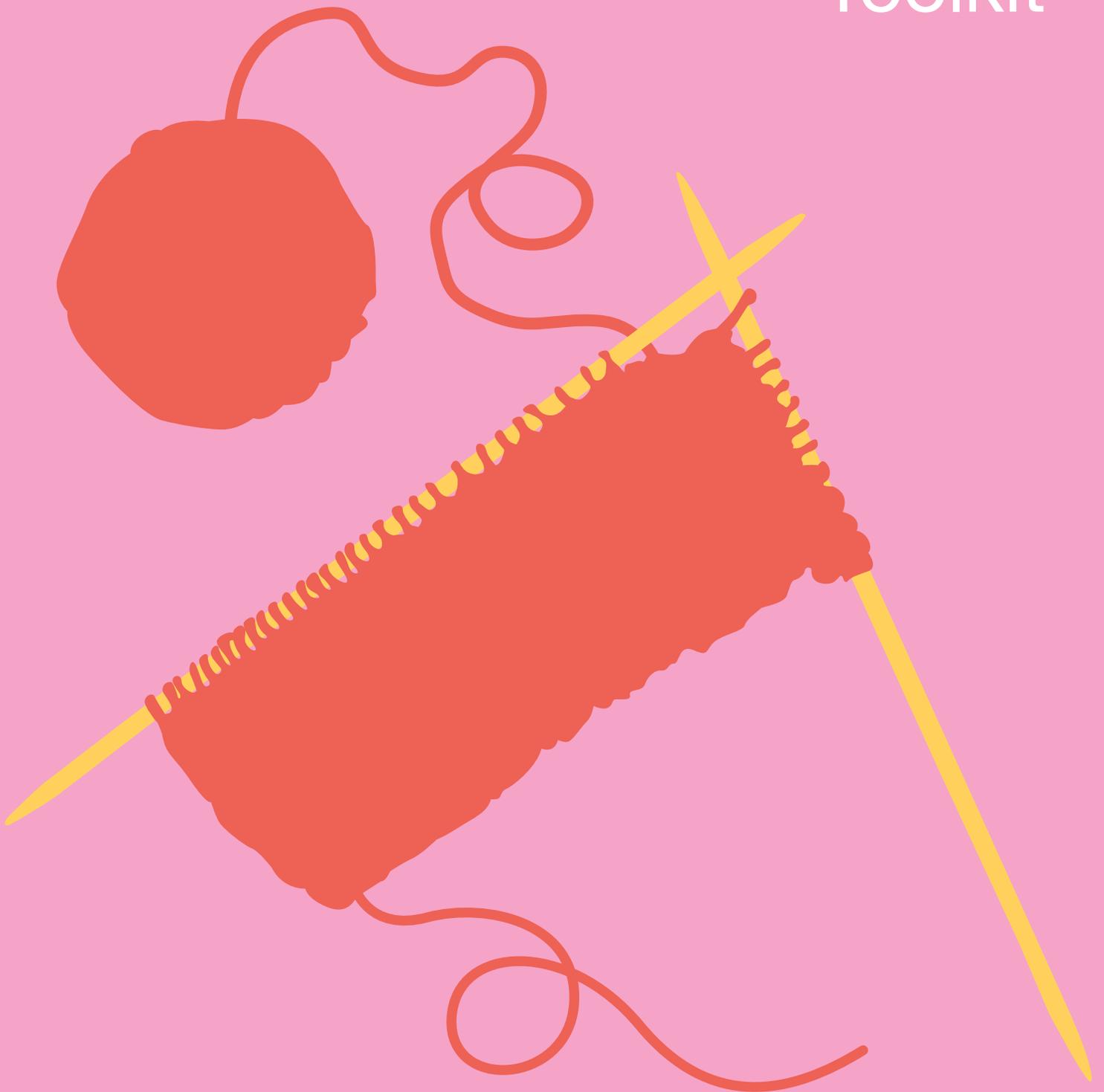


The

# IMAGINE

Toolkit



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# Chapter 1

## INTRODUCTION

We, the project partners, hereby proudly present the **IMAGINE Toolkit** for engaging boys and young men to prevent sexual harassment and sexual violence against women and girls. It's a rich collection of advice and interventions, which we hope will be of practical use and inspiration for anyone working in this field already, or looking for ways to start doing so.

## Men's violence – a men's issue

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**Violence and sexual harassment against girls and women are both causes and expressions of gender inequality. Violence against girls and women is clearly a men's issue, and a masculinity issue.**

Most perpetrators are men, and we live in patriarchal societies that condone, provoke and legitimize male violence. We also know that men and boys can make a difference to this massive social problem – by changing their own behaviour, influencing other men and boys, and supporting women and girls.

Initiatives that engage with men and boys to reduce violence can encourage them to be part of the solution, alongside women and girls.

” Violence against girls and women is clearly a men's issue, and a masculinity issue.



## The IMAGINE Project

**We know that most men can and want to be part of the solution to violence against women and girls. We set out to make this possible by encouraging work to broaden and transform the straight-jacket of traditional, destructive, normative masculinities.**

IMAGINE has been a joint effort by the project partners to develop and implement a gender-transformative violence prevention toolkit in Europe. We have trained volunteers in gender equality work, violence prevention and facilitation skills that we have developed over many years of combined experience.

We worked with young men to explore and challenge dominant forms of masculinity which value aggression and dominance and treat violence as inevitable at best, necessary at worst. Together we have worked to promote respect for women, challenge violence and foster healthy relationships for all.

### Results of the project

Within the IMAGINE project we have recruited and trained more than 30 young men as peer educators and ambassadors. We have jointly developed a toolkit with a range of tested exercises that can be used in varying contexts. It's based on experiences from several countries and varying settings and target groups, to be able to share best practices and lessons learned.

Altogether we have reached about 2000 young participants with our activities, of whom about 1500 were boys and young men. Alongside interventions and shared learning we have generated awareness about violence against women as a men's issue in media items in a number of European countries. We have also inspired partner organizations in Europe to start

working with boys and young men as change agents in preventing sexual harassment and violence.

The results of our interventions with young men and boys have been very promising, indicating that a majority of the participants found the topic interesting and a significant share thought it would affect attitudes and behaviour among their peers<sup>1</sup>.

### The IMAGINE Toolkit

The aim of the toolkit is to share expertise and inspiration, as well as practical tips and tricks. We encourage everyone to carry on, to implement and scale up, to add and further develop, to share, and to be part of the change.

This toolkit is mainly aimed at working with adolescent boys and young adult men, either in boys-only or mixed gender groups.

<sup>1</sup> We invite those interested to read more about the outcome in the analysis compiled by Katrien van Der Heyden at Nesma Consulting BVBA together with Richard Langlais

## We did this

**The IMAGINE project partners are all active members of MenEngage - a global alliance working to engage boys and men in gender justice.**



MÄN is a Swedish civil society organization working towards gender equality and freedom from violence. The core strategy is to engage men and boys to challenge destructive masculinities, with the purpose of ending men's violence against women and children. Since 1993 we have offered safe spaces for men and boys to learn, discuss and reflect on how norms of masculinity shape their lives and how they may be challenged. MÄN is co-coordinator of MenEngage Europe.



Emancipator is a Dutch organization for men and gender justice, on themes such as violence, work and care, sexuality and sexual diversity. We work to promote caring masculinities and preventing violent masculinities. We collaborate with women's and LGBTQIA+<sup>1</sup> organizations to challenge and transform gender stereotypes. Emancipator is co-coordinator in MenEngage Europe.



The Good Lad Initiative is a UK non-profit social enterprise working in schools, universities and workplaces to encourage men and boys to develop relationships with women and girls based on equality and mutual respect. We are one of the leading UK institutions delivering gender-based skills training to young men. Our workshops bring men and boys into conversations about gender in a constructive way, offering them a powerful opportunity to look differently at masculinity, gender roles and gender equality.

