals.
- ▶ Identified a set of working agreements about such behaviors.

STEP-BY-STEP

1. Explain the importance of setting agreements collectively for how we will work together toward the training goals. Explain that such working agreements can help to ensure the workshop is as democratic as possible, and that everyone can participate respectfully and constructively.
2. Using the whiteboard text function, write a couple of basic working agreements, such as “be here on time” and “actively participate.” Then invite participants to add their suggestions. If a participant agrees with or supports something another person wrote, they can indicate their support using one of the whiteboard shapes such as a checkmark, stamp, or other options rather than repeating it. Use the list in the Notes section to prompt participants for other suggestions. Explain that you will revisit this list at the beginning of each day.

Producer:

- ▶ Pull up a whiteboard, and move entries as needed to ensure participants can read all entries easily.
 - ▶ Save the whiteboard as a Word file that the facilitator can refer to at the beginning of each of the subsequent days as a reminder of the working agreements.
3. Take a few minutes to specifically discuss the use of social media in relation to the training. Discuss the need to balance the working agreement on confidentiality with the value of using social media to let others know about the training and the great things we are doing here. Invite participants to comment and react using the chat.
 4. Use a clean whiteboard for participants to write what is “okay to share” and what is “not okay to share” under the appropriate heading. As in the previous exercise, if a participant supports something another person wrote they can indicate that using whiteboard shapes such as a checkmark, stamp, or other options.

5. Acknowledge participants' contributions on the whiteboard by remarking on the items that have a lot of support, and themes and commonalities you may see. At this time, remark on additional items you feel are important (which the Producer will add to the whiteboard).
6. Make an explicit agreement on what is ok and not ok to share about the training on participants' personal social media.

Producer:

- ▶ Pull up a new whiteboard with two columns. One column with the heading "Okay to share," and one column with the heading, "Not okay to share."
- ▶ Save the whiteboard as a Word file that the facilitator can refer to at the beginning of each of the subsequent days as a reminder of proper social media sharing.

7. End the session by presenting the use of the "car park"/"parking lot" concept for tracking questions/ issues that cannot be addressed immediately, but that will be returned to later to ensure that they have been covered. Explain that participants should write any "car park"/"parking lot" items in the chat box and the Producer will capture them at the end of the day into a Word document, which the facilitator will revisit at the end of the workshop.

SESSION A2: NOTES FOR THE FACILITATOR

Some examples of helpful working agreements include:

Use respectful language. Avoid making inappropriate jokes (verbally or in writing) that are meant to diffuse the tension, such as sexist or racist jokes. These can oftentimes 'lighten the mood' in the eyes of participants, but also represent one of the big problems that women face in trying to work with men in political spaces.

Keep confidentiality. Information of a personal nature that is shared in the group is not to be shared outside the group.

Avoid being judgmental. Don't judge people on their opinions and avoid making judgmental statements/comments. Don't make assumptions about other peoples' experiences.

Respect each other. We are creating a learning environment together in which everyone feels safe to reflect, discuss and ask questions. We can only create this environment if we respect each other. Remember that everyone in this room is learning. If someone doesn't know as much as you about something, help them get there. Respect others when they are writing their thoughts in the chat box, small groups, or whiteboard, or speaking.

Disagree with the Statement Not the Person. Agree to disagree at times. Respectfully challenge one another (i.e. asking questions), but avoid making personal attacks. Use "I" Statements: Speak from your own experiences instead of generalizing (e.g. they, we, you, it).

Be the change. To create this safe and respectful learning environment, we must be the change we want to see in the world. Any kind of harassment and sexist, racist, or exclusionary behavior or statements, including those that are claimed to be 'jokes,' are not acceptable. All communication should be appropriate for a professional meeting, which includes people of many different backgrounds.

Participate. We encourage everyone to participate to your fullest ability. Step Up and share your thoughts/ideas with the group by actively writing in the chat and white boards, and using the feedback tools. Step Back to give others an opportunity to also participate in the dialogue. Actively engage in discussions and presentations by the facilitator and others by writing in the chat with support, encouragement, questions, concerns, or additions.

Take care of yourself and each other. We will be discussing some sensitive, personal and at times difficult and painful issues. Some of these discussions may bring up uncomfortable memories and feelings. Do whatever you need to do to take care of yourself, and keep an eye out for how everyone else appears to be doing emotionally. If need be, take a time out and "step out of the room" to take a break, by indicating such in the chat. Feel free to use the private chat to reach out to the facilitator(s) during a break or at the end of the session - we are here to support you.

Have fun. We understand that this topic can bring up various emotional reactions for different people (positive/negative), so we want to be respectful of that. And, we invite you to be open to the idea of positive and healthy interactions as it relates to this topic and help make this fun!

Microphone and video camera use. Keep your microphone muted and your video off unless talking, instructed to do so, or in breakout rooms.

MODULE B: PERSONALIZE

Men's lives are shaped by gender norms of masculinity and femininity. But many men still associate the term "gender work" with work done by, with and for women only; many men do not see themselves as being personally affected by, or personally affecting, gender issues. This makes it all the more important to begin work with men on changing gender norms by personalizing gender issues, and relating them to men's own histories, lives and hopes and fears. Personalizing the discussion of gender norms in this way not only helps to build men's empathy for the impact of such norms on the lives of women and girls who are close to them, but also to deepen men's awareness of the impact of these norms on their own lives.

SESSION B1: GENDER AND ME

The aim of this session is to foster closer working relationships among participants and to share expectations of the workshop in order to align them with the workshop goals and content.

- ▶ Time: 60 minutes
- ▶ Materials needed:
 - PPT slide with aims of the session
 - Paper and marker or pen (each participant)
 - PPT slide with gender journey questions.
 - Handout B1: The Meaning of Masculinities

Training Tip:

- ▶ This activity focuses on making gender issues personal for men, by helping them think and talk about how and what they learned about gender growing up. Personalizing gender issues in this way is an important first step in any process of trying to change gender inequalities. As the facilitator, you can help participants to personalize the issues by sharing stories from your own life about how you came to learn about gender and this has affected you.
- ▶ This activity focuses on gender socialization. You can help participants to understand the concept of gender socialization by highlighting the messages about gender that young people get from different cultural sources (proverbs, religious teachings, media images and so on).

AIM

By the end of the session, participants will have:

- ▶ Shared and reflected on important influences that have shaped our understandings and experiences of masculinity and femininity growing up.
- ▶ Agreed on a common understanding of the terms "masculinity" and "masculinities."

STEP-BY-STEP

1. Introduce the activity by presenting its learning aims on a PPT slide using share screens. Explain the importance of developing an understanding of gender from our own lives.
2. Ask participants to take a piece of paper and marker or pen and get comfortable (participants should be instructed to have these materials the day before the session).
3. Have each participant draw a path/road/river on their paper - this is their Gender Journey. Mark one end "birth" and the other end "now."
4. Ask each participant to identify three moments/experiences in their lives that were significant for them in forming their sense of what it means to be a boy/man or girl/woman in their family, community and society. Mark these moments on the "gender journey" and for each moment write or draw answers to these questions (show on a PPT slide using share screens):
 - ▶ *In this experience, what did you learn about the meaning of being a boy/man or girl/woman? Where was the learning coming from? Who was teaching you about gender?*
 - ▶ *What did you learn about gender differences between boys/men and girls/women (in terms of roles, responsibilities, opportunities, rights)? How did this feel at the time?*
 - ▶ *What did you learn about gender inequalities between boys/men and girls/women (in terms of opportunities, rights, access to resources, levels of power)? How did this feel at the time?*
 - ▶ *Looking back, what do you feel now about your Gender Journey and what you learned about gender growing up?*
5. When participants are done writing/drawing, explain that they will go into breakout room by pairs to share their gender journeys. They will have 10 minutes for this sharing. Invite participants to turn on their video in the breakout rooms for the discussion and to share their writing/drawings by holding them up to the camera for their partner to see. Ask for questions then state that the screen will shift as they move into breakout rooms.

Producer:

 - ▶ Break participants into pairs.
 - ▶ Provide 5 minute and 2 minute alerts and move the pairs back to plenary when instructed by the facilitator.
6. After 10 minutes in pairs, bring everyone back together. Ask for someone to volunteer (using the "raise hand" tool) to present their Gender Journeys to the whole group. Allow 2-3 people to do this as time allows. Ask presenters to turn on their video when they present and to show their writing/drawing to the group.
7. Lead a general discussion on what these Gender Journeys tell us about what we have learned about masculinity and femininity growing up and how this gender socialization has affected our lives by using the following questions to prompt discussion inviting participants to respond in the chat and/or raise their hand to share verbally (using the "raise hand" tool). The :
 - ▶ *What similarities or patterns did you observe when sharing Gender Journeys in pairs?*
 - ▶ *How have ideas about and expectations of masculinity that you learned growing up benefited you as a man?*
 - ▶ *Have these same ideas and expectations of masculinity harmed or limited you in any ways? How?*
 - ▶ *How have ideas about and expectations of femininity harmed or limited the lives of women that you know?*

► *How do these ideas about masculinity and femininity affect women's participation in political life and your party in particular?*

8. As participants enter their responses in chat, remark on what is being written as you would in a face-to-face delivery as participants share their responses verbally. Allow for silence as participants reflect and engage with each other via chat, and invite some to come off mute to elaborate.
9. Use the key points in the Handout B1: The Meaning of Masculinities to sum up this discussion of gender socialization, the meanings of masculinity and femininity, and their impacts on the lives of women and men.
10. End the session by emphasizing that as gender is learned, it can be changed, and that you will email the Meaning of Masculinities handout at the end of the day.

SESSION B1: NOTES FOR THE FACILITATOR

Emphasize that gender socialization is an issue for men: This activity emphasizes that gender is an issue for everyone, because everyone learns about gender differences and inequalities growing up. The activity seeks to personalize issues of gender inequalities for participants, by helping them to reflect on their own experiences of learning about gender (gender socialization). Personalizing the discussion of gender is especially important for working with men, because men often think that gender is a “women’s issue” and nothing to do with them. But men’s lives are deeply affected by what they learn about masculinity and femininity growing up.

Emphasize that gender socialization is complex: Personalizing the discussion of gender helps to reveal the complexities of gender socialization. The ideas and expectations of masculinity and femininity that we learn growing up can vary, depending on economic circumstances, religious teachings, educational level, political conditions (such as, levels of conflict and insecurity) and so on. Because ideas about gender can vary and are changeable, it makes sense to think in terms of a range of masculinities and femininities.

Use participants’ stories to highlight the different ways in which people react to what they hear about ideas and expectations of masculinity and femininity: Gender socialization varies not just because ideas and expectations of masculinity and femininity that we learn growing up can vary, but also because young people vary in their responses to what they learn. We know this from our own lives. Some people conform to what they learned about masculinity and femininity when they were growing up, while other people choose not to conform. A key point for participants to learn from this activity is that gender socialization is not just about the messages that people learn about gender, but also how they respond to, accept or reject those messages.

Use the sharing of personal stories to help build trust within the group: Beginning the workshop with personal stories helps participants get to know each other better. In this way, the activity seeks to foster a greater sense of openness and trust among participants. Such personal stories help participants to see what they have in common and also the particularities of their own lived experiences.

Help participants see the value of sharing personal stories: Some participants may be reluctant to talk about their lives. They may have learned about masculinity through a traumatic experience of male violence, for example. When introducing the activity, remind participants of the importance of taking care of themselves, and suggest that they choose moments/experiences in their Gender Journey that they will feel comfortable discussing with another participant. Participants who hold senior positions in the party/organization may be reluctant to share personal stories with more junior staff because they fear it may affect their authority. Remind everyone of the value of sharing of experiences in order to draw on the collective wisdom of the group to address the problems faced by the party/organization.

