

TOOLKIT FOR REPLICATING THE UN MULTI-COUNTRY STUDY ON MEN AND VIOLENCE

A STEP-BY-STEP GUIDE

UNDERSTANDING WHY
SOME MEN USE VIOLENCE
AGAINST WOMEN AND HOW
WE CAN PREVENT IT



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Resilient nations.*



PARTNERS FOR PREVENTION. A UNDP, UNFPA, UN WOMEN AND UNV REGIONAL JOINT PROGRAMME FOR GENDER-BASED VIOLENCE PREVENTION IN ASIA AND THE PACIFIC

TOOLKIT FOR REPLICATING THE UN MULTI-COUNTRY STUDY ON MEN AND VIOLENCE: UNDERSTANDING WHY SOME MEN USE VIOLENCE AGAINST WOMEN AND HOW TO PREVENT IT

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EMMA FULU, XIAN WARNER, STEPHANIE MIEDEMA AND CAROLINE LIOU

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**PARTNERS FOR PREVENTION
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INTRODUCTION

WHAT IS RESEARCH FOR THE PREVENTION OF VIOLENCE AGAINST WOMEN?

Violence against women¹ is prevalent in every corner of the globe. Research has shown that it is a phenomenon rooted in unequal power relations between women and men and experienced across cultures, across socio-economic status, ethnicities and other demographic diversities. Violence against women reinforces gender hierarchies and power imbalances between women and men within families and communities.

Efforts to prevent violence require understanding the epidemic of violence against women: What types of violence occur? What factors are associated with the different types of violence? What are the differences across settings or countries?

Their responses lead to a picture of violence against women in a certain context, enabling us to better pinpoint the ways in which we prevent violence. Research for violence against women prevention should be directly applied into evidence-based prevention programming and policy-making.

RESEARCH FOR PREVENTION AIMS TO ANSWER THESE QUESTIONS, INTERVIEWING WOMEN AND MEN ABOUT THEIR EXPERIENCES AND PERPETRATION OF VIOLENCE AGAINST WOMEN.

Many decades of work by activists and scholars have shown that gender inequality, patriarchy and men's power over women create an environment in which violence against women is widespread and accepted. These are the underlying causes of violence against women. Within this context of inequality, other factors interact at different levels of society to make men more or less likely to use violence. There are many unique factors that influence the prevalence and nature of violence in different settings, making context-specific research a crucial element of prevention work.

Although data on the scope and scale of violence against women is context specific, we do know that men are the primary perpetrators. To prevent violence, it is vital to understand men's perpetration — how many men use violence against women, what types of violence they use, what factors are associated with their use of violence against women and why some men use such violence while others do not.

RESEARCH WITH MEN: CONDUCTING THE UN MULTI-COUNTRY STUDY ON MEN AND VIOLENCE IN ASIA AND THE PACIFIC

The information on male perpetration of violence against women globally has been limited by differences in research design and methods, making comparisons of findings between settings difficult. Despite decades of work and the commitment of many that have led to significant advances in awareness, laws and policies to end violence against women, under-reporting still characterizes the phenomenon and there has not been an overall decrease in the prevalence of violence against women and girls. On the research front, many countries have conducted research with women using the *World Health Organization's Multi-Country Study on Women's Health and Domestic Violence against Women* (WHO MCS) (Garcia-Moreno et al., 2005). The WHO MCS interviews women to learn more about their experiences of violence and provide prevalence data on victimization of violence against women. This data has been important to place the issue on the political agenda and improve response mechanisms. Data on women's experiences of violence must remain a first priority. But it only gives half the picture. We know that men are the primary perpetrators of violence

¹ For further definitions of violence against women and related terminology, see the section on *Concepts to Inform the Study*.

against women; thus, research to understand women's experiences of violence should be complemented by research to understand men's perpetration of violence.

It was within this context in 2008 that four United Nations agencies—the United Nations Development Programme (UNDP), the United Nations Population Fund (UNFPA), the United Nations Entity on Gender and the Empowerment of Women (UN Women) and the United Nations Volunteers (UNV)—came together through the joint programme Partners for Prevention (P4P). Together they launched the UN Multi-Country Study on Men and Violence in Asia and the Pacific to generate knowledge on how masculinities—ways of living for men—relate to men's perceptions and perpetration of violence against women. The rationale was simple: To better understand how to prevent violence against women, it is necessary to understand what factors are associated with violence against women. And to understand how different factors relate to violence against women, it is necessary to interview the primary perpetrators of violence—men. Yet it is a fact that not all men perpetrate violence against women and so the study sought to elicit the factors that may be implicated in why some men are more or less likely to abuse women. The research was also conceptualised to ascertain men's own experiences of violence and to assess how these may be related to men's perpetration of different types of violence.

The UN Multi-country Study on Men and Violence in Asia and the Pacific was conducted between 2010–2013. More than 10,000 men and 3,000 women were interviewed across Bangladesh, Cambodia, China, Indonesia, Papua New Guinea (Bougainville), Sri Lanka and Viet Nam.² The study was a collaborative effort involving partners from academia, research institutes, civil society, the United Nations family and governments around the globe. It was developed and coordinated by Partners for Prevention with the Medical Research Council of South Africa and study teams in each country who led the national research studies. The methodology drew on experiences and tools from a number of international studies on violence, including the WHO MCS (Garcia-Moreno et al. 2005), the Men's Health and Relationship Survey in South Africa (Jewkes et al., 2011), the Men and Gender Equality Policy Project (MGEPP, 2011), particularly the International Men and Gender Equality Survey (Barker et al., 2011) and Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence against Women (WHO, 2001).

The UN Multi-country Study on Men and Violence in Asia and the Pacific was conducted for the purpose of:

- better understanding men's use of different forms of violence against women (specifically, intimate partner violence and non-partner rape³) in the Asia-Pacific region;
- assessing men's own experience of violence as well as their perpetration of violence against other men and how it relates to the perpetration of violence against women;
- identifying the factors associated with men's perpetration of different forms of violence against women;
- producing knowledge to inform evidence-based policies and programmes to prevent violence against women;
- strengthening local research capacity;
- developing research tools for future use in the investigation of violence against women and masculinity.

² The quantitative research was conducted in six countries (Bangladesh, Cambodia, China, Indonesia, Papua New Guinea (Bougainville) and Sri Lanka); the qualitative research was conducted in five countries (Bangladesh, China, Indonesia (Aceh), Papua New Guinea and Viet Nam); and the gender politics and policy research was conducted in Cambodia, Indonesia, India and regionally.

³ The focus of the study was on men's use of intimate partner violence and sexual violence against non-partner females because these are the most common types of violence against women in the region. Although the existence of many other types of violence is recognized, such as dowry- or honour-related crimes, these are not the focus of this research methodology.

OBJECTIVES OF THE TOOLKIT

Although the study was completed and launched in 2013 in Asia and the Pacific, the methodology to conduct research with men to inform violence prevention continues to be relevant to violence against women researchers, practitioners, governments, United Nations agencies and civil society around the world.

The *Toolkit for Replicating the UN Multi-Country Study on Men and Violence: Understanding Why Some Men Use Violence against Women and How We Can Prevent It* was developed with the overall objectives to:

- provide a comprehensive step-by-step guide to conducting research with men on violence against women, replicating the UN Multi-country Study's methodology;
- foster rigorous and ethical research that will expand the evidence on violence against women and help to inform long-term violence prevention efforts;
- consolidate the study's research tools and materials and share them widely.

HOW DOES THE UN MULTI-COUNTRY STUDY ON MEN AND VIOLENCE IN ASIA AND THE PACIFIC RELATE TO THE WORLD HEALTH ORGANIZATION'S MULTI-COUNTRY STUDY ON DOMESTIC VIOLENCE AGAINST WOMEN?

Research with women to understand their experiences of violence remains a priority for better addressing and preventing violence against women. The *World Health Organization's Multi-country Study on Women's Health and Domestic Violence against Women* (WHO MCS) used a rigorous methodology for collecting prevalence data on women's experiences of violence, particularly domestic violence, in low- and middle-income settings. Research with men is a necessary complement to the expanding data on women's experiences. The methodology outlined in this guide was aligned with and designed to complement the WHO MCS methodology. P4P and World Health Organization (WHO) worked closely together to ensure that the UN Multi-country Study on Men and Violence in Asia and the Pacific quantitative men's questionnaire aligned with the WHO women's questionnaire. This alignment means that both surveys together provide a comprehensive, complementary data set that includes experiences of women and men and violence against women. The WHO study involved interviews with women and generated data on victimization while the UN Multi-country Study on Men and Violence in Asia and the Pacific involved interviews with men, which generated data on perpetration as well as men's experiences of violence. Both are necessary to inform a comprehensive approach to the response and prevention of violence against women.

For more on the complementarity, see the UN Multi-country Study's Quantitative Research Protocol at www.partners4prevention.org/how-to/research.

For more on the WHO methodology, go to: www.who.int/gender/violence/who_multicountry_study/summary_report/en/index.html

HOW TO USE THIS STEP-BY-STEP GUIDE

This guide is part of the overall toolkit for adapting the *Toolkit for Replicating the UN Multi-Country Study on Men and Violence: Understanding Why Some Men Use Violence against Women And How To Prevent It*. The guide takes readers through each step required to implement the study's methodology in any country. While we do recommend that future study designs include all three components of the study methodology

(quantitative, qualitative and gender politics of policy), we do recognize that this is not always feasible for financial or practical reasons. Whether you use all three research components (quantitative, qualitative and gender politics of policy) or only one or two of them, this step-by-step guide takes you through each process, from planning to data collection to action.

For every step, the guide explains the importance of that step and links to the correlating tools for use in conducting the study. All the tools, including questionnaires and research protocols, can be accessed online at www.partners4prevention.org/how-to/research.

CONCEPTS TO INFORM THE TOOLKIT

The following concepts were used to inform the overall objectives and design of the UN Multi-country Study on Men and Violence in Asia and the Pacific. The concepts form the overall framework for replicating the methodology. It is important to emphasize that these are contested terms, and their meanings continue to be refined and debated among global practitioners and experts.

MASCULINITIES

The UN Multi-country Study on Men and Violence in Asia and the Pacific used theories of masculinities to better understand the connections between men, gender, power and violence. Men are overwhelmingly involved in all types of violence, and they are the primary perpetrators of violence against women and girls. Exploring masculinities helps shed light on the complexity of how gender norms shape individual attitudes and practices and how individuals and institutions can shape gender norms across the region.

Masculinities can be defined as “ways of living for men”, both identities and patterns of practices associated with the positions of men in various gender systems. There is no one masculinity; masculinities vary over time and across and within cultures. However, there is often a hierarchy of masculinities in which one (or more) pattern of masculinity is socially dominant and others are marginalized (IDS, 2007). The concept of hegemonic masculinity has been globally influential after it was introduced in the 1980s through the work of Raewyn Connell. Hegemonic masculinity may not be the most common pattern in the everyday lives of boys and men; only a minority of men might enact it. But it is normative in the sense that it embodies the currently most honoured way of being a man, and requires other men to position themselves in relation to it (Connell and Messerschmidt, 2005).

While some masculinities are inextricably linked to men’s use of violence, there is great diversity in men’s lives across the region, and not all men perpetrate violence. Further, there is a growing body of literature on how the patriarchal system, as well as the power of individual men, works not only to the detriment of women but also, in certain specific instances, to the detriment of some men themselves (Connell, 2005; Cleaver, 2002; Breines et. al., 2000). The UN Multi-country Study methodology was designed to explore both how masculinities contribute to inequalities, violence and oppression and also how some forms of masculinities can shape settings in which more men are partners in gender justice and ending violence.

VIOLENCE AGAINST WOMEN

The United Nations defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.”

GENDER-BASED VIOLENCE

While the UN Multi-country Study on Men and Violence in Asia and the Pacific predominantly focused on men's use of intimate partner violence against women and rape of women who are not partners, given that these are the most common forms of gender-based violence (Garcia-Moreno et al., 2005), the study also explored men's own experiences of violence including sexual violence and homophobic bullying and men's perpetration of sexual violence against other men. This enabled the examination of associations between men's own experiences of some specific types of violence and men's use of violence against women.⁴

For the purposes of the study, therefore, a working definition of gender-based violence was used as an umbrella concept that describes any form of violence used to establish, enforce or perpetuate gender inequalities and keep in place unequal gender-power relations. In other words, gender-based violence is violence that is used as a policing mechanism of gender norms and relations and is intended to result in the subordination of women. This concept of gender-based violence is useful for this study as it allows for the exploration of links among the various forms of violence and of how violence relates to larger systems of social inequality.⁵

VIOLENCE PREVENTION

This study relied on the term 'prevention' to refer to all efforts that seek to reduce the number of new instances of violence by identifying and addressing the factors associated with violence against women, including the pervasive gender inequalities that give men power over women.⁶ Prevention interventions target both the wider population and specific groups that are at high risk of using or experiencing violence in the future.

⁴ We recommend that researchers and practitioners use the most specific and technically accurate terms for different acts of violence. For the operational definitions of the types of violence, see the glossary.

⁵ When it was launched, the UN Multi-country Study on Men and Violence in Asia and the Pacific acknowledged that there are various and contested definitions of gender-based violence. There is some debate around whether the umbrella term of gender-based violence was introduced to emphasize the gender inequalities that women experience and that lie at the roots of all forms of violence against women, or to also include other forms of violence that are perpetrated by men against some other men and boys. Often these forms of violence are influenced by constructions of gender and harmful masculinities, gender relations and stereotypes, although, arguably they are not the result of systemic gender-based discrimination that exists (albeit to differing degrees) for all females, across all cultures, because of the conditions of patriarchy. These debates continue to shape and refine our understanding of gender-based violence. This study methodology recognizes the use of this term to understand and explore the connections between structural gender inequalities, masculinities, and violence perpetrated by men against women, and how it relates to violence perpetrated and experienced among men. However, throughout this toolkit, we predominantly use violence against women to underscore that men are the primary perpetrators of women's experiences of violence.

