



PART 1:

INTRODUCTORY GUIDE

**Preventing Violence Against Women and Girls:
Engaging Men and Adolescent Boys Through
Accountable Practice (EMAP PLUS)**

A transformative individual behavioral change intervention for crisis-affected communities



**PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS:
ENGAGING MEN AND ADOLESCENT BOYS THROUGH ACCOUNTABLE PRACTICE (EMAP PLUS)**



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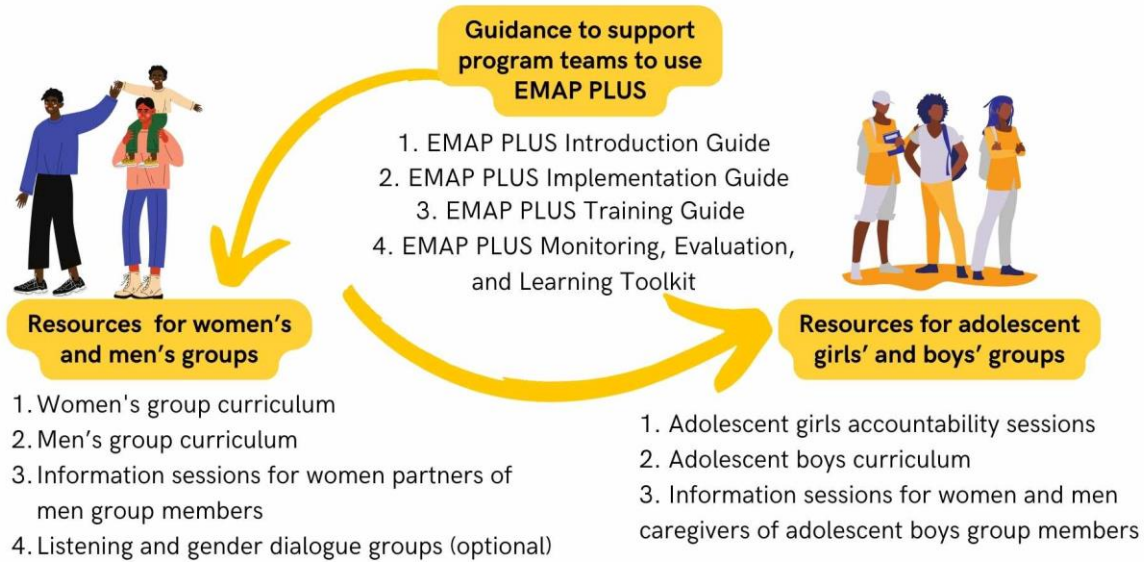
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EMAP PLUS RESOURCE PACKAGE

The full EMAP PLUS resource package can be downloaded at <https://gbvresponders.org/prevention/emap/>.

EMAP PLUS Resource Package



INTRODUCTION

The **EMAP PLUS Introductory Guide** provides an overview of the EMAP PLUS program: its history, evidence base, logic framework, guiding principles, accountability approach and activities. This guide answers key questions about why, where, and how to use EMAP PLUS. GBV program teams can review this Introductory Guide to get to know EMAP PLUS ahead of using the [EMAP PLUS Implementation Guide](#) to conduct a feasibility assessment to decide if and how best to implement EMAP PLUS.

The Introductory Guide includes:

SECTION 1: EMAP PLUS LEARNING AND RESEARCH

This section explains the history of creating EMAP PLUS from two decades of program learning and research.

SECTION 2: WHAT IS EMAP PLUS?

This section explores the EMAP PLUS guiding principles and logic model as well as providing an overview of the EMAP PLUS components.

SECTION 3: EMAP PLUS ACCOUNTABLE PRACTICE

This section provides information about the Accountable Practice Framework as well as the tools and activities.

SECTION 4: EMAP PLUS ACTIVITIES

This section covers the EMAP PLUS implementation phases and activities, and the monitoring and evaluation tools.

BACKGROUND

Violence against women and girls impacts individuals, communities, and societies across the globe. Data indicates that one in three women worldwide have experienced violence in their lifetime, either through intimate partner violence or non-partner sexual violence.¹ During humanitarian crisis, violence against women and girls worsens, leading to increased sexual exploitation, sexual violence, intimate partner violence, forced and early marriage, and other harmful practices. Pre-existing harmful patriarchal gender norms that dictate how women, adolescent girls, adolescent boys, and men are expected to act and behave are exacerbated. Women and adolescent girls, in all their diversity, experience interlocking systems of oppression which increase their risk of gender-based violence. Gender inequality is compounded by inequality, violence and discrimination based on racism, ableism, ageism, homophobia, transphobia, prejudice against ethnic and religious minorities, and other types of intersecting inequality. Inequality and the risk of violence is increased by humanitarian crises. Adolescent girls face increased risks of violence due to the intersection of gender and age inequalities. Research highlights that adolescent girls in humanitarian settings are particularly targeted with exploitation and violence including rape, sexual abuse, intimate partner violence, early marriage, and abduction.²

While men and adolescent boys commit these forms of violence, men and adolescent boys are not born violent toward women and girls, and not all men and adolescent boys commit violence. Many men and adolescent boys, in fact, are deeply concerned about the violence that other men and adolescent boys commit, and believe that women and girls deserve respect, opportunities and equality. Men and adolescent boys learn to be violent – and to remain silent in the face of other men’s and adolescent boys’ violence – through culture and interlocking systems of oppression which send powerful messages about men’s authority and women’s subservience. These harmful messages, which benefit men and adolescent boys and dehumanize women and girls, are reinforced through everyday events and norms in the home, the community and larger society. To prevent men’s and adolescent boys’ violence against women and girls, we must first identify these messages and understand how they affect men’s and adolescent boys’ behavior. For lasting change to occur, we need to work on multiple levels – including individual,

¹ World Health Organization (2021), Violence against Women Fact Sheet <https://www.who.int/news-room/fact-sheets/detail/violence-against-women>

² IRC (2018), Girl Shine Practitioner Guidance: Designing Girl-Driven GBV Programming in Humanitarian Settings <https://gbvresponders.org/adolescent-girls/girl-shine/>

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relational, community and societal levels – to challenge patriarchal norms and systems which sustain violence against women and girls.

SECTION 1: EMAP PLUS LEARNING AND RESEARCH

Since 2003, the IRC's Women's Protection and Empowerment teams have been actively engaging men in violence against women and girls primary prevention programming in protracted and recovering humanitarian crises. This work began for two main reasons: first, women in the community were asking the IRC to "talk to the men" about violence and other issues; and second, a strategy was needed for preventing violence and not just responding to it. The IRC has continued to strengthen its approach to engaging men to prevent violence against women and girls over the last two decades, as the IRC's Women's Protection and Empowerment teams have tested different versions of prevention programming in contexts across the world.

Research on primary prevention programming that engages men and adolescent boys in protracted and recovering humanitarian settings has increased. Promising findings suggest that "gender transformative" programs have the potential to prevent and reduce men's intimate partner violence against women.³ Such programs challenge deeply held beliefs by men and the power structures that support them. Programming and research led by the IRC has provided valuable lessons in conducting gender transformative programming with men that is safe, effective, and accountable to women and adolescent girls.

A feminist intersectional approach

The EMAP PLUS program aims to address violence against women and girls in all their diversity. All self-identifying women and adolescent girls, self-identifying men and adolescent boys and non-binary individuals are welcome to participate. The program model invites participants to look thoughtfully at power, privilege, status, and gender inequality. GBV program teams implementing EMAP PLUS must have appropriate partnerships and mechanisms in place to assure safety for all participants and uphold the [Gender-Based Violence Area of Responsibility Inter-Agency Minimum Standards for Gender-Based Violence in Emergencies Programming](#). This promotes non-discrimination and survivor-centered programming which supports the participation and empowerment of women and girls in all their diversity within GBV programming. To engage women and girls in all their diversity, GBV program teams must ensure an intersectional approach to engaging adolescent girls, older women, women and girls with disabilities, with diverse sexual orientations, gender identities, expressions and sexual characteristics (SOGIESC), and from diverse ethnic and religious groups within the EMAP PLUS steering committee, within women and girls' groups, and within program team and facilitator training.

