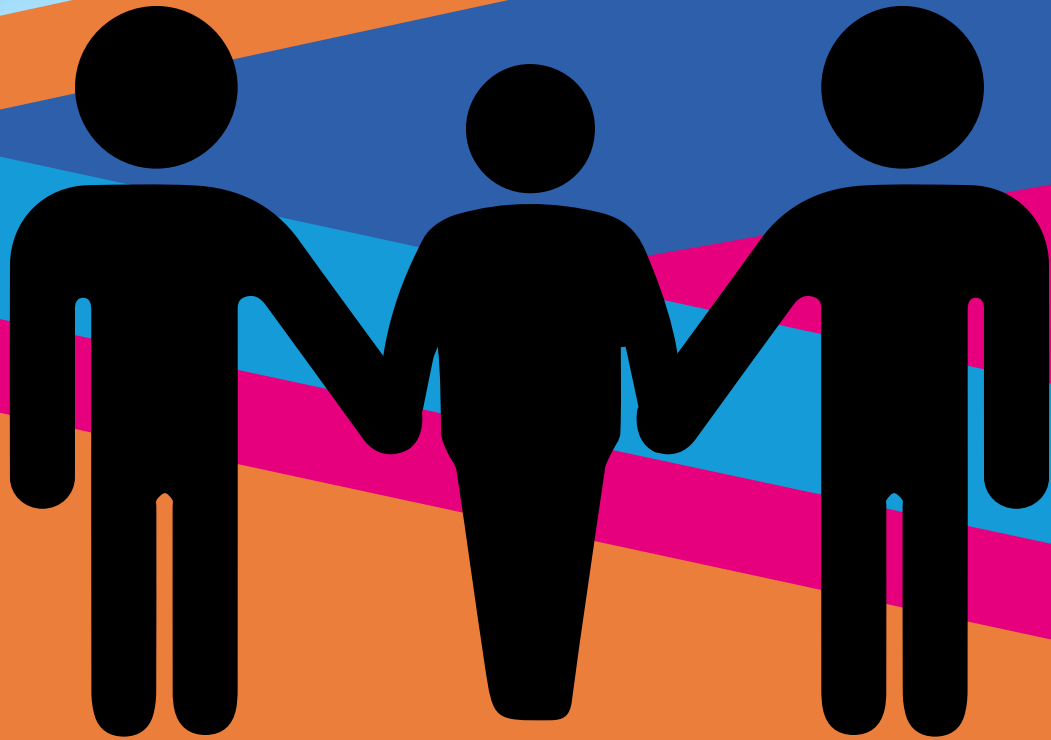




THE PRESIDENCY  
MINISTRY OF PUBLIC SERVICE,  
GENDER, SENIOR CITIZENS AFFAIRS AND  
SPECIAL PROGRAMMES  
ANTI-FGM BOARD



# GUIDELINES ON ENGAGING MEN AND BOYS

IN ENDING FEMALE GENITAL MUTILATION IN KENYA





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# FOREWORD

This guideline on engaging men and boys to end Female Genital Mutilation was developed to provide a framework and guide to stakeholders on how to engage men and boys in the campaign against FGM. The prevailing beliefs, norms, culture and sanctions among communities around the practice of FGM forces and attracts girls and women to either willingly go for the practice or be forcefully subjected to it.

The social norms and associated cultural and religious practices attached to FGM are set by men. Female Genital Mutilation for marriageability among others remains pulling and pushing factors among communities. As custodians of culture men have an important role to play in voicing their position and taking actions in ending FGM in Kenya.

The Anti-FGM Board as part of its mandate to design, supervise and co-ordinate public awareness programmes, entrenched engagement of men and boys in the national policy on eradication of FGM (2019). This has led to some organizations incorporating men and boys engagement in their programmes. However, this has been without any standardized procedure that can be customized within communities to offer the best approaches on engaging men and boys in ending FGM.

It is therefore my hope that this guideline will be useful to all stakeholders involved in engaging men and boys to appropriately plan and successfully implement Anti-FGM programmes to ultimately achieve the desired vision of realizing a society free from Female Genital Mutilation.

**Lucy Kiria**  
**Member and Chairperson,**  
**Programmes Committee - Anti-FGM Board.**



# ACKNOWLEDGEMENTS

This guideline on engaging men and boys to end FGM was developed in consultation and contribution from various partners and stakeholders. I particularly acknowledge the support from UNICEF who facilitated the Anti-FGM Board to bring together stakeholders who have over the years actively implemented anti-FGM programmes at national and community level to develop this guideline.

As a result I would like to express my gratitude and appreciation to the following organizations, Ministries, Departments and Agencies (MDAs) for their invaluable contributions to the development of this guideline: Ministry of Health, State Department for Gender, Men End FGM Foundation, Malkia Initiative, Tunaweza Empowerment Organization, Woman Kind Kenya (WOKIKE), Centre for Community Mobilization (CECOME), I am Responsible Foundation (I-Rep. Foundation), Umoja Development Organization (UDO), Pastoralist Child Foundation (PCF), Brighter Society Initiative, Council of Imams and Preachers of Kenya, Tareto Africa, Nawiri Child Development Programme, Child Fund Kenya, Sauti Ya Dada Africa, Inua Dada Mashinani, World Vision Kenya (WVK), Adventure Youth Group (AYG), Kenya MenEngage Alliance (KEMEA), Global Media Campaign (GMC), UNFPA Youth Advisory Panel, Nkopiro Foundation, Il'laramatak Community Concerns, Maa Naretoi, Care Health Providers (CHP), the Anti-FGM Board secretariat and Board of Directors. Without your immense contribution, this guideline would not have come to a realization.