⁶ The field of public health uses the terminology of 'primary', 'secondary' and 'tertiary' prevention to refer to: approaches that aim to prevent violence before it occurs (primary); approaches that focus on more immediate responses to violence (secondary); and approaches that focus on long-term care in the wake of violence (tertiary). For more information on these definitions, see WHO and LSHTM, 2010. This toolkit does not use these technical terms but instead uses the terms 'prevention' and 'response' to refer to approaches that aim to deal with violence before it occurs (prevention) and after it occurs (response), in accordance with common usage outside the public health field.

PHASE ONE:

PLANNING YOUR RESEARCH STUDY

Phase one guides readers through the steps necessary to plan a research study on men and violence. Many of the steps correspond to specific materials, including handouts and videos. These materials can all be easily accessed at www.partners4prevention.org/how-to/research.

CORRESPONDING TOOL

Watch Emma Fulu, P4P research coordinator, discuss the importance of conducting research with men on violence against women.

STEP 1: CONSIDER WHAT IT IS THAT YOU WANT TO CHANGE

Before you can make change happen, you need to understand and to articulate what it is that you want to change. It is helpful to write out a problem statement—what is the problem that you want to solve—and then turn it into a positive statement: your vision of change. Consider the specific changes that you want to see in the short, medium and long terms (de Toma, 2012). This vision should guide you throughout your project.

CASE STUDY: A VISION FOR CHANGE – THE UN MULTI-COUNTRY STUDY ON MEN AND VIOLENCE IN ASIA AND THE PACIFIC

The P4P vision in designing the UN Multi-country Study on Men and Violence in Asia and the Pacific was to promote a peaceful and equitable world, founded upon compassion, dignity and respect, and a future in which diversity is celebrated and all people are valued equally and have the freedom to fulfill their possibilities in a sustainable way.

These themes of positivity, inclusion and sustainability informed, and continue to inform, every step of the study, including designing the research methodology, the training of fieldworkers and the wording of our communications.

Once the overall vision was articulated, we found the social ecological model (Heise, 1998) helped us conceptualize the changes that we wanted to see at different levels. The ecological model enabled us to recognize that unequal power dynamics are at the core of all forms of violence against women and, hence, any attempt to prevent one type of violence needs to address all forms of power inequalities at all levels to truly be effective and sustainable. For example, if we were to research men's perpetration of violence without also studying their experiences of disempowerment, we would have overlooked crucial links between their childhood experiences of abuse and the perpetration of it in their adulthood. For more on the theories that informed the study, see the regional quantitative report at www.partners4prevention.org.

STEP 2: DECIDE WHAT TYPE OF RESEARCH YOU WANT TO DO

The UN Multi-country Study on Men and Violence in Asia and the Pacific was designed as a holistic, three-component project involving quantitative, qualitative and gender politics of policy research.

This structure of three interconnected and complementary components allows you to create a comprehensive and holistic picture of the social structures and the underlying norms, attitudes and behaviours related to men's use of violence against women in your country. The quantitative research provides data on the prevalence and frequency of men's use of intimate partner violence and rape, factors associated with men's use of this violence and other broad-ranging statistics related to individual attitudes and behaviours; the qualitative life history research provides a more in-depth understanding of masculinities and experiences of the gender order, from an individual perspective; and the gender politics of policy research generates an understanding of the structural conditions that fuel violence against women and the changes that are needed in the designing and enacting of public policy to address those conditions. Although we recommend using all three research components, there may be cases in which this is not necessary or feasible; we encourage you to select the components that best suit your country situation.

STEP 3: CLARIFY WITH WHOM YOU WANT TO DO THIS RESEARCH STUDY

COLLABORATE WITH KEY PEOPLE AND PARTNERS

With your articulated vision of change in mind, think about the influential agents you want to work with to help you achieve the change. For instance, who are the leading academics in the field of violence against women or violence prevention in your country or region? Are there any inspiring and experienced activists who are passionate about making change in this area? Which government ministers and policy makers have previously shown support for this or a related issue? These are the people who can inform, support, guide and inspire your project. Although some of your partners likely will be international, our experience indicates that having strong and engaged national partners—from government, civil society, United Nations agencies, etc.—who are attuned to the local context is paramount. We strongly recommend using a participatory approach in which national stakeholders take the lead on the research to ensure that it is used effectively in the long term.

CASE STUDY: THE IMPORTANCE OF COLLABORATION IN CHINA

The UN Multi-country Study on Men and Violence in Asia and the Pacific described itself as ‘collaborative research’ to convey that, to reach its goals, this project depended on a number of diverse partners, with diverse experiences and spheres of influence at the local, regional and even global levels. This collective endeavor required all individual partners to understand our common purpose and their work as part of the larger context and to work together with trust in the process.

In the China quantitative study, an array of partners worked together with P4P to make the research a success: the local research team (consisting of academics from several Chinese universities), the United Nations family, a local NGO and a local branch of a large government-affiliated organization. Each of these partners had a crucial role in the project. From the inception stage of the study, for example, the Chinese research team advised on the importance of having direct involvement from the local branch of the government-affiliated organization in the study site. This local organization was extremely knowledgeable about violence against women in the study area and willing to support the research, given their involvement in many anti-domestic violence projects in the region. They were able to provide invaluable guidance to the research team and were enthusiastic, from the start, about supporting the study’s recommendations upon completion of the data analysis. Given their influence and respect in the community, the local government-affiliated organization also greatly facilitated the efficient data collection in the China study site. By providing household listings to the research team, coordinating with selected respondents several days before the interview and providing their offices as private and quiet interview rooms, the organization saved the research team considerable amounts of both time and money. Without their engagement and support, data collection in the China study site would have been much more difficult, if not impossible.

SELECT A RESEARCH COORDINATOR

Given the scale, complexity and sensitivity of the study’s methodology, we strongly recommend that a research coordinator is hired for the duration of the project. Their role is to oversee the work from start to finish, ensure quality control and ethical standards, promote collaboration and buy-in from the various stakeholders and help ensure that the findings are used to inform policies and programmes. This is particularly crucial if you are planning to do two or more components of the study’s methodology—so that one person oversees the compatibility of the components. Yet, it is also advisable to have a committed

research coordinator, even if you are only conducting the quantitative, qualitative or the gender politics of policy research. Some of the key attributes of an effective research coordinator include:

- strong time-management and communication skills;
- proven experience in coordinating large-scale studies or projects with multiple partners or stakeholders;
- ability to handle multiple tasks under pressure;
- proven skills in budget and logistics management;
- an understanding of and commitment to rigorous ethical standards for research;
- ability to communicate with diverse stakeholders;
- an understanding of different research methodologies and an awareness of using evidence for policy and programme change.

HIRE OR ASSIGN LEAD RESEARCHERS

If your organization does not have much experience in research, you may need to hire an external lead researcher or a team of researchers. These people will be in charge of overseeing all stages of the research, including questionnaire adaptation, interviewer training, data analysis and report writing. Based on P4P's experiences in conducting the UN Multi-country Study on Men and Violence in Asia and the Pacific, we offer the following recommended criteria to look for when hiring lead researchers.

Quantitative lead researcher:

- proven experience in quantitative research, data analysis and report writing in the fields of gender, development, demography and other social sciences for the purposes of planning and formulation of policies;
- proven experience selecting, training and supporting effective and committed researchers;
- demonstrated ability to ensure representative sampling and rigorous data collection, resulting in comprehensive and quality data;
- demonstrated ability to conduct complex data analysis, including frequencies, cross-tabulations, multivariate logistic regression and modelling;
- understanding of and respect for ethical and safety issues associated with conducting research on violence against women;
- experience in research that aims to understand violence against women and/or men's attitudes towards violence or in areas related to gender and violence—an especially strong asset.

All quantitative research team members should have an advanced university degree in research methods, gender studies or related field. They also must be able to work and communicate well in both English and the local language.

Qualitative lead researcher:

- proven experience in qualitative research methods, particularly life history analysis, as well as data coding and analysis;
- solid skills in report writing in the fields of gender, development, demography and other social sciences for the purposes of planning and formulation of policies;
- proven experience selecting, training and supporting effective and committed researchers;
- understanding of and respect for ethical and safety issues associated with conducting research on violence against women;
- experience in research that aims to understand violence against women and/or men's attitudes towards violence or in areas related to gender and violence—an especially strong asset.

All qualitative research team members should have an advanced university degree in research methods, gender studies or related field. They also must be able to work and communicate well in both English and the local language.

Gender politics of policy lead researcher:

- proven experience conducting policy-oriented primary research on development issues in the relevant country context;
- solid skills in report writing in the fields of gender, development, demography and other social sciences for purposes of planning and formulation of policies;
- proven experience selecting, training and supporting effective and committed researchers;
- understanding of and respect for ethical and safety issues associated with conducting research on violence against women;
- experience in research that aims to understand violence against women and/or men's attitudes towards violence or in areas related to gender and violence—a strong asset.

All gender politics of policy research team members should have an advanced university degree in research methods, gender studies, public policy or related field. They also must be able to work and communicate well in both English and the local language.

CREATE A NATIONAL WORKING GROUP OF PARTNERS

Once you have acquired partners, we recommend forming a national working group to advise the research processes in your country. The working group should consist of a diverse range of national individuals, including, for example, civil society practitioners, researchers with research institutions, government counterparts and specialists from within the United Nations family. It is crucial that you form the national working group in the early stages of your study to build local ownership from the start. This will greatly help in ensuring that you have committed partners who will take the research findings forward into policy and programmatic changes.

The role and responsibilities of the working group are to:

- help adapt the research protocols and tools to contextualize the research to the national context;
- support and advise on the development, planning and conducting of the country-level research;
- promote collaboration with relevant parties and the integration of the three research components (quantitative research and/or qualitative life history research and/or gender politics of policy research) into a holistic study project;
- build alliances with the women’s movement and other social movements related to the project;
- support the country-level dissemination of the research findings to promote policy and programmatic improvements for violence against women prevention.

The working group should meet at least once every two months, particularly during the planning and conducting of the quantitative research, which will require the most coordination and collaboration.

STEP 4: PLANNING TIME AND BUDGET

Careful planning of time and money are crucial to any successful research project. When planning to conduct your research, expect the unexpected and take into consideration simple things that might otherwise be overlooked; for example, how the weather conditions may impact on fieldworkers’ ability to travel and how annual events, such as holidays, festivals or university exams, may affect the recruitment of researchers and the involvement of study participants.

Before you embark on your research, assess whether you have enough funds to implement all stages of each research component that you want to undertake; if not, it may be necessary to conduct fewer research components for the time being or think about a longer-term phased approach. It is better to attempt to do less but to do it well rather than to cut corners and jeopardize the ethical and methodological integrity of your research. Although contextual factors, such as the accessibility of field sites, the expense of renting venues for training and the availability of lead researchers, will vary from country to country, the following is a rough estimate of the overall budget required to carry out each component of the study’s methodology:

Quantitative research = USD 150,000–250,000⁷

This figure includes budget lines for the following:

- personnel
- sampling
- ethics approval
- planning meetings
- pre-testing
- training
- fieldwork
- data analysis and report writing
- findings meeting
- sundries.

⁷ This does not include costs for PDA procurement and programming nor money that should be budgeted for ongoing programming for prevention, based on the research.

Qualitative research = USD 30,000–50,000

- personnel
- training
- travel and fieldwork
- research expenses (transcription, translation, etc.)
- findings meeting.

Gender politics of policy research = USD 30,000

- personnel
- research expenses (translation, etc.).

In terms of time, remember that everything always takes longer than you expect. Conducting the study involves making a commitment to producing carefully planned, participatory, ethical research of the highest standards; this requires accepting that this approach will take time. From planning the research to starting dissemination, the research components require:

- quantitative research = approximately 18 months
- qualitative research = approximately 12 months
- gender politics of policy research = approximately 6 months.

Finances and human resources permitting, you may be able to conduct the three components of the study's methodology concurrently. Please refer to the sample quantitative and qualitative timelines for a detailed breakdown of the schedules.

CORRESPONDING TOOLS

View the following tools for more information on budgets and timelines for this research:

- Sample Quantitative Budget
- Sample Quantitative Timeline
- Sample Qualitative Budget
- Sample Qualitative Timeline

STEP 5: REFLECT UPON AND ADDRESS THE ETHICAL CONSIDERATIONS OF CONDUCTING THIS RESEARCH

Given the sensitive nature of research on men and violence, ensuring the safety of respondents as well as everyone else involved in the research is paramount. It is imperative that any individual, organization or government body undertaking this study on men and violence abides by the following ethical, safety and media guidelines (this includes everyone, from the research coordinator, the lead researchers and the interviewers to the drivers and the communications officers of partner organizations and government partners).

The Ethical and Safety Guidelines for Research on Gender-based Violence, originally developed for the UN Multi-country Study on Men and Violence in Asia and the Pacific, cover the following topics in detail:

- ethics clearance
- individual consent
- voluntary participation
- confidentiality
- physical safety of informants and researchers
- do no harm
- harm related to perpetration disclosure
- mechanisms to attend to fieldworkers' and researchers' needs
- harmful publicity
- crisis intervention.

In addition to ethical and safety standards for conducting the research, there are also guidelines for disseminating the study findings. These include:

- protecting respondents' privacy
- obtaining written or oral consent
- use of images
- use of names
- representing the study to the media
- appropriate timing of releasing information about the study in the media.

CASE STUDY: ETHICS AND THE UN MULTI-COUNTRY STUDY ON MEN AND VIOLENCE IN ASIA AND THE PACIFIC

Based on the experiences of the UN Multi-country Study on Men and Violence in Asia and the Pacific, we found that adherence to the following points regarding the ethics of conducting research on sensitive topics was particularly important:

- The safety of all respondents is paramount.
- A 'safe name' for the study (for example, avoiding use of such words as 'rape' or 'violence') must be used in all related communications, documents and discussions when conducting the research.
- No information about respondents or their answers can be shared outside the circle of researchers involved in the study.
- Overall, confidentiality must be maintained; research teams should reflect on all potential challenges to maintaining confidentiality in their setting and how they will overcome those challenges.
- No photographs can be taken of respondents or their family members.
- Interviews must take place in spaces in which no other party can overhear or interrupt.
- Participation must be voluntary, and respondents must be aware of their right to refuse to answer any question.
- It is an ethical responsibility for the researchers/fieldworkers to be non-judgemental but also to not collude with research participants.

