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THE PROJECT TO END
DOMESTIC VIOLENCE

**SUMMARY OF FINDINGS FROM
INTERVIEWS AND SURVEYS
WITH THE ENGAGING MEN
LEARNING COLLABORATIVE
PARTICIPANTS, LEADERS AND
KEY STAKEHOLDERS**

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“The Engaging Men Learning Collaborative is the most interesting, relevant and necessary piece of prevention work we are doing. It is about our future and it touches every piece of our work - charting a long path forward to help drive transformative change. There is readiness, engagement and research. It is time to go forward! Thanks for the amazing work”
(Participating Agency Leader).

1.0 Introduction

Shift: The Project to End Domestic Violence is situated in the Faculty of Social Work, at the University of Calgary. The purpose of Shift is to empower others to create the social conditions that will stop violence before it starts. We are working to advance gender equality and equity, promote healthy masculinities, address the intersections of racism, heterosexism, and oppression, and build healthy relationship competencies to stop the perpetration of multiple forms of violence. We conduct research that will inform primary prevention practices, programs, policies and legislation; and we partner with other researchers and academics, policy-makers, community-leaders, NGOs, community-based organizations and collectives to implement and evaluate effective primary prevention solutions.

In 2017, the *Engaging Men in Violence Prevention and Gender Equality Learning Collaborative* (EMC) was initiated by *Shift: The Project to End Domestic Violence* to develop non-programmatic approaches to engaging men in violence prevention and gender equality in settings where they work, play, learn, and worship. A non-programmatic approach refers to activities and interventions that are outside of traditional programmatic interventions (i.e., pre-determined, structured activities that are implemented by human service agencies) and more emergent in nature (Please see Appendix 1).

The collaborative focused on non-programmatic approaches for two reasons:

- First, recruiting men to violence prevention/gender equality programs can be a challenge; many men are uninterested in engaging in these types of activities on a voluntary basis.¹ Given this, professionals need to consider other, complementary approaches and explore what else might be needed to more effectively engage men.
- Second, insights from Behavioural Economics, Norms and Network theories and approaches along with other related disciplines have radically altered ideas about human decision-making

¹Wells, L., Dozois, E., Exner-Cortens, D., Cooper, M., Esina, E., Froese, K., & Boutillier, S. (2015). *Men and boys violence prevention project: Informing a Government of Alberta action plan to engage men and boys to stop violence against women*. Calgary, AB: The University of Calgary, Shift: The Project to End Domestic Violence., http://preventdomesticviolence.ca/sites/default/files/research-files/GOAEngagingMenandBoysInAlbertaDec2015_0.pdf.

and highlighted the extent to which behaviour is influenced by physical and sociocultural environments. We need to be integrating these insights into our efforts to engage men.

Comprised of community-based organizations, government, and academia (see Appendix 2 for a list of all organizations), and led by Shift, the collaborative met for two and a half years (Oct 2017-March 2020) to develop processes, tools, and activities that surface and shift contextual influences that shape men's behaviours related to gender-based violence and inequality.

Representatives from these organizations participated in an initial 3-day learning intensive and then in bi-monthly learning sessions. Originally five of the organizations engaged as "Tier One" participants. These organizations were supported with developmental evaluation, research, and change management support in order to develop and test non-programmatic approaches within male-oriented settings. Nine "Tier Two" agencies participated in the learning sessions and received intermittent coaching and support to integrate this approach as individuals and organizations. By November 2018, some of the Tier 1 organizations had moved to Tier 2 and one Tier 2 organization became a Tier 1. Three organizations withdrew from the collaborative. For the remaining 18 months of the project there were three Tier 1 and 11 Tier 2 organizations. The decision to move between Tiers or to withdraw was driven mostly by funding and capacity constraints or the strength of an organization's relationship with male-oriented settings. As the work evolved, some Tier 1s realized that their relationship with settings was not deep enough to sustain the kind of co-creation and testing required by the initiative and they made the decision to move to Tier 2.

