

A Report on Training Programmes Provided by Sonke Gender Justice and Partners

Evaluation undertaken by Singizi Consulting, 2017



SINGIZI CONSULTING
LEARNING & DEVELOPMENT: CONCEPTS THAT WORK



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HIV/AIDS • GENDER EQUALITY • HUMAN RIGHTS



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1

Introduction: Confronting patriarchy: transforming culture, shifting norms through training

This evaluation focuses on three core training and education courses provided by Sonke Gender Justice (hereafter Sonke) together with its partners:

- Women's Health and Empowerment - MenEngage Africa Training Initiative (MATI)
- The University of Pretoria / Sonke Advanced Human Rights Course (UP)
- University of California Los Angeles School of Law and Sonke Fellowship Programme (UCLA)

These core offerings are all founded on supporting the concepts, vocabulary and values for a gender transformed society. The purpose of all of the courses lies in the imperative to build gender justice, human rights and public health and the concern that this is impeded by poverty, limited access to educational and economic opportunities, unjust laws and insufficient accountability by governments. These drivers are embedded in patriarchal systems in which gender inequality and gender bias thrive. Male engagement in addressing women's health and empowerment is therefore essential.

Through continuous conceptual development these courses incorporate and convey cutting edge, progressive concepts and norms around gender equality, while redefining masculinity and confronting the impacts of patriarchy on social and gender norms: *"Domestic violence is tied to patriarchy."* (Key respondent interview)

Training is rooted in the concepts of personal to societal transformation: *"The representatives go through training highlighting a transformational approach on an individual level focusing on violence against women."* (Key respondent interview)

Sonke's strategic result areas guide the content of the courses and the desired outcomes:

Strategic results				
A	B	C	D	E
Gender equality and human rights are respected, promoted and fulfilled	Individuals, communities and civil society organisations take action to prevent violence against women and promote gender equality and SRHR within a human rights framework	States and multilaterals are supported and held accountable for delivery on legal, policy, programme and implementation obligations to transform gender relations at all levels	Structural drivers of gender and other forms of inequality are addressed	Sonke consolidates itself institutionally as a critical role player through strengthened systems, staff, partnerships and organisational context to reflect its transformation agenda

Sonke and partners' training programmes

This evaluation considers the three major courses run by Sonke and partners over the last 5 to 7 years. The following summaries of activities and participation draw on training reports drafted by Sonke and partners.

2.1 MENENGAGE AFRICA TRAINING INITIATIVE (MATI)

MATI is an intensive 14-day course which has been led by Sonke Gender Justice since 2012, with a variety of partners in each year. These policy and advocacy courses, focusing on women's empowerment and masculinities as two overarching themes, were intended to *"provide participants with core, multi-disciplinary knowledge and skills on how to improve women's health and well-being globally, particularly through building women's empowerment and gender norms transformation into health policy advocacy activities."*¹

At the end of the course, participants would be able to:²

- Identify and understand critical issues in women's health, masculinities, and gender inequalities.
- Apply empowerment theory to these issues.
- Design and measure empowerment interventions for health using newly learned strategies.
- Develop and implement a program to address problems in the areas of women's health and masculinities in the status-quo.
- Network with individuals that are passionate and involved in similar issue areas.

Participants were selected who had prior experience in health or gender programmes or policies, representing a range of non-profit, religious, media, health and medicine organisations. The courses were delivered using five learning approaches: presentations and discussions; nightly readings and homework; theatre skills and gender exercises; small group work and analysis; and project building by participants. The content encompassed issues around women's health disparities, masculinities and the role of men and boys, empowerment and gender theory, case studies from Africa and Asia, and the effective use of gender exercises and forum theatre to communicate with communities.

¹ MATI Final Training Report, 2016

² Sonke, MATI Short Report

The following MATI courses were included in this evaluation:

2012	2013	2014	2015	2016
Masculinities, Leadership and Gender Justice Training Course			Women's Health and Empowerment meets Masculinities	Women's Health, Empowerment, and Masculinities: Policy Advocacy Training
Cape Town, South Africa			Nairobi, Kenya	Gaborone, Botswana
23 participants 13 Countries	25 participants 18 Countries ³	26 participants 12 Countries	29 participants 9 Countries	26 participants 9 Countries
Participants from: Botswana, Burundi, Cameroon, DRC, Ghana, Kenya, Lesotho, Madagascar, Malawi, Mozambique, Namibia, Nigeria, Rwanda, South Africa, South Sudan, Sudan, Swaziland, Tanzania, Uganda, USA, Zambia, Zimbabwe				
In partnership with: MenEngage Africa Network and the Women's Health Research Unit of the University of Cape Town (UCT)			In partnership with: University of California Global Health Institute (UCGHI) and the MenEngage Africa Training Initiative (MATI)	In partnership with: University of California Global Health Institute (UCGHI) and the MenEngage Africa Training Initiative (MATI)

2.2 THE UNIVERSITY OF PRETORIA / SONKE ADVANCED HUMAN RIGHTS COURSE (UP)

Since 2012, Sonke and the University of Pretoria have hosted a yearly Advanced Human Rights Course. The course was initially conceptualised and delivered in 2012 through a partnership between Sonke and the university's Centre for Human Rights. In 2013 and 2014 the partnership extended to include the Centre for Sexualities, AIDS and Gender. The course has been supported financially by Irish Aid since 2012.

The following courses are included in this report:

2012	2013	2014	2015
The role of men and boys in achieving gender equality			Challenging Gender Inequality: Rights, roles and responsibilities
35 participants 7 Countries	34 participants 12 Countries	30 participants 10 Countries	34 participants 8 Countries
Participants from: Botswana, DRC, Ghana, Italy, Lesotho, Liberia, Madagascar, Malawi, Mozambique, Nigeria, Rwanda, South Africa, Somalia, Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe.			

The aim of the course was to: *"increase the capacity of organisations and individuals to lead gender justice programmes that engage men as partners and agents of change within a feminist framework."*

In a strategic decision, the initial course focus on men and boys and how to get men involved in gender concerns was reframed in 2015 to look at strategies to challenge gender inequality more broadly: *"The narrow focus on men and boys is tricky in the gender space. There*

³ Extracted from MATI alumni list

CALL FOR APPLICATIONS



CHALLENGING GENDER INEQUALITY: RIGHTS, ROLES AND RESPONSIBILITIES ADVANCED SHORT HUMAN RIGHTS COURSE

This advanced short course will run **from 14 to 18 November 2016 at the University of Pretoria in Pretoria, South Africa.**

A collaboration between **Sonke Gender Justice, and the Centre for Human Rights and the Centre for Sexualities, AIDS and Gender, both of the University of Pretoria**, the course will explore the foundations of a human-rights based approach to challenging gender inequality.

The course is aimed at practitioners from across the continent working in areas relating to gender, development, health and human rights. Although the course has a strong theoretical emphasis, components of the course will focus on equipping participants with practical advocacy skills for tackling gender inequality. This will be done through a mix of didactic and experiential work.

The course will interrogate a spectrum of approaches to understanding gender justice and injustice, including feminism, patriarchy, and intersectionality and explores the role of men and boys in achieving gender equality. The course will also examine the impact of culture, tradition and religion on gender norms and inequality, reflect on the gendered nature of violence and economic inequality and critically reflect on some of the linkages between gender, health and human rights, such as sexual and reproductive health and rights, and issues facing LGBTI, sexual minorities and sex workers.

If you are interested in attending this course, please submit a ONE-PAGE motivation letter and a TWO-PAGE resume which briefly summarises your personal and professional background, and qualifications, which are relevant to your application.

The course will be conducted in English, and all course fees, materials, accommodation, meals and national and local transport will be covered by the organisers. **However, international participants must pay for their travel to South Africa.**

If you wish to apply and currently reside **within South Africa**, please send a motivational letter and resume to **lucia@genderjustice.org.za** by **3 October 2016**.

If you wish to apply and currently reside **outside South Africa**, please send a motivational letter and resume to **dennis.antwi@up.ac.za** by **3 October 2016**.

We will let successful applicants know by **Monday 10 October** so that they can make the necessary travel and leave arrangements, where appropriate.

THIS COURSE IS POSSIBLE THANKS TO THE GENEROUS SUPPORT OF IRISH AID.

If you wish to apply and currently reside **within South Africa**, please send a motivational letter and resume to **lucia@genderjustice.org.za** by **3 October 2016**.

We will let successful applicants know by **Monday 10 October** so that they can make the necessary travel and leave arrangements, where appropriate.

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is a sense that it takes money and effort away from women and girls, and may continue to centre on men and masculinity, which some might argue is the problem ... men somehow remain in the middle.” (Facilitation team interview)

This tension has been a substantial part of course reflection: *“We can’t leave man and boys out, but people are saying that they should be allies. It is like conversations around the role of white people and how when they insert themselves into protest movements it can be problematic if they don’t reflect on their own privilege and position. We worked together to agree for the course: we wanted to reflect on patriarchy and power, how to undo some of the harm, and how to work with men and men in power.” (Facilitation team interview)*

Participants were selected who work in areas related to gender, development, health, law, psychology, film and media and human rights, from organisations across the continent, operating in sectors ranging through faith, law, gender equality, sexual and reproductive health and rights, LGBTI and sexual minority rights, gender-based violence, HIV prevention and the provision of health care.

The courses combined presentations and experiential work in interrogating approaches to gender justice and injustice, and addressed concepts such as feminism, patriarchy, intersectionality and the role of men and boys in achieving gender equality. The courses also explored the impact of culture, tradition and religion on gender norms and inequality, reflected on the gendered nature of violence and economic inequality, and considered some of the linkages between gender, health and human rights. Practitioners from the fields of human rights, law, social sciences and civil society were invited as speakers.

2.3 UNIVERSITY OF CALIFORNIA LOS ANGELES SCHOOL OF LAW AND SONKE FELLOWSHIP PROGRAMME (UCLA)

For the last 6 years, the University of California Los Angeles School of Law (UCLA) and Sonke, with Ford Foundation financial support, have offered full scholarships and living expenses to African lawyers to undertake a one-year masters degree in law at UCLA. The programme focuses on gender, health and human rights, with course closely linked Sonke’s work. After having acquired knowledge and skills through the LL.M programme, scholarship recipients return to South Africa to *“increase the number of skilled human rights lawyers using the law as a tool for protecting and advancing human rights”* (UCLA Fellowship Holder). On their return graduates engage in issues such as prisoners’ rights, labour abuses, HIV/AIDS prevention, gender-based violence and domestic violence.

The program provides specialised training to top graduates from Southern African law schools to further their careers as impact-oriented public interest lawyers in the areas of health, human rights, HIV prevention, and gender equality. A total of 13 lawyers from Southern Africa have been included in the course, specialising in public interest law.

The purpose of the fellowship as described by UCLA Law Dean, Jennifer L. Mnookin⁴:

The Sonke Fellows are some of the best young lawyers in their countries, and UCLA Law’s strength in public interest law and human rights helps them further develop their skills and training so they can establish themselves as leaders back home in southern Africa. Their presence at UCLA Law also enriches our school and expands the network of highly trained UCLA Law graduates advocating for human rights around the world.

⁴ UCLA Website: <http://law.ucla.edu/centers/international-law-and-human-rights/health-and-human-rights-law-project/who-we-are/>.

ABOUT THE FELLOWSHIP

Our program provides specialized training at the University of California, Los Angeles, to top graduates of South African law schools for careers as impact-oriented public interest lawyers. We aim to build the capacity of lawyers working in the region through coursework emphasizing human rights, global health, gender, sexuality and lawyering for social change.

Fellows receive a full-tuition grant to enroll in UCLA Law's LL.M. (Master of Laws) Program, assistance in securing additional funds for their studies, and the opportunity to apply for a one-year fellowship placement with Sonke Gender Justice Network in Cape Town.

Fellows graduate with a specialization in Public Interest Law through the David J. Epstein Program in Public Interest Law and Policy.