Although these Ethical and Safety Guidelines for Research on Gender-based Violence were originally designed for use in the UN Multi-country Study on Men and Violence in Asia and the Pacific, we strongly recommend that anyone conducting research or reporting in the media on violence against women adhere to these guidelines. Further specific guidelines for reporting can be found in the Media Guidelines to Protect Interviewers and Respondents.

CORRESPONDING TOOL

View the following tools for more information on the ethical and safety guidelines for conducting rigorous research on men and violence:

- [Ethical and Safety Guidelines for Research on Gender-based Violence](#)
- [Media Guidelines to Protect Interviewers and Respondents](#)

PHASE TWO:

COLLECTING DATA

Now that you have planned your research study, Phase two guides you through the steps necessary to collect data. Phase two reviews how to collect data for the quantitative, qualitative and gender politics of policy research components. Depending on which type of research you decide to conduct, you may only need to review the appropriate type of data collection.

Many of these steps correspond to materials, including handouts and videos. These materials can be easily accessed at www.partners4prevention.org/how-to/research.

QUANTITATIVE RESEARCH

In the UN Multi-country Study on Men and Violence in Asia and the Pacific (2010–2013), the quantitative component consisted of a cross-sectional household survey involving at least 10,000 men aged 18–49 per site in six countries (Bangladesh, Cambodia, China, Indonesia, Papua New Guinea and Sri Lanka).

The quantitative survey gathered information on men's:

- socio-demographic characteristics and employment
- childhood experiences, including child abuse
- attitudes about relations between men and women
- reproductive health
- fatherhood and parenting
- health and well-being
- knowledge and awareness of gender policies
- intimate relationships, including perpetration of emotional, economic, physical and sexual partner violence
- sexuality and sexual experiences
- perpetration of rape against women and other men
- experiences of sexual violence by other men.

The survey instruments were designed to be relevant for: men in stable as well as more casual relationships; men who define themselves as primarily heterosexual as well as men of different sexual orientations; and men who have children and those who do not.

The quantitative research component intended to:

- obtain valid estimates of the prevalence and frequency of men's perpetration of different types of violence against women, with a particular emphasis on intimate partner violence and rape;
- understand men's own experiences of different types of violence, including violence as children;
- identify factors that may be associated with men's perpetration of intimate partner violence and rape;
- build evidence-based policy and programme responses to prevent violence against women.

STEP 1: SELECT STUDY SITES AND DESIGN SAMPLE

A major first decision is whether you want to conduct a nationally representative survey or a survey in one or two sites. This decision should be based on your available budget, time, resources and the purpose of the data. If, for example, the government requires national prevalence statistics on men's perpetration of violence, then you will need a nationally representative sample. Remember, a nationally representative sample does not mean that you have to conduct the survey in every single region or province. Often, a regionally stratified sample is most appropriate when a country is divided into regions; in such a case, a number of districts or provinces are selected (using population proportional sampling) from each of those regions. It is important that whatever sample you select is designed to be self-weighted, which will save you much time and effort after data collection.

Alternatively, if you do not require a national sample, we suggest conducting the survey in one urban and one rural site; for example, in the capital or the largest city and in one province, region or district.

Surveys with women (such as the WHO MCS) often use a nationally representative sample to determine national prevalence rates and provide an overall picture of women's experiences of violence that is representative of the country. This is not always necessary for research with men, which is not designed to provide national prevalence rates but to generally better understand men's use of violence, including the factors associated with such violence. A survey in one or two sites is often sufficient to meet the objectives of understanding men's use of violence and identifying factors associated with violence to complement the national data from women.

CORRESPONDING TOOL

View the following tool:

- Quantitative Research Protocol

STEP 2: FINALIZE THE NATIONAL PROTOCOL

The UN Multi-country Study methodology contains a protocol for each of the three research components (quantitative, qualitative and gender politics of policy). The protocol for the quantitative research outlines in detail the methodology and the procedures for conducting the survey to ensure that it meets the standards for producing quality, ethical data that is comparable across countries.

Your research team, with input from the national working group, should create a national quantitative research protocol by adapting the UN Multi-country Study's Quantitative Research Protocol to your country context. A number of important decisions will need to be made to finalize your protocol, related to:

- sampling strategy
- specific study sites
- use of digital (PDA) or paper questionnaires
- composition of research teams
- roles of the national working group partners
- questionnaire adaptation
- timeline
- budget.

You should also create a 'safe name' for the survey to protect the safety of respondents and researchers. The safe name should not include the word 'violence' because if people in the community are aware that the survey is about violence, it may put the respondents at increased risk. Examples of suitable safe names would be 'Study on Men's Health and Life Experiences', or 'Study on Family Health and Safety'.

The protocol should be translated into the main local languages of your country to ensure that all members of the national working group and the research team leaders fully understand all aspects of the project. This is also often required for ethics approval (for more on ethics approval, see step 5).

CORRESPONDING TOOL

View the following tools for more examples of what is included in a research protocol:

- Quantitative Research Protocol

PDAs OR PAPER?

If you plan to conduct quantitative research, you will need to decide at this early stage of drafting the protocol how you want to administer the survey: on paper or electronically. Using technology, such as the personal digital assistant (PDA), removes the need for tedious data entry and data cleaning, eliminates the chance for error with complicated skips, ensures anonymity of the respondents, addresses literacy issues and can result in higher rates of violence disclosure. Unfortunately, the technology's hardware is expensive, programming the software is time-consuming and requires the hiring of a specialist, and successfully using the technology in the field requires regular access to electricity. If you plan to replicate the UN Multi-country Study on Men and Violence in Asia and the Pacific, given the sensitive nature of Section 8 of the questionnaire, we strongly recommend the use of PDAs to allow for self-administration. For other types of research on violence against women, PDAs may not be necessary. You will need to assess, given your access to resources and the field context in which you will be working, whether a paper-based or PDA-based survey would be more effective.

CASE STUDY: PDAs AND THE UN MULTI-COUNTRY STUDY ON MEN AND VIOLENCE IN ASIA AND THE PACIFIC

For the UN Multi-country Study on Men and Violence in Asia and the Pacific, P4P administered the quantitative survey in six countries using iPod Touch technology. This technology allowed us to successfully ask respondents sensitive questions in a completely private and anonymous self-administered section that was accompanied by audio capacity for people with low literacy. Without this, we might not have been able to achieve such a high rate of disclosure on the perpetration of sexual violence. It was also an important tool to ethically ask men about criminal behaviour and ensure that we could balance the needs of maintaining confidentiality and the legal requirements of mandatory reporting in some countries. We were also able to identify potential fieldwork problems early on by easily tracking data because it could be uploaded from the field daily.

Unforeseen technical challenges with this technology, however, especially with the complex language scripts, did occasionally result in delays. Similarly, there was difficulty in accessing electricity to charge the iPods and wireless Internet to upload the data in some field sites. Yet, given the scope of the study and the immense amount of data collected, a paper-based survey would have been fraught with even more challenges.

RECOMMENDED READING

Read more about using PDA technology for quantitative data collection in the following articles:

C. J. Seebregts, M. Zwarenstein, C. Mathews, L. Fairall, A. J. Flisher, C. Seebregts, W. Mukoma and K. Klepp (2009). Handheld computers for survey and trial data collection in resource-poor settings: development and evaluation of PDACT, a Palm Pilot interviewing system. *International Journal of Medical Informatics*, vol. 78, pp. 721-731.

A. K. Singh (2010). *Introducing Handheld Instruments in Community Based Surveys*. New Delhi, International Center for Research on Women.

STEP 3: ADAPT AND TRANSLATE QUESTIONNAIRES

The next step in the quantitative study is adapting and translating the men's questionnaire.

NOTE: If you want to conduct quantitative research with women at the same time, you should use the WHO women's questionnaire. The questionnaires are aligned and, with adequate human and financial resources, can be implemented simultaneously. However, to ensure the confidentiality and safety of the respondents, do not conduct the women's and men's interviews in the same locality. The research team, with support from the national working group, should adapt and translate both quantitative questionnaires.

If you plan to compare your country's data with the UN Multi-country Study on Men and Violence in Asia and the Pacific regional dataset or with the data from other countries that have conducted the quantitative research, the majority of questions in the questionnaires should remain the same. This will ensure cross-country comparability. New questions specific to a country context can be added, but it is recommended that questions are not deleted except those already noted as 'optional'. Careful consideration should be taken before adding too many questions due to the length of the questionnaire (see the Quantitative Research Protocol for specific guidance on adaptation and translation).

P4P and its team of technical advisors created two types of quantitative questionnaires:

- **Core Men's Questionnaire:** This is the main survey tool, which is applicable for most contexts.
- **Post-Conflict Men's Questionnaire:** This questionnaire was specifically designed for a post-conflict situation and includes additional questions on post-traumatic stress disorder and personal experiences during and after an armed conflict.

CASE STUDY: CHINA AND SENSITIVE ISSUES

During consultations with the United Nations partner agency and the China research team, concerns were raised about the security of respondents and about the willingness of respondents to honestly answer sensitive questions in the Chinese context. The partners decided to adapt both the men's and women's questionnaires for full self-administration (respondents answered the questions alone, inputting answers directly into the PDA) so that no one other than the respondent would be aware of his or her answers throughout the survey. Although this adaptation required some additional time and was technically more challenging, it allowed respondents to answer the survey in confidence, knowing that their privacy and anonymity were secure.

Given the considerable extra technical support that full self-administration requires, we have not included that template in this guide. If there are serious concerns about safety and privacy in your country context, please contact us to find out more about the process of adaptation to full self-administration: partners4prevention@one.un.org

CORRESPONDING TOOLS

View the following two sets of questionnaires developed for the UN Multi-country Study on Men and Violence in Asia and the Pacific:

- Core Men's Questionnaire
- Post-Conflict Men's Questionnaire

STEP 4: PRE-TEST AND REVISE QUESTIONNAIRES

Once the questionnaires are adapted and translated, you should then conduct cognitive qualitative pre-testing of the adapted and translated questionnaires with at least 20 men and field test with a convenient sample of at least 100–150 men and revise as necessary. The detailed procedures for cognitive pre-testing and field testing are outlined in the Quantitative Research Protocol.

CORRESPONDING TOOL

View the following tool for detailed procedures for cognitive pre-testing and field testing:

- Quantitative Research Protocol

STEP 5: APPLY FOR ETHICS APPROVAL

As with any research involving human subjects, all research teams using the United Nations Multi-country Study methodology should obtain ethical research clearance from a national ethics review board before beginning the research. Ethical review processes are slightly different in each institute; however, you are usually required to provide a copy of the research proposal, an English-translation of all questionnaires and an explanation of how you will mitigate against potential ethical and safety issues. If you are unsure how to find a national ethics review board to give ethical clearance to your research project, contact a national academic or research institution.

RECOMMENDED READING

Read more about ethical and safety guidelines for conducting research on violence against women or gender-based violence at the following:

R. Jewkes, E. Dartnall and Y. Sikweyiya (2012). *Ethical and Safety Recommendations for Research on the Perpetration of Sexual Violence*. Sexual Violence Research Initiative. Pretoria, South Africa, Medical Research Council. Available from www.svri.org/EthicalRecommendations.pdf

World Health Organization (2001). *Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence against Women*. Available from www.who.int

CORRESPONDING TOOL

View the following tool to review the ethical and safety guidelines for conducting rigorous research with men on violence against women that is in keeping with international standards:

- Ethical and Safety Guidelines for Research on Gender-based Violence

STEP 6: BUILD THE FIRST SURVEY PROGRAM

If you are using PDAs, the quantitative surveys will essentially be software programs, or applications (apps), on the PDAs. Several types of software exist for creating programs for PDAs, and which one you choose will depend on many factors, including the type of hardware that you are using, your budget and what languages you are translating the questionnaires into.

Whichever software you use, this is a good time to build and test your first survey program. Building the program means turning your quantitative paper questionnaire into a PDA program. If you do not have a programmer in-house, you will need to hire one. This ideally should be someone who is very familiar with the hardware and software that you have chosen to use and preferably someone who has experience working on quantitative surveys. The first construction will be in the language with which those from the research team who are testing the survey app are most familiar.

Once the first version of your survey program is built, we recommend your team conduct a thorough testing of all of the skip patterns, the spelling and the order of the questions. It is easiest to do this PDA program testing while simultaneously following along on the paper questionnaire.

NOTE: P4P has versions of the UN Multi-country Study on Men and Violence in Asia and the Pacific's survey apps for iPod Touch technology in Mandarin (simplified characters), Khmer, Bangla, Tamil, Sinhala, Tok Pisin and Indonesian. Because setting up the surveys on a PDA can be a very complex process, please contact P4P for more information, at partners4prevention@one.un.org.

CASE STUDY: EXTERNAL PROGRAMMER AND FILEMAKER MAKE A DIFFERENCE

For the UN Multi-country Study on Men and Violence in Asia and the Pacific, P4P hired a programmer who had previously worked on a similar, multilingual quantitative study on violence against women. This greatly facilitated communications on how we needed the survey app to perform to collect the information we wanted.

We used iPod Touch technology and developed the app through a program called FileMaker. After putting the questionnaire onto FileMaker, our national partners in-country, the P4P research team in Bangkok and our programmer in the United States all worked on the same survey file at the same time—not just checking and correcting wording but also adjusting the skip patterns and question order. Although such programs require Internet connection, which was not always convenient or possible in all contexts, the ability to communicate internationally on the survey through FileMaker was very helpful.

