

Engaging Men and Boys in Ending Violence against Women and Girls - Evaluation Report

Submitted to
Chrysalis House and Juniper House

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Submitted by:



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Introduction

Engaging Men and Boys in Ending Violence against Women and Girls

In 2012, the Women's Program at Status of Women Canada (SWC) issued a call for proposals from community organizations wishing to engage communities in working together to end violence against women and girls.

Chrysalis House (<http://www.chrysalishouseassociation.org/>), in partnership with Juniper House (<http://www.juniperhouse.ca/>), sister transition houses in southwest Nova Scotia, submitted a proposal for a project entitled *Engaging Men and Boys in Ending Violence against Women and Girls (Engaging Men and Boys)*. The project received \$185,000 in funding over a two year period (April 2013–April 2015). It spanned a large geographical area in southwest Nova Scotia (covering nearly 14,000 square km) with a population of nearly 100,000. The goal of *Engaging Men and Boys* was to engage men and boys in working to end violence against women and girls.

SWC framed activities for all funded projects in three areas: project planning and delivery, project planning, and project development and delivery. For internal purposes for *Engaging Men and Boys*, this project's activities were grouped into four main components, which were conducted by a half-time Project Coordinator:

1. *Partnership development (project planning and delivery in the SWC framework)*: In this component of the project, activities focused on networking with stakeholders, providing opportunities for partners to be involved in the work, and establishing project partnerships.
2. *Research and planning (project planning in the SWC framework)*: These activities included conducting a needs assessment, creating a community assets map, conducting a gap analysis, conducting a Community Readiness Assessment¹, and piloting strategies to address youth leaders.
3. *Education and training (project development and delivery in the SWC framework)*: In the education and training component of the project, the principal activities were developing and providing gender transformative facilitation training, developing and providing train-the-trainer workshops and sessions for men and boys, and identifying and sharing promising approaches for addressing gender-based violence.

¹ Please see http://www.triethniccenter.colostate.edu/docs/cr_handbook_ss.pdf for more information about the tool that was used. The Tri-Ethnic Centers process assesses community readiness for change on nine levels over five key dimensions. This assessment enables the development of an intervention appropriate to the community needs at the time, designed to help move it upward to greater readiness to implement change.

4. *Engaging youth and youth leaders (project development and delivery in the SWC framework)*: In this component of the project, the activities included talking with experts in the area of engaging youth, developing an engagement model, training community leaders to engage youth, and planning and piloting strategies for engaging youth and youth leaders.

The working logic model developed for this evaluation visually depicts the work of *Engaging Men and Boys in Ending Violence against Women and Girls*, and is attached in Appendix A.

Table 1 on the next pages summarizes the project activities in these four areas. For more detailed information about the activities, please see the findings sections for each area.

Table 1: Summary of Engaging Men and Boys Activities

Project Activities ²	Location	Date	# of Participants/ Registrants
<i>Partnership Development Activities</i>			
Attended a consultation re: Sexual Violence Strategy	Halifax	June 21, 2013	60
Attended a consultation of Sexual Violence Strategy project funding and collaboration options, and follow up meetings	Kentville	September 13, 2013 February 4, 2014 March 11, 2014	20
<i>Bringing in the Bystander</i> training offered by Tri-County Women's Centre (TCWC)	Yarmouth	May 21, 2014	20
Chrysalis Annual General Meeting report	Kentville	June 20, 2014	15
CSAP Schools Plus	Tusket	July 24, 2013	8
Meeting with Be the Peace	Mahone Bay	August 27, 2013 December 3, 2013 January 28, 2015 February 4, 2015	3
Meeting with Kentville Police	Kentville	May 6, 2014	2
Meeting with NSCC Burrigge counselor to strategize cooperation with NSCC	Yarmouth	May 21, 2014	2
Meeting with S.O.A.R. re: collaborating on Facilitation Training with follow up meetings	Kentville	September 22, 23, 30, 2013 October 3, 4, 10, 18, 2013	3
Meeting with Tri-County Women's Centre (TCWC)	Shelburne	August 27, 2013	2
Meeting with Using Our Influence Work Party to strategize collaborative efforts	New Minas	March 27, 2015	18
Meeting with Youth Truth Matters to train facilitator for video project	Yarmouth	November 10, 2014	1
Meetings with White Ribbon and other eight projects in same funding stream to share resources, insights, and develop an evaluation strategy	Via phone and webinar	November 5, 2013 February 25, 2014 June 2, 2014 December 1, 2014 March 2, 2015	10
Meeting with White Ribbon Community of Practice Coordinator	Toronto	April 25, 2014	2
Municipal Alcohol Project Community Wide Forum	New Minas	April 4, 2014	45
Planning sessions with R.C.M.P. to customize Man to Man training	New Minas and Bridgewater	February 23, 2015 March 9, 2015	8
Presentations by Jackson Katz	Halifax Bridgewater	March 24, 2014 March 25, 2014	n/a
Schools Plus	Digby	June 19, 2013	22
Schools Plus	Annapolis	June 27, 2013	4
Seminar on <i>Intersectionality in Gender and Health Research and Policy</i>	Mount St. Vincent University	December 4, 2013	25
Steering Committee meetings	Digby	July 10, 2013 May 27, 2014	4

² Some of the activities listed under Partnership Development are also listed under Research & Planning, Engaging Youth & Youth Leaders, and Presentations. This is because some of the activities addressed more than one purpose.

Project Activities²	Location	Date	# of Participants/ Registrants
<i>Research & Planning Activities</i>			
Focus group with local professionals (needs/assets assessment)	Digby	September 5, 2013	17
Focus group with local professionals (needs/assets assessment)	Kentville	August 26, 2013	19
Community Readiness Assessment (via email)	Southwest NS	February, March, 2014	12
Participation at meetings hosted by the Tri-County Women's Centre on strategies for ending sexual violence – informed the needs and assets assessment	Digby Shelburne	September 23, 2013 September 24, 2013	30 50
Numerous formal/informal meetings of the project steering committee and Chrysalis House/Juniper House staff re: research and planning	Various	Various	--
CSAP Schools Plus Meeting	Tusket	July 24, 2013	8
Digby Schools Plus Meeting	Digby	June 19, 2013	22
<i>Education & Training Activities</i>			
<i>Engaging Men and Boys Workshop – Valley Suicide Prevention Conference</i>	Berwick	September 29, 2014	22
<i>Gather the Men (one-day retreat)</i>	Chester	July 19, 2014	8
<i>Gender-Aware/Gender Transformative Facilitation Training</i>	Digby	November 20, 21, 2014	17
<i>Gender-Aware/Gender Transformative Facilitation Training</i>	New Minas	October 30, 31, 2014	34
<i>Into the Heart of Gender Workshop³</i>	Mahone Bay	February 25 & 28, 2015	30
<i>Man to Man Train the Trainer (three-day workshop)</i>	Cornwallis	July 28, 29, 30, 2014	47
<i>Man to Man Training</i>	Yarmouth	February 20, 2015	20
<i>Man to Man Training</i>	Windsor	November 21, 2014	13
<i>Man to Man Training</i>	Shelburne	November 14, 2014	8
Mermaid Youth Theatre consultation re: engaging boys	Windsor	March 19, 2014	1
R.C.M.P. training	New Minas	March 25, 26, 2015	34
<i>Video improv to end gender violence leadership workshop</i>	Yarmouth	February 21, 2015	8
<i>Video improv to end gender violence leadership workshop</i>	Shelburne	March 3, 2015	14
<i>Video improv to end gender violence leadership workshop</i>	Digby	February 28, 2015	7
<i>Video improv to end gender violence leadership workshop</i>	Kentville	March 14, 2015	6
White Ribbon Workshop on engaging men and boys	Kingston	May 1, 2014	12
<i>Engaging Youth & Youth Leaders Activities⁴</i>			
Acadia Student Union Executive	Wolfville	October 17, 2013	2
Consultation with partners re: engagement model	Digby	April 15, 2014	23
<i>Engaging Men and Boys Workshop – Valley Suicide Prevention Conference</i>	Berwick	September 29, 2014	22
<i>Gender-Aware/Gender Transformative Facilitation Training</i>	Digby	November 20, 21, 2014	17
<i>Gender-Aware/Gender Transformative Facilitation Training</i>	New Minas	October 30, 31, 2014	34
<i>Man to Man Train the Trainer 3-day workshop</i>	Cornwallis	July 28, 29, 30, 2014	47
<i>Man to Man Training</i>	Yarmouth	February 20, 2015	20

³ External funding covered the costs of this activity, which benefited the project.

⁴ Some of the activities listed under Education & Training are also listed under Engaging Youth & Youth Leaders; this is because some of the activities addressed more than one purpose.

