



Parenting Programmes to Prevent Violence and Advance Gender Equality: A Tool to Identify Opportunities for Strengthening and Integration

Acknowledgements

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We welcome your feedback on the tool.

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Introduction



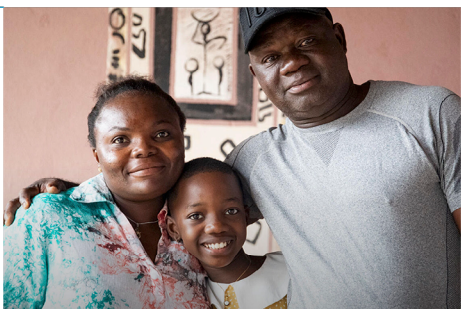
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Parenting programmes provide a powerful opportunity to work with parents and caregivers to create environments in which children and their caregivers can thrive – including living in a home where they are free from violence and have equal opportunities regardless of their gender. **Evidence increasingly shows that parenting programmes designed to promote gender equality and prevent violence against children (VAC) and violence against women (VAW) can advance these goals – while also improving parenting practices, parent-child relationships and child development.** Many parenting practitioners are eager to modify their programmes to strengthen these elements but lack practical guidance on where to start.

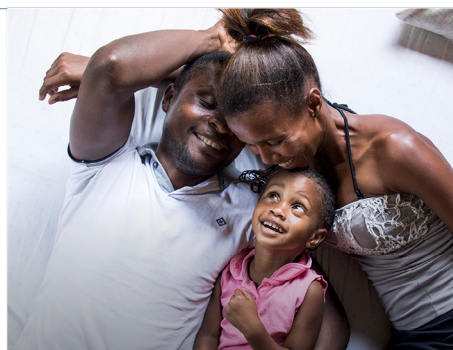
This tool supports organizations to review their existing programme and identify entry-points to strengthen gender equality promotion and violence prevention. **The tool focuses specifically on opportunities for parenting programmes to promote gender equality, healthy couple relations and violence prevention – thus it does not cover all aspects of programme design or delivery.**

The tool is designed primarily for parenting programmes delivered in person but may be used to assess digital or hybrid programmes. The tool is relevant for programmes at any stage of implementation. If you are working to scale your programme, it will be important to consider changes that can strengthen your programme impact and be feasible and cost-effective at scale.

The tool is a complement to the [Parenting Programmes to Reduce Violence Against Children and Violence Against Women](#) series, which we recommend organizations consult while using the tool:

BRIEF 1

Why gender-transformative parenting programming is important?

BRIEF 2

What gender-transformative programmes look like.

BRIEF 3

How to adapt programmes to address both types of violence.

BRIEF 4

How to measure change.

Instructions for using the tool

The tool sets out three steps to identify opportunities for strengthening gender equality promotion and violence prevention within existing parenting programmes. Each step builds upon the findings from earlier steps. The tool is designed for use in interactive working sessions where team members come together to discuss and reflect on the existing programme, identify and prioritise opportunities for strengthening and plan for integration. It is not intended for one individual to complete the tool on their own.

STEP 1

Identify opportunities for strengthening

Assess opportunities to better promote gender equality and violence prevention in your programme.

STEP 2

Prioritise opportunities for integration

Select the opportunities for strengthening identified in Step 1 that you want to prioritise.

STEP 3

Plan for programme integration

Define proposed actions for integrating priorities identified in Step 2 into your programme.

You do not have to complete every domain or question included in the tool – adapt it to fit your programme, context, and current needs. For example, you may choose to focus primarily on identifying opportunities for integration within your curriculum content and facilitation, and are not yet ready to think about other aspects like monitoring and evaluation.

A note on the focus of this tool

In many contexts, biological parents are not the only, or even the primary, caregivers of children – and the participants in parent and caregiver support programmes reflect this. We use the terms parents and caregivers interchangeably to refer to individuals with a primary role in providing care to children, whether they are biological, adoptive, or foster parents, grandparents, other relatives, or guardians. Many of the domains and question within this document are applicable to a broad range of caregivers.

Yet, some questions focus specifically on the intimate relationships between female and male caregivers or co-parents. This focus on caregivers in heterosexual relationships is because the gendered, unequal relationship dynamics between men and women are a risk factor for intimate partner violence and men are its primary perpetrators. However, all parents and caregivers, in whatever configuration they parent, can benefit from parenting programmes designed to prevent violence and promote nurturing environments for children.