STEP 7: TRANSLATE INTERVIEWERS' AND SUPERVISORS' TRAINING MANUALS

As described in the quantitative research protocol, the training manuals cover the roles and responsibilities of interviewers and supervisors and will form the backbone of the fieldworker training workshop.

The yellow highlighted sections of interviewers' and supervisors' training manuals should be adapted to your study context. Because the UN Multi-country Study on Men and Violence in Asia and the Pacific's methodology requires that the training manuals to be comprehensive, you should allow at least two weeks time before training commences to adapt and translate the manuals.

NOTE: If full self-administration is required in your country context, this will affect the content of the training manuals; contact P4P for more information: partners4prevention@one.un.org.

CORRESPONDING TOOLS

View the following tool to review the ethical and safety guidelines for conducting rigorous research with men on violence against women that is in keeping with international standards:

- Quantitative Research Protocol
- Quantitative Male Interviewers' Training Manual
- Qualitative Supervisors' Training Manual

STEP 8: RECRUIT FIELD STAFF

The selection of appropriate interviewers and supervisors is an essential component of ensuring the success of your research. Experience from other surveys suggests that it is important to over-recruit the number of interviewers to be trained, enabling the team to maintain some flexibility and to have the option not to hire all of those who are trained (the training will provide more opportunity to observe individual skills and composure with the subject matter). As this study interviews men, it is critical that you hire male field staff to do the interviews with respondents. As a general principle in violence against women research, men should interview men and women should interview women. Also, some people may drop out or get sick, and it is important to account for this in your training. Your recruitment process should also take into account that, given the length of the study's questionnaires and the need for revisits, an average of only two to three interviews can be completed per interviewer per day. **To maintain both interviewer morale and work quality, therefore, interviewers should be paid per day and not per interview.**

Features of an ideal interviewer:

- able to interact with people of all classes
- non-judgemental and comfortable with the content of the research (the interviewers should be relatively gender equitable and not support violence in any way)
- mature
- skilled at building rapport
- experienced at dealing with sensitive issues
- given the complexity of the questionnaire, interviewers should have more than a primary school education.

For fieldwork, field staff should be divided into small teams. The number of teams will depend on the time frame and funding available for your country.

Recommended structure of field teams:

- one supervisor
- three interviewers
- one driver
- possibly one counsellor or support staff.

Features of an ideal supervisor:

- leadership skills and experience managing a team
- able to build and maintain team morale
- approachable and impartial
- organized
- diligent and committed.

TIPS FOR RECRUITING FIELD STAFF

- Over-recruit.
- Conduct a rigorous recruitment process, ideally including a pre-screening component, to ensure that recruits can sensitively and maturely handle the themes of the survey.
- Ensure that the fieldworkers speak the local dialect of the study area.
- Pay fieldworkers by day, not by completed interview—this is vital so that interviewers do not try to rush interviews or skimp on return visits.
- University students often make good fieldworkers, but make sure to consider the timing of their exams and holidays when planning data collection.

CASE STUDY: PAYMENT OF INTERVIEWERS

In one of the countries in the UN Multi-country Study on Men and Violence in Asia and the Pacific, the research institute initially paid interviewers per completed interview to save on costs. During the pilot test, however, the interviewers realized that it was actually quite difficult to complete a full interview in a day's time because of refusals and the need to reschedule interviews around respondents' schedules.

As this realization spread through the field teams, almost all of the interviewers dropped out. The research institute had to hire a new group of interviewers, and P4P had to return to train this new group. The attempt to save money ended up having extremely costly repercussions and significantly delayed the data collection.

STEP 9: RECORD AUDIO FOR SECTION 8

For ethical and safety reasons, section 8 of the UN Multi-country Study on Men and Violence in Asia and the Pacific Core Men's Questionnaire is self-administered by respondents. This section should be complemented by an audio track to ensure that all men can complete the section, regardless of their literacy. Even if you have chosen to conduct a paper-based survey rather than a digital-based survey, an audio track on a portable tape player or MP3 player with earphones is advisable for section 8.

Guidelines for recording audio:

- Identify a suitable male to record the audio. He should be in the age range of the respondents, somewhere in the middle, so someone in his thirties would be good. He should have a clear, non-judgemental voice that is easy to understand. His accent should be mainstream or widely understood.
- Ensure that narrators are reading from the final and most up-to-date version of the questionnaire.
- Use a high-quality audio recording device. If this is not feasible, it is also possible to use a standard headset and record into a computer's inbuilt audio recording program; however, with this option, extra care needs to be taken to ensure the quality.

- Make sure to conduct the recording in a quiet room, without background noise and where there will be no interruptions or disturbances. All mobile phones in the recording room should be switched off (not just on silent) because these can create electrical feedback sounds on the recording.
- When recording, the microphone should be kept at a reasonable distance from the narrator’s mouth so that the audio frequency does not peak but that the volume is still sufficient. If the audio range is consistently peaking, adjust your computer’s microphone input levels.
- The narrator’s pace should be brisk, with clear enunciation and a dispassionate but friendly tone.
- Make sure not to take long pauses after stating each number or between responses—these pauses add up and significantly lengthen the survey time.
- Name each audio file according to the question number to avoid mixing up the audio files.
- When recording over multiple sessions, be sure to maintain the same distance from the microphone, the same pace and clarity. It is helpful to listen to a few previous recordings for reference.
- Read all answer options, including the answer number; respondents who cannot read will use the number to guide them to their answer choice. For example, ‘One, yes; two, no’.
- Each audio file should be double-checked after recording to ensure accuracy and quality.
- Allow for time to re-record if further changes are made to section 8 of the men’s questionnaire.

STEP 10: PREPARE AND TRANSLATE ALL FIELD DOCUMENTS

There are several documents that need to be used and distributed during the fieldwork. These should be adapted and translated before the fieldworker training begins so that interviewers and supervisors can learn how to correctly use the documents. The use of each of these documents is explained in detail in the interviewers’ and supervisors’ manuals:

- Household Identification Form and Respondent Selection Form (back to back)
- information sheet for community leaders
- Respondent’s Information Sheet
- Informed Consent Sheet
- service providers’ pamphlets and information
- Supervisor’s Monitoring Sheet
- Interviewer’s Progress Sheet
- Supervisor’s Questionnaire.

CORRESPONDING TOOLS

View the following tools to learn more about how to prepare and translate all field documents:

- Core Men’s Questionnaire
- Quantitative Male Interviewers’ Training Manual
- Quantitative Supervisors’ Training Manual

STEP 11: FIELDWORK PREPARATIONS

Before beginning the fieldworker training, the pilot study and the main data collection, there are several logistical and technical preparations that need to be made in advance. These include:

- **Household listing:** Determine how households will be listed in the clusters or enumeration areas. Is this being done by a separate enumeration team prior to fieldwork, do you have an up-to-date household list already, or will it be part of the fieldwork process?
- **Informing communities:** Ensure that communities that are included in the survey have been informed about the study (using the safe name and community information sheets). It is important that they are expecting the arrival of the interviewers and can help facilitate smooth fieldwork.
- **Transportation:** How will field teams get to the study sites, both in the pilot and in the main study? Has safe transportation to all study sites been appropriately budgeted? Keep in mind that different study sites may require different modes of transportation to be reached.
- **Accommodation:** Where will fieldworkers stay during the interviewer training, the pilot period and the main study period? Will they need to bring sleeping bags, mosquito nets, etc. with them? If so, have you made arrangements for these to be provided to each fieldworker?
- **Food and clean water:** Are food and safe drinking water readily available in all study sites or will field teams have to bring their own provisions to some areas? Has this been budgeted?
- **Communication:** Do all interviewers and supervisors have mobile phones (with sufficient credit) or a reliable mode of communication? Will these be usable in all study sites? If there is no mobile reception in some study sites, what other mode of communication can teams use in those areas? Ensure that all fieldworkers also have the contact details of the research coordinators in the head office and emergency services.
- **Fieldworker salary:** How and how often will fieldworkers receive their salary? This money should be prepared well in advance to avoid payment delays, which may greatly reduce interviewer morale and affect work efficiency.
- **Petty cash:** How will petty cash be budgeted during the data collection? If supervisors will be carrying large amounts of cash, how will they keep this money safe?
- **WiFi for PDAs:** If using PDAs, is a WiFi connection available in each study site for supervisors to upload the data daily? If not, you will need to make arrangements to set up a WiFi connection or expand the budget to cover supervisors' travelling regularly to the closest WiFi connection to upload data.
- **Charging solutions for PDAs:** If using PDAs, how will these be charged in the field? Is electricity readily available in all study sites? If not, you may need to purchase additional charging tools, such as power banks or car chargers.
- **Purchasing and preparing supplies:** Many materials will need to be purchased and prepared before the training workshop and before the data collection. These include:
 - backpacks for carrying field materials
 - medical kits for each team
 - interviewers' name cards
 - T-shirts identifying interviewers, if appropriate
 - blank paper
 - coloured pens
 - staplers, tape and paper clips
 - all printed field materials and training materials.

Safety and security of the field staff is of utmost concern. It is important to ensure that your research team – from the principal investigator to the field staff – is aware of any potential safety and security issues that may arise during all stages of the research study, and is appropriately briefed on how to handle these scenarios. This will vary depending on national-level safety and security concerns in different settings. Supervisors and study team leaders should also consider potential backlash that may occur after data collection, and how that might impact the safety and security of the interviewers, post-study.

CORRESPONDING TOOL

View the following tool to ensure that you have everything you need for data collection:

- checklist for commencing quantitative data collection

STEP 12: CONDUCT FIELDWORKER TRAINING

Given the complexity of the questionnaire and the sensitivity of the research topic and based on the WHO ethical and safety guidelines for research on domestic violence against women (WHO, 2001), we strongly recommend an interviewer training of three weeks, including pilot testing. The purpose of this training is to:

- increase sensitivity of participants to gender issues at the personal and community levels
- develop a basic understanding of violence against women, its characteristics, what factors are associated with violence against women and the impact of violence on people's health status
- understand the goals of the study and concepts of masculinities
- learn skills for interviewing
- learn and follow all ethical and safety guidelines
- become familiar with the study's questionnaires and protocols.

If you are using PDA or similar technology, the training workshop should also be used to train fieldworkers on how to use it and give them sufficient opportunity to practise and become fluent with the technology.

NOTE: If you sense a particular fieldworker holds strong gender-inequitable views and attitudes, it is advisable to reconsider the decision to hire that fieldworker, given the subject matter of a survey on violence against women and masculinities.

Interviewers should be assigned interviewer ID numbers at the start of the training because they will need to practise using them in the field procedures. If using PDAs, a numbered PDA should also be assigned to each interviewer; they will use that same PDA throughout the study.

WHAT MAKES A SUCCESSFUL TRAINING?

Although every training session will be different, there are some steps that facilitators can take to ensure that fieldworkers get the most out of the training:

- Plan in advance and, before the training, make sure that trainers understand all the topics and are familiar with the terms involved.
- Focus on the group becoming acquainted with each other and encourage everyone to participate.
- Encourage participants to ask questions they always have wanted to ask but were afraid to.

- Include a variety of communication methods, including role-playing, group discussion and team-building activities.
- Create an environment that is tolerant and collaborative.
- Allow participants to draw upon their own experiences, where appropriate, but ensure that discussing personal traumatic experiences does not become the central focus of the workshop. Also, have the contact details of a counsellor available to fieldworkers in case they become emotionally affected by discussing these sensitive issues.
- Ensure that you have a co-facilitator to assist with the training.

TIPS FOR THE INTERVIEWERS' TRAINING

- Make sure the training venue is big enough and has enough seats for all participants.
- The training venue should be quiet, private and in a reasonably accessible location. It is particularly important to stress the principles of confidentiality and privacy, as participants may discuss harmful experiences from their past. It is everyone's responsibility to ensure that the training sessions create a 'safe space' for participants to discuss sensitive and difficult topics openly and without judgment.
- Check beforehand that you have all the equipment you will need—flip charts, markers, handouts (enough copies for each participant, with extras), projector, electrical sockets, laptop computer and whiteboard.
- Ensure that the room is arranged so that all participants can clearly see and comfortably contribute to discussions. Ideally, chairs and tables should be movable to allow for flexibility in different activities and presentations.
- Take regular short breaks to keep participants engaged and energized. This is particularly important given the sensitive topics covered during interviewers' training.
- Facilitators should be aware that the topics covered during training may have adverse impacts on some of the participants. They should monitor the impact of the training on the attendees and be able to address any adverse emotions or reactions if they arise.
- It is important to ensure that the interviewers' training is interactive and that field staff have a chance to practice administering the questionnaire and role play potential scenarios.

WHAT MAKES A GOOD FACILITATOR?

Given the sensitive nature of many of the topics covered in this training, including violence against women, gender norms and sexuality, the role of the facilitator is crucial in guiding and supporting fieldworkers through this learning. Some key personal characteristics that a facilitator in your project's fieldworker training should possess include the ability to:

- recognize and accept their own biases and make a conscious effort to remain neutral in the workshop environment;

- create and sustain a safe and comfortable learning environment;
- remain open-minded, patient and prepared to answer challenging questions from trainees;
- respect participants;
- inspire the trust of others;
- be enthusiastic and motivated about violence against women prevention;
- present with sensitivity;
- be non-confrontational and interact with others in a friendly and honest manner.

Additionally, facilitators should have a solid understanding of:

- the different concepts of human sexuality, including sex as a biological concept, gender as a social construct, sexual orientation and sexual practices and the links between them;
- the multiplicity and fluidity of masculinity and femininity;
- links between socially promoted gender roles and violence against women;
- gendered power;
- different types of violence against women and their contributing factors and consequences and the social reactions to them in your country context;
- laws, national policies and statistics (if available) regarding violence against women in your country;
- prioritizing the safety, health and well-being of study participants and fieldworkers;
- their personal limitations and willingness to ask for help when it is needed.

A sample timeline of the training workshop, suggested activities and handouts are available in the Quantitative Facilitators' Training Guidelines.