Executive Directors of participating organizations also comprised a learning cohort and met with the project lead and lead designer four times over the course of the initiative. These meetings helped to surface system level issues and to understand more about what kind of organizational and funding changes are required to enable practitioners from the human service sector to influence male-oriented contexts and change norms and behaviours.

Developmental evaluators (DE) worked directly with the Tier 1 organizations and sometimes directly within the male-oriented settings to co-create and test tools and strategies to surface and influence gender inequitable norms and behaviours and the physical environment within these settings. The DEs documented learning, developments and constraints and shared these with the Shift team and the rest of the collaborative. This learning was used to further develop and refine the approach.

The efforts of the EMC collaborative culminated in *Meeting men where they're at: A context-specific approach to engaging men in gender equality and violence prevention*. This framework was designed to build the capacity of human service professionals to engage with men to:

- Disrupt, mitigate and/or address gender-discriminatory and/or violence-supportive dynamics in their networks and settings (e.g., the workplaces, peer groups, sports teams, faith communities, etc. in which men are embedded), and
- Flood those settings with signals that cue more prosocial, gender-equitable behaviours.

The practice framework supports the human service sector to explore the range of interventions that

exist between programs and policy-based approaches – the middle space of social norms, networks and environmental design.

2.0 Purpose of this Report

The evaluation findings presented below are part of the overall evaluation of the EMC and Shift's efforts to track and measure changes among members of EMC, participating human service agencies and key influencers in male oriented settings. Findings from this evaluation enable us to measure progress towards the outcomes in the EMC evaluation framework and will be instrumental in the design of phase 2 of the EMC initiative – See Appendix 3 for the Evaluation Framework. This particular summary is focused on information gathered from stakeholders in early 2020 and does not include DE findings from the project. Much of the learning and development that was surfaced through the developmental evaluation is captured in the practice framework and thus not duplicated here.

3.0 Methods

In order to understand more about the impact of the EMC, the following methods were used to collect data between January – March 2020

- An on-line anonymous survey was completed by EMC participants: Forty participants were invited to complete the survey, 19 responded, seven were disqualified. EMC members who attended fewer than three of the learning sessions were disqualified and were not invited to complete remaining questions of the survey. This selection process helped to ensure that the survey results were reflective of participants more fully involved in the process. Also, one participant who attended more than three learning sessions did not respond to any other questions and was also disqualified. 13 surveys were initiated and 12 completed (N=12)
- An on-line anonymous survey was completed by executive leaders of the participating organizations. Fourteen individuals were invited to complete the survey, 10 were completed (N=10)
- Phone interviews with key influencers (KI) from three male-oriented settings. A key influencer is someone who influences the norms, attitudes, and behaviours of others within a specific setting. They can be formal or informal, and sometimes are both. Tier 1 agencies worked with KIs in settings to build their capacity related to gender equality and violence prevention and to test interventions specific to their context. Seven key influencers were invited to participate in the interview and all seven agreed to participate (N=7). Key informants were selected from each of the male-oriented settings to take part in an interview to describe their experience with EMC, changes they had experienced (or not) in themselves, and changes that they had observed (or not) in their setting
- Phone interviews with EMC's project lead and a lead designer (N=2)

Collected data were analyzed and combined to produce the following summary report. The University of Calgary Conjoint Faculties Research Ethics Board has approved this research study.

4.0 Results to Date: What’s Changed as a Result of Our Work?

This section describes changes that were described by participants in the evaluation as a result of their involvement with EMC. This includes professionals who took part in the learning collaborative and attended more than three learning days, executive leaders of the human service and government agencies who participated in EMC, key informants from the male-oriented settings that engaged with members of EMC and two members of the Shift Team – the project lead and the lead designer.

4.1 Change among EMC participants

EMC participants are human service professionals who work at the participating human service agencies and agreed to represent their organizations with EMC. Some of these professionals were working directly in male-oriented settings, others were exploring how they could apply this approach in the programming that they deliver to men.