INITIAL PILOTING AND RESEARCH

In 2010, a feminist approach to engaging men was developed by the IRC in West and Central Africa to address some of the challenges which had been observed during the previous decade of violence against women and girls prevention programming. These challenges included:

- **Discussions becoming focused on men rather than women and girls.**
In some men's groups, the discussions became very much focused on men's struggles, and it proved difficult to reorient discussions to the main purpose of the group – preventing violence against women and girls.
- **Power inequality showing up in the groups.**
As men are used to being in charge and assuming leadership roles – particularly in relation to women – it became common for men in mixed groups to make decisions for women, to dominate discussions, and to expect women to report to them.

³ Kerr-Wilson, A.; Gibbs, A.; McAslan Fraser E.; Ramsoomar, L.; Parke, A.; Khuwaja, HMA.; and Jewkes, R. (2020). *A rigorous global evidence review of interventions to prevent violence against women and girls*, What Works to Prevent Violence Against Women and Girls Global Programme, Pretoria, South Africa. <https://www.whatworks.co.za/resources/item/693-a-rigorous-global-evidence-review-of-interventions-to-prevent-violence-against-women-and-girls>

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- **Groups moving too quickly to mixed meetings of women and men.**

It became clear that bringing mixed groups of women and men together too quickly was problematic. The IRC has observed that separate spaces for women and girls are essential because they allow women and girls to find and safely express their collective voice.

In 2010, the IRC teamed up with Sonke Gender Justice Network to design a curriculum for men that focused on individual attitude and behavioral change to address violence against women and girls. From 2010 to 2012, the IRC piloted the **Women and Men in Partnership Initiative** in Côte d'Ivoire, Sierra Leone, Liberia, and the Democratic Republic of the Congo. The London School of Hygiene and Tropical Medicine conducted an impact evaluation of the initial pilot in Côte d'Ivoire.⁴ The evidence suggested improvements in the following areas:

- Reductions in physical and sexual intimate partner violence.
- Reduced intentions among men to commit intimate partner violence.
- Increased use of behavioral modification skills.
- Increased involvement of men in household tasks that are typically undertaken by women.

TAKING A NEW APPROACH

In 2013, based on recommendations from the Women and Men in Partnership Initiative evaluation and wider practitioner learning, the IRC launched the original **Engaging Men through Accountable Practice (EMAP)**. This prevention program engaged women and men in separate groups and utilized an accountability framework to guide program teams and participants through transformative individual attitude and behavior change, guided by the voices and priorities of women from their community. The original EMAP program was evaluated via a randomized control trial between 2016 and 2018 in the eastern Democratic Republic of the Congo in partnership with the World Bank's Africa Gender Innovation Lab. Evidence^{5 6 7} from the program evaluation demonstrated:

- Reduced intentions among men to commit violence against their partners.
- Increased gender equitable attitudes and commitment to shared household tasks among men.
- Women's perceptions of increased relationship quality.
- Reductions in severity and frequency of intimate partner violence.

The IRC also conducted qualitative program learning in Tanzania and Cote d'Ivoire in 2020 with former EMAP women and men participants and the women partners of men's group members to explore their perception of the program's impact more than one year after the EMAP program ended. Focus group discussions and key informant interview results demonstrated:

- Continued openness of dialogue between women and men partners and continued joint decision-making.
- Perceptions that men had better control of their anger and were less likely to resort to violence.
- Increased participation of men in household tasks.
- Better relationships with neighbors and the wider community.
- In Cote d'Ivoire, participants observed an increase in women's public participation and leadership roles alongside increased financial independence.

⁴ Mazeda Hossain, Drissa Kone, Cathy Zimmerman, Ligia Kiss, Tammy Maclean, Tanya Abramsky, Charlotte Watts. Impact of the Men & Women Partnership Initiative in Côte d'Ivoire: Preliminary results from a cluster randomized controlled trial. London, UK: London School of Hygiene & Tropical Medicine (LSHTM). 2012. <https://researchonline.lshtm.ac.uk/id/eprint/1300453>

⁵ Vaillant J, Koussoubé E, Roth D, *et al.* Engaging men to transform inequitable gender attitudes and prevent intimate partner violence: a cluster randomized controlled trial in North and South Kivu, Democratic Republic of Congo. *BMJ Global Health* 2020; <https://gh.bmj.com/content/5/5/e002223>

⁶ Pierotti, R. S., Lake, M., & Lewis, C. (2018). Equality on His Terms: Doing and Undoing Gender through Men's Discussion Groups. *Gender & Society*, 32(4), 540–562. <https://doi.org/10.1177/0891243218779779>

⁷ Gurbuz Cuneo A, Vaillant J, Koussoubé E, Pierotti RS, Falb K, Kabeya R (2023) Prevention, Cessation, or harm reduction: Heterogeneous effects of an intimate partner violence prevention program in eastern Democratic Republic of the Congo. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0282339>

EVOLVING OUR WORK WITH MEN AND ADOLESCENT BOYS

While the results of the IRC's research and monitoring and evaluation studies showed promising effects of the original EMAP program, the IRC also learned important programming lessons which have now been addressed by EMAP PLUS. These lessons included:

- **Facilitators continued to need comprehensive training and support.** Facilitators continued to require intensive training and ongoing support to understand and use the EMAP curriculum confidently, including learning to address common resistance responses from men. Original EMAP facilitators shared that they preferred in-person training to online modalities, which they felt did not offer the requisite time or space to go deep enough into practice or explore the program content sufficiently. Facilitators also shared that cuts were often made to the length of their training which left them without the skills or confidence to deliver the group sessions.
- **Developing mechanisms for true accountability to women and girls needed further reinforcement.** While the accountability mechanisms of the original EMAP program assured that women's voices, desires and needs would be heard by men in EMAP groups, accountability to women and adolescent girls was sometimes poorly understood and practiced. Accountability needed to be more clearly articulated to ensure that it was a core part of implementation across all phases of the EMAP program. Opportunities were needed to apply the accountability mechanism across wider GBV programming and connect with existing women's and girls' steering committees to guide GBV programming forward.
- **The EMAP program missed out on reaching adolescent boys while their ideas and identities were forming.** While the EMAP program was in high demand, in some ways it was too late in reaching men whose ideas about gender roles and their perceptions of gender norms had already been cemented. Adolescence is a window of opportunity when adolescent boys are defining their identities and can reconsider harmful gendered beliefs and behaviors that they internalized as children. Adolescence is an opportunity for adolescent boys to adopt new ways of thinking around how they interact with women and girls, to prevent violence against women and girls and promote gender equality.
- **Women partners of men's group members were not engaged with.** The original EMAP program didn't engage women partners of men's groups members, which led to two different challenges. Firstly, if men participants disclosed being violent to their women partners, the program team had no existing relationship with the women partners and struggled to find a safe way to provide women partners with information on GBV response services. Secondly, women partners of men's group participants had a mix of reactions to the changes men tried to make at home – some positive and some negative. To increase women partners' access to services and to empower women to ask for the changes they would like to see men make at home, program teams realized that an engagement approach for women partners was needed.
- **There was resistance from religious leaders.** The program teams reported challenges with resistance from religious leaders who disagreed with equal power sharing between women and men and changing gender roles within the household.
- **Recruiting non-violent men was challenging.** The original EMAP program aimed to recruit non-violent men who could be supported through a gender transformative curriculum to role model gender equality in their relationships with the women and adolescent girls in their families and communities and hold other men to account when they promoted negative attitudes and beliefs or were violent towards women and adolescent girls. Due to the breadth of violence against women and girls that is prevalent in our societies, identifying non-violent men was challenging. Program teams shared that they struggled with the guidance available in the original EMAP program to handle disclosures of violence by men participating in group discussions.
- **EMAP men's group members continued to replicate dominance in their actions to prevent violence against women and girls.** Men graduates of the EMAP program had developed strengthened capacities and understanding of how to listen to the women and adolescent girls in their lives and respect their choices. They had also developed positive gendered attitudes and beliefs and had shown high levels of motivation to attend groups and complete the curriculum. However, some men still overstepped in their roles as allies to women

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and adolescent girls in their communities. Some had taken steps to identify women and adolescent girl survivors of GBV and taken them to community leaders or services. Other men still dominated their women partners when trying to adopt positive changes in gender roles in the home by deciding which chores to take up or instructing women on how they could participate in household decision making, rather than starting by listening to what women wanted to change.