TOOL BOX B1: GENDER AND ME

- ▶ **Session B1 Handout: The Meaning of Masculinities**
- ▶ **Session B1: Presentation**

SESSION B2: AGREE/DISAGREE

- ▶ Time: 60 minutes
- ▶ Materials needed:
 - PPT slide with aims of the session
 - Poll for Agree/Disagree
 - Handout B2: Agree/Disagree Statements

Training Tips:

- ▶ Remind the group that this is an exercise on listening to others, and reflecting more deeply about our own attitudes and values, rather than deciding and imposing the 'correct' attitude on others.
- ▶ Emphasize that such listening and personal reflection are important steps in any process of

AIM

By the end of the session, participants will have:

- ▶ Reflected on our own and each other's attitudes toward issues of gender equality, in the party/organization and society as a whole.
- ▶ Discussed the implications of these attitudes for strengthening the work of the party/organization on challenging patriarchal masculinities and promoting women's political participation.

STEP-BY-STEP

1. Begin by briefly explaining the learning aims for this session using shared screens to show the PPT slide with the aims:
 - ▶ Reflect on our own and each other's attitudes toward issues of gender equality, in the party/organization and society as a whole.
 - ▶ Discuss the implications of these attitudes for strengthening the work of the party/organization on challenging patriarchal masculinities and promoting women's political participation.
2. Explain that this activity is designed to generate both discussion of, and reflection on, our own and each other's values and attitudes about gender equality and the party/organization's work on gender issues. Remind the participants that everyone has a right to their own opinion, and no response is necessarily right or wrong.
3. Using the polling feature, explain that one-by-one statements will appear on the screen and participants should select one response: strongly agree, agree, disagree, or strongly disagree. Ask for questions then begin. Note: If using a platform that does not have a polling function consider using a word cloud tool (e.g., <https://coolinfographics.com/word-clouds> or <https://www.mentimeter.com/>).
4. After the participants have entered their responses, show results, comment on the number of responses for each, and ask one or two participants to explain (using the "raise hand" tool) why they chose the answer they did (try to get participants who chose different answers to respond).
5. After a few participants have talked about their attitudes toward the statement, ask if anyone wants to change their vote, and if so to indicate how they want to change their vote using the chat.

6. Show the next statement and repeat steps 3 and 4.

Producer:

- ▶ Preload the statements in Handout B2: Agree/Disagree Statements into the polling feature with four responses—strongly agree, agree, disagree, strongly disagree—whereby participants can only select one response.
- ▶ Publish results when the facilitator instructs, and move to the next statement at the facilitator’s prompting.

7. Repeat these steps for each of the statements. Depending on the time and energy levels of the participants, discuss four or five of the statements.

8. Then lead a discussion about values and attitudes about gender equality issues within the party/organization, using these questions and inviting participants to respond in the chat and/or raise their hand to speak (using the “raise hand” tool):

- ▶ *Which statements, if any, did you have strong opinions and not very strong opinions about? Why do you think this is so?*
- ▶ *How did it feel to hear about opinions that were different from your own?*
- ▶ *How surprised were you about the similarity/difference of people’s views on these statements?*
- ▶ *What does this similarity/difference suggest about the level of consensus within the party/organization about whether and how to take forwards work on challenging patriarchal masculinities and promoting women’s political participation?*

9. As participants enter their responses in chat, remark on what is being written as you would in a face-to-face delivery as participants share their responses verbally. Allow for silence as participants reflect and engage with each other via chat.

10. End the session by emphasizing the importance of using this training to build a greater consensus about how to take forwards this work on masculinities.

TOOL BOX B2: AGREE/DISAGREE

- ▶ **Session B2 Handout: Agree/Disagree Statements**
- ▶ **Session B2: Presentation**

SESSION B3: WHY SHOULD MEN CHANGE?

- ▶ Time = 60 minutes
- ▶ Materials needed:
 - PPT slide with aims of the session
 - Whiteboard for brainstorming
 - Breakout rooms for pair work
 - Five whiteboards or one Word document with five columns with the following headings to process the pair work in plenary:
 - ▶ For their own benefit
 - ▶ For the benefit of women and girls in their lives
 - ▶ For the benefit of boys and other men
 - ▶ For the benefit of the party/organization
 - ▶ For human rights and gender equality
 - PPT slide with motivations for men to challenge patriarchal masculinities discussion questions.
 - Handout B3: Why Should Men Change?

AIM

By the end of the session, participants will have:

- ▶ Identified men's multiple interests in challenging patriarchal masculinities.
- ▶ Reflected on personal motivations for being involved in work to promote women's greater political participation.

STEP-BY-STEP

1. Using share screen, present and explain the aims of this activity. Emphasize that it is important to recognize the range of reasons why men may get involved in work to promote women's rights. Knowing these reasons helps us to motivate a greater number of men to get involved in such work.
2. Using a whiteboard, brainstorm with participants some of the reasons why men in the organization may oppose or not see the benefits of women's greater political participation. Ask participants to write their answers on the whiteboard. Encourage participants to use the whiteboard shape functions (e.g., checkmark, stamp) to indicate if they support something another person wrote. Answers may include:
 - ▶ **Sexism:** Men may not think women are their equals and do not deserve equal rights to participate fully in political life.
 - ▶ **Ignorance:** Men simply do not see the sexism that does exclude women from politics.
 - ▶ **Privilege:** Men benefit from women's exclusion; if women get more involved in politics, there will be less jobs/roles for men.
 - ▶ **Fear:** Men may fear the reactions of other men if they choose to support women's political participation.

- ▶ **Inertia:** Parties/organizations are hard to change, and championing women’s political participation may seem unrealistic.
- ▶ **Capacity:** Men may support the idea of women’s political participation, but do not know how to put this idea into practice.
- ▶ **Political moment:** Men may support the idea of women’s political participation, but believe that the current moment is not right to push for this idea to be acted upon.

Producer: Pull up a whiteboard for the brainstorming session, and ensure participants can read all entries that are being added by moving the text boxes if they overlap.

3. Explain that an important first step in being able to counter these obstacles to women’s political participation is to talk with men about the range of reasons why men do get involved in work to challenge patriarchal masculinities (see Handout A1) and promote women’s rights. Explain that participants will be moved into pairs.
4. In their pairs, each person should share a story from their own lives of a man (or boy) who has challenged some aspect of patriarchal masculinities - in their family life, in the community, at school, in the workplace. If you have already used Activity C1, recall the discussion of the Gender Boxes, and what it meant to step out of the box. In sharing the story, talk not only about what the man (or boy) did, but why they did it - what motivated them? Encourage participants to think about the different kinds of motivations that men may have for rejecting patriarchal masculinities and supporting gender equality and women’s empowerment - use the information in the Handout to give examples of these different motivations. State that they will have 10-15 minutes for this activity, ask for questions then state that they will see their screen shift as they move to breakout rooms. Remember to move around the rooms (the Producer can go to some rooms and you can go to others) to confirm understanding, check on progress, and ensure conversations are on point.

Producer:

- ▶ Create pairs to ensure participants are working with different people throughout the workshop.
- ▶ Break participants into pairs.
- ▶ Provide 5 minute and 12 minute alerts and move the pairs back to the plenary when instructed by the facilitator.

5. After 10-15 mins, bring everyone back to plenary. Ask participants to raise their hand (using the “raise hand” tool) to share with the whole group highlights from their stories, and particularly the motivations behind men’s actions for gender change. Invite them to turn on their video when they speak. Use five whiteboards or a Word document with five columns in share screen to write up these motivations in one (or more) of the following headings, according to where it best fits: “For their own benefit,” “For the benefit of women and girls in their lives,” “For the benefit of boys and other men,” “For the benefit of the party/organization,” “For human rights and gender equality.”
6. When everyone has shared, lead a general discussion of motivations for men to challenge patriarchal masculinities, reflecting on the five kinds of motivations, using the handout to provide more information where it is needed.
7. Using share screen, show the PPT slide with the processing questions revealing each question one at a time, and ask participants to respond in chat and/or raise their hand (using the “raise hand” tool):
 - ▶ *Which statements, if any, did you have strong opinions and not very strong opinions about? Why do you think this is so?*
 - ▶ *How did it feel to hear about opinions that were different from your own?*

- ▶ *How surprised were you about the similarity/difference of people's views on these statements?*
- ▶ *What does this similarity/difference suggest about the level of consensus within the party/organization about whether and how to take forwards work on challenging patriarchal masculinities and promoting women's political participation?*

8. End the session by emphasizing the multiple interests that men have in challenging patriarchal masculinities in political life, and the importance of highlighting these in work with men on gender equality within political parties and processes. State that you will email a handout on why men should change at the end of the day.

Training Tips:

- ▶ Think carefully about when participants will be ready to have this discussion. This activity will work better when participants have some sense that men are not only part of the problem of gender inequality, but can also be part of the solution. In the DRC pilot, the NDI team used this tool after a discussion of Gender Norms and Pressures (Tool B1).
- ▶ The information contained in the Handout is useful but general. Make the information more relevant for participants by adding information from your local/national context to that which is already in the Handout. This could include PPT slides with survey data and research findings relating to the harms of patriarchal masculinities for women and girls, for men and boys as well as for the economy and society as a whole.
- ▶ If available, show a video or infographic relevant to the local content to illustrate these points.

SESSION B3: NOTES FOR THE FACILITATOR

Make it personal: In the DRC pilot, the facilitators made good use of stories from their own lives to show the reasons why they got involved in taking action for women's rights and gender equality. Talking personally about our own motivations for wanting to be involved in this work on gender equality can be a powerful way to encourage participants to reflect on their own motivations. A powerful video that shares a personal story would be appropriate as well.

Make it relevant: The information contained in Handout B3 provides a general set of answers to the question: Why should men change? Adapting this information to the local context, including the use of local data and evidence using PPT slides or videos or infographics, will help it be more relevant and impactful for participants.

Emphasize the need to change with women: This activity focuses on men's motivations to, and interests in, getting involved in work on gender equality issues in the party/organization. But it is important that men always remember that any work they do should be in collaboration with and accountable to women's own struggles for gender equality. What it means for men to be an ally to women in any change process is looked at more closely in C4.

Remind participants about the difficulties of change and the importance of supporting each other: Women in many parts of the world have been struggling for many years against patriarchal policies and practices and for gender equality. It is important to remember these histories of struggle, as well as the progress that has been made, in order to remind men that any change process within the party/organization is unlikely to be easy or quick. In turn, this serves as a reminder that it is essential that men support each other in taking on this work to challenge sexism, discrimination and violence against women within the party/organization.

Highlight the need for men to challenge other men: At the same time as the need for men to support each other in any change process, men also need to step up and do more to challenge other men about their sexist, discriminatory and violent behaviors. Women continue to face problems with some men's sexism, discrimination and violence in many political parties and organizations because other men do not do or say anything about it. In order to promote women's greater political participation, men need to do more to challenge other men's sexism, discrimination and violence. How men can do this is discussed in more detail in D4.

TOOL BOX B3: WHY SHOULD MEN CHANGE?

- ▶ **Session B3 Handout: Why Should Men Change**
- ▶ **Session B3: Presentation**

SESSION B4: CHANGES IN MASCULINITIES

- ▶ Time = 60 minutes
- ▶ Materials needed:
 - PPT slide with aim of the session
 - PPT slides for short presentation on the key concepts that will be used in this session: the social expectations of manhood, generational change and positive change toward ending patriarchal masculinities

Training Tips:

- ▶ This activity is designed to be used with a male-only group. If you are working with a mixed-gender group of participants, the generational groups could be re-named Grandparents, Parents, Men and Women Now, and Children.

AIM

By the end of the session, participants will have:

- ▶ Explored generational changes in the social expectations of manhood and their implications for changing patriarchal masculinities.

STEP-BY-STEP

1. Explain the aim of this session using a PPT slide and share screens: Explore generational changes in the social expectations of manhood and their implications for changing patriarchal masculinities.
2. Using share screens, give a short presentation with PPT slides on the key concepts that will be used in this session: the social expectations of manhood, generational change and positive change toward ending patriarchal masculinities using the text in Tool B4: Notes for the Facilitator. Such as:
 - ▶ Slide 1: Social expectations of manhood:
 - Provider: the ability to materially provide for the family.
 - Procreator: the ability to sexually attract women, procreate and be a father.
 - Protector: the ability to protect the family and community.
 - ▶ Slide 2: Generational change:
 - Social expectations of manhood for our grandfathers' generation were probably different in some ways than they are for us, or for our sons.
 - ▶ Slide 3: Positive change toward ending patriarchal masculinities:
 - Understanding how social expectations of manhood have changed in the past can help us to identify ways to change ideas about and practices of masculinity now and for the future
3. Explain that this session will look at how masculinities have changed over different generations and what this means for how we might challenge patriarchal masculinities now.
4. Explain that we will soon break into four small groups: grandfathers, fathers, men now, sons. **Note:** At least one day before this session, briefly explain this activity and ask participants to indicate (using chat) which group they would like to be in. Explain that you will try to honor their requests while ensuring equal numbers of individuals in each group.