CORRESPONDING TOOLS

View the following tools pertaining to fieldwork preparation for quantitative research:

- Quantitative Facilitators' Training Guidelines
- Quantitative Training Powerpoint Presentations
- Quantitative Male Interviewers' Training Manual
- Quantitative Supervisors' Training Manual

STEP 13: TEST THE LOCAL-LANGUAGE INSTRUMENT

Extensive testing of the local-language instrument for accuracy and clarity should be done throughout the fieldworker training workshop and in the weeks preceding the pilot survey. If using the PDA technology, this time should be used to both address technical and skip errors with the PDAs as well as language and accuracy of the question text. As part of the process of familiarizing themselves with the questionnaire and (if relevant) PDA technology, the fieldworkers can be encouraged to spend a proportion of their spare time during the fieldworker training to test the local-language instrument. The most effective way to facilitate this testing is to have one person, perhaps a supervisor, be responsible for collecting all necessary changes and reporting them to the research team leader. Any errors that are discovered should be corrected on the survey instrument prior to the pilot.

STEP 14: PILOT TEST THE SURVEY AND DEBRIEF

PILOT TEST

A pilot survey of two days should take place at the end of the fieldworker training workshop. It is important that the pilot survey not be conducted in the main study sites; however, it should take place in sites that are demographically and culturally similar to the main study sites. The pilot should be seen as a practice run before the data collection officially begins and, therefore, all procedures for data collection should be applied in the pilot.

By this stage, the questionnaire should not require significant modification, but interviewers should record any mistakes that they find in the questionnaire during the pilot. If using PDAs, the pilot survey is also an important testing time. Regardless of whether using PDAs or paper surveys, ensure that the identification numbers for the pilot interviews (labelled as: rural/urban + cluster number + household number) are unique and easy to identify. This will help you separate the pilot data from the main survey data during data cleaning.

DEBRIEF

Interviewers and supervisors should record any challenges or unexpected circumstances that arise during the pilot, and these should be discussed in detail in a group debrief immediately following the last day of the pilot. It is important to have the debriefing session no more than one day after the end of the pilot so that fieldworkers' experiences are fresh in their minds. The debriefing session is a crucial opportunity for the fieldworkers to share their experiences, to clarify any areas of confusion and to agree on a uniform approach to any fieldwork challenges.

If certain field procedures or concepts emerge during the debriefing as problematic, some additional training may be necessary at the end of the debrief.

STEP 15: REVISE AND RE-TEST THE INSTRUMENT

Any challenges discovered during the piloting process that relate to the instrument should be corrected, and the instrument should go through one final stage of extensive testing, particularly the skip patterns. To avoid delaying the fieldwork, this should be the last opportunity to make any changes to the instrument.

CASE STUDY: TIMING AND PLANNING CAREFULLY

Ensuring that all elements necessary for data collection are ready (documents translated and printed, accommodation and transport arranged, PDAs programmed) in time for the commencement of fieldwork is by no means easy. On several occasions during the UN Multi-country Study on Men and Violence in Asia and the Pacific, P4P and partners came across significant, unforeseen challenges only days – or, in one case, hours – before data collection was to begin. In some instances, these were technical issues related to font recognition on the PDAs. In others, finding the most locally appropriate terminology for some of the most sensitive phrases in the survey took several days of discussion. In one instance, the delays were such that several fieldworkers had to drop out due to prior arrangements, and new interviewers had to be recruited and trained.

To avoid such delays, it is important to plan carefully and realistically.

STEP 16: BEGIN DATA COLLECTION

You are now ready to begin data collection. To ensure that your research adheres to the ethical standards of the United Nations Multi-country Study methodology and to maintain the quality of the research, fieldworkers must follow the field procedures outlined in the interviewers' and supervisors' training manuals. During data collection, field teams should meet at least once a week to discuss any problems that interviewers are having, and supervisors should maintain regular contact with the research team leaders. It is also advisable that research team leaders make at least one field visit during data collection to ensure that the study is running smoothly.

Broadly, data collection includes the following steps:

- Identify enumeration areas.
- List all households in the enumeration areas and randomly select the required number of households to be approached.
- Allocate households to the interviewers, who then visit their respective households.
- Interviewers identify one man in the household for interview (randomly selecting one eligible man).
- If the man is not available at the time, interviewers arrange for a return visit (at least two further attempts must be made before a selected man is defined as a non-response).
- Interviewers complete the informed consent procedure with each respondent and conduct each interview in private.
- Supervisors conduct quality-control checks, including a brief interview, and feed observations back to the interviewers.
- At the end of the day, supervisors debrief with the team.
- If using PDAs, supervisors upload and charge the PDAs at the end of every day. NOTE: Depending on the battery life of the PDA, you may need to find appropriate solutions to allow fieldworkers to charge their PDA while in the field (portable chargers, car chargers, charging from laptop computers during breaks, etc.).
- Supervisors monitor progress with the interviewer- and cluster-monitoring sheets.
- Once an enumeration area is complete, move onto the next one.

KEY POINTS REGARDING FIELDWORK

- Men will be interviewed by male interviewers.
- There can be no replacement of respondents.
- Participation in the study must be voluntary—not coerced.
- Interviewers should never give the questionnaire to anyone to look at, even before the questions are asked—not the driver, not the local leader, not the police, not the household head, not the wife, not the mother-in-law and not even the respondent.
- Fieldworkers should not work in locations where they know local residents.
- To maintain both interviewer morale and quality, fieldworkers should be paid per day, not per interview.
- Supervisors must accompany each team of interviewers in the field.

NOTE: If you are doing the men's survey with the WHO women's survey, men and women must not be interviewed in the same clusters, for safety reasons.

CORRESPONDING TOOL

- View the following tools to review the checklist for commencing quantitative data collection:
- Checklist for Commencing Quantitative Data Collection

STEP 17: DOCUMENT LESSONS LEARNED

In the early stages of the UN Multi-country Study on Men and Violence in Asia and the Pacific, P4P realized that, apart from the data that was being collected, there was valuable knowledge to be gained from the experiences of people involved in the project. To capture this knowledge, we documented the lessons learned at every step and every level of the research project. In addition to collecting the lessons that we picked up throughout the whole research project (which will soon be produced as a separate resource), we also collected reflections from interviewers, supervisors and the research coordinators on their experiences in the field as a way of documenting the supplementary impacts of the research. We recommend you do the same. Ideally, this is completed immediately after the research is finalized to ensure that it captures the most relevant information before it is forgotten. The End of Quantitative Fieldwork Report Template is a mechanism for documenting and sharing the lessons learned.

This documentation can be passed among partners, donors and other parties in your research project as well as with other practitioners and researchers in the field.

CORRESPONDING TOOL

View the following to document lessons learned:

- End of Quantitative Fieldwork Report Template

STEP 18: CLEAN THE DATA SET AND CODE VARIABLES

Using PDAs means that data cleaning is quite straightforward. The technology removes the possibility of missing data from skip errors, typing errors on data entry or coding errors. It is important, however, to identify and remove any cases that are from the pilot or practice sessions and identify any incomplete interviews. This can be done by comparing the cluster and household codes in the data set to the documentation in the monitoring sheets and following other standard data-cleaning methods. There are also no open-ended questions in the questionnaire that need coding. There will be refusals from some respondents for some questions, which will register as missing data. It is useful to explore these refusals further to understand your data set and determine whether there is any particular pattern to the refusals (such as men with certain characteristics refused specific questions) or if it is indeed random. Once the data set is clean, the next step is to create the variables that you want to look at for the analysis.

STEP 19: ANALYSE THE DATA

Once you have the relevant variables, we suggest you develop a core set of data tables for the analysis you want to draw on. From these tables you can summarize the findings in a narrative form, following the report template provided. In the discussion section, you should discuss what the findings mean in your context, how the results compare with other studies from your country and other countries and what implications the results have for policies and programmes. We recommend you conduct a literature review (initially) on relevant theories and comparable data to support your points in the discussion section (see Phase three of this guide for further information on launching and disseminating your findings).

For examples of national analysis of data from the UN Multi-country Study on Men and Violence in Asia and the Pacific, visit the national reports published at www.partners4prevention.org.

QUALITATIVE RESEARCH

The qualitative component of the UN Multi-country Study methodology consisted of in-depth ‘life history’ interviews with two groups of men: a) gender-equitable men—those who displayed non-dominating or non-traditional notions of masculinity and b) men who were known to perpetrate physical or sexual violence against a female partner and who exhibited more hegemonic masculine traits (such as beliefs around men’s authority over women, control and power within society). The research was conducted in five countries (Bangladesh, China, Indonesia (Aceh), Papua New Guinea and Viet Nam).⁸

The qualitative research component looks in-depth at individual men’s life histories to develop deeper insight into how we can prevent violence against women and encourage men to be more gender equitable.

The qualitative research revolves around the following key questions:

- 1 What influences across the life course operate to shape gender-equitable forms of behaviour in men? At what stages across the life course are they expressed and in what ways? What are the relationships among ‘non-traditional’ practices, the use of violence and attitudes towards and practices of gender equity in other areas of these men’s lives?
- 2 What influences across the life course operate to shape the violent behaviour of some men? At what stages in the life course are different types of violence expressed by men who are violent towards women and in what ways? What are the relationships among the use of violence and attitudes towards and practices of gender equity in other areas of these men’s lives?
- 3 Are there particular differences in the life histories, trajectories and influences of these two groups of men and what does this tell us about how to encourage men to be more gender equitable and non-violent?

STEP 1: CONDUCT A LITERATURE REVIEW

Qualitative research projects should begin with a review of the existing literature on the topic. The purpose of this literature review (sometimes called a desk review) is to develop a basic understanding of the state of the field’s research. Specifically, a literature review aims to examine seminal conceptual literature on the thematic areas of the research study, develop knowledge of what previous research has been conducted on the topic (focusing within the country as well as regionally) and critique what gaps exist for future research.

For the qualitative component of your research, we propose the following options for conducting a literature review of violence against women and masculinities research.

Violence against women:

- existing theoretical approaches to violence against women, particularly related to gender and power
- review of previously conducted violence against women studies (this can include regional studies but should focus on country-specific data and research).

⁸ To learn more about the qualitative component of the UN Multi-country Study on Men and Violence in Asia and the Pacific, visit www.partners4prevention.org.

Masculinities:

- existing theoretical approaches to masculinities
- review of previously conducted research around masculinities (not limited to violence)
- review of previously conducted research on the link between masculinities and violence.

Gender social norms:

- review of literature on gendered social norms and expectations of men and women (this should include descriptions of the context-specific, dominant gender regimes)
- research on gender and other social inequalities (this can include research conducted around other axes of social inequalities that are linked to gender inequalities, such as race, ethnicity or religion, if relevant to the focus of the research).

NOTE: Literature reviews are not exhaustive; however, a good literature review provides a solid foundation for future research, shows the gaps that the proposed research should try to fill and can help to develop the conceptual framework for the research project.

STEP 2: ADAPT THE NATIONAL QUALITATIVE PROTOCOL

The UN Multi-country Study on Men and Violence in Asia and the Pacific research tools were developed for a regional application but serve as a blueprint for national adaptation and ownership. The Qualitative Research Protocol provides guidance on national adaptation, with the following considerations:

- **Decision on study site:** As outlined in the Qualitative Research Protocol, we recommend keeping the research sites to a maximum of two, to avoid sample spread.
- **Decision on whether to interview men, or men and women:** This will depend on your interests and how you plan to use the research.
- **Decision on number of study participants:** We urge research teams to limit their total pool of participants to 30 per study, given that data analysis of life history qualitative data is extremely time-consuming.
- **Adaptation of the interview guide to reflect the local context in terms of:**
 - types of violence (for example, questions around dowry-related violence are relevant in some settings but not others)
 - manifestations of gender inequities (such as women's roles and participation in local community life)
 - national budget and timeline.

CASE STUDY: QUALITATIVE ADAPTATION IN BANGLADESH

The qualitative research in Bangladesh (conducted in 2012) followed the quantitative survey, which was carried out in two sites in the country in 2011. The adaptation of the qualitative interviewer guide took into account the findings from the quantitative data. For example, the Bangladesh quantitative survey found that 38 percent of the men surveyed in the urban site had experienced childhood sexual abuse, and 35 percent of the men surveyed had witnessed intimate partner violence as a child. These high rates of men reporting experiences of violence as a child influenced the design of the qualitative interview guide regarding questions around childhood experiences of violence.

The quantitative data also found that 77 percent of men in the urban site and 81 percent of men in the rural site who reported perpetrating rape were motivated by notions of male sexual entitlement over women. The qualitative interview guide explored this statistic in more depth, asking men questions around notions of masculinity and entitlement within the Bangladesh context.

CASE STUDY: QUALITATIVE ADAPTATION IN ACEH, INDONESIA

Aceh, Indonesia is a post-conflict area in the north of Sumatra Island. The qualitative research was adapted to this setting to capture the impact of the conflict on the construction of masculinities and norms around violence. The research objectives and questions were adapted as follows.

Research objective:

- To understand the construction of masculinities in post-conflict Aceh and its relation to violence against women and thus develop deeper insight into how to engage men and boys in the prevention of violence against women.

Research questions:

- What do men perceive to be indicative of a 'good man' or a 'valuable man'? Did this change during the conflict and post-conflict periods? How attainable is such manhood for different groups of men in Aceh?
- What is the relationship among violence, relations with women and being a 'good' or 'valuable' man?
- What are men's and women's perceptions of gender norms for men in Aceh?
- Did the conflict change men's use of violence towards other men, towards their wives or women in the community? How did it change? Is this changing during the post-conflict period? If so, how?
- How does religion influence the shape of masculinities in Aceh?
- What influences men's use of violence or resistance to violence in Aceh?

In addition, the Aceh research team added in-depth interviews with female survivors of conflict-related violence. Additional possibilities for post-conflict settings include:

- In-depth interviews with militia members and combatants, particularly those who managed to move away from violence, in post-conflict settings.
- In-depth interviews with teenage boys about (changing) notions of masculinities in the post-conflict setting.