ELIGIBILITY

The fellowship is open to African legal professionals and law graduates holding an LL.B. degree classified second class (division one) or higher from a South African law school. Non-South African applicants must hold a South African work permit. Strong applicants will also demonstrate a commitment to health, human rights, gender equality, or related issues evidenced by past work or volunteer experience. Previously disadvantaged and South African candidates will be preferred.

APPLICATION DEADLINE

Apply by February 15, 2018 for an August 2018 start date at www.genderjustice.org.za/about-us/ucla-fellowship/ and www.law.ucla.edu/llm. For LSAC fee waiver requests, please include your request along with your application in your email to llm@law.ucla.edu.

CONTACT

UCLA Law: llm@law.ucla.edu
Sonke: hhrfellowship@genderjustice.org.za

UCLA LAW - Sonke Health & Human Rights Fellowship



UCLA LAW
UCLA SCHOOL OF LAW



UC GLOBAL HEALTH INSTITUTE
Center of Expertise on Women's Health & Empowerment



2.4 MENTORSHIP

Training is far less likely to bear fruit in isolation. Training supported by relationships, networks, grants and continued engagement is more likely to have impact. Through partnership with local NGOs, Sonke has been able to assist some participants with designing and implementing campaigns, training of facilitators, jointly implementing community workshops, and supporting interrogation of laws and policies. A major strength of the courses was continued access to facilitators as mentors.

2.5 SEED GRANTS

Some of the course participants have also benefited from a sub-grant programme, through which the training has been able to achieve far greater scale and penetration.

MAT ⁵	UP	UCLA
Total of 55 participants over 2 courses	Seed grants only reported in 2014 30 participants	11 participants
9 seed grants	3 seed grants 10 conference sponsorships	n/a Most take up employment at Sonke or Section27 (South African rights advocacy NGO)
Kenya, Uganda, South Africa, Zimbabwe, DRC	South Africa, Lesotho, Zimbabwe	Mostly South Africa, 1 based in Malawi, 1 in Zimbabwe
Projects on: early forced marriage and other disempowering marriage traditions; gender norms and responses to violence in religious settings; male involvement in sexual and reproductive health; sex workers' activism; gender-based violence for LGBTI persons.	Projects on: adolescent access to SRHR; community dialogue; male involvement in sexual and reproductive health. In 2014 a grant by Sonke Gender Justice enabled 10 staff members of Rural Initiative for Community Empowerment – West Nile, Uganda, (RICE-WN), to attend the 2nd MenEngage Global Symposium, 8th – 13th November, in Delhi. The theme was 'Men and Boys for Gender Justice'.	

⁵Please note this colour coding. It distinguishes data from the three courses throughout this document.



3

Evaluation methods and data sources

This document provides an analysis of a survey sent to 264 graduates of the MATI, UP and UCLA Fellowship programmes in 2016. Responses were received from 62 people (23%):

Course	Participants	Survey responses	Response rate
MATI	137	34	25%
UP	118	21	18%
UCLA	9	7	78%
TOTAL	264	62	23%

Unless otherwise attributed all of the quotes in this report are provided by respondents to this training survey. The report uses colour-coding throughout to reflect on the responses for **MATI (blue)**, **UP (green)** and **UCLA (red)**.

Training evaluations have been conducted after each training event, and these have been reviewed, although for the most part they focus on process detail and feedback of facilitators and sessions, which is not duplicated here. Several participants have provided additional written feedback, which is quoted in this report where relevant. The UCLA website has also been a resource. The course facilitator for UP has been interviewed for impressions and recommendations.

These sources are supplemented, where relevant, with some of the insights provided by 24 key respondent interviewees in a qualitative evaluation on Sonke's achievements and lessons learned, both in training and more broadly, over the last 10 years.

The voices of participants are extensively used to carry the points across, and quotations from the survey and written feedback of participants are intended to provide a narrative, without excessive interruption by the evaluators.

4

Findings of the evaluation

The findings are structured as follows:

- **An overview of** participants expectations,
- **Immediate outcomes:** Attitudinal shifts and changed perspectives of participants.
- **Action taken:** Examples of how participants report applying their course learning in their own contexts.
- **Impacts:** Cases and examples of changes in the experiences of women, gender inequality or shifts in the contexts surrounding participants.
- **Course design:** Insights on qualities of the courses which enabled success, and recommendations for adjustments.

4.1 COURSE EXPECTATIONS

4.1.1 Meeting participants' expectations

Course expectations captured during the planning and opening sessions of the courses were fairly consistent:

Learn about / expand knowledge on / gain an understanding of / build capacity for ...

LGBTI issues

Gender inequality

Gender-based violence

Engaging men and boys

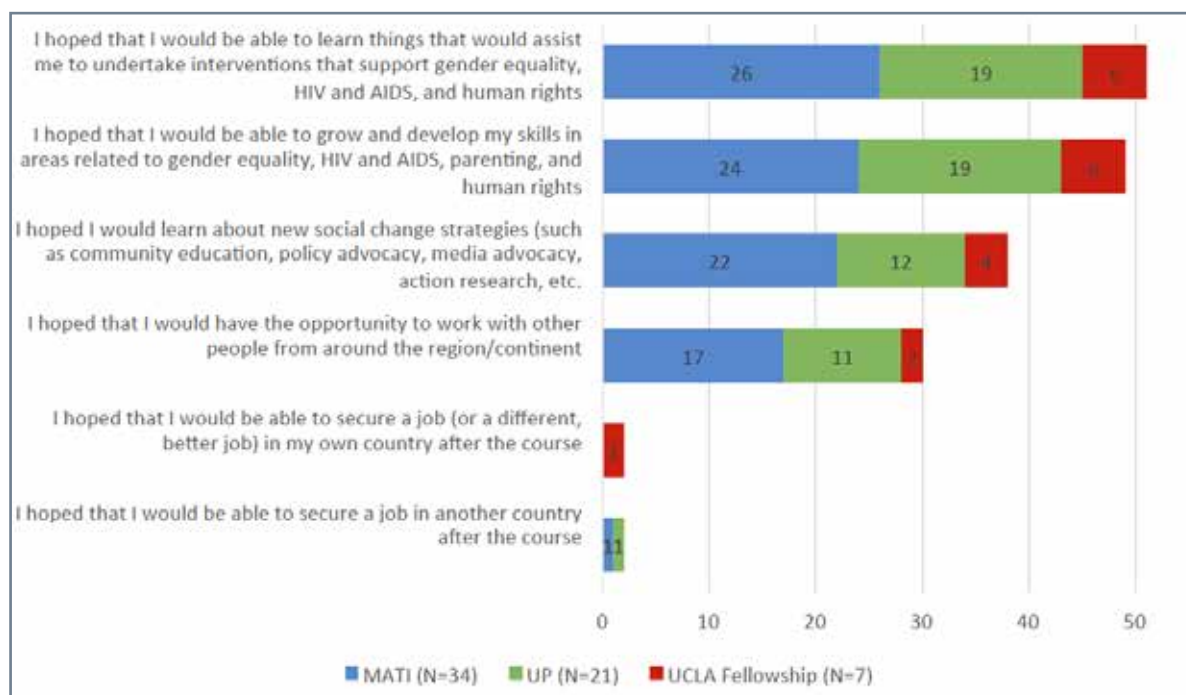
Practical strategies for working in each of these, especially from the perspective of engaging men and boys, while supporting feminist priorities and without compromising the voices of women

To network, identify synergies and learn from each other

Survey respondents primarily focused on the competency and skills that they needed in the workplace as their reasons for attending the course

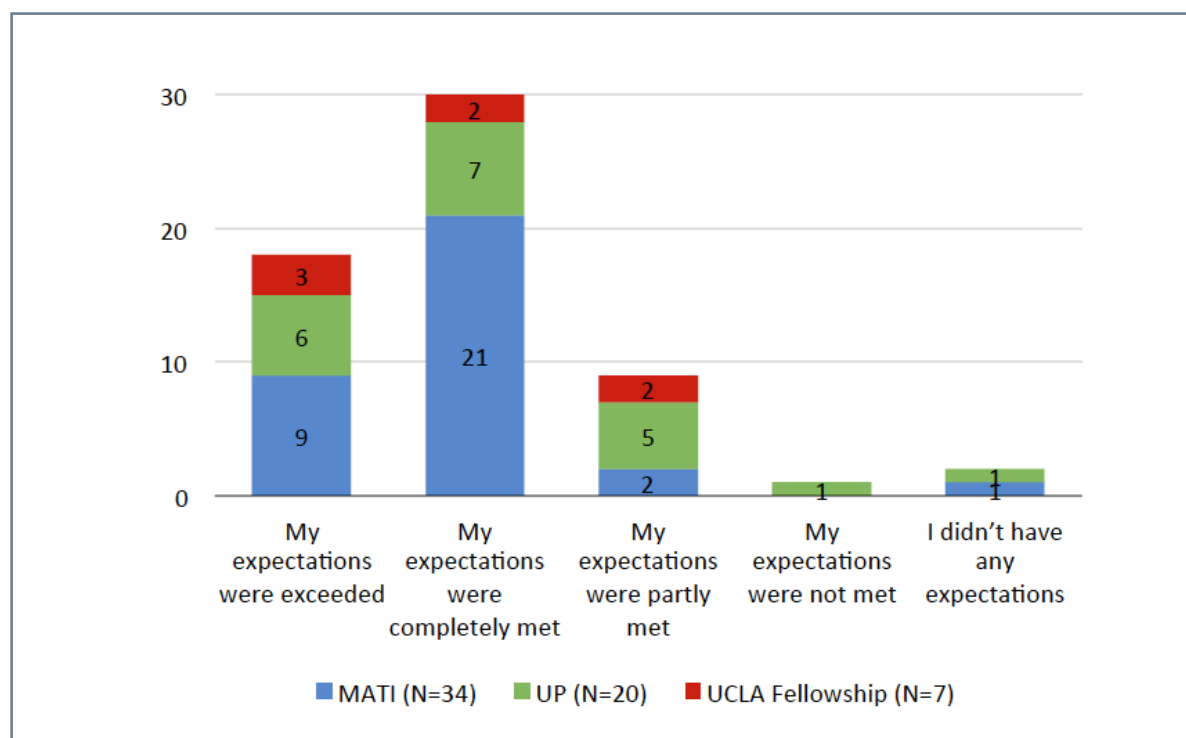
Figure 1), with the most frequently selected option being “learning things that would assist me to undertake interventions that support gender equality, HIV and AIDS, and human rights”, followed closely by the desire to “grow and develop their skills in these areas”. Far fewer participants were primarily interested in networking and meeting others from around the continent, although this was a key opportunity in the course. Only a couple of respondents were hoping for job changes or greater employability as a result of the training.

Figure 1. Up to three provided responses selected to the question “Why did you want to go on the course?”



Overall, these expectations were well met (Figure 2). 18/61 (30%) of all respondents indicated that their expectations were exceeded, and 30 (49%) that their expectations were completely met. There were 12 participants (20%) whose expectations were not fully met, and detailed suggestions from these and other respondents are provided in the final section of this report on course design.

Figure 2. Respondents’ selections for the meeting of course expectations



The MATI course had the highest level of expectations achievement, with 91% of participants' expectations fully met or exceeded. Somewhat lower, 65% of UP participants were fully satisfied.

The small sample for UCLA does not allow for comparison though feedback was positive. One graduate from UCLA commenting on the extent that expectations had been met observed that,

“The fellowship provided me with a platform from which to begin a career in public interest law in South Africa”.