As you use the tool, consider the types of caregivers your programme reaches. Ensure that any changes are inclusive of and do not exclude any participating caregivers.

Before you begin

This tool is designed to help your team identify opportunities to better promote gender equality and prevent VAC and VAW in your programme. It focuses specifically on identifying and prioritising programme changes that are essential to achieving your gender equality and violence prevention goals. It therefore does not cover all aspects of parenting programme design, content, or implementation.

As you prepare to use the tool it may be helpful to first take a step back and reflect on your current programme. Who was the programme designed to reach and which goals does it aim to achieve? What is working well or demonstrating success in achieving these goals? This process can help you to understand key aspects of your programme that should be maintained. Such information is useful to navigate discussions about the changes you want to prioritise for modifying your programme to promote gender equality and violence prevention, particularly if there are disagreements among team members.

How to use the tool

- It is recommended to commit several days to the review process. Steps 1–3 can be completed in a single workshop or through several shorter meetings.
- Appoint at least one person to facilitate the discussion using the prompts in the tool.
- The review should be a consultative process. Depending on the size of your team, you may choose for Step 1 to be done with the full group or have a smaller team conduct an initial review that is then validated with the larger group.
- Reference evidence from your own programme and from the field. What evidence do you have about how your programme currently works and what outcomes it is achieving? What does the evidence say is needed to promote gender equality and/or prevent VAC and VAW?
- Make the sessions as interactive as possible: use individual reflection, small group work, post its, flip charts or white boards.
- Document key reflections and decisions in this document.

Who needs to be involved

- Bring together the team involved in developing and implementing your programme, such as the Programme Manager, Coordinators, Field Officers, Early Childhood Development or Gender Specialists, Monitoring and Evaluation (M&E) Officer, Content Manager, etc.
- Ensure someone with experience and expertise in gender-transformative programming to prevent violence is in the room. This might be a Gender Officer or Specialist within your organization, or a partner or consultant hired to support the process.

What to prepare

- Have your programme materials on hand to facilitate the review – such as the curriculum, audio-visual materials and any digital components (if applicable), as well as training materials, outreach or recruitment materials, and implementation plans and timelines.
- Have available findings from any formative research or co-creation sessions you conducted when developing your original programme.
- Have on hand a summary of available monitoring data. For example, data on male caregiver participation in your programme.
- Have available any evaluation findings on the programme's impact, including on reducing VAC or VAW, or increasing men's engagement in caregiving (if already measured). This data can help you to identify areas for strengthening and prioritise where to make programme modifications.

You can work directly in this PDF or you may wish to download a fully editable Microsoft Word version of the tool, which you can access [here](#).

STEP 1

Identify Opportunities for Strengthening

Review your current programme materials and identify opportunities to strengthen gender equality promotion and the prevention of violence against children (VAC) and violence against women (VAW).

Instructions for Step 1

Work through the prompts across seven domains: 1) participants and influencers; 2) content and materials; 3) delivery and implementation; 4) facilitators; 5) government alignment and engagement; 6) monitoring; and 7) evaluation.

For each sub-domain prompt, record your reflections in the table:

- In **column 2**, describe what your programme is currently doing.
- In **column 3**, note opportunities for strengthening.
- In **column 4**, agree on the scale of change required.

When answering the questions to assess your *current programme* in each sub-domain, ask:

- What are we currently doing, and what is working well?
- What is working less well, and what barriers are we facing?

When identifying *opportunities for strengthening* within each sub-domain, ask:

- What else could we be doing, or what could we do better?
- How might we overcome existing barriers?
- What specific programme changes or content revisions are needed?

For *scale of change*, check the appropriate box:

- **None** – no changes are necessary.
- **Minimal** – small changes are needed.
- **Moderate** – meaningful changes are needed.
- **Major** – substantial changes are needed.

In [Step 2](#) you will prioritise the changes to take forward.

Remember:

- **Adapt the process to suit your needs.** You can review all domains first then discuss opportunities, or work through both columns simultaneously.
- **Focus on what is most relevant.** You do not need to complete every prompt – you may skip sections that are not yet applicable and return to them later.
- **Be specific.** Describe what is working, what is not and what could change.
- **Look for opportunities to integrate, not just add** – many changes can be woven into your existing curriculum, materials and M&E tools.