I am also grateful to UNICEF Kenya for both the technical review of this document, as well as the financial support towards its development.

We thank all these organizations for the excellent work you are doing in communities to end FGM and your unwavering support you have always extended to the Board over the years.

**Bernadette Loloju**  
**Chief Executive Officer**  
**Anti-FGM Board.**

# DEFINITION OF TERMS

<b>Community dialogue</b>	is a form of intervention that involves interactive discussion, exchanging and sharing opinions and experiences such as those concerning female genital mutilation in a community. The dialogue is guided by a facilitator with the aim of reaching mutual understanding between people. Dialogue is an exchange of opinions on an issue with a view to reaching an amicable agreement. Unlike debate, emphasis is on listening in order to deepen understanding.
<b>Community</b>	is a group of people living in the same place or having a characteristic in common. They share and have certain attitudes and interests in common.
<b>Evaluation</b>	is the systematic assessment of an activity, project, program, strategy, policy, or institutions performance (Frankel and Gauge, 2007).
<b>Facilitator</b>	is a neutral person who coordinates and guides the community in dialogue on identified issues that need a lasting solution.
<b>Facilitation</b>	is a process where a facilitator guides the community to efficiently and effectively make contributions during community dialogues, and helps them come up with solutions without influencing the outcome.
<b>Feedback</b>	is a process within the framework of monitoring and evaluation by which information and knowledge are disseminated and used to assess overall progress towards results or confirm the achievement of results.
<b>Female Genital Mutilation</b>	comprises all procedures involving partial or total removal of the female genitalia or other injury to the female genital organs, or any harmful procedure to the female genitalia, for non-medical reasons.
<b>Indicator</b>	is a variable that measures one aspect of a program, project or outcome and may offer proof of implementation of change.
<b>Learning</b>	is the process through information generated from M/E is reflected upon and intentionally used to continuously improve project ability to achieve results.
<b>Participant</b>	is a person who takes part in community dialogue.
<b>Principle</b>	is a fundamental truth or proposition that serves as the foundation for a system of belief or behavior or for a chain of reasoning.
<b>Social norms</b>	are the accepted behaviors that an individual is expected to conform to in a particular group, community or culture.
<b>Sustainability</b>	is the ability to continue an acquired behavior after an intervention has been conducted.
<b>Survivor</b>	as used in this document, one who has undergone FGM

# ABBREVIATIONS

<b>BCC</b>	Behaviour Change and Communication
<b>CEDAW</b>	Convention on the Elimination of all forms of Discrimination Against Women
<b>CBC</b>	Competency Based Curriculum
<b>CSO</b>	Civil Society Organization
<b>FGM</b>	Female Genital Mutilation
<b>FBO</b>	Faith-Based Organization
<b>GEF</b>	Generation Equality Forum
<b>ICPET</b>	Information Communication through Performance Theatre
<b>IEC</b>	Information, Education and Communication materials
<b>ICPD</b>	International Conference on Population and Development
<b>KDHS</b>	Kenya Demographic and Health Survey
<b>PESTEL</b>	Political, Economic, Social, Technological, Environmental and Legal SDG Sustainable Development Goals
<b>SWOT</b>	Strengths Weaknesses Opportunities Threats
<b>UN</b>	United Nations



# INTRODUCTION AND BACKGROUND

## 1.0 Introduction

This chapter highlights the background information in global and national context on engaging men and boys in the campaign to end FGM, and the reasons why we should engage men and boys.

FGM is a violation of human rights and a contributor to gender inequalities. It is a cultural and religious practice and men have continuously contributed to its perpetuation. Previous strategies focused more on women and girls leaving out men and boys which have resulted in slow progress in ending FGM.

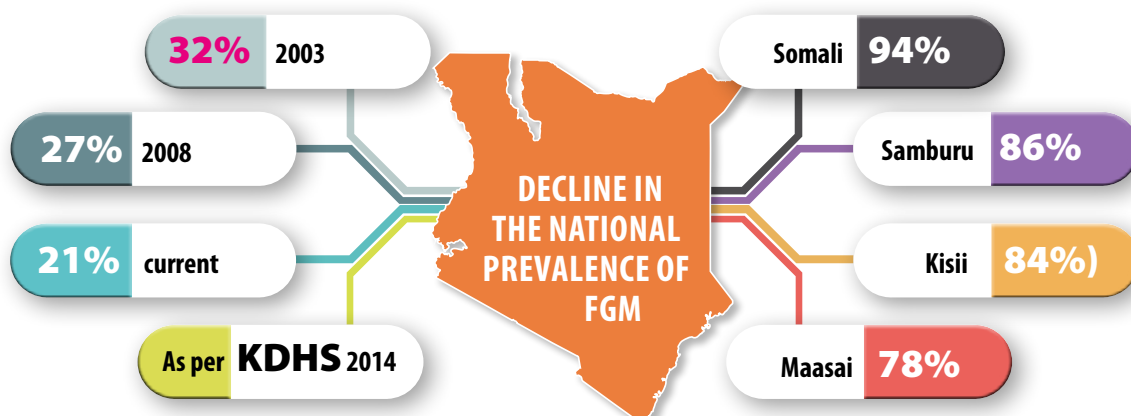
Whereas some organizations and individuals have been incorporating the aspect of men and boys engagement in their programming, this engagement has often been unstructured. This document provides a guideline in engaging men and boys, hence offering a systematic approach that can be adopted by anti-FGM program implementers. The guideline will be used by government agencies, CSOs, FBOs and individuals involved in the campaign to end FGM.