Feedback in the survey illustrates the ways in which expectations were met and exceeded:

I truly enjoyed the 12-hour work days for 13 days. The sessions were stimulating, educational, and pushed one to think deeper about gender issues. Networking with fellow peers from the African continent was so good for learning about how gender manifests in different cultural contexts. The location which was the University of Cape Town was great. To this day, 3 years later I would say this was one the longest and best capacity building course I have ever attended. I enjoyed it so much that in my new capacity as the HIV programme officer I lobbied for training of programme partners for our Men Engage work in the programme as well as sourcing funding for their participation.⁶

Respondents emphasise that they appreciate the training, mentorship, networking and specific support that is provided.

4.1.2 Organisations' support and endorsement

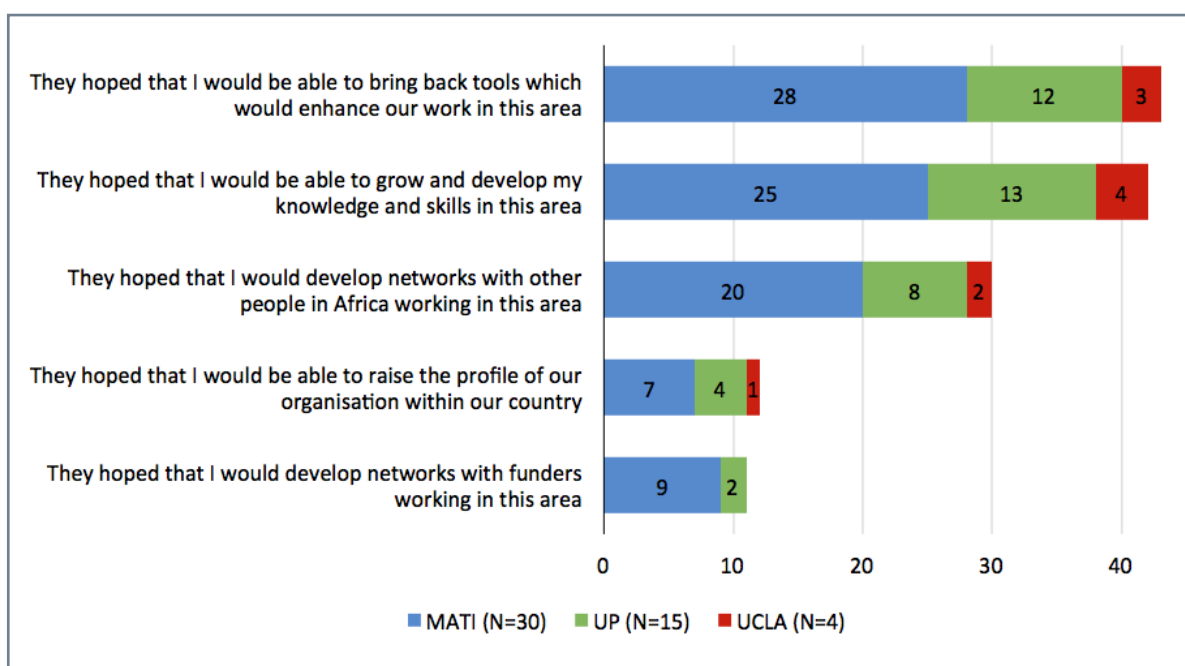
The great majority of respondents from all courses indicated that their organisation supported them in attending the course:

Course	Survey responses	Did your organisation support your course attendance?		Not in an organisation
		YES	NO	
MATI	34	30	4	0
UP	21	16	4	1
UCLA	7	4	0	3

The most common reasons for support were that the organisation hoped the respondent would bring back useful tools and that they would grow and develop their knowledge and skills (Figure 3).

⁶ Unless otherwise attributed, all quotations are drawn from the Training Survey, colour coded for MATI in blue, UP in green and UCLA in red.

Figure 3: Views on why the organisation supported participants attending the course, up to three responses selected.



The following results, elaborated in the rest of this report, highlight the extent to which these expectations were met:

- Development of skills for advocacy, leadership, community mobilisation and practical strategies for working with men and boys were scored an overall average of more than 4 / 5 (where 1 = not developed at all, and 5 = completely) (Figure 4).
- Networks across Africa were somewhat enhanced, with 39% of respondents stating that they had engaged with fellow participants since the course and 23% having collaborated in campaigns or advocacy (Figure 6).
- Respondents who had undertaken at least one of a set actions (community education, community mobilisation, policy discourse, advocacy and/or publication – Figure 8): **MATI 65%**; **UCLA 86%** and **UP 48%**.

Some examples of strong organisation support include:

The organisation has made me a master trainer.

The company actually sent me to be groomed to assist the organisation with gender programs.

4.2 IMMEDIATE OUTCOMES

The immediate outcomes of the courses were integrated and personal, differing for each individual. For many the course had far-reaching impact into different aspects of their professional and personal lives:

“Attending the MATI course made a huge impact to my life as a gender worker and activist. I learnt a lot and am already applying what

I learnt in my work. I recommend this course to any one working towards gender equality and advocacy from all spheres. (Participant blog)

Substantial impact has been achieved where broad concepts of gender equality have not previously been explored in a country or society:

“to engage men and promote gender equality was entirely new in Sierra Leone” (Key respondent interview).

4.2.1 Knowledge and skills areas enhanced

I gained knowledge and skills, which helped me a lot in my job.

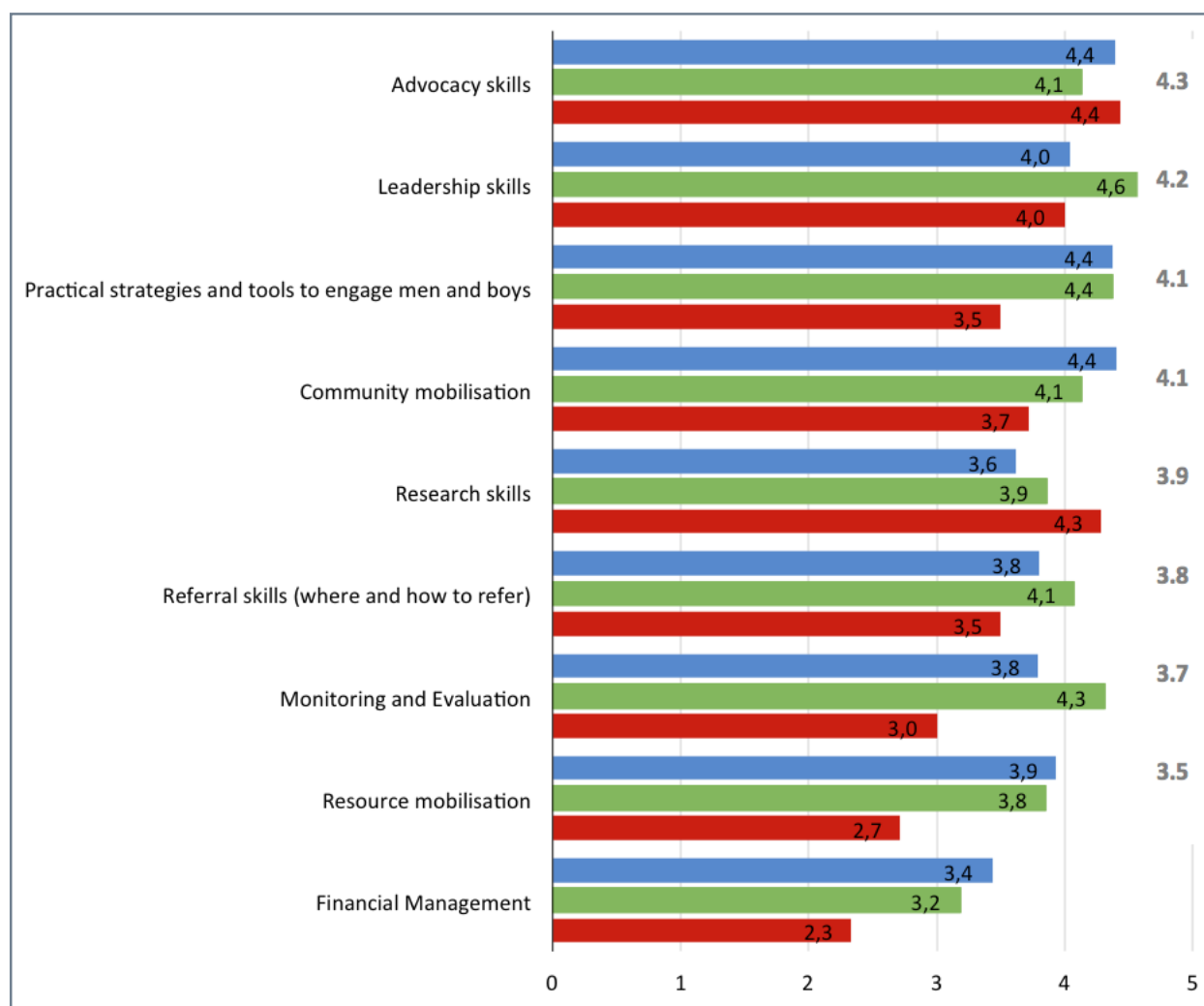
Respondents in the survey were asked whether they thought that their competence was developed in the course (Figure 4). The greatest gains were achieved in advocacy (especially MATI and UCLA), leadership (especially UP), practical strategies for engaging men and boys (both MATI and UP), and community mobilisation (especially MATI). UCLA Fellows in particular also felt that their research skills had developed. The least developed skills, although nevertheless enhanced to some extent, were financial management, resource mobilisation and M&E (except for UP where this was high).

I have learnt to appreciate the significance of minority rights and increased knowledge on feminism.

I am currently working on a research intervention for women experiencing gender-based violence.

The knowledge acquired has improved my knowledge and skills personally and my organisation is now able to handle some of the topics regarding gender, human rights and GBV.

Figure 4. Views on competence developed, where 1 is not at all and 5 is completely (also showing overall average scores on right)



Participants across all 3 programmes felt that the course that they attended made a significant contribution to the development of their skills, especially in the areas of advocacy and leadership skills. Respondents also placed high value in the extent to which they had developed practical strategies and tools to engage men and boys and to undertake community mobilisation. The following comments provide further description of the kinds of skills participants felt they have developed and the value of these competencies.

Community education, mobilisation and advocacy

It empowered me on Women's Health and LGBTI issues. I had previously felt the issues were not for me, as my knowledge was very limited. I have grown as an activist. My convictions around oppression, human rights and African liberation have been shaped. I can better articulate the work around gender equality and equity. Overall, I'm a better human being. (Botswana)

For many respondents the increases in competence were substantial, and were practical and applicable in their work and lives. These are elaborated below in the section on action taken.

Leadership

Several participants suggested that they had gained confidence as a result of the knowledge that they had gained, and indicated that it enabled them to move into stronger community and organisational leadership roles. Participants specifically indicated that they have developed the capacity to address gender related issues:

Challenging my value system as a man was the biggest achievement. It all started when my values changed, and I was able to look at myself differently. That's when I got the guts to challenge myself and those around me including my community.

I was able to fully understand what intersectionality really entails and appreciated the harsh realities that sexual minorities deal with daily, enough to be able to speak out on it and protect their dignity where possible.

The course opened my eyes to day-to-day gender based inequality existing in my community. It has made me more aware and better able to stand up for my rights and others as a woman in leadership.

I acquired more knowledge and a broad understanding around gender issues its impact on women and men health. I can now be more confident when talking about these issues

Practical strategies and tools for engaging men and boys

I have learned about engaging men and them being in the forefront in addressing issues of GBV in relation to women.

