

HEFORSHE
BARBERSHOP
ESTD **TOOLKIT** 2025
2.0

 **UN**
WOMEN 



**FOR ALL
WOMEN
AND GIRLS**

Suggested Citation: UN Women HeForShe. 2025. HeForShe Barbershop Toolkit 2.0. New York: UN Women.

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Link to online toolkit and references: <https://www.heforshe.org/sites/default/files/2025-09/HeForShe-Barbershop-Toolkit-2.0.pdf>

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For a list of any errors or omissions found subsequent to the report launch please email: [heforshe\(at\)unwomen\(dot\)org](mailto:heforshe(at)unwomen(dot)org)
For uptake and partnership opportunities please contact the email address above.

Produced By: Aashraya Seth
Designed By: Erkam Akalin



ACKNOWLEDGEMENTS

The HeForShe Initiative extends its sincere gratitude to the Government of Iceland for support in advancing gender equality through transformative approaches to masculinities. This partnership and support has enabled deepening and broadening of the HeForShe Initiative in implementing the Transforming Patriarchal Masculinities (TPM) approach and amplifying its reach through digital advocacy and campaigning. The HeForShe signature Barbershop toolkit, originally supported by the Government of Iceland, has been extensively used by the initiative to engage key stakeholders, partners and institutions globally, inspiring them to embed TPM principles into policies, practices, and organizational cultures. The revised, updated and expanded Barbershop Toolkit 2.0. is built upon the lessons from practice. TPM is strongly embedded in this edition, in line with the HeForShe’s strategic framework that recognizes TPM among its guiding principles. The Government of Iceland’s leadership in work on masculinities and engagement of men and boys sets a powerful example of a UN Member State investing in transformative, long-term change through collaborative action.

HeForShe expresses deep appreciation to Aashraya Seth for his commitment, expertise and collaborative leadership in delivering the new edition of the HeForShe Barbershop Toolkit 2.0. through a widely consultative learning process. His thoughtful engagement with diverse stakeholders and integration of the Transforming Patriarchal Masculinities approach helped strengthen the relevance and usability of the updated resource. The refreshed toolkit reflects a collaborative effort to equip partners with practical tools for engaging men and boys in conversations around gender equality, and we are grateful for Aashraya’s role in contributing to its development.

HeForShe expresses gratitude to practitioners, experts and knowledge holders who have generously contributed their insights, recommendations, and lessons from practice to advance the revised edition of the Barbershop Toolkit 2.0. This includes and is not limited to Hildur Sigurdardottir, Policy Specialist-Masculinities and Engaging Men and Boys in UN Women; Evelyn Selle Letiyo, Policy Specialist, EAW-Prevention; Louise Nylin, Chief, PAPDU at UN Women; Laxman Belbase, Co-Director of MenEngage Alliance Global Secretariat; Cody Ragonese, Deputy Director of Programs in Equimundo; Stella Samuelsdottir, Executive Director of UN Women Iceland; Emilie Linder Aiyevbomwan, Senior Officer for Gender, Equality, Diversity & Inclusion, International Rescue Committee; Swara Patel, One Young World Ambassador and Founder of The Period Society; Alan Greig, Independent Writing and Editing Professional; Saad Amer, environmental Justice expert and climate movement leader; Thania Peck, Sustainability Advisor and Digital Content Creator; Auður Edda Jökulsdóttir, Special Envoy for Gender Equality, Directorate for International Affairs and Policy, Iceland Ministry of Foreign Affairs; numerous colleagues from UN Women Country and Regional and HQ Offices across the globe. Last, but not least, we would like to extend gratitude and appreciation to the members of the HeForShe Alliance who have generously shared their feedback and insights that have significantly enriched the toolkit.

Warm thanks to the HeForShe Secretariat, represented by Vesna Jaric and Ruwadzano Nhamoinesu who provided essential support and coordination throughout this endeavor.

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INTRODUCTION & FRAMEWORK

INTRODUCTION: 10 YEARS OF DIALOGUE, ACTION, AND ACCOUNTABILITY

Since its inception in 2015 and the release of the original toolkit in 2017, the HeForShe Barbershop initiative has catalyzed critical conversations among men and boys to advance gender equality. Developed through a collaboration between the Governments of Iceland, and later refined by the National Committee of UN Women Iceland, the initiative taps into the cultural significance of barbershops as spaces where masculinities are shaped and negotiated. The original toolkit provided a foundational platform for male-to-male dialogue, encouraging men to reflect on their behaviors, privileges, and roles in dismantling gender inequality. However, the landscape of gender equality has evolved significantly since 2017, necessitating a refreshed approach grounded in the latest research, intersectional perspectives, and emerging global priorities.

This revised Barbershop Toolkit builds on decades of feminist leadership, integrating insights from recent research on male allyship, social norms transformation, and gender-based violence (GBV) prevention. It responds to the call from "Work with Men and Boys for Gender Equality" (Flood & Greig, 2020) to shift from individual behavior change to systemic transformation, with a particular emphasis on engaging men and boys in workplaces as active allies. The workplace, where men constitute around 60% of the global labor

force (ILO, 2023), over 90% of CEOs in major corporations (Fortune, 2024) and men continue to outnumber women by more than three times in executive and legislative positions (IPU-UN Women, 2025), remains a critical arena for advancing gender equality, is a pivotal battleground for gender equity. Men can leverage their positions to challenge biases, advocate for equitable policies, and foster inclusive cultures actions that yield measurable economic and social benefits.

Women have been at the forefront of the movement for gender equality for decades. It is essential that men join this effort thoughtfully and proactively, supporting women's existing efforts and leadership. Building upon this foundation and incorporating lessons learned from the evolving landscape of gender equality initiatives, the HeForShe Barbershop Toolbox 2.0 arrives as a timely and necessary evolution. It reflects ten years of implementation, reflection, evidence-building, and most importantly listening. This revised edition builds on lessons from global gender equality work and emerging challenges, and was developed in consultation with prominent internal and external stakeholders, including UN Women country and regional offices, feminist experts, practitioners, men's engagement networks, civil society actors, and intersectional leaders across regions and identities.

WHY AN UPDATE NOW?

Over the past decade, notable progress has been achieved: increasing numbers of men openly support gender equality, and discussions of masculinity have become less taboo, which is a testament to the transformative power of sustained dialogue. However, these advances coexist with an alarming global resurgence of authoritarian styles of leadership - both political and corporate, which frequently draw on, and revitalize, patriarchal masculinities. In many settings, the "strongman" leader has returned to prominence. Authoritarian leadership not only resists power sharing and accountability but also openly valorizes control, suppression of dissent, and the centralization of authority - traits intimately linked to traditional, patriarchal ideas about what it means to be a man.

This dynamic transcends jurisdictional boundaries and is neither confined to any single country nor constrained by sectoral delineations. Across political systems and boardrooms, the reassertion of patriarchal norms - emotional stoicism, dominance over others, exclusion of marginalized voices, threatens the cause of equity and inclusion. These trends manifest in the undermining of democratic values, shrinking civic space, attacks on sexual and reproductive rights, and rollbacks on hard-won gains for women, LGBTQIA+ individuals, and marginalized communities.

At the same time, the global context has shifted:

- + Crises of care, conflict, and climate have intensified.
- + Patriarchal and authoritarian dynamics intersect and reinforce each other.
- + Digital misinformation and online misogyny are spreading at unprecedented rates.
- + Young people are seeking new role models and rejecting outdated gender scripts.
- + Corporate and political leaders are being called to act beyond performative statements.

Now is not the time to abandon men’s engagement, rather, it is the time to intensify and expand it. Effective engagement requires the active cultivation of inclusive leadership models rooted in accountability, care, and genuine allyship.

The **Barbershop 2.0** responds to this moment with a bold, intersectional, and action-oriented approach.

WHAT'S NEW IN THIS EDITION?

- + **Expanded module topics:** 10 comprehensive themes from allyship and digital culture to climate justice and GBV.
- + **Stronger focus on power and leadership:** Emphasis on engaging men in positions of power with specific tools.
- + **Improved facilitation guidance:** Enhanced facilitator scripts, trauma-informed practices, and session flows.
- + **Built-in accountability tools:** Allyship checklists, reflection prompts, and institutional policy templates.
- + **Tailored pathways for action:** Practical ideas for government leaders, corporate managers, educators, and youth.

THE PURPOSE OF THIS TOOLKIT

This revised toolkit is designed to:

- + Equip men and boys—especially those in leadership or influence—with tools for meaningful reflection, dialogue, and change.
- + Support facilitators of all experience levels to lead inclusive, safe, and transformative conversations.
- + Center feminist principles and ensure male engagement reinforces, not replaces, women’s leadership.
- + Build emotional literacy, collective responsibility, and structural awareness among men and boys.
- + Link personal change to systemic reform in policies, institutions, and culture.

It is grounded in the belief that masculinity is not inherently violent or harmful—but when left unquestioned, it can uphold systems of inequality. This toolkit creates spaces to question, reflect, and transform.

FRAMEWORK OVERVIEW

CORE PRINCIPLES

Eight foundational principles guide this toolkit:

- 1. Intersectionality:** Acknowledge that gender never stands alone. Race, class, sexuality, ability, and migration status all shape how masculinity is lived and perceived.
- 2. Accountability:** Male engagement must center action, transparency, and alignment with feminist goals.
- 3. Allyship and Co-leadership:** Men should not “lead” gender equality efforts, but co-create them in solidarity with women, girls, and gender-diverse people.
- 4. Inclusivity:** Recognize diverse masculinities, especially those marginalized by race, caste, disability, queerness, or class.
- 5. Evidence-based Design:** Draw on global good practices and proven behavior change models.
- 6. Safe Dialogue Spaces:** Create environments rooted in empathy, confidentiality, and non-judgment.
- 7. Norm Shifting and Structural Change:** Address both personal behaviors and institutional policies that reproduce inequality.
- 8. Transformational Learning:** Engage hearts, minds, and systems—not just check compliance boxes.

STRUCTURE: THE 10 CORE MODULES

The Barbershop 2.0 features 10 adaptable modules, each rooted in evidence and community feedback. These modules can be used individually, in sequence, or tailored to specific groups. The modules aim to provide structured, thematic sessions to deepen understanding, challenge harmful norms, and inspire action on specific gender equality topics.

THE 10 MODULES ARE:

MODULE 1: ACCOUNTABILITY & POWER SHARING ➔

Focuses on how men in positions of influence can actively share power in their organizations, teams, and personal relationships, and explore what accountability looks like in action. Relevant for leaders, managers, educators, and community leaders.

MODULE 2: BYSTANDER INTERVENTION & ALLYSHIP ➔

Empowers men and boys to move from passive bystanders to active allies by recognizing and practicing tools to intervene safely and effectively in situations of gender-based microaggressions and harm.

MODULE 3: DIGITAL MASCULINITIES & ONLINE BEHAVIOR ➔

Explores how masculinity is shaped online, how to identify harmful digital behaviors, and how men can become digital allies and responsible users. Relevant for youth, educators, influencers, and tech professionals.

MODULE 4: MENTAL HEALTH & EMOTIONAL EXPRESSION ➔

Challenges societal myths about masculinity and emotion, helps participants expand their emotional vocabulary, and practices tools to share emotions in safe, healthy ways. Relevant for fathers, caregivers, educators, and workplace teams.

MODULE 5: FATHERHOOD & CARE WORK ➔

Explores the importance of men’s engagement in care work, challenges traditional norms around provider roles, and advocates for family-friendly policies and equitable distribution of care.

MODULE 6: CLIMATE JUSTICE & GENDER ➔

Invites men and boys to understand how gender norms and masculine behaviors contribute to environmental harm, recognize the gendered impacts of climate change, and act as gender-aware environmental allies. Relevant for environmental activists, policymakers, and professionals in climate fields.

MODULE 7: INTERSECTIONALITY & INCLUSIVE MASCULINITIES ➔

Explores how multiple forms of identity (race, class, sexuality, ability, etc.) overlap to shape experiences of masculinity, privilege, and marginalization, centering the voices of men and gender-diverse people from marginalized identities. Relevant for allies seeking to understand privilege, DEI professionals, and community organizers working with diverse male populations.

MODULE 8: MENSTRUAL EQUITY & SRHR (SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS) ➔

Equip men and boys to become informed, empathetic, and proactive allies in advancing menstrual equity and sexual and reproductive rights for all, while also understanding their own rights and responsibilities.

MODULE 9: GENDER-BASED VIOLENCE (GBV) ➔

Understands GBV as a continuum rooted in patriarchal norms, practices safe and effective intervention strategies, and learns about survivor-centered allyship and accountability. Builds on the original toolkit's focus on violence.

MODULE 10: GENDER EQUALITY IN THE WORKPLACE ➔

Examines how gender bias and discrimination manifest in workplace systems and norms, equipping men to redefine leadership, disrupt bias, and take daily actions for gender equity. Relevant for male leaders, managers, HR teams, and employees.

EACH MODULE INCLUDES:

- + A rationale with global data and evidence
- + Learning objectives
- + Tools for engagement and participatory exercises
- + Session flows (60–90 mins)
- + Discussion prompts and sample facilitator scripts
- + Target audiences
- + Key takeaways and follow-up actions

WHO IS THIS TOOLKIT FOR?

This toolkit is designed for facilitators and participants from all sectors, including:

- + Government leaders and public servants
- + Corporate managers and DEI practitioners
- + Educators, coaches, and student leaders
- + Community and faith-based organizers
- + Men’s groups, fathers, and youth networks
- + Gender equality advocates, NGOs, and program staff

No formal expertise in gender is required. The modules are **facilitator-friendly**, adaptable, and grounded in universal values: fairness, empathy, dignity, and justice.

ENGAGING MEN IN POSITIONS OF POWER ON GENDER EQUALITY

WHY IT MATTERS?

Men continue to hold the majority of leadership roles across governments, corporations, and institutions—making their engagement critical for advancing gender equality. Whether as policymakers, CEOs, ministers, funders, or cultural influencers, men in power have the ability to shape laws, distribute resources, influence cultures, and open doors that either promote or hinder equity. This influence is especially consequential today, as a trend toward more explicitly authoritarian, patriarchal leadership is on the rise globally.

While women and feminist movements have led the charge for gender justice, true transformation requires the active participation of those who hold power—and most often, those are men.

In political contexts, the resurgence of “strongman” leaders, often embodied as hyper-masculine figures, normalizes aggression, discourages vulnerability, and leverages divide-and-rule strategies that target marginalized communities. In corporate settings, similar patterns appear: top-down decision-making, a focus on control rather than collaboration, and the sidelining of voices that

challenge the status quo. These practices sustain cultures of fear, exclusion, and unchecked power, undermining not only gender equality but also the health and resilience of institutions themselves.

Engagement with men in positions of power must therefore go beyond appeals to fairness or “supporting women.” It requires reframing gender equality as an antidote to authoritarian, patriarchal styles of leadership, a core element of ethical governance, effective teamwork, and long-term organizational success. Inclusive leaders, those who seek accountability, share decision-making, and listen to the experiences of others, are needed now more than ever to resist regressive trends and to model new forms of masculinity that welcome dialogue rather than dictate outcomes.

Engaging men in positions of authority is not about centering them in the struggle, but about leveraging their influence responsibly to dismantle barriers, uplift others, and co-create more just systems.

WHAT MAKES ENGAGEMENT EFFECTIVE?

Engaging men in power requires more than information—it demands strategy, empathy, and intentional framing. The following principles are key:

1. FRAME GENDER EQUALITY AS A LEADERSHIP IMPERATIVE

Rather than a “women’s issue,” present gender equality as good governance, smart economics, and a core leadership competency. Inclusive leaders build trust, outperform in diverse markets, and model integrity. Making this connection invites men to view gender justice as integral to their legacy.

2. USE THE LANGUAGE OF SHARED BENEFIT, NOT BLAME

Avoid accusatory framing. Instead, talk about systems of patriarchy that harm everyone—including men. Position men not as perpetrators, but as partners with unique opportunities to drive change. Replace guilt with responsibility, and blame with collaboration.

3. TAP INTO VALUES: FAIRNESS, DUTY, AND IMPACT

Many men in leadership respond to values such as fairness, legacy, service, and excellence. Engage these values by showing how gender equity aligns with better outcomes, public trust, and social impact—all markers of respected leadership.

4. START WITH SELF-REFLECTION

Invite personal exploration: “How has gender shaped my career?” or “Who mentored me, and who have I sponsored?” When men in power reflect on their privilege, blind spots, and influence, they begin to understand their own role in equity-building.

5. PROMOTE ACTIVE LISTENING AND CO-LEADERSHIP

Encourage men to listen to the experiences of women and gender-diverse people—especially within their own organizations or constituencies. Model humility: leaders don’t need to have all the answers, but they must be willing to hear, learn, and act.

6. MOVE FROM OPTICS TO ACTION

Performative allyship erodes trust. Instead of one-off speeches, push for concrete changes: equitable policies, gender-responsive budgets, pay audits, inclusive hiring, and sponsorship of women in leadership pipelines. Make accountability visible and structural.

7. TAILOR ENGAGEMENT TO THEIR SPHERE OF INFLUENCE

Every powerholder operates in a unique context—government, finance, education, security, corporate. Equip them with tools and examples specific to their environment, such as gender-responsive budgeting in public finance, or inclusive succession planning in C-suites.

8. ENSURE ACCOUNTABILITY TO WOMEN’S LEADERSHIP

Male engagement must not overshadow women’s leadership. Male allies should partner with, not replace, feminist voices. Align efforts with gender action plans, DEI strategies, and consultative processes that center those most affected by inequality.

STRATEGIES ACROSS POWER DOMAINS

➔ POLICYMAKERS

(MINISTERS, LEGISLATORS, ADVISORS)

- + Link gender equality to national development, stability, and public service outcomes.
- + Reference commitments like SDG 5, CEDAW, CSW, or national gender policies.
- + Use a “gender lens” in all policy design: who benefits, who is excluded, and who was consulted?

➔ CORPORATE EXECUTIVES & MANAGERS

- + Link gender equity to business outcomes: innovation, retention, productivity.
- + Encourage behavior change: challenge biased norms in meetings, hiring, and evaluations.
- + Implement systems change: revise parental leave, create feedback channels, and hold regular pay equity reviews.

➔ BUDGET HOLDERS & FUNDERS

(FINANCE MINISTERS, EXECUTIVES, GRANTMAKERS)

- + Apply gender-responsive budgeting: analyze spending by impact on men and women.
- + Highlight ROI: investing in women’s health, education, and entrepreneurship has proven economic benefits.
- + Promote tracking and transparency of gender-related spending.

➔ MENTORS & SPONSORS

- + Encourage men to sponsor women, not just mentor: advocate for promotions, visibility, and stretch roles.
- + Address discomfort post-#MeToo by providing clear norms for respectful cross-gender mentorship.
- + Offer peer support: male mentors can share insights and hold one another accountable.

➔ INVESTORS & CORPORATE DECISION-MAKERS

- + Emphasize opportunity: women-led businesses are underfunded and overperforming.
- + Institutionalize inclusion: set targets, update procurement policies, and provide mentorship to women founders.
- + Celebrate peer examples: show what leading firms are doing (e.g. inclusive VCs, public gender equity reports).