This guideline was developed through consultation with stakeholders at national, county and community level in the campaign to end FGM in Kenya.

## 1.1 Background

Engaging men and boys in ending FGM is both a national and global goal. The National Policy on Eradication of FGM 2019 lists engaging men and boys as one of its key priority areas. Besides, Kenya's Vision 2030, SGD5, Agenda 2063, Generation Equality Forum commitments, ICPD25 and the UN Commission on the Status of Women 57<sup>th</sup> session (which focused on violence against women and girls including FGM) have stipulated targets to achieve gender equality and elimination of harmful cultural practices.

Kenya has ratified a number of international and regional statutes. In Africa, Kenya has signed and ratified the African Union Women's Rights Protocol in 2010. As part of its commitment to Article 5 of the Protocol, Parliament enacted the Prohibition of FGM Act 2011. Additionally, Section 14 of the Children Act of 2001 and Section 29 of the Sexual Offences Act 2006 outlaws harmful cultural and religious practices, FGM being one of them.



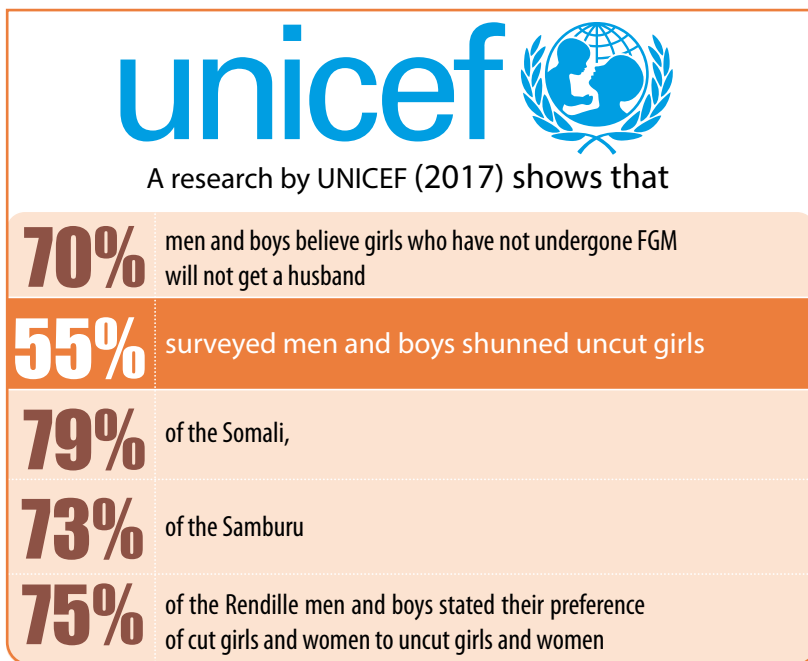
Kenya has witnessed a gradual decline in the national prevalence of FGM from 32% in 2003, 27% in 2008 to the current 21% as per KDHS 2014. Despite the decline in national prevalence, some communities continue to record high percentages like Somali (94%), Samburu (86%), Kisii (84%) and Maasai (78%).

The guidelines contained in this document stipulate the various interventions that can be adopted in engaging men and boys in ending female genital mutilation.

## 1.2 Why Engage Men and Boys?

In Kenya, FGM is anchored on deeply rooted cultural and social norms that promote its continuation. Various interventions have been undertaken by stakeholders in efforts to end the practice. However, men and boys have been inadequately engaged. According to the UNICEF profile of FGM in Kenya (2020), 11% of Kenyan men believe FGM is a requirement by the community while 6% of men believe it's a religious requirement.

The data above show that engaging men and boys should be prioritized in the campaign to end FGM. Men and boys engagement is important because:



- There is a commitment by governments to realize gender equality, as anchored in SDG5, Agenda 2063, GEF and Vision 2030 among others.
- There is an international mandate for engaging men and boys in achieving gender equality and health equity.
- Men have power in society as household heads, community traditional, cultural and religious leaders as well as control of resources. Men hold majority of decision-making positions in public and private sector, and wield overwhelming political power, including the media. Men's power over women in many contexts necessitates working with men to change men's domination into constructive power with other community members to improve the conditions of women's lives.
- When men in positions of leadership speak on issues of FGM, they are listened to because of the influence they wield in constituencies they represent.
- For boys, targeting male children and youth is critical to build a future generation that does not subscribe to male dominance, but promotes partnership and mutual coexistence.
- To create space to confront patriarchy – the root cause of gender inequality and negative masculinities, thus promoting behavior change and promotion of positive masculinities.
- It makes FGM a societal, not just a women's issue: creating an opportunity to engage men and boys and address the behaviors that lead to violence.
- To address religious and cultural myths, beliefs and misconceptions on FGM.

The guidelines contained in this document stipulate the various interventions that can be adopted in engaging men and boys in ending female genital mutilation.