CORRESPONDING TOOL

View the following tool to learn more about adapting the qualitative research:

- Qualitative Research Protocol

STEP 3: SELECT STUDY SITES AND DESIGN THE SAMPLING STRATEGY

This section discusses the sampling strategy used for the qualitative component of the UN Multi-country Study on Men and Violence in Asia and the Pacific. It addresses some limitations and makes suggestions for adaptations you might use in your setting. The sampling strategy refers to your technical plan on how you will select and approach your respondents. For more information on how to select individuals, see step 8.

When adapting the study design for the qualitative component of the methodology to your country-specific context, it is important to remember that the aim of qualitative, close-focus research is not to obtain a representative sample but to produce a deeper understanding of a particular situation. Wider implications come not from the diversity of the sample but from the depth of understanding. Consequently, we do not want diversity but, rather, variations of the same situation. The sample should aim for groups of men or men in the same networks, organizations or communities—provided that they contain gender dynamics that resonate more widely in the society (that they are not an extremist sect or an isolated village, for example).

The UN Multi-country Study's qualitative methodology used purposive sampling to select a minimum of 20 men (18 years and older) to participate in the two-part, truncated life history interviews:

- 10 gender-equitable men who displayed non-dominant/non-traditional notions of masculinity.
- 10 men who were known to have perpetrated physical or sexual violence against a female partner; they were identified through social networks, based on certain traits associated with hegemonic masculinity (masculinity based on authority, such as police), or displaying protest masculinity, which arises among people who do not have much authority and resort to hyper-masculine displays as a way of claiming social status, such as militants, gangs, etc.).

While developing your sampling strategy, it is important to remember that individual men who participate in this research project will not fall neatly into one of the two categories; for example, the interviews may reveal that gender-equitable men also have used violence. These are meant to be general guiding characteristics on which to structure the data collection and analysis. There were many challenges during the qualitative sampling of the UN Multi-country Study on Men and Violence in Asia and the Pacific (see the following box). Extreme caution needs to be taken to ensure that the qualitative sampling of perpetrators is conducted in an ethical and safe manner. This includes ensuring that the research is conducted by highly qualified qualitative researchers.

Based on those challenges experienced during the UN Multi-country Study on Men and Violence in Asia and the Pacific, we compiled the following guidance on the sample and selection criteria:

- Plan your sample design to access perpetrators through existing perpetrator counselling services.
- Plan your sample design to access perpetrators through the court system (perpetrators who have been arrested for their crimes).

- Use snowball sampling to sample other perpetrators or like-minded men. This may not give you entire control over your sample (for example, you do not select these men, they are selected by peers), but it will ensure that you sample in a more approachable and transparent manner.

It may not be feasible to identify perpetrators in a safe way in your setting. In which case, there are other sampling approaches that can be used to gather important information about masculinities and perceptions of violence that still fall under the scope of the overall methodology. For example, you may consider using existing quantitative scales on gender-equitable attitudes and norms (such as the Gender-Equitable Men Scale). You can then quantitatively assess a group of men's levels of gender-equitable attitudes. Once you have these scores, you can select men, based on their score, to participate in the in-depth, qualitative research. It is important that this process is done in a confidential yet transparent manner.

We recommend that the entire research sample does not exceed 30 men, given the amount of time needed to conduct quality life history analysis of the data. In addition, not all studies will want to focus on intimate partner violence. If you are focusing on another form of violence, you should select perpetrators of the type of violence that you are most interested in (such as non-partner rape).

CHALLENGES TO QUALITATIVE SAMPLING DURING THE UN MULTI-COUNTRY STUDY ON MEN AND VIOLENCE IN ASIA AND THE PACIFIC

A number of challenges arose during the sampling stage of the qualitative component of the UN Multi-country Study on Men and Violence in Asia and the Pacific, these included:

- Research teams were confused about the different sampling criteria (such as what constitutes a gender-equitable man?). In particular, some of the phrases and explanations did not translate clearly into national languages. We address this in step 10.
- There was some overlap between the two groups of men (some perpetrators held relatively equitable views, while some gender-equitable men used violence), and research teams were not always clear in which group to place them. This is addressed in the data analysis tools.

STEP 4: OBTAIN ETHICAL CLEARANCE

Qualitative research on violence against women, like quantitative research, requires rigorous ethical and safety standards. Any research with human subjects, including qualitative studies, should obtain ethical clearance from a national ethics board before beginning the research. To obtain ethical clearance, a research team should present their research proposal (including documentation on their ethical and safety guidelines) to a review board. If you are unsure how to find a local or national ethics review board to give ethical clearance to your research project, contact a national academic or research institution.

CORRESPONDING TOOL

- View the following tool to learn more about ethical and safe research on violence against women:
- Ethical and Safety Guidelines for Research on Gender-based Violence

STEP 5: OBTAIN CONSENT FROM THE COMMUNITY

The underlying objective of the UN Multi-country Study's methodology was to benefit the communities studied by linking the evidence gathered through the research to more effective programming and policies aimed at preventing violence against women. The communities in which the research took place were thus a fundamental site for social change. Researchers must obtain consent from the community prior to beginning any research activity. This can include:

- Sharing the research objectives with community leaders.
- Organizing meetings with influential community parties to obtain their buy-in and ownership of the research project early on.
- Involving local NGOs and social networks, particularly those working on gender issues, to assist with the selection of research participants.
- Clarifying that care will be taken to ensure that findings are communicated and disseminated in ways that faithfully reflect and respect the views of those who participate and the communities in which they live.

Community consent should be obtained verbally and notated in case of any issues that might occur during the research process. In addition, care must be taken to not endanger or harm the future participants during this process. It must be reiterated to the community that anyone who participates in this study will remain anonymous and their responses kept confidential. This is particularly important with interviews with men who are known perpetrators of violence (for criminal justice reasons) and when conducting interviews with women.

STEP 6: RECRUIT INTERVIEWERS

The recruitment and selection of interviewers is a critical step in the collection of strong qualitative data. It is important to conduct a rigorous recruitment process, ideally including a pre-screening component, to ensure that recruits sensitively and maturely handle the themes of the study. The interviewers should be chosen according to a set of criteria. We recommend the following criteria to select qualitative interviewers; however, context-specific guidelines can be added as necessary (such as language skills, similarity of background to interviewees, etc.). Selecting interviewers who have previous experience conducting qualitative research is an advantage but not always possible in some settings, in which case comprehensive interviewer training is essential. As noted in the quantitative component, it is important to have men interviewing men, and women interviewing women, given the sensitive nature of the research.

Criteria for interviewer selection:

- high level of education and literacy
- non-judgemental attitudes
- respectful towards interviewees
- comfortable talking to interviewees (especially if of a different class, caste, ethnicity or religion)
- reliable
- able to maintain confidentiality
- good listening skills
- open-mindedness.

STEP 7: CONDUCT INTERVIEWER TRAINING

The qualitative research component of the UN Multi-country Study's methodology requires all interviewers to undergo training on violence against women and masculinities as well as specific training on life history research methods and analysis. This guide provides materials and resources for this training. The following are guidelines for the structure and approach of the training:

- Interviewers should undergo approximately one week of general training on violence against women and masculinities and specific training on life history methodology.
- Training should be provided by a local research institute (where possible) or international researchers experienced in qualitative research on violence against women and masculinities.
- As a part of the training process, pilot interviews should be conducted with people outside the sample. Each interviewer should conduct at least two pilot interviews prior to beginning the field research.

The training materials for the qualitative interviewer training are divided into four categories:

- violence against women and masculinities (2 days)
- ethics of conducting research on violence against women and masculinities (1 day)
- life history research methods (1 day)
- pilot testing and interview practice (1 day).

The pilot testing should take place at the end of the training so that the interviewers can use the knowledge gained through the training during the pilot. Pilot respondents should be selected from outside the sample. During the interview practice, trainers should be present to monitor the interviews and provide feedback. Male interviewers should interview men. If the qualitative research has been adapted to include a female sample, then female interviewers must be part of the training and conduct the female pilot interviews. After the first interview, the trainers and interviewers should come together to discuss the process and provide recommendations to improve the interviews for the second round.

Pilot interviews should give the interviewers opportunities to practise:

- building rapport and making each respondent comfortable
- asking open-ended questions
- asking probe questions to gather more information on a particular topic relevant to the research
- steering the interview
- asking sensitive questions about violence (including how to recognize when a respondent is in distress and provide the necessary support)
- adhering to the ethical and safety guidelines.

Pilot interviews will allow the lead researcher to identify any issues with the questionnaire and fix any problems (such as language clarification or question wording) prior to the fieldwork.

CORRESPONDING TOOLS

View the following tools to learn more about conducting qualitative interviewer training:

- Life History Research Training Module
- Qualitative Interviewer Training Powerpoint Presentations
- Interview Guide for Gender-equitable Men
- Interview Guide for Men Who Use Violence

STEP 8: SELECT INDIVIDUALS TO INTERVIEW

The next step in the qualitative research is to identify individuals to be interviewed. The research team will have to brainstorm on how best to seek out and approach men for both categories of interviews, given the specific context of the research.

P4P recommends that the gender-equitable men are purposively sampled to meet the general criteria for the study through social networks, NGO networks and relevant organizations working on gender or men's issues in the selected study sites. Men in this category should be sampled according to context-specific criteria. This could include:

- displaying non-dominant or non-traditional notions and behaviours of masculinity
- engaging in practices not associated with masculinity, such as care-giving or gender-related activist work.

The men who are violent should be sought out through processes of social networking with men who are known in the area to have something that identifies them as hegemonically (have authority in the society) masculine (such as police) or displaying protest masculinity, which arises among people who do not have much authority and thus resort to hyper-masculine displays to claim social status (such as militants, gang members, men who drink heavily in bars, etc.).

It is imperative that during the sampling process, the research team is honest and transparent with the participants as to why they were sampled. In particular with the men who are known to have perpetrated violence, there is an ethical obligation to inform them of the nature of the study and how and why they were contacted for participation (for example: "We are doing research on men's attitudes, beliefs and behaviours, including their violent behaviour, in order to understand the complexity of men's lives and what influences and experiences men have that may drive certain beliefs and behaviours."). Ensuring open and honest communication will enable the researcher to maintain ethical standards of research as well as begin to build rapport with the research participant. It is critical that the researcher neither expresses judgement of the participant nor colludes with the participant in any way that may condone their violent behaviour.

CASE STUDY: SELECTING RESEARCH PARTICIPANTS IN BANGLADESH

The UN Multi-country Study on Men and Violence in Asia and the Pacific qualitative research project in Bangladesh partnered with a local NGO to identify men in the communities where the NGO worked who could participate in the life history interviews on gender and masculinities. These men were sampled according to the categories outlined in step 3. Using the NGO's networks in the communities was an effective way for the research team to efficiently and accurately select men for the sample.

STEP 9: BEGIN DATA COLLECTION

Once potential participants are located, they are approached; the study is explained to them and they are asked to participate. They are told that they are under no obligation to participate and there will be no negative consequences if they do not agree. If they agree to participate, they are then told they may decline any question, withdraw at any stage in the interview process or withdraw their interviews thereafter. They are then given an information sheet and asked to sign an informed consent form. The consent forms are never linked to the interview recordings or transcripts and are to be kept in a locked filing cabinet.

The participants are told that their identities will be kept confidential throughout the process of data collection as well as in the analysis and write-up of the study findings. Every effort will be made to ensure that participants cannot be identified in the final written products of the study.

Two interviews are conducted with each participant, on different days, to enable time to build up rapport and really go in depth into a person's life. Each interview is approximately 1–1.5 hours long and should be conducted in a location that is comfortable for the participant. No-one else should be present during the interview (the exception is children younger than 2 years). Interviews should be conducted in the local language. The interviews are recorded on a digital recording device.

The interviewer should also keep a field journal that includes details from each interview, such as:

- Notes about the interview setting: Where was it? What impression did it give you?
- Description of the informant: What did he (or she) look like? What were your general impressions? Did you feel he (or she) was open, friendly?
- Make notes of any snippets of conversation you overheard while there that may be relevant and describe any incidents you may have observed that seem relevant.

NOTE: Field notes should refer to the process and context of each interview. These notes are valuable for the researcher to recall the environment of a particular interview and thus contextualize later the data analysis. Keep in mind that any descriptions that might breach anonymity (such as physical descriptions) should not be used in the report or any public documentation related to the research.

CORRESPONDING TOOLS

View the following tool to learn more about beginning data collection:

- Checklist for Commencing Qualitative Data Collection
- Ethical and Safety Guidelines for Research on Gender-based Violence

STEP 10: TRANSCRIBE AND TRANSLATE THE INTERVIEWS

The audio recording of the interview should be transcribed verbatim in the language it was conducted in (plan and budget for six hours of transcription for every hour of interview). As the transcription is being developed, include brackets with notes that might be useful in the analysis, such as: [laughs], [he is referring to his mother-in-law here] and [laughs—he's exaggerating].

Although P4P recommends that the first round of analysis be done in the language in which the interviews were conducted, the following are some guidelines for translation, if the transcripts are going to undergo translation before analysis:

- Choose a translator who is familiar with the research topic and understands the key concepts, such as gender, masculinities, gender inequality, etc. Discuss how these terms should be translated prior to translation.
- It is best for one translator to translate the entire data set to ensure consistency and continuity of language use.
- Back-translate sections of the interviews to ensure that the translation captures the content, flow and nuances of the original transcript.

STEP 11: DOCUMENT THE LESSONS LEARNED

Over the course of the research, the team will learn important lessons about conducting research with men on violence against women and masculinities as well as conducting research within the specific context setting. It is good practice to document these lessons and share them with other practitioners in the field. P4P has developed an end-of-fieldwork report template that assists with this documenting process. All members of the research team (principal investigator, research assistants and interviewers) should complete the report template. Ideally, this is completed immediately after the research is finalized to ensure that it captures the most relevant information before it is forgotten.