➔ SAMPLE PROMPTS FOR REFLECTION & DIALOGUE

- + “Who are the women whose leadership you admire—and how are you supporting women like them in your own space?”
- + “When policies are made, whose voices are missing at the table?”
- + “If a woman in your team was experiencing bias or harassment, would she trust you to act?”
- + “What’s one area of your budget, hiring, or influence you could review through a gender lens this quarter?”

BARBERSHOP TOOLKIT 2.0 **MODULES**

M1	MODULE 01	ACCOUNTABILITY & POWER SHARING ➔	13
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MODULE 1

BARBERSHOP

ESTD 2025

TOOLKIT

ACCOUNTABILITY
& POWER SHARING





MODULE 1

ACCOUNTABILITY & POWER SHARING

→ Why This Module Matter?

Many men are committed to gender equality yet remain unsure how to move beyond encouragement from the sidelines; this module shifts the focus to concrete acts of sharing power and accepting accountability for outcomes in workplaces, teams, and relationships. It reframes accountability as a visible, measurable practice - listening to those most affected, setting targets, redistributing decision-making, and reporting progress -rather than a private intention. It also recasts power as a relational capacity to enable others, using influence to open doors, transfer resources, and change systems, so equity grows by design instead of depending on individual goodwill.

→ Learning Objectives

By the end of this session, participants will:

- + Understand the concept of power as relational and systemic, recognizing how formal authority, informal networks, identity, and culture interact to shape outcomes.
- + Reflect on the different kinds of power they hold (positional, relational, expert, gatekeeping, budgetary, agenda-setting) and analyze recent decisions to see how that power was used.
- + Identify concrete ways to share power, center marginalized voices (e.g., co-design, rotating decision rights, transparent criteria, budget shifts, shared authorship, sponsorship), and shift institutional norms.
- + Explore what accountability to women and marginalized colleagues looks like in action—clear commitments, timelines, resources, transparency, and consequences, not just in statements.

→ Who This Module Is For

- + Men in leadership and decision-making roles (corporate, political, institutional)
- + Government officials and policymakers
- + Senior leadership and board members
- + Supervisors and managers
- + Educators, coaches, and community leaders
- + Organizational heads and HR executives
- + Influential male allies who want to move from intention to action and anyone who wants to use their privilege and influence more ethically

TOOLS FOR ENGAGEMENT

1. POWER MAPPING EXERCISE

➔ **Goal:** Help participants recognize how they influence others in formal and informal ways.

➔ **How To Facilitate**

+ Provide a worksheet or ask participants to draw three concentric circles.

Inner Circle: Personal Power (confidence, emotional intelligence, and listening presence)

Middle Circle: Positional Power (job title, decision-making authority, access to information and budget)

Outer Circle: Systemic Power (social privileges—e.g., gender, caste/class, race/ethnicity, age, language, ability, citizenship)

+ **Ask:** How do you use this power? Who benefits? Who is excluded?

➔ **Debrief Questions**

+ Were you surprised by where your power shows up (e.g., who controls calendars, who frames problems, who is “in the loop”)?

+ In what ways are you already sharing power (co-design, transparent criteria, rotating facilitation)? In what ways could you do more (open budgets, shared decision rules, credit-sharing)?

➔ **Optional Variation**

+ Pair participants to discuss their maps and offer each other one suggestion for more inclusive leadership (e.g., rotate meeting chairs, publish decision criteria, delegate final say with resources attached).



TOOLS FOR ENGAGEMENT

2. CASE CLINICS: REAL DILEMMAS, REAL SOLUTIONS

➔ **Goal:** Practice applying power-sharing principles to real situations.

➔ **How To Facilitate**

- + Invite volunteers to share a real or hypothetical leadership dilemma involving gender or power imbalance.
- + In a small group (4–5 people), the “case giver” presents the dilemma. Others ask clarifying questions (no advice yet!).
- + After discussion, the group shares insights or ideas for how the case giver could act more equitably - e.g., redistribute decision rights, increase transparency, co-create criteria, or share credit/resources with those impacted.

➔ **Sample Dilemma Examples**

- + “I’m often invited to panels, but women in my team are not. Should I decline or recommend them and how do I ensure they get prep, visibility, and follow-up opportunities??”
- + “My team is all male. I’ve tried hiring diversely, but I get pushback from leadership. What power can I share now (interview panels, stretch assignments, acting roles) while pushing for structural change?”

➔ **Debrief Questions**

- + What did you learn from your group?
- + What will you do differently based on this conversation?



TOOLS FOR ENGAGEMENT

3. ROLE REVERSAL ACTIVITIES

➔ **Goal:** Expose unconscious gendered behaviors in professional or social dynamics.

➔ **How To Facilitate**

- + Present a scenario (e.g., a team meeting, a performance review, a public speaking panel) that includes a digital layer such as a Slack/Teams backchannel, a project WhatsApp group, or a social media/live-chat audience interacting with the event.
- + Assign roles with flipped gender dynamics (e.g., a woman is the boss, men are junior staff), and specify online behaviors for each role (e.g., who posts updates, who gets emoji support, who is interrupted in chat, who is ignored in DMs, who is credited/tagged on social posts).
- + Role-play the scenario for 2–3 minutes, then discuss how in-room and online actions combine to amplify or mute voices (e.g., chat pile-ons, selective tagging, backchannel gatekeeping, meme “jokes,” or signal-boosting supportive replies).

➔ **Debrief Questions**

- + How did it feel to be in a different power role - especially when digital cues (likes, tags, DMs) reinforced or undercut that power?
- + What behaviors did you notice that reflect bias or hierarchy, including online (e.g., who gets credit in threads, who is “ghosted,” who is policed for tone, who is defended)?
- + How can this exercise inform your real-life interactions - what concrete shifts will redistribute voice and credit both in the room and in digital channels (e.g., rotate who posts updates, name-and-credit in threads, moderate backchannels, set norms on tagging and emoji-reacting, and use bystander prompts to interrupt bias)?

➔ **Optional Variation**

- + Show a real video clip from a boardroom or news segment, mute the audio, and ask:
 - ➔ Who holds the space?
 - ➔ Who interrupts?
 - ➔ Who is heard?

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Core Concepts to Know

- + **Power is not just positional** (e.g., being a boss)—it’s also relational (influence), social (privilege), and cultural (who’s centered in stories and leadership).
- + **Accountability** means not just avoiding harm, but actively using your influence to make space for others, especially those who have been historically excluded.
- + **Sharing power** doesn't mean losing power. It means using it to build equity and trust.

➔ Before The Session

- + Choose which tool(s) to use based on your audience and time (1–2 tools in a 60–90 min session is ideal).
- + Print or project the Power Mapping worksheet (or prepare flipchart paper).
- + Review the case study examples or create your own.
- + Prepare ground rules: respect, confidentiality, one mic, no judgment, speak from experience.

➔ Suggested Session Flow (90 Minutes)

Time	Activity
00:00 - 00:10	Welcome & Purpose: “Why Power Matters”
00:10 - 00:30	Power Mapping Exercise & Pair Discussion
00:30 - 00:50	Case Clinics or Role Reversal
00:50 - 01:10	Group Reflection: How Will You Share Power Differently?
01:10 - 01:20	Closing Round: One Commitment for Action

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Sample Script Openers

- + “As we see more leaders globally embrace ‘strongman’ or centralized approaches, it’s vital to remember that power can be used to enable, not just control. True accountability isn’t about command, it’s about relational transparency and shared influence.”
- + “Today’s session isn’t about blame—it’s about responsibility.”
- + “Power is often invisible to those who have it. This session will help us see and shift it.”
- + “We’re going to talk about ways to use power not to dominate—but to uplift, mentor, and make space.”

➔ Reflect On

- + **Power and Privilege:** What formal and informal power do I hold in my personal and professional life? How might participants perceive my authority as a facilitator, and how can I model power-sharing in this space?
- + **Accountability Practices:** When have I avoided accountability in my own life? What makes it difficult for me to admit mistakes or share power? How do I respond when my actions cause harm to others?

➔ Cautions & Tips

- + Avoid calling people out—invite them into reflection.
- + Encourage honest sharing, but don’t pressure people to disclose sensitive personal power dynamics.
- + If you’re unsure how to respond to something, use reflective phrases like: “That’s a really important point. Let’s sit with that for a minute.”

➔ Key Takeaways

- + Power is not just a problem—it’s a responsibility.
- + Accountability isn’t a one-time thing—it’s a practice.
- + You can lead more effectively by creating space for others to lead, too.

USEFUL RESOURCES

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M2

MODULE 2

BARBERSHOP TOOLKIT

ESTD 2025

BYSTANDER INTERVENTION
& ALLYSHIP



M2

MODULE 2

BYSTANDER INTERVENTION & ALLYSHIP

➔ Why This Module Matter?

Even the most well-intentioned men often stay silent in the face of everyday sexism, homophobia, or harmful behavior. Silence and passive observation of these injustices—whether in a workplace, school, or community—can be perceived/interpreted as endorsing such misbehaviors. This module encourages men and boys to move from passive bystanders to active allies, offering practical tools to speak up, stand up, and support targets of harm. It reframes allyship not as heroism, but as consistent, relational, and humble practice of showing up in solidarity and speaking up.

➔ Learning Objectives

By the end of this session, participants will:

- + Understand what it means to be a bystander and an active ally.
- + Recognize different forms of gender-based microaggressions and harm in daily life.
- + Practice concrete tools to intervene safely and effectively.
Reflect on personal barriers to intervention and how to overcome them.
- + Identify ongoing ways to practice allyship in personal, professional, and public spaces.

➔ Who This Module Is For

- + Youth and student leaders
- + Middle management professionals
- + Educators, school and university staff
- + Men in workplaces or community roles who witness gender-based discrimination but feel unsure how to respond
- + HR teams building inclusive workplace culture

TOOLS FOR ENGAGEMENT

1. THE ACT MODEL (ASSESS-CHOOSE-TAKE ACTION)

➔ **Goal:** Provide a simple, three-step process for safe and effective intervention.

➔ **How To Facilitate**

+ Introduce the model:

Asses the situation (Is it safe to intervene? What are the dynamics? Who is impacted, who has power, and what does the target want?)

Choose your strategy (Direct, Distract, Delegate, Delay; consider Document only if safe and consented)

Take Action respectfully and clearly (use brief, specific language; avoid escalation; center the target's wishes; follow up after)

+ Share real-world examples: a sexist joke in the break room, a colleague repeatedly interrupting women, or a man dominating space in a meeting. Offer sample scripts (e.g., "Let's keep it respectful"; "Hold on, let her finish"; "Can we hear from those who haven't spoken yet?") and note when to involve HR/security or a senior ally.

➔ **Practice Activity**

+ Give small groups 2–3 different scenarios and have them apply the ACT model to each. They should discuss which intervention would be safest and most impactful, assign roles (who assesses, who intervenes, who supports), and draft a one-sentence intervention script plus a follow-up step for the target..

➔ **Debrief Questions**

- + Which strategy feels most natural to you?
- + What fears or concerns might stop you from acting?
- + What support would make it easier to speak up?

➔ **Reflection Question**

- + What 'ally' actions resist both authoritarian control and outdated masculine ideals at work or in public life?

TOOLS FOR ENGAGEMENT

2. SCENARIO-BASED ROLE PLAYS

➔ **Goal:** Practice real-time intervention skills and build confidence.

➔ **How To Facilitate**

- + Prepare 3–5 realistic workplace or social scenarios. Examples:
 - ➔ A colleague makes a sexist “joke.”
 - ➔ Someone misgenders a nonbinary coworker and no one corrects it.
 - ➔ A man repeatedly interrupts a woman during a meeting.
- + Assign participants to roles (bystander, target, perpetrator, observer).
- + Ask them to role-play two versions: doing nothing, and intervening using the ACT model (Acknowledge harm, Center the target’s needs, Take a safe action—Distract, Delegate, Direct, or Delay).

➔ **Facilitator Tip**

- + Encourage reflection, not perfection. The goal is not to get it “right,” but to try and learn.

➔ **Debrief Questions**

- + What did it feel like to intervene? What felt hard or uncomfortable?
- + What response did you get? How did that affect your confidence?
- + How might you prepare for these situations in real life?

TOOLS FOR ENGAGEMENT

3. ALLYSHIP CHECKLIST & COMMITMENT ACTIVITY

➔ **Goal:** Reinforce that allyship is not a one-time act, but a daily commitment.

➔ **How To Facilitate**

- + Distribute or project a checklist of everyday ally actions (sample below).
- + Invite participants to select 2–3 behaviors they want to commit to for the next month.
- + Encourage writing it down with clear “what/when/how,” sharing with a partner, or posting publicly.

➔ **Sample Checklist Items:**

- + I amplify women’s ideas and voices in meetings (e.g., redirect credit, invite completion after interruptions).
- + I intervene or follow up when I hear sexist or exclusionary comments choosing a safe option (distract, delegate, direct, or delay).
- + I educate myself on issues affecting LGBTQIA+ and marginalized communities and adjust my language and behavior accordingly.
- + I advocate for equitable hiring, promotion, and leave policies, and I use my influence to sponsor underrepresented colleagues.
- + I check in privately with someone I suspect may have been harmed, ask what support they want, and respect confidentiality.

➔ **Debrief Questions**

- + Which actions feel easiest for you? Which feels hardest, and why?
- + How will you hold yourself accountable (buddy, calendar reminder, manager check-in, public commitment)?
- + Who do you look to as a role model for allyship, and what specific behavior of theirs will you emulate this month?

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Core Concepts to Know

- + **Bystander:** A person who witnesses a problematic situation but isn't directly involved.
- + **Allyship:** The ongoing, active practice of using your privilege and position to support, protect, and uplift those who face systemic discrimination.
- + **Microaggressions:** Subtle, often unintentional comments or actions that perpetuate stereotypes or exclusion (e.g., "She's too emotional to lead," "You're so articulate—for a woman").

➔ Before The Session

- + Prepare a few example scenarios that reflect the group's context (workplace, school, community).
- + Print or project the ACT model diagram and allyship checklist.
- + Set ground rules that encourage learning over perfectionism.
- + Consider co-facilitating with a colleague or ally from a marginalized group to share perspectives.

➔ Suggested Session Flow (90 Minutes)

Time	Activity
00:00 - 00:10	Welcome & Introduction to Allyship
00:10 - 00:25	ACT Model Overview & Group Discussion
00:25 - 00:50	Role Play Scenarios + Debrief
00:50 - 01:10	Allyship Checklist + Personal Commitment
01:10 - 01:20	Group Reflection & Closing: "One thing I will do differently"

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Sample Script Openers

- + “Allyship counters authoritarian and patriarchal norms by spreading influence and inviting diverse voices, instead of consolidating decision-making in the hands of a few.”
- + “Allyship is not about being perfect—it’s about being present.”
- + “We’ve all been bystanders. Today is about learning how to move toward action.”
- + “Being a good man is not about avoiding harm. It’s about actively doing good.”

➔ Reflect On

- + **My Allyship Journey:** Where am I in my own development as an ally? What mistakes have I made, and how do I model learning from them? Am I prepared to share examples of my own imperfect allyship?
- + **Identity and Credibility:** How do my identities (gender, race, class, sexual orientation, etc.) affect my credibility when teaching about allyship? What assumptions might participants make about me, and how will I address them?

➔ Cautions & Tips

- + Watch for performative allyship—remind participants that words without follow-through are not enough.
- + Encourage vulnerability: “We’ve all stayed silent at times. What matters is what we choose to do next.”
- + Validate participants who speak up, especially if they’re from marginalized backgrounds—but don’t make them responsible for teaching the group.

➔ Key Takeaways

- + Speaking up can be hard—but silence enables harm.
- + Allyship is about consistency, humility, and risk-taking.
- + Practicing in a safe space builds the confidence to act in real life.

- + **Bystander Moments:** When have I failed to speak up when I witnessed discrimination or bias? What prevented me from acting, and how can I help participants navigate similar barriers?

- + **Emotional Regulation:** How do I respond when participants express frustration about “walking on eggshells” or feeling that allyship is “too complicated”? Can I hold space for these concerns without dismissing the real impacts on marginalized people?

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M3

MODULE 3

BARBERSHOP
ESTD 2025
TOOLKIT

DIGITAL MASCULINITIES
& ONLINE BEHAVIOR



M3

MODULE 3

DIGITAL MASCULINITIES & ONLINE BEHAVIOR

→ Why This Module Matter?

Online spaces - social media, gaming, streaming, forums, and messaging apps, now shape masculinity as powerfully as families, schools, or workplaces. They can nurture connection, learning, and care, but they also amplify misogyny, homophobia, racism, doxxing, targeted harassment, and image-based sexual abuse (often called “revenge porn”). This module examines how boys and men learn and perform masculinity online, how algorithms and peer cultures reward dominance and dehumanization, and how these dynamics harm mental health, relationships, and communities. It invites men to move from passive consumption or silence to active, ethical participation - calling out abuse, refusing to share non-consensual images, supporting survivors, and modeling consent-based, respectful engagement.

The module equips participants to audit their digital footprints, recognize manipulative “manosphere” scripts, and practice concrete ally behaviors: refusing to forward or store intimate images without explicit consent; reporting image-based abuse immediately; challenging peers who minimize harm; using platform safety tools; and amplifying content that normalizes care, accountability, and help-seeking. The goal is to build identities that value empathy and consent as strengths, transforming online communities into safer, more equitable spaces where men’s influence reduces harm rather than spreading it.

→ Learning Objectives

By the end of this session, participants will:

- + Recognize how online platforms influence masculine identity, beliefs, and behaviors.
- + Reflect on the values and messages they consume and project online.
- + Identify harmful patterns of digital behavior (e.g., trolling, silent complicity, influencer idolization).
- + Practice skills to challenge digital sexism and exclusion while maintaining emotional resilience and safety.
- + Commit to one or more habits that promote respectful, inclusive digital engagement.

→ Who This Module Is For

- + Male youth active on social media and gaming platforms
- + Teachers and educators working with adolescents and boys
- + Influencers, content creators, and digital community leaders
- + Tech sector professionals and platform moderators
- + Men who use or manage online forums and platforms

TOOLS FOR ENGAGEMENT

1. ONLINE PERSONA MAPPING

➔ **Goal:** Help participants become aware of how they represent themselves online and what messages they reinforce or ignore.

➔ How To Facilitate

- + Ask participants to list the top 3 platforms they use (e.g., Instagram, X, TikTok, Reddit, Snapchat, Bluesky, WeChat, Discord, Douyin, etc.).