The following is the summary of results from 12 completed surveys:

- 92% of respondents strongly agreed or agreed that their participation in EMC has increased their understanding of how gender equality contributes to violence prevention. This understanding of the link between equality and reduced violence is important as we develop strategies to engage men in violence prevention.
- 83% stated a better understanding of how gender, power and privilege contribute to violence as a result of their involvement in EMC
- 92% of EMC respondents agree or strongly agree that that they have a better understanding of how social norms influence gender equality and violence preventing behaviours as a result of their involvement in EMC
- 75% believe they are more able to examine their own biases related to gender equality and violence prevention. This kind of personal reflection and awareness is an essential skill for professionals wanting to support key influencers to make changes to norms and behaviours in the places where men work, learn, live and play
- 75% of respondents state they have increased capacity to engage key influencers in male-oriented settings to work towards gender equality and violence prevention. Understanding how to meet men where they are at, support them to develop their own compelling reason to engage in this work and support them with compassionate accountability encourages on-going engagement and commitment from within male-oriented settings

Overall, most EMC participants have a better understanding of how gender, power and privilege and social norms influence violent behaviours in society. Most survey respondents (75%) claim to have increased capacity to examine their own biases related to gender equality and violence prevention.

“I feel I better understand the gender dynamics and the behavioural issues stemming from that or intertwined with that (e.g. power dynamics, patriarchy, etc.) in a broader light.” (EMC Participant)

More than half of respondents agree or strongly agree that their capacity to apply non-programmatic

approaches in their work has increased. 64% feel their capacity has been strengthened to engage key influencers in male oriented settings “[EMC] helped me to develop an understanding of social networks and how to engage key influencers, paying particular attention to readiness to do this work.” Others (36%) do not think their capacity has been strengthened “still unsure as I haven't seen a lot of success stories on how this has been achieved.”

Some state that they gained new capacities that they did not have before. These mostly related to the use of non-programmatic approaches to social change, capacity for adaptive learning and innovation, and abilities to recognize and evaluate deeply entrenched biases.

“I was naturally implementing bits and pieces to offer customized support to our clients. However, was not aware about using it [non-programmatic approach] in a strategic way as an approach or a concept to tackle social issues. I definitely have built and strengthened my capacity in that sense for sure.” (EMC Participant).

Other respondents (17%) do not believe their capacity has been increased and describe their need to more fully understand the distinction between programmatic and non-programmatic and further support to avoid defaulting to programs as the only method to promote social change.

“I still struggle with this distinction [between programmatic and non-programmatic] and the understanding of what this looks like in practice, within a job and organization.” (EMC Participant)

4.2 Change within participating human service and government organizations

Executive leaders of organizations participating in EMC (N=14) were invited to complete a survey. Ten of these leaders completed the survey (N=10).

Ninety percent (90%) of respondents valued their organization’s participation in EMC. Specifically, they believe their organizations are:

- More credible in their work to engage men in violence prevention
- Have new capacities and access tools and resources to more effectively engage in violence prevention work
- Are more strategic in their efforts to address gender-based violence

“Huge gains in building our capacity, increasing our knowledge, broadening our networking and the access to great facilitation, evaluation support and the input on planning and execution has been so important to helping us expand how we engage in violence prevention work. We know more and are doing better. Having a structured approach is helping us to be more effective in our approach to working with men and boys and the relationship with EMC provides credibility that we would not have on our own.” (Participating Agency Leader)

“We are leveraging our strengths and the EMC project is helping us to be more strategic and to incorporate this work as part of our overall organizational strategy to address gender-based violence”

(Participating Agency Leader).