# UNDERSTANDING ENGAGING MEN AND BOYS

## 2.0 Introduction

This chapter provides an overall understanding of engaging men and boys, specifically outlining the objectives, principles of engaging men and boys, advantages of engaging Men and Boys and men as secondary survivors.

## 2.1 Main Objectives

The main objective of this guideline is to provide a guiding framework and to create a structured, standardized and operational approach of engaging men and boys in eliminating Female Genital Mutilation in Kenya in order to create a society that upholds the dignity and rights of girls and women.



### Specific Objectives

- i) To build and strengthen the capacity of men and boys on FGM issues.
- ii) To promote adoption of cultures and traditions that are free from harmful practices
- iii) To create a safe environment where men and boys can discuss and debate on their religious and traditional beliefs, attitudes and behaviors that perpetuates FGM.
- iv) To enable active participation of men in formulation/enhancement and enforcement of legal and policy framework on FGM
- v) To enhance effective and efficient implementation, monitoring and evaluation of anti FGM programs
- vi) To promote strategic partnerships in engaging men and boys in eliminating FGM.
- vii) To Strengthen learning to inform evidence-based intervention on engagement of men and boys in ending FGM.

## 2.2 Guiding Principles of Engaging Men and Boys

### ii. Contextualized Engagement:

There should be recognition of the various contextual issues in each community in the high FGM prevalent counties in order for the solutions to be localized as well.



### iv. Survivor Centered Approach:

There is need to provide a conducive environment to Survivors/victims of FGM to enable full disclosure and reporting of FGM cases as well as minimize social stigmatization.



### vi. Mutual Respect: Valuing individuals' unique opinions and diverse ideas.



### viii. Consistency: Change of cultural beliefs takes time and there is need for continuous engagement to achieve the desired change.



### x. Human Right Principle: Addressing FGM as a human rights violation



### i. Cultural and Religious

**Sensitivity:** There should be a deep understanding and respect for culture, religion, beliefs and practices in regard to the position of men and boys in the community.



### iii. Do No Harm Principle: Ensuring all interventions and strategies don't have negative impact to the targeted group.



### v. Confidentiality: The engagement should ensure the protection of information as shared during the interaction.



### vii. Gender and Social Inclusion:

Recognize that men have a stake in changing gender inequality and can take action to support that change.



### ix. Sustainability: Interventions targeting engagement of men and boys should be owned and led by men and boys for ownership.



## 2.3 Men as Secondary Survivors - How FGM Practice Affects Men

Men and boys too bear the consequences of FGM either directly or indirectly. FGM has affected men and boys in the following ways:

Physical	<ul style="list-style-type: none"> <li>• Difficulty in sexual intercourse</li> </ul>
Psychological	<ul style="list-style-type: none"> <li>• Sexual phobia</li> <li>• Anger, bitterness and resentment</li> <li>• Emotional distress</li> <li>• Low self-esteem</li> </ul>
Socio-Economical	<ul style="list-style-type: none"> <li>• Stigma and discrimination if they don't confine to marrying women who have undergone FGM, including ridicule by their peers</li> <li>• Estrangement from peers and significant others – they are regarded lesser men if their wives/daughter have not undergone FGM, hence regarded not fit to hold leadership positions at council of elders, age-sets and political office.</li> <li>• Strained family relationships due to emotional distress</li> <li>• Family break-ups, leading to multiple and unsettled relationships</li> <li>• Financial burden in footing medical bills and huge expenses of FGM ceremonies including fees of cutters, and in case of arrests, fines imposed on their family members found guilty of the offense.</li> <li>• Loss of income from spouses as a result of reduced productivity due to health complications</li> <li>• Successful career women and girls are a source of family pride. FGM leads to school drop-outs and girls end up being married off early hence men, as fathers losing the opportunity of enjoying family pride from success of their daughters</li> <li>• FGM practice in some cases accompanies other harmful cultural practices such as bidding hence denying boys a chance to choose their spouses</li> </ul>

# IMPLEMENTING GUIDELINES ON ENGAGING MEN AND BOYS TO END FGM

## 3.0 Introduction

This chapter highlights approaches and key considerations that can be used in successful engagement of men and boys in the campaign to end FGM. It provides strategies of engaging men and boys and some of the topics to be covered in engaging men and boys in the campaign against FGM.

## 3.1 STRATEGIES OF ENGAGING MEN AND BOYS

### 3.1.1 Strategies of Engaging Men

The strategies on engaging men and boys are both gender-transformative and multi-sectorial

#### 1 Strategy 1: Channels of Hope

This is an approach that targets and empowers religious leaders as a critical group in elimination of FGM. The strategy encompasses the following activities:

- i) Training and building capacities of religious leaders
- ii) Religious leaders to come up with action plans that will be adopted by their institutions



#### 2 Strategy 2: Male Champions

This is a model that targets different categories of men as agents of change in the campaign to end FGM. Successful implementation of this strategy involves the following activities:

- i) Identify and engage men who are already campaigning against FGM
- ii) Training and building capacities of men
- iii) Supporting trained male champions to develop action plans
- iv) Recognition and rewarding of male champions



### 3 Strategy 3: Community Dialogue

This approach provides a platform for information sharing, discussing different perspectives, deconstructing different stereotypes and myths, reviewing information and creating an enabling environment for change of attitudes and practices that promote FGM. The activities undertaken are:



- i) "Under the-tree" conversations and sensitizations with the target men
- ii) Development of action plans after community dialogues