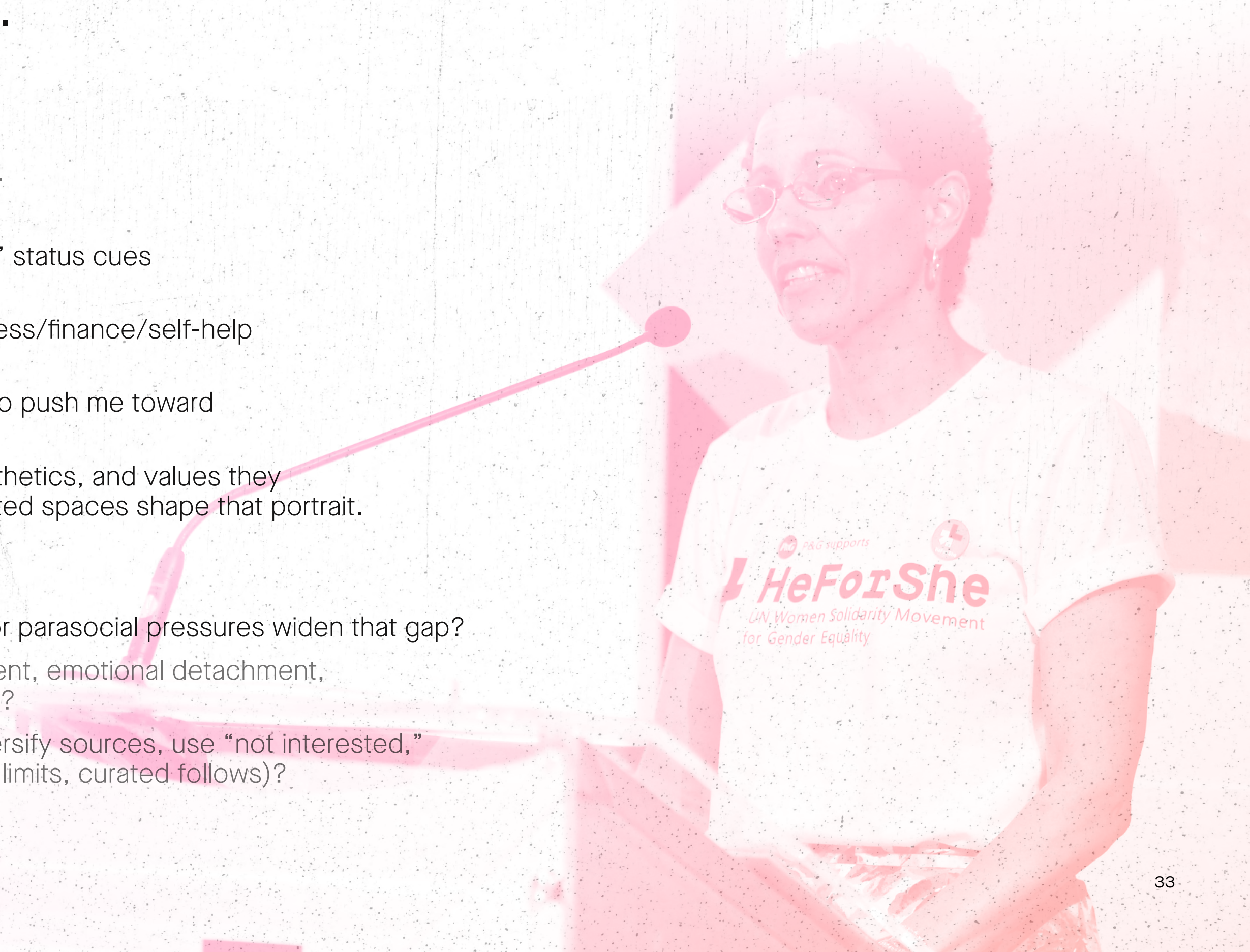
Then have them reflect:

- ➔ What do I post, comment on, share, or like? Note any patterns tied to “masculine” status cues (strength, wealth, control) or content that mocks or targets groups.
- ➔ What types of content creators do I follow? Include “masculinity influencers,” fitness/finance/self-help channels, and whether any promote disrespect or rigid norms.
- ➔ Are my online actions aligned with my offline values? Where do algorithms seem to push me toward more extreme or stereotyped content, and how do I respond?

- + Invite them to draw a simple “digital self-portrait” showing the types of messages, aesthetics, and values they portray online, and annotate where algorithms, parasocial influencers, or male-dominated spaces shape that portrait.

➔ Debrief Questions

- + Are there gaps between who you are offline and online? Where do algorithm nudges or parasocial pressures widen that gap?
- + What norms about masculinity show up in the content you engage with (e.g., entitlement, emotional detachment, protection/control, wealth/status)? Which ones do you challenge, ignore, or reinforce?
- + What’s one thing you might shift about your digital footprint (e.g., unfollow, block, diversify sources, use “not interested,” boost empathy-based creators), and what system will keep that shift going (lists, time limits, curated follows)?



TOOLS FOR ENGAGEMENT

2. INFLUENCER VIDEO ANALYSIS

➔ **Goal:** Critically examine how digital influencers shape masculine values and community norms across platforms, including how algorithms amplify certain messages.

➔ How To Facilitate

+ Choose 1–2 short video clips (2–4 minutes each):

- One from a hypermasculine influencer (e.g., promoting dominance, anti-feminism, violence, humiliation, doxxing/trolling, “sigma/alpha” tropes).
- One from a progressive or emotionally expressive male influencer or activist (e.g., consent, care, accountability, mental health, allyship).

+ Watch as a group. Then break into small groups for analysis:

- What’s being said about gender, power, or emotion? Name the behaviours being modelled (e.g., boundary-setting vs. negging; de-escalation vs. incitement; empathy vs. contempt).
- Who is being uplifted or excluded? Consider women, LGBTQ+ people, boys/men who don’t fit the promoted ideal, and those targeted for harassment.
- What impact might this have on young men or boys? Discuss likely effects on help-seeking, relationships, consent practices, and bystander behaviour online (e.g., sharing, commenting, reporting).
- What messages are young men receiving about masculinity and leadership?
- Optional digital-citizenship lens: What platform rules or algorithm cues seem to amplify these clips (hashtags, engagement bait), and what pro-social actions could redirect the feed (mute, block, “not interested,” follow alternative creators)?

➔ Facilitator Tip

+ Encourage openness. The goal isn’t to shame people for who they follow, but to reflect critically on influence and responsibility. Invite participants to propose one constructive online action (e.g., follow three caring/skill-building creators, practise “pause before share,” comment with prosocial norms, or report targeted harassment) and one offline action (e.g., check-in with a friend, model apology/repair, host a consent conversation).

TOOLS FOR ENGAGEMENT

3. TROLL SIMULATION AND RESPONSE PLANNING

➔ **Goal:** Practice confronting online sexism, homophobia, and “manosphere”- style harassment while preserving safety, and model healthier digital masculinities (accountability, empathy, boundaries).

➔ How To Facilitate

- + Share a fictional online thread or social media post with problematic content (e.g., sexist comment, a “boys will be boys” comment excusing harm, a dogpiling reply chain targeting a woman/LGBTQ+ person, or a clip spreading manosphere talking points).

Ask participants:

- ➔ Would you respond? Why or why not? Consider audience, risk of brigading, and platform policies.
- ➔ How would you respond in a way that is constructive, respectful, and clear, modeling pro-social masculinity (naming harm, centering care, citing facts, avoiding escalation)?
- ➔ When is it better to report/block/ignore—and when to engage? Factor in safety (doxxing risk), algorithms (don’t boost harmful content), and community norms (use platform tools: report, mute, limit replies).

➔ Follow-Up Activity

- + In pairs or small groups, craft three example responses:
 - ➔ One direct: “This isn’t okay, and here’s why...” (briefly name the harm, share a credible source, invite better conduct, and set a boundary; avoid insults and pile-ons)
 - ➔ One humorous/diffusive: Use light, non-sarcastic humor to defuse without belittling the target; pivot to values like respect and accuracy; avoid tone that could escalate.
 - ➔ One private follow-up: Check in with the target of harm, ask consent before amplifying, offer to report or help document, and share relevant safety resources; if appropriate, message the poster privately to flag the issue and suggest a correction..

➔ Debrief Questions

- + What fears do you have about engaging online (brigading, doxxing, reputation risk), and what safety steps help (privacy settings, screenshots, reporting, not quote-tweeting trolls)?
- + Have you ever seen a powerful example of someone standing up online? What made it effective (clear boundary, evidence, support to the target, de-escalation, community guidelines reference)?
- + How can you stay grounded and safe when facing backlash (step away, use team handoffs, avoid engagement loops, lean on moderation/reporting, prioritize well-being over “winning”)?

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Core Concepts to Know

- + **Digital masculinity:** How norms of being a man are constructed and reinforced through online spaces.
- + **Toxic masculinity online:** Often includes dominance, bullying, glorification of violence, misogyny, emotional detachment, and rejection of vulnerability.
- + **Digital allyship:** Using your online presence and privilege to challenge harmful behavior, amplify marginalized voices, and foster respectful discourse.
- + **Doxxing:** Publicly revealing someone’s private, personally identifying information (such as home address, phone, workplace, or family details) without consent, typically to intimidate, harass, or enable offline targeting; often crowdsourced and paired with threats.
- + **Brigading:** Coordinated mass harassment or manipulation of a person, post, or community by mobilizing a group to flood replies, downvote/upvote, report, or otherwise overwhelm targets and distort visibility.
- + **Manosphere:** A loose network of online communities, influencers, and forums that promote male-supremacist or anti-feminist ideologies, often pushing misogyny, entitlement, and adversarial narratives about women and gender equality.
- + **Dogpiling reply:** A swarm of hostile or bad-faith responses directed at a target in a short time window - sometimes coordinated, sometimes emergent, designed to overwhelm, silence, or punish, regardless of the original content’s merit.

➔ Suggested Session Flow (90-100 Minutes)

Time	Activity
00:00 - 00:10	Welcome & Introduction: “Why Online Masculinities Matter”
00:10 - 00:25	Online Persona Mapping
00:25 - 00:45	Influencer Video Analysis + Group Debrief
00:45 - 01:05	Troll Simulation + Safe Response Planning
01:05 - 01:20	Group Reflection: “What I Will Do Differently Online”

➔ Before The Session

- + Familiarize yourself with popular online platforms used by your audience (e.g., TikTok, YouTube, Discord).
- + Select video clips or posts relevant to your context.
- + Print persona mapping worksheets or provide blank paper for reflection.
- + Ensure content warnings are given if showing aggressive or misogynistic content.

FACILITATOR GUIDE FOR **NEW OR INEXPERIENCED TRAINERS**

➔ Sample Script Openers

- + “Online spaces are amplifying models of masculinity that celebrate dominance, aggression, and contempt for “softness”, characteristics also found in authoritarian, patriarchal leadership.”
- + “Online, masculinity is being shaped in real-time. The question is—by whom?”
- + “Our digital footprint is more than just content. It reflects our values.”
- + “You don’t have to go viral to be impactful online. Everyday choices matter.”

➔ Cautions & Tips

- + Be mindful of participants’ emotional safety—some may have experienced trolling or digital harassment.
- + Avoid shaming participants who engage with problematic content—encourage critical reflection and growth.
- + Acknowledge generational and cultural gaps in digital behavior without judgment.

➔ Key Takeaways

- + Masculinity is not neutral online—it is curated, influenced, and reinforced.
- + Men can either uphold or disrupt online harm through their silence or action.
- + Allyship online requires courage, discernment, and consistency.

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Reflect On

- + **My Digital Footprint:** What does my own social media presence communicate about masculinity and gender roles? Am I prepared to examine this with participants? What online influencers or content do I consume, and how might they shape my views?
- + **Generational Differences:** If there's an age gap between me and participants, how will I bridge different understandings of online culture? What assumptions might I make about "kids these days" versus older participants' digital literacy?
- + **Confronting Toxic Content:** How comfortable am I viewing and discussing disturbing online content about women, LGBTQIA+ individuals, or other marginalized groups? What self-care practices will I use before and after the session?
- + **Technology and Authority:** How do I navigate discussions about online platforms or influencers I'm unfamiliar with? How will I maintain credibility while acknowledging knowledge gaps?

- + A 2024 systematic review maps how misogyny circulates across platforms via memes, in-jokes, and cross-linking communities, showing that harassment is not isolated incidents but networked practices that teach and reward hostile norms. (Nature, 2024)
- + YouTube exposure concentrates among already resentful users, but channel subscriptions and external links sustain persistent engagement with extremist and sexist content—illustrating how committed audiences self-curate pipelines that reinforce digital masculinity ideals. (Science, 2024)
- + In a 2024 survey summarized by Women in Games, 59% of women and girl gamers reported toxicity from male gamers, including 14% receiving rape threats and 30% reporting sexual harassment, prompting many to avoid voice chat or quit sessions - evidence of silencing and exclusion at scale. (Women in Games, 2023)

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M4

MODULE 4

BARBERSHOP TOOLKIT

ESTD 2025

MENTAL HEALTH &
EMOTIONAL EXPRESSION





MODULE 4

MENTAL HEALTH & EMOTIONAL EXPRESSION

→ Why This Module Matter?

One of the most damaging aspects of rigid gender norms is the way they disconnect men from their emotional selves. From a young age, many boys are told to suppress vulnerability, avoid crying, and equate strength with emotional stoicism. This contributes to crises in men's mental health, including isolation, substance abuse, suicide, and gender-based violence.

This module aims to de-stigmatize emotional expression for men and people of all genders who internalize restrictive norms. It promotes emotional literacy, mutual support, and healing—not only for individual well-being but for building more compassionate communities and equitable relationships.

→ Learning Objectives

- + **By the end of this session, participants will:**
- + Understand the connection between emotional suppression, mental health, and harmful expressions of masculinity.
- + Expand their emotional vocabulary and build confidence in identifying and expressing feelings.
- + Practice tools to share emotions in safe, healthy ways—personally and professionally.
- + Recognize societal myths about masculinity and emotion and begin unlearning them.
- + Explore how emotional honesty supports stronger leadership, relationships, and allyship.

→ Who This Module Is For

- + Fathers, caregivers, and male mentors
- + Educators, coaches, and youth workers
- + First responders, social workers, and healthcare professionals
- + Men's support groups, peer counseling networks, and faith-based leaders
- + Workplace teams interested in building psychological safety

TOOLS FOR ENGAGEMENT

1. EMOTION WHEEL ACTIVITY

➔ **Goal:** Build emotional literacy by helping participants name their feelings beyond just “happy,” “sad,” or “angry.”

➔ How To Facilitate

- + Share an emotion wheel (a visual tool categorizing emotions by type and intensity). Briefly note that naming emotions improves regulation and communication, which supports men’s wellbeing and reduces barriers to seeking support.
- + Ask participants to choose 2–3 emotions they’ve felt recently—at home, at work, in friendships.
- + In pairs or small groups, invite them to reflect: How did you respond to these emotions? Were you able to express them? If not, why - norms about “toughness,” uncertainty about when/how to seek help, or lack of language? Practice one 10-second script to express a difficult feeling without apology.?

➔ Debrief Questions

- + What emotions are you most comfortable expressing? Least? What bodily cues help notice them earlier?
- + How were emotions talked about—or not—when you were growing up, and how has that shaped comfort with help-seeking today?
- + What’s one new emotion word you learned today?

➔ Facilitator Tip

- + Normalize all emotions. There are no “bad” feelings—only behaviors that can be harmful or helpful; naming feelings expands choices, supports regulation, and can make reaching out for support feel safer and more “on-script” for men.

TOOLS FOR ENGAGEMENT

2. CHECK-IN CIRCLES

➔ **Goal:** Create a regular, safe space for sharing feelings and building emotional trust.

➔ How To Facilitate

- + Gather in a circle (physical or virtual). Invite a brief grounding breath (3 inhales/exhales) to shift from “fixing mode” to listening.
- + Invite each participant to answer two questions:
 1. How are you feeling right now? Name 1–2 emotions and where they show up in the body.
 2. What’s something on your mind this week, and what support would feel helpful to receive (witnessing, empathy, or practical follow-up)?
- + One person speaks at a time. No interruptions, no advice, no fixing—just listening; peers reflect back one word they heard (“heard: anxious,” “heard: proud”) to normalize naming emotions

➔ Why This Works

- + Reinforces that emotional honesty is a leadership strength and counters harmful stoicism by normalizing help-seeking and shared language for feelings among men.
- + Builds team trust and belonging; men’s support groups show benefits for managing distress when spaces emphasize nonjudgmental listening and choice.

➔ Facilitator Tips

- + Open the circle by modeling vulnerability yourself (name one specific feeling and a simple need), and remind participants that passing is always okay.
- + Keep boundaries clear: this is not therapy; if strong distress emerges, acknowledge it and offer follow-up options after the circle (peer check-in or professional support), preserving the no-fixing norm in-session.

TOOLS FOR ENGAGEMENT

3. UNPACKING MASCULINITY MYTHS

➔ **Goal:** Surface and challenge internalized messages that help-seeking, emotional literacy, and wellbeing for men and boys.

➔ How To Facilitate

+ Ask participants: What messages did you receive about emotion and masculinity growing up?

Examples: “Big boys don’t cry,” “Man up,” “Don’t show weakness” “Solve it yourself,” “Therapy is weakness.”

+ Write these myths on a board or flipchart.

+ In groups, choose one myth and:

→ Discuss its impact (e.g., delayed help-seeking, isolation, substance coping, anger masking sadness)

→ Name who benefits from it and who it harms (e.g., peer status ideals or workplaces that reward stoicism vs. men’s mental health, partners, and families).

→ Brainstorm an alternative belief (e.g., “Crying shows courage, not weakness.”)

➔ Debrief Questions

+ How have these myths shaped your behavior or relationships (e.g., not disclosing distress, avoiding counseling, overworking)?

+ What would change personally and in close relationships if one belief were released and replaced with a help-seeking, emotionally expressive script?

TOOLS FOR ENGAGEMENT

4. EMOTION JOURNALING (OPTIONAL ADD-ON)

➔ **Goal:** Develop a personal habit of emotional awareness and release.

➔ **How To Facilitate**

- + Ask participants to write for 5–10 minutes:
What emotions do you avoid (e.g., sadness, fear, shame)?
What happens when you suppress them (sleep, irritability, distance)?
- + Offer follow-up prompts like:
Who do you feel safest expressing emotion around (friend, partner, coach), and why?
Who taught you how to feel?

➔ **Follow-Up Activity**

- + Invite anyone who wishes to share what came up—but emphasize that journaling is personal and private. Normalize not sharing aloud, and suggest a small step (e.g., schedule a check-in with a trusted person or counselor) if intense feelings surfaced; short writing may briefly increase distress before longer-term gains.

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Core Concepts to Know

- + **Emotional literacy:** The ability to recognize, understand, and express feelings in constructive ways.
- + **Toxic masculinity:** A cultural norm that teaches men to suppress emotion, avoid vulnerability, and equate dominance with power.
- + **Healthy masculinity:** Embracing a full range of emotions, practicing empathy, and seeking connection—not control.
- + **Equitable masculinity:** Recognizing equality as a value and desirable social norm, actively creating equitable, mutually enabling and respectful relationships.

➔ Suggested Session Flow (90-100 Minutes)

Time	Activity
00:00 - 00:10	Welcome & Grounding: “Why Talk About Emotion and Masculinity?”
00:10 - 00:30	Emotion Wheel Reflection & Sharing
00:30 - 00:50	Unpacking Masculinity Myths Group Work
00:50 - 01:10	Check-In Circle or Emotion Journaling
01:10 - 01:20	Closing Round: “One Emotion I Will Practice Naming More”

➔ Before The Session

- + Print or project the Emotion Wheel (many free versions online).
- + Prepare sample “masculinity myths” for discussion.
- + Arrange the space in a circle to foster openness and equality.
- + Set ground rules: no judgment, confidentiality, the right to pass.