Project Activities²	Location	Date	# of Participants/ Registrants
<i>Man to Man Training</i>	Windsor	November 21, 2014	13
<i>Man to Man Training</i>	Shelburne	November 14, 2014	8
Mermaid Youth Theatre consultation re: engaging boys	Windsor	March 19, 2014	1
NSCC Addictions Outreach Worker Program	Kentville	February 23, 2015	20
NSCC Kingstec Wellness Fair	Kentville	April 8, 2015	25
R.C.M.P. training	New Minas	March 25, 26, 2015	34
School presentation, Champlain Elementary School	Granville Ferry	December 3, 2014	20
School presentation, Central Kings Rural High School	Cambridge Station	April 30, 2014	16
School presentation, Digby Regional High School	Digby	June 6, 2014	30
Third Horton Baptist Church Youth Group	Canaan	May 24, 2014	12
Various individual discussions with individuals from Chrysalis-Juniper, Tri-County Women's Centre, Youth Truth Matters, Creative Action, Youth Project, Schools Plus re youth engagement.	Various	Various	
<i>Video improv to end gender violence leadership</i> workshop	Yarmouth	February 21, 2015	8
<i>Video improv to end gender violence leadership</i> workshop	Shelburne	March 3, 2015	14
<i>Video improv to end gender violence leadership</i> workshop	Digby	February 28, 2015	7
<i>Video improv to end gender violence leadership</i> workshop	Kentville	March 14, 2015	6
White Ribbon Workshop on engaging men and boys	Kingston	May 1, 2014	12
<i>Presentations</i>			
Acadia First Nation Women's Association	Yarmouth	March 24, 2015	12
Acadia Student Union Executive	Wolfville	October 17, 2013	2
Amherst Interagency for Family Violence Prevention ⁵	Amherst ⁶	February 12, 2015	100
Annapolis Valley First Nation Women's Association	Cambridge	March 13, 2015	10
Atlantic Friends Gathering – Quakers	Merigomish ⁷	May 17, 2014	20
Canadian Federation of University Women	Wolfville	October 21, 2013	15
Child and Youth Action Committee (CAYAC)	Coldbrook	October 2, 2013	8
International Conference on Engaging Men and Boys in Gender Equality	New York ⁸	March 7, 2014	30
NSCC Addictions Outreach Worker Program	Kentville	February 23, 2015	20
NSCC Kingstec Wellness Fair	Kentville	April 8, 2015	25
<i>Promising Practices and Innovative Approaches: Women and Men Stopping Gendered Violence</i> (Conference coordinated by NSAC-SOW)	Halifax	December 4, 2014	30
School presentation, Champlain Elementary School	Granville Ferry	December 3, 2014	20
School presentation, Central Kings Rural High School	Cambridge Station	April 30, 2014	16
School presentation, Digby Regional High School	Digby	June 6, 2014	30
Second Story Women's Centre	Lunenburg	August 27, 2013	12

⁵ External funding covered the costs of this activity, which benefited the project.

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⁷ External funding covered the costs of this activity, which benefited the project.

⁸ External funding covered the costs of this activity, which benefited the project.

Project Activities²	Location	Date	# of Participants/ Registrants
S.O.A.R. peer counsellor's meeting ⁹	Coldbrook	March 25, 2015	6
Third Horton Baptist Church Youth Group	Canaan	May 24, 2014	12
Transition House Association of Nova Scotia (THANS)	Halifax	September 25, 2013	12
Webinar to <i>Trauma Informed Practice in Nova Scotia</i>	Department of Health and Wellness (Web)	March 29, 2014	80

⁹ External funding covered the costs of this activity, which benefited the project.
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Evaluation Scope and Methodology

Evaluation Scope

Chrysalis House and Juniper House contracted *Horizons Community Development Associates Inc.* (www.horizonscda.ca) to conduct an evaluation of *Engaging Men and Boys in Ending Violence against Women and Girls* between September 2014 and April 2015. The purposes of the evaluation were to determine:

- Whether the project was implemented as intended;
- The extent to which the project achieved its intended outcomes;
- Unexpected outputs or outcomes that occurred as a result of the project;
- Lessons learned through the project; and
- Opportunities for future development and work to further enhance the outcomes of the project.

The project's Management Committee (a sub-group of the Steering Committee) supported the evaluation by guiding activities and providing feedback on evaluation tools and on this report.

Evaluation Methodology

The evaluation design included four data collection methods:

- A document review;
- A key informant interview;
- A focus group; and
- Two web surveys.

The evaluation framework is attached in Appendix B.

Document Review

The first step in the evaluation was reviewing documents provided by the project Management Committee. The purpose of reviewing this information was to determine whether collaboration with other organizations had taken place and project deliverables had been achieved.

The following kinds of documents were included in the review:

- Program documents;
- The funding agreement;
- Work plans;
- Progress reports; and
- Reports produced through project work.

The document review was conducted from February to April, 2015.

The document review protocol is attached in Appendix C.

Key Informant Interview

An individual key informant telephone interview was conducted with the Project Coordinator. The Coordinator received the interview questions ahead of time in order to prepare; and also received a summary of the interview (via email) within a day of the completed interview for feedback, additions, and approval.

The interview was conducted in April, 2015.

The interview guide is attached in Appendix C.

Focus Group

A focus group was conducted with the project's Management Committee in April, 2015. The Committee members were provided with the questions ahead of time and received a summary of the focus group (via email) for their feedback, additions, and approval.

The focus group interview guide is attached in Appendix C.

Web Surveys

Web surveys were conducted with representatives of organizations identified as project partners and with individuals who participated in workshops or training sessions offered by the project. Contact information for these stakeholders was provided by the Project Coordinator. *Horizons* emailed each group of stakeholders directly with an invitation to participate, and a link to the web survey. Reminders were sent throughout the duration of the web survey, which was conducted in early April, 2015. Eight/34 (23.5%) of project partners responded, and 39/166 (23.5%) of workshop/training participants responded. Table 2 below summarizes the way the partners were engaged in the project; Table 3 shows which sessions workshop/training participant respondents took part in.

Table 2 Summary of the Ways Partners were Engaged in the Project

Project Partners Connections to Engaging Men and Boys	Number	Percentage
Participated in the <i>Man to Man</i> one-day training in either Yarmouth, Shelburne, or Windsor	5/8	62.5%
Participated in a partners' meeting re: the engagement model	4/8	50.0%
Participated in the <i>Video improv to end gender violence leadership</i> workshop in Yarmouth, Shelburne and/or Kentville	4/8	50.0%
Encouraged staff in my organization to participate in a workshop/training	3/8	37.5%
Participated in the <i>Man to Man Train the Trainer</i> three-day workshop in Cornwallis	2/8	25.0%
Facilitated a workshop/training for my organization	2/8	25.0%
✓ <i>Gather the People</i> events and a three-part series <i>Into the Heart of Gender</i>	1/8	12.5%
✓ Worked on a number of workshops and sessions in a specific region	1/8	12.5%
Participated in the <i>Gender-Aware / Gender Transformative Facilitation Training</i> (Digby)	2/8	25.0%
Participated in the <i>Engaging Men and Boys</i> workshop - Valley Suicide Prevention Conference (Berwick)	1/8	12.5%
Participated in the <i>Gather the Men</i> one-day retreat	1/8	12.5%
Participated in the school presentation - Digby Regional High School (Digby)	1/8	12.5%

Project Partners Connections to Engaging Men and Boys	Number	Percentage
Encouraged local schools to get involved	1/8	12.5%
Partnered with other organizations in my community to implement learnings from the project	1/8	12.5%
Have partnered with the Project Coordinator to engage men and mixed gender groups on south shore	1/8	12.5%
Designed and co-facilitated <i>Video improv leadership</i> workshops	1/8	12.5%

Table 3: Workshops/Training Session Participation of Web Survey Respondents

Workshop Participants' Connections to Engaging Men and Boys	Number	Percentage
<i>Man to Man Train the Trainer</i> three-day workshop (Cornwallis)	11/39	28.2%
<i>Man to Man</i> one-day training (Yarmouth)	7/39	17.9%
<i>Man to Man</i> one-day training (Windsor)	4/39	10.3%
<i>Man to Man</i> one-day training (Shelburne)	3/39	7.7%
<i>Video improv to end gender violence leadership</i> workshop (Yarmouth)	2/39	5.1%
<i>Video improv to end gender violence leadership</i> workshop (Digby)	3/39	7.7%
<i>Video improv to end gender violence leadership</i> workshop (Kentville)	5/39	12.8%
RCMP training	6/39	15.4%
<i>Gender-Aware/Gender Transformative Facilitation Training</i> (New Minas)	6/39	15.4%
<i>Gender-Aware/Gender Transformative Facilitation Training</i> (Digby)	3/39	7.7%
<i>White Ribbon</i> workshop on engaging men and boys (Kingston)	2/39	5.1%
<i>Engaging Men and Boys</i> workshop - Valley Suicide Prevention Conference (Berwick)	1/39	2.6%
<i>Gather the Men</i> one-day retreat	1/39	2.6%
School presentation - Champlain Elementary School (Granville Ferry)	1/39	2.6%
School presentation - Central Kings Rural High School (Cambridge Station)	1/39	2.6%
Other: <i>Man to Man</i> (no location given)	2/39	5.1%

The web survey protocols for project partners and workshop participants are attached in Appendix C.