Other changes described by leaders as a result of their agencies' participation in EMC included:

- Increased credibility to engage with men and boys and male oriented settings
- Embedding the social norms approach into violence prevention efforts within the organization
- Adapting existing approaches to engage men and their peers more fully in violence prevention work
- Increased understanding across the agency of this approach as a paradigm shift
- Development of an engaging men and boys strategy for the agency
- Change in strategic direction of the agency to include serving men and boys as a central strategy for violence prevention

4.3 Change within male-oriented settings

Responses from the EMC participant surveys suggested that changes within male-oriented settings connected to EMC were less evident. There were challenges related to effectively engaging these settings and in those settings that did engage, it is still early in the process. Although effort was made throughout the EMC project to work in a range of male-oriented settings, the collaborative worked mainly with three: departments in a municipal government, a minor hockey association, and a theatre community in Calgary. Two EMC participant survey respondents claimed they had witnessed change in the settings where they were trying to work.

Seven key influencers were interviewed as part of this evaluation. They were selected based on the depth of their involvement with EMC and their position within in their settings. In these interviews, the KIs describe important preliminary changes in their own knowledge, attitudes and skills as a result of their connection to the EMC participants and the Developmental Evaluators. These changes are described in greater detail below.

Several KIs report increased capacity among themselves to examine individual gender biases, patriarchal values, attitudes, and behaviours, and power and privilege. Examples include an increased awareness of their own power and privilege and how that affects their behaviour and experiences in a range of settings. One KI stated that *"the biggest impact [of work with EMC], because it kind of crosses all different spaces and people that I work with, is really how do I as an individual understand and know more, and kind of go through that somewhat painful process of trying to understand privilege and how I might impact people because of my power, and experience, and whiteness, and maleness, and you know?"* (Key Influencer).

Key influencers increased their understanding that they experience the world in gendered ways and are more aware of how behaviours and practices are highly gendered and relational. Another KI explains that *"...from a personal perspective it [working with EMC] has helped me to be more conscious of the ways in which I try to treat and raise my children. So I have a nine year old daughter and a six year old son, so it made me more cognizant and understanding the language that I used*

with each of them and the ways in which it might be the same or different, and the level of permission I might be giving either of them, that might be the same or different...Is it a gender thing? Yeah, it is. Let me unlearn this and try something else” (Key Influencer).

Engagement with this project influenced how some KIs behave as parents, partners and professionals.

“Shift has also allowed me to be able to ... with more, I would say, speed, apply a gender-lens to things that are happening around me” (Key Influencer).

“I really have been trying to shut up in meetings. I think I want to be somebody who allows space for other people to offer ideas. I have found that inside of meetings...I am that guy who takes up a lot of air and talking over. And so I have decided I want to practice not that” (Key Influencer).

Key influencers have increased understanding of how culture and norms influence gender equity and healthy relationships. Examples include:

- Being aware of how expectations of men to ‘protect’ women can lead to men speaking on behalf of women. One KI remembers *“... one exercise and it was quite early on and someone ventured to say if there was a situation where a female-presenting cast member was having an issue, for example, and speaking up on their behalf and that being, like, “No, no, no, I don’t need to speak up on their behalf, I can just speak up on my own behalf” ... I don’t need to diminish this person and become, like, a knight in shining armour for that - for them - I can just be my own spokesperson and that is really incredible” (Key Influencer)*
- An increased understanding the connection between being able to see gendered roles playing out in order to act to disrupt these roles. *“I think it is awareness. It is pretty simple. It is the ability to identify situations which are potentially - or have the potential to - either harm people or majorly impact them, and how to, in some ways, steer those scenarios and situations into a positive, braver space, right?” (Key Influencer)*

Key influencers described being more able to engage and mobilize others in ways that enable reflection and change instead of resistance. For example, recognizing the importance of relationships and modelling healthy relationship skills, *“...but whereas in the past I used to be quite loud and angry and self-righteous, through the Shift work I have realized that is not so helpful and it is more about me showing up differently so that I can help others show up differently as well” (Key Influencer).*

One KI describes learning how to use compassion and empathy to create spaces where people can talk about their experiences, *“So first, and I would say foremost, on a personal level it has increased my sense of empowerment and consciousness in relationship to issues around equity and appropriate, I guess, behaviour around consent and male-toxic behaviour, and just giving me, I would say, some strategies in my own personal circles around how to be an advocate for the, I guess, that equity within our community at large” (Key Influencer).*