Domain 1. Programme Participants & Influencers

Suggested Prompts

Assessment of Current Programme

Opportunities for Strengthening

Scale of Change

1.1 Participant recruitment

1. How are our recruitment strategies and messaging designed to appeal to both female and male caregivers? What strategies are we using to appeal specifically to fathers and male caregivers?

2. How can we improve our recruitment strategies and messaging to better appeal to both female and male caregivers? How might we adapt our strategies to better engage fathers and male caregivers?

For example, use positive or aspirational framing to highlight the positive benefits of participation – such as healthy and harmonious families – which speaks to caregivers' ambitions for their children and family. Learn more [here](#).

- ☐ None
- ☐ Minimal
- ☐ Moderate
- ☐ Major

1.2 Parents and caregivers

1. How are we engaging female and male caregivers? What attendance outcomes are we observing for each group?

2. How can we improve our engagement of female and male caregivers? What can we do to better engage fathers and male caregivers (e.g., changing images, language or delivery modalities)?

Depending on your context and content it may be appropriate to engage female and male caregivers in the same session, in separate sessions, or through a combination. Learn more about engaging fathers [here](#).

- ☐ None
- ☐ Minimal
- ☐ Moderate
- ☐ Major

Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
1.3 Caregiver involvement in design 1. How were female and male caregivers, children, or community members involved in the design and testing of our programme? 2. How might we involve them in designing and testing programme changes to strengthen gender equality promotion and violence prevention?			☐ None ☐ Minimal ☐ Moderate ☐ Major
1.4 Engaging key family gatekeepers [if relevant] 1. How are we addressing resistance to the adoption of more equitable gender roles or positive parenting practices from other influential household members – such as mothers-in-law or grandparents? 2. What new strategies can we use to bring influential family members on board with more equitable gender roles and positive parenting practices? <i>Engaging mothers-in-law or other relatives directly in parenting sessions may cause discomfort or tension – other strategies can be used to gain their support.</i>			☐ None ☐ Minimal ☐ Moderate ☐ Major ☐ Not Applicable

Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
1.5 Community acceptance or backlash 1. How do community members perceive our programme? Are facilitators or participants experiencing any backlash or stigma for adopting more equitable gender roles and non-violent behaviours? 2. What new strategies can help to mitigate backlash and strengthen community acceptance of the programme and adoption of new behaviours? <i>For example, complementary community dialogues or campaigns to shift norms and generate support for gender equitable and non-violent parenting.</i>			None Minimal Moderate Major

Domain 2. Programme Content & Materials

Suggested Prompts

Assessment of Current Programme

Opportunities for Strengthening

Scale of Change

2.1 Tailored content

1. How is our content tailored to the differing needs, experiences and concerns of both female and male caregivers (in addition to being tailored to their age, life stage and child age)?

2. How can we adapt our content and messaging to better resonate with and reflect the differing needs and concerns of female and male caregivers in our context?

- ☐ None
- ☐ Minimal
- ☐ Moderate
- ☐ Major

2.2 Caregiver goals

1. How are we encouraging male and female caregivers (who are partnered) to develop shared goals for their children and family?

2. What can we do to better support female and male caregivers to develop these shared goals and work together to achieve them?

For example, emphasize the ways that adopting equitable, respectful relationships will help caregivers achieve their goals.

- ☐ None
- ☐ Minimal
- ☐ Moderate
- ☐ Major

Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
2.3 Equitable partner relations 1. How does our programme foster discussion about healthy partner relations characterised by care, respect and shared responsibility? 2. How can we strengthen our content, activities and messaging to promote and model healthy and equitable partner relations in our context? <i>For example, include activities and discussion on: norms and attitudes about gender roles, power dynamics between men and women; healthy relationships, including the benefits of men and women sharing household tasks, childcare and household decisions; and opportunities to model collaborative decision making and shared caregiving between men and women. Learn more here.</i>			☐ None ☐ Minimal ☐ Moderate ☐ Major
2.4 Skills-building 1. How does our programme build skills to support healthy partner relations and good parenting practices? 2. How can we strengthen or expand relationship and parenting skills-building within our programme? <i>For example, devote sufficient time and instruction on emotional regulation, couple communication, conflict resolution, parent-child communication or positive parenting skills.</i>			☐ None ☐ Minimal ☐ Moderate ☐ Major

Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
2.5 Awareness of violence 1. How does our programme make caregivers aware of VAC and/or VAW and discuss the consequences for children, women and families? 2. How can we strengthen our content to increase awareness of VAC and/or VAW and their consequences? <i>It is not always necessary to discuss violence directly to achieve reductions in violence, but it is critical to build skills that support non-violent partner relations and parenting practices.</i>			☐ None ☐ Minimal ☐ Moderate ☐ Major
2.6 Mental health 1. How does our programme support caregiver mental health and well-being? 2. What can we do to strengthen our focus and support on caregiver mental health and well-being that is relevant to our context? <i>For example, create space for conversations about stress and self-care, build skills to cope with stress or promote positive mental health, or develop peer support mechanisms to promote caregiver well-being. Learn more here.</i>			☐ None ☐ Minimal ☐ Moderate ☐ Major

Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
2.7 Alcohol and substance use [if relevant] 1. How does our programme address alcohol or substance abuse – known risk factors for violence – and their impacts on caregivers and children? 2. How can we strengthen content to address harmful alcohol and substance use and support caregivers to reduce their consumption, in ways relevant to our context?			☐ None ☐ Minimal ☐ Moderate ☐ Major ☐ Not Applicable
2.8 Economic stress [if relevant] 1. How does our programme help caregivers to deal with economic stress or acknowledge its influence on family violence and parenting practices? 2. How can we strengthen our content to address caregivers' economic stress and/or support them in accessing financial support in our context? <i>For example, promote couple communication about finances, build budgeting and savings skills, or connect caregivers to economic opportunities or services.</i>			☐ None ☐ Minimal ☐ Moderate ☐ Major ☐ Not Applicable

Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
2.9 Positive gender socialisation 1. How does our programme help parents to raise children with equal care and opportunities for play, learning and education regardless of their gender? 2. How can we strengthen content to support parents in promoting positive gender socialisation in our context? Are there opportunities to reframe potentially harmful norms that exclude girls and/or boys from certain domains and behaviour? <i>Learn more here.</i>			☐ None ☐ Minimal ☐ Moderate ☐ Major
2.10 Father engagement and child outcomes 1. How does our programme communicate the benefits of father involvement for children's development, well-being and outcomes? How does it help fathers and male caregivers understand and act on their role in supporting their children's cognitive, emotional and social development? 2. Are there opportunities to show men as nurturing caregivers? How can we strengthen how we communicate and reinforce the links between father engagement and positive outcomes for children? <i>For example, include content to help fathers and male caregivers understand how their involvement – in play, learning, caregiving and emotional support – shapes their children's development and well-being.</i>			☐ None ☐ Minimal ☐ Moderate ☐ Major ☐ Not Applicable

Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
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2.11 Images and materials

1. How are we promoting gender equality and healthy partner relations in our materials – illustrations, visual aids, posters, audio or videos? Do they inadvertently reinforce gender stereotypes for children or caregivers?

2. How can we adapt our materials to better promote gender equality, show images of nurturing fathers and male caregivers, and depict healthy, caring partner and parent-child relationships?

For example, depict female and male caregivers caring for children and sharing household tasks, and show girls and boys playing and learning.

- ☐ None
- ☐ Minimal
- ☐ Moderate
- ☐ Major

Domain 3. Programme Delivery & Implementation

Suggested Prompts

Assessment of Current Programme

Opportunities for Strengthening

Scale of Change

3.1 Session timing and convenience

1. How convenient are our session times and locations for *both* female and male caregivers, whether in-person or online? What (if any) participation barriers do they face?

2. What can we do to address existing barriers or make session times and locations more accessible to female and male caregivers?

- ☐ None
- ☐ Minimal
- ☐ Moderate
- ☐ Major

3.2 Digital modalities [if applicable]

1. How are we using digital strategies to recruit female and male caregivers, deliver tailored content promoting healthy, equitable relationships and positive parenting, or to sustain programme engagement?

2. How can we strengthen or better utilize digital strategies to recruit female and male caregivers and sustain their engagement, or to deliver content in ways that are accessible and acceptable to participants?