5. Explain that each small group will have 15 minutes to create a five-minute role play based on the instructions provided in your breakout room:
 - ▶ Grandfathers' generation group: Create a short (5 minutes or less) role play showing:
 - ➔ How important each of the Three P's (Provider, Procreator, Protector roles) were as markers of manhood for your grandfathers' generation and the pressures on men to conform to these roles.
 - ➔ What happened to men who were unable to live up to these roles?
 - ➔ What happened to men who chose not to conform to these roles but instead chose to live equal and respectful lives with women.
 - ▶ Fathers' generation group: Create a short (5 minutes or less) role play showing:
 - ➔ How important each of the Three P's (Provider, Procreator, Protector roles) were as markers of manhood for your fathers' generation and the pressures on men to conform to these roles.
 - ➔ What happened to men who were unable to live up to these roles?
 - ➔ What happened to men who chose not to conform to these roles but instead chose to live equal and respectful lives with women.
 - ▶ Men Now generational group: Create a short (5 minutes or less) role play showing:
 - ➔ How important each of the Three P's (Provider, Procreator, Protector roles) are as markers of manhood for you as men now and the pressures on you to conform to these roles.
 - ➔ What happens to men who are unable to live up to these roles?
 - ➔ What happens to men who choose not to conform to these roles but instead choose to live equal and respectful lives with women?
 - ▶ Sons' generation group: Create a short (5 minutes or less) role play showing:
 - ➔ How important each of the Three P's (Provider, Procreator, Protector roles) will be as markers of manhood for your sons' generation and the pressures on your sons to conform to these roles.
 - ➔ What will happen to men who are unable to live up to these roles?
 - ➔ What will happen to men who choose not to conform to these roles but instead choose to live equal and respectful lives with women?
6. Invite participants to be creative in how they use their videos for the role-play (e.g., props from home, etc.). **Note:** In lieu of role play, participants can discuss these questions, enter their responses in the group chat, and report out in plenary referring to the chat inputs the Producer saved as a Word document and is presenting using share screen.
7. Ask for questions, then state that participants will see their screen shift as they move into groups. Remember to move around the rooms (the Producer can help co-facilitate) to confirm understanding, check on progress, ensure conversations are on point, and ensure the conversation is productive and positive.

Producer:

- ▶ Move participants into breakout rooms evenly distributing participants and ensuring they are working with different people throughout the workshop.
- ▶ Ensure each group has the specific instructions for their breakout room on a PPT slide or a hyperlink in the group chat to a Word document with the instructions.
- ▶ Provide 10 minute and 2 minute alerts and move participants back to plenary when instructed by the facilitator.

8. After 15 minutes, in plenary, invite the Grandfathers' group and then the Fathers' group to run their role plays turning on their video for others to see, and then debrief with the following questions inviting participants to respond in the chat box and/or raise their hand (using the "raise hand" tool):
 - ▶ *How significant were the roles of Provider, Procreator, Protector for your grandfathers' and fathers' generation?*
 - ▶ *In what ways did these roles rely on and reinforce ideas about and practices of patriarchal masculinities?*
 - ▶ *What happened to men who were unable to live up to these roles?*
 - ▶ *What happened to men who chose not to conform to these roles but instead chose to live equal and respectful lives with women? How common was this?*
 - ▶ *In what ways, if at all, did these roles change from your grandfathers' to your fathers' generation? Why did they change? What do these changes tell us about how to challenge and change patriarchal masculinities now?*
9. Next, invite the Men Now group and then the Sons' group to run their role plays, and then debrief with the following questions:
 - ▶ *How significant are the roles of Provider, Procreator, Protector for men now and for your sons?*
 - ▶ *In what ways do these roles rely on and reinforce ideas about and practices of patriarchal masculinities? How do these roles affect women's experiences in the party/organization?*
 - ▶ *What happens to men who are unable to live up to these roles?*
 - ▶ *What happens to men who choose not to conform to these roles but instead choose to live equal and respectful lives with women? How common is this? How can we support more men to choose to live equal and respectful lives with women?*
 - ▶ *In what ways, if at all, are these social expectations of manhood changing for your sons? Why are they changing? What do these changes tell us about how to challenge and change patriarchal masculinities now?*
10. End the session by summarizing what has been discussed in terms of the importance of and ways to challenge and change patriarchal masculinities now.

SESSION B4: NOTES FOR THE FACILITATOR

Social expectations of manhood: In many societies, the following three roles (the Three P's Model of Masculinity) are taken to be the most significant expressions or markers of manhood, which it is expected that men fulfill:

- ▶ Provider: the ability to materially provide for the family.
- ▶ Procreator: the ability to sexually attract women, procreate and be a father.
- ▶ Protector: the ability to protect the family and community.

Generational change: Over time, these roles may have changed in response to changing political, economic and cultural conditions. The social expectations of manhood for our grandfathers' generation were probably different in some ways than they are for us, or for our sons. The fact that these social expectations have changed reminds us that such expectations are changeable.

Positive change toward ending patriarchal masculinities: Understanding how social expectations of manhood have changed in the past can help us to identify ways to change ideas about and practices of masculinity now and for the future, in order to end patriarchal masculinities and promote equal and respectful gender relations.

TOOL BOX B4: NOTES FOR THE FACILITATOR

- ▶ **Session B4: Presentation**

MODULE C: POLITICIZE

After personalizing the discussion of gender norms and masculinities, it is equally important to build on this personal connection by strengthening men's understanding of the broader contexts and dynamics of gender norms, as they affect the organizations they work in, the communities they live in and the societies to which they belong. The broader political perspective is needed to change social norms, and not merely individual attitudes and behaviors. Changing gender norms involves work for social change, and this inevitably involves politics. This political dimension is especially important for work on men's attitudes and practices within political organizations, in terms of being able to identify the specific issues of political will, space and capacity to make change.

SESSION C1: GENDER NORMS AND PRESSURES

- ▶ Time = 60 minutes
- ▶ Materials needed:
 - PPT slide with aims of the session
 - Two whiteboards (or one if two is not possible). One with "The Man Box" and the other "The Woman Box" in each breakout room to enter responses to questions or paper and pen (for participants) to draw the boxes
 - Word document with instructions for small group work
 - Handout 1: Norms and Harms of Patriarchal Masculinities
 - Handout 2: The Meanings of Power

Training Tips:

- ▶ This activity can be very effective in helping men understand the harmful impacts of norms of femininity on the lives of women, and the benefits men gain from conforming to norms of masculinity. You can highlight the contrast between women's and men's experiences of gender norms by placing the Woman Box and Man Box side-by-side, and look at the differences between them in terms of impacts of norms.
- ▶ It is likely that you will be using this activity with an all-male group. Men may find it difficult to do the Woman Box, because they do not fully appreciate the harms that women suffer from norms of femininity. Thus, it is important to emphasize that this activity looks at men's perceptions of the impact of gender norms on women. You can enhance the discussion by sharing any information, research and personal testimonies that you have about the harmful impacts of gender norms on women, especially in relation to political parties and processes.

AIM

By the end of the session, participants will have:

- ▶ A better understanding of the impact of norms of masculinity and femininity on the lives of men and women.
- ▶ Identified the ways in which gender norms of masculinity and femininity affect women's political participation.

STEP-BY-STEP

1. Introduce the activity by presenting its aims on a PPT slide using share screens:
 - ▶ A better understanding of the impact of norms of masculinity and femininity on the lives of men and women.
 - ▶ Identify the ways in which gender norms of masculinity and femininity affect women's political participation.
2. Explain the importance of looking more closely at the norms and pressures of masculinity and femininity in order to understand barriers to women's political participation.
3. Explain that participants will move into small groups of 5-6 people each. In their group, they will find instructions for the activity and two (or one) whiteboards. If whiteboards are not available, each group should identify a "scribe" who will draw the boxes on a piece of paper and share them via video in plenary.

For The Man Box:

- ▶ *What are the messages that men get about what it means to be a man? Write these inside the box.*
- ▶ *What are the social expectations of masculinity that men are supposed live up to? Write these inside the box.*
- ▶ *In what ways are these messages and social expectations of masculinity different for different groups of men (based on age, marital status, economic circumstances, educational level, and so on)? Write these on a separate piece of paper.*
- ▶ *How do men benefit from conforming to these messages and social expectations? Write these inside the box.*
- ▶ *How are men harmed by conforming to these messages and social expectations? Write these inside the box.*
- ▶ *What happens to men who do not or cannot conform to these social expectations and messages? Write these outside the box.*

For The Woman Box:

- ▶ *What are the messages that women get about what it means to be a woman? Write these inside the box.*
- ▶ *What are the social expectations of femininity that women are supposed live up to? Write these inside the box.*
- ▶ *In what ways are these messages and social expectations of femininity different for different groups of women (based on age, marital status, economic circumstances, educational level, and so on)? Write these on a separate piece of paper.*
- ▶ *How do women benefit from conforming to these messages and social expectations? Write these inside the box.*
- ▶ *How are women harmed by conforming to these messages and social expectations? Write these inside the box.*
- ▶ *What happens to women who do not or cannot conform to these social expectations and messages? Write these outside the box.*

4. Ask for questions, then state that their screens will shift as they move into the breakout rooms.

Producer:

- ▶ Work with the facilitator the day before this session to determine groupings, which may be by age, seniority, sex, geographical location, or other, and that participants are working with different people throughout the workshop.
- ▶ Ensure each group has at least one whiteboard, preferably two, and a hyperlink to a Word document with the instructions for their group. If whiteboards are used, save them as Word documents and present in plenary for the report out.
- ▶ Provide 20 minute, 5 minute, and 2 minute alerts and move participants back to plenary when instructed by the facilitator

5. After 30 minutes, or when the small groups have finished their work, bring the groups back together. Ask each in turn to present their Gender Boxes. Use share screens if whiteboards were used in the breakout rooms, or invite one participant from each group to turn on their video and show the boxes to the others while they present.
6. Invite participants to respond and reflect using chat.
7. Discuss using the following questions and the information in the handouts to guide the discussion:
 - ▶ *How patriarchal are these messages about and social expectations of masculinity and femininity (in reinforcing men's power and women's subordination)?*
 - ▶ *How do these messages about and social expectations of masculinity and femininity affect the behavior of men and women in your party/organization?*
 - ▶ *How do these messages about and social expectations of femininity limit women's lives and affect their participation in political life?*
 - ▶ *How do these messages about and social expectations of masculinity benefit men, in terms of their personal lives and their involvement in political life?*
 - ▶ *In what ways may these messages about and social expectations of masculinity limit or restrict men, in terms of their personal lives and their involvement in political life? What incentives do men have to reject patriarchal messages about and social expectations of masculinity?*
 - ▶ *In what ways do women refuse to conform to messages and social expectations of femininity that harm their lives? What happens to women who refuse to conform to harmful gender norms of femininity? How can men support women who refuse to conform to harmful gender norms of femininity?*
 - ▶ *In what ways do men refuse to conform to messages and social expectations of masculinity that limit their lives? What happens to men who refuse to conform to restrictive gender norms of masculinity? How can men support other men to refuse to conform to restrictive gender norms of masculinity?*
8. As participants respond to these questions in chat, remark on what is being written as you would in a face-to-face delivery as participants share their responses verbally. Allow for silence as participants reflect and engage with each other via chat. Note similarities and differences, invite participants to come off mute to elaborate on something they wrote (without putting them on the spot).