Another describes finding strategies to work with people who may have done harm. *“I feel like my place, as someone who has mentored this person who is an incredibly gifted and talented artist, like this person is working internationally, you know, a very driven individual ... I went, right, so what do we do with somebody like this? We basically say, oh, well they made mistakes, so f*#\$ them, or whatever, bye-bye? I said, instead I actually feel like what I want to do - and I didn't say this to the individual, like, “Listen I am going to show you how to run a brave rehearsal hall” (Key Influencer).*

Key influencers described ways they believe that they have increased capacity to co-develop and implement interventions that disrupt destructive norms and amplify positive ones. Examples include:

- Sending signals that inequity, harassment or bullying won't be tolerated, *“I think it is also, like, it is one thing to say it [what's expected in terms of respect and equity in a space] on day one, it is another thing to have a repeated narrative of that at different stages and implementing any kind of mechanisms that can stay on top of that conversation so that you don't say it on day one and forget about it” (Key Influencer)*
- Creating spaces where equity is the norm, *“The one thing I know, like I asked the girls, I said to them at the beginning of the year, “How do you want this to roll out? There is no disrespect, there is none of that stuff on our [...] team; that is just not our culture,” but I said, “But you also have, wherever you guys are at, if you want to have a separate dressing room you can have a separate dressing room; if you want to dress here you can dress here, you know, you guys can make that call,” right?” (Key Influencer)*
- Using policy to begin a change process and following up with consistent signals about what that policy means in action For example, one KI explained, *“I think we should think about putting some signage up around the kind of space we want to have.” (Key Influencer)*
- Trying strategies to encourage positive behaviours rather than only condemning harmful behaviours. This KI described how their thinking had changed *“On the way out I noticed the door - kind of around the door - there was a thing that said, ‘We will not tolerate homophobia, racism,’ you know, just a nice solid list of things... I noticed that because of a level of awareness around spaces now and how people conduct themselves around spaces, and because I run a space I am really curious about how people are creating those safe spaces for a diversity of people and experiences ... And immediately from our course [men's group] I went, oh, how would I flip that into a positive? So it is not about all the 'nots' of the space, but about what behaviour do I actually want to encourage and empower” (Key Influencer)*

Key influencers describe an increased understanding of how dominant norms can shift and shape attitudes and behaviours within a group or setting. When the norm changes, people come to recognize that what was previously acceptable as the status quo, is no longer acceptable:

“My hope is that we are pushing past the point of joking about [it], you know, because I think there is a discomfort and there is, like, in a conversation with a more senior female performer who, you know, I think has endured a time when kind of oppressive bullying practices were quite prevalent and now it

is not, the narrative is more about, “Everyone is so sensitive now! I have been dealing with this for years!” and it is actually about, “Right, this was actually f#\$ing terrible. What was happening?” and an appreciation that we are moving on from it” (Key Influencer).*

“I think now they are experiencing kind of a different understood reality of what a rehearsal hall looks and feels like. I think some of that aversion to change is getting bypassed through lived experience of going, “Oh, actually this is a better way to work together and do work together,” so I think that is starting to happen - it is obviously going to be a continual shift” (Key Influencer).

Key influencers can identify factors that constrain or enable gender equity and equality, healthy masculinities and healthy relationships within their settings. Examples include:

- Recognizing that the establishment of new norms creates an opportunity to bring resisters along
- Recognizing the importance of peer support to sustain momentum and commitment to changing norms
- Recognizing the importance of maintaining momentum for change when a mobilizing incident fades from people’s attention
- Understanding how policy helps create the conditions for change in norms and behaviours in a setting
- Understanding how funding requirements can create conditions for change in norms and behaviours in a setting

“I think the culture has also shifted enough that, again, even if people in their deep, dark hearts feel they are against these policies they feel as though they cannot reject them anymore, and so on the outward level there is certainly no opposition to it...we are developing a new normal in terms of talking about these things, recognizing the need for them and recognizing to be better at them and do them better” (Key Influencer).