- + Conformity to traditional masculinity correlates with more negative attitudes toward therapy and higher self-stigma, reducing help-seeking and engagement; a 2025 meta-analysis found strong associations between traditional masculinity and avoidance of psychological help. (NLM, 2025)
- + Emotional suppression is associated with isolation, substance misuse, and increased risk of violence; “masculine discrepancy stress” and poor emotion regulation mediate links to intimate partner violence. (NLM, 2021)

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Sample Script Openers

- + “Authoritarian cultures discourage emotional expression, especially for men, reinforcing that strength means control, not connection. Let’s challenge that myth.”
- + “We often say, ‘Be strong.’ What if strength includes softness, too?”
- + “No one ever got sick from crying—but many get sick from holding it in.”
- + “We’re not here to fix each other—we’re here to feel together.”

➔ Reflect On

- + **My Emotional Expression:** What emotions do I find difficult to express or witness in others? How was I socialized around emotional expression, and how might this affect my facilitation? Am I comfortable with tears, anger, or vulnerability in the room?
- + **Masculine Identity:** How do I define my own masculinity, and what aspects feel threatened when discussing emotional openness? What internalized messages about “strong men” might I need to examine?

➔ Cautions & Tips

- + This session can bring up deep emotions—normalize, don’t pathologize.
- + Don’t force anyone to share or “open up.”
- + Always provide support options (e.g., peer check-ins, counseling services) if heavy emotions arise.
- + If facilitating with a co-lead, consider gender-diverse facilitation to model inclusivity.

➔ Key Takeaways

- + Emotional expression is not weakness—it is resilience and connection.
- + Men and boys are harmed by rigid norms that disconnect them from their feelings.
- + Practicing emotional literacy supports stronger communities, better relationships, and healthier leadership.

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MODULE 5

BARBERSHOP

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FATHERHOOD & CARE WORK





MODULE 5

FATHERHOOD & CARE WORK

→ Why This Module Matter?

Across cultures, caregiving has historically been undervalued, feminized, and seen as secondary to paid labor or public leadership. Patriarchal and authoritarian systems often devalue caregiving, associating real leadership with control and emotional distance. By reclaiming emotional and domestic care, we offer a radical counter-narrative to this trend.

Yet caregiving—whether emotional, physical, or domestic—is the foundation of healthy families and communities. While conversations on gender equality often focus on women’s burden of unpaid care work, men’s engagement as caregivers is equally transformative.

This module helps men reflect on their roles as fathers, sons, brothers, mentors, and colleagues—not just in terms of authority, but in terms of nurturing, emotional labor, and domestic responsibility. Reframing caregiving as a form of masculine strength opens the door to greater gender equity at home and in public policy.

→ Learning Objectives

- + **By the end of this session, participants will:**
- + Recognize caregiving as a central expression of healthy masculinity and leadership.
- + Reflect on how caregiving was modeled (or not) in their families, workplaces, and communities.
- + Identify gendered norms and workplace structures that limit men’s involvement in care work.
- + Develop strategies to increase personal, relational, and policy-level support for men’s caregiving.
- + Commit to practical steps to share the load at home and advocate for equitable policies in their spheres of influence.

→ Who This Module Is For

- + Fathers and expecting fathers
- + Male caregivers of children, elderly, or disabled family members
- + Men in heterosexual partnerships navigating care distribution
- + Employers and HR leaders developing family-friendly policies
- + Community or religious leaders advocating for family engagement

TOOLS FOR ENGAGEMENT

1. LIFE TIMELINE REFLECTION

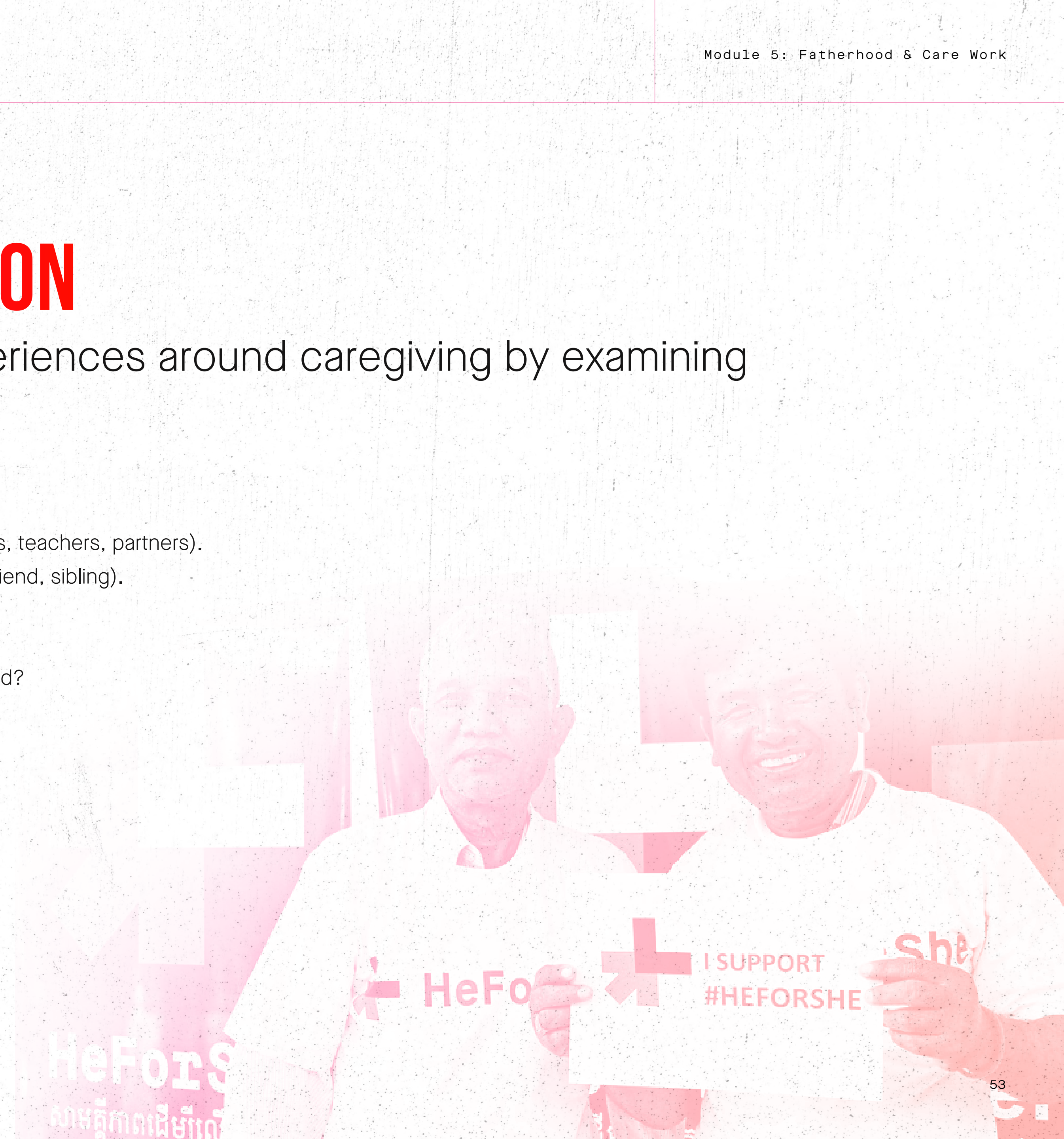
➔ **Goal:** Surface personal beliefs and experiences around caregiving by examining role models and turning points.

➔ **How To Facilitate**

- + Ask participants to draw a horizontal timeline of their life.
- + On the top of the line: moments when they received care (e.g., from parents, teachers, partners).
- + On the bottom of the line: moments when they gave care (e.g., to a child, friend, sibling).
- + Then, reflect in pairs or small groups:
 - ➔ Who were your caregivers growing up? What gender were they?
 - ➔ How were those moments of care perceived—praised, ignored, criticized?
 - ➔ How has that shaped your view of your role today?

➔ **Debrief Questions**

- + Was caregiving associated with power or with sacrifice in your early life?
- + How have your views on caregiving evolved?



TOOLS FOR ENGAGEMENT

2. CARE CHALLENGE: THE UNPAID LABOR LOG

➔ **Goal:** Make invisible care work visible—especially among participants in heterosexual or patriarchal households or workplaces.

➔ How To Facilitate

- + Ask participants to write down all caregiving or domestic tasks they did in the last 7 days.

Examples: cooking, cleaning, waking up early with a child, checking in on aging parents, mentoring a colleague, emotional support to a partner.

- + Encourage reflection: What surprised you? What did you overlook at first? What would your partner or household members list?

➔ Group Activity

- + Discuss imbalances, and where gendered assumptions might exist (e.g., “I don’t clean because I’m not good at it”).

➔ Debrief Questions

- + How does caring—at home, at work, or in the community, challenge the strongman ideal?
- + What work do I do without being asked? What work do I expect others to do without thanks?
- + How can I initiate a more equitable conversation about labor in my home or team?



TOOLS FOR ENGAGEMENT

3. PARENTAL LEAVE ROLE-PLAY

➔ **Goal:** Build empathy and practice negotiating shared caregiving responsibilities, especially around formal structures like leave policies

➔ How To Facilitate

- + In pairs, role-play two parents discussing how to divide parental leave after a child's birth or adoption.
- + One participant plays a partner who expects the other to take the bulk of leave. Switch roles.
- + Introduce a layer of complexity (e.g., pressure from employers, cultural stigma, financial constraints, visa/tenure clocks, lack of paid leave, or caregiver health needs).

➔ Follow-Up Discussion

- + What assumptions came up in the negotiation (about income, career trajectories, “who’s better with babies,” or what managers will accept)?
- + What could make this conversation easier or more equitable in real life (e.g., written team plans, equal paid leave for all parents, manager training, clear coverage plans, or committing to a 50/50 “own-define-deliver” split for specific care domains)?

TOOLS FOR ENGAGEMENT

4. POLICY MAPPING (OPTIONAL FOR ADVANCED GROUPS)

➔ **Goal:** Explore how policies (or lack of them) support or undermine men's involvement in care.

➔ **How To Facilitate**

- + Ask participants to brainstorm what policies exist in their workplace or country: paternity leave, caregiving leave, flexible work, etc.
- + Compare with best practices globally (e.g., Iceland's equal parental leave, Sweden's "use-it-or-lose-it" dad quota).
- + Identify gaps, and ask: What policy change could make care work more equal where you are?



TOOLS FOR ENGAGEMENT

5. THE THIRD SHIFT

➔ **Goal:** Help men recognize the unseen “third shift” (cognitive/emotional load of planning, coordinating, remembering) and agree on concrete, fair redistributions and system supports that sustain shared care, not one-off help.

➔ How To Facilitate

- + Explain “third shift” as the ongoing mental project management behind family life and relationships (anticipating needs, deciding, reminding, monitoring), which disproportionately falls on women. Invite curiosity, not defensiveness.
- + Each participant lists 10–15 recurring third-shift tasks in their context. Examples: remembering birthdays and gifts; tracking school forms and trip checklists; managing after-school activities; planning lunch boxes; coordinating eldercare logistics; packing for trips; managing household supplies, etc.
- + Next to each task, mark who does what today using EDCM: E = who is the Executor, D = who Decides, C = who Communicates/reminds, M = who Monitors/follows up. This separates “doing” from “owning the mental project.”
- + In pairs, compare lists and identify three tasks where mental ownership and doing are misaligned or unfairly concentrated.
- + For each of the three tasks, decide one change for the next 30 days using the “Own–Define–Deliver” rule: one person fully owns the task (no hidden manager), defines “done” (quality/time), and delivers on time without reminders.
- + As a group, pick 2–3 tools or norms that reduce cognitive load: a weekly 15-minute logistics huddle; shared digital calendar with alerts; a visible “family kanban” (To Plan/Doing/Done); split “domains” (e.g., one person fully owns school/activities, the other fully owned health/appointments); monthly swap to avoid invisible expertise hoarding.
- + Each participant sets a check-in date and a nudge mechanism (calendar invite, WhatsApp reminder) and names a buddy for follow-up.

➔ Group Activity (Small groups of 4–6)

- + **Wall mapping:** On sticky notes, each person posts 5 third-shift tasks. Cluster similar tasks (health, school, social, household admin, eldercare). Draw two axes on a flip chart: X = “visible to others” (low to high), Y = “mental load intensity” (low to high). Place clusters on the grid. Circle the top three “high load + low visibility” clusters. For each circled cluster, the group drafts:
 - ➔ A redistribution plan (who will Own–Define–Deliver for 30 days).
 - ➔ A system change (e.g., recurring logistics huddle, domain ownership, automation via subscriptions/reminders).
 - ➔ A “no-nag” norm (the owner self-reminds; non-owner does not manage by proxy).

➔ Debrief Questions

- + Where did “ownership” differ from “execution,” and how did that create hidden work?
- + Which tasks were most invisible until named, and what made them invisible (habit, stereotypes, “I’m just better at it,” time-sensitivity)?
- + What feelings came up when shifting ownership (relief, anxiety, loss of control)? How will the group support the new owner without slipping back into reminders?
- + How will fairness be reviewed (a 10-minute monthly retro; swapping domains quarterly; adding/removing tasks as life changes)?

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Core Concepts to Know

- + **Care work** includes physical labor (feeding, cleaning), emotional labor (listening, comforting), and mental load (planning, organizing).
- + **Unpaid care work** disproportionately falls on women globally, reinforcing gender gaps in pay, leadership, and time poverty.
- + **Engaged fatherhood and caregiving** challenge stereotypes and create healthier environments for children, partners, and men themselves.
- + **Third Shift** refers to the largely invisible cognitive and emotional labor of planning, coordinating, anticipating, reminding, and monitoring that keeps family and social life running - distinct from the first shift (paid work) and second shift (unpaid domestic tasks).

➔ Suggested Session Flow (90-100 Minutes)

Time	Activity
00:00 - 00:10	Welcome & Framing: “What Is Care, and Why Does It Matter?”
00:10 - 00:30	Life Timeline Reflection + Pair Sharing
00:30 - 00:50	Care Challenge: Unpaid Labor Log + Group Reflection
00:50 - 01:10	Parental Leave Role-Play or Policy Mapping
01:10 - 01:20	Closing Round: “One Thing I’ll Do to Share Care More Equitably”

➔ Before The Session

- + Print timeline worksheets or provide blank paper.
- + Prepare a short list of caregiving examples (domestic, emotional, invisible labor).
- + Review basic global data on care work if you want to introduce a data point or two.
- + **Optional:** Bring local policies or news articles to discuss in the Policy Mapping activity.

- + Reviews find that father-inclusive parenting interventions improve maternal, paternal, and couple outcomes, with positive effects on child development across contexts. (ScienceDirect, 2023)
- + Greater father engagement is associated with higher early cognitive, language, motor, and socioemotional scores in LMIC settings; multidimensional involvement matters (care, play, chores, early learning). (NLM, 2024)
- + Women still shoulder the majority of unpaid care- often multiple times men’s time, limiting paid work and well-being; in Georgia, women spend about five times men’s time on unpaid care. (UN Women, 2022)
- + Involved fatherhood is linked to greater happiness, better mental and physical health, lower substance misuse, and longer life expectancy compared with disengaged fathers, based on multi-study syntheses presented to UN expert meetings. (UN, 2016)

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Sample Script Openers

- + “What we value, we protect. Why, then, is care so undervalued in our systems?”
- + “Being a provider is important. But being a caregiver might be even more powerful.”
- + “What kind of men do our children need? What kind of care do we model?”

➔ Cautions & Tips

- + Avoid reinforcing stereotypes (e.g., “real men don’t babysit”). Use “parenting” and “caregiving” equally for all genders.
- + Validate care work in all its forms—not just parenting. Many men are caregivers to elders, friends, coworkers, and communities.
- + Be mindful of cultural, religious, and policy differences across countries and households.

➔ Key Takeaways

- + Caregiving is leadership. It builds trust, responsibility, and empathy.
- + Masculinity must expand to include emotional labor, not reject it.
- + Systems and institutions must adapt—not just individual behavior—for care to be shared fairly.

➔ Reflect On

- + **My Care Practices:** What caregiving responsibilities do I currently have? Where might I be relying on others (especially women) for emotional, domestic, or childcare labor? How do I value care work in my own life?
- + **Defensive Reactions:** How do I respond to discussions about unpaid labor and the gendered division of household work? What defensiveness might arise when participants share examples of inequitable care arrangements?
- + **Privilege and Access:** What privileges (financial, familial, professional) have allowed me to engage or avoid caregiving responsibilities? How might participants with different circumstances experience these discussions?
- + **Care and Authority:** How do I model caregiving behaviors in my facilitation? Do I attend to group dynamics, emotional needs, and inclusive participation in ways that demonstrate care as leadership?

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MODULE 6

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CLIMATE JUSTICE
& GENDER



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MODULE 6

CLIMATE JUSTICE & GENDER

→ Why This Module Matter?

Climate justice means putting equity and human rights at the core of decision-making and action on climate change. Climate change disproportionately harms populations dependent on natural resources and those with limited capacity to respond to disasters like droughts, floods, and hurricanes. Women and marginalized communities are disproportionately affected by environmental degradation, disasters, and resource scarcity, while people —especially those in positions of power—disproportionately contribute to ecological harm through higher levels of consumption, political influence, and carbon-intensive lifestyles (Green, 2022). Their exclusion from decision-making and labor markets perpetuates inequalities and limits their essential contributions to climate planning, policy development, and implementation. (UNFCCC)

At the same time, masculinities are rarely elucidated within the discourse of climate justice conversation. This module invites men and boys to see themselves not as part of the problem but as part of the solution—by reflecting on consumption, leadership, and how traditional masculine norms may conflict with ecological care, interdependence, and sustainability. It also advocates for Indigenous climate leadership as the Indigenous Peoples steward high-carbon-sink ecosystems, contribute proven, place-based knowledge for mitigation and adaptation, and face

→ Learning Objectives

By the end of this session, participants will:

- + Understand how gender norms and masculine behaviors contribute to environmental harm.
- + Recognize the gendered impacts of climate change on communities globally.
- + Reflect on their personal and professional roles in either reinforcing or disrupting extractive systems.
- + Explore feminist and Indigenous approaches to climate leadership and stewardship.
- + Identify one or more ways they can act as gender-aware environmental allies and shift masculine norms toward sustainability.

→ Who This Module Is For

- + Environmental activists and youth climate leaders
- + Policymakers and professionals in climate, energy, and sustainability
- + Urban planners, architects, and infrastructure designers
- + Corporate sustainability managers
- + Men working in extractive industries or high-consumption sectors (e.g., agriculture, mining, transportation)

TOOLS FOR ENGAGEMENT

1. CARBON FOOTPRINT + GENDER LENS ANALYSIS

➔ **Goal:** Link individual behavior with systems of gender, consumption, and responsibility, by making visible how gendered norms drive carbon-intensive choices and how adaptation labor is distributed.

➔ How To Facilitate

- + Ask participants to calculate their estimated carbon footprint using an online tool or a simplified worksheet. Include categories such as:
 - ➔ Transportation (flying, driving, car size)
 - ➔ Diet (meat consumption)
 - ➔ Housing and electricity use
 - ➔ Purchases (clothing, electronics, etc.)
- + Then, reflect in groups:
 - ➔ Which of these behaviors are influenced by gender expectations?
 - ➔ Are men socialized to consume differently than women and other genders? In what specific ways?
 - ➔ Who in your household or organization bears the burden of adapting to climate change (e.g., conserving water and energy, switching diets, caregiving during crises), and how is that labor recognized and shared?