9. End the session by going over the main points in Handout 1: Patriarchal Masculinities in Practice. Emphasize the different ways in which these restrictive Gender Boxes damage not only women's lives and participation in political life but also limit men's lives in different ways. If there is time, use Handout 2: Meanings of Power to introduce the concept of power-over relationships. Make the following points:
 - ▶ The patriarchal masculinities of the Man Box and the subordinate femininities of the Woman Box are based on a power-over model of human relationships.
 - ▶ In order to change this and promote women's greater political participation, we need to focus on other models of power: women's power-within and power-to, and the collective power-with of women and men working together to end patriarchal practices.
10. State that you will email the handouts on norms and harms of patriarchal masculinities and the meanings of powers at the end of the day.

TOOL BOX C1: GENDER NORMS AND PRESSURES

- ▶ **Session C1 Handout 1: Patriarchal Masculinities in Practice**
- ▶ **Session C1 Handout 2: Meanings of Power**
- ▶ **Session C1: Presentation**

SESSION C1: NOTES FOR THE FACILITATOR

Encourage everyone in the group to share their views: Organizations can be reluctant to openly discuss internal problems, including problems of sexism and gender discrimination. Senior figures may be especially resistant to such openness. For this activity to work well as an honest discussion of the impact of gender norms on attitudes and behaviors within a political party/organization, it is essential to remind participants of the benefits of honest reflection and discussion about harmful gender norms in order to ensure that the benefits of women's greater political participation can be realized.

Relate the Gender Boxes to participants' own lives and experiences: Help the discussion be more specific to participants' own lives by asking questions about where participants see themselves in relation to the Man Box - are they inside or outside the Man Box, or somewhere in-between? This will help to personalize the discussion and prevent it becoming too general. Focus on the harmful impacts of patriarchal norms and pressures on women and men: This activity is particularly concerned with the impacts of such norms on political parties and other organizations involved in political processes (such as election observation) and how such norms limit women's political participation. There is a lot of evidence about both the facts of women's lack of political participation and the factors explaining this, such as the widespread violence women face in political life.

Look closely at the socio-cultural factors limiting women's political participation: These are linked to social expectations of and ideas about femininity and masculinity, and the messages that men and women in many societies get about patriarchal masculinities and subordinate femininities. Women may be deterred from entering political life or progressing in their political careers because politics is highly masculinized - seen as a "man's world." By the same token, men in political life may not take their female colleagues seriously or not see the everyday sexism that women face, because they assume that men should lead, and that women's role is to support and follow men. The social expectations of femininity (the Woman Box) can harm women's political participation and progress in very direct ways:

- ▶ The social expectation that women take care of their families limits the time and freedom they have to participate in meetings and other political activities.
- ▶ The association of femininity with sexual honor in many societies limits women's freedom to choose when and where to participate in political activities. Political parties may hold meetings in the evenings in bars and restaurants, but in many societies women are expected to be at home in the evening, under the implicit or explicit control of their husband or father. Women in public spaces in the evening face particular risks of sexual violence and harassment from men, and stigmatization as being disreputable or dishonorable.

Discuss the impact of the Man Box on male peer culture within the party/organization: The social expectations of masculinity that men are pressured to conform to often affect how they interact with other men. In many societies, these norms of masculinity discourage men from being vulnerable and emotionally honest with other men. They also often encourage men to be competitive and sometimes aggressive with each other, and to disrespect women's abilities and ambitions. In this way, these norms of masculinity can create a "male peer culture" which is hostile to women's participation and progress in political life and which also values competition over collaboration, deterring men from working together to challenge sexism in the party/organization. It is important to help participants understand this concept of "male peer culture", what this culture looks and feels like in their own party/organization and how it may affect women's participation and progress.

Compare the Woman Boxes with the Man Boxes: Putting the boxes side-by-side can help to highlight (a) the harms to women of conforming to norms of femininity and (b) the ways in which men not only benefit from norms of masculinity but are also harmed by such norms. For many years in many societies, women have been campaigning against the discrimination they face as a result of gender norms of subordinate femininities. But crucially, this activity focuses on men's interests in rejecting patriarchal masculinities, looking at the harms that norms of patriarchal masculinities can do to men. The activity uses the metaphor of the Gender Box to explore the ways in which social expectations and messages about femininity and masculinity not only restrict the lives of women, but also limit the lives of men.

Acknowledge that rejecting patriarchal masculinities and subordinate femininities is difficult because of the social pressure to conform to gender norms: In most societies, there is a lot of pressure for men and women to stay in their Gender Boxes. Men also get a lot of benefits and privileges from conforming to patriarchal norms. But this activity asks men to consider the harms that such norms do to them as well as women, and to think about the benefits to them as well as to women of stepping outside of their Gender Boxes, and the support they will need to help them do so.

Make the distinction between being unable to comply with gender norms and being unwilling to comply with gender norms: There may be a number of reasons why men feel unable to conform to patriarchal norms. Often these reasons are to do with men's economic circumstances or marginalized social status, which limits their ability to fulfill some of the social expectations of masculinity, e.g. in terms of being the main breadwinner in their family. But when this activity refers to men stepping outside of their Man Box (by rejecting or resisting some harmful social expectations of masculinity), it is mainly concerned with encouraging men to refuse to comply with harmful norms of masculinity - because they recognize the harms such norms do not only to women and girls but also to men and boys (see Activity B3). The harms of patriarchal masculinities to men may include:

- ▶ Damage to men's physical and mental health (e.g. linked to excessive alcohol use)
- ▶ Male violence against other men
- ▶ Men's experiences of abusive use of power within male-dominated hierarchies
- ▶ Pressure to compete rather than collaborate with other men

SESSION C2: GENDER JOURNEYS IN POLITICS

- ▶ Time: 75 minutes
- ▶ Materials needed:
 - PPT slides with aims of the session and available country-specific research evidence.
 - Whiteboard to draw the “gender journey” and brainstorm different moments on the journey with participants
 - Breakout rooms for group work using a whiteboard or chat box to answer the questions.
 - PPT slide with “direct/personal sexism and discrimination” and “indirect/organizational sexism and discrimination”
 - PPT slide with “formal aspects (e.g. a lack of policy or a failure to implement policy)” and “informal aspects (e.g. a culture of impunity)”

Training Tips:

- ▶ Where possible, meet with women from the party/organization beforehand to gather first-hand testimonies from them about their gender journeys in the party/organization.
- ▶ Decide how best to present this information during the session - ensure that you do so in ways that do not expose women to any further discrimination or violence. See the Notes section for more guidance on this.

AIM

By the end of the session, participants will have:

- ▶ Identified key moments during women’s journey into and in the party (or political work, such as being an election observer) when men’s sexist attitudes and behaviors and gender-based discrimination has harmed them and limited their participation and progress.
- ▶ Specified actions that men can take, together with women, to intervene at these key moments to help improve women’s participation and progress.

STEP-BY-STEP

1. Sharing screens, show the PPT slide and explain the learning aims of the activity:
 - ▶ Identify key moments during women’s journey into and in the party (or political work, such as being an election observer) when men’s sexist attitudes and behaviors and gender-based discrimination has harmed them and limited their participation and progress.
 - ▶ Specify actions that men can take, together with women, to intervene at these key moments to help improve women’s participation and progress.
2. Remind participants about the research and evidence that shows the extent of the sexism, gender-based discrimination and gender-based violence that women face in political life, from the moment they decide they want to get involved. Where possible, refer to research and evidence from the country/region in which the workshop is being done.
3. Emphasize how important it is for men to look closely at women’s experiences of sexism, gender-based discrimination and gender-based violence in political life in order to better understand both the extent of the problem, and the roles they can play in challenging this sexism, discrimination and violence in order to improve women’s participation and progress.

4. Explain the concept of the “gender journey” - the “journey” refers to a timeline of women’s experiences of being in the party (or organization), from the moment they decided they wanted to join the party until now. We will use the term “gender journey” to think and talk about the ways in which women’s experiences of being in the party, from the moment they decided to join until now, has been affected by their gender identity as women, and the sexism and gender-based discrimination and violence they have faced as a result.
5. Using a whiteboard, draw a road or path, explaining that this will show women’s “gender journey.” Brainstorm with the group the different moments on this journey when women could experience sexism, discrimination and/or violence that limits their political participation and progress. Examples of these key moments include:
 - ▶ Decision to join a political organization
 - ▶ Promotion to more senior position
 - ▶ Participation in decision-making process (formal and informal)
 - ▶ Participation in leadership structures (e.g. leadership councils and committees)

Producer:

Pull up whiteboard for facilitator

6. Refer to the available research evidence, from your country and elsewhere, to highlight the nature and extent of the sexism, discrimination and/or violence that women face at each of these moments on their gender journey in political life. If you have gathered personal testimonies from women in the party/organization beforehand, share some examples of their testimonies of sexism, discrimination and/or violence for each of these key moments.
7. Explain that you will move into small groups of 4-6 people each. Each group will be assigned one of these key moments to work on (provided in the breakout room). Ask each small group to spend the next 15 minutes discussing their key moment, noting their answers to the questions (provided in the breakout room) on the whiteboard (when possible) or in the chat box:
 - ▶ *What kinds of sexism, discrimination and/or violence might a woman face at this moment?*
 - ▶ *Which men (and other women) are involved in perpetrating this sexism, discrimination and/or violence?*
 - ▶ *Which aspects of party/organizational culture allow this sexism, discrimination and/or violence to continue and deter women and men from taking action to stop it?*
 - ▶ *What could other men do at this moment to challenge this sexism, discrimination and/or violence and support women?*
8. Remember to move around the rooms (the Producer can help co-facilitate) to confirm understanding, check on progress, and ensure conversations are on point.

Producer:

- ▶ Move participants into breakout rooms ensuring participants are working with different people throughout the workshop.
- ▶ Ensure each group has the assigned key moment indicated in the breakout room chat box.
- ▶ Ensure each group has a hyperlink to the discussion questions in the chat box.
- ▶ Where available, provide a whiteboard for each breakout room.
- ▶ Save the breakout room whiteboards as Word documents to present in plenary. If whiteboards are not used, save the chat boxes as Word documents to present in plenary.
- ▶ Provide 10 minute, 2 minute alerts and move participants back to plenary when instructed by the facilitator.

9. When the small groups have completed their discussions, bring everyone back together. Invite each small group to take turns in presenting their answers to the three questions to the rest of the participants by referring to the Word documents shown on the screen by the Producer with their responses. When all the small groups have reported back, lead a general discussion (either verbally or via chat) of the following with participants responding in chat:
 - ▶ The different kinds of sexism, discrimination and/or violence that woman face at different stages of their gender journey in political life. Refer to any personal testimonies from women that you have gathered beforehand to ensure that this discussion reflects the realities of women's experiences. Make the distinction between direct/personal sexism and discrimination and indirect/organizational sexism and discrimination (see the Notes). Ask participants to share stories from their own lives about this.
 - ▶ The different kinds of men involved in perpetrating this sexism, discrimination and/or violence. This may include family and community members, colleagues in the party/organization, as well as senior figures and leaders in the party/organization.
 - ▶ The different aspects of party/organizational culture which allow this sexism, discrimination and/or violence to continue and which deter women and men from taking action to stop it. Make the distinction between formal aspects (e.g. a lack of policy or a failure to implement policy) and informal aspects (e.g. a culture of impunity) and stress that both need to be addressed. Explain that subsequent sessions (D3 and D4) will look more closely at how to do this.
 - ▶ The different kinds of actions that men can take to challenge this sexism, discrimination and/or violence and support women. Emphasize the importance of men working together with women to do this, and that more will be said about this in a later session (see C4). Ask participants to share stories from their own lives of examples of men taking action with women to challenge sexism, discrimination and/or violence.
10. If participants are entering responses via chat, remark on what is being written as you would in a face-to-face delivery as participants share their responses verbally. Allow for silence as participants reflect and engage with each other via chat. Invite some to come of mute to elaborate.
11. End the session by reminding the group of the importance of listening to women's experiences of their gender journeys in politics, and that a later session (see D1) will look more closely at listening as the first step on taking action to stop the sexism, discrimination and/or violence.

TOOL BOX C2: GENDER JOURNEYS IN POLITICS

► Session C2: Presentation

SESSION C2: NOTES FOR THE FACILITATOR

Gather women’s personal testimonies beforehand and think carefully about how to present this information during the session in ways that do not expose women to further discrimination or violence. This could be done by presenting testimonies anonymously using PPT slides and share screens, use the testimonies as “case studies” (anonymously) that participants process in small groups, or developing animated videos based on the testimonies.

