METHODOLOGICAL FRAMEWORK FOR ANALYSIS OF NATIONAL POLICY INVOLVING ENGAGEMENT OF MEN AND BOYS TOWARDS ACHIEVING GENDER EQUALITY

I. Introduction

MenEngage Alliance advances efforts to monitor and recommend for the adoption of feminist-informed, human rights-based, gender-transformative approaches to engaging men and boys towards women's rights and gender justice. The Alliance has observed an increased interest in and uptake of work with men and boys at the global, regional and national levels - governments, UN agencies, and civil society organizations are increasingly developing and implementing programs, policies and legislation on engaging men and boys.

However, efforts to engage men and boys can do more harm than good when they are not carried out under a gender-transformative, feminist-informed, human-rights based framework. These efforts must be accountable primarily to those most affected by harmful gender norms and stereotypes and patriarchal masculinities, i.e., women, girls, queer and gender non-conforming people, and to their movements. While addressing male privilege and related power imbalances, these efforts should also be accountable to other social justice movements, such as those focused on racial justice, anti-Islamophobia, indigenous rights, and migrants' rights, among others.

With this in mind, the Alliance has undertaken to review current national policies on engaging men and boys, in order to further inform advocacy efforts. As a first step, this methodological framework for policy analysis, including the process of designing policy, the content of policy, and the process of policy implementation, as well as for assessing the impact of the policy has been developed.

II. Analytical Frameworks Utilized

In developing criteria for both policy analysis and impact assessment, three analytical frameworks have been utilized: feminist analysis, the human rights-based approach, and the socio-ecological model for change.

Feminist analysis: A feminist analysis interrogates unequal power relations. It identifies the root causes of gender-based dicrimination and violence and gender inequality, and the oppressive systems and structures that uphold and perpetuate these. It recognizes that people carry various identities in addition to their gender, and draws attention to the multiple and intersecting

forms of discrimination and oppression that come to bear on their lives and bodies in connection with marginalized identities. Feminist analysis advocates for transforming these structures and norms at the core rather than just changing outcomes. It gives rise to the *gender-transformative approach*, which aims to rectify discriminatory and unequal power relations, dismantle harmful gender norms and stereotypes, transform patriarchal masculinities, and promote gender relations that are based on equality and respect for human rights. Feminist analysis recognizes that women may also act to uphold the patriarchy and men may also act to dismantle it. It suggests that the holders of male privilege have the responsibility to recognize such privilege and to actively work to dismantle the patriarchal order under feminist leadership.

Human rights-based approach (HRBA): Human rights elaborate people's freedoms and entitlements. A human rights-based approach identifies rights-holders and their entitlements and corresponding duty-bearers and their obligations. This approach is grounded in the principles of equality, non-discrimination, empowerment, participation, accountability, transparency, and sustainability. It emphasizes the importance of: ensuring that efforts to engage men and boys are fully accountable to the causes of gender justice and queer liberation; enabling the participation of those most affected by policies and programs in their design, implementation and monitoring; taking into account multiple and intersecting forms of oppression and discrimination; and of focusing on the most marginalized populations.

Socio-ecological model: The socio-ecological model considers the complex interplay between the individual, community/society, institutions and policy, and identifies these as the minimum levels at which change needs to occur in order to achieve gender justice. Efforts to engage men and boys must seek to change the knowledge, attitudes and behavior of men and boys; transform prevalent social norms and dismantle harmful gender stereotypes, including the construction of patriarchal masculinities; make social institutions adopt gender-transformative programs and policies; and bring about a legal and policy framework that is gender-transformative and bereft of gender discrimination.

III. Criteria for Policy Analysis

The following criteria may be applied when assessing the processes of policy design, resource allocation and policy implementation, as well as the substantive content of policies. A few points to note: Some of these criteria require contextual analysis; e.g. what are the prevalent norms and stereotypes, who should be the focus of interventions, who are the most at risk of perpetuating gender-based violence, what other forms of discrimination does gender discrimination intersect with, and so on. Also, the evidence base on engaging men and boys is in a nascent stage, and thus while interventions should be designed using the highest quality of evidence available, generating high quality evidence should also be a concurrent priority, and the following criteria should be updated as new evidence becomes available. Lastly, the makeup of policies in different jurisdictions include: specific policy on engaging men and boys, and/or broader policies (e.g. on gender equality, violence against women, sexual and reproductive health) that may or may not include a component of engaging men and boys.