4.4 Changes within the human service sector

It is too early to measure tangible changes within the sector. However, responses from participating Executive Directors and EMC project leaders describe the following preliminary evidence of changes as a result of EMC and the production of the practice framework:

- Agencies within the human service sector are beginning to recognize that their efforts have to go where men naturally congregate
- The Practice Framework is helping the sector to understand more about how to work in settings where men naturally congregate
- The sector is beginning to recognize that conventional programming and policy change approaches are not sufficient. We need to work at multiple levels – policy, social norms and environmental design and programming
- There is increased dialogue among agencies about non-programmatic approaches and engaging key stakeholders as agents of change within their own settings

- There is increased motivation across the sector to re-examine the work with men
- There is increased motivation to develop strategies for more effective engagement of men in violence prevention
- The practice framework is described as a significant contribution to the field and practice in human service. The framework maps out how to do the in-between work, to work in the space between policy and conventional programs. It sets a high-level course to address the limitations of policy and programs to create sustainable behaviour and cultural change
- The framework is helping to create a shared conceptual model and language for the practice of engaging men in violence prevention and gender equality

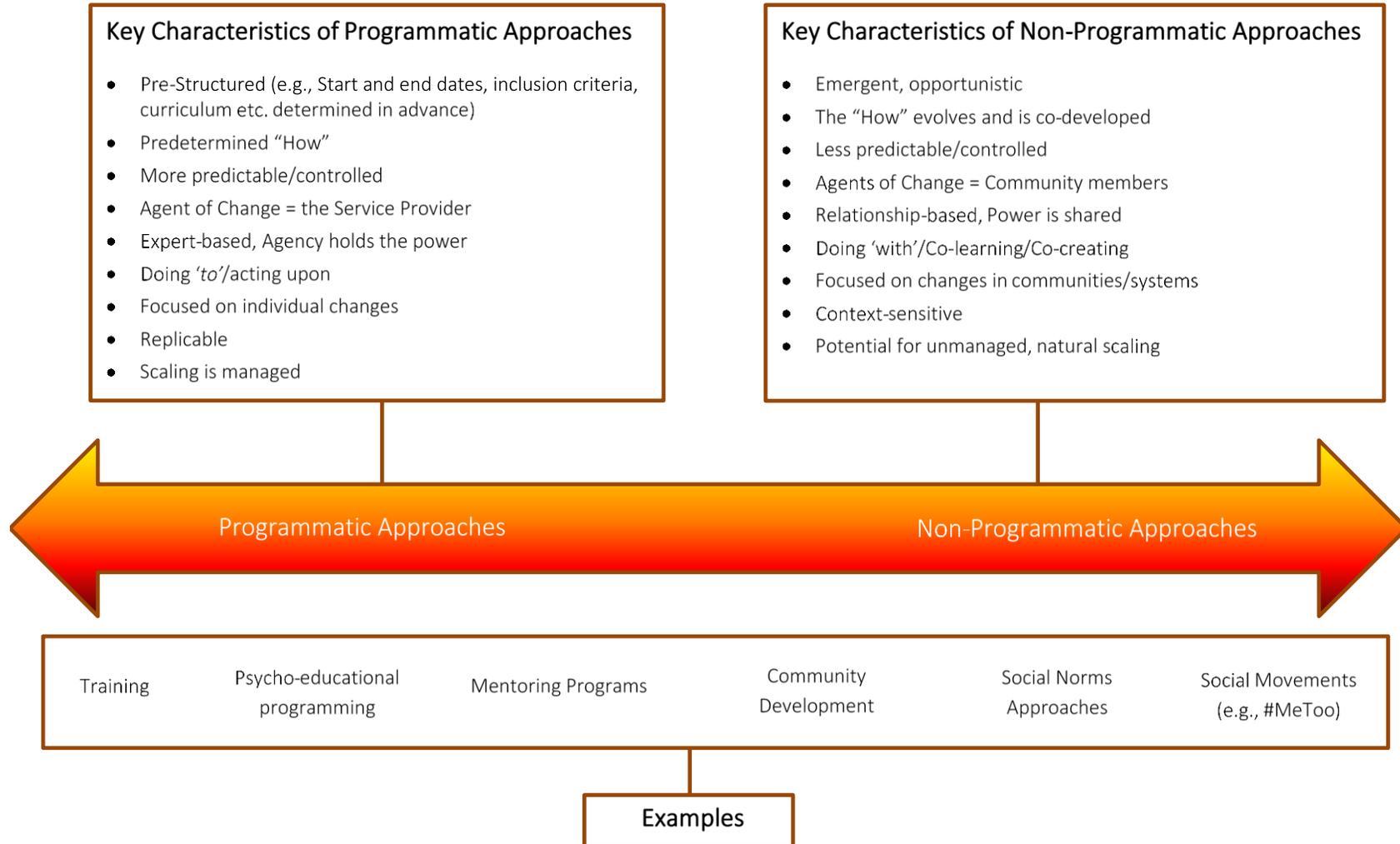
“And I think it is the systems, cultures, traditions, norms, social and environmental design, those pieces that are important to support and reinforce the change. They can [human service agencies] get the best policies that nobody is implementing, and you can have a great program, but no one can sustain the change because all of their [male oriented] environments are teaching something totally opposite” (Shift Team Member).