In the DRC, the NDI team met with representatives from each party’s Women’s Wing to gather and discuss their testimonies of the sexism, discrimination and/or violence which they had faced in the party. The NDI team discussed with Women’s Wing members how best to present this information to the men in the workshop. They discussed two options for doing this:

- Two or more volunteers from the Women’s Wing attend this session, and report back directly to the male participants on the testimonies gathered from Women’s Wing members.
- The NDI team create a summary of the women’s testimonies, which a female NDI team member then presents back to male participants during the workshop.

Women’s Wing members expressed their concerns that they would face further discrimination and possibly violence if they presented their testimonies in person. For this reason, option (b) was chosen, and an NDI staff member reported back to the male participants at the workshop. Ensuring women’s safety and doing no harm are the primary considerations in making any decision about how to bring women’s voices and testimonies into a male-only workshop.

Use available research to inform men about the nature and extent of the sexism, discrimination and/or violence that women face in political life. There is a growing body of research whose findings can be used during the session to ensure that the discussion focuses on what is known about the realities of the sexism, discrimination and/or violence that women face in political life. Go to <https://www.ndi.org/not-the-cost> for up-to-date research.

Women face direct/personal sexism, discrimination and violence. The available research makes clear that women face direct sexism, discrimination and violence (verbal, physical and sexual), from the moment they decide to get involved in politics and continuing throughout their time in political life. Such sexism, discrimination and violence is frequent and widespread. When such sexism, discrimination and violence is perpetrated by senior figures in the party/organization, it can be especially difficult to report it and for other men to challenge it.

Women face indirect/organizational sexism and discrimination. Party rules and procedures often have discriminatory effects. Criteria for candidate selection which insist on certain educational or financial requirements can indirectly discriminate against women, who have been denied the opportunity to meet these requirements by patriarchal norms and/or policies in the country. It is essential to recognize and address this indirect/organizational sexism. Subsequent sessions (D3 and D4) look more closely at how to do this.

SESSION C3: GENDER @ WORK SCENARIOS

- ▶ Time: 60 minutes
- ▶ Materials:
 - PPT slide with aims of the session
 - Pen and paper (for participants)
 - Word document with small group discussion questions for breakout rooms.
 - Whiteboard with a continuum (a line) on the board with one end marked “Most realistic/relevant” and the other end marked “Least realistic/relevant.”
 - Handout C3: Gender @ Work Scenarios

AIM

By the end of the session, participants will have:

- ▶ Reviewed the ways in which patriarchal masculinities and subordinate femininities affect the ‘culture’ of the party/organization.
- ▶ Identified actions that can be taken in response to specific incidents of harmful behavior within the party/organization in order to change its patriarchal ‘culture’.

STEP-BY-STEP

1. Present the learning aims of the session on a PPT slide using share screens:
 - ▶ Review the ways in which patriarchal masculinities and subordinate femininities affect the ‘culture’ of the party/organization.
 - ▶ Identify actions that can be taken in response to specific incidents of harmful behavior within the party/organization in order to change its patriarchal ‘culture’.
2. Divide participants into small groups based on the number of scenarios that you are using; each small group should work on their own scenario. If there are six scenarios, there should be six small groups (assuming there are enough participants to populate each group with at least three people).
3. Explain that participants will work in small groups for 20 minutes to discuss the scenario and answer the questions both of which will be available in their breakout room. They should enter their answers to the questions—using the question numbers to indicate which answers correspond to which—in the breakout room chat box. Encourage participants to turn on their video during the small group discussion. Invite each group to select a “scribe” who will note the group’s responses to the questions on a piece of paper, and a “reporter” who will report out for the group. Ask for questions and state that they will see their screen shift as they move into groups. Remember to move around the rooms (the Producer can help co-facilitate) to confirm understanding, check on progress, and ensure conversations are on point.

Training Tips:

- ▶ Move participants into breakout rooms ensuring participants are working with different people throughout the workshop.
- ▶ Ensure each group has a hyperlink to a Word document with the scenario for that group in the chat box
- ▶ Ensure each group has a PPT slide with the discussion questions or a hyperlink to a Word document with the discussion questions.
- ▶ Save the chat box answers as a Word document for plenary report out.

4. While the small groups are discussing these questions, write up a continuum (a line) on a whiteboard, with one end marked “Most realistic/relevant” and the other end marked “Least realistic/relevant.”
5. When the small groups have completed their discussions, bring everyone back to plenary. One by one, ask each scribe to write their responses to the questions on the appropriate place on the continuum (whiteboard) while the reporter shares the highlights from their group’s scenario and discussions. If possible, suggest that each scribe use a different color or font when writing on the whiteboard to see similarities and differences across groups.
6. Lead a large group discussion of the scenarios, with the following questions with participants responding using chat:
 - ▶ Which are the most realistic scenarios and why?
 - ▶ Reflecting on these scenarios, what is the party/organization already doing to make its internal culture respectful of and not harmful to women?
 - ▶ Reflecting on these scenarios, what more could the party/organization be doing to make its internal culture respectful of and not harmful to women?
 - ▶ What can you do as men to improve the response of the party/organization to the harmful behaviors presented in these scenarios?
7. If participants enter their responses in chat, remark on what is being written as you would in a face-to-face delivery as participants share their responses verbally. Allow for silence as participants reflect and/or engage with each other via chat, and invite some to come off mute to elaborate.
8. End the session by reminding the group that changing the internal culture of the party/organization is unlikely to be quick or easy, but it will only happen if more men step up and take a stand against harmful behaviors and the patriarchal culture that they express.

Training Tips:

The scenarios described in the Handout reflect NDI's research in many countries on the impact of patriarchal masculinities on political parties and processes. But they are intended to be suggestive rather than definitive. If they do not feel directly relevant to your context, however, feel free to revise them accordingly.

In the DRC pilot, these scenarios provoked a defensive reaction from party members. They claimed that none of these scenarios were realistic. This defensiveness can itself be a learning opportunity. As the facilitator, you can use participants' defensive reactions as an opening to discuss the relative invisibility to men of the problems of everyday sexism faced by women.

This activity is a valuable opportunity to use available research, by NDI and others, which is specific to your context to inform participants about the problems of gender-based discrimination, sexual harassment and gender-based violence faced by women in political life.

TOOL BOX C3: GENDER @ WORK SCENARIOS

- ▶ **Session C3: Presentation**
- ▶ **Session C3 Handout: Gender @ Work Scenarios**

SESSION C4: ALLY VS PROTECTOR

- ▶ Time: 60 minutes
- ▶ Materials needed:
 - PPT slide with aims of the session
 - Breakout rooms for pair work
 - Breakout rooms for small group work with a PPT slide or hyperlink to a Word document in each group with discussion questions.
 - Handout C4: Becoming an Ally

Training Tips:

- ▶ This activity uses storytelling to help participants understand the meaning of “being an ally” and to relate this to their own lives. You can help participants with this by sharing your own stories about being an ally to women and what this involved.
- ▶ Make sure that any story you tell brings out at least some of the key points made in the Handout about what it means to be an effective ally.

AIM

By the end of the session, participants will have:

- ▶ Clarified the difference between the “ally” role and the “protector” role in men taking action to challenge patriarchal masculinities and promote women’s political participation.
- ▶ Identified the reasons why men should take action as an ally and rather than acting as a protector.

STEP-BY-STEP

1. Using a PPT slide and share screen, explain the learning aims of the session.
 - ▶ Clarify the difference between the “ally” role and the “protector” role in men taking action to challenge patriarchal masculinities and promote women’s political participation.
 - ▶ Identify the reasons why men should take action as an ally and rather than acting as a protector.
2. Explain that one way to explore what it means for men to ally with women in challenging patriarchal masculinities is for men to recall experiences from their own lives when they have felt supported by other men.
3. Ask participants to take 5 minutes to recall an experience from their own lives when they were facing a problem, and another man supported them in dealing with it.
4. After 5 minutes, inform participants that they will move into pairs and have 4 minutes to share their story with their partner, and a pop-up box will emerge when it is time for participants to swap roles. Encourage participants to turn on their video for the pair work. Ask for questions then state that participants will see their screen shift as they move into pair groups.
5. Remember to move around the rooms (the Producer can help co-facilitate) to confirm understanding, check on progress, and ensure conversations are on point.

Producer:

- ▶ Divide participants into pairs and move into breakout rooms ensuring that participants are working with different people.
- ▶ Provide 4 minute and 2 minute alerts and move participants back to plenary when instructed by the facilitator.

6. After 8 minutes (when both partners in each pair have shared their stories), bring everyone back together to debrief the stories and what we can learn from them about being an ally. Use the following questions and invite participants to respond in the chat and/or raise their hand (using the “raise hand” tool):
 - ▶ *What did the other person do to help you feel supported in dealing with the problem that you were facing?*
 - ▶ *In what ways did the other person’s support build your own confidence and ability to deal with the problem that you were facing?*
7. If participants enter their responses in chat, remark on what is being written as you would in a face-to-face delivery as participants share their responses verbally. Allow for silence as participants reflect on questions and/or engage with each other via chat. Invite some to come of mute to elaborate.
8. Using share screens, refer to Handout C4 and present the first two definitions of what being an ally means, emphasizing the key points that an ally:
 - ▶ *Supports someone or some group in dealing with a problem*
 - ▶ *Reinforces, rather than reduces, the power and ability that this person or group has to deal with the problem*
9. Recall the discussion of power-over relationships from the Gender Boxes activity (C1). Explain that it is important to think about the different meanings of power in thinking about what it means to be an ally. This means that for men who want to ally with women in challenging patriarchal power-over relations, it is important that they act in ways that build power-with relations with women and that do not, explicitly or implicitly, reinforce power-over relations.
10. Explain that participants will break into small groups for 15-20 minutes. Each group will discuss a scenario from their own experience, or one that could happen in their own party/organization, in which a man thought he was being an ally to women’s struggle for greater political participation but was in fact undermining women’s power-within and power-to and not building power-with relations with women. Using PPT and share screens, show the discussions questions and state that they will be available in each breakout room:
 - ▶ *What did the man do and not do that helped to reinforce rather than reduce power-over relations between men and women?*
 - ▶ *How could the man have better supported women’s power-within and power-to?*
 - ▶ *How could the man have behaved in ways that helped to strengthen power-with relations with women in their struggles for greater political participation?*
11. Encourage participants to turn on their video during the small group work. Ask for questions then inform participants that they will see their screen shift as they move into breakout rooms.
12. Remember to move around the rooms (the Producer can assist with co-facilitation in groups) to confirm understanding, check on progress, and ensure conversations are on point.

Producer:

- ▶ Divide participants into small groups and move into breakout rooms.
- ▶ Ensure that each group has a PPT slide with the discussion questions or hyperlink to a Word document with the discussion questions.
- ▶ Save the text in the chat box for each group as a Word document and present it in plenary for each group.
- ▶ Provide 4 minute, 2 minute alerts and move participants back to plenary when instructed by the facilitator.

13. Allow the small groups 15-20 minutes for their small group-work, and then bring everyone back together. Invite the small groups to take turns to report back on their conversations, and their answers to the three questions referring to the Word document with the group's responses the Producer shows using share screens.
14. Once the small groups have reported back, lead a general discussion on the difference between being an ally and being a protector, and the importance of men being allies to women rather than protectors of women. Referring to Handout C4, make the following key points inviting participants to reflect, comment, and respond in chat:
 - ▶ In most societies, the social expectations of masculinity with which boys grow up to be men emphasize that a man must be strong (emotionally as well as physically) because women are weak and in need of protection. These norms of masculinity send the message that masculinity = strength and that femininity = weakness.
 - ▶ This message is a patriarchal message because it denies women their power (power-within and power-to). By insisting that power is masculine, it reinforces men's power-over relations with women.
 - ▶ When men take on the role of being a protector of women, they reinforce this power-over situation by acting on behalf of women (reinforcing the idea that women cannot act on their own behalf) rather than acting with women to change a harmful situation.
 - ▶ In order to secure greater political participation, women need men to be allies rather than protectors. Being a male ally involves listening to and working with women to address the barriers to their political involvement and progress, rather than taking on the role of protector and trying to solve the problem for women.
15. With this distinction between being an ally and being a protector in mind, end the session by briefly reviewing the scenarios from the small group-work. Highlight the ways in which men can be an ally to women in each scenario by supporting women's power-within and power-to, and working to strengthen power-with relations with women in their struggles for greater political participation.
16. End the session stating that you will share the handout on becoming an ally at the end of the day.