### 4 Strategy 4: Dads and Daughters Interventions

This approach provides a platform for building better relationships and increasing communication skills between fathers and their daughters, changing social norms and raising awareness on negative social and health consequences of FGM. The activities involved are:



- i) Conducting dads and daughters conversations
- ii) Developing action plan after the conversations

*\*This strategy can be adopted in engaging husbands and their wives and other applicable scenarios that are community specific. Engage men in their roles throughout the life cycle. Men assume different roles throughout their lives, and the fathers of adolescent girls and young women can be integral in improving their daughters' health, especially preventing FGM hence delaying age at marriage. Educating fathers about the health implications of FGM will improve the likelihood that they will prevent their daughters from undergoing FGM.*

### 5 Strategy 5: Media Engagement and IEC Materials

This approach entails use of electronic, print and social media platforms to disseminate information to the community. Activities involved are:

- i) Radio talk shows and campaigns (informative jingles/spots)
- ii) Social media campaigns
- iii) Print media campaigns
- iv) Information, Education and Communication (IEC) Materials



### 6 Strategy 6: Partnerships and Coordination

This strategy involves bringing together like-minded stakeholders to enhance advocacy, increase resources and strengthen men-led movements. Activities to be undertaken include:



- i) Mapping of like-minded stakeholders
- ii) Exchange learning visits including cross-border (both within countries and counties)
- iii) Joint advocacy forums.

### 7 Strategy 7: Funding Men Engagement Initiatives

Gender equality cannot be achieved without the involvement of men and boys. Therefore, funding agencies need to appreciate the importance of funding interventions targeting men and boys for the benefit of women and girls.



### 3.1.2 Strategies of Engaging Boys

Boys by nature are outgoing, curious, and explorative. Shaping the boys' mindsets at an early age through the learning of values and positive attributes will guide the men they become later in life. The boys will live in a generation free from FGM. The boys will be best engaged through models like;

#### Strategy 1: Life skills

This approach entails building the capacity of boys on relating with themselves, relating with others, decision making and negotiation skills. The activities that are undertaken include:

- i) Conducting lessons on life skills
- ii) Forming and strengthening clubs and societies
- iii) Inclusion of Anti-FGM content in syllabus (CBC)

1

#### Strategy 2: Engagement of male artists

Engagement of male artists, who can use the arts and oral culture to strengthen behaviour change at all levels. Central to this should be harnessing youth capabilities, innovations and advantages to drive the anti-FGM campaign. Consider building a national youth movement through digital youth engagement and diverse social innovations for increased positive outcomes for girls and women.

2

#### Strategy 3: Boys to Men Coaching/Mentorship

This strategy involves mentoring boys through sports and other avenues to be advocates against FGM and other harmful cultural practices. Activities undertaken include:

- i) Sporting activities
- ii) Use of role models for mentorship
- iii) Use of celebrities as ambassadors
- iv) Career talks

Present boys with positive role models. FGM programs that offer role models to adolescent boys are proven to be effective in promoting paradigm shifts.

3

#### Strategy 4: Edutainment

This approach involves communicating transformative messages through entertainment. The activities include:

- i) Music, drama, poems and dance competitions
- ii) Debates
- iii) Audio-visual content dissemination
- iv) Art (drawing, painting) competitions and IEC materials
- v) Murals

4

#### Strategy 5: Behaviour Change and Communication

This an approach that aims to change/transform specifically targeted negative behaviours or social norms in the community. Activities undertaken include:

- i) Training on BCC model
- ii) ICPET
- iii) Dialogues

5



## 3.2 Topics to be covered




Some of the topics to be covered include:

- Understanding FGM
- Existing legal and policy framework
- The role of men and boys in ending FGM
- Human Rights and Do No Harm Principles
- Gender transformation sessions
- Community Visioning
- Role of media and how to use media in advocacy


## 3.3 Planning and Implementing Men and Boys Engagement

The following are essential steps to planning and implementing forums of engaging men and boys in the campaign against FGM.



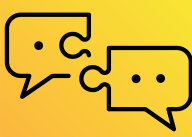
**i) Community Entry**

The first step to implementing a men and boys engagement forum is a successful community entry where the guiding team introduces the concept to the gatekeepers, custodians of culture, or leaders of the community for buy-in. The forum will also involve other relevant stakeholders.




**ii) Community Mobilization**

An effective men and boys engagement requires that the community and its leadership is fully mobilized, can assemble the target audience, steer the agenda and participate in the engagement. The community may be engaged for at least twelve months depending on their level of understanding and acceptance of the process. There are different approaches and strategies that can be used as outlined in 3.1 above.



**iii) Mobilization Through Community Dialogue**

There should be consistent and continuous community dialogue targeting the different groups of men and boys in the community. This will lead to a change in knowledge, attitude and beliefs and so prepare the ground for them to accept and rally other men and boys to abandon FGM.



**iv) Mobilization Through Capacity Building**

It is important to build the capacity of the relevant stakeholders in engaging men and boys. This entails the training of community members, traditional and religious leaders, civil society organizations, law enforcers, health and education partners and young people both in and out of school among others. Role models and champions emerging from this process will become change agents in the community.



#### **v) Mobilization Through School Outreach Programmes**

This entails training boys and involves partnering with formal and informal institutions of learning to teach sexual reproductive health and rights. These include life skills, awareness of the problem of sexual and gender-based violence, an understanding of children's rights and essential hygiene. Boys are also taken through traditional values, customs and beliefs that positively impact their response to FGM.