5.0 Conclusion

Phase 1 of the Engaging Men in Violence Prevention and Gender Equality Learning Collaborative formally wrapped up in March 2020. The research and development completed during this first phase has led to the production of a Practice Framework that sets out a new way of working with men in their settings to prevent violence and advance gender equality. The Framework is bold and ambitious, asking the human service sector to move beyond conventional ways of working and funding, requiring individual reflection and change, and a structural dismantling of the status quo. This change will not happen quickly, but with sustained effort overtime, the change will be structural and sustainable. We hope the lessons learned through these ground-breaking efforts will help to mobilize leaders and decisions makers and set the course for further development and scaling of this approach.

Appendix 1: Continuum of Programmatic and Non-Programmatic Approaches

Programmatic and non-programmatic approaches are not separate entities; they exist along a continuum.



Appendix 2: EMC Participating Organizations

Tier 1:

1. Centre for Sexuality
2. City of Edmonton
3. YWCA Banff

Tier 2:

1. Calgary Counselling Centre
2. Carya
3. Catholic Family Service
4. Calgary Immigrant Women's Association
5. Families Matter Society
6. Fort Saskatchewan Families first society
7. Immigrant Services Calgary
8. Next Gen Men
9. Sagesse
10. United Way of Calgary
11. University of Calgary