TOOL BOX C4: ALLY VS PROTECTOR

- ▶ **Session C4: Presentation**
- ▶ **Session C4 Handout: Becoming an Ally**

MODULE D: STRATEGIZE

A broader political perspective is necessary if we are to change gender norms, and not merely individual attitudes and behaviors. Changing gender norms involves work for social change, and this inevitably involves politics. This political dimension is especially important for work on men's attitudes and practices within political organizations that limit, deter and/or exclude women's full political participation, in terms of being able to identify the specific issues of political will, space and capacity to make change. In both personalizing and politicizing issues of gender norms, as they affect political organizations and processes, we are then in a position to collectively strategize for how to change them.

SESSION D1: ACTIVE LISTENING

- ▶ Time: 45 minutes
- ▶ Materials needed:
 - PPT slide with aims of the session
 - PPT slide with key points of active listening.
 - PPT slide with questions for speakers.
 - PPT slide with questions for listeners.
 - Whiteboard to Brainstorm with the main reasons why many men do not listen carefully enough to women's experiences of patriarchal masculinities, both inside the party/organization or in society as a whole.

AIM

By the end of the session, participants will have:

- ▶ A better understanding of the importance of men listening to women's experiences, requests and demands as a first step in taking action in support of women's political participation.
- ▶ Practiced their skills in active listening, in order that they can better support and collaborate with women in their struggle for greater political participation.

STEP-BY-STEP

1. Explain the aims of the session by presenting a PPT slide using share screens.
2. Remind participants that listening to those most affected by a social problem is a necessary first step in strategizing to address it, in order to be guided by their experiences and recommendations. In order to deal with problems of patriarchal masculinities, as they show up in the party/organization and society as a whole, it is essential for men to listen to those most affected by the harms of patriarchal masculinities, namely women and gender and sexual minorities.
3. Explain that listening is a skill; it can be practiced and improved. Explain that this session will discuss and practice the skills of "active listening." Emphasize that the first point to note about active listening is that it means listening with the whole body and not only the ears.
4. Explain that participants will be moved into pairs and this time, *do not turn on video* to focus on listening. One member of the pair will speak about any subject for 2-3 minutes while their partner listens. Then swap the roles. A pop-up box will indicate when it is time to switch. Ask for questions, then state that participants will see their screen shift as they move into pairs.
5. Remember to move around the rooms (the Producer can help co-facilitate) to confirm understanding, check on progress, and ensure conversations are on point.

Producer:

- ▶ Divide participants into pairs (ensuring different groupings from previous pair work) and move into breakout rooms.
- ▶ Provide 3-minute and 1-minute alerts and move participants back to plenary when instructed by the facilitator. If you locked participants' videos, unlock them at this time.

6. De-brief this exercise by asking what it was like to listen to someone when you could not see them. Ask what it was like to be listened to by someone whom you could not see. Asking participants to respond using chat. You may want to call on select participants to come off mute to elaborate or clarify what they wrote.
7. Explain that participants will go back into the same pairs, but this time *with their video turned on*. Repeat the exercise, with one person speaking and the other listening and then swap the roles.
8. Remember to move around the rooms (the Producer can help co-facilitate) to confirm understanding, check on progress, and ensure conversations are on point.

Producer:

- ▶ Divide participants into the same pairs and move into breakout rooms.
- ▶ Provide 3-minute and 1-minute alerts and move participants back to plenary when instructed by the facilitator.

9. De-brief by asking the group what the differences were between listening to each other without video and listening to each other with video, and ask them to respond in chat. Using a PPT slide and share screens, ask when participants were the "speakers:"
 - ▶ What did it feel like to not be able to see the person you were talking to?
 - ▶ To what extent did you feel heard or not heard?
 - ▶ In the face-to-face part of the exercise, what did it feel like to see and be seen by the person listening to you?
 - ▶ What did they do with their eyes, and their whole body, to show that they were listening to you?
10. Ask, when participants were the "listeners:"
 - ▶ What did it feel like to not be able to see the person you were listening to?
 - ▶ In the face-to-face part of the exercise, what did it feel like to see and be seen by the person speaking to you?
 - ▶ What did you do with your eyes, and your whole body, to show that you were listening intently to them?
11. Lead a general discussion--with participants responding in chat and/or using "raise hand" to come off mute to share verbally--about why it is important for men to listen well to those most affected by the harms of patriarchal masculinities (namely, women and gender and sexual minorities), and the basic skills involved in active listening.

12. Using a whiteboard, ask the group to write the main reasons why many men do not listen carefully enough to women's experiences of patriarchal masculinities, both inside the party/organization or in society as a whole. Invite participants to use the whiteboard shape functions (e.g., checkmarks, stamp, and others) to indicate support for something another participant wrote.
13. Invite participants to use the "raise hand" tool and come of mute to share their own experiences of witnessing (a) a man not listening to a woman when she was speaking at a party/organizational meeting and how that affected the woman and (b) a man showing good active listening skills in listening to a woman when she was speaking at a party/organizational meeting and how that affected the woman. Discuss with the group what men can do to challenge and support other men to listen to women, in order to be guided by their experiences and recommendations in challenging patriarchal masculinities.
14. Refer to the Notes for the Facilitator to ensure that you cover the main learning points in summing up the activity.

SESSION DI: NOTES FOR THE FACILITATOR

Active listening is a basic skill in any process of change. It means helping people feel that they are being heard and understood. Active listening helps people share their experiences, thoughts, and feelings openly. It is a way of showing others that their own ideas are valuable and important when it comes to solving their problems.

Why listen well? Listening well is about paying attention and respect. This is important in any human interaction, but especially in any process of organizational change where people may have different views about the issues being discussed. Mutual learning happens best in situations where people feel heard. This may be particularly important when talking with men about issues of patriarchal masculinities, issues about which they may feel defensive or ashamed.

How to listen well: Active listening encourages a more open communication of experiences, thoughts and feelings. Active listening involves:

- ▶ Using body language to show interest and understanding. In most cultures, this will include nodding your head and turning your body to face the person who is speaking.
- ▶ Showing interest in and understanding of what is being said. This may include looking directly at the person who is speaking. In some places, such direct eye contact may not be appropriate until the people speaking and listening have established some trust.
- ▶ Listening not only to what is said, but to how it is said, by paying attention to the speaker's body language.
- ▶ Asking questions of the person who is speaking, in order to show that you want to understand.

Masculinity/femininity and listening/speaking: In many cultures, men are accustomed to speak and be listened to, especially by women. In many cultures, women are expected to listen more and speak less, especially in the company of men. This sense of entitlement that men can feel to speak and be listened to is an important aspect of patriarchal masculinities. By the same token, the lack of entitlement that women may feel when it comes to speaking openly about issues affecting them is an important aspect of subordinate femininities.

Culture and listening/questioning: This activity invites participants to think in broad terms about how 'body language' can be used to show that you are listening carefully to someone. None of these approaches to listening are culturally 'neutral'. In some cultures, making clear eye contact while listening may be interpreted as a sign of rudeness or intimacy, for example. The meaning of particular practices may be affected by the relative status of the people involved; a younger person maintaining direct eye contact with an older person while speaking may, once again, be interpreted as being disrespectful. It will be important to discuss these cultural aspects of active listening in ways that are specific and relevant to the context in which you are

TOOL BOX D1: ACTIVE LISTENING

► Session D1: Presentation

SESSION D2: VISIONING CHANGE

- ▶ Time: 75 minutes
- ▶ Materials needed:
 - PPT slide with aims of the session
 - PPT slides for presenting on information in Session D2 Handout: The 5-D Process for Visioning Change content
 - Session D2 Handout: The 5-D Process for Visioning Change
 - Breakout rooms with a whiteboard for the Define, Discover, Dream, Design, Deliver activity.
 - PPT slide with 5-D Process (see toolbox)

AIM

By the end of the session, participants will have:

- ▶ Appreciated the progress the party/organization has made on promoting women's political participation.
- ▶ Identified the issues on which the party/organization needs to do more work in order to make more progress.
- ▶ Shared their visions of the future for the party/organization, a future in which women and men are fully and equally involved at all levels of decision-making and leadership.

STEP-BY-STEP

1. Explain the aims of the session by sharing screens and showing a PPT slide.
2. Using share screens and PPT slides, give a short presentation on the 5-D Process for Visioning Change, using the information in Handout D2, inviting participants to reflect, respond, comment, and ask questions using chat. Invite, as appropriate, some participants to come of mute to elaborate.
3. After the presentation, provide participants with a hyperlink to the Handout in the chat.
4. Explain that participants will be moved into groups of 6-8 people and have 30 minutes to use the 5-D Process to create a vision of changing a specific aspect of patriarchal masculinities in the party/organization based on the issues discussed in the workshop so far. Each group will have a whiteboard to write the details they have discussed and agreed upon for each of the five phases: Define, Discover, Dream, Design, Deliver. (If a whiteboard is not possible, participants can write their details in the breakout group chat box clearly delineating each phase for example, participants would write "Define" in the chat box and then their responses, then they would write "Discover" and write their responses, etc.). Ask for questions then state that participants will see their screens shift as they move into groups.
5. Remember to move around the rooms (the Producer can help co-facilitate) to confirm understanding, check on progress, and ensure conversations are on point.

Producer:

- ▶ Break participants into groups of 6-8 ensuring participants are working with different people from previous pairs and groups.
- ▶ Ensure each group has a whiteboard and a hyperlink to Handout D2.
- ▶ Save each group's whiteboard (or chat box text) as a Word document to present in plenary
- ▶ Provide 20 minute and 2 minute alerts before moving participants to plenary when the facilitator instructs.

6. After 30 minutes, bring the small groups back together, and ask them to take it in turns to present their 5-D Process of challenging patriarchal masculinities in the party/organization referring to the Word document the Producer created from each breakout room and shown in plenary using share screen. During each report back, invite participants to comment, reflect, and ask questions using chat and allow a few minutes for the group to respond to questions from other participants.
7. When all the small groups have reported back, lead a general discussion using a PPT slide with the following by sharing your screen; participants can be remarking, commenting, and asking questions in the chat:
 - ▶ **Define:** *Which aspects of patriarchal masculinities in the party/organization are the most important and urgent to address?*
 - ▶ **Discover:** *What can we learn from what is already being done? What strengths and successes can we build on?*
 - ▶ **Dream:** *What is our vision of gender relations in the party/organization being based on relations of power-to and power-with, rather than the power-over relations of patriarchal masculinities?*
 - ▶ **Design:** *What are the specific changes in the everyday practices of the party that would express these gender relations of power-to and power-with?*
 - ▶ **Deliver:** *What specific actions can we take to achieve these changes?*
8. End the session by thanking participants for visioning the changes they want to see and state that Handout D2 will be sent to all participants at the end of the day.

TOOL BOX D2: VISIONING CHANGE

- ▶ **Session D2: Presentation**
- ▶ **Session D2 Handout: The 5-D Process for Visioning Change**

SESSION D3: GENDER @ WORK STRATEGIES

- ▶ Time: 90 minutes
- ▶ Materials needed:
 - PPT slides with aims of the session and to present the Domains of Change model based on Session D3 Handout 1 and Session D3 Handout 2; provide hyperlinks to handouts in the chat after the presentation
 - Breakout rooms for small group work with assigned domain in chat box and PPT slide or text in chat box with group work instructions:
 - ▶ Identify a specific problem of patriarchal masculinities operating in their domain.
 - ▶ Discuss what is already being done to address this problem, and what can be learned from this work in terms of successes to build on and ways to improve it.
 - ▶ Identify a set of strategies that could be implemented in the party/organization to challenge and change this aspect of patriarchal masculinities in their domain.
 - ▶ Identify the support they would need from NDI, and elsewhere, in order to push for and help implement these strategies.