<sup>1</sup> Lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual/ally. The "+" includes all other queer identities that have not already been mentioned, such as pansexuality and polysexuality

# Chapter 2

## ENGAGING MEN AND BOYS

Women's rights movements have pushed for more equal societies in Europe for over a century. Violence against women and girls is a major obstacle to this struggle for justice. Engaging men and boys as an accountable partner and ally of the women's rights movement is key to ending violence against women and girls.

## Why engage men and boys?

### Most perpetrators are male

A large-scale survey in 2014 showed that one in three women have experienced physical and/or sexual violence since the age of 15, mostly carried out by men<sup>1</sup>.

### Gender violence is a key expression and cause of gender injustice

Men's violence towards women and girls in public places, workplaces and intimate relationships involves appalling physical, emotional and psychological harm<sup>2</sup>. It impacts on women's education and employment, economic independence, participation in public life, and relationships with men<sup>3</sup>.

### There are close links between traditional masculinities and gender violence

Men's acts of violence towards women, children and other men are exacerbated by ongoing and powerful social norms “linking men and masculinity to power, competition and domination instead of care and equality.”<sup>4</sup>

### Men and boys can and must make a difference

We need to challenge the conception that “violence against women is caused by some, bad men”. Most men might not use violence but all boys and men can take responsibility to prevent it. They need to know that they can help take practical steps to promote women's and girls' wellbeing and safety.

### Men and boys are stakeholders in violence prevention too

Men's violence against women is intimately connected to men's violence against other men and against themselves. Destructive and violent masculinity norms harm men and by challenging those norms, the lives of boys and men will get better.

<sup>1</sup> Fundamental Rights Agency, (2014), Violence against women: an EU-wide survey, Vienna [http://fra.europa.eu/sites/default/files/fra-2014-vaw-survey-factsheet\\_en.pdf](http://fra.europa.eu/sites/default/files/fra-2014-vaw-survey-factsheet_en.pdf)

<sup>2</sup> Ibid

<sup>3</sup> European Women's Lobby (2015) Factsheet on Violence against Women, Beijing+20 Report

<sup>4</sup> Belghiti-Mahut S., Bergmann N., Gärtner M., Hearn J., Gullvåg Holter Ø., Hrženjak M., Puchert R., Scambor C., Scambor E., Schuck H., Seidler V., White A., Wojnicka K. (2013) The Role of Men in Gender Equality - European strategies & insights, Luxembourg: European Commission

” Most men might not use violence but all boys and men can take responsibility to prevent it.

## How to engage men and boys?

### Violence can be prevented at all levels

Working with individual perpetrators, creating a non-violent culture at a school and promoting effective legislation can all help to prevent violence. It is important to acknowledge the work of others and determine where you are best suited to act. Workshops with boys and young men should be accompanied by broader efforts at other levels.

### Accountability towards women and girls

Men and boys should act on issues of gender violence and gender equality alongside, and in dialogue with, women and girls. Credit should always be given to women's movements and individual women that have struggled to acquire the knowledge on which we build our work.

### This is not an issue of individuals

We should be self-reflective and not promote individual men as “gender heroes” who can save the day against sexist men (“the others”). We need to change our culture together.

### Masculinity has many faces

Individual boys and men have varying relationships to their own masculine identities and any person's privilege is based on more than their gender. We need to recognize these diverse and intersecting experiences and identities. Interventions need to take account of men's and boys' dominance, power and aggression, alongside their differences and vulnerabilities.

# Chapter 3

## DESIGNING AND FACILITATING YOUR WORKSHOP

You can't cover it all. This toolkit focuses on the topics of masculinities, stereotypes, sexual violence and consent. In a series of workshops, it might be possible to cover them all, but in a single short workshop you might have to narrow it down and select exercises accordingly.

” Focus on what we *can* change – everyone can do *something*.

#### **Adapt to the group**

Plan the workshop based on what you know beforehand (e.g. age, gender composition) and execute based on what you learn during the workshop. Carrying out a baseline survey or initiating a workshop with a baseline exercise can help in assessing the group.

#### **Mind the age gap**

Scenarios and statistics need to be adjusted to the age and characteristics of the group. Use more concrete and less abstract concepts with a younger group. The presence of the facilitator(s) (as adult strangers) will have different impacts depending on the age of participants.

#### **Set a timetable**

Plan the workshop from start to finish, and calculate how much time there is for each exercise, break and feedback round. This way you know if you are ahead of or falling behind schedule.

#### **Expect the unexpected**

Things never go exactly as planned and it is therefore important to plan which parts to cut out if there is shortage of time. Or what to add if there is time left.

#### **Know your own skills**

Lecturing, discussion based, authoritative, and diplomatic styles of facilitation are useful in different situations. Be aware of your strengths.

#### **Be actively flexible**

Makes sure that you stay connected with the group. Ask questions, be participative and interactive, notice the energy and adjust.

#### **We all have imperfection in common**

Acknowledge your own flaws as a tool for connection with the group and encouraging discussion. We don't need to punish people for having sexist or prejudiced thoughts, but show that they are responsible for how they act.

#### **Everyone loves a good story**

Complex and abstract phenomenon can leave parts of the group puzzled. Brief stories (real and personal, but not too private) can inspire both attention and understating. Each facilitator need to find relevant stories that they are comfortable telling.

#### **Two heads are better than one**

Many situations are easier to handle if there are two facilitators instead of one. It is less demanding than doing it alone and provides a feedback mechanism.

#### **Come well rested**

Facilitating workshops is demanding. Make sure that facilitators and coordinator work together to create time for preparation and rest before a workshop and reflection and rest after the workshop.

## Some things to remember

#### **Preventing violence is an everyday task**

Many people rarely witness severe forms of sexual violence, but everyone can act to change a culture that turns a blind eye to sexism. The less severe violence can enable the more severe violence through escalation or raising the threshold for what is accepted, making other violence seem less outrageous. If catcalling is ok, groping might not seem all that bad to the perpetrator and less people might want to help the victim.

#### **Focus on what we can change**

There will be some participants who want to explain everything by biology. Remember that there is science showing that both nature and nurture affect the risk of someone using violence against others and themselves. The purpose of these workshops is to talk about the things that we can change, rather than what we can't.

#### **Let's create a culture of intervention**

No one is born a rapist (reference to biologism), but we all live in a culture that can contain different degrees of misogyny and acceptance of men's violence. If we intervene against the "mild" forms of violence, we can change the culture of acceptance and prevent situations of escalation or repeated offence. We can create a culture where we all take responsibility to intervene against violence.

#### **Everyone can do something**

Intervention should not only be understood as stopping something physically, but could be doing something to prevent the violence from happening at all, or supporting the person subjected to violence afterwards. Encourage creative solutions (e.g. starting to sing loudly or calling someone's name when it looks like they are about use some form of violence).

# Chapter 4

## EXERCISES

The following pages contain some examples of exercises that can be used during a workshop to address masculinities, stereotypes, sexual violence and consent. Some of the exercises are very flexible and suitable for different topics, while others are more specific. Each exercise is presented with a description of when to use it, what the objectives are and what to keep in mind when facilitating. Some of these exercises are inspired by other initiatives and we have done our best to acknowledge this.