➔ Facilitator Tip

- + Evidence snapshot- In France, women's food and transport emissions are about 26% lower than men's, largely linked to higher male red meat intake and car use; food and transport together comprise roughly half of an average footprint. (LSE, 2025)

➔ Debrief Questions

- + How does masculinity shape the way we consume and relate to nature?
- + What gendered assumptions show up in “green” campaigns or policies?

TOOLS FOR ENGAGEMENT

2. STORIES OF FEMINIST & INDIGENOUS CLIMATE LEADERSHIP

➔ **Goal:** Re-center leadership narratives that challenge dominance-based, extractive models often upheld by patriarchal systems.

➔ How To Facilitate

- + Present short case studies or video stories of feminist and/or Indigenous leaders (e.g., Berta Cáceres, Vandana Shiva, youth activists like Greta Thunberg, Vanessa Nakate or Xiye Bastida).
- + Invite participants to analyze:
 - ➔ What values drive these leaders? (e.g., care, reciprocity, land protection, community)
 - ➔ How are these values different from dominant political or corporate leadership?
 - ➔ Intergenerational Indigenous knowledge systems provide fine-grained observations and practices for water, agriculture, fire, and disaster preparedness that strengthen resilience when integrated with science. How can we explore indigenous leadership?
 - ➔ What does masculine environmental leadership usually look like? What could it look like instead?
 - ➔ What does a feminist environmental leadership look like?

➔ Facilitator Tip

- + Avoid tokenism—highlight stories in depth, not just as inspirational examples.

➔ Debrief Questions

- + What aspects of leadership from these stories feel unfamiliar? Why?
- + What can men learn from feminist climate leaders?
- + How can we redefine leadership away from control and toward stewardship?

TOOLS FOR ENGAGEMENT

3. CLIMATE JUSTICE ROLE QUIZ

➔ **Goal:** Help participants connect to climate justice through their unique identity, skills, and spheres of influence.

➔ How To Facilitate

+ Prepare a light reflective quiz or ask participants to choose statements that resonate most:

I like influencing policy and systems → **Policy Shaper**

I change my lifestyle and encourage others to do the same → **Lifestyle Leader**

I organize people in my community or network → **Community Connector**

I work in a business or tech space and want to transform it → **Corporate Influencer**

+ Discuss in groups:

➔ What strengths do I bring to climate justice?

➔ How does my role intersect with gender and masculine norms?

➔ What power do I have to shift narratives and behaviors?

➔ Debrief Questions

+ What role fits you now? Which one could you grow into?

+ What does gender-aware climate action look like in your role?

+ What role can you play to move our community toward climate justice?



TOOLS FOR ENGAGEMENT

4. INCORPORATING ACTION PLANNING AND ACCOUNTABILITY

➔ **Goal:** To translate reflection into committed action by developing a "Steps Toward Gender-Just Climate Action" worksheet.

➔ **How To Facilitate**

- + Provide a simple worksheet for the final reflection with three columns:
 - ➔ **Shift in Thinking:** One thing I will rethink (e.g., "my definition of leadership").
 - ➔ **Shift in Behavior:** One personal habit I will change (e.g., "reduce business flights," "advocate for plant-based options at work").
 - ➔ **Shift in Influence:** One professional/systemic action I will take (e.g., "ensure our community climate plan includes a gender impact assessment," "champion a supplier diversity program").
 - ➔ **Optional:** Include a space for participants to pair up and share one action as an accountability check-in.

➔ **Facilitator Tip**

- + **Accompanying tool:** Digital worksheet (format attached) where users will be able to type commitments and save the form on their computers as a PDF or a Word document.

➔ **Debrief Questions**

- + What is one concrete shift in thinking, behavior, and influence that was committed to today, and why does it matter for gender-just climate action?
- + What specific support, resources, or allies are needed to implement these commitments in the next 30 days, and what could get in the way?
- + What accountability structure will be used (pair check-ins, timelines, saved digital worksheet), and what is the first next step and date?



FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Core Concepts to Know

- + **Climate justice:** The recognition that those least responsible for climate change are most affected—and that environmental action must include social and gender equity.
- + **Feminist environmentalism:** Also known as ecofeminism, a theoretical and political movement that connects the oppression of women with the domination of nature, arguing that patriarchal societies and institutions exploit both.
- + **Feminist climate justice:** Aims for a world where women, girls and gender-diverse people can flourish on a healthy and sustainable planet.

➔ Suggested Session Flow (90 Minutes)

Time	Activity
00:00 - 00:10	Welcome & Framing: “Why Gender Belongs in Climate Justice”
00:10 - 00:30	Carbon Footprint + Gender Lens Analysis
00:30 - 00:50	Stories of Feminist/Indigenous Leadership + Discussion
00:50 - 01:10	Climate Justice Role Quiz + Personal Reflection
01:10 - 01:20	Closing Round: “One Shift I’ll Make Toward Gender-Aware Climate Action”

➔ Before The Session

- + Select and print a simple carbon footprint worksheet or link to an online calculator.
- + Choose 2–3 stories or short videos on feminist or Indigenous climate leadership.
- + Prepare or adapt a “Climate Role” quiz based on your audience (activists, corporate, students).
- + **Set an inclusive tone:** emphasize that no action is too small, and that no one person has all the answers.

- + **Climate, Power, and Patriarchy:** Many authoritarian leaders see nature as something to dominate. This domination logic is rooted in patriarchal ideas of manhood, prioritizing control over people, resources, and even public debate, which often drives extractive and unsustainable environmental practices.
 - + Across the Amazon, Indigenous-managed territories absorb more carbon than they emit annually and have far lower per-hectare emissions than non-Indigenous lands, demonstrating effective place-based stewardship when land rights and governance are respected. (IGC, 2024)

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Sample Script Openers

- + “Top-down, authoritarian styles often sideline not just women and girls but the collaborative, community-driven approaches needed for climate justice. Feminist and anti-patriarchal models offer a real alternative.”
- + “Climate change is not just about carbon—it’s about power, responsibility, and care.”
- + “When we talk about saving the planet, who are we asking to save it—and who gets left out?”
- + “This is not about guilt—it’s about opportunity. We all have a role to play.”

➔ Reflect On

- + How gender norms shape high-impact choices (transport and diet), who makes decisions versus who implements daily conservation, and who bears unpaid adaptation burdens during climate stress, with attention to intersectional factors like income and safety.
- + **Environmental Footprint:** What is my own relationship to consumption, environmental impact, and climate action? How do I balance personal responsibility with systemic change? What lifestyle choices might participants judge or emulate?
Transport and mobility: Reflect on who drives, who uses public transit, who “trip-chains” for caregiving, and how safety concerns shape route and mode choices.
Food norms: How ideas of strength, status, and care influence meat frequency and plant-forward choices; who plans, shops, and cooks vs who sets menu

➔ Cautions & Tips

- + Avoid shame tactics. Focus on systemic change and shared responsibility—not personal guilt.
- + Be mindful of who might feel excluded from climate conversations due to class, race, or access.
- + Avoid presenting men as either villains or saviors—focus on agency and accountability.

➔ Key Takeaways

- + Masculinities influence how we consume, lead, and care for the Earth.
- + Climate justice includes gender justice—because inequality magnifies harm.
- + Men can become powerful allies by shifting norms, lifestyles, and leadership practices toward care, equity, and sustainability.
- + **Intersectional Awareness:** How well do I understand the connections between gender, race, class, and climate vulnerability? What assumptions might I make about who is most affected by environmental issues?
Avoiding burdening: Guard against treating women as “sustainability saviors” without resources; pair responsibilities with rights, budgets, and authority.
- + **Overwhelming Complexity:** How do I respond when participants feel overwhelmed by the scale of climate issues or their own contributions to environmental harm? Can I hold hope and urgency simultaneously?
- + **Privilege and Solutions:** What climate solutions am I advocating that may not be accessible to all participants? How do I avoid an elitist approach to environmental action?

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MODULE 7

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INTERSECTIONALITY &
INCLUSIVE MASCULINITIES





MODULE 7

INTERSECTIONALITY & INCLUSIVE MASCULINITIES

→ Why This Module Matter?

Too often, conversations about men and masculinity center the experiences of cisgender, heterosexual, able-bodied, middle- or upper-class men—usually from dominant racial or ethnic groups. This erases the diverse realities of LGBTQIA+ men, trans men, men with disabilities, men of color, Indigenous men, working-class men, immigrants, and others. Moreover, authoritarian and patriarchal systems use our differences such as race, class, sexuality, ability, to divide and control. Understanding intersectionality undermines “us vs. them” politics and strengthens collective action.

Intersectionality—a term coined by legal scholar Kimberlé Crenshaw—helps us understand how multiple systems of power (race, class, gender, sexuality, ability, age, etc.) interact to shape unique experiences of privilege and oppression.

This module invites participants to explore how masculinities are lived differently depending on identity, and how gender equity efforts must be inclusive to be effective. It opens space to challenge narrow definitions of manhood and to embrace a more expansive, compassionate, and equitable view of masculinities.

→ Learning Objectives

By the end of this session, participants will:

- + Understand the concept of intersectionality and how it applies to men’s identities and experiences.
- + Explore how race, class, sexuality, ability, and other factors shape how masculinity is lived and perceived.
- + Recognize privilege and marginalization within male-identifying communities.
- + Center and uplift the voices of men and gender-diverse people from marginalized identities.
- + Identify actions to practice and promote inclusive masculinities in their organizations and communities.

→ Who This Module Is For

- + Male allies seeking to understand privilege and inclusion more deeply
- + Diversity, Equity, and Inclusion (DEI) professionals
- + Educators, facilitators, and HR leaders in multicultural settings
- + LGBTQIA+ allies and inclusive gender equity advocates
- + Community organizers working with diverse male populations (e.g., racial minorities, working-class men, migrants)

TOOLS FOR ENGAGEMENT

1. INTERSECTIONALITY IDENTITY WHEEL

➔ **Goal:** Help participants reflect on their own identities and how those shape experiences of masculinity, power, and inclusion.

➔ **How To Facilitate**

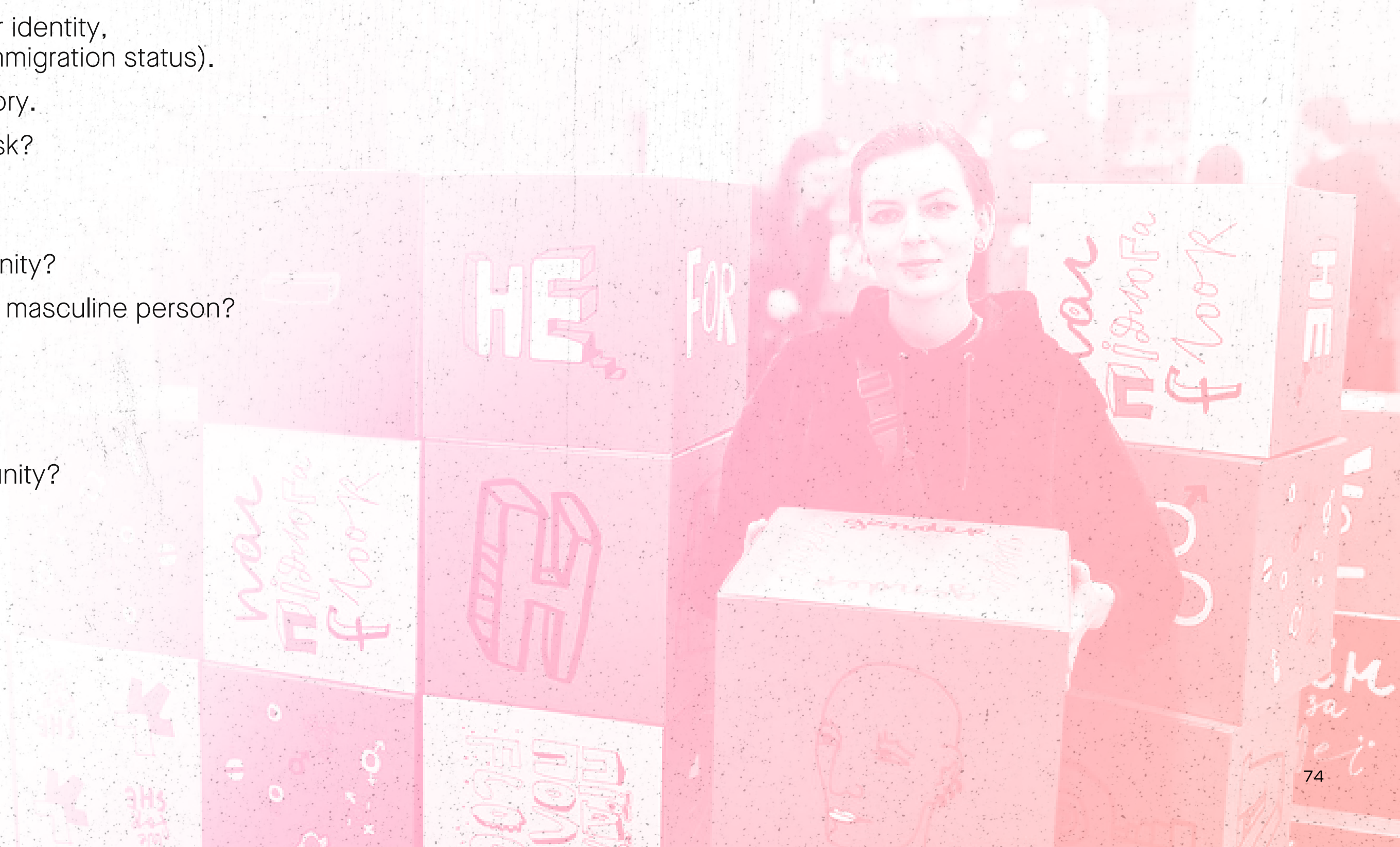
- + Share a worksheet or slide with the “identity wheel” (includes: race, gender identity, sexual orientation, socioeconomic status, language, age, ability, religion, immigration status).
- + Have participants fill in the wheel with how they identify across each category.
- + Invite reflection: Which identities offer privilege? Which create barriers or risk?

➔ **Pair/Group Reflection Prompts**

- + When have you felt included—or excluded—in conversations about masculinity?
- + How do your overlapping identities shape how others treat you as a man or masculine person?

➔ **Debrief Questions**

- + What surprised you in this exercise?
- + How can we make space for diverse masculinities in our workplace/community?



TOOLS FOR ENGAGEMENT

2. LIVED EXPERIENCE PANELS OR VIDEOS

➔ **Goal:** Highlight diverse experiences of masculinity by centering voices from underrepresented groups.

➔ How To Facilitate

- + Invite speakers (or show video clips) of men or masculine-aligned individuals who are queer, trans, BIPOC, disabled, working-class, migrant, or from other marginalized identities.
- + Encourage reflections on how race, class, sexuality, disability, caste, religion, and location intersect with masculinity to shape power, privilege, inclusion, and exclusion. Provide clear topics in advance (identity, safety, belonging, care, leadership) and brief the audience on respectful engagement.

➔ Follow-up Discussion

- + What resonated with you in their stories?
- + What assumptions about manhood were challenged?
- + How can we amplify voices like these in our daily environments?

➔ Facilitator Tip

- + Ensure speakers are supported, compensated, and not asked to share trauma without consent or preparation; offer opt-out options, content warnings, and post-session support resources.

TOOLS FOR ENGAGEMENT

3. PRIVILEGE WALK (ADAPTED FOR MASCULINITIES)

➔ **Goal:** Make visible the different forms of privilege and marginalization that exist even among men.

➔ How To Facilitate

+ Read out statements like:

“Take a step forward if you have never feared for your safety because of your gender expression.”

“Take a step back if your accent or language skills have been mocked in a professional setting.”

“Step forward if you can easily access gender-affirming medical care.”

+ Participants physically move (or use virtual alternatives like colored cards or anonymous polls).

➔ Debrief Questions

+ How did it feel to move forward or backward?

+ What stories are often left out of “men’s issues” conversations?

+ How can we create spaces that acknowledge these differences?

+ How do authoritarian leaders or companies exploit divisions to maintain power?

TOOLS FOR ENGAGEMENT

4. MYTH-BUSTING GROUP DISCUSSION

➔ **Goal:** Challenge dominant assumptions about manhood (e.g., “real men are straight,” “manhood means strength,” “men of color are aggressive”) by examining who holds power, whose experiences are erased, and how inclusive masculinities create safer, fairer communities.

➔ How To Facilitate

- + Write several masculinity myths on cards or slides (include myths across race, class, caste, sexuality, disability, age, and nationality).
- + Divide participants into small groups. Assign one myth per group, ensuring a mix of identities and roles.
- + Ask them to discuss:
 - ➔ Who created or benefits from this myth (institutions, markets, peer cultures), and how power/privilege sustains it?
 - ➔ Who is harmed or erased by it (e.g., queer, trans, disabled, working-class, racialized men; women and non-binary people)?
 - ➔ What’s a new narrative we can offer instead that centers respect, care, consent, and plural ways of being a man?

➔ Debrief Questions

- + Have you internalized any of these myths in language, humor, or expectations - and where did they come from?
- + What’s one belief about masculinity you’re willing to unlearn, and one practice you’ll adopt to model an inclusive alternative?

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Core Concepts to Know

- + **Intersectionality:** A framework for understanding how multiple forms of identity (and the systems that oppress them) overlap to create unique experiences.
- + **Inclusive masculinity:** A model of masculinity that allows for emotional expression, fluidity, care, and collaboration across identities.
- + **Privilege within masculinity:** Not all men experience the world the same way; some benefit from race, class, sexuality, and ability-based privileges.

➔ Before The Session

- + Print or project an identity wheel worksheet.
- + Select videos or guest speakers (ideally from your own networks or trusted sources).
- + Choose which myths or privilege walk statements are relevant to your group.
- + Set ground rules: safety, confidentiality, respect for lived experience, optional participation.

➔ Suggested Session Flow (90 Minutes)

Time	Activity
00:00 - 00:10	Welcome & Framing: “Why Intersectionality Matters in Masculinity Work”
00:10 - 00:30	Identity Wheel Exercise + Pair Discussion
00:30 - 00:50	Lived Experience Panel or Video Debrief
00:50 - 01:10	Privilege Walk or Myth-Busting Discussion
01:10 - 01:20	Closing Round: “What Will You Do to Promote Inclusive Masculinity?”

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Sample Script Openers

- + “Not all men have the same access to safety, success, or belonging—and that matters.”
- + “Masculinity should not be a gate that excludes people. It can be a spectrum that holds space for all.”
- + “This is not about guilt. It’s about growing together.”

➔ Cautions & Tips

- + Ensure you don’t tokenize or spotlight participants from marginalized identities unless they volunteer to share.
- + Avoid one-size-fits-all language about “men”—be specific and inclusive.
- + Pause for breaks or emotional processing as needed, especially if the discussion becomes intense.

➔ Key Takeaways

- + Masculinity is not one thing—it is experienced differently depending on intersecting identities.
- + Inclusive gender equality work must center those most marginalized—not just those with the most power.
- + Everyone, regardless of identity, has a role to play in building spaces where all masculinities are valid.