- **Bringing women and men together had potential.** EMAP participants continued to request mixed spaces for women and men to interact. Equally importantly, they asked to have a moderated space where men could begin listening to women directly in a way that prioritized women's safety. Findings from other violence against women and girls prevention programs also pointed to the value of mixed gender spaces. According to [Raising Voices](#) who developed and implemented SASA! Together, mixed gender activities enhanced and deepened the understanding between women and men. Raising Voices stated that they believed having both women and men at activities was important because women and men have different issues and mixed activities provide the opportunity to discuss these issues together, thus combining ideas. Participants felt that learning the viewpoints of each other while also having the opportunity to voice their own viewpoints deepened their understanding of the issues. Mixed gender dialogue groups in Kenya had been found effective for promoting gender social norm change through normalizing discussions around family planning and [CARE's Tipping Point Approach](#) involving using inter-group dialogues to address social norms that contribute to child and early and forced marriage. The IRC's [Safe at Home](#) and [EA\\$E](#) approaches also used mixed discussion groups with women and men to great effect to reduce intimate partner violence against women and promote shared decision making between women and men partners. With these findings, there was an emerging consensus around the value of first single and then mixed groups of women and men for transformative change to end violence against women and girls.

How is EMAP PLUS different from the original EMAP?

EMAP PLUS has strengthened and updated the original EMAP program with learning from a decade of programming, research, and the piloting of new content in Tanzania and Colombia. The framework, **Accountable Practice to women and girls**, remains the bedrock of the EMAP PLUS program, and has been strengthened with the introduction of women's and girls' steering committees and clearer guidance for program teams and facilitators to deepen accountability practices. The EMAP PLUS program includes a new approach to engage women and adolescent girls in EMAP PLUS steering committees, information sessions for women partners of men's group members, and an optional mixed session for women and men's group members. EMAP PLUS also adds an accountability mechanism for adolescent girls who have graduated from the Girl Shine program, a new curriculum for adolescent boys with information sessions for their women and men caregivers, and a strengthened monitoring, evaluation and learning approach.

What's new in EMAP PLUS?

Guidance

- ✚ Updated Introductory, Implementation, and Training Guides and materials
- ✚ Stronger accountability mechanisms, including women's and adolescent girls' steering committees
- ✚ An improved monitoring, evaluation and learning approach

Resources for women and men

- ✚ Two new sessions for women's groups
- ✚ Information sessions for women partners of men's group members
- ✚ Optional Listening and Gender Dialogue sessions for women and men's group members

Resources for adolescent girls and boys

- ✚ Accountability and listening sessions with adolescent girls who have graduated Girl Shine
- ✚ A 30-session curriculum for adolescent boys
- ✚ Information sessions for women and men caregivers of adolescent boys' group members

SECTION 2: WHAT IS EMAP PLUS?

The EMAP PLUS program aims to:

- Reduce harmful behaviors against women and girls and increase gender equality in communities affected by protracted humanitarian crises.
- Provide GBV program teams and facilitators with the tools and skills to successfully model accountability to women and girls and promote transformational change.
- Provide women and adolescent girl participants with opportunities to reflect on violence in their lives and guide prevention programming with men and adolescent boys in their community.
- Give men and adolescent boy participants the tools and knowledge to rethink belief systems and prevent violence against women and girls through individual attitude and behavioral change – guided by the voices of women and adolescent girls in the community.

EMAP PLUS IS ABOUT ACCOUNTABILITY

EMAP PLUS provides GBV program teams with the framework and tools they will need to be accountable to women and girls during prevention programming. EMAP PLUS equips men and adolescent boys in communities – and men within the program team – with the self-reflection tools and processes to listen to, support, and be accountable to women and adolescent girls, as they work alongside them to prevent violence against women and girls. Accountability is an active process, where men and adolescent boys listen to the needs of diverse women and adolescent girls and recognize when they act in a harmful manner, even unintentionally. For women and adolescent girls, accountability means listening to other women and adolescent girls in all their diversity, paying particular attention to how they use power with women and adolescent girls who face additional inequalities in the community. Accountability serves as the foundation of the EMAP PLUS program and informs the framework and tools that program teams and facilitators need to conduct successful programs.

EMAP PLUS IS ABOUT TRANSFORMATION

The EMAP PLUS program is based on the understanding that violence against women and girls is the result of harmful beliefs about gender (e.g. that women should be submissive to men and serve their needs, and that men should be tough and dominant) and systemic unequal power between women and men. EMAP PLUS aims to transform these messages and norms. It identifies the different ways that men's power and privilege operate in our communities, including silencing women's and adolescent girls' voices and blaming survivors for violence that is committed against them. EMAP PLUS examines the reasons men and adolescent boys remain silent about violence against women and girls and how that silence fosters further violence. Finally, EMAP PLUS is guided by the voices of diverse women and adolescent girls from the community and engages men and adolescent boys to transform how they think and behave toward women and adolescent girls in all their diversity.

EMAP PLUS IS ABOUT MEN AND ADOLESCENT BOYS BECOMING ALLIES

EMAP PLUS helps men and adolescent boys to become allies in the movement to end violence against women and girls. Allies are men and adolescent boys who want women and girls in all their diversity to be safe and achieve their full potential. Men and adolescent boys can only become allies if they transform internalized patriarchal attitudes and practice non-violent and power sharing practices with the women and girls in their lives. To become allies, men and adolescent boys need to hold themselves accountable for their actions and the actions of other men and adolescent boys in their communities.

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EMAP PLUS IS INTENDED FOR MEN AND ADOLESCENT BOYS WHO ARE NOT VIOLENT

EMAP PLUS engages men and adolescent boys who want to help build healthier and more equal homes, relationships, and communities, and support them to become gender equality role models and allies to women and girls in their communities. EMAP PLUS supports program teams through a careful process to select men and adolescent boys who have demonstrated interest in being non-violent and are open to attitude and behavior change. The enhanced selection process engages women and adolescent girls and the wider GBV program team in the selection of men and adolescent boys. It also engages EMAP PLUS graduates who have experienced support and interest from other men and adolescent boys in their lives, when they made changes to role model and champions gender equality and non-violence and who graduates recommend for future cycles of EMAP PLUS groups.

EMAP PLUS helps participants to understand that even men and adolescent boys who are *not* violent enjoy advantages and benefits from negative cultural attitudes and systemic inequality which harm women and girls. When men and adolescent boys understand that violence against women and girls is about men's power and systemic gender inequality, they begin the process of transformational change which benefits women, girls, and the entire community.

The EMAP PLUS framework of Accountable Practice engages women and adolescent girls to identify when men and adolescent boy participants are not participating authentically in the EMAP PLUS groups and replicating male dominance or committing harm and violence in their daily lives. The monthly accountability groups with women and adolescent girls, the women and adolescent girls' steering committees, and the information sessions with women partners of men group members, collectively improve the EMAP PLUS selection and engagement of non-violent men and adolescent boys.