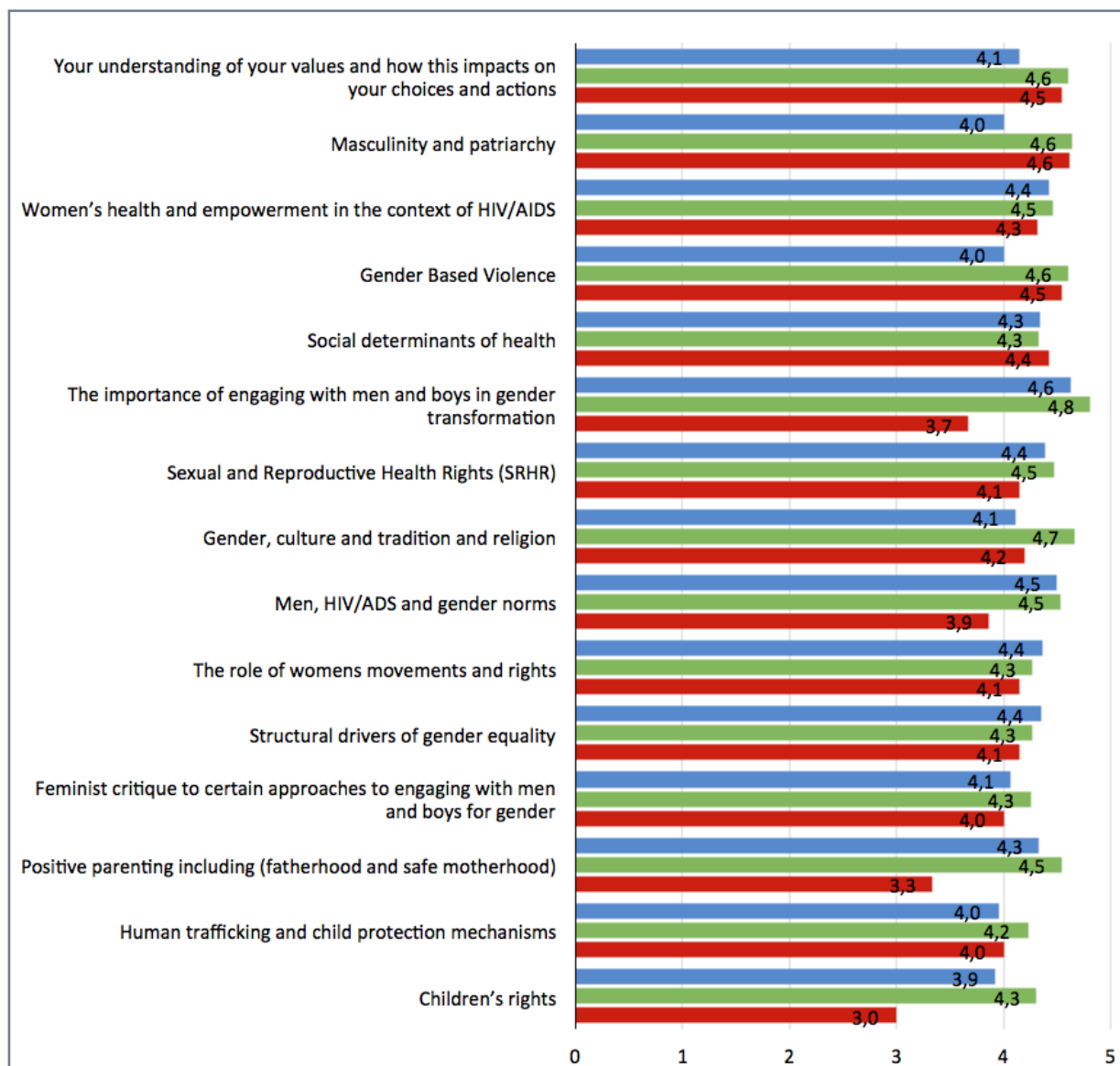
Research

With the masters degree I have in women's law, I am now able to take the lead on any research in the area of gender and human rights. I am an instructor at the Police College on gender issues. I am contacted by the Police Women's Network on gender issues. I am a known expert of gender among males in the police.

4.2.2 Developing attitudes, beliefs and assumptions

Profound shifts in attitudes, beliefs and assumptions were recounted as outcomes of the training, as a foundation to transformation and to being able to effectively apply new skills and competencies. Although shifts in beliefs and assumptions were experienced across a wide range of thematic areas, the highest average scores were given for shifts in personal values, choices and actions and in attitudes to masculinity and patriarchy (Figure 5). The least shift in attitudes and understanding was reflected in the area of children's rights. There are slight differences in the emphasis between the courses, as highlighted in the data table below Figure 5.

Figure 5: Did you feel that, through participating in the course, you changed your attitude and understanding in the areas listed, where 1 is not at all and 5 is completely (ordered from highest overall average to lowest)?



The top three areas for attitude shift per course, as reflected in the graph, are as follows:





For example:

The MATI 2016 course had an immediate impact on my personal life and gave me a starting point in my efforts to shrug off prejudices emanating from gender-insensitive cultural practices. In particular was the One Man Can initiative that to me appeared like a Damascus moment. Had the facilitators made an altar call after the course, I certainly would have been one of the converts. (Participant written feedback)

I am much more gender aware in my work, not as a matter of ticking the boxes. It has become second nature to think of gender and its consequences. I decided to do a Post Graduate Diploma on Gender Studies with the University of the Free State

Examples of participants' shifts in attitudes and world view:

Knowledge, understanding and awareness

My perception of LGBT community and issues has dramatically changed.

I just understood more about the LGBTI community.

I learnt about the important role of women in creating gender awareness and equality in communities, the role of women in empowering young men to change their attitudes, and the depth of human trafficking in the country.

I now have a detailed and in-depth understanding of gender and masculinities as cross-cutting issues.

Am more aware of the challenges my girls [adolescent support NGO] may face as they grow up and am putting in place support mechanisms to enable them to achieve their dreams.

We are considering in the possibilities of engaging with men and boys who are equally survivors, but are cocooned in a cotton wool world of silence due to traditional beliefs. Men don't cry or they will be a laughing stock.

Basic assumptions and core beliefs

Personally speaking I was very judgemental towards LGBTI people and their behaviour but I have noticed that they are just lovely people and very respectful towards others. I am willing to empower them also.

Yes, I used to be homophobic ... until I learned that we are all human beings, using the human rights approach. I am now friends with one colleague whom I met at the course and he even invited me to attend a workshop speaking to LGBTI.

I have become a better feminist who believes that men should be involved in challenging gender equality.

I understood gender equality, and the words they use, and also gained an understanding that the LGBT group are human beings, and an understanding of where they are coming from and their background.

It made me more aware of how as a woman I reinforce patriarchal attitudes.

The course gave me a re-evaluation of my belief system and my values.

It has made me change my attitude toward everything that challenged me in life.

The subjects I did helped shape my perspective on race and gender.

Behaviour change

The shift in attitudes, beliefs and assumptions changed the way many respondents described their work lives, as well as producing personal changes in the behaviour of some

I have been able to challenge my culture and how it defines the role of a man. I have also been able to resist the cultural pressure that force men to be less involved in parenting, domestic work. I feel I am better man even in the way I look at women in general.

Women confirmed these shifts as illustrated by a statement of a course participant's wife who comments that, *"you are a different kind of man"*.

4.2.3 Changes to organisational practice

A range of examples of integration of learning from training into organisations and their projects and systems was given by survey respondents, such as:

My organisation has become more gender sensitive. We have introduced paternity leave days for all male workers. Most male workers are appreciating the day-to-day challenges female workers have to overcome to be better employees. Also, the percentage of female workers has increased from 23% to the current 45%.

Several mentioned how programmes have been extended to include the engagement of men and boys into work on gender equality and promotion of women's rights:

My organisation was focusing on women and girls while dealing with gender issues ignoring men and boys before I attend the course. After having shared with colleagues, men and boys became as important partner as women and girls in the struggle for gender equality.

Yes, I joined the organisation when male involvement issues were taken as “by the way” issues but now through continuous advocacy within the organisation, male involvement has become a central theme in new projects that are coming up.

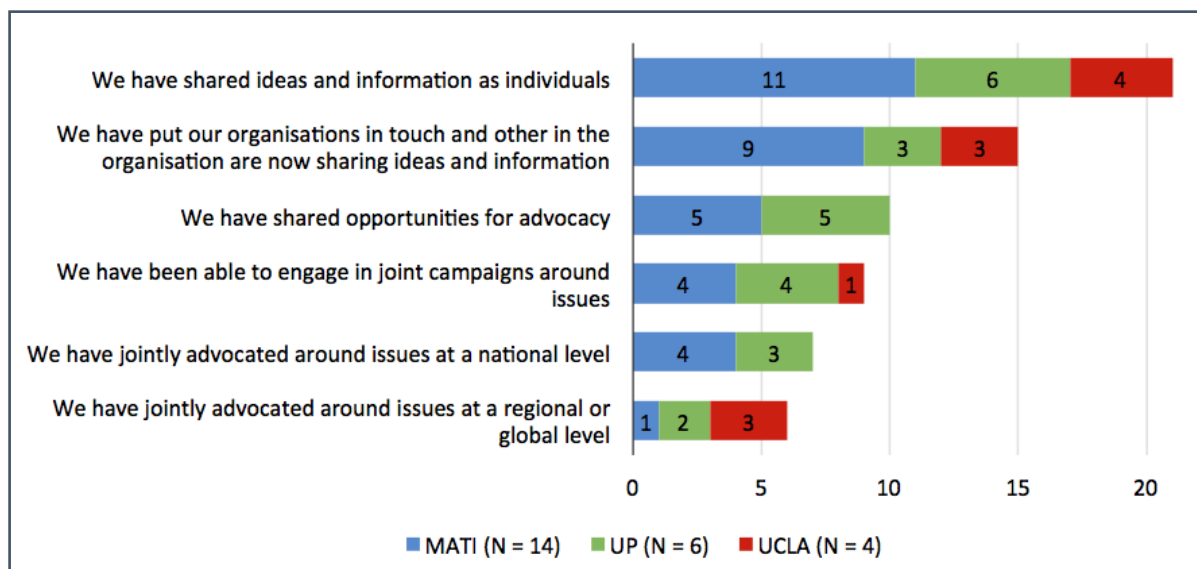
As a community-based worker I have realized that both partners are taking part in all community discussions concerning GBV issues.

The department is doing more work around men issues than before due to the understanding received from the course.

4.3 BUILDING RELATIONSHIPS AND NETWORKS

24 (39%) survey respondents indicated that they had engaged with fellow participants since the course, with 21 (34%) stating that they had shared ideas as individuals (Figure 6). In addition, 15 (25%) had supported broader networking by putting their respective organisations in touch with others. A total of 14 respondents⁷ (23%) had collaborated on campaigns or advocacy in at least one of the four ways listed.

Figure 6. How have worked with these new partners? (By training type)



Some examples included:

The work they do in this course is commendable and has strengthened the partnership with the Department [Social Development] and other stakeholders.

⁷ Drawn from data, not visible in graph

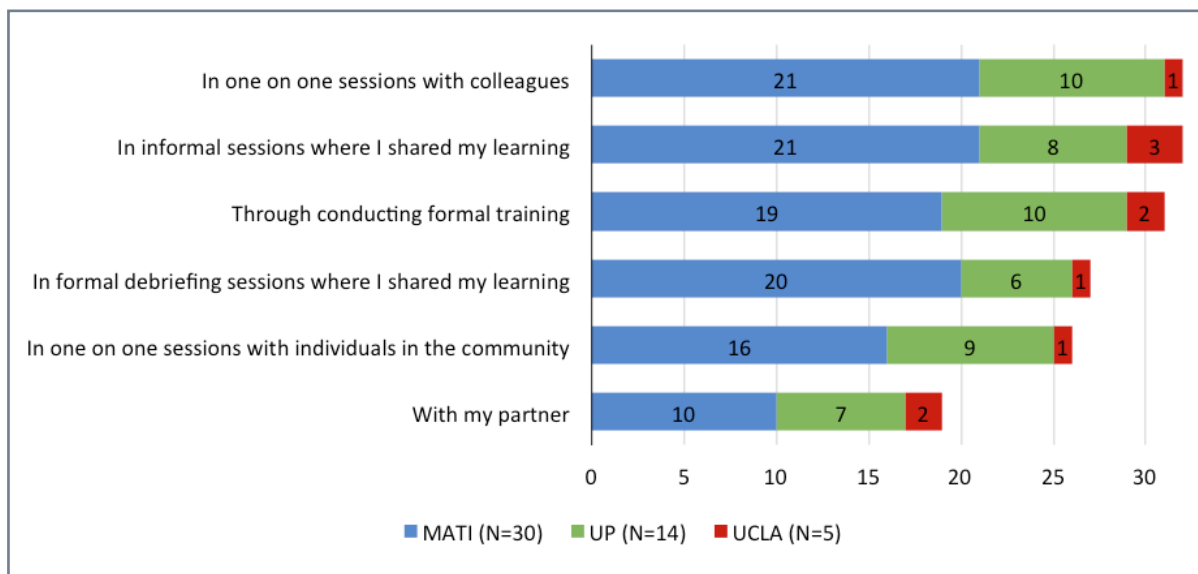


I met amazing people whom I consider as friends and points of reference. I am in constant contact with some colleagues and we are sharing different resources and ways of working, also as contacts that I may want to partner with in future. (Participant written feedback).