➔ Reflect On

- + **My Identity Complexity:** How do my various identities intersect to create advantages and disadvantages? What identities do I rarely think about, and why? Which aspects of my identity feel most and least comfortable to discuss?
- + **Representation Gaps:** Whose voices and experiences are missing from my understanding of masculinity? How will I center participants from marginalized communities while avoiding tokenism?
- + **Privilege Guilt:** How do I navigate my own guilt or defensiveness about privilege without making the session about my feelings? How can I model accountability without self-flagellation?
- + **Difference Management:** How comfortable am I facilitating conversations where participants from different backgrounds disagree about gender, sexuality, or other identity issues?

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MODULE 8

BARBERSHOP TOOLKIT

ESTD 2025

MENSTRUAL EQUITY
& SRHR



M8

MODULE 8

MENSTRUAL EQUITY & SRHR

(SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS)

➔ Why This Module Matter?

Menstruation, an integral part of Sexual and Reproductive Health and Rights (SRHR) have traditionally been framed as “women’s issues,” reinforcing stigma, exclusion, and silence—particularly among men and boys. Yet men play a critical role: as fathers, partners, brothers, teachers, policy-makers, health workers, and peers. Their silence and discomfort can perpetuate shame, discrimination, and misinformation, while their engagement can foster dignity, health, and rights. Growing authoritarianism often targets reproductive rights and gender equity, seeking to control women’s bodies and enforce rigid norms about masculinity.

This module aims to equip men and boys to become informed, empathetic, and proactive allies in advancing menstrual equity and sexual and reproductive rights for all, while also understanding their own rights and responsibilities.

➔ Learning Objectives

By the end of this session, participants will:

- + Understand what menstrual equity and SRHR mean and why they matter for everyone—not just women and girls.
- + Examine how stigma, taboos, and silence around menstruation and sexual health affect communities, policies, and relationships.
- + Reflect on their own beliefs, biases, and gaps in knowledge.
- + Gain tools to support menstrual equity and comprehensive SRHR in homes, schools, workplaces, and policy spaces.
- + Commit to at least one action that challenges stigma and promotes rights, dignity, and access.

➔ Who This Module Is For

- + Fathers, uncles, brothers, and male guardians of menstruators
- + Male teachers, coaches, and school staff
- + Male students and youth activists
- + Healthcare workers, community health volunteers, and SRHR professionals
- + Faith leaders and community gatekeepers who influence local norms
- + Policymakers or NGO staff working on WASH, education, or SRHR access

TOOLS FOR ENGAGEMENT

1. MENSTRUAL MYTHS AND TABOOS BREAKER

➔ **Goal:** Challenge misinformation and surrounding this normal biological process and normalize menstruation as an everyday topic of discussion.

➔ How To Facilitate

- + Create cards with common menstrual myths or taboos (e.g., “Periods are dirty,” “Women shouldn’t cook during menstruation,” “Only women menstruate,” “Men don’t need to know about menstruation” “menstrual blood is impure” “menstruating people shouldn’t touch others” “one should not exercise or participate in sports while menstruating this.”).
- + In small groups, participants pick a card, read it aloud, and discuss:
 - ➔ Where have they heard this myth?
 - ➔ What’s the truth?
 - ➔ Why is it harmful?
 - ➔ Why are these myths a recurring theme of discussion and preventing menstruators from fully participating in society?

➔ Debrief Questions

- + How did you first learn about menstruation?
- + Did you feel empowered to ask questions about periods? What resources did you use to learn more about periods?
- + How are men and boys taught to think about periods? What factors contribute to them feeling awkward discussing menstruation publicly or openly?
- + When did you first see menstruation in the media? What was the context? Was menstruation depicted in a positive or negative light?
- + When was the first time you heard someone say the word period aloud? What can you do to reduce stigma in your own context?

➔ Facilitator Tip

- + Include trans and non-binary perspectives. Not all women menstruate, and not all people who menstruate are women. Discuss menstruation as a part of having a uterus and take some time to elaborate on the distinction between gender, sex, and sexuality emphasizing the difference between all three, that these terms are binary, and do not necessarily have to align in an individual.

TOOLS FOR ENGAGEMENT

2. SRHR KNOWLEDGE QUIZ OR MYTH BUSTER

➔ **Goal:** Address misinformation and improve knowledge on sexual and reproductive health.

➔ How To Facilitate

- + Prepare a simple multiple-choice or true/false quiz covering:
 - ➔ Consent
 - ➔ Contraception (importance of using during menstruation due to risk of STI & possibility of conceiving even during menstruation)
 - ➔ STIs and HIV
 - ➔ Male SRHR responsibilities
 - ➔ Reproductive rights
 - ➔ Importance of getting the HPV vaccine including the importance of men getting the HPV vaccine.
- + Debrief as a group and clarify misunderstandings.

➔ Optional Variation

- + Do the quiz anonymously on paper or online and show aggregate results on a screen to reduce embarrassment.

➔ Debrief Questions

- + Which questions were most surprising?
- + How does access to SRHR knowledge vary by gender and age?
- + How does misinformation affect real relationships?
- + What do you wish you knew about menstruation earlier and what is the most effective way in which this information could have been introduced to you?

TOOLS FOR ENGAGEMENT

3. STORY CIRCLE OR PERSONAL TESTIMONY SHARING

➔ **Goal:** Use real-life stories to humanize the experience of menstruation, pregnancy, access denial, or abortion stigma.

➔ How To Facilitate

- + Share short video stories or invite speakers (women, non-binary people, SRHR advocates) to speak about a real challenge they've faced—e.g., being mocked for menstruating, denied access to contraception, or navigating abortion without support.
- + Ask male participants to respond: not to fix, defend, or analyze—but to listen.
- + Ask male participants to reflect on actions they can take to be allies in these scenarios.

➔ Debrief Questions

- + How did this story make you feel?
- + How might this experience have been different with supportive male engagement?
- + What does active listening and support look like?



#HeForShe

UN Women Solidarity Movement
for Gender Equality

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UN WOMEN

United Nations Entity for Gender Equality
and the Empowerment of Women

#WomenEmpowerment

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TOOLS FOR ENGAGEMENT

4. MEN AS SRHR ALLIES ROLE MAPPING

➔ **Goal:** Identify the different roles men can play to advance menstrual health and SRHR for all.

➔ How To Facilitate

- + Ask participants to map the settings they influence: home, school, religious space, clinic, community, policy.
- + In each setting, discuss what allyship could look like:
 - ➔ **As a father:** Normalize period conversations, + purchase period products + take concerns about menstrual pain seriously.
 - ➔ **As a teacher:** Support menstrual hygiene access, take concerns related to period pains seriously, and create a safe space to answer questions regarding periods/push for comprehensive sex education and make an effort to educate students about menstruation in an age appropriate manner.
 - ➔ **As a colleague:** Advocate for workplace leave and dignity (free period products stocked in restrooms including gender neutral restrooms).
 - ➔ **As a leader:** Fund menstrual health or SRHR programs and support policies improving access to period products & mandating access to comprehensive sex education.

➔ Debrief Questions

- + What are you already doing?
- + Where is your voice or influence most needed?
- + What's one new ally role you could step into?

TOOLS FOR ENGAGEMENT

5. COMMITMENT WALL: “I WILL...”

➤ **Goal:** Move from learning to action.

➤ **How To Facilitate**

+ At the end of the session, ask each participant to write a commitment that starts with “I will...” on a card or poster.

“I will talk to my son about periods.”

“I will advocate for menstrual products in school bathrooms.”

“I will challenge sexist jokes about SRHR.”

+ Share commitments (voluntarily) or post them anonymously on a commitment wall.

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Core Concepts to Know

- + **Menstrual equity** means ensuring everyone who menstruates can manage periods with dignity, safety, and choice - covering affordable products, private and safe WASH facilities, accurate education, pain and disorder care, and freedom from stigma and discrimination, and it is anchored in human rights and integrated with SRHR.
- + **Sexual and Reproductive Health Rights (SRHR)** includes the right to accurate information, consent, contraception, pregnancy care and safe abortion, Sexually Transmitted Infections (STIs) prevention, and healthcare, regardless of gender.
- + **Male allyship** does not mean “speaking for”—it means supporting, amplifying, and acting from a place of care and equity while centering the perspectives of menstruators to hear from them regarding where support is needed and in what manner.

➔ Suggested Session Flow (90 Minutes)

Time	Activity
00:00 - 00:10	Welcome + Framing: “Why Men’s Voices Matter in SRHR & Menstruation”
00:10 - 00:30	Menstrual Myths Activity
00:30 - 00:45	SRHR Quiz & Group Discussion
00:45 - 01:05	Story Circle or Ally Role Mapping
01:05 - 01:20	Commitment Wall + Closing Round

➔ Before The Session

- + Prepare quiz materials and myth cards.
- + Print role maps or provide blank paper.
- + Identify a video or speaker for the story circle.
- + Create a safe space: emphasize that discomfort is okay, but disrespect is not.

➔ Ground Rules to Set

- + No laughing or shaming during sensitive content.
- + Speak from personal experience, not assumptions.
- + Listen more than you speak.
- + Everyone’s voice matters, but no one is forced to share.
- + Questions are welcome and encouraged.

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Sample Script Openers

- + “Menstruation is not a women’s issue. It’s a human rights issue.”
- + “If we stay silent, we stay complicit. Our voices can help break shame.”
- + “Talking about SRHR isn’t awkward—it’s necessary.”

➔ Cautions & Tips

- + Expect discomfort—many men have never been invited into these conversations.
- + Avoid policing language too harshly, but correct misinformation gently and clearly.
- + Be mindful that participants may have personal histories related to SRHR challenges (e.g., pregnancy loss, abortion decisions, family health issues).

➔ Key Takeaways

- + SRHR and menstruation affect all of us—directly or indirectly.
- + Men’s engagement is essential for breaking stigma, advancing equity, and building supportive systems.
- + Change starts with knowledge, empathy, and courage to act—even in uncomfortable spaces.

➔ Reflect On

- + **Bodily Discomfort:** What discomfort do I feel discussing menstruation, reproductive health, or sexuality? How might my embarrassment or clinical detachment affect participants’ comfort?
- + **Knowledge Gaps:** What don’t I know about reproductive health, and how will I handle questions beyond my expertise? How do I avoid spreading misinformation while acknowledging limitations?
- + **Religious/Cultural Sensitivity:** How will I navigate participants from backgrounds where discussing these topics openly is taboo? How do I respect different values while challenging harmful attitudes?
- + **Personal Boundaries:** What aspects of reproductive health feel too personal to discuss? How do I model healthy boundaries while encouraging open dialogue?

ADDITIONAL ENGAGEMENT TOOLS FOR MENSTRUAL EQUITY

1. MENSTRUATION SIMULATION CHALLENGE

➔ **Goal:** Build empathy by helping men physically and emotionally connect to the day-to-day experience of menstruation.

➔ How To Facilitate

- + Provide participants with a small “period kit” (pads, tampons, heating pad, calendar, water bottle, etc.).
- + Ask them to wear a pad (with clothes on) for a few hours or simulate the feeling of cramps using hot water bottles or mild weighted wraps.
- + Potentially use a period pain simulator (cramp simulator) under medical supervision.
- + Pair this with reflection prompts:
 - ➔ How would you manage this at work/school?
 - ➔ What infrastructure is lacking to support this experience?

➔ Caution

- + Avoid turning this into a joke or a spectacle. Emphasize that simulation can never fully capture lived experience, but it can generate understanding and respect.

ADDITIONAL ENGAGEMENT TOOLS FOR MENSTRUAL EQUITY

2. ROLE-PLAY: EVERYDAY PERIOD CONVERSATIONS

➔ **Goal:** Practice how to respond supportively and respectfully in real-life scenarios.

➔ How To Facilitate

+ Prepare situations like:

- ➔ A daughter asks her father to buy pads.
- ➔ A male colleague notices a stain on a coworker's pants.
- ➔ A male teacher notices a girl skipping school during her period.
- ➔ Role play having a conversation with a child about menstruation.
- ➔ Consider how you would approach management at your workplace to implement a period leave policy or stock restrooms with period products.

+ Participants role-play responses that show discomfort, and then try again showing support, normalcy, and care.

➔ Debrief Questions

- + What made the first version awkward?
- + How can we normalize period talk without patronizing or joking?

ADDITIONAL ENGAGEMENT TOOLS FOR MENSTRUAL EQUITY

3. BUILD-A-PERIOD-FRIENDLY SPACE DESIGN CHALLENGE

➔ **Goal:** Get men thinking about infrastructure, dignity, and inclusion.

➔ How To Facilitate

- + Divide participants into small groups. Assign each one a context: a school, a public bus station, a workplace, a refugee camp.
- + Ask them: “How would you make this space period-friendly?”
Include: access to products, disposal bins, privacy, pain support, breaks, and inclusive language.
- + Groups present their design ideas visually (sketches or mockups).

➔ Debrief Questions

- + What surprised you?
- + Who is currently left out of these spaces?



ADDITIONAL ENGAGEMENT TOOLS FOR MENSTRUAL EQUITY

4. "KNOW THE CYCLE" CARD GAME OR INTERACTIVE TIMELINE

➔ **Goal:** Build foundational knowledge about the menstrual cycle and bust myths.

➔ How To Facilitate

- + Create cards with different events from the cycle: menstruation, ovulation, hormonal changes, PMS, etc.
- + Address the biological basis of period pain/introduce related issues like Premenstrual dysphoric disorder (PMDD), Polycystic Ovary Syndrome (PCOS), endometriosis to emphasize how these impact many menstruators and are in certain cases still understudied/poorly understood.
- + In groups, ask participants to place them in the correct order or match symptoms to the phase of the cycle.
- + Clarify common misconceptions (e.g., “menstruation = fertility,” “periods happen at the same time every month”).

➔ Optional Variation

- + Include cards with emotional or physical symptoms (e.g., bloating, fatigue, mood swings) to build deeper understanding.

ADDITIONAL ENGAGEMENT TOOLS FOR MENSTRUAL EQUITY

5. MENSTRUAL EQUITY POLICY PITCH

➔ **Goal:** Empower participants to become advocates by designing and pitching solutions.

➔ How To Facilitate

- + Assign participants to small teams. Give each a challenge: e.g., “Improve menstrual dignity in prisons,” “Address period poverty in your city,” “Design a policy for free products in schools.”
- + Each team has 15–20 minutes to develop a quick policy or campaign idea and “pitch” it to the group.
- + Encourage creativity: include slogans, visuals, hashtags, and action steps.

➔ Debrief Questions

- + How can men use their voice and influence to support these solutions?
- + What systems and policies are needed to ensure menstrual equity?
- + Why are issues like reproductive rights and bodily autonomy often the first to be attacked by authoritarian regimes?

- + Period teasing and fear of stigma are widespread among adolescents; in one large survey, 13% of girls reported period teasing and over 80% feared being teased, most often by boys, underscoring why boys’ engagement matters for dignity and safety. (NLM, 2020)
- + Authoritarian backsliding often comes with coordinated attacks on SRHR and bodily autonomy, making proactive male allyship and rights-based education critical to defend freedoms and counter coercive control over reproduction. (ICRW, 2023)
- + Men can drive menstrual equity by using positional power to change budgets, policies, procurement, and culture, ensuring free product access, safe facilities, inclusive education, and stigma-free workplaces across government, corporates, and civil society.

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MODULE 9

BARBERSHOP TOOLKIT

ESTD

2025



GENDER-BASED
VIOLENCE (GBV)





MODULE 9

GENDER-BASED VIOLENCE (GBV)

→ Why This Module Matter?

The WHO described the prevalence of gender-based violence as a global pandemic. One in three women worldwide has experienced physical or sexual violence in her lifetime (WHO, 2021). Authoritarian systems also tolerate, excuse, or even weaponize gender-based violence. Misogyny and violence are justified as “restoring order” or reinforcing “traditional values. Most perpetrators are men—but the majority of men are not violent. Still, many remain silent, uncomfortable, or unsure about how to speak up. Silence reinforces harm.

This module supports men and boys to become active disruptors of violence—not bystanders. It creates space for reflection, challenges harmful norms, and builds practical skills to intervene, support survivors, and promote accountability and safety in all relationships.

→ Learning Objectives

By the end of this session, participants will:

- + Understand the forms, root causes, and patterns of GBV.
- + Reflect on how everyday behaviors and silence contribute to a culture of violence.
- + Practice safe and effective ways to intervene or challenge harmful norms.
- + Learn what survivor-centered allyship and accountability look like.
- + Commit to ongoing, visible actions to prevent GBV in their spaces.

→ Who This Module Is For

- + Community and faith leaders
- + Youth educators, coaches, and school staff
- + Peer mentors and men’s groups
- + Law enforcement and justice professionals
- + HR and workplace safety leads
- + Men interested in healing and preventing violence

TOOLS FOR ENGAGEMENT

1. GBV SPECTRUM MAPPING

➔ **Goal:** Help participants understand that GBV exists on a continuum—from “jokes” to systemic harm.

➔ **How To Facilitate**

- + Provide cards or a visual list of behaviors: sexist jokes, stalking, gaslighting, catcalling, controlling finances, hitting, rape, femicide.
- + Ask participants to place them in a sequence from least to most severe.
- + Then discuss how early behaviors are normalized and ignored, creating a culture where worse abuse can thrive.

➔ **Debrief Questions**

- + Have you seen these behaviors? How were they responded to?
- + Why is it important to intervene early—even when something “doesn’t seem serious”?

TOOLS FOR ENGAGEMENT

2. ACCOUNTABILITY ROLE-PLAYS

➔ **Goal:** Build confidence in interrupting harmful behavior and showing support.

➔ **How To Facilitate**

- + Create short, realistic scripts: e.g., a friend laughs at a rape joke; a colleague excuses an abuser's behavior; someone confides they were assaulted.
- + In groups, role-play two versions:
 - Scenario 1: Passive or harmful response
 - Scenario 2: A response showing support, belief, and accountability
- + Rotate roles and discuss.

➔ **Debrief Questions**

- + What responses felt authentic or uncomfortable?
- + What could you say in real life that would be clear and respectful?