EMAP PLUS IS ONE PART OF A LARGER GBV PROGRAM

EMAP PLUS offers a transformative individual behavior change program for men and adolescent boys that is intended to be part of a larger violence against women and girls prevention and response program. EMAP PLUS is not intended to be a standalone program, rather, it should be included in overall organizational efforts to address violence against women and girls. The EMAP PLUS program supports the achievement of the [Inter-Agency Minimum Standards for GBV in Emergencies Programming](#).⁸ EMAP PLUS guides program teams and facilitators to achieve *Standard 13: GBV programming addresses harmful social norms and systemic gender inequality in a manner that is accountable to women and girls*. The IRC's original EMAP program is referenced as a recommended resource to use in achieving this minimum standard. The EMAP PLUS program supports GBV program teams to meet and deliver the following Minimum Standard key actions:

- Ensure essential services for health and psychosocial support, at minimum, are functional before beginning more transformative social norms and systems change activities.
- Ensure staff and volunteers working on prevention programming are aware of how to safely link survivors who disclose gender-based violence during community outreach activities to locally accessible GBV response services.
- Invest in women and men staff and community volunteer attitudes, knowledge and behavior change before starting prevention programming. Equip men community activists and staff with skills to support women's voices and leadership and to act as allies for violence against women and girls' prevention programming.
- Facilitate women's and adolescent girls' leadership in prevention programming and ensure prevention programming is safe and responsive to the needs of women and adolescent girls.

⁸ GBVAOR. (2019). The Inter-Agency Minimum Standards for Gender-based Violence in Emergencies Programming. <https://gbvaor.net/gbvitems>

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In line with the [Minimum Standards](#), quality GBV response services for women and adolescent girls must be established and risk mitigation activities prioritized before beginning long-term behavior change through EMAP PLUS. This includes GBV [case management](#), [clinical care for GBV survivors](#), [women and girls' safe spaces](#), and psychosocial support, life skills and empowerment opportunities for women and adolescent girls, such as the [Women Rise](#) and [Girl Shine programs](#). Only when women and adolescent girls in the community are benefitting from services which support their recovery from violence is it time to invest in EMAP PLUS. In addition, before engaging adolescent boys in accountable practice, organizations should prioritize meeting the [Child Protection Minimum Standards](#) for the care and protection of children, including adolescent girls and boys. Further guidance is provided in the [EMAP PLUS Implementation Guide](#).

EMAP PLUS IS A COMMUNITY-BASED PROGRAM

EMAP PLUS is rooted in the local community and led by community-based women and men facilitators. It is therefore particularly suited for implementation by women and girl-led community-based organizations. Partnership with, and robust resourcing of, women and girl-led community-based organizations is the recommended approach for delivering EMAP PLUS at scale. National and international GBV actors can share capacity with women-led community-based organizations to support initial training in the program, including monitoring, evaluation and learning capacities, and wider operational support as requested by the women and girls-led community-based organization. Partnership with feminist grant-making institutions to support accessible and effective funding of women and girl-led community-based organizations is highly recommended.

EMAP PLUS RESOURCE PACKAGE HAS THREE MAIN COMPONENTS

1. GUIDANCE FOR GBV PROGRAM TEAMS:

- a. **THE EMAP PLUS INTRODUCTORY GUIDE** provides an overview of the EMAP PLUS approach, its history, and components.
- b. **THE EMAP PLUS IMPLEMENTATION GUIDE** provides instructions and activities to guide an initial feasibility assessment and the phases of program implementation.
- c. **THE EMAP PLUS TRAINING GUIDE** provides trainers with instructions to lead a three-week training of the EMAP PLUS program team and community facilitators.
- d. **THE EMAP PLUS MONITORING, EVALUATION AND LEARNING TOOLKIT** provides tools and guidance to support the collection and use of data to improve the quality of EMAP PLUS implementation.

2. RESOURCES FOR WOMEN'S AND MEN'S GROUPS:

- a. **WOMEN'S GROUP CURRICULUM** provides guidance for nine initial weekly sessions and ongoing monthly accountability and listening sessions with women.
- b. **MEN'S GROUP CURRICULUM** provides guidance for 18 weekly sessions with men.
- c. **INFORMATION SESSIONS FOR WOMEN PARTNERS OF MEN'S GROUP MEMBERS**
- d. **LISTENING AND GENDER DIALOGUE GROUPS** (*optional*) for interested women's and men's group members.



3. RESOURCES FOR ADOLESCENT GIRLS' AND BOYS' GROUPS:

- a. **ADOLESCENT GIRLS' ACCOUNTABILITY SESSIONS** for adolescent girl graduates of Girl Shine or equivalent adolescent girls protection and empowerment group.
- b. **ADOLESCENT BOYS' GROUP CURRICULUM** provides guidance for 30 sessions with adolescent boys.
- c. **INFORMATION SESSIONS FOR WOMEN AND MEN CAREGIVERS** of adolescent boys group members.



EMAP PLUS LOGIC MODEL

Over the last decade, humanitarian organizations have strived to articulate the logic behind their program models. This has included the logical frameworks that illustrate linkages from program activities to outcomes, and theories of change which articulate the pathways and elements needed for sustained, transformative change. Moreover, a myriad of theoretical models of social and behavior change have proliferated with each offering insights into how humans think, interact, and take decisions. As noted in the 2019 paper from UNICEF on the Behavior Drivers Model⁹, many of these theories help us to understand a piece of the puzzle in what drives behavior change, but the complexity of factors cannot be underestimated.

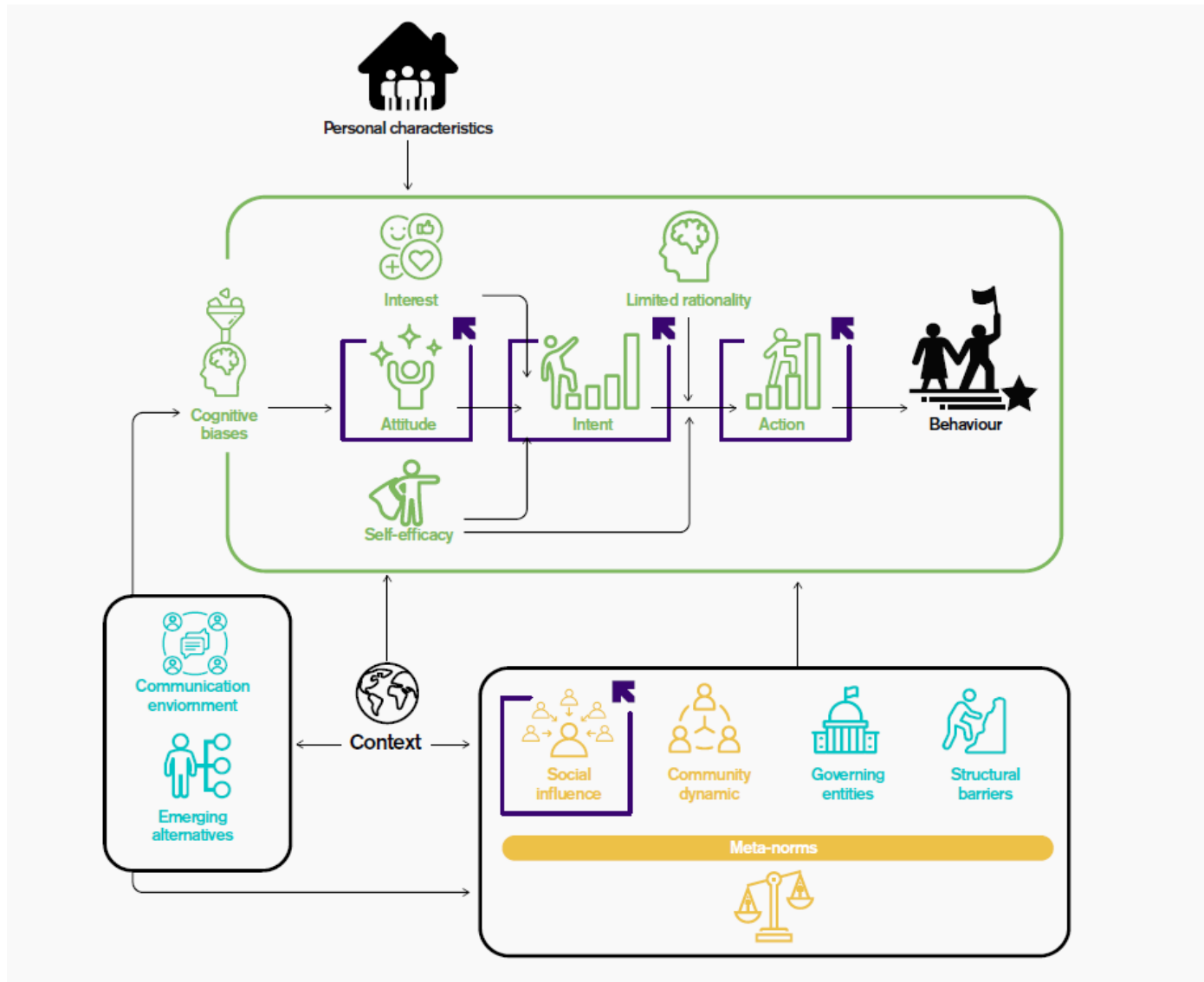
The EMAP PLUS program model makes the following important assumptions:

- All societies, including humanitarian contexts, are governed by patriarchal systems and structures. Therefore, unpacking gender and power inequalities and dismantling interlocking systems of oppression is essential in all places affected by conflict and disaster.
- No one program approach will end violence against women and girls. Rather, it is the layering of strategies to tackle gender inequality over the long term that has the potential for impact. This means engaging men and adolescent boys, while simultaneously supporting women's and adolescent girls' movement building, women's political, economic, and social empowerment, and adolescent girls' access to education and life skills.
- Work across the socio-ecological environment is necessary and this work should be done in partnership, with each actor bringing their respective expertise and experience. For example, while the IRC has designed EMAP PLUS to shift individual attitudes and behaviors and begin to tackle community norms and expectations, this work is best complemented by comprehensive work on social norms change and community mobilization, such as [SASA! Together](#), institutional strengthening and systems change to which other actors and organizations bring great expertise.

As depicted in this illustration of UNICEF's Behavior Drivers Model, EMAP PLUS acts on the areas encircled while simultaneously acknowledging that EMAP PLUS alone will never be enough to end VAWG in the long term.

⁹ UNICEF (2019). The Behavioral Drivers Model: A Conceptual Framework for Social and Behavior Change Programming. UNICEF https://www.unicef.org/mena/media/5586/file/The_Behavioural_Drivers_Model_0.pdf%20.pdf.

**PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS:
ENGAGING MEN AND ADOLESCENT BOYS THROUGH ACCOUNTABLE PRACTICE (EMAP PLUS)**



PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN AND ADOLESCENT BOYS THROUGH ACCOUNTABLE PRACTICE (EMAP PLUS)



EMAP PLUS GUIDING PRINCIPLES

The following guiding principles ensure that EMAP PLUS is implemented safely, effectively and with accountability to women and adolescent girls. They can also be used as a guide for wider violence against women and girls' prevention activities in humanitarian crises.



1. **CENTER WOMEN AND ADOLESCENT GIRLS:** Violence against women and girls' prevention programs with men and adolescent boys must focus on and strengthen the safety, power and voice of women and adolescent girls. Diverse women's and adolescent girls' voices must be included before, during and after prevention programming so women and girls can guide the prevention work happening with men and adolescent boys in their community.



2. **CREATE SAFETY:** Challenging traditional gender norms can increase the risk of violence towards women and adolescent girls. The safety of the women and adolescent girls participating in the program should be the main priority of program teams who are implementing violence against women and girls' prevention programming engaging men and adolescent boys. Gender-based violence risk mitigation, women and girls' safe spaces, psychosocial support activities, and quality GBV multisectoral response services should be in place before deeper engagement with men in violence against women and girls' prevention programming is prioritized. GBV referral pathways should be regularly updated so that prevention teams can link women and adolescent girls to nearby services when they disclose violence.



3. **CHALLENGE RESISTANCE AND MAKE SPACE FOR DISCOMFORT:** For many men and adolescent boys, violence against women and girls prevention programming may be the first time they have ever discussed gender, power and violence against women and girls. It is important that men and adolescent boys can openly discuss their opinions and feelings. Talking about gender, violence and power can be uncomfortable for men and adolescent boys. It is important that they are allowed to sit with this discomfort as part of the change process. For younger adolescent boys, creating awareness without blame is essential. The process of engagement should also create space for shared vulnerability and empathy. Ultimately, facilitators must be prepared and skilled in challenging patriarchal statements or ideas about women and adolescent girls without shutting down or discouraging men and adolescent boys.

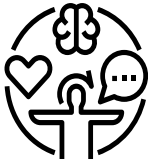


4. **BUILD ALLIES AND BELIEVE IN CHANGE:** Allies are men and adolescent boys who want women and girls to be safe and achieve their full potential – and who actively work to help create a world where this is possible. Allies acknowledge how all men and adolescent boys benefit from – and play a role in maintaining – gender inequality and violence against women and girls. Allies also take action to change and hold other men and adolescent boys to account. Men and boy allies are continuing to make changes in their own lives to walk the talk of non-violence and gender equality and to listen and be accountable to the women and girls in their lives.



5. **RESPECT AND REFER:** Engaging men and adolescent boys in humanitarian crises means engaging men and adolescent boys who themselves have experienced displacement, conflict and/or natural disasters, including violence and discrimination. GBV program teams must respond compassionately to disclosures of violence and abuse by men and adolescent boys and offer information on available support services for men and adolescent boys. They must be able to do this without letting the focus of violence against women and girls' prevention programming shift from centering women and adolescent girls.

PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN AND ADOLESCENT BOYS THROUGH ACCOUNTABLE PRACTICE (EMAP PLUS)



6. **MODEL PERSONAL TRANSFORMATION:** Change must begin with program teams and facilitators so they can model non-violence, gender equality and accountability during programming and in the community. If a program team member or facilitator reinforces negative ways of thinking about or interacting with women and girls, this will be harmful for participants and the wider community.



7. **KEEP CHILDREN SAFE:** Keeping children safe is essential and program teams and facilitators must know and uphold child safeguarding principles when engaging with adolescent girls and boys. This means adolescent girls and boys need to be protected from all forms of exploitation and abuse and their best interests must guide all engagements in line with child safeguarding policies.



8. **BE AGE SENSITIVE:** Adolescent girls' and boys' experiences, development, coping mechanisms, and understanding of the world around them varies according to age in different humanitarian crises around the world. Violence against women and girls' prevention programming must be contextualized within the local context to ensure sessions with adolescent girls and adolescent boys are age appropriate.



9. **ENGAGE OTHER HOUSEHOLD MEMBERS:** To support men engaging in violence against women and girls' prevention programming, information must be provided to women partners to mitigate the risks of resistance and empower women to share their priorities with men at the household level. To support adolescent boys participating in violence against women and girls' prevention programming, women and men caregivers must be engaged so they understand that the program's goals and activities will promote a more supportive environment at home.

SECTION 3 EMAP PLUS ACCOUNTABLE PRACTICE

WHAT IS ACCOUNTABLE PRACTICE?

Accountable Practice is a framework that helps men and adolescent boys to take an active role in preventing violence against women and girls, while avoiding male dominance. This approach creates space for women and adolescent girls to lead GBV prevention and response programming by centering the voices, needs, and priorities of women and adolescent girls when engaging men and adolescent boys. Through accountability to diverse women and girls, the EMAP PLUS program engages men and adolescent boys in safe and effective violence against women and girls' prevention activities.