This documentation can be passed among partners, donors and other parties in your research project as well as with other practitioners and researchers in the field.

CORRESPONDING TOOL

View the following tool to learn more about documenting research experiences:

- End of Qualitative Fieldwork Report Template

STEP 12: ANALYSE THE DATA

The first round of data analysis of the interview transcripts uses life history analysis. This methodology requires us to think of the interview as a whole unit — not to pull out ‘colourful’ examples but to understand the narrative as a whole and see how it unfolds. The life history analysis process focuses on one interview at a time. The researcher conducts a case study of that interview, written up as a summary within the overall conceptual framework of the research. The case studies are then analysed as a group and can be further coded using standard qualitative coding techniques. The Life History Research Training Module details the process of life history research and provides guidance on the analysis process.

CORRESPONDING TOOL

View the following tool to learn more about analysing the data:

- Life History Research Training Module

GENDER POLITICS OF POLICY RESEARCH

In the UN Multi-country Study on Men and Violence in Asia and the Pacific (2010–2013) the gender politics of policy research was conducted at the regional level, as well as in Cambodia, India, Indonesia, and was an important element of the methodology's overall design. While the quantitative and qualitative components looked at individual men's experiences, the gender politics of policy component looked at the broader social structures, systems, institutions and norms that create the environment in which men and women live and it looked at how this environment contributes to violence against women.

The gender politics of policy research helps to map how power, gender norms and men's violence against women play out in many different areas of public life, from national policies (and decision-making) to institutional cultures to social discourse (such as the media).

Using ethnographic and sociological methodologies, research on the gender politics of policy can deepen the understanding of the structural conditions that fuel violence against women and the changes that are needed at the social level to make and enact public policy to address these conditions. This type of research can help to identify ways to promote more gender-equitable policies and politics within key social spaces — institutions, businesses, policy-making processes, social movements, media discourse and many others. In particular, the gender politics of policy research seeks to pinpoint what changes are needed to promote gender equity within the making and enacting of public policy and ultimately achieve the goal of preventing violence against women.

CASE STUDY: RESEARCH WITH PARLIAMENTARIANS ON PREVENTION OF VIOLENCE AGAINST WOMEN IN ASIA AND THE PACIFIC

In 2010–2011, P4P conducted qualitative research with parliamentarians in 13 countries across the Asia-Pacific region (Afghanistan, Australia, Bangladesh, Cambodia, India, the Maldives, Malaysia, New Zealand, Pakistan, Philippines, Sri Lanka, Timor-Leste and Viet Nam) to explore their engagement and commitment to prevention of violence against women and public policy in their context. This research was conducted as part of the gender politics of policy component of the UN Multi-country Study on Men and Violence in Asia and the Pacific. The research project was facilitated through partnership with regional and global parliamentary consortia as well as with United Nations agency partners to ensure that the data would inform more effective programming and networking with parliamentarians to build champions of prevention of violence against women in political spaces. The study, *In Their Own Words: Exploring Parliamentarians Perceptions of Gender-based Violence and Prevention Policy in Asia and the Pacific*, is available from www.partners4prevention.org.

STEP 1: CHOOSE A RESEARCH METHOD AND SET UP STAKEHOLDER BUY-IN

The gender politics of policy component of the UN Multi-country Study on Men and Violence methodology is the most flexible and adaptable, and we urge you to develop a research plan that suits your specific area of interest and local setting. Two corresponding tools will help guide researchers through the steps to determine what approach and topic could be relevant for political analysis at the national level (see corresponding tools box at the end of this section). Selecting a Topic and Methodology for Gender Politics of Policy Research presents a broad review of the conceptual and methodological options for national policy analysis; however, it is not comprehensive. We urge researchers to think creatively about where spaces exist within their country's political and policy contexts that relate to gender, violence and other axes of social

oppression in their locality in order to conduct contextually relevant research that can be used to promote more gender-equitable political systems and institutions.

Research on the politics of gender policy can be politically sensitive, and a supportive network of influential parties is crucial to ensure the use and application of the research findings. It is helpful to conduct consultations early on with these influential parties to obtain their earliest buy-in and political support for the research and to identify areas that the research can potentially feed into (such as national action plans).

CORRESPONDING TOOLS

View the following tools to learn more about choosing research methods and obtaining stakeholder buy-in:

- [Selecting a Topic and Methodology for Gender Politics of Policy Research](#)
- [Q&A With The Experts: Institutional Ethnographies](#)

STEP 2: CONDUCT A LITERATURE REVIEW

As explained in the qualitative research section, all strong research projects begin with a review of the existing literature on the topic under study. For the gender politics of policy research, we propose the following options for conducting a literature review on violence against women and masculinities research.

Violence against women:

- existing theoretical approaches to violence against women, particularly related to gender and power.

Masculinities:

- existing theoretical approaches to masculinities
- politics of masculinities.

Gendered policy-making:

- review of literature on the gendered nature of policy-making
- masculinities and political spaces.

Relevant policy documents:

- any policy documents that are relevant to the specific line of inquiry (such as violence against women public policy and such gender policies as spaces for women in political leadership positions).

NOTE: Literature reviews are not exhaustive; however, a good literature review provides a solid foundation for the proposed research, shows the gaps that the research should try to fill and helps develop the conceptual framework for the research project.

STEP 3: DEVELOP A RESEARCH PROTOCOL

A research protocol serves as a summary document that comprehensively outlines the scope of the study. P4P recommends that a well-designed research protocol should have the following components, although this is not a comprehensive list:

1. Outline of the research objectives

The research objectives summarize what the study will achieve; the objectives should closely link with the overall research questions.

2. Outline of research questions

The research questions should outline the specific focus of the research objectives, framing the objectives within the scope of the areas of inquiry.

3. Conceptual framework

The conceptual framework should be informed by the literature review and provide the theoretical framework within which the research will be conducted.

4. Detailed outline of methodologies

The protocol should include a detailed outline of the methodologies that discusses in-depth the research methods and why they were chosen to achieve the objectives of the research. This includes a description of the study population and sample design.

5. Time frame of the research

It is highly recommended to have a well-thought out timeline of the research. This timeline can be linked to the broader political landscape of the context and activities going on within these spaces (such as the development of a national action plan) so that it can inform future policy decisions.

6. Budget

Provide a detailed budget that realistically takes into account all costs to conduct this research in your setting.

CORRESPONDING TOOL

View the following tool to learn more about developing a research protocol:

- Gender Politics of Policy Research Protocol

STEP 4: OBTAIN ETHICAL CLEARANCE

Any research with human subjects, including qualitative studies, should obtain ethical clearance from an ethics board before beginning the research. To obtain ethical clearance, a research team should present the research proposal (including documentation on ethical and safety guidelines) to a national ethics review board. If you are unsure how to find a national ethics review board to give ethical clearance to your research project, contact a national academic or research institution.

CORRESPONDING TOOL

View the following tool to learn more about ethical and safe research on violence against women:

- Ethical and Safety Guidelines for Research on Gender-based Violence

STEP 5: DEVELOP THE RESEARCH TOOLS AND PRE-TEST

The next step in conducting the gender politics of policy research is to develop, translate and pre-test the research tools. This includes interview guides for any key informants, interviewees or focus-group discussions, as outlined in the research methodology section of the protocol. We recommend conducting at least one, if not two, pilot interviews per interviewer. The interview pilots will give the research team a chance to test whether or not the interview guides are capturing the information that the research project is looking for. It is also important to practise interviewing on potentially politically sensitive issues (such as ingrained gender regimes that promote gender-inequitable practices in policy institutions).

Pilot interviews should give the interviewers opportunities to practise:

- building rapport and making each respondent comfortable
- asking open-ended questions
- asking probing questions to gather more information on a particular topic relevant to the research
- steering the interview
- asking sensitive questions about violence (including how to recognize when a participant is in distress and provide the necessary support)
- adhering to ethics and safety standards.

CORRESPONDING TOOLS

View the following tools to learn more about research tools and pre-testing:

- [Sample Interview Guides on Research with Parliamentarians on Gender-based Violence](#)
- [Sample National Policy Analysis Questionnaire for Cambodia](#)

STEP 6: BEGIN DATA COLLECTION

During the development of the research protocol, the research team will have identified a sample of participants to interview, given the specific context of the research. These potential participants should be approached, the study explained to them and then asked to participate. They should be told that they are under no obligation to participate and that there will be no negative consequences if they do not agree. If they do agree to participate, they are then told that they may decline any question, withdraw at any stage in the interview process or withdraw their interviews thereafter. They are then to be given an information sheet and asked to sign an informed consent form. The consent form is never to be linked to the interview recordings or transcripts and is to be kept in a locked filing cabinet.

The participants are to be told that their identities will be kept confidential throughout the process of data collection as well as in the analysis and the writing up of the study findings. Every effort is to be made to ensure that participants cannot be identified in the final written products of the study. This includes participants of focus group discussions, although they will be known to one another due to the nature of that data collection process.

STEP 7: TRANSCRIBE AND TRANSLATE INTERVIEWS

All interviews should be recorded so that transcripts can be developed after the interview. The interviewer should also keep a field journal that includes details from each interview, such as:

- Notes about the interview setting: Where was it? What impression did it give you?
- Description of the informant: What did he (or she) look like? What were your general impressions? Did you feel he (or she) was open? Friendly?

- Make notes of any snippets of conversation you overheard during the interview that may be relevant and describe any incidents you may have observed that seem relevant.

NOTE: Field notes should refer to the process and context of each interview. These notes are valuable for the researcher to recall the environment of a particular interview in order to contextualize the data analysis later. Keep in mind that any descriptions that might breach anonymity (such as physical descriptions) should not be used in the report or any public documentation related to the research.

The transcription should aim to include a verbatim transcript of the interview (plan for six hours of transcription for every hour of interview). As the transcription is being developed, include brackets with notes that might be useful in the analysis, such as: [laughs], [he is referring to his mother-in-law here] and [laughs—he’s exaggerating].

Although P4P recommends that the first round of analysis is done in the language in which the interviews were conducted, the following are some guidelines for translation, if the transcripts are going to undergo translation before analysis:

- Choose a translator who is familiar with the research topic and understands the key concepts, such as gender, masculinities, gender inequality, etc. Discuss how these terms should be translated prior to translation.
- It is best for one translator to translate the entire data set to ensure consistency and continuity of language use.
- Back-translate sections of the interviews to ensure that the translation captures the content, flow and nuances of the original transcript.

STEP 8: DOCUMENT THE LESSONS LEARNED

Over the course of the research, the team will learn important lessons about conducting research on the politics of violence against women and masculinities as well as conducting research within the specific context setting. It is good practice to document these lessons and share them with other practitioners in the field. P4P has developed an end-of-fieldwork report template that assists with this documenting process. All members of the research team (principal investigator, research assistants and interviewers) should complete the report template. Ideally, this is completed immediately after the research is finalized to ensure that it captures the most relevant information before it is forgotten.

This documentation can be passed among partners, donors and other parties in your research project as well as with other practitioners and researchers in the field.

CORRESPONDING TOOL

View the following tool to learn more about documenting research experiences:

- End of Gender Politics of Policy Fieldwork Report Template

STEP 9: ANALYSE THE DATA

Depending on the method of research used (ethnographic, life history, sociological, etc.), the research team should use appropriate methods of data analysis to answer the research questions that were developed as part of the protocol phase of this guide.

PHASE THREE:

USING THE DATA FOR CHANGE

Phase three guides you through the steps necessary to disseminate and to use this data fully to inform theory- and evidence-based violence prevention programmes, policies and communications strategies.

The P4P website provides further guidance and resource materials on how to plan theory- and evidence-based prevention programmes and communications strategies. Visit www.partners4prevention.org/how-to/research to access these materials to help develop and enhance more effective violence against women prevention work.

STEP 1: COMPARE THE NATIONAL DATA WITH THE P4P REGIONAL DATA

Compare and contrast your national data with the data collected for the UN Multi-country Study on Men and Violence in Asia and the Pacific to help validate your findings. To view the findings of the UN Multi-country Study on Men and Violence in Asia and the Pacific by country (Bangladesh, Cambodia, China, Indonesia, Papua New Guinea, Sri Lanka and Viet Nam), visit www.partners4prevention.org/about-prevention/research/men-and-violence-study/regional-findings.

STEP 2: CONSOLIDATE PRELIMINARY FINDINGS AND CONDUCT A VALIDATION MEETING

Once you have completed a first round of data analysis, you should arrange a validation meeting with the whole research team, your national working group, community representatives and other relevant parties to present your findings. This is an important step to ensure buy-in and garner support from the key players who will take these findings forward to implement changes in your country. This is also a good opportunity to discuss with stakeholders all realistic recommendations that are based on the research findings. As with the inception meetings, we suggest a participatory and open approach to these discussions while also ensuring that all recommendations are linked directly to the findings from your research.

STEP 3: PRODUCE A NATIONAL REPORT

After the initial round of analysis and validation of the preliminary findings, you should continue with a more in-depth analysis of the findings to draft a national report. The report should be written in clear and accessible language, making use of visual aids, such as graphs and tables, to support your discussion, where relevant. The Preferred Terminology tool provides guidance on what language to use when writing on the sensitive topic of violence against women.

Do not try to fit everything into the one report—remember that you want people to actually read it. The national report should be an opportunity to present your main findings and your core recommendations, based on the findings; you may want to produce other outputs later, exploring certain themes more closely.

The corresponding tools to this step include national report templates for both the quantitative and qualitative studies. These templates are merely suggestions on how you can present your findings in a scientific and professional way. They may be altered to suit your project's objectives. Although the national report is just the first of many dissemination outputs that you are likely to produce from your findings, a good-quality report can go a long way to making a difference.