Data Analysis

Data were entered and coded as data collection activities were completed, and as the interview and focus group summaries were approved. The qualitative data were analyzed using an ‘identification of emergent themes’ approach. Using this process, the qualitative results were synthesized and then scanned for key themes. The emerging themes were then tracked, and the most prevalent themes from all the various data sources were identified and highlighted as key findings. Quantitative data were analyzed using Excel spreadsheets.

Methodological Limitations

An important limitation in this evaluation process must be considered when reviewing this report:

1. *There was limited opportunity to participate in interview and focus group processes.*

Data collection activities were designed to match project resources. Only one key informant interview (with the Project Coordinator) and one focus group (with the Management Committee) were conducted. These participants had the closest ties to the project, and an insider perspective on the work.

The rest of the evaluation stakeholders were invited to participate via web survey, which by nature is limited in terms of the depth of the responses people can give. Some who did not respond to the web survey may have participated in an interview or focus group if invited, and may have provided more in-depth perspectives about the work. Therefore some important perspectives may not be included.

2. *The low response rate from potential web survey respondents.*

The response rate for both the partners' web survey and the workshop/training participants' web survey was 23.5%. This is relatively low¹⁰ for a web survey, particularly if potential respondents are actively engaged in the project's work.

The low response rate may have been due to the timing of the web survey (people in many community organizations are busy preparing year-end reports in March and April), or it may have been due to other unidentified factors. Regardless, the perspectives of approximately 2/3 of project stakeholders are not included in this evaluation report.

¹⁰ The average response rate for an online survey for which people receive a direct email invitation is 31.6%.
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Evaluation Findings

The evaluation findings are grouped into six sections, which are organized as follows:

- Overall evaluation findings;
- Findings related to partnership development;
- Findings related to research and planning;
- Findings related to education and training;
- Findings related to engaging youth and youth leaders; and
- Additional comments provided by the evaluation participants.

Because of the small number of interview and focus group participants and the need to protect the anonymity of their comments, numbers are not reported when their results are presented. Numbers are reported for the web survey data.

Overall Findings

Project Strengths and Challenges

Project Partners

The project's Management Committee and Project Coordinator were asked to consider the Steering Committee's original vision and original plan for this project, and identify the strengths Chrysalis House and Juniper House brought to the work as project partners.

Respondents noted that Chrysalis House and Juniper House brought with them strong partnerships with other community organizations, and credibility in the community. The relationships across the community and trust between the organizations were invaluable in accessing resources and engaging participants in the project.

“Brand recognition, integrity and respect for the organizations made people feel more comfortable being engaged.” (Evaluation participant)

As established organizations, Chrysalis House and Juniper House also brought with them facilitation, administrative and organizational skills that made the project more effective.

“The organizations brought staff people trained in working with groups and doing presentations; we didn't have to train them to be facilitators – they just needed to be trained in the content area.” (Evaluation participant)

The years of experience working in the field of violence against women was noted to be an asset, although shifts in their established belief systems may have been required as they tested out working in this new way to address men and boys in ending violence against women.

Respondents to this question also identified challenges; they included a disconnect between funding parameters and the initial vision for the project, as well as a lack of male volunteers for service delivery.

Project Coordinator

Respondents were also asked to identify the strengths brought by the Project Coordinator. They noted that the Project Coordinator had considerable expertise in this area, with experience both as an academic and as a facilitator. Respondents suggested that it was important to have someone who could provide a perspective informed by research.

“[Project Coordinator] had an academic background/lens – good to have that counter perspective....It brought more credibility to the project; it rounded out the perspective.” (Evaluation participant)

The fact that the Project Coordinator was a male who understood feminist perspectives was also identified as an important strength. His gender was helpful in engaging men, but he also brought with him a strong understanding of feminism.

“To find a male applicant who gets the perspective of women’s organizations is rare. It brought a comfort that we weren’t starting at the beginning... A man engaging other men – it was a strength and it was a new and different approach. It sent a message to community that the transition houses don’t own the issue, or have all the answers. It delivered the message that we were serious about engaging men and boys.” (Evaluation participant)

Challenges were also noted in response to this question. Challenges included the sense that the job was too large for one half-time coordinator, given the large geographic area and the broad scope of the project. A lack of sufficient administrative support for the Project Coordinator, communication challenges, and a lack of role clarity were also identified as challenges with the position. Funding parameters were also noted to have limited the effectiveness and scope of the project:

“For work on engaging men and boys, the parameters around the funding were focused on women and girls, and reporting on impact on women and girls.” (Evaluation participant)

Project Approach

The approach was adapted several times during the project, in response to feedback from the community. This flexibility to adapt to needs of the target audience was identified as a strength, as was the adaptability of the toolkit used (*Man to Man*), which was therefore better able to meet the needs of target groups.

One respondent suggested that the toolkit itself and the way in which it was used were critical assets of the approach which evolved through engaging men.

“As we engaged men, we came up with a set of four questions that framed our model. One of the approaches we wanted to do was simplify, as people get confused when you talk about gender issues and engaging men. These four questions in terms of the stages of engagement were helpful in helping people understand how to engage men. 1) What are the issues? 2) Why should I care? 3) What can I do? 4) Who can help? The Toolkit provides entry level work and exercises to bring awareness to the issues, enlighten and empower people and not be overwhelming.” (Evaluation participant)

The decision to focus on capacity building by providing workshops to youth leaders and organizations so that they can continue the work with a youth in an ongoing basis was also noted to be a strength of the approach used. In a broader sense, capacity building through building a network of support to create sustainable change was identified as a strength of the approach. Good relationships between the organizations involved were also noted to be a strength.

Challenges were also identified, including difficulties with meshing various perspectives on the project with the needs of the funding agency, although this tension was also noted to make the work stronger.

“This was both a strength and challenge: meshing together of the way we do our work (what we can do today) and the need to know what you are doing (academic) and the needs of funder. It was a strength in that it forced us to be flexible, and we worked well together because of tension it created.” (Evaluation participant)

Project Implementation

When asked whether the project had been implemented as planned, respondents noted that significant adaptations were made to the initial way in which the project was envisioned; the work needed to shift in response to feedback from the communities.

“... We have a plan and then consultations are done in the community and we find out that we need to rethink it, we have it wrong.... We realized our assumptions, the response we get informs us how we need to adapt and communicate with people in the field – iteration of change.” (Evaluation participant)

It also became apparent that the plan needed to change in accordance with variances between communities.

“At beginning, we had the approach of rolling the project out in same way in all communities though we knew they were different; we were starting in the same place with all communities. We realized we couldn’t achieve the same things to the degree we would like (due to geography, language, some would be receptive, some wouldn’t; there were many factors). The project took this into account over time, though it wasn’t necessarily there at the beginning.” (Evaluation participant)

One respondent noted that a major change in project implementation evolved around the approach to youth; access to youth in schools proved to be difficult, so the focus shifted to providing workshops and training to those who work with youth, thus doing capacity building with these organizations to provide sustainable change rather than working directly with the youth themselves.

It was noted that follow-up programming has evolved out of this project, including workshops planned in several communities. These workshops include two- day weekend workshops with First Nations groups to engage youth by teaching video making skills and supporting them to make videos about ending violence against women.

Respondents noted that approaches had to shift in response to community needs, interests and readiness. Engagement was more challenging than anticipated, and more information (e.g., about how to facilitate workshops) needed to be provided than had been expected.

Spin-off projects were developed through outside funding sources; interest was expressed from groups such as the R.C.M.P., and training was tailored to meet their needs.

A shift in focus was required for the youth component of the project, and work was done on capacity building rather than work directly with youth.

“We realized that the impact that we need to have to be sustainable was with the people who work with youth and who could continue to work with them after the funding was finished. The shift was working directly with youth to the people who work with youth and give them tools, resources, and materials to continue the work beyond the project. Once we got this focus, the plan went quite well.” (Evaluation participant)

Project Impacts and Results

Respondents noted that there have been numerous workshops held with various groups and communities. The fact that “spin off” projects developed out of this work, whereby several groups requested training and workshops supported through outside funding, is a sign that people found the work meaningful and important.

Capacity building was also noted, whereby leaders of organizations have been trained to continue to work with youth on the topic of ending violence against women and girls. Respondents noted that capacity building and helping people to feel prepared to continue this work is a valuable accomplishment within the time and resources that they had.

Project partners were asked (via web survey) to identify the overall impacts of the project. Half of the partners (4/8, 50.0%) identified that awareness and understanding of the role of men and boys in stopping violence against women and girls (and engaging them in the issue) had been fostered or increased. Some of the partners (3/8, 37.5%) said that there is more knowledge about what actions to take and how organizations can assist in the prevention work. The opportunity to partner and make connections was also identified by partners (2/8, 25.5%) as an impact of the project.

When asked in what ways engaging with the *Engaging Men & Boys* project has impacted their own organizations, most project partners (6/8, 75.0%) identified that it had increased their knowledge of the subject; a few said it led them to take action in engaging men and boys in ending violence against women and girls (2/8, 25.0%); and individual partners (1/8, 12.5%) identified that it brought this subject to their organization for the first time, deepened their understanding the challenges and enabling factors in the region, and affirmed the value of video improv as a “...culture shifting and community building process.”

Sharing Project Results

A quarter of project partners (2/8, 25.0%) agreed that the learnings and results of the project have been shared effectively.