#### **vi) Mobilization Through Cultural Learning and Exchange Programmes**

Such programmes are experience-sharing forums where community members who are still struggling to grasp the concept of men engagement are taken to meet another community that has successfully adopted and implemented men and boys engagement, so that experiences and learning can be shared. Design FGM programs to reach boys through their hobbies, such as music, art, and sports. Engaging boys in activities they appreciate and enjoy can be a precursor to effectively engaging men in the promotion of gender equality and addressing FGM.

Facilitation plays a significant role in community dialogue as it ensures that the objectives are met. It is thus imperative to have a qualified individual who will understand the qualities, roles and responsibilities of facilitation to effectively moderate the conversation.

### 4.1 Qualities of an Effective Facilitator

The four major qualities of a facilitator include;

- **Skills:** Ability to sustain and focus the men/boys sessions. A negotiator, analytical, moderator, having a sense of humor, being innovative and creative, and having advocacy skills.
- **Knowledge:** Conversant with the cultural masculinity and their view of FGM issues.
- **Behavior:** Non-judgmental, confident, passionate, honest, and trusted by men and boys in the community.
- **Cultural sensitivity:** A good understanding of the beliefs and customs in general and specifically on how men and boys in the community perceive FGM.



### 4.2 The Role of a Facilitator

A facilitator.

- i) Identifies the agenda or objectives best fit to meet the men's and boys' sessions.
- ii) Ensures the purpose is clear and agreed upon by men and boys.
- iii) Sets the climate/mood for the dialogue.
- iv) Guides men/boys to set ground rules for the sessions.
- v) Identifies the focal champions/role models who will positively influence the session on the abandonment of FGM.
- vi) Creates a conducive environment for an interactive and participatory dialogue for men and boys.
- vii) Moderates and ensures the sessions remain focused without bias.
- viii) Knows how to strike a balance in the sessions to achieve an agreeable conclusion around an issue.
- ix) Possesses problem-solving skills.
- x) Guides the session to achieve a practical action plan.
- xi) Raises leading questions with myths and misconceptions surrounding FGM that will stir a debate.
- xii) Documents and follows-up, using the monitoring and evaluation framework (see Chapter Four).



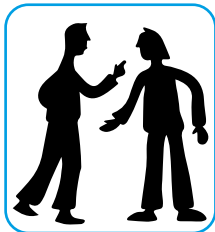
## 4.3 Effective Facilitation

- i) Research and understand the beliefs and customs of the men and boys from the community in your audience without assuming that all men share the same beliefs.
- ii) Provide the participants with a safe space and reasonable time to share their life experiences during the sessions.
- iii) Identify role models and male champions within the community that will influence the direction of the sessions and acts as change agents.
- iv) The facilitator should effectively guide the audience to identify the issue, causes and come up with community-driven solutions to the issue.
- v) Use the appropriate language that fits men and boys.
- vi) The mode of delivery should consider the level of education of the target group.
- vii) The participants should decide the appropriate time of the day for the session.
- viii) The session should be a conversation among the participants rather than a lecture.
- ix) Plan adequately for the potential risks.

## 4.4 How to Handle Different Scenarios

A facilitator may be confronted with different scenarios during the dialogue process that may hinder successful engagement and conclusion of the process. Below are some of the ways you can handle these scenarios.

### 4.4.1 Scenario 1: When there is Confrontation and Hostility among Participants.



At times there may be hostility among the participants which may lead to someone walking out, or the conversation may become very heated, or participants may seem to be on the verge of fighting.

These are situations where you should readily appeal to the group for support. The best way to deal with conflict and hostility is to confront it directly. Remind them of the ground rules they came up with and the need to respect them, including embracing conflicting ideas. The facilitator should remain calm, not take sides, and take charge.

### 4.4.2 Scenario 2: The Group is Dull.



Get a motivating topic or subject to break the ice. This ice breaker could be a topic outside of the agenda but that could eventually lead to discussions on the agenda. However, it should be relevant to a challenge facing the community or even a topic of interest in the community; for example, sexual reproductive health-related topics, education or household poverty, or perhaps encourage your audience to share their stories and experiences.

If the group is not contributing to the discussion, check to determine whether the agenda has been understood. You may need to restate the purpose and the facilitation method of the dialogue. You may also have people who resist participating because of power dynamics in the group. If so, invite them to

participate to the degree they feel comfortable. Assure them that the purpose of the dialogue is to share different insights, experiences and personal reactions on the topic. Whichever way the members choose to participate is valuable.

#### 4.4.3 Scenario 3: One or a few Members Dominate the Dialogue

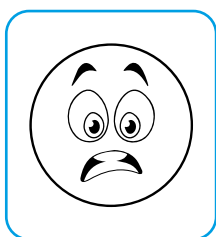


The instructions you give to participants about respecting time limits are helpful. Ask participants to be conscious of each person having time to share their reactions, ideas and insights. It may be helpful to invoke the ground rules on time management when a few individuals dominate the discussion.

Another solution is to tell the group that you want to hear from those who have not said much. Participants will look to you to restrain domineering members. Sometimes this situation happens when those dominating the dialogue feel they have not been heard. Restating what participants have expressed can show that you have understood their point of view.