4.3.1 Taking learning forward by sharing information

51 respondents (84%) in the survey indicated that they had shared their learning in some way since going on the training, most frequently through one-on-one sessions with colleagues and informal feedback (Figure 7). 31 respondents (51%) indicated that they had conducted formal training, and 27 (44%) conducted formal debriefing sessions.

Figure 7: How did you share your learning after the course?



Some examples of sharing of information include:

Informal sharing

I am more aware of the important role of a father in a child's life and am encouraging all around me to ensure that children socialise with their fathers.

Organisational debriefing

It has helped me to facilitate what I have learnt to my colleague and the MenEngage network members.

Formal training

I always consider integrating gender in our planning and recruitment, and I also lecture on the topic of gender.

I have facilitated several workshops on gender-based violence both within and outside our institution, the police.

I have engaged in training of religious and cultural leaders through the Male Engagement Campaign.

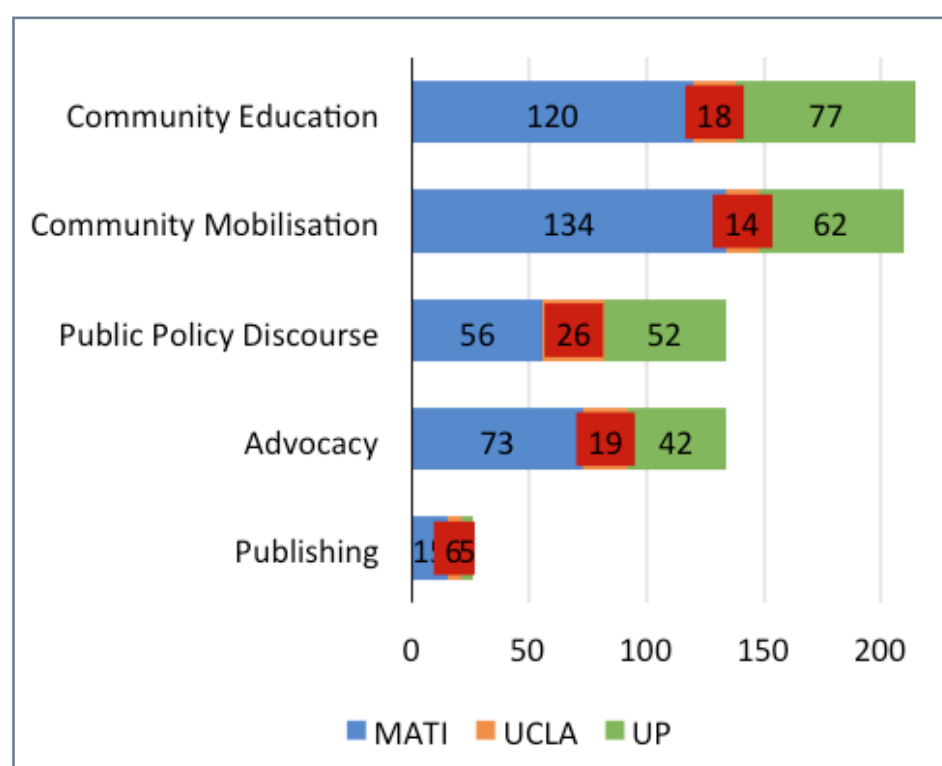
4.4 TAKING ACTION – OVERVIEW OF WHAT PEOPLE HAVE DONE SINCE TRAINING

The richness and detail of responses in the survey strongly suggest that these courses are sometimes indeed transformative. At the least, the courses are supportive of those already involved in some form of gender work and contribute to strong organisations, communication and advocacy. In addition to these changes, multiple and layered actions were described by participants, from subtle personal changes in practice to campaigns, programmes and interventions:

The course has turned around my perspective of working with women. I shared with my colleagues, and I have already got an opportunity to share my knowledge with two organisations at home through conducting technical reviews of their health campaign proposals, sharing my knowledge from the session of designing SMART objectives (SET HER FREE on victims of sexual violations and Reproductive Health Uganda on challenges facing sex workers living with HIV). We are now having discussions with various organisations on how to celebrate the International Men's day on November 2016. Currently, am putting together a policy advocacy brief to my organisation for a review of our human resource policy to include more paternal leave. The course, gave me so many new ways of doing work and I am currently overwhelmed by the number of tasks I need to accomplish to integrate gender and working with men and boys in all our programs. Personally, I have been helped to redefine my relations with my wife. (Participant blog)

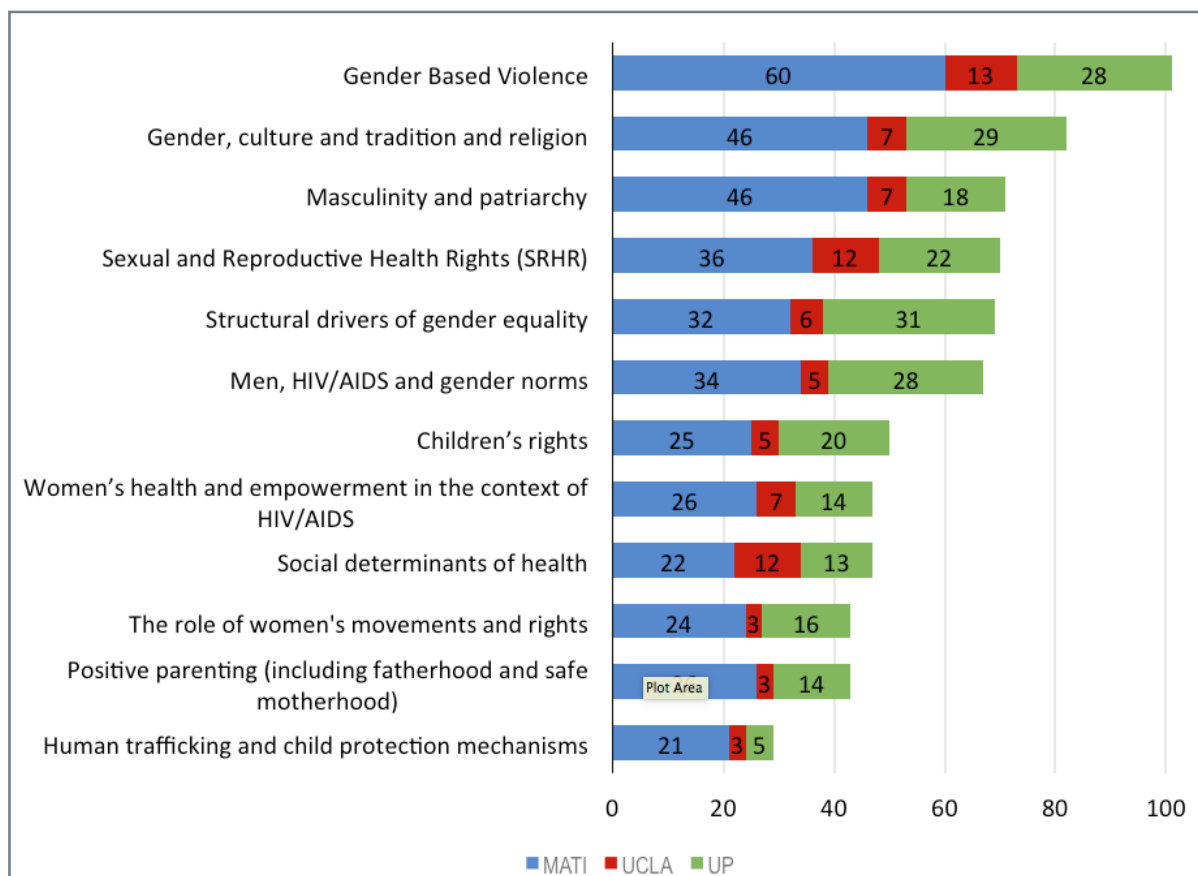
Figure 8. Responses to the range of questions about what participants have done since the course

Within the complex and integrated context described in the above quote, survey results provide a ranking of where participants had invested their efforts (Figure 8). Community education and mobilisation were reported to be the greatest areas of investment for MATI and UP participants, while policy discourse became a major intervention for UCLA fellows. Very few participants have interest, skill or opportunity to publish, interestingly even among the academic focus of UCLA fellows.



Participants were also asked to score the thematic areas within which they focused most of their efforts (Figure 9). There was an overall strong focus across all participants on gender-based violence. Thereafter there was substantial variation between the courses, ranging from interests in health, patriarchy and social drivers of inequality. The only theme which was consistently low across all courses was an interest in human trafficking and child protection.

Figure 9. Themes on which interventions are focused



The graph illustrates that the top three areas for action and intervention per course:



4.4.1 Taking learning forward through community education and mobilisation

A total of 37 survey respondents (61%) indicated that they had undertaken community mobilisation activities after they had undergone the training with Sonke. The wordcloud below (Figure 10) shows the varied sections of society in which participants are active, both within and between courses, clearly illustrating the diverse contexts of course participants. The results show that many MATI participants return to communities, work closely with religious and traditional leaders, or focus on youth, while a wide range of participants work with several specific key populations. The UP respondents included a particularly significant group of people working with refugees, and a greater emphasis on LGBTI work. The theme of engaging religious leaders is also important among UP participants. UCLA fellows reported varied work, seemingly dependent on the professional placement and interest of each scholar:

Figure 10. Types of people mobilised after training by MATI, UP and UCLA respondents, where the larger the word, the more often it was mentioned.



Examples of community education or mobilisation included:

The courses enabled me to gain an understanding of human rights and responsibility: people need to understand that yes they have rights and they also need to be responsible. We have been able to have round tables and had discussions.

A community discussion in how to engage men and boys in ending child marriage.

I have done training and led community discussions.

Workshops, community screenings and sensitisation tours around 6 provinces of 10 and 8 districts. (Zambia)

4.4.2 Advocacy

I am a transformed activist.

34 survey respondents (56%) indicated that they had engaged in some sort of advocacy activity since the course. Examples of advocacy were described by several respondents:

We have organized campaigns or join campaigns on these topics, radio shows, court monitoring and pickets outside courts. (DRC)

Young male undergraduates have been able to stand up for gender justice and stand against gender violence. (Nigeria)

Sex workers are more knowledgeable on rights and demanding their rights, and are lobbying and engaging policy makers for advocacy. (Zimbabwe)

Rwandan participants in MATI report state that are very inspired, motivated and capacitated by the course:

I have learnt that advocacy is not as difficult as I was thinking and now I can advocate for change in my community using existing structures. We have started engaging media and working with people living with HIV/AIDS and being active in sector working groups with government institution. We are now active in engaging communities in Rwanda to engage men and boys in sexual and reproductive health Right. We advocate to government that human traffic put in place prevention mechanism in Rwanda. We promote positive parenting among parents, schools and community.