Accountable Practice can help violence against women and girls' prevention program teams and facilitators to:

1. Engage in their own process of transformational change and learning.
2. Understand the role of power and privilege in violence against women and girls.
3. Identify and challenge harmful moments that may arise during interventions, whether it be during weekly curriculum sessions, within the facilitator relationship, or within other organizational or community relations.
4. Safely integrate women's and girls' voices and priorities into men's and adolescent boys programming.
5. Become stronger allies to women and girls.
6. Participate in a continual process of guidance from women and girls in the local

Becoming accountable to diverse women and girls in prevention programming is a step-by-step process developed through a set of structures, tools, and activities. These help men and adolescent boys to become allies to women and girls and help women to listen to and support other women in all their diversity. In addition, this accountability provides program teams with the tools to gain the skills needed to affect individual change and action – both for themselves and for discussion group participants.

Accountable Practice means EMAP PLUS program teams and facilitators need to model accountability to women and adolescent girls, as well as help participants learn and practice accountability. The steps towards Accountable Practice include:

1. Gaining knowledge about the root causes of violence against women and girls.
2. Engaging in self-reflection about their own roles and attitudes towards women and adolescent girls and around gender and equality (i.e., personal accountability).
3. Taking action to contribute to change (i.e., relational accountability).
4. Asking for feedback from women and adolescent girls.

Further details on these steps can be found in the [EMAP PLUS Implementation Guide](#).

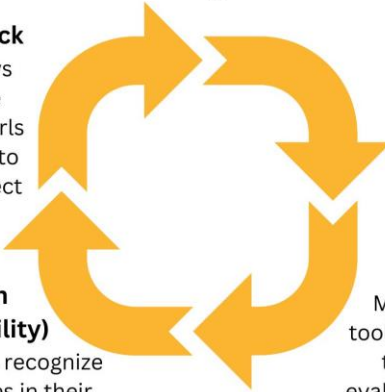
Accountability in EMAP PLUS

Step 4: Ask for feedback

Men and adolescent boys seek feedback from the women and adolescent girls in their lives to continue to gain knowledge, self-reflect and take actions with accountability.

Step 3: Take Action (relational accountability)

Men and adolescent boys recognize the need to make changes in their behaviors and attitudes and plan how to make this happen through EMAP PLUS sessions.



Step 1: Learn

Men and adolescent boys gain knowledge about gender, power, violence against women and girls and how to be an ally to prevent violence against women and girls.

Step 2: Self-reflect (personal accountability)

Men and adolescent boys use the tools and knowledge they have gained to reflect on their own lives and evaluate their attitudes and behaviors. This supports them to create healthier relationships and safer communities for women and adolescent girls.

EMAP PLUS ACCOUNTABLE PRACTICE TOOLS

1. **ACCOUNTABILITY DOS AND DON'TS LIST:** This list is intended to support the program team to think through what it means to be accountable to women and adolescent girls. This information is for self-reflection and review only.
2. **ACCOUNTABILITY CHECKLIST FOR MEN FACILITATORS:** EMAP PLUS men facilitators are expected to practice accountability through their own self-assessment and through their relationships with women (including women EMAP PLUS facilitators, other women in the program teams, and women in their communities) with the goal of preventing violence against women and girls. For men, this accountability checklist is about checking in with themselves and others in terms of the impact of their behavior and actions, and then using those insights to make changes in their work and life so that they can become stronger allies to women and adolescent girls.
3. **ACCOUNTABILITY CHECKLIST FOR WOMEN FACILITATORS:** EMAP PLUS women facilitators use accountability tools to practice accountability to themselves (to assess the ways in which their socialization may have resulted in harmful attitudes and beliefs) and to practice accountability to other women, especially those in marginalized groups. Women EMAP PLUS facilitators are not accountable to men – they are accountable to preventing violence against women and girls. Thus, this accountability checklist supports women facilitators in their growth and development in these areas.
4. **ACCOUNTABILITY CHECKLIST FOR SUPERVISORS:** EMAP PLUS supervisors are expected to monitor and support accountability between the EMAP PLUS facilitators. This checklist helps supervisors to reflect on different areas where men's power and privilege may surface and to address any issues that arise. Supervisors are expected to complete the checklist each week and use it as a guide for the weekly meetings.
5. **MEN ALLIES CHECKLIST FOR MEN FACILITATORS:** This checklist supports EMAP PLUS men facilitators on their journey to accountability to women and adolescent girls. It has been designed to support their personal growth.
6. **WEEKLY SUPERVISION MEETING FORM:** This form documents actions from the weekly supervision meeting between the EMAP PLUS supervisor and women and men community facilitators.
7. **WOMEN'S AND ADOLESCENT GIRLS' FEEDBACK FORM:** This form captures the feedback from women and adolescent girls engaged in EMAP PLUS about what they need from the men and adolescent boys in their lives, and what they wish to change in their homes and communities.

ACCOUNTABLE PRACTICE AND WOMEN AND GIRLS

As there are many different roles that women and girls play in any given community, there are also various roles they can and should play in programming efforts with men and adolescent boys. Some examples of the roles of women in the EMAP PLUS program include:

- **WOMEN AND ADOLESCENT GIRLS AS LEADERS AND GUIDES**

In every community, there are diverse women and adolescent girls who have been working to promote gender equality and women's rights, and to address violence against women and girls. It is essential to identify these women and adolescent girls and understand their role and the services they provide to the community. Their voices should be proactively included within EMAP PLUS through involvement in community meetings, women's and girls' steering committees, or as participants in the women's and girls' sessions.

- **WOMEN AND ADOLESCENT GIRLS AS SURVIVORS**

Programs with men and adolescent boys are intended to improve the lives of women and girls, yet issues may arise that impact the safety of women and girls. Examples of this may include a backlash against women as men reinforce traditional power structures that they feel are in jeopardy, or an increase in men's violence in homes instead of in public spaces as societal norms begin to change. It is crucial that programs such as EMAP PLUS anticipate these potential safety issues and that EMAP PLUS is only implemented when quality GBV response services are in place for women and girls within an intended community. Gender transformative programming with men and adolescent boys must be tied into and surrounded by strong existing work with women and girls. GBV response services and risk mitigation activities should be prioritized in the acute emergency phase of a humanitarian response. As part of the EMAP PLUS Feasibility Phase, organizations must meet the standards outlined in the [EMAP PLUS Implementation Guide](#). These include the existence of GBV response services, including GBV case management, clinical care, psychosocial support and empowerment activities for women and girls in the local community. Where these services do not exist, or are not of adequate quality, it is not the right time to implement EMAP PLUS.

- **WOMEN AND ADOLESCENT GIRLS AS A DIVERSE GROUP**

Programs must also take into consideration that women and adolescent girls experience intersecting inequalities which limit or deepen their experience of gender inequality and their risk of experiencing violence. Women and adolescent girls experience additional discrimination and violence based on racism, poverty, ageism, ableism, homophobia, transphobia, prejudice against ethnic and religious groups, and other inequalities. As part of the EMAP PLUS set-up, program teams must try to understand whose voices are often not heard and how these voices can be included. It is important that the voices of all women and adolescent girls are included, not only those who have the highest social standing.

SECTION 4 EMAP PLUS ACTIVITIES

EMAP PLUS AND EMPOWERING WOMEN AND GIRLS IN ALL THEIR DIVERSITY

Empowering diverse women and adolescent girls and supporting their leadership to drive change in communities is at the heart of the EMAP PLUS program. **Women's and adolescent girls' steering committees** are formed – or engaged where they already exist – in each program location. These steering committees drive the strategic direction of the work with men and adolescent boys under EMAP PLUS across multiple program communities. The women's and adolescent girls' steering committees' membership should represent women and adolescent girls in all their diversity in the local context. It should include adolescent girls, older women, married and unmarried women, women and adolescent girls with disabilities, with diverse sexual orientations and gender identities, from diverse ethnic and religious groups, and from host and displaced communities. Where GBV program teams already support women's and adolescent girls' steering committees to lead and advise GBV programming, the same committees can be invited to guide EMAP PLUS implementation. Programs teams should discuss with steering committee members to decide whether a collective women's and girls' steering committee is appropriate for their context or whether there should be separate steering committees for women and for adolescent girls.