Another solution is using innovative approaches, such as giving the group a task they can work on in groups.

#### 4.4.4 Scenario 4: Psychosocial Support Services



In some instances, during the dialogue sessions the facilitator may be faced with participants who break down or are traumatized due to the experiences they have faced. In case of a survivor or immediate family member needing support due to those experiences, the facilitator should have a database of counsellors, medical personnel or centres to which the survivors or participants can be referred for therapy or medical attention.

# MONITORING AND EVALUATION, LEARNING AND REPORTING

## 5.0 Introduction

This chapter describes the processes and tools for monitoring and evaluation, learning and reporting of male engagement interventions and models. The sample tools proposed in this document will assist the users in collection, analyzing and documenting information. The information will be used to inform the decision making by different stakeholders and enhance accountability. The chapter also appreciate theory of change and provides sample indicators and means of verification



### 5.1 Objectives

- Provide a framework that can be used to determine the efficiency and effectiveness of men and boy's engagement interventions.
- Provide sample data collection tools.
- Enhance timely data collection, analysis and dissemination.
- Propose sample indicators for men and boys' engagement.
- To assist in identifying challenges, lessons learnt and best practices.



### 5.2 Key Considerations in Monitoring and Evaluation, Learning and Reporting

- Develop terms of reference or concept.
- Select reference indicators.
- Develop data collection tools
- Identify appropriate data collection methods (mixed method).
- Target and sample
- Collate information.
- Analysis and reporting.
- Disseminate

## 5.3 Theory of Change

FGM is a human rights violations and manifestations of deeply rooted gender inequality, harmful social norms, poverty, and limited access to appropriate services, including legal, health and education. Addressing these causes requires a mix of innovative intervention and models. The framework identified three domains of change that can employ diverse strategies that will be used to not only address the drivers and root causes of FGM but also prevent and respond to related concerns.

### Boys

**If** boys' agency, resources, assets (knowledge and attitude) are increased, **then** they can contribute to transforming unequal power relations, defend girls against FGM and participate in fora where they can effectively advocate to protect girls, especially, at-risk girls within their communities. Meaningful activities are needed to empower boys and their peers to enable develop their agency, for example through training, skills building and information sharing. This includes, fostering community spaces such as clubs, sports and school's events that engage young boys collectively and separately. Activities will be designed in ways that do not generate conflict with parents and elders.

### Men

**If** men, (as the decision makers and custodians of culture when it comes to FGM), are engaged at the family and community level in open dialogues on the effects of FGM and develop an understanding of positive alternative social norms, **then** they will change their attitude towards FGM and exhibit positive behaviour and be less likely to have their girls/women undergo FGM.

### System and Structures

Men occupy critical positions of influence in which they enact and can ensure effective implementation of laws and policies that create an enabling environment to end FGM. If men are adequately equipped and resourced to ensure safe legal and policy environments and responsive services **and** faith and traditional leaders take greater advocacy action regarding these practices, **then** institutions and structures can actively prevent and respond to FGM

In reference to the theory of change in this guideline, it is advisable to conduct analysis using appropriate tools such as PESTEL, SWOT among others to identify drivers, constraints, risks and barriers.

## 5.4 Data Collection

Various approaches and tools will be deployed in data collection, evaluation and dissemination. The tools will collect both qualitative and quantitative data that will be analyzed and used to guide decision making by all stakeholders.



## 5.5 Communication and Documentation

### Key Considerations

- Generate human interest stories/ stories of change.
- Use local videos, documentaries, reports, newsletters
- Use of social media
- Create and distribute locally generated audio-visual materials.

# ANNEX 1: LOGICAL FRAMEWORK

	<b>Definition</b>	<b>Indicators</b>	<b>Source of verification</b>
Impact	e.g. Zero FGM (ICPD 10)		<b>Surveys</b>
Goal	e.g. Eliminate FGM by 2030 (SDG)	% of women and girls aged 15-49 who have undergone FGM	<b>Surveys</b>
Outcome	e.g. Build and strengthen the capacity of men and boys to act as change agents	<p>The proportion of men and boys' institutions/networks actively advocating for the abandonment of FGM.</p> <p>Proportion of young men and boys who express readiness to marry uncut girls.</p> <p>Proportion of male religious leaders who have made a public statement delinking FGM from religious requirements</p> <p>Proportion of girls/women who have not undergone the cut and freely talk about it</p>	<b>Surveys Reports</b>
Outputs	e.g # elders Sensitized on negative effects of FGM	<p>Number of traditional leaders, age group/set and elders making a resolve to end FGM in their communities</p> <p>Number of sensitized men and boys engaged in activities to end FGM.</p> <p>Number of institutions engaging men and boys in the campaign to end FGM.</p>	<b>Pre and post assessment Reports</b>
Activities	Eg. Conduct # Sensitization forums to sensitize # elders on negative effect of FGM		<b>List of participants</b>
Inputs	Resources: facilitators, funds		