- ☐ None
- ☐ Minimal
- ☐ Moderate
- ☐ Major
- ☐ Not Applicable

Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
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3.3 Participant comfort and safety 1. How do we promote physical and psychological safety for female and male caregivers in our programme? How comfortable do female and male caregivers feel during sessions? 2. What can we do to better promote physical and psychological safety for female and male caregivers attending our programme?			None Minimal Moderate Major
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3.4 Group size and session format 1. How amenable are our group sizes and session formats for encouraging open, honest and safe discussion on sensitive topics such as gender roles, partner relations or violence? 2. What can we change or do to strengthen our group size or format to better support meaningful discussion on sensitive topics? <i>For example, include smaller groups, breakout discussions or separate sessions for female and male caregivers to create more space for honest reflection and behaviour change.</i>			None Minimal Moderate Major
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Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
3.5 Referral to services 1. How are our referral mechanisms working for caregivers experiencing violence, depression or substance abuse or for children experiencing violence? How are we training facilitators to handle disclosures of violence and refer caregivers and children to services? 2. How can we create or strengthen our referral mechanisms? How can we improve facilitator and participant awareness of existing services and ability to handle disclosures and make referrals?			☐ None ☐ Minimal ☐ Moderate ☐ Major
3.6 Mandatory reporting [if applicable] 1. How are we managing our mandatory reporting obligations in the best interests of children and women? Are we making reporting obligations explicit to participants at the outset and giving facilitators clear guidance on how to report safely? 2. How can we improve our mandatory reporting guidance and process to support the best interests of children and women?			☐ None ☐ Minimal ☐ Moderate ☐ Major ☐ Not Applicable

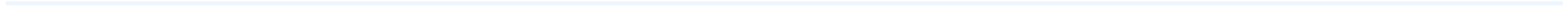
Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
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3.7 Community leader involvement

1. How are we involving community leaders and local government institutions with a stake in gender equality and family well-being to support programme delivery?

2. How can we strengthen community leader and local government involvement in programme delivery? What are their primary concerns and how do they wish to be involved?

- ☐ None
- ☐ Minimal
- ☐ Moderate
- ☐ Major



Domain 4. Programme Facilitators

Suggested Prompts

Assessment of Current Programme

Opportunities for Strengthening

Scale of Change

4.1 Facilitator characteristics

1. What is the gender profile of our facilitation team and what criteria do we use to select them? Have we considered or are we using both female and male facilitators?

2. How could we diversify the gender profile of our facilitation team to include both female and male facilitators (if applicable)? Do we need to strengthen facilitator selection criteria to better screen for attitudes toward gender equality and values alignment with the programme's goals?

Male facilitators (alongside females) can support male caregivers to feel welcome and comfortable. Male and female co-facilitators can also model respectful, equitable gender relations during joint sessions.

- ☐ None
- ☐ Minimal
- ☐ Moderate
- ☐ Major

Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
4.2 Facilitator training 1. How are we training facilitators to lead respectful and reflective conversations about gender roles, healthy relationships and parenting practices? How confident and comfortable do facilitators feel doing so? Are we including time for facilitators to reflect on their own attitudes about gender equality? 2. How can we strengthen training to include reflection on gender attitudes and to enable facilitators to lead these conversations confidently? Are there opportunities to establish peer learning or coaching mechanisms to help facilitators share experiences, troubleshoot challenges and continue developing their skills over time? <i>For example, provide sufficient time in training for facilitators to reflect on gender norms and on their own attitudes about gender roles and violence, and for practice-based learning on how to facilitate discussion and activities related to gender roles. Create facilitator communities of practice, regular reflective sessions or cross-site learning exchanges.</i>			None Minimal Moderate Major
4.3 Capacity to engage fathers and male caregivers 1. How are we preparing facilitators to engage fathers and male caregivers within sessions? What (if any) challenges do facilitators experience when interacting with male caregivers? 2. How can we better equip facilitators to engage and interact with fathers and male caregivers within sessions?			None Minimal Moderate Major

Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
4.4 Support to navigate challenging dynamics 1. How are we supporting facilitators to safely mitigate potentially challenging dynamics that may come when bringing male and female caregivers together (where applicable)? Or to manage participant pushback against more equitable gender roles, and refer participants to services? 2. What can we do to better support facilitators to safely mitigate challenging dynamics, manage pushback, and refer participants to services?			None Minimal Moderate Major
4.5 Facilitator well-being 1. What types of support are we providing to promote the mental health and well-being of facilitators who interact with families daily? 2. What else can we do to ensure facilitator mental health and well-being? <i>For example, promote self-care to address the emotional toll of interacting with families and addressing violence. Learn more here.</i>			None Minimal Moderate Major