CASE STUDY: FACTSHEETS FROM THE UN MULTI-COUNTRY STUDY ON MEN AND VIOLENCE IN ASIA AND THE PACIFIC

In addition to national reports, several countries involved in the UN Multi-country Study on Men and Violence in Asia and the Pacific also produced factsheets on specific themes to which the researchers wanted to draw attention. These factsheets were usually one to two pages long and were a useful tool for quickly communicating the problems and actions needed to busy decision makers.

These factsheets and examples of national reports produced by other countries involved in the UN Multi-country Study on Men and Violence in Asia and the Pacific are available from www.partners4prevention.org.

CORRESPONDING TOOLS

View the following tools to learn more about producing national reports:

- Quantitative Report Template
- Qualitative Report Template
- Preferred Terminology

STEP 4: USE THE FINDINGS TO DEVELOP EVIDENCE-BASED PREVENTION PROGRAMMES AND POLICIES

The UN Multi-country Study methodology was developed as action-oriented research. Regardless of what combination of quantitative, qualitative or gender politics of policy research you use, the findings of your study can have direct and relevant implications for violence against women prevention programmes and policies in your context.

Your research findings are critical to inform the direction of prevention programming to ensure that programmes are relevant to and subsequently effective in your context. The data can help pinpoint what types of changes prevention programmes should attempt to bring about. Factors found to be associated with violence perpetration in the quantitative methodology can highlight site-specific attitudes or beliefs that indicate what types of changes prevention programmes should focus on. In-depth information from the life history qualitative methodology can point towards certain spaces in men's lives where more gender-equitable behaviours and practices exist and can be fostered. Finally, the gender politics of policy research can provide critical insight into how best to enhance policies on violence prevention in your context.

The research also can help to identify priority target groups for prevention programmes. Based on what type of change your envisioned prevention programme aims to achieve, the data can help to direct the programming towards certain individuals or groups, among whom change is most necessary.

CASE STUDY: THEMATICALLY ORGANIZING QUANTITATIVE FINDINGS IN SRI LANKA

The Sri Lanka quantitative study, conducted by CARE Sri Lanka (with technical support from P4P), produced many new research findings on factors associated with men's perpetration of violence. Many of these factors were relevant to family health, gender equality and violence against women programming across the country. To translate these findings into tangible actions to prevent violence, CARE organized a consultation meeting with government stakeholders and national UN agencies to explore how to enhance government and civil society programming and policies. The findings were categorized into five thematic areas: childhood experiences and impact on violence perpetration, women's attitudes and the health impact of violence, working with youth to reduce violence, men's general health, and private sector engagement. Go to www.partners4prevention.org to learn more.

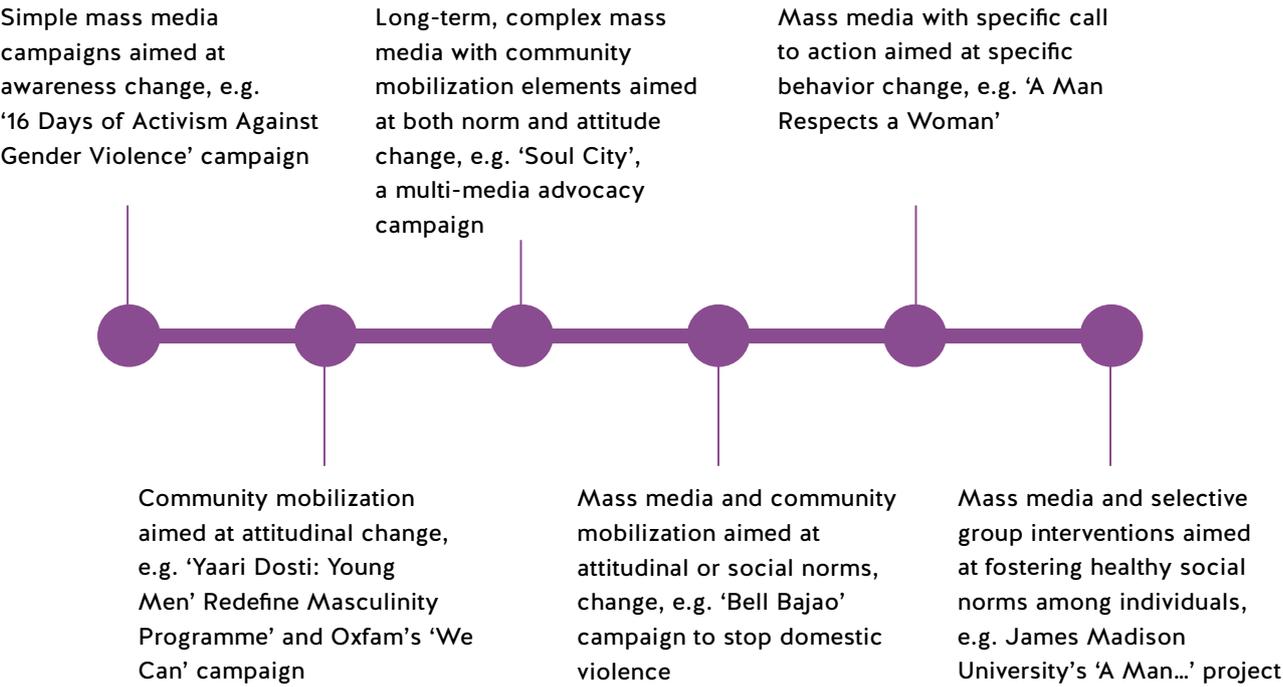
STEP 5: DEVELOP EVIDENCE-BASED COMMUNICATIONS PRODUCTS AND STRATEGIES FOR THE PREVENTION OF VIOLENCE AGAINST WOMEN

The essential aim of any violence against women prevention communications product or strategy is to promote positive shifts in awareness, attitudes and/or behaviours that may lead to a reduction in the rates of violence against women. Communications activities can range from employing mass media approaches

to focusing on materials or activities, based on your data, aimed at communities; they may take a long-term or short-term approach; and they may combine mass media tactics with face-to-face activities.

Using the data to inform a communications strategy dedicated to promoting such shifts is in many ways similar to developing a classic communications strategy. But it should also be based on rigorous evidence of what has worked in violence against women prevention programming and communications strategies, as well as your own research. There are many communications strategies that can be designed using the data gathered through the UN Multi-country Study methodology. Figure 3 illustrates the spectrum of possibilities. For more information on communications to prevent violence against women, visit www.partners4prevention.org.

FIGURE 3 POSSIBLE COMMUNICATIONS STRATEGIES FOR USING THE RESEARCH FINDINGS TO PREVENT VIOLENCE AGAINST WOMEN



CONCLUSION

Thank you for taking the time to review this *Toolkit for Replicating the UN Multi-country Study on Men and Violence: Understanding Why Some Men Use Violence against Women and How We Can Prevent It*. Make sure to learn more about the results of this methodology from other countries at www.partners4prevention.org/about-prevention/research/men-and-violence-study.

To ensure that the hard work pays off, this should be seen not as the end but rather as the beginning of a long-term process of interpersonal, familial, social and institutional change toward a more peaceful and non-violent future. There are additional resources at www.partners4prevention.org which can help you think through how to use your new data for evidence-based prevention programmes, policies and communications in your setting.

GLOSSARY

ADVOCACY is used to describe a set of coordinated actions to influence decision makers to change or to influence specific policies or legislation. Advocacy is a process of placing pressure on policy makers to take decisions. Advocacy can take many forms, from face-to-face discussions with politicians to the launch of a media campaign for raising public awareness of an issue in order to influence political will and subsequent decision-making and action.

CAMPAIGN is a general term used to describe many actions—field work, programming, communications, marketing and partnership building—aimed at an overall goal within a limited time frame. It is any organized effort to bring pressure to bear on institutions and individuals so as to influence their actions. Campaigns take on different guises, depending on their overall objectives. For example, a campaign that is specifically focused on changing legislation may be termed an advocacy campaign. Similarly, a campaign specifically focused on changing attitudes among youth by sharing information would be a communications campaign. The underlying element of a campaign is to influence public awareness around an issue.

COMMUNICATIONS is a means to share information in different ways, through various channels and messages customized for different audiences, including media and groups within the general public. Communication covers the things that are said (the messages), who they are directed at (intended audiences) and how they are transmitted (the channels).

CURRENT PREVALENCE OF PERPETRATION refers to the proportion of male respondents who reported having perpetrated one or more acts of a particular type of violence against a woman or girl in the 12 months prior to the interview.

EVER-PARTNERED MEN refers to the male respondents who, at the time of the survey, were currently—or had ever been—married, living with a woman or had a girlfriend.

GENDER-EQUITABLE MEN (GEM) SCALE is a standardized attitude scale used to measure respondents' attitudes towards sexual and reproductive health, violence, sexual relations, domestic work and homophobia.

LIFETIME PREVALENCE OF PERPETRATION refers to the proportion of male respondents who reported having perpetrated one or more acts of a particular type of violence against a woman or girl at any point in their lives.

MASCULINITIES are defined as the narratives of any given society that relate to how to be a man (what society tells us about men and how to be one) and the ways these narratives are practised, acted out or embodied by individuals, through relationships and in institutions.

PREVALENCE is an epidemiological term used in quantitative violence research to refer to the proportion of the population who experience or perpetrate violence during a given time. It is calculated as the number of individuals who experience or perpetrate a certain type of violence, divided by the number of individuals in the sample population. Prevalence data for violence research often includes 12-month prevalence figures (the proportion of individuals who experienced or perpetrated a certain type of violence in the previous 12 months) and lifetime prevalence figures (see previous definition).

PERPETRATION is used to describe any act of violence against women taken against another person. Perpetration is often used to describe men's use of violence against women or other men. However, violence can also be perpetrated by the State or through other social institutions. It is good research practice to refer to the specific form of violence that has been perpetrated.

SEX ACT refers to contact between the penis and vulva or the penis and the anus involving penetration, however slight; contact between the mouth and the penis, vulva or anus; or penetration of the anal or genital opening of another person by a hand, finger or other object.

SEX WORK is the exchange of money for sexual services, either regularly or occasionally.

SKIP PATTERN is the point in a questionnaire, when a respondent or interviewer is directed to a line of questioning (skips to a specific question number) dependent upon the response given to a certain question. The overall skip pattern directs the interviewer to what question to ask next, based on the interviewee's response, as indicated by the sign =>.

TRANSACTIONAL SEX refers to the exchange of goods or services (excluding money) for sexual services, either regularly or occasionally, involving female, male or transgender adults, young people and children, where the person may or may not consciously define such activity as income-generating or self-identify as a sex worker.

VICTIMIZATION is used to describe the process of an individual's experience of violence against women. Victimization is often used to describe women's experiences of violence. It is good research practice to refer to the specific form of violence that has been experienced. More recently, gender justice activists call for avoiding this term and suggest using 'survivor,' recognizing that experiences of violence do not define the individual but rather are part of a larger self-identity.

LIFE COURSE APPROACH to violence against women recognizes how the factors that drive experiences and perpetration of violence change across the course of a life. The life course approach also recognizes the different types of violence that individuals experience throughout their life cycle. A life course perspective is based upon understanding how influences early in life can increase or decrease the risk of experiencing health-related behaviours or health problems at later stages. It also explores how influences that increase or decrease the risk of experiencing violence change across certain periods of a life cycle. Comprehensive prevention research, programmes and communications look at the drivers of violence as a continuum and are designed to address violence at various stages across the life cycle.

PREVENTION PROGRAMMES are interventions that aim to prevent violence against women from occurring in the first place by addressing context-specific factors associated with violence and promoting more equitable and just gender norms, attitudes, beliefs and behaviours for women, men, girls and boys.

PREVENTION POLICIES are defined as any existing laws, regulatory measures, action plans and funding priorities that aim to generate awareness and action to stop violence from occurring in the first place that are developed, supported and implemented by government authorities. Comprehensive prevention policy-making includes direct policies on violence against women and also policies that more broadly promote the rights and empowerment of women as well as work to change social norms and values that produce gender inequalities and violence.

TYPES OF ABUSE AND VIOLENCE

ECONOMIC ABUSE: Economic abuse includes denying a woman access to and control over basic resources (United Nations General Assembly, 2006). It includes such acts as the denial of funds, refusal to contribute financially, denial of food and basic needs and controlling access to health care, employment, etc.

EMOTIONAL OR PSYCHOLOGICAL ABUSE: Psychological abuse is any act or omission that damages the self-esteem, identity or development of an individual. It includes but is not limited to humiliation, threatening loss of custody of children, forced isolation from family or friends, threatening to harm the individual or someone they care about, repeated yelling or degradation, inducing fear through intimidating words or gestures, controlling behaviour and the destruction of possessions.

FORCED/COERCED SEX: Forced sex is the use of force, coercion or psychological intimidation by one person that requires another person to engage in a sex act against her or his will, whether or not the act is completed.

INTIMATE PARTNER VIOLENCE: The physical, sexual, economic or emotional abuse by a current or former spouse or partner constitutes intimate partner violence. It can occur within heterosexual or homosexual relationships and does not require sexual relations (Garcia-Moreno et al., 2005) defines intimate partner violence as any “behaviour in an intimate relationship that causes physical, sexual or psychological harm, including physical aggression, sexual coercion, psychological abuse and controlling behaviours”.

PHYSICAL VIOLENCE: Physical violence is the intentional use of physical force with the potential for causing death, injury or harm. Physical violence includes but is not limited to: scratching, pushing, shoving, throwing, grabbing, biting, choking, shaking, poking, hair pulling, slapping, punching, hitting, burning, the use of restraints or one’s body size or strength to detain another person or the use of a weapon (gun, knife or object) (CDC, 2002).

SEXUAL VIOLENCE: Sexual violence is any act in which one person in a power relationship uses force, coercion or psychological intimidation to force another to carry out a sexual act against her or his will or participate in unwanted sexual relations from which the offender obtains gratification. Abusive sexual contact occurs in a variety of situations, including within marriage, on dates, at work, in school and in families (such as incest). Other manifestations include undesired touching, the oral, anal or vaginal penetration of a penis or objects and obligatory exposure to pornographic material (WHO, 2004).

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