Unintended Outcomes

When asked whether there were unintended outcomes, either positive or negative, of the project, respondents felt that this work is an important beginning - that the conversation and seeds of change have begun. One respondent noted a sense of hopefulness, partly because of an increasing number of men engaged in the training.

“As we have engaged this over time, there was an increasing number of men involved in the trainings. When we started, we had gathered mostly women, and a few men to look at youth paradigms and engaging men. I think that this helped women to break out of a sense of helplessness about how to do this; it gave a sense of empowerment in feeling to trainers that they could have an impact, knowing how to communicate about this and knowing how to work with youth and men.” (Evaluation participant)

Respondents noted that this work has widened the conversation around ending violence against women and girls; it has resulted in ‘spin off’ projects, whereby the Project Coordinator was invited to provide externally funded workshops for three organizations, and has been invited to meet to discuss the rhetoric of men’s rights organizations. It was noted that:

“It is a lot of work to shift the culture and this takes time. This has to get beyond the short-term outcomes....We can do things outside the project with partners.” (Evaluation participant)

Respondents also noted that continuing this work should be taken on by another organization, that it should not remain with Chrysalis House and Juniper House, but by one that can give it more focus. The question remains, however, about who is well situated to continue the work.

Two project partners (2/8, 25.0%) identified positive unintended impacts of the project:

- An organization received funding for project focused on addressing violence against women at the same time, and was about to use this project’s team as a resource and inform its work; and
- An opportunity to do similar work, as one aspect of the project, with different communities.

Meeting the Needs of Women in the Community

When asked how the project has met the needs of women and girls in the community, respondents suggested that any work to end violence against women clearly meets the needs of women. While women were involved in this project as well, respondents also noted that women need men to have these conversations and engage with the issue of violence against women. The increasing number of men who got involved with this project provides women with hope for change.

“There is a sense of WOW in the community that this work is happening and that men are working to end violence against women even if they are not involved in great numbers in the project. It gives a sense of hope.” (Evaluation participant)

When asked the same question, project partners (4/8, 50.0%) identified that the project has increased awareness of the issue and of the role men and boys have as key partners in addressing violence against women and girls.

Meeting Needs of Men in the Community

When asked how the project has met the needs of men in the community, respondents suggested that training facilitators and providing tools to start conversations and learn effective approaches to communication has met some of the needs of men in the community.

While the respondents acknowledged that this training has not necessarily created transformation, they suggested that it has planted the seeds for change.

“By bringing into the consciousness of men that the way they communicate is a problem and it gets in the way of understanding.” (Evaluation participant)

“Our goal was to enable men and women feel confident and capable to start the work....It is small wins in the time frame and resources that we had.” (Evaluation participant)

Respondents also noted that the project has offered a tool for creating change and has offered hope:

“In terms of the men, the sense of being stuck. The sense of knowing there are problems and issues, but not knowing what to do or even what the issues are. Now there is the sense that here is something practical, here is something I can do, here is a way I can come to understand the issues, and talk to other men about it.” (Evaluation participant)

Respondents noted, however, that more extensive preparation and training is required in order to improve the effectiveness of facilitator training.

“A learning is that we can’t teach this in two days. What [time] is required to deliver the training is not something people are willing to do. We have to find a balance between what is needed, and what is possible.” (Evaluation participant)

Project partners (4/8, 50.0%) said that the project had provided a safe and important space for men to reflect and discuss issues. They (3/8, 37.5%) also identified that the project provided the opportunity for men to learn that they have a role in taking action and resolving the issue.

Lessons Learned for Improving Work in Future

Respondents were asked to consider moving forward beyond this funded project, what lessons have been learned (as individual organizations and as a management committee) that can apply

to future work. They noted the need to work on effective communication and relationship building with community partners as key building blocks to effective project development.

Respondents also noted the need to clarify and narrow the focus of work, noting that some time was initially wasted by trying to do too much with the limited resources available.

Respondents also suggested that in order to move forward it will be necessary to find ways to work through defensiveness and shame.

“If we continue to do more - the focus on process rather than content, and the focus on breaking through the emotional pieces (the powerlessness, the shame) that shut people down and prevents them from thinking about it or to take action – I think a lot of the work we need to do is to address this.... We have to find a way to do this without depending on funding.” (Evaluation participant)

Project partners (via the web survey) identified the following lessons for improving their work in the future:

- Having new tools/skills in this area (6/8, 75.0%);
- An understanding of how men and boys are involved in ending violence against women and girls (5/8, 62.5%); and
- The impact of the involvement of men and boys in ending violence against women and girls (5/8, 62.5%)

When project partners were asked how they would apply learnings from the project their ongoing work in their organizations, almost all (7/8, 87.5%) said that they would use it in their paid work place. An equal number of project partners (7/8, 87.5%) said they would use the information in their personal lives with family and friends. Many (6/8, 75.0%) also said they would use the information in their volunteer work.

Conclusions

Conclusions that can be drawn from evaluation participants regarding the overall project include:

- Project partners with solid reputations and relationships in the community and with each other, good organizational skills, and recognized expertise in the work enhance the credibility of the project.
- Expertise in the field, an academic background, solid facilitation skills, experience working with community groups, and an understanding of feminism are valuable assets for a Project Coordinator doing this work. Being a man also enhances the Project Coordinator’s credibility to have these discussions with other men.
- Without sufficient resources for project staff and administrative support that take into account the size and scope of the area where the work is taking place, the potential benefit of the project will be limited.

- Adaptability of the project approach, particularly adapting to a capacity building approach enhance the impacts of the project.
- Engaging multiple partners in addressing the issue can lead to follow-up or spin-off initiatives.
- This kind of project can increase people's awareness and understanding of the role of men and boys in ending violence against women and girls (and of engaging them in the issue), as well as of actions they can take.
- This kind of project can address the needs of women by raising the issue and by taking action, particularly with men as key partners.
- This kind of project can address the needs of men by providing training and tools to initiate dialogue and action, as well as providing a safe space to reflect and discuss issues.
- Effective communication and relationship building are important for any future work; having the appropriate tools and skills to understand the role and impact of men and boys in ending violence against women and girls are also important.
- Project stakeholders can apply their learnings about engaging men and boys in addressing violence against women and girls in their paid work, their personal lives, and their volunteer work.

Findings: Partnership Development (Project Planning and Delivery)

Background

Partnership development is one of the four areas around which the work of *Engaging Men and Boys* was organized. The stated objective for this area of the work is *increased collaboration among stakeholders in addressing gender-based violence*.

The main activities in partnership development included:

- Networking with stakeholders;
- Providing opportunities for partners to be involved in the work; and
- Establishing project partnerships.

The potential partners included (but were not limited to) women's centres/transition houses, community leaders, schools, the R.C.M.P., and youth-serving organizations.

The intended short-term outcomes in this area of work were:

- Increased understanding of issues re: violence against women and girls; and
- Enhanced collaboration among partners to address gender-based violence.

Findings

Evaluation participants were asked to consider what worked well in terms of partnership development (both between Chrysalis House and Juniper House, and between the project and community partners).

The strength of the relationships between the partners was noted as being extremely beneficial for the project.

“[The partners] had 28 years of working in violence against women and girls; and were bringing this experience [their] beliefs around how to work with men and boys in the community. Partners brought the ability to write the proposal, and to manage the funding. [They] have the credentials to accept the liability, and the insurance to accept the liability. [They] have the credibility to open doors. [They] have strengths in terms of building partnerships, getting access to resources, and getting the support letters. [They] have established connections with communities and networks.” (Evaluation participant)

The Project Coordinator was also identified as key to partnership development. Half of project partner web survey respondents (4/8, 50.0%) described him as collaborative, open, committed, and authentic.

Evaluation participants acknowledged the contributions partners made to the project:

- Access to youth (e.g., in schools);
- Access to resources (e.g., the use of space for workshops, training sessions, and meetings);
- Sharing their skills and capacities (e.g., reviewing language used in project materials);
- Leveraging other resources (e.g., external funding for training sessions and customized curriculum development); and
- Time and IT support for website development.

“Working with the RCMP was a positive partnership for both parties; [they] were able to meet the needs of the RCMP in developing a customized workshop for them, and the RCMP. are able to access the schools to continue the work there.” (Evaluation participant)

Evaluation participants were also asked what the challenges were with relation to partnership development. They noted that structural issues, a lack of understanding of how to work within certain systems such as the schools, and a lack of staffing on the part of partner organizations was challenging and meant having to re-visit and adapt initial plans and partnerships.

“We had a list of partners who sent support letters for the project. Some had trouble engaging because it was hard to figure out why they were there and what they could do. The structure of the school system and [the project] not knowing the pathways through the system was a challenge.... [The project] had to redefine who the partners were... We had to go with who was ready to work. It’s not about willingness, or want – it is about structural issues.” (Evaluation participant)

Evaluation respondents noted that the complicated nature of partnership development meant that it was very difficult for a half time coordinator to successfully dialogue and plan with the intended partners. Plans therefore shifted and not all organizations were able to participate in the way originally intended.