A frequently mentioned advocacy space was in Christian churches, both for support and advocacy around GBV and in promotion of gender equality:

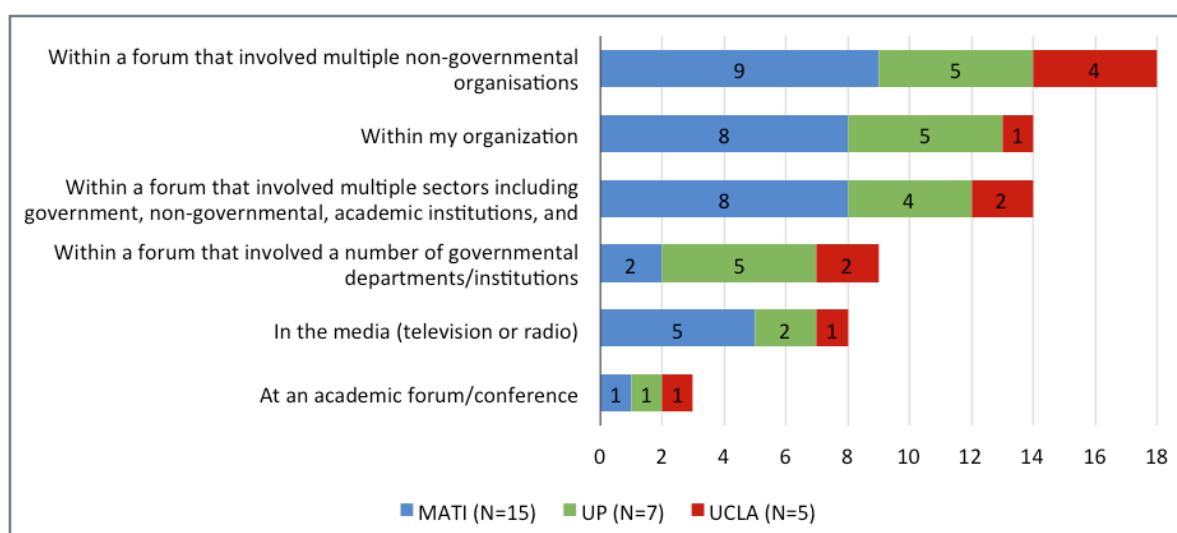
I used the skills gained to train our partners and beneficiaries in SGBV, and now church and community leaders have started speaking out for the voiceless. ... The work has a big impact, because the churches' doors were open to support survivors or sexual violence. (Rwanda)

I have convinced some men to accept gender equality issues. I have carried over the gender agenda even at the church. I am very passionate about church and gender. (Malawi)

4.4.3 Public policy influence

27 respondents in the survey (44%) indicated that they had been involved in some level of public policy dialogue, predominantly with NGO forums, and also in discussion within their organisations and in multi-stakeholder forums (Figure 11).

Figure 11: Where have you engaged in these public policy discussions?



Descriptions of advocacy work included:

Gender-based violence and gender equality

Through some of the lessons we learned from Sonke and Men Engaged, we created dialogue with members of our parliament on issues of marital rape. (Botswana) (Key respondent interview)

“We did advocacy about women participation in public decision making with local leaders. (DRC)

Youth and education

Including gender and equality topics in school curriculum and the law on youth access to sexual and reproductive health and rights. (Burundi)

We have joined together as CSO's working on SRHR to advocate that Comprehensive Sexuality Education should be taught to young people. (Kenya)

LGBTI rights

Working around having improved access to SRH information and services among sexual minorities; reducing victimisation of sexual violence victims by police; challenge the right to health and HIV/AIDS services for sexual minorities. (Uganda)

Health rights and access

We have compiled statistics of how many people are living with HIV in Manicaland province vis-a-vis the number of diagnostic machines and other HIV services. We have also analysed the amount of user fees that PLHIV are charged at health institutions. We have drafted a petition and marched to present it to the resident minister. (Zimbabwe)

We are working with an institution to review its health policy to increase access to comprehensive sexual reproductive health services to the students. (Kenya)

Challenging the service provision for survivors of GBV to eradicate secondary trauma and ensure the survivor friendly environment at service centres. (Zimbabwe)

Legal reform

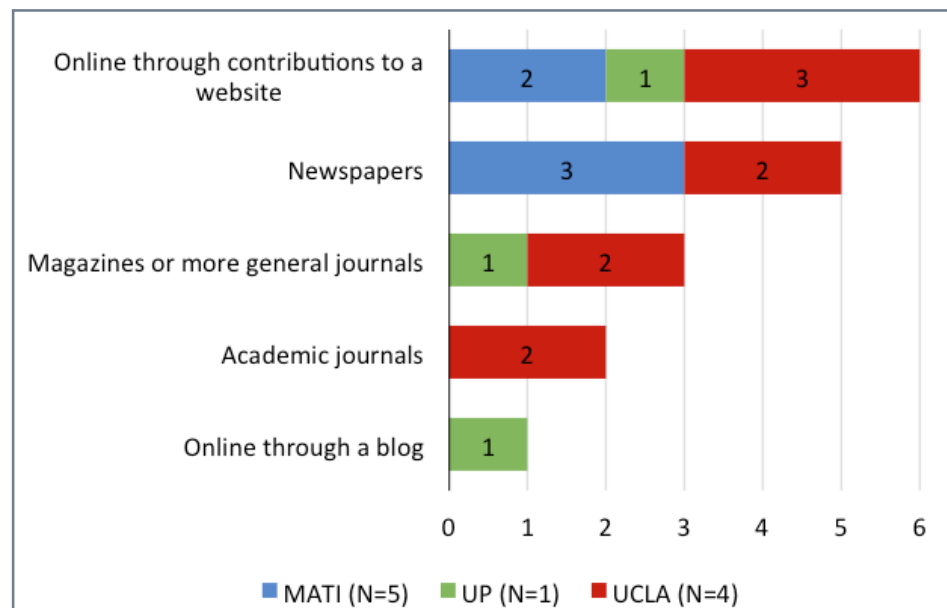
Lobbying for law reform, research, development of awareness-raising materials, development of technical documents. (South Africa)

Drafting submissions, lodging complaints, monitoring and evaluation work, research, writing and community engagements. (South Africa)

4.4.4 Taking learning forward through writing and publishing

11 different respondents (18%) indicated that they had published after completing the survey, most frequently through contributions to a website or in newspapers (Figure 12)

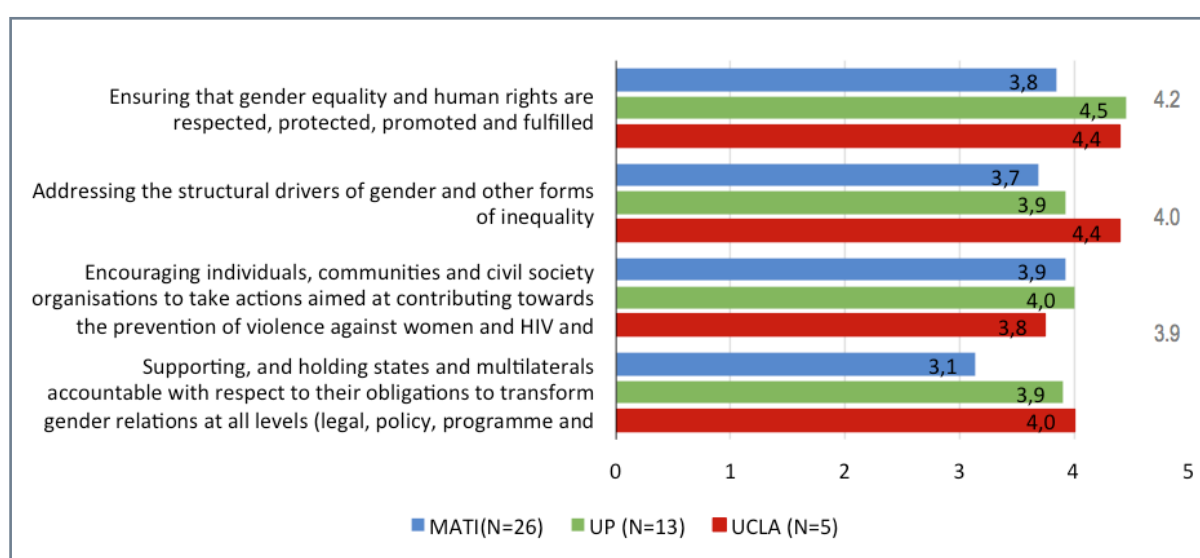
Figure 12: Responses to the question “Where have you published?”



4.5 IMPACT OF THE CHANGES THAT PARTICIPANTS HAVE MADE

The contribution of the work of participants to any shifts in social drivers, gender equality or patriarchy is difficult to determine. Equally, the social changes may be subtle, incremental and invisible, and effective outcome and impact can easily be missed. In an attempt to gauge this subjectively, course participants were asked, in the survey, to reflect on the impact of their work. Participants were asked about the extent to which they felt that their activities, as a result of the course, had contributed to results. Respondents felt most confident about their ability to respect, protect, promote and fulfil gender equality and human rights, and least confident about holding states and multilaterals to account (Figure 13).

Figure 13: To what extent do you feel that the activities that you have undertaken as a result of the course have contributed to the achievement of the following results, where 5 is an enormous amount and 1 is not at all? (Average scores noted on right)

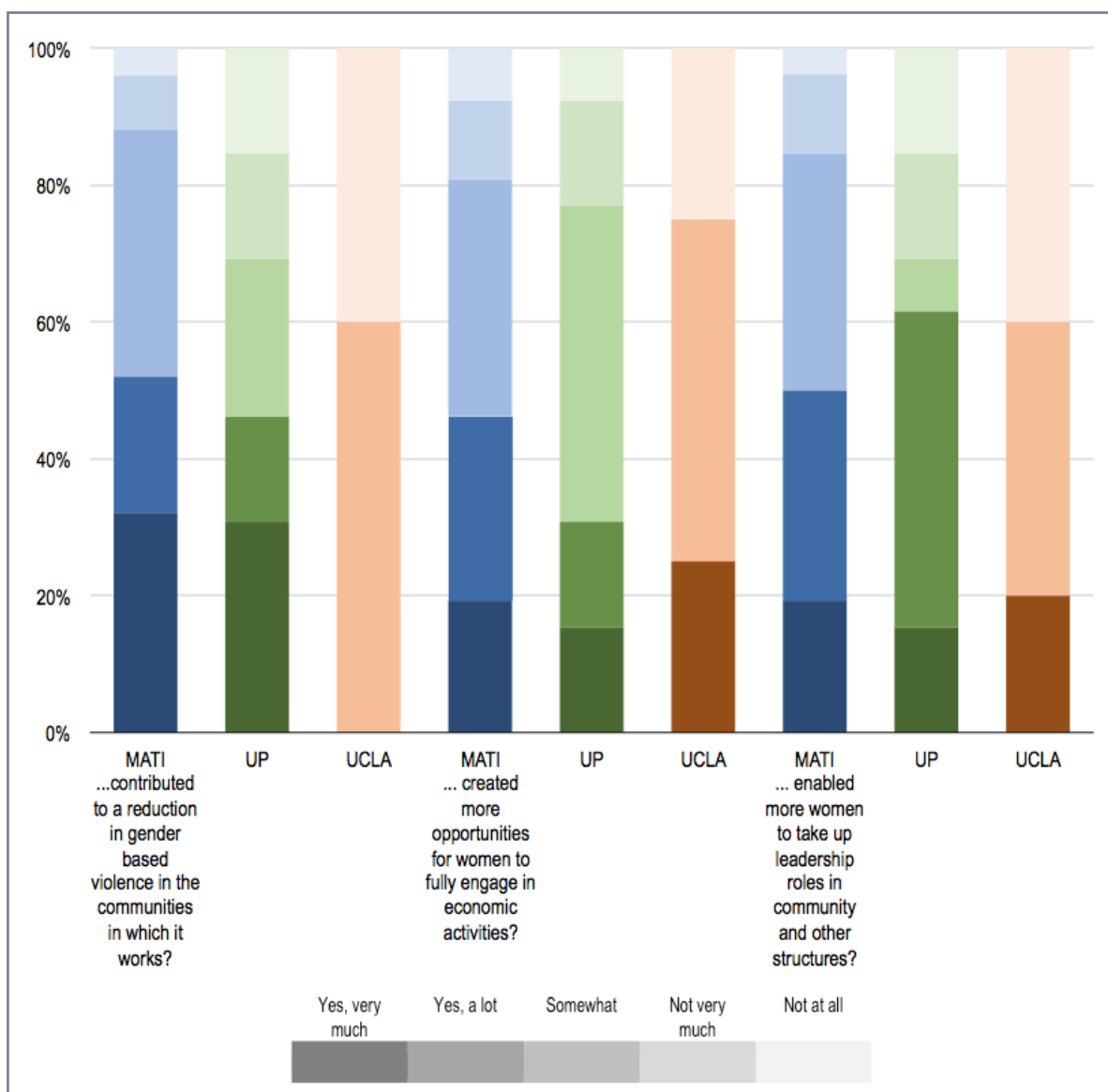


Participants felt that their impact had been greatest around promoting gender rights (especially MATI and UCLA). MATI participants also felt that substantial impact had also been made on structural drivers within their contexts. UP participants felt that encouraging individuals and organisations to take action had been valuable outcomes for them. While holding states accountable was considered the area of least impact, UCLA and MATI respondents nevertheless felt that some progress had been made