Policy design

- Has the State ratified the CEDAW Convention, and any regional or sub-regional Conventions related to gender equality or women's rights?
- What national policies related to gender equality were in place prior to this policy? For how long? Were they appropriately resourced, implemented and evaluated?
  - Did any of them include engagement of men and boys as a strategic pillar, strategy or focus area?
- What is the subject of this analysis: a standalone policy on engaging men and boys, or a section on engaging men and boys in a broader policy?
  - If standalone, what motivated the development of the policy being analyzed? Is it intended to complement prior policies related to gender equality, or could it be a 'flavour of the season'?
- Did the drafting committee include multiple stakeholders having experience of working on gender equality? (E.g. Government, NHRI, Academics, Representatives of feminist, queer and youth groups/organizations)
- Were sufficient consultations organized with civil society, including groups representing those most affected by harmful gender norms and stereotypes and patriarchal masculinities, i.e., feminist, queer and youth groups/organizations?
  - Who were brought in as 'experts' on engaging men and boys - feminist groups or other groups working to engage men and boys?
  - Did national, local and grassroots groups/ organizations have the majority of representation?
  - Did international NGOs get preferential treatment or greater 'space' in consultations?
- Was there adequate provision for capacity-building of feminist, queer and youth activists to meaningfully engage in the policy design process?
- Was the policy design process made accessible to feminist, queer and youth activists? (E.g. translation of documents, interpretation at meetings, reimbursement of expenses)
- Was the draft policy published for feedback?
  - Was it made available in all the widely used languages of the country?
- Who made the final decisions regarding the policy content?
  - Was the final product the result of a transparent and participatory process, or were notable changes made to content behind closed doors?

Policy content

- If this is a standalone policy on engaging men and boys:
  - Does it explicitly include gender equality and the realization of women's rights as its desired outcomes?
  - Does it take a gender-transformative approach, i.e., aim to rectify discriminatory and unequal power relations, change harmful gender norms and stereotypes,

> challenge dominant and violent types of masculinity, and promote gender relations that are based on gender equality and respect for human rights?
>   - Or is engaging men and boys the overall aim of the policy?

- Does the policy include a situational analysis of gender inequality? (E.g. Pertaining to law and policy, political and public life, social norms and stereotypes, human development indicators such as education, health, income, experience of violence)
    - Does it account for multiple forms of discrimination and oppression that intersect with gender-based discrimination and oppression?
    - Does it consider the diverse identities and life conditions of men and boys?
    - Is it informed by the latest available disaggregated data and trends?
    - Does it assess institutional capacities and needs in terms of human, financial and other resources?
- Has gender inequality been appropriately conceptualized? (E.g. Power analysis, Social construction of masculinity and femininity, Oppressive norms and harmful stereotypes, Sexual and gender diversity)
- Do the framing and language of the policy reflect feminist and queer analysis, or does it reinforce gender stereotypes and norms (e.g. gender binary language)?
- Does the policy take into account: provisions from the CEDAW Convention, any relevant regional or sub-regional Convention (e.g. Convention of Belém do Pará, Istanbul Convention), the Beijing Platform for Action, Agreed Conclusions of the Commission on the Status of Women, resolutions of the Human Rights Council, and regional or sub-regional policies (e.g. EU gender equality strategy, SADC gender policy), as well as General Recommendations and Concluding Observations of the CEDAW Committee?
- Does the policy take into account provisions of other relevant national policies (e.g. gender equality strategy and plan of action, sexual and reproductive health policy, strategy and plan of action on ending gender-based violence)?
- What strategies have been included?
  (E.g. -Disrupting harmful gender norms through human rights-based education and gender-sensitive curricula, including comprehensive sexuality education
  -Training teachers and community-based workers to facilitate group education and school-based campaigns
  -Gender-transformative early childhood development programs
  -Engaging men as positive role-models and caregivers
  -Engaging men and boys in the context of sexual and reproductive health and rights
  -Psycho-social support that enables adults and children to overcome trauma caused by gender-based violence
  -Rehabilitating perpetrators of gender-based violence through the provision of treatment and counselling, while securing the safety of victims/survivors
  -Awareness-raising campaigns to promote respectful relationships and disrupt harmful gender norms and stereotypes
  -Addressing discriminatory gender stereotypes in advertising, the media and other communication channels

-Enacting policies to ensure a gender-equal sharing of responsibilities in unpaid care and domestic work, including through parental leave policies, and increased flexibility in working arrangements

-Enacting laws and policies to eliminate all forms of gender-based discrimination, violence and harassment)

- ○ Are the strategies gender-transformative?
- ○ Do strategies take into account the intersection of gender discrimination and other intersecting oppressions and forms of discrimination?
- ○ Are the strategies based on the highest quality of evidence available? (This may include various forms of evidence, such as the qualitative outcomes from local initiatives and the quantitative evidence from large-scale studies.)
- ○ Do strategies target specific populations of men who are at higher risk of perpetrating gender-based violence?
- ○ Do strategies reflect human rights principles of equality, non-discrimination, empowerment, sustainability, transparency and accountability (e.g. does the policy prioritize critical self-reflection about male power and privilege)?
- ○ Who is being focused on? (E.g. Adolescent boys, Spouses and intimate partners, Fathers, Community leaders, Religious leaders, Teachers, Members of Parliament, Judiciary, Law enforcement personnel, Government / Military leaders)