A project partner web survey respondent (1/8, 12.5%) identified time for strategizing and engaging the broader community; more assistance with communication about events so that it wasn’t last minute; and engaging workshop participants immediately as ways to improve partnership development, would improve partnership development.

When asked how *Engaging Men and Boys* project has impacted their organizations, most partners (6/8, 75.0%) identified through the web survey that the project increased their knowledge of the issues regarding violence against women and girls.

Learnings

When asked about learnings regarding partnership development, evaluation participants noted that they have learned that relationship building is complicated and takes time and strategic planning. A key learning is to identify key players and target training and relationships to those who are able and willing to work to move the project forward.

Project Outputs

The outputs produced in partnership development are the partnerships established for the project. Table 4 below lists the project partners, which is drawn from the review of project documents.

Table 4: *Engaging Men and Boys Partners*

Organization	Organization
Acadia University	Schools Plus Conseil scolaire acadien provincial - Clare
Be the Peace	South West Health
Christ Church Shelburne	Survivors of Abuse Recovering
Chrysalis House Association	Tri-County Restorative Justice
Creative Action	Tri-County Women's Centre
Juniper House	Tri-County Women's Centre - Shelburne Branch
Mermaid Theatre of Nova Scotia	Valley Community Learning Association
Nova Scotia Community College - Burrige	Valley Youth Project
R.C.M.P. – Annapolis, Digby and Kings Detachments	White Ribbon
Schools Plus Annapolis	

Conclusions

Conclusions that can be drawn from evaluation participants' responses regarding partnership development include:

- Partnerships with organizations are important to the completion of a project's work and its success. Because partnership development is complicated and requires time and planning to build relationships, it needs to be carried out in a strategic way, with resources allocated to support it early in a project. Identifying this as a role of the staff person or key leader(s) is important.
- Understanding organizational structures and available resources of project partners, and having the ability to be adaptable (within the goals of a project) and make changes to an implementation plan or model are important for future work.

Findings: Research and Planning (Project Planning)

Background

Research and planning is the second area around which the work of *Engaging Men and Boys* was organized. The objective for this area of work was *increased research-based planning for addressing gender-based violence*.

The main activities in this area of the project were:

- Conducting a needs assessment;
- Creating a community assets map;
- Conducting a gap analysis;
- Conducting a Community Readiness Assessment; and
- Planning and piloting strategies for engaging youth/leaders.

The focus populations for this work were community leaders, schools, and the R.C.M.P.

The intended short-term outcomes in this area of work were:

- Increased understanding of issues regarding violence against women and girls;
- Piloted research-based strategies for engaging youth/leaders; and
- Increased community readiness to engage youth in addressing violence against women and girls.

Findings

The Management Committee and Project Coordinator were asked to identify what went well with the research and planning component of the project. Respondents identified the following aspects of the work as factors contributing to this area of the work:

- The use of evidence based planning;
- Ongoing feedback regarding engaging youth;
- Having a literature review, which provided good background and ideas about approaches to engagement;
- Good communication through the web board and project meetings; and
- Good relationships among partners.

Geography and time constraints were identified as primary challenges in this project, not only with regards to research and planning. Attempting to implement the work across such a large geographic area meant that little follow up was possible. The requirement to complete the project within the time allotted by funding meant that there was insufficient time to implement the project as partners would have liked, and a lack of time to process information and make decisions.

Having a half time project coordinator for a full time job, and a lack of time to get the project going were also identified as challenges with regard to research and planning.

“A challenge in research and planning was the lack of time Steering Committee members had (due to other commitments and priorities) to evaluate/assess the information coming forward (e.g., engagement models). What can the Project Coordinator do to provide sufficient but not overwhelming information for the Steering Committee to set policy the Project Coordinator can implement?” (Evaluation participant)

Evaluation participants noted that the research and planning was coming to fruition, and partners were engaged with a shared understanding of the work, just as the project was winding down.

Learnings

Evaluation respondents identified the following learnings in the area of research and planning:

- An opportunity to have engaged community partners in research and planning could have been helpful for developing a shared understanding of the project sooner, and could have helped with a shared understanding of project accountability to the community.
- To make efficient use of time, the Project Coordinator could prepare briefs and executive summaries with recommendations to the Steering Committee for moving forward.

Project Outputs

The outputs produced in the research and planning component of the project are drawn from the review of project documents and summarized in Table 5 below.

Table 5: Project Outputs for Research and Planning

Outputs	Status	Contribution to Research and Planning
Needs assessment report	Completed	Contributed to the design of an engagement model suited to Southwest Nova Scotia for engaging men and boys in ending violence against women and girls
Community asset map	Completed (in a report format)	
Gap analysis report	Completed, without a formal report	Identified existing institutional mechanisms and supports, as well as gaps (e.g. policies, programs, services, models, strategies, frameworks, planning and decision-making processes)
Community Readiness Assessment	Pre-readiness assessment completed by email with  partners; premature to conduct post readiness assessment at project end	Assisted in determining the appropriate mechanisms for engaging with project partners

Conclusions

Conclusions that can be drawn from evaluation participants' responses regarding research and planning include:

- The use of evidence, combined with strong communication and a focus on building and maintaining relationships enhance the work of this type of project.
- Adequate time is required for key partners to absorb and digest research information to best inform planning processes.
- Engaging partners in the research and planning conversations about the project could be beneficial for developing a longer term shared understanding of the work among partners.

Findings: Education and Training (Project Development and Delivery)

Background

The third of the four areas around which the work of *Engaging Men and Boys* was organized is education and training. The objective for this component of the work was *increased understanding by community members about gender-based violence*.

The main activities in this area were:

- Developing and providing gender transformative facilitation training;
- Developing and providing Train the Trainer (TTT) sessions, and workshop sessions for men and boys; and
- Identifying and sharing promising approaches for addressing gender-based violence.

Table 6 below summarizes the different trainings and workshops offered.

Table 6: Trainings and workshops that were offered

Workshop/Training	Description
<i>Education & Training Activities</i>	
<i>Gather the Men</i> (one day retreat)	This workshop was presented to a men’s group who had formed to address ways of ending violence against women. The training addressed the four levels of engagement (sensitization, motivation, action and partnership) and looked at ways of transcending barriers to engagement such as shame-busting and developing communication skills that reflect awareness of power dynamics in inter-gender communication.
<i>Into the Heart of Gender</i> Workshop	A practical training for all genders to explore the range of gender identity and sexual orientation and how that impacts capacity to work together across genders. Experiential exercises to bring awareness to ways of communicating that promote listening and understanding. Fishbowl sharing of the lived experience of people of various genders dealing with violence in their lives.
<i>Engaging Men and Boys</i> <i>Workshop – Valley</i> <i>Suicide Prevention</i> <i>Conference</i>	A presentation to professionals interested in suicide prevention re the links of gender violence to suicide. Exercises showing how to engage men and boys in this dialogue.
White Ribbon Workshop on engaging men and boys	Kate Bojin, White Ribbon Canada, Coordinator of the Community of Practice project for Engaging Men and Boys, provided training to community partners on strategies of engagement. <i>Note: this was also a partner orientation, feedback and engagement process</i>
<i>Engaging Youth & Youth Leaders Activities</i>	
<i>Gender-Aware/Gender</i> <i>Transformative</i> <i>Facilitation Training</i>	This program was designed to enhance skills and proficiency of facilitators when working with mixed-gender groups or groups of men and boys, particularly when addressing issues of violence against women. The “gender-transformative” aspect focused on designing processes that, while safe and respectful, operate outside of the normal pattern of communication and behaviour of men and boys, and in doing so, enables a new level of awareness and potentially a change in attitude and behaviour on the part of the men and boys.

Workshop/Training	Description
Mermaid Youth Theatre consultation re: engaging boys	The Coordinator of Mermaid Youth Theatre requested suggestions of strategies to engage boys in developing a mixed-gender theatre production focused on gender violence in the lives of teens.
<i>Man to Man Train-the-Trainer</i> (three-day workshop)	This was the core training activity of the project. Trainers from the Fredericton Sexual Assault Crisis Centre, which developed the <i>Man to Man</i> training, co-led the train-the-trainer with Chrysalis-Juniper co-facilitators. This model was selected because of its suitability to the work and made developing a new program unnecessary. Through participatory exercises, participants became familiar with the 10 modules of the program, honed their facilitation skills, and learned how to teach the process to others in their organization.
<i>Man to Man Facilitator Training</i>	Three workshops were run to familiarize youth leaders with the <i>Man to Man</i> approach and exercises. Experiential exercises followed the four-step engagement model: sensitize, motivate, act, and partner.
RCMP <i>Man to Man</i> Training	This was a customized two-day training to provide 35 RCMP and other justice-related professionals with a six-module curriculum that they can take into schools or community groups. Extensive consultation with RCMP prior to the event, and incorporated shared facilitation (three RCMP and three from Chrysalis House) in the training. Experiential exercises and videos to demonstrate the issues were the core of the training.
<i>Video Improv to End Gender Violence Leadership Workshop</i>	Using a medium (video) that is familiar to and engaging for youth, a series of four workshops to create the capability for youth to tell their stories and raise issues using low-cost video technology were held. Cinematographic techniques were taught through play (Movie Games), and Gender Violence issues were presented through examples of video PSAs on the issue. The dynamics of Movie Games echo the issues when ending gender violence: the camera is given to all participants in sequence, giving the experience of sharing power. Consent and collaboration is essential in determining the shots, and getting permission to use locations.
School presentation: Champlain Elementary School	Presented to a class of Grade 5 students, boys and girls. The session focused on media awareness and gender expectations, used a video depicting Disney gender stereotypes. After discussion, students were asked to create their own story. A graphic artist illustrated their story as they developed it, using graphic recording. The students, without prompting from the facilitators, created an adventure story where a man and a woman shared responsibilities and supported one another through various perils.
Horton High School Sociology Class	Presented to a class of 30 grade 11/12 students, male and female. 2 ½ hrs. Used the Man to Man toolkit exercises to look at the “Gender Boxes” and to examine the spectrum of violence against women then brainstorm ways that students could begin to change the culture. Provided resources to teacher for further work.