Domain 5. Government Alignment & Engagement

Suggested Prompts

Assessment of Current Programme

Opportunities for Strengthening

Scale of Change

5.1 Policy alignment

1. How is our programme aligned with national policies and strategies related to gender equality, VAC or VAW?

2. How can we better align our programme with national gender equality and violence prevention strategies? Are there opportunities for our programme to influence policy change?

- ☐ None
- ☐ Minimal
- ☐ Moderate
- ☐ Major

5.2 Government engagement

1. How are we engaging relevant government ministries or institutions (e.g., Women, Health, Education, Social Welfare) in our programme?

2. How can we improve the engagement of government ministries or institutions in our programme?

- ☐ None
- ☐ Minimal
- ☐ Moderate
- ☐ Major

Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
5.3 Integration into national systems and data frameworks 1. To what extent is our programme integrated into – or working toward integration into – national delivery systems (e.g. health, education or social protection)? Are our programme data being fed into national monitoring frameworks on gender equality, VAC or VAW? 2. How can we strengthen our programme's integration into national delivery systems and data frameworks? <i>For example, work with government to embed the programme within existing service delivery platforms, train government staff as facilitators or contribute programme data to national reporting on gender equality and violence prevention.</i>			None Minimal Moderate Major

Domain 6. Monitoring Programme Implementation

Suggested Prompts

Assessment of Current Programme

Opportunities for Strengthening

Scale of Change

6.1 Tracking participant attendance and retention

1. How are we monitoring caregiver (or child) participation and attendance? Do our tools provide gender disaggregated data and what do the data tell us?

2. How can we strengthen our monitoring tools to collect gender-disaggregated data on attendance and retention? Or make data available in a timely manner to support programme adjustments?

- ☐ None
- ☐ Minimal
- ☐ Moderate
- ☐ Major

6.2 Implementation quality and fidelity

1. How do our monitoring tools assess implementation quality or fidelity of gender equality and violence prevention content and principles? What do the data tell us?

2. How can our monitoring tools better capture the quality and fidelity of gender equality and violence prevention content and principles? What would this look like in practice?

- ☐ None
- ☐ Minimal
- ☐ Moderate
- ☐ Major

Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
6.3 Programme acceptability and resonance 1. How are we monitoring programme acceptability among facilitators, caregivers and community members? Are we gathering feedback about content on gender, healthy relationships or violence and what does it tell us? How are we using this information to regularly improve our programme? 2. How can we strengthen our monitoring of programme acceptability and better gather feedback on how gender and violence content is received? How can we use this information to regularly improve our programme?			None Minimal Moderate Major
6.4 Outcomes of facilitator training 1. How are we measuring the outcomes of facilitator training, and what do the data tell us? 2. How can we strengthen our measurement of facilitator training outcomes? <i>For example, gather data on facilitator skills, comfort or confidence to engage male caregivers or to deliver gender or violence content. Measure changes in facilitator attitudes about gender, men's engagement or violence.</i>			None Minimal Moderate Major

Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
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6.5 Safety and referral to services 1. How are we monitoring the safety of programme participants and facilitators? How are we tracking the referral of any caregivers or children to services, and what do the data tell us? 2. How can we strengthen how we monitor the safety of participants and facilitators and track referrals to services and functioning of referral mechanisms?			None Minimal Moderate Major
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6.6 Tracking mandatory reporting [if applicable] 1. How are we monitoring mandatory reporting obligations? What do the data tell us about any negative repercussions for children or families? 2. How can we strengthen the monitoring of mandatory reporting obligations and track any negative repercussions for children or families?			None Minimal Moderate Major Not Applicable
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Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
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6.7 Monitoring potential risks

1. How are we monitoring potential risks or harmful unintended consequences related to programme implementation, such as backlash, increased violence or reinforcement of inequitable attitudes? What do the data tell us?

2. How can we strengthen our monitoring of potential risks and harmful unintended consequences of programme implementation?