## Masculinities and gender stereotypes

## Word Race / Gender Swap

**Teams rush to create lists of words associated with men and women respectively followed by a discussion on stereotypes**

<b>Use</b>	To surface stereotypes associated with gender and get a common point of reference for the rest of the workshop
<b>Objectives</b>	Increase ability to critically examine the notion that gender (and in particular, traditional binary expressions of masculinity and femininity) are a necessity or objectively true
<b>Seating</b>	Enough space for participants to comfortably move around
<b>Necessities</b>	Flip chart paper, Bluetac, flip chart markers
<b>Participants</b>	Two teams of maximum 11 participants (more teams if the number exceeds 11)
<b>Duration</b>	15 minutes (depending on the quality of discussion, this activity may last longer than 15 minutes)
<b>Preparation</b>	Stick the lists up on wall and use them for reference throughout the workshop
	–
<b>Process</b>	<p>The participants form two teams. Each team queues up in front of a big piece of paper and the participants have 60–90 seconds to take it in turns to write a word on the sheet, passing the pen to the person behind them &amp; joining the back of the queue. The words are associated with a topic that you give them at the start. Begin with a fun warm up topic and then one on “men” and one on “women”. Let the participants know no word is off limits, they need to just write the first thing that comes in to their head. The team with the most different (i.e. non-duplicated) words wins</p> <p>After the game take a few minutes to look at the different lists. Go through some of the words and ask the following questions:</p> <ul style="list-style-type: none"> <li>› What is different in the lists that relate to men and the lists that relate to women?</li> <li>› What do the students think about this? Why are some words there?</li> <li>› Why are some words on one side and not the other?</li> <li>› Circle stand out words – go for descriptive stuff such as “brave” or “caring”, rather than bits of anatomy</li> </ul> <p>Raise the point that these stereotypes can be damaging and lead to bigger problems</p>
<b>Variation</b>	<p>After the word race, erase all biological features and ask the participants if the characteristics left are gendered or exclusive to only males or females?</p> <p>Good warm up topics: food, football, music</p>
<b>Points of interest</b>	This is a fast-paced activity so brings lots of energy. This is a good exercise for a fun warm up into the topic

## The Man Box

**The creation of a “man box” symbolizing the expectations on how to “act like a man”. Followed up by a discussion on how these norms impact the lives of the participants and people around them**

<b>Use</b>	To open up discussions on (masculinity) norms To create a common point of reference for discussion on norms of masculinity
<b>Objectives</b>	Increase awareness of reward and punishment systems connected to social norms Increase acceptance of people who are seen as “outside” the manbox Increase resolve to act according to what feels right rather than what is manly
<b>Seating</b>	Small groups
<b>Necessities</b>	Video link: <a href="https://www.youtube.com/watch?v=i9m-A-Wi2Vg">https://www.youtube.com/watch?v=i9m-A-Wi2Vg</a> Cardboard box, sticky notes and pens
<b>Participants</b>	6 – 30
<b>Duration</b>	20 – 30 minutes
	–
<b>Process</b>	Optional: Screen the movie “På golvet” from Machofabriken or another video describing the process of building a masculinity/gender based identity. Let the participants discuss the video in groups. What was the movie about? What was the person doing and why? Reflections? Give each group of 3-5 people a cardboard box, sticky notes and pens. Ask them to write down expectations on how to “be a real man” (normative masculinity) in their society. Write these in the form of characteristics (e.g. strong, wealthy, always horny). Put the sticky notes on the cardboard box, then read some of the sticky notes from each group out loud <ul style="list-style-type: none"> <li>› What happens if you do not live up to these expectations?</li> <li>› Do you think that it is possible to live your whole life within the box and never step outside of it?</li> <li>› How would it feel to always make sure to be all of those things?</li> <li>› We know that most people fall completely or partly outside of this box. And some would like to be more outside of the box, but fear the repercussions. How can we make it easier to be outside of the box and show people that they are brave for standing outside of it despite the norms?</li> </ul>
<b>Variation</b>	This exercise is inspired by the “Machofabriken”-material by Unizon, Roks and MÄN available at <a href="http://www.machofabriken.se/">http://www.machofabriken.se/</a> . It is possible to do this exercise with other stereotypes
<b>Points of interest</b>	The characteristics on the box can be positive by themselves (e.g. self-confident), but the expectation to always live up to them causes problems

## Boys, Girls and Karate

**Video clip taken from a tv program exploring child development and relationships in a pre-school context**

<b>Use</b>	To highlight stereotypes and gender inequality at an early age in modern society
<b>Objectives</b>	Increase understanding that stereotypes and gendered expectations start very early on in life Increase ability critically examine gender stereotypes
<b>Seating</b>	Screening
<b>Necessities</b>	Audio Visual System (preferably a projector with speakers)
<b>Participants</b>	15 – 20
<b>Duration</b>	10 minutes
	–
<b>Process</b>	Watch this 2:34 second clip. Explain that the video is from a series on British channel 4 which looks at the psychology of child development YouTube: The Kids Are Teaching Karate Lessons!   The Secret Life Of 5 Year Olds <a href="https://www.youtube.com/watch?v=OMvYkLi5YWc">https://www.youtube.com/watch?v=OMvYkLi5YWc</a> (Link back to earlier exercises on stereotypes, e.g. Word race or Manbox, and talk about how stereotypes can sometimes be damaging) Ask the participants what they thought about the video: <ul style="list-style-type: none"> <li>› What was surprising in the video?</li> <li>› Are boys and girls just naturally different?</li> <li>› Are there some things that girls just can't do? Vice versa, are there things boys can't do?</li> <li>› Do you think men and women are viewed/treated equally in our society?</li> </ul>

## Masculinity Collage

**In subgroups, participants organize a series of photos from the most masculine to the least masculine**

<b>Use</b>	To stimulate participants to question and discuss masculinity with peers
<b>Objectives</b>	Increase insight into own ideas about masculinity Increase understanding that masculinity is not fixed Increase sense of diversity in ideas and impressions of masculinity
<b>Seating</b>	Small groups
<b>Necessities</b>	A series of photos of various men
<b>Participants</b>	4 – 30
<b>Duration</b>	15 minutes
	–
<b>Process</b>	Participants are divided into groups. Each group receives a series of photographs of men in different situations. The groups are allowed to organize the photos according to their own judgment on the most masculine to the least masculine During this process, the facilitator does not interfere with the groups. It is important that participants ask each other questions, discuss and create an order they stand behind. That is why they have to explain the created sequence afterwards to the rest of the group <ul style="list-style-type: none"> <li>› Why did you choose this order?</li> <li>› What could have changed the order?</li> <li>› Ask about the position of each photo</li> </ul>
<b>Points of interest</b>	Try splitting existing (friendship) groups. It is important that participants are placed in an environment where they come into contact with other ideas and opinions about masculinity

## Body Sculpting

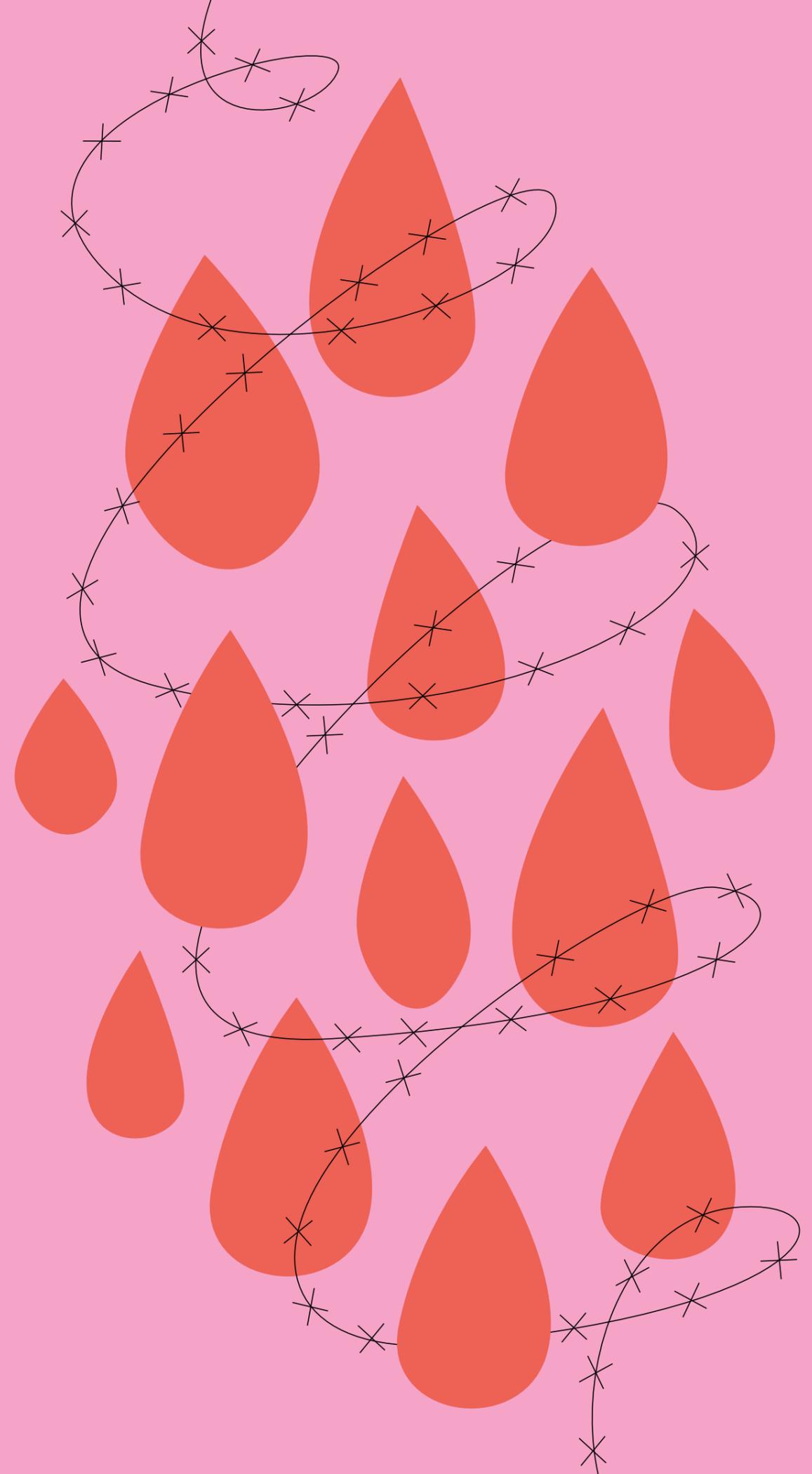
**Making gender stereotypes visible using your own body (mime)**