The focus populations for this work were youth leaders, youth-focused organizations, the RCMP, and Schools Plus.

The intended short-term outcomes for education and training were:

- Increased understanding of issues regarding violence against women and girls; and
- Increased skills for identifying and responding to issues regarding violence against women and girls.

Findings

Sessions Offered

Table 7 below (excerpted from Table 1 on page 3) shows the trainings and workshops offered by *Engaging Men and Boys* over the course of the project. These sessions reached 281 participants directly.

Table 7: Summary of Workshop and Training Sessions Provided

Education and Training Activities	Location	# of Participants/ Registrants
<i>Engaging Men and Boys</i> Workshop – Valley Suicide Prevention Conference	Berwick	22
<i>Gather the Men</i> (one day retreat)	Chester	8
<i>Gender-Aware/Gender Transformative Facilitation Training</i>	Digby	17
<i>Gender-Aware/Gender Transformative Facilitation Training</i>	New Minas	34
<i>Horton High School Sociology Class</i>	Greenwich	31
<i>Into the Heart of Gender</i> Workshop	Mahone Bay	30
<i>Man to Man Train the Trainer</i> three-day workshop	Cornwallis	47
<i>Man to Man Training</i>	Yarmouth	20
<i>Man to Man Training</i>	Windsor	13
<i>Man to Man Training</i>	Shelburne	8
Mermaid Youth Theatre consultation re: engaging boys	Windsor	1
R.C.M.P. training	New Minas	34
<i>Video improv to end gender violence leadership</i> workshop	Yarmouth	8
<i>Video improv to end gender violence leadership</i> workshop	Shelburne	14
<i>Video improv to end gender violence leadership</i> workshop	Digby	7
<i>Video improv to end gender violence leadership</i> workshop	Kentville	6
White Ribbon Workshop on engaging men and boys	Kingston	12

Strengths of the Sessions

Project partners responding to the web survey (2/8, 25.0%) agreed that *the education and training components of the project worked well*. They specifically noted the following aspects of the education and training work as having gone well:

- The Man to Man training;
- Sharing of resources and knowledge, particularly online;
- The interactive group work;
- Accessibility of the workshops;
- Understanding there is still a problem;
- Interesting topics; and
- Partnering.

Post-Session Supports Offered and Adopted

The Management Committee and the Project Coordinator were asked to identify what types of supports were provided to empower workshop participants to offer subsequent training. They noted that despite numerous offers of support in developing workshops and training for organizations, only one group took up this offer. The Project Coordinator held planning sessions with this community partner, and provided support for customizing the training to meet the organizational needs and culture. The training was ultimately co-facilitated by facilitators from the organization, and from Chrysalis House facilitators.

Workshop and training participants identified via the web survey that a number of supports were available and helpful to them to help them apply their learnings. Almost all respondents (32/39, 82.1%), identified the *Man to Man Toolkit*, while an almost equal number (30/39, 76.9%) identified the web resources. The workshop participants also identified the contact list from the event they attended (to enable partnering) (17/39, 43.6%) and the curriculum support (14/39, 35.9%) as helpful.

Application of Learnings from Sessions

Workshop participants were asked to identify how they had used the information they had learned in the workshops and training sessions. Table 8 below summarizes their responses.

Table 8: How Workshop and Training Session Participants Have Applied their Learnings

Application	Number of Participants Implementing It
Use the learnings informally in their daily lives	20/39 (51.3%)
Developed materials for public awareness or training on these issues	8/39, 20.5%
Influenced policy and/or strategic planning in their organization	7/39, 17.9%
Delivered training in the community (to youth leaders, schools, etc.) as part of their work	4/39, 10.3%
Trained staff in their own organization in the same skills learned from Engaging Men and Boys	3/39, 7.7%
Identified workshops/presenters they'd arranged and others	3/39, 7.7%
They would be engaging with students	3/39, 7.7%
Haven't had the opportunity to use the information as of yet but would be in the future	4/39, 10.3%

Table 9 below summarizes the ways workshop/training participants plan to use their learnings in the future.

Table 9: How Workshop and Training Session Participants Plan to Apply their Learnings

Application	Number of Participants Implementing It
Use the learnings informally in their daily lives	18/39, 46.2%
Deliver trainings in the community (to youth leaders, schools, etc.) as part of their role in their organization	14/39, 35.9%
Develop materials for public awareness or training on these issues	11/39, 28.2%
Train staff in their organization in the same skills learned from Engaging Men and Boys	8/39, 20.5%
Influence policy and/or strategic planning in their organization	7/39, 17.9%
Advocate for appropriate policy and funding from any level of government	4/39, 10.3%
Discuss, with their manager, how to use and opportunities to implement the modules	1/39, 1.6%
Do not know how they will use the learnings	4/39, 10.3%

The workshop/training participants who indicated that they would use the learnings informally in their daily lives explained what they would do differently; they said they would be bringing a greater awareness, new perspective and tools and resources to their work, taking every opportunity to raise the issue and increase awareness about gender-based violence.

Workshop and training participants who had delivered training sessions themselves (either within their own organization or externally) were asked who participated in the sessions they offered. Respondents (5/39, 10.3%) identified their participants as students, service providers (60), staff within their organizations (5), First Nation women (8), the community, and R.C.M.P. members and staff (80). These sessions alone have reached an additional 153 people so far.

Impacts of Sessions

The impacts of the training provided, as identified by web respondents (3/39, 7.7%) include integrating workshop content in their own practice, expressing willingness and motivation to change or take some action, and increased awareness of gender and family violence, specifically that is not only a women's issue.

When asked what they are doing differently after having participated in the workshops/training, web survey respondents identified a change in their language and communication to being more inclusive (3/39, 7.7%); increased awareness of gender-based violence (3/39, 7.7%); working with or planning to work with youth (3/39, 7.7%); and initiating conversations about gender-based violence (2/39, 5.1%).

A majority of workshop/training participants (26/39, 66.7%) agreed or completely agreed that they have more sensitivity about the importance of engaging men and boys in ending violence against women and girls as a result of the workshops/trainings; a few respondents (5/39, 12.8%) disagreed or completely disagreed.

A majority (29/39, 74.4%) also agreed or completely agreed that they have more awareness about the importance of engaging men and boys in ending violence against women and girls. Again, a few respondents (5/39, 12.8%) disagreed or completely disagreed.

Workshop/training participants (28/39, 71.8%) agreed or completely agreed that they have more motivation for engaging men and boys in ending violence against women and girls as a result of the workshops/trainings. Approximately half of the respondents (20/39, 51.3%) identified they are taking more action to engage men and boys in ending violence against women and girls; a quarter of respondents (10/39, 25.6%) neither agreed nor disagreed that they were doing this; and a few (4/39, 10.3%) disagreed or completely disagreed.

Some workshop/training participants (5/39, 12.8%) reported that the training/workshops had been a valuable experience, that the project team was a great source of knowledge, that the training would have value for sport coaches, and that the program was a timely and powerful tool for addressing violence against women and girls.

Challenges of Sessions

Most project partners who responded to the web survey (6/8, 75.0%) identified at least one challenge with the education and training component of the project. The challenges included the timing of the sessions (winter), available time, commitment to participate, sharing the message and ensuring implementation of what has been learned, and ensuring men who can make a difference are in the room.

Respondents noted the fact that changing thinking patterns requires time, and it is a challenge to motivate people to engage with the in-depth work required to make a paradigm shift. This work is not something that happens quickly, and it requires dedication in terms of time and emotional energy on the part of the participants. They noted that it would be *“important to have ongoing men’s groups that can engage these issues over time and support each other in transformational change.”*

A few web survey respondents (3/39, 7.7%) expressed concern about the sessions. They commented on a lack of connection between the project concepts and the video improv session; and on the reliance on gender theory, white privilege and hegemonic masculinity as responses to questions or discussion, which they believed, shut people down and did not allow space for critical thinking and open discussion about participants’ honest perspectives.

Learnings

Evaluation participants noted that in retrospect, it would have been more effective to put more effort into targeting groups when offering training support, and that it would have been beneficial to offer more information and to ensure that the information was targeted to the specific needs and interests of organizations.