- ☐ None
- ☐ Minimal
- ☐ Moderate
- ☐ Major

Domain 7. Evaluating Programme Impact

Suggested Prompts

Assessment of Current Programme

Opportunities for Strengthening

Scale of Change

7.1 Caregiver attitudes

1. How are we evaluating programme impact on caregiver attitudes about gender roles, father engagement and the acceptability of VAC or VAW? What do the data tell us?

2. How can we strengthen measurement of programme impact on caregiver attitudes?

- ☐ None
- ☐ Minimal
- ☐ Moderate
- ☐ Major

7.2 Impact on VAC and VAW

1. How are we evaluating programme impact on VAC and/or VAW? What do the data tell us? How well are we following local and international ethical guidelines?

2. How can we improve how we measure impact on VAC and/or VAW and the application of ethical guidelines?

- ☐ None
- ☐ Minimal
- ☐ Moderate
- ☐ Major

Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
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7.3 Impact on couple relationship quality 1. How are we evaluating programme impact on couple relationships, communication or relationship quality? What do the data tell us? 2. How can we strengthen how we evaluate programme impact on couple relationships, communication and relationship quality?			None Minimal Moderate Major
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7.4 Changes in gendered power dynamics 1. How are we evaluating programme impact on gendered power dynamics within couples, such as household decision-making and division of labour – including father engagement in caregiving? What do the data tell us? 2. How can we strengthen how we evaluate programme impact on couple gendered power dynamics?			None Minimal Moderate Major
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Suggested Prompts	Assessment of Current Programme	Opportunities for Strengthening	Scale of Change
7.5 Shared risk factors for VAC and VAW 1. How are we measuring programme impact on shared risk factors for VAC and VAW, such as couple conflict, caregiver alcohol or substance abuse, economic stress or poor caregiver mental health? What do the data tell us? 2. How can we strengthen how we measure programme impact on shared risk factors for VAC and VAW?			☐ None ☐ Minimal ☐ Moderate ☐ Major
7.6 Risks and unintended consequences 1. How are we evaluating potential risks or harmful unintended consequences of programme participation, such as increased violence, more inequitable attitudes or relationships? What do the data tell us about whether content is being misinterpreted or inadvertently reinforcing harmful stereotypes? 2. How can we better evaluate potential risks or harmful unintended consequences of programme participation and assess whether content is inadvertently reinforcing harmful stereotypes?			☐ None ☐ Minimal ☐ Moderate ☐ Major

STEP 2

Prioritise Opportunities for Integration

Review the opportunities for strengthening you identified in Step 1 and prioritise the changes you want to make to advance gender equality and prevent VAC and VAW.

Instructions for Step 2

Review the opportunities you identified in Step 1 and agree as a team on which to prioritise. It may help to start by organizing them by scale of change – minimal, moderate or major – before ranking each as high, medium or low priority:

- **High priority:** Changes that are essential to achieving your programme's gender equality and violence prevention goals. These may not always be the easiest to make, but their potential impact is significant enough to justify the additional time, resources or commitment required.
- **Medium priority:** Changes that would meaningfully strengthen your programme and are relatively feasible to implement. While their impact may be more modest, they offer good value and can often be achieved more quickly.
- **Low priority:** Changes that would be beneficial but are minor in likely impact, resource-intensive relative to that impact or better suited to a later phase of integration.

It is possible that you may only prioritise changes in one or two domains. When prioritising, ask:

- How much impact would this change have on our ability to promote gender equality and prevent violence?
- How essential is it to our desired outcomes for caregivers and children?
- How feasible is it to implement?
- How well does this change align with current evidence?

There are several ways to prioritise as a group:

- **Dot-voting:** give each team member three to five votes and ask everyone to allocate them independently to their top priorities. Ask team members to explain the reason they prioritised certain changes.
- **Prioritisation matrix:** plot each opportunity on a 2x2 grid with 'potential impact' on one axis and 'feasibility' on the other. Prioritise those that score high on both.
- **Small group ranking:** assign one or two domains to each group, ask them to rank their top opportunities, then share back with the full team.

In [Step 3](#) you will plan the initial actions needed to implement your high- and medium- priority changes.

Remember:

- **Priority reflects importance, not ease.** Some high-priority changes may require significant effort – but they are worth it.
- **You don't have to do everything.** Focus on what is most impactful and feasible given your programme's stage, capacity and resources.