<b>Use</b>	To open up discussions on (masculinity) norms regarding the body To create a common point of reference for discussion on gendered norms
<b>Objectives</b>	Increase ability to vocalize and visualize gendered body expectations Increase awareness of how norms can affect how we see our bodies Increase awareness about artificiality of stereotypes
<b>Seating</b>	Empty / enough space to move around
<b>Participants</b>	4 – 30
<b>Duration</b>	15 minutes
	–
<b>Process</b>	Participants form pairs and decide who will be person A and who will be person B. First, person A is instructed to position person B as the stereotypical man by telling him how to change his body posture. Secondly, person B is instructed to position person A as a man according to his own ideals Afterwards the facilitator reflects on the most interesting poses and discusses together with the participants what differences and issues came up during the exercise <ul style="list-style-type: none"> <li>› Use the input of the participants to start a dialogue about masculinity and femininity; and what this looks like</li> <li>› Participants are allowed to (agree to) disagree and discuss their own views on masculinity and femininity. However, it is important that the facilitator remains in control of the discussion and in the end aims for a joint conclusion</li> </ul>
<b>Variation</b>	Let the participants embody a woman, homosexual man, or another stereotypical character
<b>Points of interest</b>	<ul style="list-style-type: none"> <li>› Facilitator should clearly demonstrate the exercise</li> <li>› Mindful about physical contact with the participants</li> <li>› Walks around to keep an eye on the pairs. Some participants can use the freedom as an opportunity to disturb the workshop</li> </ul>

## Advert Quiz

**This activity highlights the differences in the ways that women and men are portrayed in the media (specifically advertising), and will be used to link to SHSV and the basis of ‘rape culture’**

<b>Use</b>	To allow participants to see, reflect on and discuss the unequal representations of gender and the power of the media to shape behaviour
<b>Objectives</b>	<p>Increase awareness of stereotypes in advertisement</p> <p>Increase awareness of gendered expectations on bodies</p> <p>Increase awareness of how media can shape behaviour</p> <p>Increase ability to reflect on the idea of representation in media</p> <p>Increase ability to criticize media messages that one does not agree with</p>
<b>Seating</b>	Small groups
<b>Necessities</b>	PowerPoint
<b>Participants</b>	15 – 20
<b>Duration</b>	20 minutes
<b>Preparation</b>	Create a collection of adverts that show stereotypical and non-stereotypical representations of gender
	–
<b>Process</b>	<p>Divide the participants into groups of 4-5. Explain that they will be shown a number of adverts, the first of which will have the logo blanked out, and we want them to guess what it is advertising (the brand isn't necessary). Give them a couple of minutes to discuss show/why their guess is different from the answer. Go through all adverts and then show the positive images in the final 2 slides. Ask how these make the participants feel and which they'd rather see in advertising</p> <p>Highlight the ways that women are treated differently in these adverts and question whether the over sexualisation of women could cause problems for them outside the advertising industry</p> <ul style="list-style-type: none"> <li>› How are the women/men represented?</li> <li>› What role do the women play in the advert?</li> <li>› How are the women/men connected to the product?</li> <li>› How are the women/men connected to the product?</li> <li>› What do we feel the people making the adverts think about us as consumers?</li> <li>› Introduce the term “objectification”</li> <li>› Ask who is not represented?</li> <li>› Put yourself in the shoes of a girl you know, what sort of messages would you be getting?</li> </ul>



# Sexual violence vs consent

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## Sexual Violence / Consent Baseline Activity

**Baseline activity to gauge knowledge and understanding of Sexual Harassment and Sexual Violence (SHSV)/consent**

<b>Use</b>	To introduce the group and get common starting point for discussing the subject further
<b>Objectives</b>	Increase awareness about consent Increase readiness and willingness to talk about consent
<b>Seating</b>	Any
<b>Participants</b>	15 – 20
<b>Duration</b>	10 – 20 minutes
	–
<b>Process</b>	<ul style="list-style-type: none"> <li>› Ask the participants what they have seen or heard about SHSV?</li> <li>› Have they had any lessons about SHSV?</li> <li>› Have they seen anything on TV about SHSV?</li> <li>› Have they heard anything in the news recently about SHSV?</li> <li>› Have they heard of any SHSV incidences with people they know?</li> <li>› Collectively create or give participants definitions of Sexual Harassment and Sexual Violence</li> </ul>
<b>Variation</b>	<p>This exercise can also be done in relation to consent, either in connection to SHSV or at another point in the workshop</p> <ul style="list-style-type: none"> <li>› Ask the participants for a definition of consent?</li> <li>› Have they had any lessons about consent?</li> <li>› Have they seen anything on TV about consent?</li> <li>› Have they heard anything in the news recently about consent?</li> <li>› Have they heard of any consent incidences with people they know?</li> </ul>
<b>Points of interest</b>	The focus is to introduce the subject and encourage discussion more than teaching a specific knowledge

## Multiple Choice Quiz

**This activity will give a rounded picture of Sexual Harassment and Sexual Violence (SHSV) in Europe and the UK**

<b>Use</b>	Introduce facts about SHSV and encourage reflection
<b>Objectives</b>	Increase understanding about important issues faced by women Increase familiarity with practical examples of interventions for participants to engage in
<b>Seating</b>	As much open space as possible to allow participants to move around
<b>Necessities</b>	Questions
<b>Participants</b>	15 – 20
<b>Duration</b>	Up to 30 minutes
<b>Preparation</b>	It is important to use statistics relevant to your own country for this activity  –
<b>Process</b>	Ask the participants three multiple choice questions (see below); get them to vote for which given answer is correct by standing in a certain part of the room; ask why they think this is the answer before revealing the correct answer Question 1 – How many women in the UK have experienced SHSV a) 1 in 5      b) 1 in 50      c) 1 in 100 Question 2 – What percentage of men in the UK have accessed the rape crisis service a) 50%      b) 15%      c) 5% Question 3 – How many girls in school have experienced unwanted sexual touching a) 1 in 50      b) 1 in 10      c) 1 in 3 Encourage the participants to come up with practical solutions for the problems in the quiz
<b>Variation</b>	This exercise can easily be adopted to other topics by changing the questions. E.g. adding questions about gender based differences in likelihood to seek support for mental illness or risk of suicide can highlight some of the violence men are causing themselves