When asked about how the presentation of information in the sessions needs to change to best reach participants, project partners (6/8, 75.0%) provided the following suggestions:

- Offer more assistance and resources to deliver the program on an ongoing basis, including staff to alleviate communication and paperwork issues;
- Offer more time in the training, and incorporate more discussion of the systems that perpetuate violence; and
- Focus more on action planning and participants' commitments to action.

An evaluation respondent noted that it would be beneficial to have a good understanding of the needs, interests and skill set of the participants prior to a workshop in order to ensure that the training is optimally effective –make fewer assumptions about these areas.

Project Outputs

The number and type of training sessions and the number of participants are summarized in Table 7 above. Additional outputs produced in the education and training component of the project are drawn from the review of project documents and summarized in Table 10 below.

Table 10: Project Outputs for Education and Training

Outputs	Status	Contribution to Education and Training
Promising Practices Review	Completed	Provided an overview of potential models for engaging men and boy that were most appropriate for the project.
Report from Gender-Transformative Facilitation	Completed	The model used in the workshop was specifically designed to make it unlikely that traditional male patterns of communication and behaviour to operate. Several facilitation tools and structures were used that promote equitable participation and a non-competitive environment so people could address issues of violence against women in an atmosphere that, while challenging, was safe and productive.
Curriculum for R.C.M.P.	Completed	This curriculum and workshop have been tailored for an agency that deals directly with the issues of violence against women and girls, increasing their understanding, skills and ability to respond.

Tables 11-12 show the use of the project's Facebook page and website.

Table 11: Engaging Men and Boys Facebook page statistics (August 18, 2013 – April 24, 2015)

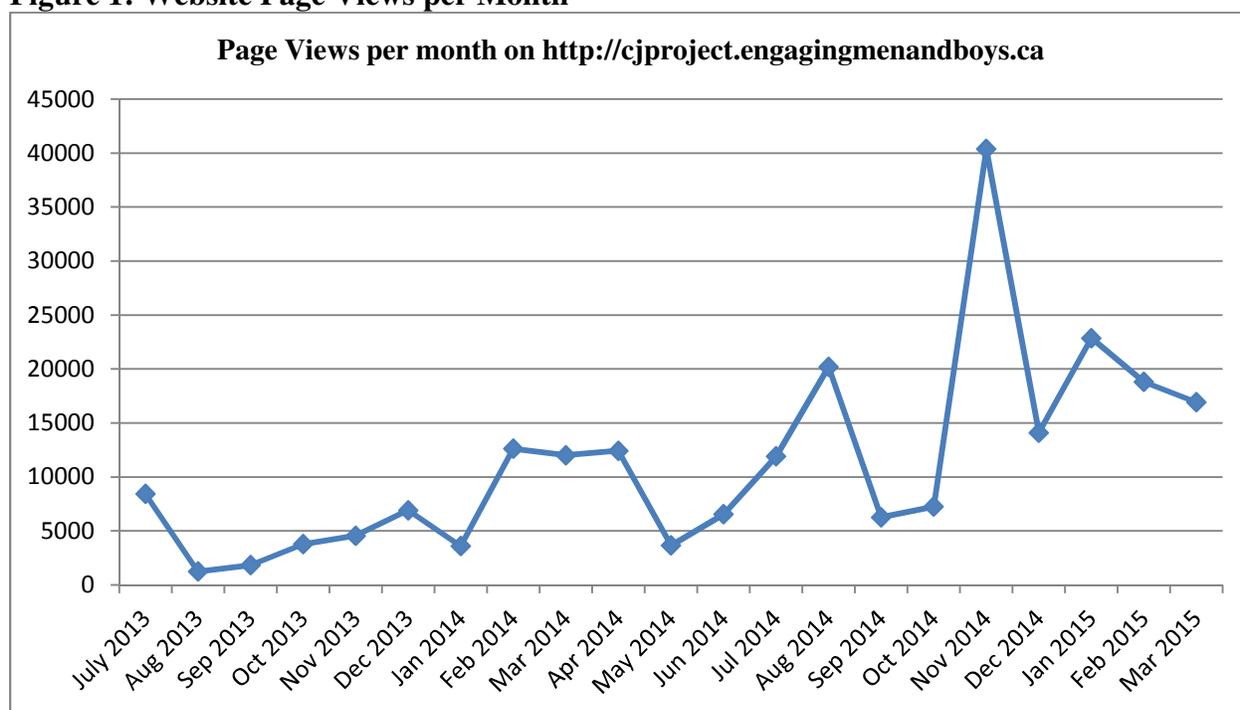
Metric	Total Number
Total Page Likes	273
# of Posts Written	155
Post Reach (Paid)	18,750
Post Reach (Organic)	20,390
Post Clicks	1,724
Post Likes	558
Post Comments	80
Post Shares	210

Table 12: Ages of Facebook Age Users

People	All Ages	13-17	18-24	25-34	35-44	45-54	55-64	65
Women	71.00%	0.73%	5.00%	15.00%	11.00%	21.00%	12.00%	6.00%
Men	24.00%	0.00%	3.00%	5.00%	7.00%	3.00%	4.00%	2.00%

The average views per month of the *Engaging Men and Boy website* (<http://cjproject.engagingmenandboys.ca>) from July 2013 to March 2015 is 11, 255. The total page views for this time period is 236, 362.

Figure 1: Website Page Views per Month



Conclusions

Conclusions that can be drawn from evaluation participants' responses regarding education and training include:

- Concrete supports, such as resource tool kits, websites and social media, are valuable tools for engaging partners in addressing violence against women and girls.
- Workshop/training participants can apply their learnings in their daily lives, as well as in their volunteer and paid work.
- This type of education and training can increase sensitivity about and awareness of the importance of engaging men and boys in ending violence against women and girls, and to increase their motivation to being engaged.

Findings: Engaging Youth and Youth Leaders (Project Development and Delivery)

Background

The final component around which the work of *Engaging Men and Boys* is organized is engaging youth and youth leaders. The objective for this component is *increased engagement of youth and youth leaders in addressing gender-based violence*.

The main activities in this area were:

- Interviewing with experts in engaging youth;
- Developing an engagement model;
- Training community leaders on engaging youth; and
- Planning and piloting strategies for engaging youth/leaders.

The focus populations for this work were youth leaders, youth-focused organizations, Schools Plus, and youth/groups.

The intended short-term outcomes for education and training were:

- Increased understanding of issues regarding violence against women and girls; and
- Sustained motivation, ability, action for engaging men and boys in addressing gender-based violence.

Findings

The original vision for the project included a plan for engaging youth directly in learning about ending violence against women and girls. It soon became clear that doing so effectively would require relationships and partnerships with organizations that work directly with youth (e.g., schools, youth organizations), as well as an understanding of how these organizations' systems and processes operate. Chrysalis House and Juniper House had not previously established these relationships, and realized that it would take much longer than originally planned to establish the relationships, go through the systems and processes, and gain access to youth.

This tension allowed them to rethink the best way to approach engaging youth, and they realized that they needed to focus on engaging leaders of organizations who had access to youth. They also realized that by training people who work with youth, they would help build capacity in the community for engaging boys and young men in addressing violence against women and girls, and ultimately engage more youth. Evaluation participants identified this shift in focus as a strength of the project that would have a sustainable impact, and attract a diverse group of youth leaders to the training.

They also acknowledged the importance of conducting a few workshops with youth to determine that the training was going to work for them.

Working with organizations to plan and customize training was also effective, once they were engaged. The organizations also provided resources such as space and access to engaged students.

“We realized that the impact that we need to have to be sustainable was with the people who work with youth and who could continue to work with them after the funding was finished. The shift was working directly with youth to the people who work with youth and give them tools, resources, and materials to continue the work beyond the project. Once we got this focus, the plan went quite well.” (Evaluation participant)

Respondents also noted that while the training for youth leaders was made as generic as possible to increase accessibility, this also created a challenge for participants to envision how to use the information in their specific work with youth.

Effectiveness of the Model

The Management Committee and Project Coordinator were asked how effective the model for this project had been overall, as well as in terms of impacting people’s behaviour. They noted that it is very difficult to measure how behaviour has been impacted through this project, although it is reasonable to assume that if people engage with the information, attitudes and behaviour will change. Positive feedback about the Man to Man toolkit provided at the trainings suggests that participants found the information to be a helpful tool for promoting positive changes.

Markers of success for this project included training people in the use of the toolkit, and finding ways for people to envision using the information within their organizations. Getting people to the table to engage with the information is the first step to change:

“We also used the metaphor of layers of an onion – get people to the table first, and then address their layers of understanding about conditional behavior. One of the challenges of this model is that people can get defensive very quickly.” (Evaluation participant)

Respondents noted that the effectiveness of the model was heightened by the adaptability and accessibility of the training – efforts were made to provide local and bilingual training, there was no cost to attend, and the materials can be adapted to the needs of individual organizations.