4.5.1 Enhancing women's rights and gender equality

Through responding to probing questions on gender, survey respondents reflected on the extent to which the work that they have done has contributed to three key areas of gender equality: reduction in gender-based violence; enhanced economic participation by women; and women's leadership (Figure 14).

Figure 14: Contribution to key areas of gender equality



MATI and UP respondents were generally highly positive, with around 80% stating that all three conditions had shifted 'somewhat' in their communities. Overall the expansion of women in leadership roles seems to have been the clearest impact, with almost 60% of respondents across courses replying with "very much" / "a lot". Except for UCLA Fellows who rated this highly, access to economic activities is lowest, with between 32% (UP) and 46% (MAT) seeing raised economic access.

A prevailing theme for many participants is that women's rights were enhanced thanks to or permitted through the support of their husbands, although this is nevertheless a major increase in rights and access for many:

Where we walked women are now feeling safer, taking up leadership roles and engaged in economic activities, because they are well supported by their husband. (Rwanda)

Now women receive support from their husband in their income generating activities, while before men misused by force all resources and income gained by their wife. Also, women are free to go outside their home, their province and even their country to do business. Men also supported their wives to participate in political area, to be elected as community leaders and women are feeling safe because the domestic violence, including physical and sexual violence tremendously reduced. (Burundi)

In one of the communities where we work, women have been economically empowered and are engaging in livelihood projects with the support of their husbands. (Uganda)

Further illustrations of the outcomes of participants' work include:

Reduction in gender-based violence

Lesbian, bisexual and queer women are more vocal in creating safe spaces for themselves as well as reporting threats of violence. (Kenya)

Economic activity

Although not rated as the strongest area of success, enhanced economic access was mentioned by several respondents:

The most significant changes include sex workers embarking on economic strengthening. (Zimbabwe)

Women engaging in economic activity - the most significant change has been seeing women taking control over the means of production. (Lesotho)

“Most women with disabilities taking leadership roles and engaging in economic activities like selling charcoal or small-scale farming.” (Zambia)

Economic emancipation of women living with HIV” (Zimbabwe)

Women in leadership

Women are taking up leadership roles, accepting responsibilities and being empowered. (Malawi)

The most significant change is Women being able to speak up about their rights. (Malawi)

More female social service practitioners are taking leadership roles in engaging with men issues whereas previously they were a bit reluctant and uncertain about it. (South Africa)

4.5.2 Addressing social drivers through justice

Course participants have worked with justice from advocacy for legal reform, through to consistent application of the law to uphold rights.

One significant change includes:

The change in the law on child marriages where the age was raised to 18 years. (Zimbabwe).

Advocacy on law reform, focusing on specific obstructions to rights through the law, has been important work for some:

Police advocacy on the revision of harmful gender articles on Penal Code that violates women SRHR. Letters to the President of Mozambique and President of our Parliament.

Popularizing some recently enacted laws on gender in Malawi

Individual and specific case-based advocacy has also been undertaken:

We are working with a case where a security guard raped a 2-year old and the child passed on and right now we are going to court and attending to the matter.

As law students, UCLA fellows are directly involved in legal reform and the application of the law in their various contexts. Pollsmoor Remand and silicosis cases provide a good example of the kind of impact that the fellowship can have⁸ (see box).

Late last year, a superior court in Cape Town ordered improvements to intolerable living conditions at Pollsmoor Remand Detention Facility, where pre-trial detainees suffer from overcrowding, assaults by correctional staff, lack of exercise, malnutrition and rampant vermin infestation.

It was a breakthrough victory for the plaintiff in the case, Sonke Gender Justice, and for the several Sonke staffers who graduated from the yearlong LL.M. program at UCLA Law. "Before this, there was no legal precedent on the continent as to the legal obligations of the states with regard to prison overcrowding," says Ariane Nevin LL.M. '15. "So, it's a big landmark."

Thabang Pooe LL.M '16 engaged in advocacy for dozens of gold miners who have an incurable lung disease called silicosis and are involved in a class action against 32 companies. Sonke is helping in the case, the biggest of its kind ever in South Africa, which seeks compensation for workers' health care costs and lost wages related to the illness.

Pooe says the UCLA Law-Sonke Fellowship helped her become a more innovative advocate, and classes in the school's Critical Race Studies program gave her a deeper understanding of the challenges of social justice work. "The exposure to Critical Race Studies has given me the ability to name and explain the genesis of some of the injustices that continue to haunt South Africa," she says.

⁸<http://law.ucla.edu/news-and-events/in-the-news/2017/03/llm-graduates-spread-justice-in-south-africa/>

The course impacts each individual uniquely. Their own interests, opportunities and contexts determine how their insights are applied:

“There was a black psychologist in the group who has gone on to become a name in thinking about masculinity in an African context. He has done interesting work around circumcision in the Eastern Cape⁹ (South Africa) working with initiates who have had botched circumcisions. They enter a twilight world of not good enough masculinity, a partly damaged penis and an incomplete ritual. This was a visceral example of the requirements of masculinity, which can be literally life threatening.” (Facilitation team interview)

“Another striking moment was when a young black gay film maker made a documentary, which we have since screened it in every subsequent course. He talks to some of the heavy weights in LGBTI rights.” (Facilitation team interview)

4.6 SEED GRANTS

Very few of the survey respondents had received grants, reflective of the small proportion of course participants who received funding. Of survey respondents who had received the grant, most were satisfied with impact, sustainability and efficiency:

	Very much	Somewhat	Little or not
Has the work you have done with this grant had an impact on gender equality and human rights more broadly?	6	2	
Will this (or has this if grant work is completed) work be sustained post the grant?	6		2
How efficiently was the grant disbursement and administration handled?	7	1	

⁹Mthetho Tshemese. Becoming men or dying in killing fields? Sunday Independent | 30 March 2014 <http://www.iol.co.za/sundayindependent/becoming-men-or-dying-in-killing-fields-1668240>



Success factors and opportunities

5.1 TRAINING DESIGN AND PROCESSES

The training evaluations asked detailed and specific questions on each session facilitator and experience, the results of which are largely extremely positive. This report will therefore not duplicate these intensive learning documents, and provides the reflections of participants given in the current survey, capturing their lasting impressions and broad comments on their training experiences.

The strengths of the courses include:

use of media • **'both male and female' participants** • **variety of topics** • **extensive and diverse content** • **knowledgeable facilitators** • **innovative** • **technical support** • **diversity of the participants from across Africa** • **time management** • **interactive** • **practical**

The team spends a great deal of time and thought on course design, trying to marry theory and practice using presentations followed by debate and discussion. Theory, a legal or rights framework, or research was generally presented to open each session, followed by participants talking about their related work in this field. This combination has been particularly effective.

Diversity

Both presenters and participants were selected to be representative and diverse across nationality, sexual orientation and gender identity, race, working background (CBOs, NGOs, FBOs, Government), levels of seniority, and field / office-base. The facilitation team considers diversity to be a critical quality of the course, providing a texture that invariably leads to diverse viewpoints and compelling discussion (see box).

Not everyone was 'woke'. People doing gender work who would understand inter-sectionality and power, look at patriarchy as a challenge, affecting anyone gender non-conformist or with diverse sexual orientation. Other people come from backgrounds where this is out of their experience.

You can have a course that preaches to the converted, and people can get caught up with like-minded people. For us, the fact that there are people in the room that better reflect the world out there can be a bit shocking. This struggle in the training should reflect what is out there in their world.

There are participants who are openly gay or lesbian who have pushed the boundaries (although there is no specific selection or identification for SOGI), and some participants might not have met this kind of openness. Although LGBTI was never a core focus, we always argue that gender norms oppress sexual and gender minorities.

Facilitation team interview

Innovative training design and methodologies

I believe Sonke Gender Justice has mastered the issues relating to equal rights and uses an innovative and engaging methodology to address community issues.

Methodologies of learning used were perfect.

Video evidence showing the burden of suffering for women due to male dominance.

The presentation that showed the impact of gender based violence on the economy by costing GBV, was particularly useful.

This course is a new approach showing that women and men are no longer competitors opposing one another, but rather partners.

Experiential and participatory

Experiential work and participatory methodologies were major course features, some of which could become very personal.

“One of the core stories [in a documentary used in all UP courses] is about a middle-aged African woman who comes out to her children as a lesbian, how she talks about her sexuality with her kids and their different reactions. There is so much in that story – a narrative about who a black lesbian is – an ordinary person, a mother, married. It provides a conversation point, and is upsetting for some people. It stimulates a rich discussion.” (Facilitation team interview)

I truly enjoyed the 12-hour workdays for 13 days. The sessions were stimulating, educational, and pushed one to think deeper about gender issues. Networking with fellow peers from the African continent was so good for learning about how gender manifests in different cultural contexts. The location which was the University of Cape Town was great. To this day, 3 years later, I would say this was one the longest and best capacity building course I have ever attended. I enjoyed it so much that in my new capacity as the HIV programme officer I lobbied for training of programme partners for our Men Engage work in the programme as well as sourcing funding for their participation.

The way it engaged my emotions and personal biases on issues concerning LGBT.

The participants were able to share their experiences with helped one learn different tactics.

We were able to enjoy gender exercises that enacted different types of gender norms and masculinities for discussion. Men were able to depict behaviours of women, and women of men, which showed the fluidity and ever-changing concept of gender. (Participant blog)

The activity of listing what men versus women do to avoid sexual assault on a daily basis was VERY powerful. This activity should be done across high schools, universities, and workplaces.

There was one session in a UP course where experiential work on gender-based violence and rape was found to be too intense, and was expected to be moderated for future courses: *"You never know people's triggers ... the ordinariness of sexual violence is too upsetting."* (Facilitation team interview)

Generally, though, course design and methodologies were considered to be superb, and participants were largely positive for the range of reasons outlined above.

Residential: Experiential beyond the confines of the course sessions

We were also afforded the chance to interact in social hangout spaces outside of the classroom, which included a lip-synching competition and a games night. It showed that although we are from different paths of life, we are still connected by the commonalities we share as human beings. (Participant blog)

Safe space

Participants highlighted the value of the safe spaces created through these courses and the level of inclusion and diversity created through the courses,

I appreciated the level of respect and openness from my colleagues in not judging ones' thoughts and opinions instead they allowed one to learn and were also available to continue discussion outside the classroom. (Participant blog)

There were though also examples of discomfort, which may have supported learning but jolted the safe spaces. Two survey respondents found this uncomfortable.