## Consent Walk

**Participants walk towards one another and become conscious of the boundaries of themselves and of others.**

<b>Use</b>	To introduce concept of consent To let participants “feel” their own and others personal boundaries
<b>Objectives</b>	Increase familiarity with own personal boundaries Increase emotional understanding of the need to respect boundaries
<b>Seating</b>	Empty / enough space to move around
<b>Participants</b>	4 – 30
<b>Duration</b>	15 minutes  –
<b>Process</b>	Participants form two lines facing each other. In between is at least 4 meters of space. The facilitator says which line of participants will start. After the facilitator gives the signal to start, the participants from the indicated line start walking towards the participant opposite of them, until the opposite participant says ‘stop’. What follows is an evaluation of the place where the walking participant has stopped. Does it feel comfortable or is it too close? Or can you move one step further? Try it out with a step forward or backward. Ask the participants to focus on what they experience in their bodies How did you experience this exercise? What have you learned about yourself and the other?
<b>Variation</b>	It is also possible to let the participants who walk (towards the other participant) feel when he has reached the boundary of the other. After he has stopped walking, it is checked if he stopped at the right place of perhaps is too close or can move a bit further
<b>Points of interest</b>	During this exercise some participants can have an attitude like ‘I can take this’, resulting in a situation in which they come so close to each other that they almost fall. No doubt, they can take it, but they will most likely have crossed the boundaries of the other. If this happens, you can ask both participants if it feels comfortable. What does it do to you when somebody crosses your boundaries? How does it feel to cross somebody’s boundaries?

## ”Sex On Trial”

### Video exploring consent in relationships and sex

<b>Use</b>	To create a space where the group can consider the nuances of sexual harassment and sexual assault
<b>Objectives</b>	Increase willingness to strive for positive and healthy sexual interaction rather than just the “bare minimum” of not committing sexual crimes
<b>Seating</b>	Screening
<b>Necessities</b>	Sex on Trial Video; Appropriate audio visual equipment
<b>Participants</b>	15 – 20
<b>Duration</b>	15 minutes
<b>Preparation</b>	Please note: the video is fictional but involves a scene of sexual abuse. Watch the video beforehand and make sure that the group is ready (age and maturity) to see it  –
<b>Process</b>	Tell the participants that they are going to watch a video and then have a discussion Show the participants this clip on YouTube : ‘Is This Rape Sex On Trial’ Pt 1 BBC3 › <a href="https://www.youtube.com/watch?v=SkS44t0AKu0">https://www.youtube.com/watch?v=SkS44t0AKu0</a> Ask the participants what happened in the video? How did the different people feel? How can you actively ask for consent in these situations? Summarise this question by explaining that in this case it would count as rape because he was aware that she wasn’t enjoying the act and she gave no sign of consent
<b>Variation</b>	There are many other questions that could be asked in relation to the video and there are several videos in the series

## Spectrum of Violence

### The group brainstorms different types of violence that exist and discuss how severity and commonality of violence is connected to the likelihood of someone intervening

<b>Use</b>	To demonstrate that there is a large spectrum of violence and possibilities to intervene To demonstrate connection between commonality and social acceptance To show connection between normalized violence and unaccepted violence
<b>Objectives</b>	Increase participant’s spectrum of what actions can be considered violence Increase ability to spot many different forms of violence Increase willingness to intervene against normalised violence
<b>Seating</b>	Any, as long as everyone can see the board
<b>Necessities</b>	A whiteboard and whiteboard pens
<b>Duration</b>	10 – 15 minutes
<b>Participants</b>	5 – 30
<b>Preparation</b>	Have a good definition of violence in the back of your mind, even if you do not spell it out during the exercise  –
<b>Process</b>	Ask the participants to give concrete examples of different actions that can be considered violence (e.g. verbal, physical or sexual). Ask the participants to be very concrete and specific. Write the examples on the board. Put the most common and least recognized forms of violence (e.g. belittling comments) on one side and the more uncommon but widely recognized types of violence (e.g. sexual assault) on the other side. Fill in with your own examples if needed Describe why you put some examples to the left and some to the right › Is it easier to intervene against severe violence or less severe? Why is this? › Against which form of violence are people most likely to intervene? › What is necessary for us to intervene against the “milder” forms of violence? › What is a good way to intervene safely? (e.g. distract attention, intervene together) › Are there any special places and situations where there is a lot of violence? › Are there more men than women in those situations? If so, why do you think that is? Link to previous exercises about gender norms and masculinity
<b>Variation</b>	This exercise is inspired by the Mentors in Violence prevention by Jackson Katz available at: <a href="http://www.mvpstrat.com">www.mvpstrat.com</a>

## The Basketball Guys

**Screening of the video “Basketkillarna” from the organization Swedish Association for Sexuality Education followed by discussion on the content from a consent perspective**

<b>Use</b>	To show how consent and good communication can lead to great love and passion To practice empathy
<b>Objectives</b>	Increase ability to spot situations when consent matters Increase ability to read and verbalize feelings of others
<b>Seating</b>	Screening
<b>Necessities</b>	Computer, projector or other screening equipment Video link: “Basketkillarna” - 2,5 min <a href="https://vimeo.com/180020387">https://vimeo.com/180020387</a>
<b>Duration</b>	15 – 20 minutes
<b>Preparation</b>	Optional: Start off with a personal story about consent. If does not have to be in a romantic or intimate situation, but should at least be a form of relationship situation (e.g. partner, friend or family). Make sure that you feel confident to tell your story and that you are personal without being too private  –
<b>Process</b>	Screen the video and ask the participants about the content: <ul style="list-style-type: none"> <li>› What happened in the video?</li> <li>› What was the communication like between the boys?</li> <li>› How do you think that the guy in the white shirt felt?</li> <li>› How do you think that the guy in the blue shirt felt?</li> <li>› How do you think that they both felt at the end? (leading question: positive)</li> <li>› How did they arrive at that point? (leading question: consent and respect)</li> <li>› In what other situations do you need consent to make sure that others feel respected?</li> </ul>
<b>Variation</b>	This exercise is inspired by a material by RFSU called “Vill du?”. A full description of the material in Swedish is available at <a href="https://gratisiskolan.se/tema-sex-forvantningar-for-gymnasiet.html">https://gratisiskolan.se/tema-sex-forvantningar-for-gymnasiet.html</a>
<b>Points of interest</b>	Please note: know that in some groups this video will cause homophobic comments. Make sure you have a strategy for it  What you want to arrive at: Wait on the other to show signs, listen, try to make sure that you feel a Yes! and not just a maybe. If you are not sure, ask. The closer the intimacy, the more important it is  Consent is sexy!

## Icebreakers, discussion tools and energizers

## Timeline

**Participants map their own experience with gender, masculinity, sexuality and/or violence and write it down on a timeline.**

<b>Use</b>	To get to know each other in the group To create space for reflection on gender, masculinity, sexuality and/or violence in participants lives To develop a shared knowledge base and language for further conversation
<b>Objectives</b>	Think about and reflect on own experiences, knowledge, and attitudes Think about and reflect on own behaviour: how to prevent and eliminate sexual intimidation and sexual violence
<b>Seating</b>	Participants are standing in such a way that everybody has a clear view on the timeline
<b>Necessities</b>	Sticky notes, markers, whiteboard or large paper
<b>Participants</b>	4 – 30
<b>Duration</b>	15 minutes
<b>Preparation</b>	Make sure that you have training and tools to handle if someone shares a story that constitutes sexual violence  –
<b>Process</b>	Facilitator draws a timeline that starts around the period when the participants were born and ends in the current moment. After that, each participant gets a number of sticky notes. Per sticky note they can write down one situation in which they learned, experienced or otherwise encountered issues related to the workshop. They can stick these sticky notes onto the timeline at the moments they occurred Facilitator discusses input from the participants. It is important that answers are formulated to the following questions: › How did you experience this exercise? › What have you learned about yourself? › What are you going to do in the future? How are you going to do this?
<b>Points of interest</b>	Nothing is wrong, weird, or impossible Participants don't have to write their names on the sticky notes One story per sticky note Makes sure everybody gets the opportunity to share whatever they want