# ANNEX 2: ACTIVITY DATA SHEET

## Men and Boys Engagement Activity Data Sheet

Name of Organization					
Project Title					
Activity Title (e.g Dialogue, Tournament, festival, e.t.c)					
Date		Venue			
Duration (Days, weeks, months)					
Target Group	Traditional elders/ leaders		Clan Leaders		Age set/ group leaders
	School Going Youths		Out of School youths (e.g morans)		Youth Leaders
Demographics					
13-17 Yrs		18-35 Yrs		36-55 Yrs	56 Yrs and Above
No of PWDs_			Total Attendance _____		
Purpose of the activity					
Key People involved	Mobilization			Facilitation	
<b>Reflective questions</b>					
<ul style="list-style-type: none"> <li>• What approach was used in mobilization?</li> <li>• What is the role and responsibility of the target group in the practice of FGM?</li> <li>• What informed the choice of Venue</li> <li>• Time and duration of activity?</li> </ul>					
Details of stakeholders involved in the event					
Sector	Name of organization			Contact/ address	
CSO (CBOs, NGOs, Foundations, e.t.c)					
Government Institutions, Departments					
Faith Based Organizations (FBOs)					
Other Services Providers					

# ANNEX 3: FGD TOOL

## Sample focused group discussion (FGD) Questions

Questions	First Level Response	Explanation	Action
What is your opinion on engagement of men and boys of the campaign to end FGM?	In which ways have they been engaged?	What has been the opinion of men who have been engaged on FGM	What are some of the steps they have undertaken in ending FGM?
	How did the engagement change opinions, attitude and perception towards FGM?		
	What is your take on FGM?	What do you think should be done to end FGM in your family, community	
What do you think is the best approach to engage men, boys, traditional institutions and elders in your community?			

# ANNEX 4: PRE-TEST ACTIVITY QUESTIONS

- ❖ Have you ever heard of female genital mutilation?
  - Yes
  - No
- ❖ Do you know how female genital mutilation conducted? Yes/No\_\_\_\_\_
- ❖ If yes, explain\_\_\_\_\_
- ❖ What are the health problems related with FGM? (the below are reference for participants)
  - o Excessive bleeding
  - o Painful personal experience
  - o Prevents sexual satisfaction
  - o Limits education of girls
  - o Against religion
  - o Ridiculed by peers
  - o Difficulty when giving birth
  - o Death
- ❖ Do you think there is a difference between a cut and an uncut girl/woman?
  - Yes
  - No
- ❖ If yes, what are the differences?
  - o Girls/women who have gone through FGM are clean
  - o Girls/women who have gone through FGM get marriage proposals
  - o Girls/women who have gone through FGM are accepted in the community
  - o Girls/women who have gone through FGM give pleasure to the husband
  - o Girls/women who have gone through FGM preserve virginity
  - o Girls/women who have gone through FGM are of high value in marriage
  - o Girls/women who have gone through FGM bring respect to the family
  - o Girls/women who have gone through FGM are allowed to participate in community events
  - o Girls/women who have not gone through FGM are regarded as promiscuous
  - o Girls/women who have not gone through FGM have reduced risk of delivery complications
- ❖ Have you ever been involved in any FGM awareness activity?
  - Yes
  - No
- ❖ Have you ever heard of messages against FGM?
  - Yes
  - No
- ❖ Given a chance would you like your daughter to be circumcised?
  - Yes
  - No
- ❖ Do you think that FGM should be continued or should it be stopped?
  - o Continued
  - o Stopped
  - o Depends
  - o Don't know

# ANNEX 5: POST-ASSESSMENT TOOL

## Post-assessment tool

Question	Rating(0-lowest, 5-highest)					
	0	1	2	3	4	5
Was the topic/issues satisfactorily covered?						
How would you rate the mode of delivery?						
How would you rate response to the questions by the facilitators?						
How would you rate the facilitators?						
How do you rate the participation?						
What do you think worked well?						
In your opinion, will this kind of activity change men's perception about FGM?						
What's your recommendations?						

# ANNEX 6: REGISTRATION LIST

**Registration List**

**Organization's name**.....

**Title of the activity**.....

**Venue**.....

**Date**.....

No.	NAME	ID NUMBER	PHONE NUMBER	DESIGNATION	SIGNATURE

# ANNEX 7: CHOICE OF LANGUAGE DURING ENGAGEMENTS

For effective engagement the choice of language during forum/events is critical. The following are factors to consider when choosing the appropriate language;

- o Literacy level of the target group
- o Their position and traditional roles
- o Nature of the forum
- o Preferred local language
- o Age-specific/appropriate language

## ANNEX 8: TYPE OF TEACHING AIDS AND METHODS FOR BOYS AND MEN?

- o Music
- o Picture aids
- o Wooden models
- o Audiovisual
- o Face to face
- o Traditional education methods-Stories, metaphors, narratives,
- o Theatre-Role plays, poems, skits,

# ANNEX 9: PARTICIPANTS IDENTIFICATION

This entails mapping and mobilization of individuals to be engaged in a particular forum. When mapping participants one should consider;

- o Age
- o Status
- o Education Levels
- o Role in community



# ANNEX 10: MOBILIZATION

When we mobilize we ought to consider factors like -:

- o Distance
- o Safety and security.
- o Diversity and Inclusivity.
- o Time.
- o Venue.
- o Means of transport
- o Weather

Examples of the persons who can be mobilizers -:

- o Government Officers
- o Traditional/ Cultural Leaders
- o CSO's and FBO's
- o Opinion/respected leaders
- o Parents.
- o Teachers.
- o Peer educators
- o Champions and role models

# ANNEX 11: METHODS OF MOBILIZATION

- o WhatsApp
- o Emails
- o Phone calls
- o Letters
- o Word of Mouth
- o Media





**MEN**  
End FGM

**unicef**   
for every child



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