Appendix 3: EMC Evaluation Framework

Situation and Need	Inputs	Activities	Outputs	Outcomes		Long-Term Impact* (beyond 5 years)
				Individual Skills and Attitudes	Sociocultural Norms & Behaviours	
<p>While the rationale for engaging men and boys in violence prevention is increasingly understood both by researchers and practitioners who are working to end violence against women, little is known at this point about how to do this in ways that are meaningful and effective in the global north. Furthermore, the research indicates that typical approaches to education and behavioural change (i.e., structured programming) are contra-indicated as men are less likely than women to attend programming in general – especially violence prevention programming. For this reason, Shift has designed this project to build our collective capacity to design and implement non-programmatic interventions to change sociocultural norms and individual attitudes, skills</p>	<ul style="list-style-type: none"> • FCSP Funding • United Way of Calgary and Area Funding • Shift Project Team (Supported by funding from FSW, Brenda Strafford Foundation, U of C) • Project Management Support • White Ribbon Canada (25 years of expertise) • Development Evaluation Support • Research Support • Change Management Support • Social service and government agency partners • Male-oriented settings • System level partners 	<p>Design (Project Team)</p> <ul style="list-style-type: none"> • Design and facilitate learning sessions • Participate in team meetings • Facilitate DE reflection sessions <p>Tier 1 Participants</p> <ul style="list-style-type: none"> • Participate in learning sessions • Engage key influencers in entry points • Design and test non-programmatic interventions with entry points • Document process and learning • Surface system opportunities and constraints • Mobilize new knowledge <p>Tier 2 Participants</p> <ul style="list-style-type: none"> • Participate in learning sessions • Take learnings back to their agencies <p>Male Oriented Settings (entry points)</p> <ul style="list-style-type: none"> • Engage with Tier 1 agency • Surface culture and norms that promote and inhibit gender equality and healthy relationships within their setting • Identify influencers able to promote new norms and disrupt negative norms • Design and test micro-interventions that influence sociocultural norms, organizational structures, and individual attitudes, skills and behaviours <p>Systems</p> <ul style="list-style-type: none"> • Engage with relevant systems leaders to 	<p>Design (Project Team)</p> <ul style="list-style-type: none"> • Increased understanding of how to build social service and government capacity to engage key influencers within entry points and design non-programmatic interventions to engage men to prevent violence against women <p>Tier 1 Participants</p> <ul style="list-style-type: none"> • Increased understanding of structural dynamics related to gender equality and healthy relationships, including power & privilege, sexism, social constructions of gender, intersectionality and causes of violence • Increased understanding of systems and capacity to engage and work with key influencers within male-oriented settings <p>Influencers in Male Oriented Settings</p> <ul style="list-style-type: none"> • Increased capacity to examine individual gender biases, patriarchal values, attitudes, and behaviours, and power and privilege • Increased understanding of how culture and norms influence gender equity and healthy relationships • Increased capacity to co-develop and implement interventions that disrupt destructive norms and amplify positive ones • Increased capacity to mobilize others to engage in, then institutionalize and scale, these intervention <p>Systems</p> <ul style="list-style-type: none"> • Increased awareness of promising practices related to the use of social norms to promote 	<ul style="list-style-type: none"> • Increased capacity to implement learning initiatives that change and strengthen social service practice • Increased capacity to examine individual gender biases, patriarchal values, attitudes, and behaviours, and power and privilege • Social service agencies are engaging male orienting settings and co-designing non-programmatic interventions that disrupt destructive norms and amplify positive ones to promote gender equity and healthy relationships within male-oriented settings • Key influencers identify have identified factors that constrain or enable gender equality and healthy relationships within their settings • Constituents of male-oriented settings have increased skills and knowledge to challenge dominant norms and promote gender equality and healthy relationships • GoA and other systems partners demonstrate commitment to non-programmatic approaches to reducing violence 	<ul style="list-style-type: none"> • Interventions to influence social norms that promote healthy, equitable relationships are being implemented in male-oriented settings • Sociocultural norms and behaviours that promote gender equity and healthy relationships are evident in male-oriented settings • GoA and other systems partners are developing policy and allocating resources to support non-programmatic approaches to violence prevention within male-oriented settings 	<ul style="list-style-type: none"> • Sociocultural norms and organizational structures within male-oriented settings promote gender equality and healthy relationships • Constituents within male-oriented settings engage in healthy, equitable relationships • Decreased violence against women in Alberta

Situation and Need	Inputs	Activities	Outputs	Outcomes		Long-Term Impact* (beyond 5 years)
				Individual Skills and Attitudes	Sociocultural Norms & Behaviours	
and behaviours to reduce violence in settings where men naturally congregate ('entry points').		share and mobilize learning <ul style="list-style-type: none"> • Document and disseminate lessons and develop practice framework to support change in other jurisdictions 	gender equality and healthy relationships and reduce violence <ul style="list-style-type: none"> • barriers to violence prevention within male-oriented settings 	<ul style="list-style-type: none"> • GoA and other systems partners are addressing barriers to social service sector capacity to take a non-programmatic approach to violence prevention in male oriented settings 		