## Privilege Paper Toss

**This activity surfaces the issue of privilege**

<b>Use</b>	To address any forms of privilege which the participants may understand e.g. race, class, gender, ability, and religion To discuss privilege, inequality and where these differences originate
<b>Objectives</b>	Increase participants' ability to empathise with people facing discrimination based on the different intersections of their identities Increase awareness of different types of social inequality, e.g. between men and women
<b>Seating</b>	Enough space for participants to comfortably move around
<b>Necessities</b>	Sheets of Scrap Paper (1-3 per participant), Recycling Bin
<b>Participants</b>	15 – 20
<b>Duration</b>	20 minutes
<b>Preparation</b>	Split the participants into 3 teams by numbering them and give each participant a sheet of scrap paper. Explain that they will be taking part in a game For an example check this video - Students Learn A Powerful Lesson About Privilege <a href="https://www.youtube.com/watch?v=2KlvmuxzYE">https://www.youtube.com/watch?v=2KlvmuxzYE</a>  –
<b>Process</b>	Place the recycling bin in the front of the classroom and tells them that in order to move to win, students need to throw their paper into the recycling bin from their line Students in the back should complain that this isn't fair, while students in the front should focus solely on achieving their goal Ask the students how this activity felt for them Highlight that simply giving everyone "an equal chance" isn't necessarily fair. Technically, all of these students are given the same opportunity — a chance to score the paper ball from their line — but not all of these chances are the equal Explain that this activity is about privilege. Define privilege as the unearned set of advantages you get just for being you
<b>Variation</b>	Ask the participants if they can think of any people groups that might be less privileged in our society Give suggestions i.e. immigrants, POCs, people with disabilities, women etc

## Opinion Continuum

**Participants move to different points between a spectrum of strongly agree – strongly disagree to discuss relevant statements and questions**

<b>Use</b>	To bridge the gap between consent and SHSV discussion To create a safe and structured environment for sharing and discussing opinions
<b>Objectives</b>	Increase willingness to share and discuss their own opinions Increase understanding and acceptance of the opinions of others
<b>Seating</b>	As much open space as possible to allow participants to move around (maybe some chairs or tables around the side of the room which participants can sit on if you feel comfortable with this)
<b>Necessities</b>	Statements
<b>Participants</b>	15 – 20
<b>Duration</b>	30 – 40 minutes
	–
<b>Process</b>	You make a statement and the participants stand on one side of the room if they strongly agree, the other if they strongly disagree. They can stand anywhere in the middle and are free to move around if they change their minds as they discuss; ask the participants why they are where they are, why they've moved, and change the statement to see if – put in a different way – the participants still agree/disagree
<b>Variation</b>	Questions: <ul style="list-style-type: none"> <li>› It is wrong to convince someone to do something they don't want to do</li> <li>› When it comes to sex, no means no</li> <li>› It would be easy to tell if someone wanted to have sex or not</li> <li>› If a man says no to sex with a woman, he's probably gay</li> <li>› Having sex when you're drunk is fine</li> <li>› Lots of women falsely accuse men of rape</li> </ul>
<b>Points of interest</b>	It is important to consider why we think what we think, rather than just what we think. Often, these opinions are formed for us externally, rather than by ourselves

## Four Corners

**Participants are confronted with statements or questions and choose a response by moving to different corners of the room**

<b>Use</b>	To visualise the various opinions in the group To practice discussing the workshop topics
<b>Objectives</b>	Increase understanding of different viewpoints on the workshop topics Increase willingness to discuss the workshop topics Increase tolerance to opposing opinions
<b>Seating</b>	Open space to allow for movement across the room
<b>Participants</b>	4 – 30
<b>Duration</b>	15 – 25 minutes (depending on the number of statements)
<b>Preparation</b>	Prepare statements, scenarios and or questions with possible three responses each. All the options should be viable and no clear right or wrong answer
	–
<b>Process</b>	Read the first statement statement/scenario/question connected to the theme that you want to discuss Present the three ready-made answers and assign them to different corners of the room. Each participant selects the corner best representing their view. The fourth corner is always open for the participants to formulate their own answer When all of the participants have chosen a corner, ask them to describe to the others in the same corner why they chose it. Then ask one person in each corner to describe what was said in the group. Then people are free to change corner if persuaded by something that is said from the other groups (optional) Ask some elaborate questions to deepen the discussion on the particular case Proceed to read the second statement and the corresponding options
<b>Variation</b>	It is possible to either have short and fast paced statements to energize the group or to have longer scenarios with deeper discussions
<b>Points of interest</b>	It is perfectly fine for the participants to change their mind The participants should just express their own view, not comment or criticise other people's opinions No one is forced to explain or elaborate on their choice

# An Energizing Contest of Balance

**Participant A must try to get participant B out of balance by pushing against his palms and vice versa**

<b>Use</b>	To energize a calm group or to use some energy and get an energized group into a calmer mood afterwards To introduce/address sensitive topics
<b>Objectives</b>	Increase familiarity within the group Increase readiness to immerse themselves into the topics later on
<b>Seating</b>	Empty / enough space to move around
<b>Participants</b>	4 – 30
<b>Duration</b>	10 minutes
<b>Preparation</b>	Make sure you master the trick of removing your hands quick enough to through the other off balance (see below)  –
<b>Process</b>	Participants must form pairs with each other; preferably of the same height and weight. Person A and person B stand opposite to each other. They will have to try to get the other participant out of balance by pushing hard against each other’s palms. When somebody moves a foot, he has been pushed out of balance. Encourage them with comments like: “Are you ready? set, go!” or “is this the best you can do!?”. Most likely they are pushing very hard After a minute, you pause the content and ask somebody how was pushing very enthusiastically to come forward. Compliment him on his performance and challenge him: “Now you have to go against me, I will bet you cannot get me unbalanced? Ready, set, go!” At the moment the participant uses all his strength, quickly remove you palms, causing him to get unbalanced. “I win, 1-0, again”. Do it a few more times, unless he understands the trick. Now, let the participants do the exercise a few more times. Finally, after a few more minutes, end the exercise and start a final discussion This discussion can be held short. Ask questions like: › How did you experience this exercise? › How does it feel to let somebody so close? › What have you learned?
<b>Variation</b>	This exercise is inspired by “Chinese boxing” from the Rock and water programme by the Gadaku institute ( <a href="http://www.rockandwaterprogram.com">www.rockandwaterprogram.com</a> )
<b>Points of interest</b>	This is a “high-energy” exercise, which means that the facilitator must focus on creating and maintaining a both positive and competitive atmosphere