In addition to the overarching steering committee, at the community level, **nine-week women's discussion groups** are created to allow diverse women a safe space to inform and voice their concerns to the program planned with men in their community. The group also allows women an opportunity to discuss their priorities and experiences regarding gender, power, and violence and what it means to be a woman in their community. Participants in the women's curriculum will learn about the root causes of violence against women and girls and identify their own attitudes and behaviors in relation to gender and power. Since women grow up learning the same negative ideas about gender as men, it can be difficult for them to change their expectations. By exploring gender socialization, women can begin to identify ways that they might partner with other women and adolescent girls, and with men and adolescent boys to create new ways of thinking and behaving. The EMAP PLUS women's weekly discussion groups are intended for all self-identifying women and should be led by a woman facilitator. Like the steering committees, women's groups should engage women in all their diversity, and they should begin at least nine weeks prior to the men's discussion groups.

After completing the weekly session curriculum, the EMAP PLUS women's groups should continue to meet once per month over the course of the men's group meetings. This monthly **accountability and listening session** will allow EMAP PLUS facilitators to gather feedback on the actions of the men's group members in the local community and identify any positive changes and any unintended harmful consequences which need to be addressed. When the program team is ready to engage adolescent boys and meets the fidelity requirements to do so, then adolescent girls can be engaged in EMAP PLUS accountability activities. Adolescent girls who have graduated [Girl Shine](#) or equivalent girls' protection and empowerment group programming, should be invited to participate in EMAP PLUS monthly accountability groups to inform the programming with adolescent boys, and learn about the actions of adolescent boys in the local community.

Information sessions for women partners are offered alongside the men's groups. This engagement was frequently requested by the women partners of the original EMAP program's men's group members who wished to understand the change process that their partners were engaging in. It was also requested by men's group members who found that their partners were sometimes resistant to or confused by their efforts to change gender roles in the home. These sessions offer women spouses and partners an opportunity to understand the journey that their partners are making and to feel empowered to ask for the changes they would like within their relationships and their roles at home. The sessions also introduce women partners to GBV case workers, so they are aware of the GBV response services that are available.

PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN AND ADOLESCENT BOYS THROUGH ACCOUNTABLE PRACTICE (EMAP PLUS)



EMAP PLUS AND ENGAGING MEN AND ADOLESCENT BOYS IN ALL THEIR DIVERSITY

Over the course of the **18 weekly men's discussion groups**, participants will engage in dialogue and reflection about their experiences, attitudes and values regarding gender, power, violence against women and girls and its consequences. At the same time, they will be challenged to take concrete steps to change unequal power relationships with the women in their own lives. The weekly discussion groups for men are intended to be for self-identifying men and led by a facilitation team of women and men, or men facilitators only depending on the context. Diverse men from across the community can be engaged to ensure role models and allies to women and adolescent girls are available across the community. Men's groups can engage older and younger men, married and unmarried men, men with disabilities and with diverse sexual orientations and gender identities, men from diverse ethnic and religious groups, and those from displaced and host communities. The men's groups should begin after the women's groups have completed their sessions.

When the program team is ready to begin engaging adolescent girls and boys as part of EMAP PLUS, **adolescent boys' groups** can be established to ensure adolescent girls have allies within their community. EMAP PLUS can engage younger and older adolescent boys, adolescent boys with disabilities, with diverse sexual orientations and gender identities, from diverse ethnic and religious groups, and from host and displaced communities. Adolescent boys' groups should begin when child protection services for adolescent boys are well established. Collaboration with child protection actors is required to implement this component of EMAP PLUS and ensure adolescent boys have access to child protection services if needed. Over the course of 30 sessions, adolescent boys will explore the messages they are learning about being men and the ways in which they can form relationships with the girls and women in their lives that are based on equality and respect. **Women and men caregivers** will be engaged in information sessions to ensure that they understand the process of change the adolescent boys are experiencing and to ensure that they can support new gender equality attitudes and behaviors in the home.

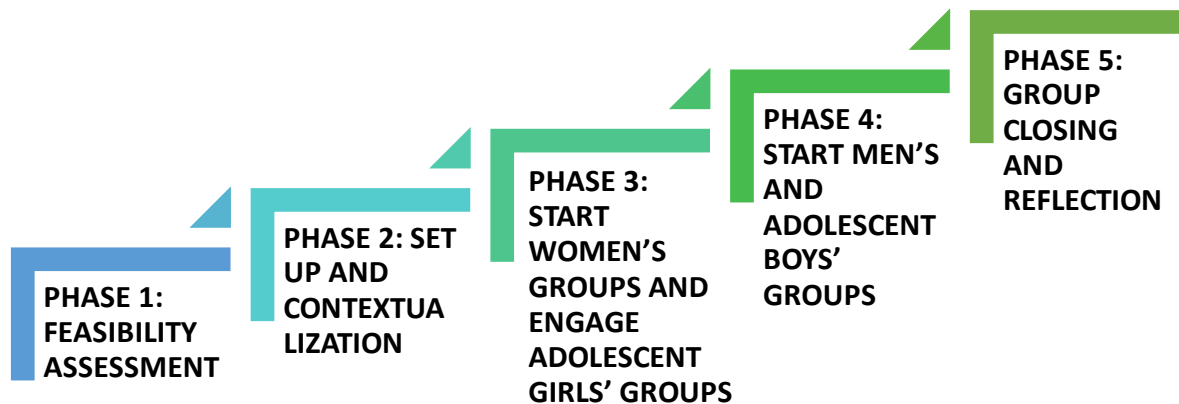
After women's and men's discussion groups have concluded in the community, program teams may choose to implement optional **listening and gender dialogue sessions** which engage women and men EMAP PLUS participants in dialogue about how to achieve gender equality in their communities. These sessions were created with the view of offering facilitated spaces for men to practice listening to women, and of building a joint vision for gender equality in the community.

PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN AND ADOLESCENT BOYS THROUGH ACCOUNTABLE PRACTICE (EMAP PLUS)



EMAP PLUS HAS FIVE IMPLEMENTATION PHASES

Detailed guidance on activities in each phase is contained in the [EMAP PLUS Implementation Guide](#).



PHASE 1: FEASIBILITY ASSESSMENT

During this initial phase, GBV program teams assess the feasibility of implementing EMAP PLUS. The program team reads through the [EMAP PLUS Introductory Guide](#) followed by this EMAP PLUS Implementation Guide. The program team then completes the [Annex 1: GBV response services gap analysis tool](#) in each community and learns about existing GBV response services and referral pathways. If the GBV program team would like to assess the feasibility of implementing EMAP PLUS with adolescent boys, then they should also meet with child protection actors working in each community. The team then holds a meeting to review the feasibility assessment findings and make decisions on next steps. Only if the needs of women and adolescent girls are met by the current provision of GBV programming, is it the right time to engage men in EMAP PLUS, and only if child protection services are available and EMAP PLUS groups will be completed with women and men first, is it the right time to also engage adolescent girls and boys in EMAP PLUS.

PHASE 2: SET UP AND CONTEXTUALIZATION

In the second EMAP PLUS phase, the program set up and contextualization activities are completed. The EMAP PLUS program team is established. Ideally, national or international GBV program actors will partner with existing women's community groups and organizations to lead implementation of EMAP PLUS. Women and men community facilitators are recruited from each targeted community. The three-week EMAP PLUS training is implemented by an experienced EMAP PLUS trainer for the full program team and all community facilitators. Community engagement activities are implemented, including forming or engaging a women's and adolescent girls' steering committee at the program site level. The EMAP PLUS approach is then adapted to the local context in a two-day contextualization workshop with the women's and adolescent girls' steering committee and program team. Finally, the EMAP PLUS monitoring, evaluation and learning plan is developed and the program team and facilitators are oriented to the tools, indicators and database collection and analysis approach.