AIM

By the end of the session, participants will have:

- ▶ An understanding of the different domains of organizational change.
- ▶ Identified actions to challenge patriarchal masculinities within each domain of change.

STEP-BY-STEP

1. Share screen to show the PPT slide and explain the aims of the session.
2. Explain that this session will look more closely at what is involved in trying to achieve change within the party/organization, in order to better promote women's political participation and progress. Refer back to earlier discussions in the workshop about the problems of patriarchal masculinities as they show up in the everyday practice of the party/organization. Explain that this session will help participants identify the range of strategies that may be required to address these problems of patriarchal masculinities.
3. Using D3 Handouts 1 and 2, and the information in the Notes for the Facilitator, use PPT slides and share screens to present the Domains of Change model for thinking about this range of strategies with participants reflecting, commenting, and asking questions using chate.
4. Explain that participants will be broken into four groups. Each group will be assigned one of the Domains of Change, which will be in their breakout room chat as well as the instructions, which are (show on a PPT slide using share screens):
 - ▶ Identify a specific problem of patriarchal masculinities operating in their domain.
 - ▶ Discuss what is already being done to address this problem, and what can be learned from this work in terms of successes to build on and ways to improve it.
 - ▶ Identify a set of strategies that could be implemented in the party/organization to challenge and change this aspect of patriarchal masculinities in their domain.
 - ▶ Identify the support they would need from NDI, and elsewhere, in order to push for and help implement these strategies.

5. Explain that groups will have 40 minutes for this activity. Ask for questions then state that participants' screens will shift as they move into their groups.
6. Remember to move around the rooms (the Producer can help co-facilitate) to confirm understanding, check on progress, and ensure conversations are on point. As you move around to the breakout rooms, use the information in Handout 2: Strategies for Change, which contains some information on possible strategies for change in each of the domains, to support each of the groups in their discussions of possible strategies.

Producer:

- ▶ Break participants into four groups ensuring participants are with different people from previous group and pair work.
- ▶ Ensure each group has the assigned domain in their chat box and a PPT slide with instructions pasted in the chat box.
- ▶ Save each group's chat box text as a Word document to present in plenary.
- ▶ Provide 30 minute and 5 minute alerts before moving participants to plenary when the facilitator instructs.

7. When the groups have completed their tasks, bring them back together, and ask each small group to take turns reporting back on the strategies they have identified and discussed, referring to the Word document the Producer created from the chat box entries and presenting using share screens with participants reacting, reflecting, commenting, and asking questions in the chat. Once again, refer to the information in Handout 2: Strategies for Change in de-briefing each report-back.
8. End the session by summarizing what has been learned about the different Domains of Change, and what these suggest about the range of Strategies for Change that may be required to challenge and change patriarchal masculinities within the party/organization. State that you will email handouts on the Domains of Change and Strategies for Change at the end of the day.

SESSION D3: NOTES FOR THE FACILITATOR

Remind participants of earlier discussions about understanding patriarchal masculinities in terms of patriarchal power-over gender relations. Explain that the Domains of Change model (Handout 1) emphasizes that such power-over gender relations operate in two dimensions: from the individual to the institutional level and from the formal to the informal. Understanding the operations of power in these two dimensions highlights four domains in which power-over gender relations operate:

- ▶ **Formal/Institutional:** Patriarchal power-over operates through laws, policies, budgets
- ▶ **Formal/Individual:** Patriarchal power-over operates through denying or restricting access to rights and resources
- ▶ **Informal/Individual:** Patriarchal power-over operates through people's discriminatory attitudes, beliefs and practices
- ▶ **Informal/Institutional:** Patriarchal power-over operates through cultural traditions, social pressures and discriminatory norms

In turn, these four domains highlight the range of strategies (Handout 2) that may be required to challenge and change the patriarchal power-over gender relations of patriarchal masculinities:

- ▶ **Formal/Institutional change strategies:** Legal and policy change, and monitoring and advocacy to ensure legal/policy change implementation
- ▶ **Formal/Individual change strategies:** Providing and improving services to improve access to rights and resources
- ▶ **Informal/Individual change strategies:** Personal transformation strategies to change attitudes, beliefs and practices
- ▶ **Informal/Institutional change strategies:** Social norms change strategies to challenge and change cultural traditions, social pressures and discriminatory norms

TOOL BOX D3: GENDER @ WORK STRATEGIES

- ▶ **Session D3: Presentation**
- ▶ **Session D3: Handout 1: Domains of Change**
- ▶ **Session D3 Handout 2: Strategies for Change**

SESSION D4: CULTURE OF ACCOUNTABILITY

- ▶ Time: 90 minutes
- ▶ Materials needed:
 - PPT slide with aims of the session
 - Whiteboard to brainstorm basic definitions of the words “impunity” and “accountability.”
 - Breakout rooms for groups to discuss questions and design their role play
 - Whiteboard to brainstorm what might prevent men from holding other men accountable.

Training Tips:

- ▶ This session builds on the discussion of men being allies to women (Session C4). It looks at the ways in which men can support and challenge other men to change the internal culture of the party so that it supports women’s political participation.

AIM

By the end of the session, participants will have:

- ▶ An understanding of “impunity” and “accountability” and why these terms are important in any discussion of challenging patriarchal masculinities.
- ▶ Practiced skills in holding men accountable in order to challenge the culture of patriarchal impunity.

STEP-BY-STEP

1. Explain the aims of the session using a PPT slide and share screens.
2. Explain that the workshop thus far has focused on what the party/organization can do to challenge patriarchal attitudes and behaviors. Remind everyone that this is also a personal responsibility, especially in terms of challenging the everyday practices of patriarchal masculinities. Explain that for the rest of the session we will look more closely at what men can do in their everyday interactions with both women and men to help create an internal culture that supports women’s political participation.
3. Using a whiteboard or chat, ask participants to brainstorm some basic definitions of the words “impunity” and “accountability,” and discuss why these terms are relevant to this workshop on challenging and changing patriarchal masculinities (see Notes for the Facilitator). Invite one or two participants to come off mute to share stories from their own lives about men acting patriarchally with impunity, and one or two participants to share stories from their own lives about men holding other men accountable for their patriarchal behavior.
4. Explain that this activity will look more closely at cultures of patriarchal impunity within the party/organization, and what men can do to hold other men accountable, thereby challenging this culture of impunity.
5. Explain that participants will be moved into breakout rooms of 6-8 people each. Each group will come up with a role-play showing a man behaving patriarchally with impunity within the party/organization, and then showing an action being taken by a man/men, together with a woman/women, to hold this man accountable. If you used Session C3: Gender @ Work Scenarios earlier in the workshop/process, then one option is for the small groups to use one of these scenarios as the basis for their respective role plays. State that questions will be provided in the breakout rooms for each group to discuss and use to design the role play:

- ▶ *What does the man/men do to notice the patriarchal attitudes and behaviors in the scenario?*
 - ▶ *What does the man/men do to partner with women in responding to the patriarchal attitudes and behaviors in the scenario?*
 - ▶ *What does the man/men do to help reflect back to other men the harmful impacts of patriarchal masculinities on women and men in the party/organization?*
 - ▶ *What does the man/men do to help other men see ways in which they can change their attitudes and behaviors in order to create an internal culture that supports women's political participation?*
6. State that groups will have 8-10 minutes to discuss the questions and design the role-play. Ask for questions, then state that participants will see their screen shift as they move into the breakout rooms.
 7. Remember to move around the rooms (the Producer can help co-facilitate) to confirm understanding, check on progress, and ensure conversations are on point.

Producer:

- ▶ Break participants into groups of 6-8 people
- ▶ Ensure each group has the discussion questions in their chat box.
- ▶ Provide 5 minute and 2 minute alerts before moving participants to plenary when the facilitator instructs.

8. Allow the small groups 8-10 minutes to discuss and design their role-plays. When they are ready, bring the groups back together, and ask each in turn to act out their role-play, turning on their video so participants can see them. Ask participants to select a speaker view option so they can see the speaker clearly. After each role play, discuss using the questions above (with participants responding in the chat box and coming off mute when called upon to elaborate) in order to highlight the four crucial steps of taking action on patriarchal masculinities:
 - ▶ **Noticing** the problem
 - ▶ **Partnering** with women to respond
 - ▶ **Reflecting** back the harms
 - ▶ **Identifying** ways to change
9. When all the role-plays are done, summarize key learning points for men taking direct action on patriarchal masculinities in their everyday interactions with both women and men, using the four-step model presented in the Notes for the Facilitator.
10. Using a whiteboard, brainstorm with participants by asking them what might prevent men from stepping up to hold other men accountable, and enter their responses on the whiteboard.
11. Process the whiteboard by reflecting on what participants have entered, emerging themes, provocative entries or questions inviting participants to come off mute to reflect as well. Then ask the following questions with participants responding in chat. Reflect on the responses in the chat box (you may want to ask some participants to come off mute to elaborate or ask questions):
 - ▶ *What fears/anxieties do you have about speaking up about patriarchal masculinities in the party/organization?*

- ▶ *What fears/anxieties do you have about stepping up to hold other men accountable for their patriarchal behavior in the party/organization?*
 - ▶ *What skills do you need to step up more to challenge the culture of patriarchal impunity?*
 - ▶ *How can we support each other to overcome these fears/anxieties and build our skills?*
12. End the session by thanking participants for all their ideas and contributions and for their willingness to explore these difficult issues in depth.

SESSION D4: NOTES FOR THE FACILITATOR

Impunity and Accountability are two important terms:

Impunity means exemption from punishment. When we say that someone is “acting with impunity”, it means that they are acting in this way because they know that they will face no punishment, sanction or negative consequences for acting in this way. Many men continue to behave in patriarchal ways, and believe that they are entitled to do so, because they can - they suffer no negative consequences or sanction by behaving patriarchally towards women, other men as well as people from gender and sexual minorities. In fact, men tend to gain benefits and privileges from behaving patriarchally. In many societies, there is a culture of impunity around patriarchal masculinities.

Accountability means answerability; to be accountable means being answerable for one’s actions and their impacts on others. When we say that we want to hold someone accountable, it means we want them to be answerable for their actions and to face sanction or negative consequences if these actions have caused harm to others and/or are in some way in breach of laws or agreements about acceptable and expected behavior. To end the impunity of patriarchal masculinities, we need to hold men accountable for their patriarchal behaviors and their complicity with other men’s patriarchal behaviors.

A **four-step model** for taking action to hold men accountable for patriarchal masculinities is:

- ▶ **Notice the problem.** Ask women about their experiences, listen when women describe their experiences, notice what is going on in everyday interactions between men and women (both in terms of what is said, and people’s body language)
- ▶ **Partner with women to respond.** There can be a danger that when men are asked to take action on patriarchal attitudes and behaviors, they see their role as being to protect women. But this protector role only reinforces the patriarchal assumption that women must depend on men. Rather than trying to protect women, men should seek to partner with them to respond to patriarchal masculinities.
- ▶ **Reflect back the harms.** Empathy can be a powerful force for change. So one important role that men can play in taking action on patriarchal attitudes and behaviors is to help other men really understand and feel the harms that such attitudes and behaviors do to women (and often to other men).
- ▶ **Identify ways to change.** A critical role for men to play is to help other men see the ways in which they can change their patriarchal attitudes and behaviors. Helping men see themselves as “part of the solution” rather than simply “part of the problem” is important. Be specific about things they can do to be part of the solution to promoting women’s political participation.

TOOL BOX D4: CULTURE OF ACCOUNTABILITY

▶ Session D4: Presentation

MODULE E: CLOSING

How any workshop begins and ends will affect the quality of its process and its impact on improving knowledge, changing attitudes and strengthening skills. In this section, there are two closing sessions.