# The Recipe

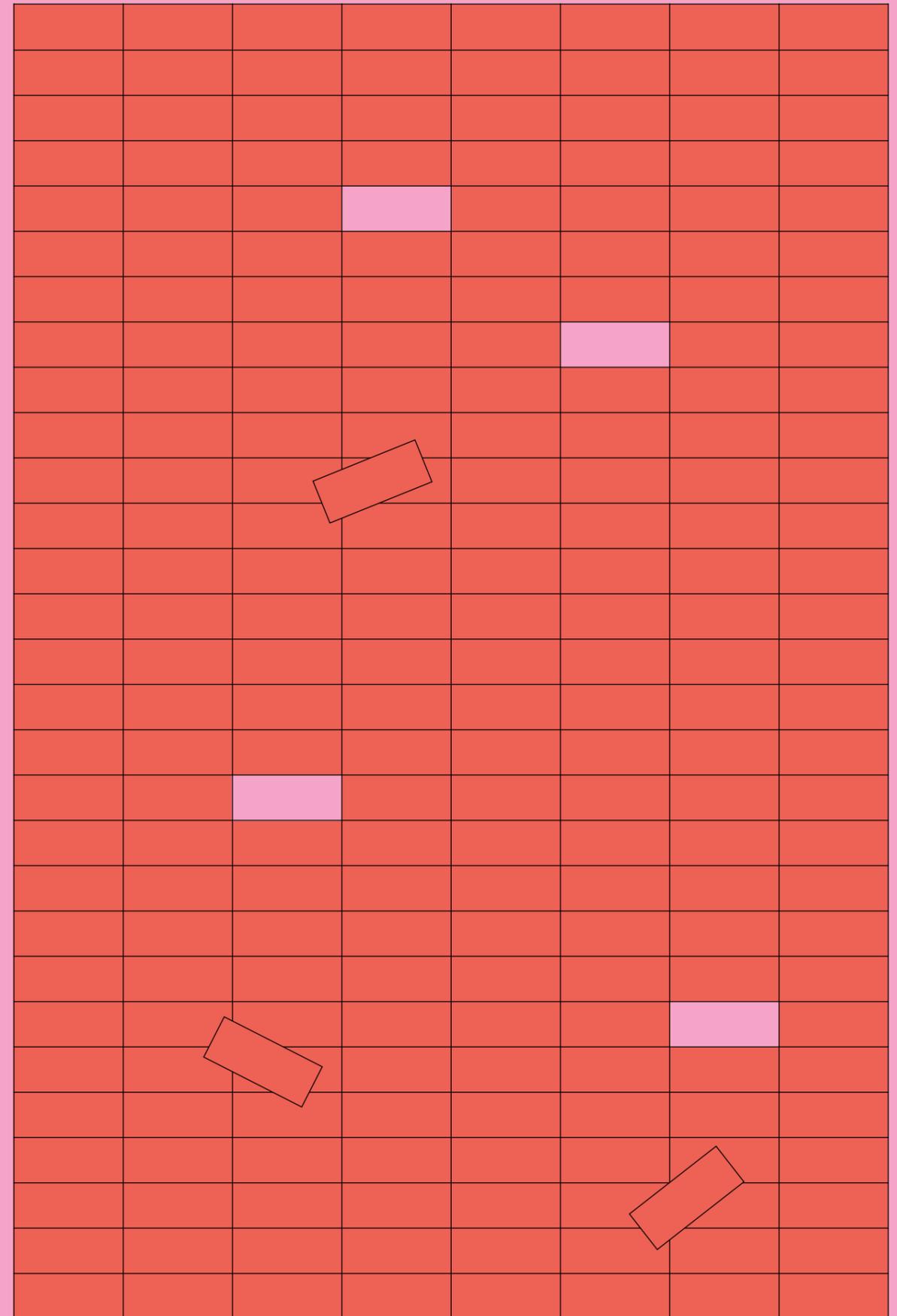
**The group creates a list of recipes for challenging destructive norms and intervening against violence in a safe way**

<b>Use</b>	To finish up a workshop with a plan for action
<b>Objectives</b>	Increase sense of ownership of norm creative methods in preventing violence Increase readiness to act to prevent violence and support victims
<b>Seating</b>	Small groups
<b>Necessities</b>	Papers and pens
<b>Duration</b>	10 – 15 minutes  –
<b>Process</b>	The exercise can be done individually or in small groups. Ask the participants to write a recipe for how to challenge and change destructive norms and attitudes that leads to violence. Which ingredients are needed to prevent destructive norms and violence? Optional: › Ask the group to present their recipe Collect all the recipes into a cookery book for change. Leave the “book” with the group, make copies or leave with teacher/youth leader to keep Discussion: › Ask the participants and/or teacher how they will use the cookery book after the end of the workshop
<b>Points of interest</b>	Bystanders are more likely to intervene when they know concrete ways of intervening. It is even better if they can practice it Let the participants come up with their own ideas to give them ownership of the recipe Make sure that the suggestions are safe to do and non-violent

# Bystander Challenge

**The participants will come up with their own methods for intervening in acts of sexual harassment and sexual violence (SHSV)**

- Use** To wrap up a session on SHSV  
To help the group create their own action plan for intervening safely against SHSV
- Objectives** Increase understanding of safe ways to intervene when witnessing  
Increase understanding of the complexities of conflict resolution  
Increase understanding of how they can be a part of ending SHSV
- Seating** Enough space to move around
- Participants** 4 – 20
- Duration** 30 minutes
- Preparation** Make sure to have a clear idea of what constitutes safe and acceptable forms of intervention. For inspiration, look at existing bystander intervention programmes, e.g. Mentors in Violence prevention  
  
–
- Process** Tell the group that we are going to come up with a method for intervening safely when we see or hear things that aren't right  
Split the participants into groups of 4 or 5 and give them 5 minutes to create a role play in which someone is experiencing SHSV and a bystander (or bystanders) intervene safely  
Watch each groups role play and pick out elements of the intervention which were good. Writing these elements on the flip chart or the white board, try to summarise the best parts into a 4 or 5 point intervention plan  
Wrap up by asking the participants what they've learnt today and what questions they still have - try to answer the questions and encourage them to talk to each other about them, find reliable places for the answers and consider everything we've discussed today if they see SHSV
- Variation** Instead of role playing, present ready-made scenarios to the group, then ask them to come up with safe ways to intervene and create the action list from that
- Points of interest** Safe and non-violent responses are always favourable  
It is possible to intervene before, during or after the violence occurs?



# Chapter 5

## RECRUITING AND PREPARING FACILITATORS

Facilitating workshops with youth is a tough job, but for a well prepared facilitator it is also rewarding and fun. Selecting facilitators carefully and giving them a good foundation of knowledge, training and practice is very important for the outcome of the workshop.

**Define your minimum standards**

Be clear and transparent about what you expect from the facilitators. State if they need to stand behind the goal of your organization, have specific skills or make certain commitments.

**Only discriminate with intent**

All recruitment processes are prone to bias. Make sure that you are doing what you can to avoid unintentional discrimination or arbitrary selection. If you want to select a diverse group of facilitators, then do this on the basis of what you are actually looking for, e.g. educational background or experience of racism.

**Be mindful of excluding language**

The way you frame the task of being a facilitator will determine who will apply. If the language sounds academic or cis-/heterosexist, some great candidates might feel like they are not desired.

**Accountability matters for facilitators too**

The women's rights movement built the foundation for the gender transformative violence prevention. The facilitators are often the face of the programme and they should acknowledge this important historical and ongoing connection.

**Consider peer education as one of many tools**

Genuine interest and enthusiasm is more important for a facilitator than being similar to the group, but there are some benefits of having facilitators who the participants can identify with and vice versa. E.g. young men might know personally what it is like to grow up as a boy and a person of colour might know what is like to experience racism in a predominantly white society.

**Know the impact of facilitators' gender**

We operate in a patriarchal society. Men or women are certainly not naturally better at facilitation, but gender matters in facilitation just like in other social interactions. Male facilitators can be more credible with male participants (although not guaranteed), because they possess "inside" knowledge of masculinity and may model a man engaging in gender equality. They may also experience less harsh criticism or verbal abuse when talking about gender equality with boys and men compared to female facilitators. However, many organisations are working successfully with female only facilitation with both boys and girls.

**Learn how to use mixed gender facilitation teams**

Having both male and female co-facilitators gives a chance to model respectful cross gender relationships, increase the degree of accountability to women and intentionally challenge gender stereotypes about male/female leaders.

Overall, the evidence suggest that different approaches to gender in facilitation are just that – different, rather than better or worse.

” Change is hard and we all need a safe place to start with ourselves before inspiring change in others.

**Using Volunteer Facilitators**

Evidence<sup>1</sup> suggests that volunteer or peer led approaches to working with men/boys on challenging gender-based violence and inequalities can be very effective, but carry risks to programme effectiveness; variations in quality, which are hard to control (you get amazing volunteers, but also much less strong ones); volunteer turnover (which also affects quality as well as cost).

On the other hand, peer and volunteer-led programmes also carry potential benefits not easily achieved with other models (e.g. the relatability and commitment of the facilitators).

**Don't forget the basics**

Facilitators need basic factual (and some legal) knowledge of gender equality, gendered norms and violence (prevention).

**Facilitators need safe space too**

Honest vulnerable discussions and self-reflection are key for facilitators to be aware of their own position in an unequal society and to be emotionally grounded in their commitment. Change is hard and we all need a safe place to start with ourselves before inspiring change in others.