- Does the policy include a monitoring and evaluation strategy?
  - ○ What monitoring mechanisms does it include?
  - ○ Does it monitor change at individual, institutional, societal levels?
  - ○ Does it include qualitative and quantitative indicators?
  - ○ Does it require data to be disaggregated?
  - ○ Does it measure the gender-transformative impact of interventions (or just the engagement of men and boys)?
  - ○ Does it include the meaningful participation of women, girls, queer people and young people and their representative groups/organizations? (E.g. Social audit, Community scorecard)
- Does the policy include risk assessment and mitigation strategies?
- Does the policy require efforts to be coordinated across various sectors? (E.g. Education, Health, Social protection, Law enforcement, and Justice systems)

Resource allocation

- Do national and subnational governments utilize participatory processes, such as public hearings, during budget formulation?
- Have sufficient financial, technical and human resources been allocated for implementation of this policy?
- Does the policy:
  - ○ Promote the sharing of funds between stakeholders working with men and boys and those working with women, girls and nonbinary people?

- ○ Facilitate new funding opportunities for women's rights and feminist groups/ organizations?
- ○ Or does it divert existing resources allocated to realizing women's rights?
- Do budgets include appropriate allocation for accountability measures, such as monitoring and evaluation, feedback and grievance mechanisms, and facilitating access to accountability mechanisms (especially for the poor)?

<u>Policy implementation</u>

- Does policy implementation ensure the active and meaningful participation of women, girls, queer people and young people, particularly in decision-making?
- Does policy implementation involve resourcing and/or collaboration with diverse actors (e.g. government departments on gender equality, women's rights, youth affairs, health and education; groups and NGOs working on women's rights, engaging men and boys, youth development and queer liberation; national human rights institutions)?
- Does policy implementation involve effective and cooperative collaboration with feminist, queer and youth groups/organizations?
    - ○ Are the majority of collaborative efforts with domestic groups/organizations?
    - ○ Are the majority of collaborative efforts with grassroots groups/organizations?
    - ○ Are tender application procedures accessible or onerous and prohibitive?
    - ○ Are unregistered organizations excluded?
    - ○ Are civil society organizations engaged of their own volition or under pressure?
- Are annual work plans used that clearly allocate responsibilities at all levels of government?
- Is capacity-building and technical assistance provided for State personnel and other implementers?
- Is process-related and quantitative data being collected as part of monitoring efforts?
- Do monitoring efforts ensure the meaningful participation of women, girls, queer people and young people and their representative groups/organizations?
    - ○ Is priority given to validation/ verification of policy outcomes by these stakeholders?
- Based on monitoring efforts, are adjustments and lessons learned integrated into policy implementation efforts?

IV. Criteria for Impact Assessment

The following criteria may be used to assess the impact of policies on engaging men and boys for gender equality. A few points to note: Some of the following criteria will also require contextual analysis; e.g. which laws and policies are discriminatory, which forms of gender-based violence and 'harmful practices' are prevalent, and so on. These criteria may be expanded based on context; e.g. if there are specific negative stereotypes about Roma women in Hungary or Black women in the US, specific criteria may be developed that measure the impact on these populations. Lastly, it is important to consider that efforts to engage men and

boys build on existing and often long-running efforts to realize the rights of women, queer and gender non-conforming people. Hence, a number of changes being measured below may be the result of compounding of various efforts and not the direct impact of engaging men and boys. However, if efforts to engage men and boys are truly gender-transformative, they will make some contribution to these changes.

- Has the State attempted to measure the impact of gender-transformative programming with men and boys?
    - What process(es) has this involved?
- Has there been reform of laws and policies that discriminate on the basis of sex and gender?
- Has there been enactment of gender-transformative laws and policies? (E.g. on Domestic violence including marital rape, Parental leave, Childcare, Men's mental health, Abortion, Access to contraception, Sexual harassment at the workplace, Political participation)
- Have national institutions adopted gender-transformative practices, programs, education and policies?
- Has there been an increase in gender-transformative messages and content in the media and other communication channels?
- Has there been an increase in the incidence of political, cultural and community leaders expressing gender-transformative opinions publicly?
- Is there evidence of any new gender-equal social/cultural norms being established?
- Has there been a reduction in gender-based violence and 'harmful practices'? (E.g. Domestic and intimate partner violence, Femicide, Sexual harassment, FGM, Early marriage)
- Has there been an increase in the use of contraceptives and/or HIV prevention methods among men and adolescent boys?
- Has there been an increase in access to sexual and reproductive healthcare services by women and adolescent girls?
- Have school enrolment and completion rates increased among girls?
- Has there been a reduction in bullying and harassment of queer and gender non-conforming children and youth?
- Has there been an increase in women's participation in the formal labor workforce?
- Has there been an increase in the representation of women, queer and gender non-conforming people in political leadership?
- Has there been a change in attitudes and behaviors of men and boys as compared to the baseline?

V. References

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