SESSION E1: STOP/START/CONTINUE

- ▶ Time: 30 minutes
- ▶ Materials needed:
 - PPT slide with aims of the session
 - PPT slide or Word document with:
 - ▶ Start: One action you will start taking to challenge patriarchal masculinities in the party/organization.
 - ▶ Continue: One action you will continue to do to promote women’s political participation.
 - ▶ Stop: One behavior you will stop doing in order that they can better patriarchal masculinities in the party/organization
 - Paper and pen (each participant)
 - Break out rooms for pair work with the “Start/Continue/Stop” PPT slide or Word document in each room.
 - Three whiteboards—one with Start, one with Continue, and one with Stop at the top—or one whiteboard with three columns—Start, Continue, and Stop

Training Tips:

- ▶ Encourage participants to make realistic commitments. Some participants may express ambitious commitments to change their political organization. party. However, we cannot expect to change patriarchal masculinities quickly. It is better that participants think very specifically about their own lives and relationships, and simple actions that they can take (or stop doing) in order to begin to challenge patriarchal masculinities.

AIM

By the end of the session, participants will have:

- ▶ Committed to taking specific actions to make the ‘culture’ of the party/organization more supportive of women’s political participation.

STEP-BY-STEP

1. Using share screens, show the PPT slide with the aim of this session (Commit to taking specific actions to make the ‘culture’ of the party/organization more supportive of women’s political participation) and explain the aim. Explain that this activity will now focus on next steps, for each of us as individuals and for the party/organization as a whole.

2. Ask participants to take a few minutes to think about commitments they can make and specific actions they can take to help change the culture of the party/organization so that it is more supportive of women’s political participation. Show the PPT slide or Word document with the bullets below using share screens, and ask each participant to reflect on these and write one thing for each on a piece of paper:
 - ▶ Start: One action you will start taking to challenge patriarchal masculinities in the party/organization.
 - ▶ Continue: One action you will continue to do to promote women’s political participation.
 - ▶ Stop: One behavior you will stop doing in order that they can better patriarchal masculinities in the party/organization.
3. Explain that participants will be moved into pairs (using breakout rooms) and spend 5 minutes sharing with each other their personal action commitments.
 - ▶ Ask for questions then state that they will see their screen shift as they move into pairs.
 - ▶ Remember to move around the rooms (the Producer can help co-facilitate) to confirm understanding, check on progress, and ensure conversations are on point.

Producer:

- ▶ Assign pairs to ensure participants are working with different people throughout the workshop.
- ▶ Ensure that each breakout room has the Start/Continue/Stop PPT slide in the room or provide a hyperlink to the Start/Continue/Stop Word document in the chat box or paste the three Start/Continue/Stop definitions directly in the chat box.
- ▶ Provide a 2 minute alert and move the pairs back into plenary when the facilitator instructs.

4. When everyone is back in plenary, invite participants to write their one “Start,” “Continue,” and “Stop” action commitment on three whiteboards (start, continue, stop) or single whiteboard under the appropriate column.

Producer:

- ▶ Pull up three whiteboards—one with Start, one with Continue, and one with Stop at the top—or one whiteboard with three columns—Start, Continue, and Stop
- ▶ Rearrange entries as needed to ensure participants can read all entries easily.

5. Ask a few participants to volunteer (using the “raise hand” tool) to share what they wrote, and talk about why they have made these commitments.
6. End the session by discussing the importance of men supporting each other to follow through on these commitments to take action to challenge patriarchal masculinities. Ask participants to think about how they can continue to support each other once the workshop is over, and who else they might seek support from.

TOOL BOX E1: STOP/START/CONTINUE

- ▶ **Session E1: Presentation**

SESSION E2: LOOKING BACK, LOOKING FORWARDS

- ▶ Time: 30 minutes
- ▶ Materials needed:
 - PPT slides with aims of the session and instructions for pair work
 - ▶ Personal: One or more important learning(s) I am taking away from the workshop in terms of my own personal life.
 - ▶ Organizational: One or more important learning(s) I am taking away from the workshop in terms of the culture and everyday practice of the party/organization
 - ▶ Societal: One or more important learning(s) I am taking away from the workshop in terms of problems of and responses to patriarchal masculinities in society as a whole
 - Breakout rooms for pair work with PPT slide or hyperlink to a Word document with definitions of the terms “personal,” “organizational,” and “societal” in the breakout room chat box.
 - PPT slide and/or Word document with instructions for quartet work (see toolbox)
 - Breakout rooms for quartet work with a white board and PPT slide or hyperlink to a Word document with instructions.
 - Whiteboard or Word document to capture quartet report outs.

AIM

By the end of the session, participants will have:

- ▶ Reviewed the main lessons and key take-aways from the workshop.
- ▶ Identified actions that can be taken at personal, organizational and societal levels in response to learnings from the workshop.

STEP-BY-STEP

1. Using share screens, show the PPT slide with the aims of this session--review the main lessons and key take-aways from the workshop and identify actions that can be taken at personal, organizational and societal levels in response to learnings from the workshop--and explain the aims.
2. Using share screens, show the PPT slide with:
 - ▶ **Personal:** One or more important learning(s) I am taking away from the workshop in terms of my own personal life.
 - ▶ **Organizational:** One or more important learning(s) I am taking away from the workshop in terms of the culture and everyday practice of the party/organization.
 - ▶ **Societal:** One or more important learning(s) I am taking away from the workshop in terms of problems of and responses to patriarchal masculinities in society as a whole.
3. Explain that participants will have 6-8 minutes in pairs to take turns sharing key learnings from the workshop. One learning each for personal, organizational, and societal.
4. Ask for questions then state that participants will see their screen shift as they move into pair groups. Remember to move around the rooms (the Producer can help co-facilitate) to confirm understanding, check on progress, and ensure conversations are on point.

Producer:

- ▶ Assign pairs to ensure participants are working with different people throughout the workshop.
- ▶ Ensure that each breakout room for pair work has a PPT slide with the definitions of “personal,” “organizational,” and “societal” or a hyperlink to a Word document with the definitions in the chat box or the definitions pasted into the chat box.
- ▶ Provide a 2 minute alert and move the pairs back to plenary when instructed by the facilitator.

5. In plenary, explain that in the next exercise each pair will be grouped with another pair. Use share screens to show the PPT slide with instructions:
 - ▶ Share the highlights of learnings discussed by each respective pair, noting similarities and differences.
 - ▶ Based on the learnings about personal life, discuss one or more actions that they commit to taking in order to challenge patriarchal masculinities in their own lives.
 - ▶ Based on the learnings about organizational culture, discuss one or more actions that the party should take in order to challenge patriarchal masculinities in the party/organization.
 - ▶ Based on the learnings about societal problems, discuss one or more changes they would like to see in national policy that would help in challenging patriarchal masculinities in society at large.
6. Tell participants to identify one person in their breakout group to report out in plenary on what they discussed. Explain that they will have 10-12 minutes for this exercise. Ask for questions then state that participants will see their screen shift as they move into groups of four.

Producer:

- ▶ Ensure that the quartets are comprised of two pairs from the previous exercise, and that each quartet has a PPT slide or a hyperlink to a Word document with instructions in the chat box:
 - Share the highlights of learnings discussed by each respective pair, noting similarities and differences.
 - Based on the learnings about personal life, discuss one or more actions that they commit to taking in order to challenge patriarchal masculinities in their own lives.
 - Based on the learnings about organizational culture, discuss one or more actions that the party should take in order to challenge patriarchal masculinities in the party/organization.
 - Based on the learnings about societal problems, discuss one or more changes they would like to see in national policy that would help in challenging patriarchal masculinities in society at large.
- ▶ Provide a 5 minute and a 2 minute alert and move the quartets back in plenary when instructed by the facilitator.

7. In plenary, ask the assigned scribe from each group of four to come off mute and report back on key learnings and actions at personal, organizational and societal levels to challenge patriarchal masculinities in our own lives, the party/organization and society as a whole.

Producer:

- ▶ Pull up a new whiteboard or Word document (using share screens) and capture key points from each group as they report out.

8. Note the similarities and differences between the groups in the actions they identify, and invite participants to add comments and questions in chat.
9. End the session by discussing the importance of men supporting each other to follow through on these commitments to take action to challenge patriarchal masculinities.

TOOL BOX E2: LOOKING BACK, LOOKING FORWARDS

- ▶ **Session E2: Presentation**

WHAT HAPPENS NEXT

The targeted work with male political leaders is not meant to serve as a stand-alone program but as a component of a comprehensive gender-inclusive approach to all democracy assistance programming. Whether the program is aimed at supporting political organizations to be more inclusive specifically or on increasing their democratic processes and structures more generally, interventions addressing institutional, socio-cultural, or individual barriers to gender inclusion should be considered when developing the program's theory of change.

This program guidance provides the tools, considerations, and tips necessary to conduct Men, Power, and Politics sessions remotely via online platforms, thereby expanding the ability of democracy and governance practitioners to include them in democracy assistance programs. The workshops outlined in this program guidance have been adapted for use online are to be used as a way to address barriers to women's equal political participation rooted in social norms regarding gender. Once the workshops are completed and the individual participants' beliefs regarding patriarchal gender norms have shifted, then the real work begins to leverage this commitment and transform the organization. As programming continues, any lessons learned and tools developed in this 'primer' program should be harnessed in future democracy assistance to build on and sustain the shift towards a more inclusive politics.

Once the men in the political organization understand the need for and are committed to increasing genuine equal distribution of power within their political organization, they should be supported to take concrete steps in conjunction with the women to bring about real change. The expectation of the program is that the men will have been supported to change individually while also building bridges with women. They should be willing and able to work alongside the women to agree on the priorities of what they're going to address TOGETHER. Remember, as noted at the start of the manual, the majority of work to increase women's participation has been done by women themselves. The goal of this program is that work to promote gender inclusive political organizations becomes the work of both men and women.

However, there may need to be additional and ongoing activities to move from norm change to action. These activities should be integrated into the life of the program-written into program proposals, theories of change, and monitoring and evaluation plans. The guidance provided in this document should also be used to prepare and implement these follow-on activities online. Illustrative interventions may include:

- ▶ Supporting men to form a working group within the political organization to continue their efforts for gender equality. The goal of the workshops is to create a core group of male allies in the political organization ready to champion women's empowerment. As such, these same men can be utilized within a larger program to continue efforts alongside women to advocate for changes.
- ▶ Convening the working group for additional training-active bystander, active listening;
- ▶ Supporting the working group to come together with women in the same political organization to agree on a core set of priorities.

Depending on the organization, actions following the workshops as part of the larger program may require institutional reform, as well as capacity building, in order to ensure gender inclusive structures. The work to identify and advocate for any changes (whether in-person or online) should continue to be done in partnership with women's groups and women members of the political organization. There are a significant number of existing resources and tools to guide ongoing efforts to ensure the increased leadership buy-in leads to formal organizational transformation. We have included several key resources in this chapter's Tool Box.

Some illustrative program interventions that may be included are listed here:

- ▶ Working with leadership of an election observation coalition to update the mission and methodology of the entity to ensure efforts are gender inclusive (see the Votes Without Violence manual on organizational change);
- ▶ Working with leadership of a political party to update political party codes and structures to ensure efforts are gender inclusive and women's participation is encouraged (see the Win With Women manual on Action Plans);
- ▶ Supporting internal advocacy efforts to update political party constitutions;
- ▶ Supporting cross-party and cross-sector work to champion the introduction of a gender quota.

TOOL BOX: WHAT HAPPENS NEXT

- ▶ **Win With Women: Assessment and Action Plans**
- ▶ **IPU Gender Sensitive Parliaments**
- ▶ **Votes Without Violence**
- ▶ **UN Women Manual on Electoral Reforms**
- ▶ **Guidelines on Gender Considerations in International Election Observation**

CONCLUSION

The imbalance of power between men and women in politics is rooted in entrenched gender and social norms that impact women's access to the skills and resources needed to move up the pipeline to leadership roles in political organizations and to elected office. As evidenced by research and experience, there is a limit to the degree to which individual capacity-building and external, mandated institutional reforms can change these power dynamics.

The theory of change underpinning this Toolkit is that democracy and governance programs must address the patriarchal gender norms held by political leaders that underpin political institutions in order to increase both gender equality and women's political participation.

The Toolkit is intended for use by democracy and governance practitioners to influence male attitudes and practices and to increase their support for women's rights in the home, the community, and in public life. This program should work alongside other democracy programs that increase women's involvement and leadership, monitor elections, improve governance, utilize new technologies and other political activities.