**Becoming a good facilitator takes practice**

Training is a great way to teach the facilitators the basics, but some things needs to be practiced and learned over time. Create ways for new facilitators to learn from more experienced ones and to practice before being responsible for a workshop themselves, especially if they are new to facilitation.

<sup>1</sup> See <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4706022/> for a summary

# Chapter 6

## CHOOSING A TARGET GROUP AND VENUE

Apart from designing a workshop your team will need to plan where, when, with who and how often to do them. This can be very time consuming, but done well it will improve the outcome for everyone involved.

” Expectations need to match the time available. A single three hour workshop can never be enough to create deep lasting change in norms, attitudes and behaviour.

### Boys only?

Given the current norms and persisting gender inequalities, there are potential disadvantages to working in a mixed gender group. There may be risks that the girls will be exposed to sexist and abusive language when discussing gender, or that some of the boys will not feel comfortable enough to explore the issues honestly and authentically.

If you do decide to offer a male-only workshop, it is vital that there are positive alternative activities offered to the girls, e.g. empowerment or other girl-only interventions.

### Mixed gender groups?

Dividing the group into boys and girls might reinforce the gender binary<sup>1</sup> and not all teenagers are more confident to talk openly with peers of their own sex. Working with mixed groups may add to the impact of the intervention. It can provide opportunities for boys to hear and better understand girls' experiences and perspectives, create mutual understanding, and develop ideas for how to work together to promote gender equality and change gender violence.

It is also possible to start together, split up and get back together again – making the gender mix a conscious part of the intervention. Regardless of your choice, make sure your motivation is clear.

<sup>1</sup> The idea of two distinct and absolute categories of male/masculine and female/feminine, disregarding the possibility of any other genders

### Where to find the boys (and girls)?

The most obvious way to reach young boys are through organisations where many boys are active such as schools, youth groups, sports clubs, community organisations, faith groups and festivals. We advise investing in building an honest, respectful relationship with the potential host organisation.

### Are schools the best venue?

There are significant pros and cons to delivering workshops in schools.

Advantages include:

- › The youth have to be there which gives access to boys that might otherwise not participate
- › Linking the workshops to the school curriculum can offer relevance, momentum and direction
- › The active support of the school can help generate interest in the workshops, and help sustain momentum afterwards (this can also apply to some other settings)

Downsides to school-based workshops could be:

- › Some of the participants might not want to be there and get disruptive or disengaged. The overall “vibe” could be less positive than a voluntary scenario.
- › There may be pre-existing group dynamics at the school that undermine the messages we are trying to promote. For some in the group it might be risky to take a stand against gender violence and sexual harassment. (Again, this might apply in other settings too.)

### Create a checklist for collaboration

The suitability of running a workshop in a specific setting has to be done on a case by case basis. To make a good decision about where and when to run a specific workshop (especially with a new host agency), it is useful to have a short checklist of questions to assess suitability. Does the host:

- › Have suitable physical spaces available?
- › Offer training to their own professionals?
- › Provide a safe and constructive environment for the facilitators?
- › Offer suitable parallel activities for girls if the workshop is male only?
- › Agree to be involved in giving feedback on the workshops?
- › Want to have more than one workshop, making scheduling easier?

It is important to give yourself permission – and even encouragement – to say no to workshop requests if you judge is that they would be ineffective or unsafe for any of the participants or stakeholders.

### Change is a process and there is no quick fix

Expectations need to match the time available. A single three hour workshop can never be enough to create deep lasting change in norms, attitudes and behaviour.

On the other hand, schools will often only be able to offer you 90 minutes with a group and even a short workshop can plant a powerful seed for change. Know what your ideal scenario is and do several workshops with the same group if possible, but expect to have to be pragmatic. Manage your own and others' expectations according to the circumstances available!

# Chapter 7

## **EVALUATING YOUR PROGRAMME**

We know that interventions affect the participants, the facilitators and the environment they live in. Monitoring and evaluation can help us finding out if we have the effect that we expect and harvest new insights to improve our work.

### Evaluating IMAGINE

In the IMAGINE project our focus was on continuously improving the workshop content and delivery, as well as making sure that participants, workshop leaders and staff all got a chance to express their thoughts on each workshop.

We created three questionnaires. One for the participants (mostly boys between 13-18 years old), one for the workshop leaders (mainly our volunteers), and one for the teacher or someone in a similar position. We also had evaluators observing some of the workshops<sup>1</sup>.

Based on our acquired insights and previous experience, we have a few monitoring and evaluation recommendations for planning gender transformative violence prevention programmes with volunteer facilitators.

### Why evaluate?

It is very common to do evaluation because you must or because it looks good. Regardless if you have a choice or not, evaluation is resource intensive. So, make sure it contributes to your goals. Monitoring and evaluation can, for example, aid in developing the method, assuring that the participants feel respected during the workshop or that the program has the intended effect on attitudes and behaviours. The choice of method will affect the type of results and insights you get. Make sure to have your goals clear in mind when designing your monitoring and evaluation plan.

### Who can evaluate?

Consider who you will include in your monitoring and evaluation work. We recommend evaluating the intervention from the perspective of participants, facilitators and host organization (school/youth centre). If possible and appropriate, you can also use external evaluators to monitor some of the workshops. But be aware that this element of “supervision”, might alter the mood in the room.

### Your safe space will never be safe enough

It is rarely possible to receive direct feedback from all participants. Some will express their opinions in the workshop, but many will feel uncomfortable to express what they really feel, experience and think in front of the facilitator and the rest of the group. We recommend adding indirect ways to get feedback from the participants. E.g. through the facilitators, teachers/youth leaders and anonymous questionnaires.

### Ask those who were there

Discuss the expectations and concerns of the facilitators prior to giving a workshop. Follow up after the workshop.

Some suggestions for questions to ask the facilitator is:

- › How did it feel to do the workshop?
- › What part of the workshop went well?
- › What part didn't and why?
- › What would you like to do differently the next time?

These are very simple questions but give a very hands-on knowledge on how the workshop could potentially be improved. This oral and/or written evaluation by the facilitators can also provide some insight into the feedback from the participants during the workshop. This can be enhanced by asking the facilitators to include a feedback activity during the workshop.

<sup>1</sup> We invite those interested to read more about the outcome in the analysis compiled by Katrien van Der Heyden at Nesma Consulting BVBA together with Richard Langlais

” In the IMAGINE project our focus was on continuously improving the workshop content and delivery.

### Talk to those that know the participants well

Oral and/or written feedback by the teacher/youth leader can give you their impression of the impact and a picture of what the discussions were in the group after the workshop.

### Manage your expectations on impact

Doing a half day workshop is a compromise between quality and quantity. This needs to be reflected in the expectations. Reducing the impact to very shallow measurements such as numbers reached and the number of people who knows the legal definition of rape might be underestimating the potential. Expecting significant and lasting behavioural change risk leading to disappointment and that important successes are overlooked.

### Did you do what you intended?

Measure what you expect to see and/or what you need to know to make sure you “do not harm” and that you do what you say that you are doing.

### Manage your expectations on data and analysis

Do not rely solely on surveys. Anonymous comparable data in large numbers is very appealing and interesting, but there are a lot of data issues when collecting questionnaires from youth participants. Doing rigorous impact evaluation is very demanding in planning, preparation, implementation and analysis. Narrow down your evaluation as much as possible and focus on what is most important to your intervention.

### Know why you ask

Make sure that you know the exact use of the data from each question if you are using surveys.

### Explore your unintended impact

Sometimes the outcome is not what we expect. Qualitative evaluation methods, such as interviews with open ended questions, help you explore the impact and find unexpected results.

### Integrate feedback

Consider using exercises during the workshop that evaluate and gather feedback (and collect the information somehow straight away). Don't forget: monitoring and evaluating is as much about recognising and celebrating what went well as it is about recognising and changing what could be better.

The  
**IMAGINE**  
Toolkit

a rich collection of advice and interventions  
for engaging boys and young men to  
prevent sexual harassment and  
sexual violence against  
women and girls