PHASE 3: START WOMEN'S GROUPS AND ENGAGE ADOLESCENT GIRLS' GROUPS

In the third EMAP PLUS phase, the program team starts the EMAP PLUS women groups. First the team recruits diverse women to participate in women's groups. The EMAP PLUS women facilitator leads weekly sessions with women's groups for nine weeks, before transitioning into monthly accountability sessions for the duration of the program. If the program team has already completed sessions with women and men in a previous program cycle, and has met the fidelity requirements for working with adolescent boys, then during this phase the program team will work closely with [Girl Shine mentors](#) (or equivalent adolescent girls' protection and empowerment group facilitators) to set up monthly accountability groups engaging adolescent girls.

PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS: ENGAGING MEN AND ADOLESCENT BOYS THROUGH ACCOUNTABLE PRACTICE (EMAP PLUS)



Feedback from the women and adolescent girls' groups is documented and shared with the women's and adolescent girls' steering committee. The feedback from the women's and adolescent girls' groups is used to contextualize the curricula for men and adolescent boys. EMAP PLUS supervisors and facilitators meet weekly throughout this phase for supervision and coaching sessions.

PHASE 4: START MEN'S AND ADOLESCENT BOYS' GROUPS

In the fourth EMAP PLUS phase, the program team starts men's groups. The team mobilizes men interested in participating in the program and conducts individual screening interviews with potential participants. Women facilitators meet with the women partners of potential men group members. Men and women facilitators then consult the wider GBV program team and together agree on a final list of men who meet the selection criteria. The men facilitators then complete registration and pre-questionnaires with selected men. Information sessions for the women partners of men's group members begin, and 18 weekly sessions are held with men's groups. At the end of the men's groups, an optional series of listening and gender dialogue sessions can be held with interested participants from the women's and men's groups. If the program team has already completed sessions with women and men in a previous program cycle and has met the fidelity requirements for working with adolescent boys, then the program team will mobilize and screen adolescent boys, with permission from the adolescent boys' women and men caregivers. Information sessions for women and men caregivers are also conducted. Women's and adolescent girls' accountability groups continue to meet once a month during this phase to provide ongoing feedback. This feedback is shared with the women's and adolescent girls' steering committee. EMAP PLUS supervisors and facilitators continue to meet weekly throughout this phase for supervision and coaching sessions.

PHASE 5: GROUP CLOSING AND REFLECTION

In the fifth phase of EMAP PLUS, closing and reflection program activities are completed. This phase includes closing this cycle of groups and preparing for the next cycle or transitioning to close out the program. Endline questionnaires are completed with men and adolescent boys, and end of cycle focus group discussions are completed with separate groups of women, adolescent girls, adolescent boys, and men participants. Monitoring, evaluation, and learning data is analyzed, and program recommendations are developed by the program team, in collaboration with the women's and adolescent girls' steering committee members. Finally, closing events are held in the community, and the end of program report is completed.

MONITORING, EVALUATION AND LEARNING TOOLS

MEN AND ADOLESCENT BOYS SCREENING FORMS

This tool is implemented first to help identify men and adolescent boys who are motivated to be non-violent, open to making changes in their lives, and keen to adopt positive new attitudes and practices towards women and girls.

REGISTRATION FORMS

Standardized registration forms have been developed to capture essential demographic information about the participants who enroll in the EMAP PLUS program. Separate registration forms exist for women, adolescent girls, adolescent boys, and men. The registration forms include consent for participation in the program, with the forms for adolescent girls and adolescent boys requesting consent from their women and men caregivers.

PRE AND POST PROGRAM QUESTIONNAIRES

To assess the impact of the program, EMAP PLUS uses separate pre and post program questionnaires for men and adolescent boy participants to measure their changes in attitudes, beliefs, and behaviors.

ADDITIONAL MONITORING TOOLS

EMAP PLUS also provides the following monitoring tools to support implementation teams in meeting their goals:

- End of cycle reports: These reports are to be completed following the assessment of the women's reflection survey and the post program questionnaires for men participants. They are intended to assess key themes and findings in program feedback and provide data to inform future cycles of EMAP PLUS implementation.
- Accountability checklists: Accountability checklists are self-assessment and learning tools to help facilitators identify challenges related to Accountable Practice. These tools should be completed each week prior to the EMAP PLUS meeting. They cover five different areas in which facilitators and supervisors are required to assess Accountable Practice: weekly meetings, women's input, facilitator relationship, participant relationship and personal accountability. There are three different versions of the accountability checklists: one for women facilitators, one for men facilitators, one for women supervisors.
- Weekly session report form: After each weekly session, facilitators are expected to complete a weekly session report to reflect on what went well and what was challenging. These reports are intended to be used during weekly meetings to address key areas of content or process where facilitators would like more support or guidance.
- Monthly observation forms: Monthly observation forms are intended to provide EMAP PLUS supervisors with key areas to assess during monthly visits. The forms are to be completed by supervisors during each visit. They are then intended to be shared with the facilitators during the weekly meeting and, together, the EMAP PLUS team should strategize about how to respond to challenges and build on strengths that were demonstrated during the observation.

Annex 1

WHY IT IS ESSENTIAL TO WORK WITH MEN AND ADOLESCENT BOYS IN DISPLACEMENT SETTINGS

In displacement settings, new possibilities may exist for transforming harmful gender roles and beliefs as communities work to redevelop social norms and systems. Working with men is a critical part of this transformation for many reasons, including:

1. **Men and adolescent boys are not born violent.** Men and adolescent boys learn violence from beliefs, attitudes, and norms about what it means to be a man. Working with men and adolescent boys can allow for changes in these attitudes and the development of new, non-violent ideas of manhood.
2. **Many women want men and adolescent boys to help prevent violence against women and girls.** Many women recognize that an essential part of preventing men's violence against women and girls is working in partnership with men and adolescent boys for change and safety.
3. **Men and adolescent boys have a responsibility to help prevent violence.** Violence against women and girls occurs because of the actions that some men take to commit violence. It also occurs because non-violent men and adolescent boys often do not get involved in changing the attitudes and beliefs that lead to violence, such as viewing women as property or expecting them to be subservient to men. This allows harmful ideas to continue, and violence is the result. All men can choose to either support or challenge these underlying causes of violence against women and girls.
4. **Many men and adolescent boys are silent about men's violence.** There are many reasons for men's silence around violence against women and girls. Some men and adolescent boys may fear retaliation, harm, or believe that violence is none of their business or concern. Men's and adolescent boys' silence allows violence to continue to occur as it sends out the message that it is okay.
5. **Men are in leadership positions.** Men are the decision makers and power holders in most communities and families throughout the world. This allows them to shape societal norms and ideas about gender.
6. **Men work in humanitarian settings.** As all men are taught the same harmful ideas about gender and power, it is critical that men humanitarian aid staff receive training and education to recognize how they can either support or challenge violence against women and girls. Men staff play an important role in demonstrating new, healthy ways of thinking and acting toward women and girls and acting as role models in the community. To do this, they must engage in a process of transformational change and learning.
7. **Men and adolescent boys can become allies.** Men and adolescent boys can choose to not perpetrate acts of violence against women and girls, as well as learn how to stand up for equality and safety. By becoming allies to women and girls, men and adolescent boys can also develop more positive relationships with both women and men. When relationships, families, and communities are free of violence, everyone benefits.
8. **Women's and girls' rights are human rights.** Violence against women and girls is a violation of the rights of all humans to safety and respectful treatment. Those who are concerned with social justice need to speak out, as a violation against anyone is a violation against us all. Violence against women and girls results from the same set up of unequal power structures and dynamics that lead to other forms of violence, such as those based on differences in race, ethnicity, sexual orientation, and religion.



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