“After doing the consultations, we knew we needed to be affordable and sustainable. The approach we took was working with a local resource (the Fredericton Sexual Assault Centre’s Man to Man training) – it was a bilingual toolkit, current, local, free, and adaptable, and one we could make available to anyone who came to the trainings. People were happy to have the printed toolkit binder at the end of the training.” (Evaluation participant)

The adaptability and accessibility of the training were identified as strengths to the model. Respondents also noted that the model effectively engaged people through the use of simple

language and four key questions: 1) What are the issues? 2) Why should I care? 3) What can I do? 4) Who can help?

“The first model is the application of the Man to Man Toolkit itself– ‘here is the training, here are the tools.’ The other model is that there are four steps you need to go through in order for it to work – a way to think about it.... ‘What are the issues (sensitization)? Why should I care/What does this have to do with me (motivation)? What can I do (action)? and ‘Who will help (partnership building)?’.... The Toolkit provides entry level work and exercises to bring awareness to the issues, enlighten and empower people and not be overwhelming.” (Evaluation participant)

Another marker of success noted by respondents included the fact that the impact of the project was broadened through additional workshops developed through external funding. Capacity building in various organizations ensures that the toolkit and information become more widely available, and the interest from external funders suggests that the approach is meeting a need.

The increasing number of men who became involved in the trainings over time was also noted to be a sign of success.

“As we have engaged this over time, there was an increasing number of men involved in the trainings. When we started, we had gathered mostly women, and a few men to look at youth paradigms and engaging men. I think that this helped women to break out of a sense of helplessness about how to do this; it gave a sense of empowerment in feeling to trainers that they could have an impact, knowing how to communicate about this and knowing how to work with youth and men.” (Evaluation participant)

Respondents noted that this project has provided a means to create change, a tool to lessen violence against women, and that the resulting feeling of empowerment is a success in itself.

“Feeling of empowerment – having the issues explained in ways that are tangible – a sense that I can do something - we haven’t eliminated violence in Nova Scotia, but have given people a way to move forward on it” (Evaluation participant)

Learnings

Evaluation respondents noted that they had learned that they needed to shift the approach to providing training to people who work with youth in order to be sustainable. They also noted that they learned how complicated it is to reach youth, both in and outside of schools.

Project Outputs

The outputs produced in this component of the project are drawn from the review of project documents and summarized in Table 13 below.

Table 13: Project Outputs for Engaging Youth and Youth Leaders

Outputs	Status	Contribution to Engaging Youth and Youth Leaders
Engagement model	Completed	Community-based model that will be effective for engaging youth leaders (and by extension, youth) beyond the life of this project
Roundtable strategy meetings with partners	Completed	Informed the shift in approach from engaging youth directly to engaging youth leaders Informed the use of the four-question approach and what intervention strategies to adopt to meet people at their starting places

Conclusions

Conclusions that can be drawn from evaluation participants' responses regarding engaging youth and youth leaders include:

- Using a capacity building approach (e.g., building the skills and knowledge of youth leaders who can continue to build the capacity of youth) can enhance both the efficiency and the sustainability of the work.
- Providing resources, such as a toolkit and accessible, adaptable training, provides participants with concrete supports for moving the work forward on their own.

Findings: Additional Comments

When asked if they had any further comments about the project, evaluation respondents noted that funding parameters created significant additional administrative work, stating that it would have been helpful to have more flexibility in the budget in order for the project to adapt to community needs without cumbersome processes. They also noted that rural projects are unique and require some additional flexibility due to the issues and additional costs faced in rural situations (e.g., accessibility, weather, transportation).

It was also noted that having more than one half-time staff person for such a project would have been helpful.

Workshop participants (11/39, 28.2%) identified several positive aspects of the project, including the value of the project purpose, the value of the workshops and facilitators, the value of the resources, and the opportunity to open discussions about the issue of gender-based violence. A few respondents (3/39, 7.7%) identified the importance of getting the project's work into schools.

Project partners expressed their thanks for the work, identifying that the work is just a beginning, and that it needs to be sustained.

Summary of Responses to Status of Women Canada’s Evaluation Questions

This section summarizes high level data with respect to SWC’s primary evaluation questions.

Table 14: Summary of Responses to SWC’s Evaluation Questions

SWC Evaluation Question	Report Content
Indicators Used	Appendices A & B
Evaluation Framework	Appendix B
To what extent has your project been implemented as planned ?	<ul style="list-style-type: none"> Adaptability of the project approach from the original planned approach, specifically moving to a capacity building approach was a strength of the project. Follow-up or spin-off initiatives have resulted from the project work. <p>For further information, see page 14-15</p>
To what extent has your project achieved its planned results ?	<ul style="list-style-type: none"> Awareness and understanding of the role of men and boys in ending violence against women and girls (and engaging them in the issue) and actions to take have been fostered or increased. Use of evidence, strong communication and relationships went well within the project. Project partners’ knowledge regarding violence against women and girls has increased. <p>For further information, see pages 15, 21, 23</p>
To what extent did your project meet the needs of women in your community ?	<ul style="list-style-type: none"> The project met the needs of women by raising the issue and taking action, particularly with men as key partners. <p>For further information, see page 16-17</p>
To what extent has the model/promising practice adopted for your project been effective?	<ul style="list-style-type: none"> Individuals who participated in workshops/training sessions are more sensitive about and aware of the importance of engaging men and boys in ending violence against women and girls and more motivation to engage them. The tool kit has been a valuable tool in engaging organizations. Engaging and carrying out training with organizations that work with youth is a more sustainable model than training youth directly. <p>For further information, see pages 29-31</p>
How have partnerships contributed to the success of your project?	<ul style="list-style-type: none"> Partnerships contributed to the project’s work and successes. The Project Coordinator’s collaborative, open, committed, and authentic approach was key to partnership development. Project participants are using what they have learned in their daily lives or plan to do so in future <p>For further information, see pages 20-21,29 - 30</p>

SWC Evaluation Question	Report Content
<p>What lessons learned have emerged that can be used to improve the efficiency and economy of your project?</p>	<ul style="list-style-type: none"> • Effective communication and relationship building are important for any future work. • Having the appropriate tools and skills to understand the role and impact of men and boys in ending violence against women and girls are also important. • Project partners will use their learnings with their work, their personal life and their volunteer work. • Relationship building is complicated and requires planning and time, and need to be strategic. <p>For further information, see page 21, 24, 31-32, 36</p>
<p>How effective were your practices in sharing project results?</p>	<ul style="list-style-type: none"> • It is not clear whether the learnings and results of the project have been shared effectively, however the project's web and social media had significant traffic. • The Man to Man toolkit was an important for participants to apply their learnings. • Resources available on the project website will support participants in applying their learnings. <p>For further information, see page 15, 29</p>

Recommendations

The purposes of this evaluation were to determine:

- Whether the project was implemented as intended;
- The extent to which the project achieved its intended outcomes;
- Unexpected outputs or outcomes that occurred as a result of the project;
- Lessons learned through the project; and
- Opportunities for future development and work to further enhance the outcomes of the project.

Based on data collected through this evaluation process, conclusions drawn from them, and on contextual information, *Horizons* respectfully makes the following recommendations for future work of this nature:

Overall Recommendations

- Continue to engage respected organizations with longstanding reputations and relationships in the community as project leaders; they must also have credibility for their expertise in the content of the work.
- Ensure that project staff has the appropriate mix of academic and community experience, and a collaborative, flexible, open, and authentic approach to the work.
- Consider the added value and credibility of having pro-feminist male project staff who can have challenging conversations with other men about gender-based violence, and who can hold the work accountable to women's organizations.
- Allocate sufficient resources in order to the work in an efficient and effective manner, taking into consideration geography, population, and allowing for the work to reflect the diversity of communities and their needs.
- Continue to employ a flexible, adaptable approach that can be responsive to evolving community needs.
- Continue to engage and empower men in addressing gender-based violence, in part by offering safe and supportive spaces where critical reflective thinking and discussions can occur.

Partnership Development Recommendations

- Allow time and resources in the early stages of the work to engage with partners and potential partners for building relationships and trust.
- Take the time to understand organizational structures and available resources of project partners, and maintain the flexibility to be adaptable (within the goals of a project) and make changes to an implementation plan or model to incorporate partners' perspectives.
- Continue to explore the strategy of engaging with men and boys, directly or through organizations that work with them, in addressing gender-based violence.
- Continue to engage partners through the use of concrete and useful supports, such as resource tool kits, websites and social media.

Research and Planning Recommendations

- Allow time in the early stages of the work to engage with partners and potential partners, and ensure that their perspectives are included in planning processes throughout the life of the project.
- Allow and plan for adequate time for key partners to absorb and digest research information to best inform planning processes.

Education and Training Recommendations

- Continue to provide concrete tools, resources, and supports that allow and encourage stakeholders to apply their learnings about engaging men and boys in addressing violence against women and girls in their paid work, in their personal lives, and in their volunteer work.

Engaging Youth and Youth Leaders Recommendations

- Identify and work with organizations and agencies that already have a strong and trusting relationship with youth as a starting place for reaching youth.
- Continue to use a capacity building approach (e.g., building the skills and knowledge of youth leaders who can continue to build the capacity of youth) to enhance both the efficiency and the sustainability of the work.
- Continue to consider how to provide educational resources that facilitate youth leaders applying their learnings in various parts of their lives, and moving the work forward on their own.