Opportunities to Strengthen Gender Equality Promotion and Violence Prevention in our Programme

Domain	High-Priority Opportunities	Medium-Priority Opportunities	Low-Priority Opportunities
Domain 1. Programme Participants & Influencers			
Domain 2. Programme Content & Materials			
Domain 3. Programme Delivery & Implementation			
Domain 4. Programme Facilitators			
Domain 5. Government Alignment & Engagement			

Opportunities to Strengthen Gender Equality Promotion and Violence Prevention in our Programme

Domain

High-Priority Opportunities

Medium-Priority Opportunities

Low-Priority Opportunities

**Domain 6.
Monitoring
Programme
Implementation**

**Domain 7.
Evaluating
Programme
Impact**

STEP 3 Plan for Programme Integration

Make an initial plan to integrate the elements you prioritised in Step 2, defining key actions, potential challenges, necessary resources and assigning timelines and responsibility.

Instructions for Step 3

Working from the high- and medium-priority opportunities you identified in Step 2, use the table below to define a proposed action for each. This step is not intended to produce a detailed implementation plan – rather, it is a first step toward turning your priorities into action.

For each proposed action, consider:

- **What needs to happen first?** Some changes will require preparatory steps before full implementation – such as presenting the idea to your organization's leadership, reviewing or revising your facilitator training manual, hiring a consultant or mobilizing additional resources.
- **What challenges might you face, and how could you address them?** Think about practical barriers – such as staff capacity, time, budget or partner buy-in – and note any strategies you could use to mitigate them.
- **What resources and support will you need?** Consider financial resources, technical expertise, time and any external partners or consultants that may be required.
- **Who will be responsible, and by when?** Assign a lead person or team for each action and agree on a realistic timeline.

Not all domains need to have an action — only carry over your high- and medium-priority changes. Add or remove rows as needed.

Once complete, this plan can be shared with your organization's leadership, used to inform fundraising efforts or serve as the basis for a more detailed programme integration plan once the necessary resources are in place.

Remember:

- **Focus on the most important first steps.** You do not need to plan every detail at this stage – focus on identifying the initial actions needed to move from idea to action.
- **Be realistic about your capacity.** The actions you define should reflect your programme's current stage of implementation, your organizational capacity and your available resources. Some changes may require gaining buy-in or securing additional funding before they can be taken forward.
- **High priority does not always mean first.** Some medium-priority changes may be faster or easier to implement and could generate momentum while more complex, high-priority changes are being planned.

Domain 1. Programme Participants & Influencers					
Opportunity for Strengthening	Proposed Action & Rationale	Potential Challenges & Mitigation Strategies	Resources & Support Needed	Proposed Timeline	Persons Responsible

Opportunity for Strengthening

Proposed Action & Rationale

Potential Challenges & Mitigation Strategies

Resources & Support Needed

Proposed Timeline

Persons Responsible

Domain 2. Programme Content & Materials

Opportunity for Strengthening

Proposed Action & Rationale

Potential Challenges & Mitigation Strategies

Resources & Support Needed

Proposed Timeline

Persons Responsible

Domain 3. Programme Delivery & Implementation

Opportunity for Strengthening

Proposed Action & Rationale

Potential Challenges & Mitigation Strategies

Resources & Support Needed

Proposed Timeline

Persons Responsible

Domain 4. Programme Facilitators

Opportunity for Strengthening

Proposed Action & Rationale

Potential Challenges & Mitigation Strategies

Resources & Support Needed

Proposed Timeline

Persons Responsible

Domain 5. Government Alignment & Engagement

Opportunity for Strengthening

Proposed Action & Rationale

Potential Challenges & Mitigation Strategies

Resources & Support Needed

Proposed Timeline

Persons Responsible

Domain 6. Monitoring Programme Implementation

Opportunity for Strengthening

Proposed Action & Rationale

Potential Challenges & Mitigation Strategies

Resources & Support Needed

Proposed Timeline

Persons Responsible

Domain 7. Evaluating Programme Impact					
Opportunity for Strengthening	Proposed Action & Rationale	Potential Challenges & Mitigation Strategies	Resources & Support Needed	Proposed Timeline	Persons Responsible

Opportunity for Strengthening

Proposed Action & Rationale

Potential Challenges & Mitigation Strategies

Resources & Support Needed

Proposed Timeline

Persons Responsible