"The main challenge was multi-culture and diversity of people which sometimes brought conflicts among the participants".

Tensions developed upon discussing LGBTIQ issues, as most were intrigued to learn more about LGBTIQ, while some minds seemed opposed to the notion of alternative sexualities and gender expressions altogether. Although we did not reach consensus on ways in which to incorporate LGBTIQ issues into the broader struggle and importance thereof, the conversation was concluded with most people having posed their questions with the opportunity to mull over the responses given by facilitators and participants alike. (Participant blog)



Quality of facilitation

It was conducted by qualified individuals.

Realistic unpacking and elaboration on the essence of gender equality.

The choice of facilitators was exceptional - they presented topics clearly, used interactivity in sessions, knew their content well and were able to openly engage with participants and clarify questions. I appreciated that they were mostly available for further discussions during breaks. (Participant blog)

One important success factor [for UP at least] is the presence of one hosting facilitator as well as session presenters. This person maintains continuity, builds a relationship and holds debrief spaces for the group and individuals. *"I am the constant facilitator in the room. I am passionate about it. This is an intellectual journey, a journey about programmes and practices, and a personal journey. You are there as a gendered subject. You need one person to link the sessions between presentations and hold the golden thread. People come and want to talk to me and debrief during breaks if needed."* (Facilitation team interview)

Passion of the facilitation team

Raised as a key element by the facilitation team, enthusiasm and commitment to the issues was a major strength:

I feel Sonke had passionate people whom you would look at and get inspired to run away with the idea of engaging men. I was so much moved by the entire MATI team.

Practical

An important and widely noted quality was the practical and applicable nature of both MATI and UP courses:

The biggest strength is that it is a new form of thinking with many practical kinds of ideas and practices that impact on the community immediately.

They gave us ideas on how we can individually and collectively include them in our movements to also enable deconstruction of the stereotypes created by our patriarchal societies.

The fact that it had relevant readings and relied on those daily assignments made it very practical.

Gaining knowledge, particularly about practical advocacy initiatives.

It is practical. The facilitation is such that one can take some lessons to engage with communities at grassroots.

The courses taught were more practical than theoretical.

Culture is a construct of identity, yet is often used to restrict and disempower people based on the gender ideals they carry. How do we approach having to deconstruct (gender) identity in order to make people aware of the issues that are caused by rigid gender norms and sexism? This question was interrogated during the various presentations dealing with advocacy and aligning stakeholders to movement building. It was suggested that direct work in communities would be required to get an understanding of people's experiences, as well as sensitisation workshops that would educate victims and perpetrators of gender inequality and/or gender based violence. Such presentations gave us a method from which to approach the work we do in our own contexts and reach the outcomes needed for effective change in our communities.” (Participant blog)

The UCLA fellowship offers a very different learning opportunity:

The educational experience that you get at UCLA Law is invaluable. The way I'm taught here, the level of engagement from the lecturers, and the level of investment in me is something that I've never experienced at home I need that exposure to the brilliant minds here, people that have run amazing projects in different aspects of human rights, so that I can take it and be an effective lawyer back home.

The participants. When they shared their work, I realized how much work is being done within Africa to improve human rights and gender equality, despite the other issues that we have. I was proud to learn that these issues are not forgotten or taken for granted.

Knowledge sharing/transfer between lawyers from different countries or working in different contexts and deepening legal analytical skills.

The content of the subjects, the teachers are considerate and always willing to assist in formulating your ideas, lastly classmates from different countries with varied background shared experiences and made it better.

The public health course provided alternative intervention forms to strategic litigation.

The design of the UCLA Fellowship usefully combined academic achievement with practical and concrete contribution and experience: **The link with Sonke made the fellowship different from other scholarships in that it guided my learning in a way that made me know it would be practically relevant upon my return to South Africa.**



“

I truly enjoyed the 12-hour workdays for 13 days.

The sessions were stimulating, educational, and pushed one to think deeper about gender issues. Networking with fellow peers from the

African continent was so good for learning about how gender manifests in different cultural contexts. The location which was the University of Cape Town was great.

”

Participants suggestions

Around half of all respondents stated that there were no challenges or suggestions, stating that for example, *"None that I can think of the course was classic and on top"*. It is noted that participants had suggestions for ways to strengthen the design and processes related to the course. These are reflected here though in some cases they are the views of one participant and they do not necessarily reflect the views of the evaluation team. These include:

Recommendations on content:

More exposure to key populations literature and programs.

More reflection on positive parenting, positive discipline in general men care program.

There is need to strengthen the M&E aspect of the training by having more sessions on how impact of male engagement is measured especially on the qualitative side.

The course should have advocacy and research as specific course contents but I strengthened my skills in both these areas indirectly through other specific content.

I wanted more information of feminists' perspectives on gender.

Some practical suggestions included:

Field visits.

Shorten readings or simplify them for good digestion otherwise people won't cope with the volume.

We should have refresher courses probably after two years.

If we use the official language of different countries like Portuguese for example, those who are not English native speakers could participate much more by sharing their experiences.

To administer the course online.

Not all participants aligned with the position of facilitators:

The way the Biblical perspective were explained, were not true and it could discourage believers to attend the course. Next time please try to find facilitators who are not against the Bible and who can explain well the context and compare it with culture and religion in our days.

Here it is good to use participatory method and group discussion, instead of being monologue or teaching.

Two respondents mentioned logistics:

Keep up especially with training logistics but the rest is okay.

Logistics were not well organised.

The most frequently repeated concern raised was around course design timing:

Having balanced timing for sessions. Some sessions needed more time than others.

The period was short and sessions were too congested.

Time management vis-à-vis an intensive course.

Some presentations took a shorter time and did not have enough time for interaction amongst us participants and the presenter on a given topic. Content of certain courses should be allocated more time.

Getting a lot of information within a short period of time, was sometimes suffocating.

The two weeks were very squeezed, it should be given more time

5.2 MENTORSHIP

There were several examples of partnership and mentorship after training that have yielded excellent results.

I've attended trainings on media engagement and policy advocacy [in Swaziland]. This forum brought different organisations together. The Men Engage capacity building trainings also included governance and transparency issues. Sonke also assisted us in building our financial structures and thus we are a better recipient of grants. I have an informal mentee/ mentor relationship with Sonke. I can communicate with him on a professional and personal level. Access to resource mobilisation was a key area and he could advise on good sources to accessing financial resources. In addition, he could review proposals that we as an organisation put together. (Key respondent interview)

In another example, training in international law and politics in Sierra Leone was followed by participants taking reflections into a community context and rural organisations: *"We need to see it implemented. Laws were not understood by the majority of rural people. ... Partners then also did training in their own groups and community structures, passing on the same process."* (Key respondent interview)

With large numbers of training participants and limited resources, mentorship is not universally possible, and was noticeably missing for one respondent:

There was need to emphasize information exchange and networking after the training which didn't happen and its been difficult to link up with alumni.

It is interesting to note that where mentorship is not possible, networking and alumni motivation might have been more explicitly encouraged to compensate for this.

5.3 ORGANISATIONAL SUPPORT

This evaluation found that the organisations were strongly supportive of the training courses and the participation of their employees in these courses. It is the view of the evaluation that this factor may account for the extent to which participants were able to apply their learning so extensively after the training course was complete. This is seen as central to this efficacy of this model.

5.4 THE ROLE OF SONKE

Responses to the question: Did the fact that Sonke Gender Justice was involved contribute to the success of the course?

Responses to the question: Did the fact that Sonke Gender Justice was involved contribute to the success of the course?		
	Yes	% of those that answered
MATI	27	96%
UP	10	91%
UCLA	4	67%



Sonke is seen to contribute substantially to the courses, even though the partners provide a large portion of the facilitation and leadership. Comments on the qualities and key contributions appreciated, are provided in the word cloud adjacent. The following comments reflect the extent to which Sonke's contribution to coordination was appreciated:

Sonke was key in identifying core and guest facilitators as well as part of coordination team of the course.

Sonke brings their coordination experience across many countries.

Participants were conscious of the financial contribution provided through Sonke:

Grants for scholarships for accommodation and tuition.

While Sonke funded the course, it didn't have any input in the course.



The strongest element, however, was Sonke's experience in gender, patriarchy and masculinity:

Experience in gender and GBV programming.

Great work that is done with men and boys.

I was very happy to learn that Sonke has done so much work around men and boys.

Sonke has been working around all the issues mentioned in the survey for a very long time.

Sonke deals with gender justice by working with men and boys.

Sonke has a lot of experience working for justice and this added a lot of value to the sessions on policy advocacy.

Sonke has done tremendous work around the issues of gender and SRH thus they have the necessary expertise to run this course.

“

Sonke also assisted us in building our financial structures and thus we are a better recipient of grants. I have an informal mentee/ mentor relationship with Sonke. I can communicate with him on a professional and personal level. Access to resource mobilisation was a key area and he could advise on good sources to accessing financial resources.

”



Recommendations

Keep training responsive

Respondents highlighted the value of adapting training to the needs of particular partners and suggest that whilst it is possible to develop a curriculum, there is a need to maintain the responsive nature of the training interventions.

Mentorship is key

The value of the mentorship, partnership and collegial activities, compared with training only, highlighted the opportunities that this creates and would benefit from expansion where resources permit.

Sustained engagement

Whilst capacity building has been effective, the sustainability of these interventions was raised as a challenge by one respondent, where Sonke was experienced as stepping back:

Sonke provided capacity in the beginning and it was good. The capacity building trainings are now not so much anymore and new representatives don't have this benefit. There's also a very high turnover of representatives of partners in the different country networks and that negatively impacts on the regional Men Engage network. Communication between partners and Sonke is a bit of a problem and not as effective. Sometimes emails are not responded to in time.
(Key respondent interview)

Organisational support

Organisational support was substantial, and many respondents found that they were able to apply the practical and conceptual lessons from the courses. These are very likely to be linked, and continued investment in building relationships with the organisations as well as course participants may well be a major success factor.

Seed grants

Comparative data between recipients of seed grants, and those who applied the training from existing resources is neither available nor necessarily comparable. Nevertheless, seed grants were appreciated, and high-quality work was done using these funds. Those who had not received the grants recommended that this aspect of the training programme be expanded. Further investigation of the factors that enable grants to have most impact, and reflection on the seed grant programme, are warranted.

Funding is always a challenge as it impacts on the ability of Sonke to cascade the training to more people.

Provide grants to organisation that participated in the course so as to have wider reach.

“

I used the skills gained to train our partners and beneficiaries in SGBV, and now church and community leaders have started speaking out for the voiceless. ... The work has a big impact, because the churches' doors were open to support survivors of sexual violence.

”



Conclusion

The results of the training survey have been substantially positive, confirming that the initial confidence and elation experienced by participants immediately after training was carried forward into their personal and professional lives, their organisations, advocacy work and community outreach activities. With many participants warmly relating examples of local and even national outcomes and impacts, the courses can reliably be said to be valuable, contributing to the goals of dismantling patriarchy, confronting gender inequality and addressing gender injustice. In contexts steeped in cultural and structural distortions, the training of a few, however powerful, cannot be expected to transform society. The small gains and personal paradigm shifts outlined here suggest that incrementally, the Sonke and partners training contributes to progress.

This evaluation has also found that the programme has evolved through active learning over the years of implementation and now represents a model of effective training, which includes the following elements: good selection of participants, strong organisational support, good facilitators with in-depth knowledge and practice, mentoring and follow up. This is complimented by seed grants for some, and although the sample size in this evaluation is too small to make a conclusive finding, initial feedback is that this is very valuable to the model and should ideally be expanded. This model creates the space for participants to share the learning and expand the impact both in terms of reach and the contribution that this sharing of learning has on the realisation of gender justice.

My thoughts...

[illegible]

My thoughts...

[illegible]