TOOLS FOR ENGAGEMENT

3. “BREAK THE SILENCE” PLEDGE WALL

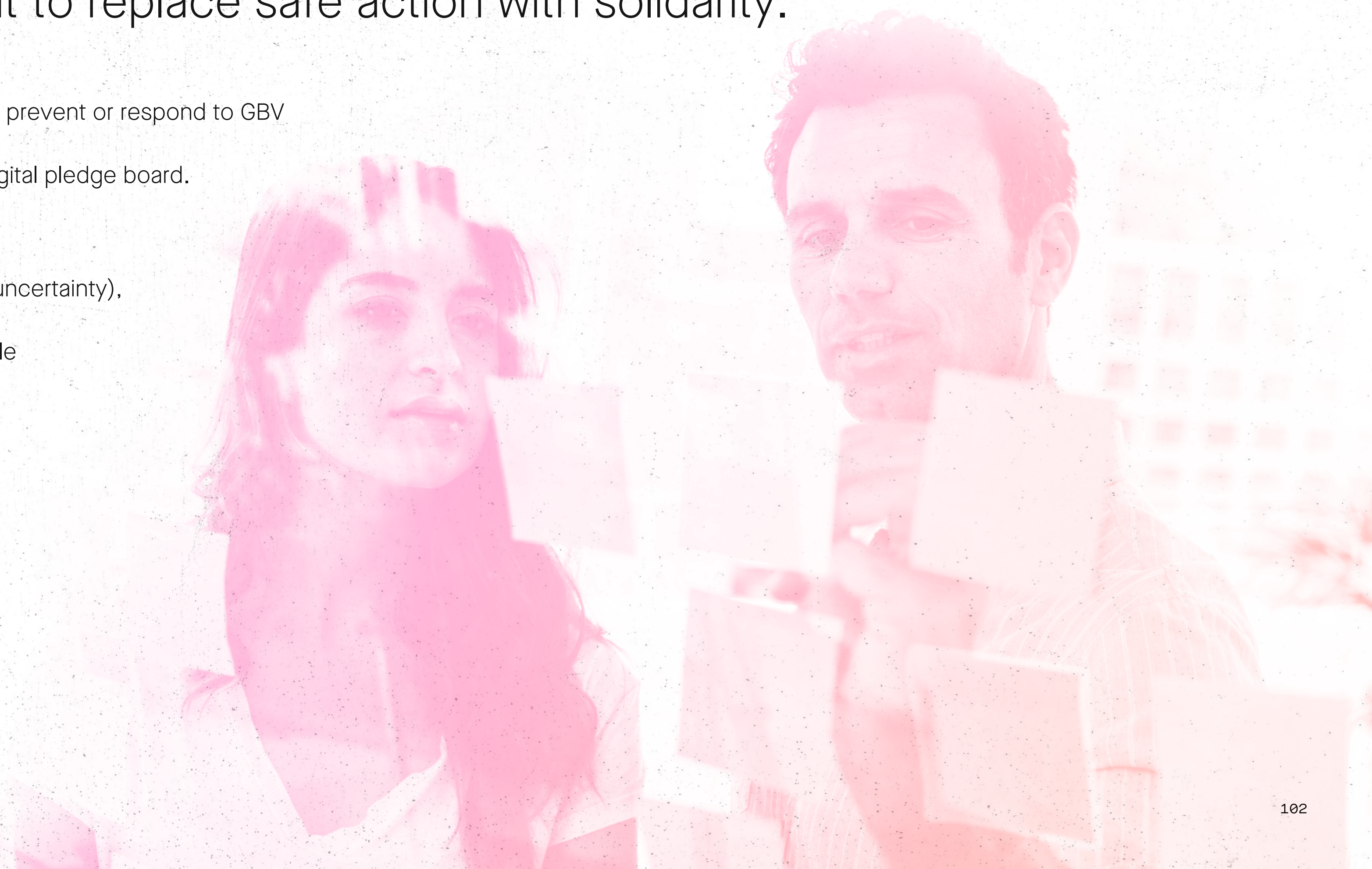
➔ **Goal:** Make public commitment to replace safe action with solidarity.

➔ **How To Facilitate**

- + Each participant writes one thing they will do differently to prevent or respond to GBV (e.g., “I will stop laughing at sexist jokes”).
- + Post on a wall, share photos on social media, or build a digital pledge board.

➔ **Debrief Questions**

- + What makes speaking up difficult (power dynamics, fear, uncertainty), and what supports would lower that barrier?
- + How can you build courage and accountability in your circle (buddy check-ins, reminders, modeling, and follow-up)?



TOOLS FOR ENGAGEMENT

4. MYTHS AND FACTS GAME

➔ **Goal:** Debunk false narratives that protect perpetrators and blame victims.

➔ **How To Facilitate**

- + Read aloud statements like:

- “False accusations are common.”

- “Most GBV is committed by strangers.”

- “If she didn’t say no, it wasn’t assault.”

- + Ask participants to vote “Myth” or “Fact,” then reveal correct answers with explanations.

➔ **Debrief Questions**

- + What myths were most surprising?

- + How do these myths influence real-life judgments or decisions?

TOOLS FOR ENGAGEMENT

5. POWER & CONSENT WORKSHOP

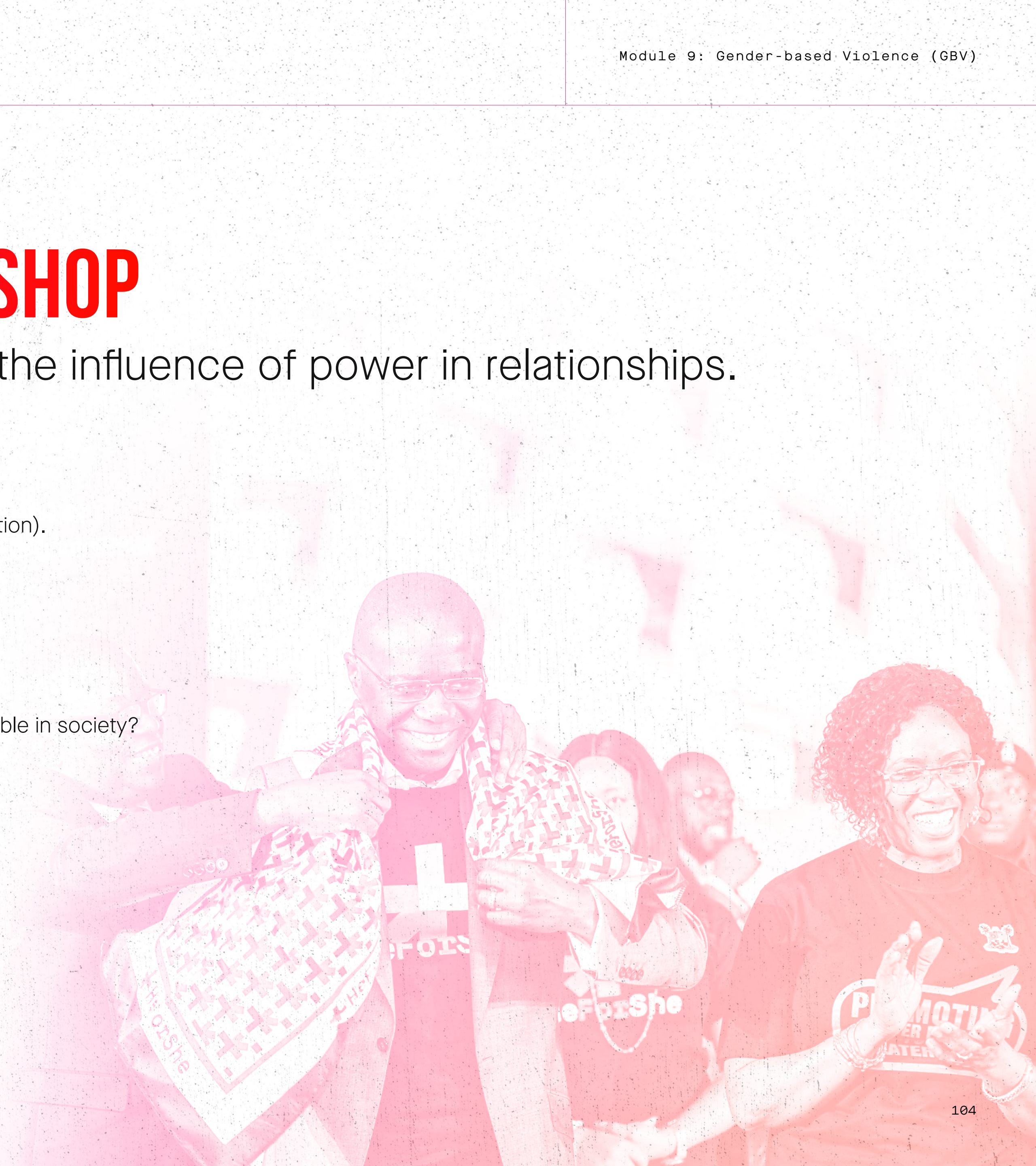
➔ **Goal:** Explore healthy communication and the influence of power in relationships.

➔ **How To Facilitate**

- + Break down what real consent looks like (Freely given, Reversible, Informed, Enthusiastic, Specific – **FRIES**).
- + Present power-dynamic scenarios (e.g., age difference, boss/employee, intoxication).
- + Discuss how consent must be negotiated when power is unequal.

➔ **Debrief Questions**

- + How does power change the nature of consent?
- + How do we ensure mutual respect in intimate encounters?
- + How can language and actions by those in power set the tone for what is acceptable in society?



FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Core Concepts to Know

- + **Be trauma-informed:** Never force disclosure. Offer mental health referrals or local GBV resources at the start.
- + **Center survivor dignity:** Avoid graphic content; do not ask participants to share abuse stories.
- + **Use male peer facilitators where possible:** Peer-led conversations reduce defensiveness.
- + **Focus on learning, not guilt:** Men must take responsibility—but also be supported to grow.
- + **Ground rules matter:** Respect, no interruptions, confidentiality, and no victim-blaming.

➔ Suggested Session Flow (90 Minutes)

Time	Activity
00:00 - 00:10	Welcome + Framing: “What is GBV and why should men act?”
00:10 - 00:30	GBV Spectrum Mapping + Group Discussion
00:30 - 00:50	Role-Plays: From Silence to Support
00:50 - 01:05	Myths and Facts + Consent Workshop
01:05 - 01:20	“Break the Silence” Pledge Wall + Closing Reflection

➔ Before The Session

- + **Know your context:** Research local GBV statistics, laws, and services to make content relevant and grounded.
- + **Prepare handouts and materials:** Print GBV spectrum cards, myths & facts statements, and pledge cards or posters.
- + **Ensure support systems:** Have a list of local hotlines, counselors, or shelters. Mention these at the start of the session.
- + **Plan for emotion:** GBV is heavy. Include a grounding activity (deep breathing, centering) and build in short pauses.
- + **Decide facilitation roles:** Ideally co-facilitate with a peer—especially if one facilitator identifies as male and another brings experience with survivor-centered work.

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Sample Script Openers

- + “We are not here to blame men—but to call men into action.”
 - + “Gender-based violence doesn’t start with fists—it starts with silence.”
 - + “If you’re uncomfortable, good. That means you care. Let’s use that discomfort for growth.”
- “Most violence is preventable. That means each of us has power to interrupt it.”

➔ Reflect On

- + **My History:** Have I experienced, witnessed, or perpetrated gender-based violence? How might this history affect my facilitation? What support do I need to process my own experiences?
- + **Bystander Behavior:** When have I witnessed concerning behavior and failed to intervene? What prevented me from acting, and how can I help participants overcome similar barriers?

➔ Cautions & Tips

- + **Don’t ask for survivor stories:** If someone shares, thank them and don’t press for more.
- + **Avoid moralizing:** Focus on behavior and systems, not personal attacks.
- + **Be ready to manage defensiveness:** Use curiosity (“What makes you say that?”) instead of confrontation.
- + **Emphasize that all genders can be survivors,** but remain grounded in evidence: most survivors are women and most perpetrators are men.

➔ Key Takeaways

- + GBV is not inevitable—it’s cultural, systemic, and preventable.
- + Men can be powerful allies by interrupting harm, not staying silent.
- + Support means listening to survivors, not rescuing or centering ourselves.
- + Accountability is ongoing, not one-time. It starts with small, everyday choices.

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GENDER EQUALITY
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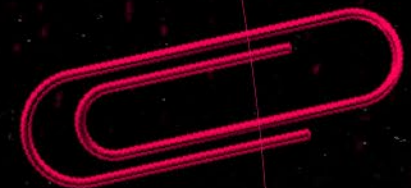
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MODULE 10

BARBERSHOP TOOLKIT

ESTD 2025

GENDER EQUALITY
IN THE WORKPLACE



M10

MODULE 10

GENDER EQUALITY IN THE WORKPLACE

➔ Why This Module Matter?

Workplaces are key battlegrounds for gender equity. Men dominate leadership: as of 2023, women hold only 28% of managerial roles globally (ILO). Gender-based pay gaps, career stagnation, lack of mentorship, and workplace harassment still persist—often reinforced by unchallenged behaviors, policies, and norms.

This module invites men to redefine leadership, inclusion, and workplace culture by recognizing privilege, disrupting bias, and taking daily actions for gender equity.

➔ Learning Objectives

By the end of this session, participants will:

- + Recognize how gender bias and discrimination manifest in workplace systems and interactions.
- + Reflect on their roles as leaders, colleagues, and influencers.
- + Learn how to interrupt exclusion and support women, LGBTQIA+ and marginalized employees.
- + Examine current workplace policies and identify equity gaps.
- + Commit to allyship through mentoring, policy support, and culture change.

➔ Who This Module Is For

- + Corporate executives and people managers
- + Human Resources and DEI professionals
- + Union reps and labor activists
- + Government officers and public sector leaders
- + Entrepreneurs and founders
- + Male employees ready to shift workplace culture

TOOLS FOR ENGAGEMENT

1. WORKPLACE BIAS BINGO

➔ **Goal:** Surface subtle and systemic exclusion in workplace dynamics.

➔ **How To Facilitate**

- + Distribute bingo cards with behaviors (e.g., “Interrupted a woman,” “Assumed a man was the boss,” “Delegated admin tasks to women”).
- + Participants check off things they’ve done, seen, or experienced.
- + Use it as a launchpad for open discussion.

➔ **Debrief Questions**

- + Which behaviors are normalized in your workplace?
- + What is one that you will challenge going forward?

TOOLS FOR ENGAGEMENT

2. PAY EQUITY CASE STUDY

➔ **Goal:** Show how gender disparities manifest structurally.

➔ **How To Facilitate**

- + Present a fictional or anonymized real-life salary table showing disparities in pay, bonuses, or promotion rates.
- + Ask participants to diagnose the causes (e.g., negotiation, unpaid leave, job segregation) and brainstorm solutions.

➔ **Debrief Questions**

- + What systems or norms reinforced the gap?
- + What is leadership's role in fixing this?

TOOLS FOR ENGAGEMENT

3. INTERRUPTING HARASSMENT ROLE-PLAY

➔ **Goal:** Prepare men to take action when witnessing inappropriate behavior.

➔ **How To Facilitate**

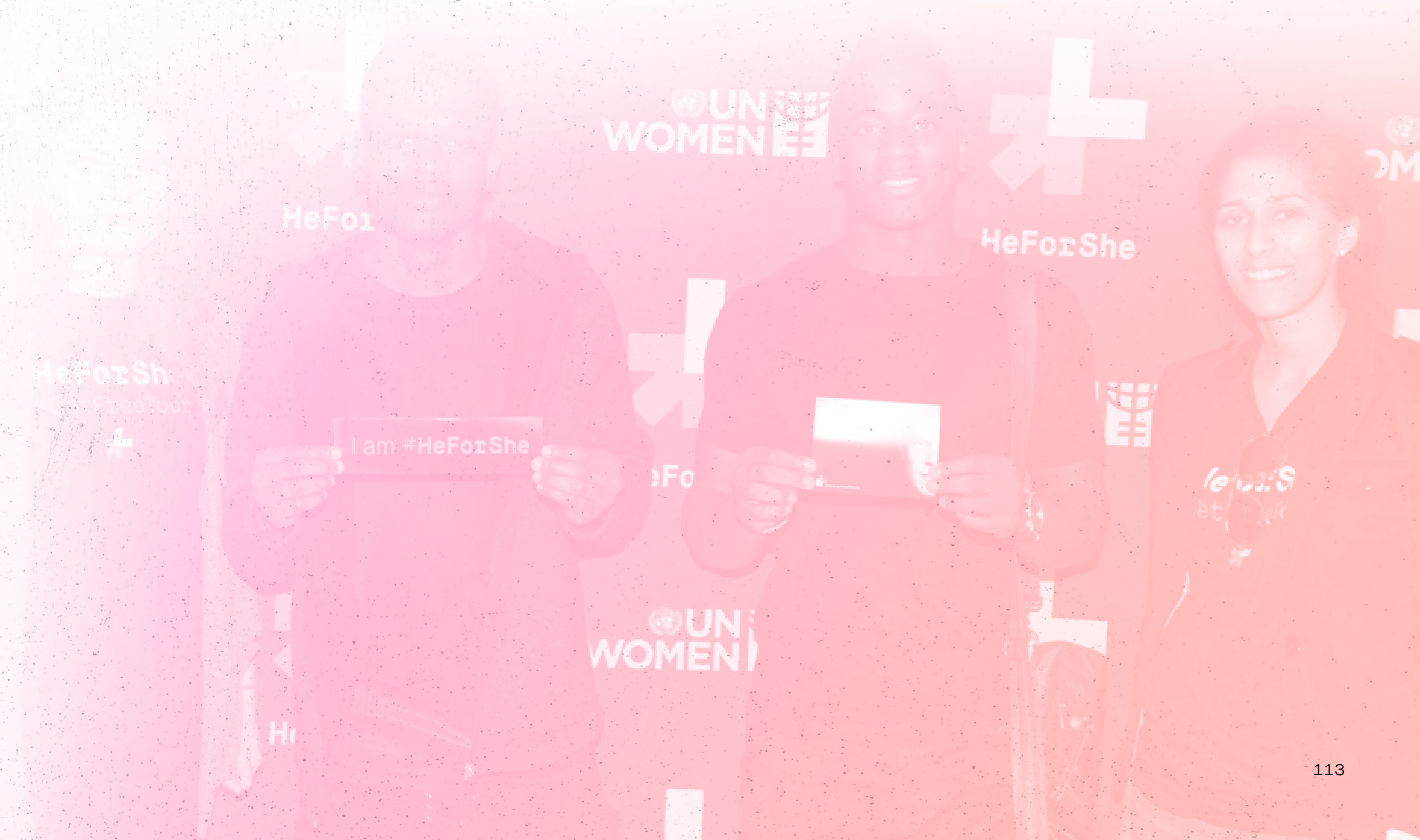
+ Scenarios might include:

- ➔ A sexist joke in a team meeting.
- ➔ A junior woman being overlooked.
- ➔ A senior man making unwanted comments.

+ Practice direct (naming behavior), indirect (distracting), and delayed (checking in later) responses.

➔ **Debrief Questions**

- + Which intervention felt easiest for you?
- + How does power affect your ability to step in?



TOOLS FOR ENGAGEMENT

4. GENDER LENS POLICY REVIEW

➔ **Goal:** Examine how everyday workplace policies include or exclude.

➔ **How To Facilitate**

- + Provide sample policies (e.g., parental leave, performance reviews, team retreat norms).
- + **Small groups assess:** Are these gender-equitable? Who benefits? Who is left out?
- + Groups share findings and suggest changes.

➔ **Debrief Questions**

- + What changes are within your power to advocate for?
- + What makes a policy inclusive beyond surface-level language?

TOOLS FOR ENGAGEMENT

5. “ALLY IN ACTION” PLEDGE

➔ **Goal:** Translate learning into visible commitment.

➔ **How To Facilitate**

+ Each participant writes a concrete, workplace-specific action:

“I will mentor a junior woman.”

“I will ask who’s missing before decisions.”

“I will not participate in manels (all-male panels).”

+ Share or pair up for accountability.

➔ **Debrief Questions**

+ What support do you need to follow through?

+ Who can you mentor or partner with?



FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Core Concepts to Know

These modules intentionally surface the dangers of authoritarian and patriarchal approaches to leadership. Whenever relevant, invite the group to connect the day’s topic to current events or their own context., and:

- + **Normalize imperfection:** Emphasize learning and reflection over perfection.
- + **Balance head and heart:** Use both data and stories to create emotional and intellectual engagement.
- + **Invite leadership:** Encourage participants to commit to visible actions that influence culture.
- + **Create psychological safety:** Facilitate, don’t lecture. Listen as much as you guide.
- + **Partner with HR/DEI staff:** Leverage their support and integrate with broader workplace equity efforts.

➔ Suggested Session Flow (90 Minutes)

Time	Activity
00:00 - 00:10	Framing: “What does real inclusion at work look like?”
00:10 - 00:25	Workplace Bias Bingo + Discussion
00:25 - 00:45	Pay Equity Case + Harassment Role-Plays
00:45 - 01:05	Gender Lens Policy Review
01:05 - 01:20	“Ally in Action” Commitments + Peer Accountability Round

➔ Before The Session

- + **Know your organization’s data:** If possible, review gender stats on hiring, promotion, or pay to ground discussions.
- + **Secure leadership support:** Encourage management to open or attend the session for visibility and commitment.
- + **Prepare tools:** Bring sample policies, role-play scenarios, pay gap case studies, and ally commitment cards.
- + **Clarify confidentiality:** Participants may share workplace frustrations. Set ground rules to protect trust.
- + **Coordinate with HR or DEI teams:** They can support follow-up, institutionalize change, and track progress.

- + Senior women commonly face exclusion and bias through subtle but systemic patterns: higher performance bars and “prove it again” standards, microaggressions and sidelining in meetings, pay and sponsorship gaps, ageist-gendered penalties, and backlash for assertiveness (“double bind”). (McKinsey, 2024; PNAS, 2022)
- + Increased exposure to women in leadership shifts associations of leadership with agentic traits, reducing bias and opening aspiration pathways. (PNAS, 2022)

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

➔ Sample Script Openers

- + “Most men support gender equality. But policies and cultures don’t change without action.”
- + “Equity is not about lowering standards—it’s about expanding access and fairness.”
- + “Bias isn’t always loud. It can be subtle, even well-intentioned. And that’s why we’re here.”
- + “Today is about moving from being a good person to being an active ally.”

➔ Reflect On

- + **Workplace Behavior:** How do I show up in professional settings regarding gender equity? Do I speak up about bias, support colleagues from marginalized backgrounds, or advocate for inclusive policies? Where do I fall short?
- + **Leadership Style:** If I’m in a leadership position, how do I use that power? Do I model inclusive leadership or do I rely on traditional, hierarchical approaches? How do I respond to feedback about my impact?

➔ Cautions & Tips

- + **Anticipate resistance:** Use facts and questions, not confrontation. Show that equity benefits everyone.
- + **Watch out for defensiveness:** Normalize learning. “We’re not here to be perfect—just better.”
- + **Ensure space for women’s and non-binary voices:** Even if this session is for men, reference their feedback and needs.
- + **Connect to business outcomes:** Highlight how equity drives retention, innovation, and morale.

➔ Key Takeaways

- + Gender equality at work is everyone’s responsibility—especially those with influence.
- + Inclusion is about consistent action, not just good intentions.
- + Allyship is a verb. It means mentoring, speaking up, making space, and reforming systems.
- + The goal isn’t guilt—it’s growth, accountability, and shared leadership.

- + **Professional Stakes:** How might participants’ careers be affected by engaging with this content? What fears about “reverse discrimination” or “cancel culture” might arise, and how will I address them?
- + **Organizational Politics:** How do I navigate discussions about workplace culture change when participants have varying levels of influence and job security?

USEFUL RESOURCES

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- 2 HeForShe. (2024). HeForShe Impact Report 2024. Retrieved from:
<https://www.heforshe.org/sites/default/files/2024-09/HeForShe%20Alliance%20Impact%20Report%202024.pdf>
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https://www.heforshe.org/sites/default/files/2023-09/HeForShe%20Alliance%20Impact%20Report%202023_0.pdf
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<https://www.heforshe.org/en/solutions/heforshe-proven-solutions>
- 6 UNDP and UN Women. (2023). Promising Practices for Gender Equality in the Workplace. Retrieved from:
<https://www.unwomen.org/sites/default/files/2023-09/promising-practices-for-gender-equality-en.pdf>
- 7 UN Women. (2024). Everything you need to know about pushing for pay equity. Retrieved from:
<https://www.unwomen.org/en/news/stories/2020/9/explainer-everything-you-need-to-know-about-equal-pay>
- 8 Wood, G. (2024). Small steps, big differences: How FTSE 100 companies can make a positive impact on the lives of domestic violence and abuse survivors through workplace support - findings from an independent survey of FTSE 100 companies, commissioned by UN Women. Retrieved from:
<https://www.heforshe.org/en/many-ftse-100-companies-recognise-domestic-violence-and-abuse-workplace-issue-and-are-taking-action>
- 9 Australian Government WEGA. (2025). Workplace Gender Equality Amendment (Setting Gender Equality Targets) Act 2024. Retrieved from:
<https://www.wgea.gov.au/about/our-legislation#:~:text=WGEA%20established%20by%20the%20Workplace,the%206%20Gender%20Equality%20Indicators>
- 10 UN Global Compact and Equimundo. (2024). Mainstreaming Male Allyship: An Action Guide for Business. Retrieved from:
<https://www.equimundo.org/resources/mainstreaming-male-allyship-an-action-guide-for-business/>

SEE OTHER BARBERSHOP 2.0 MODULES

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ACCOUNTABILITY
& POWER
SHARING

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MODULE 2

BYSTANDER
INTERVENTION &
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MODULE 3

DIGITAL
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ADDENDUM

HEFORSHE
BARBERSHOP
ESTD **TOOLKIT** 2025
2.0

 **UN**
WOMEN 



**FOR ALL
WOMEN
AND GIRLS**

1. FACILITATOR’S GUIDE & ORIENTATION PACK

A dedicated section offering:

- + Principles of facilitation with a gender-transformative lens
- + Managing resistance and conflict in sessions
- + Trauma-informed approaches
- + Do’s and don’ts when working with men and boys
- + Sample facilitator scripts and prompts
- + Co-facilitation and gender dynamics

3. TOOLKIT NAVIGATION MAP

A visual roadmap showing:

- + How modules connect thematically
- + Suggested pathways by target group (e.g. youth, executives, faith leaders)
- + Recommendations for one-time vs. long-term engagement programs

2. GLOSSARY OF KEY TERMS

Helpful for both new and experienced facilitators:

- + Gender, patriarchy, intersectionality, allyship, equity vs. equality, SRHR, emotional labor, etc.
- + Include accessible, plain-language definitions

4. PARTICIPANT HANDOUTS & WORKSHEETS

- + Printable reflection sheets, group activity templates, commitment pledges
- + Visual tools like identity wheels, power mapping, or consent frameworks
- + “Take-home” tools for personal or workplace reflection

5. DIGITAL FACILITATION TIPS (FOR HYBRID/ONLINE DELIVERY)

- + Guidance on using Zoom/Teams for gender dialogue
- + Tools like breakout rooms, polls, Jamboard, Mentimeter
- + Sample digital etiquette agreements for sensitive discussions

6. COMMUNITY OF PRACTICE GUIDE

- + How to build and sustain a local or organizational network of Barbershop alumni
- + Tips for peer learning, mentoring, and accountability circles

7. ADAPTATION & LOCALIZATION TOOLKIT

- + Tips on adapting the language, case examples, and framing for different cultural, regional, or political contexts
- + Guidance on working with translators, faith-based groups, or rural communities

8. E-LEARNING RESOURCES

- + Learn through life stories, short films and explainer videos

FACILITATOR'S GUIDE & ORIENTATION PACK

1. PURPOSE OF THIS GUIDE

This Facilitator's Guide and Orientation Pack is designed to support anyone using the Barbershop Toolkit 2.0—whether you're a seasoned trainer or facilitating for the first time. It helps you lead safe, transformative, and inclusive conversations with men and boys on gender equality.

2. WHAT MAKES A GREAT BARBERSHOP FACILITATOR?

- + **Grounded in Gender Justice:** You don't need to be an expert, but you should believe in the values of equity, dignity, and inclusion.
- + **Good Listener:** Facilitation is 70% listening, 30% guiding.
- + **Comfortable with Discomfort:** Be ready to navigate resistance, silence, or emotion.
- + **Humble and Curious:** Model openness, not perfection.
- + **Practices Accountability:** You are learning too. Be honest when you don't know, and stay engaged beyond the session.

3. CORE RESPONSIBILITIES

- + Set the tone with warmth, boundaries, and respect.
- + Build psychological safety and ground rules.
- + Guide, don't dominate: let participants do the thinking.
- + Keep sessions on time, inclusive, and responsive.
- + Link personal reflection to social and systemic change.

4. SAMPLE GROUND RULES

- + Step up, step back (share airtime).
- + Speak from experience, not assumptions.
- + Confidentiality and consent.
- + No shaming or blame.
- + Embrace discomfort as learning.

5. TIPS FOR MANAGING RESISTANCE

TYPE OF RESISTANCE	HOW TO RESPOND
"Not all men..."	"You're right that not all men, but too many still... How can we be part of the change?"
Jokes or sarcasm	Gently name it: "Let’s take this seriously for a moment."
Silence	Ask reflective questions, allow writing before sharing aloud.
Dominating voices	Use a talking piece, timer, or breakout groups.

6. TRAUMA-INFORMED PRACTICE

- + Some participants may have lived experience with violence, exclusion, or trauma.
- + Avoid graphic content or storytelling without consent.
- + Provide referral info for mental health or GBV support.
- + Check in with participants during and after heavy discussions.

7. CO-FACILITATION TIPS

- + Pair facilitators of different genders, generations, or backgrounds.
- + Share roles: one can lead, the other can observe or manage time.
- + Debrief after each session to adjust and support each other.

8. PREPARING FOR YOUR SESSION

- + Review the selected module(s) and tailor examples to your audience.
- + Print or prepare all materials in advance (activities, handouts, sign-in forms).
- + Test AV or online tools (if digital).
- + Plan 10 mins for room setup and participant arrival.

9. OPENING AND CLOSING TECHNIQUES

- + **Opening:** Use icebreakers, storytelling, or grounding exercises.
- + **Closing:** Do a check-out round, reflection journaling, or a collective action commitment.

10. SELF-CARE FOR FACILITATORS

- + Debrief with a colleague or journal after sessions.
- + Acknowledge the emotional labor of holding space.
- + Celebrate small wins and stay connected to your purpose.

GLOSSARY OF KEY TERMS

GENDER	Socially constructed roles, behaviors, and expectations assigned to people based on perceived sex.	CONSENT	Freely given, informed, enthusiastic agreement. Can be withdrawn at any time.
SEX	Biological characteristics (e.g. anatomy, chromosomes). Distinct from gender.	GENDER-BASED VIOLENCE (GBV)	Harm (physical, sexual, emotional, economic) directed at someone because of their gender or gender identity.
PATRIARCHY	A system where men hold power and women and marginalized genders are excluded or subordinated.	SRHR	Sexual and Reproductive Health and Rights: includes access to contraception, reproductive choice, and safe menstruation.
INTERSECTIONALITY	A framework recognizing that experiences of oppression and privilege are shaped by multiple identities (e.g. gender, race, class).	UNPAID CARE WORK	Domestic and caregiving labor that is not financially compensated, mostly done by women.
MASCULINITY	The norms and behaviors associated with being male—which vary across cultures and time.	EMOTIONAL LABOR	Managing feelings (your own or others') as part of work or relationships, often invisible or expected of women.
TOXIC MASCULINITY	Harmful norms like dominance, emotional suppression, or violence that damage both men and others.	PRIVILEGE	Unearned advantage based on identity (e.g. gender, race, class) that shapes one’s access to resources and safety.
HEALTHY MASCULINITIES	Expansive ways of being male that embrace empathy, care, accountability, and equity.	EQUITY VS. EQUALITY	Equality means treating everyone the same. Equity means giving people what they need to reach fairness.
ALLYSHIP	Ongoing, active support of equity by people with privilege—especially when it is not convenient.	This guide can be adapted for use in different cultural, institutional, and age-specific settings. Use it as a living resource—one that grows with your practice and community. Refer to more detailed Gender Equality Glossary: 1. UN Women: https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode&lang=en 2. UNICEF: https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf 3. UNGEI: https://www.ungei.org/gender-transformative-education-glossary 4. UNESCO: https://unesdoc.unesco.org/ark:/48223/pf0000380971	

TOOLKIT NAVIGATION MAP

PURPOSE OF THE NAVIGATION MAP

The Toolkit Navigation Map provides facilitators, program designers, and partners with a structured overview of how to use the 10 Barbershop modules depending on audience, context, and desired outcomes. It also offers sample pathways, sequencing tips, and module combinations for different engagement formats.

MODULE 1: ACCOUNTABILITY & POWER SHARING

MODULE 2: BYSTANDER INTERVENTION & ALLYSHIP

MODULE 3: DIGITAL MASCULINITIES & ONLINE BEHAVIOR

MODULE 4: MENTAL HEALTH & EMOTIONAL EXPRESSION

MODULE 5: FATHERHOOD & CARE WORK

MODULE 6: CLIMATE JUSTICE & GENDER

MODULE 7: INTERSECTIONALITY & INCLUSIVE MASCULINITIES

MODULE 8: MENSTRUAL EQUITY & SRHR

MODULE 9: GENDER-BASED VIOLENCE (GBV)

MODULE 10: GENDER EQUALITY IN THE WORKPLACE

CHOOSING YOUR PATH:

SAMPLE ENGAGEMENT TRACKS



TRACK 1:

LEADERSHIP & POLICY MAKERS

-  **START WITH:**
Module 1 (Accountability)
-  **THEN:**
Module 10 (Workplace Equality)
-  **FOLLOW WITH:**
Module 6 (Climate) or 9 (GBV)
-  **OPTIONAL:**
Module 7 (Intersectionality)
-  **FORMAT:**
Executive roundtable, policy workshop, or sectoral retreat



TRACK 2:

YOUTH & SCHOOL SETTINGS

-  **START WITH:**
Module 3 (Digital Masculinities)
-  **THEN:**
Module 2 (Bystander Intervention)
-  **ADD:**
Module 4 (Mental Health), Module 8 (SRHR)
-  **OPTIONAL:**
Module 7 (Inclusive Masculinities)
-  **FORMAT:**
Weekly sessions, classroom integration, youth leadership camp

CHOOSING YOUR PATH:

SAMPLE ENGAGEMENT TRACKS



TRACK 3:

CORPORATE OR WORKPLACE TRAINING

-  **START WITH:**
Module 10 (Workplace Equality)
-  **THEN:**
Module 5 (Fatherhood), Module 2 (Allyship)
-  **ADD:**
Module 1 (Power Sharing), Module 9 (GBV)
-  **FORMAT:**
Half-day workshop, learning journey, staff retreats



TRACK 4:

COMMUNITY ORGANIZING & CIVIL SOCIETY

-  **START WITH:**
Module 7 (Intersectionality)
-  **THEN:**
Module 9 (GBV), Module 5 (Fatherhood)
-  **ADD:**
Module 6 (Climate), Module 8 (SRHR)
-  **FORMAT:**
Community barbershops, intergenerational circles, street dialogues

MODULE SEQUENCING TIPS

- + **Start with less polarizing topics** (e.g. care work, emotional health) to build trust.
- + **Anchor each session in values:** dignity, empathy, fairness.
- + **Pair heavy content with grounding tools:** storytelling, breathing, music.
- + **Build reflection time across modules,** not just at the end.
- + **Link personal experiences to structural change** (e.g. from emotion to power).

INTEGRATING MODULES INTO CAMPAIGNS OR CURRICULA

- + Use each module as a campaign theme for a week/month.
- + Anchor modules into annual days (e.g. Menstrual Health Day, Mental Health Day).
- + Develop certificate programs using full track completion.
- + Combine modules with school curricula (e.g. civics, ethics, life skills).
- + Use modules to shape local or national HeForShe action plans.

NAVIGATING BY AUDIENCE

AUDIENCE	SUGGESTED CORE MODULES
Senior Leaders / Policy Makers	Modules 1, 6, 9, 10
Youth & Adolescents	Modules 2, 3, 4, 7, 8
Educators & Mentors	Modules 2, 4, 5, 7
Corporate Sector	Modules 1, 2, 5, 9, 10
Community Organizers	Modules 5, 6, 7, 8, 9
Health & Social Workers	Modules 4, 8, 9, 10

FINAL TIP: You don’t have to use all 10 modules. Choose what resonates with your community, adapt to local realities, and build momentum over time. The most powerful Barbershop is the one that invites honest reflection, shared accountability, and collective action.

PARTICIPANT HANDOUTS & WORKSHEETS

1. PERSONAL REFLECTION WORKSHEET

NAME (OPTIONAL): _____ DATE: _____

INSTRUCTIONS: Use this worksheet during or after any module to reflect on your learning.

1. What is one thing I learned that challenged me today?

+

2. What do I want to unlearn or rethink?

+

3. How does this topic relate to my own experiences?

+

4. Who do I want to talk to about this, and why?

+

5. What is one action I will take in the next 7 days?

+

2. COMMITMENT TO ACTION CARD

“I WILL...” Write a clear, specific commitment:

+

Why this matters to me:

+

When I will do it (date/timeframe):

+

How I will know I’ve followed through:

+

(Optionally post this on a Commitment Wall or keep it as a reminder.)

3. GENDER REFLECTION IDENTITY WHEEL

INSTRUCTIONS: Fill in each section of the wheel with how you identify. Then reflect:

- + Gender

+ Race/Ethnicity

+ Class

+ Sexual Orientation

+ Religion
- + Disability/Ability

+ Age

+ Language

+ Education

+ Nationality

QUESTIONS FOR DISCUSSION OR JOURNALING:

- + Which of these identities give me unearned advantages?

+ Where do I experience bias, exclusion, or fear?

+ How do these identities shape how I experience and express masculinity?

4. BYSTANDER ROLE PLAY SELF-EVALUATION

SCENARIO: _____

1. What was my initial instinct in this situation?
+ Freeze / Ignore / Speak Up / Support Later / Other:

2. What intervention strategy did I try or consider?
+ Direct / Distract / Delegate / Delay / Document

3. What would I do differently next time?
+

4. What’s one sentence I can use to intervene respectfully?
+

5. POST-SESSION GROUP REFLECTION FORM

FACILITATOR OR GROUP LEADER: _____

Top 3 insights or themes from today’s session:

- 1.
- 2.
- 3.

Group mood or energy (circle):

+ Low / Uneven / Neutral / Engaged / Energized

Any follow-up questions or ideas raised:

+

Suggestions for improvement or future sessions:

+

*These handouts may be adapted for in-person or online use.
Facilitators are encouraged to print, project, or digitize these forms depending on context and accessibility needs.*

DIGITAL FACILITATION TIPS

WHY DIGITAL FACILITATION MATTERS

Whether you're working with a remote team, engaging a global audience, or adapting to accessibility needs, digital and hybrid facilitation is now essential. These tips will help facilitators create engaging, safe, and inclusive online Barbershop sessions.

1. PREPARE YOUR DIGITAL SPACE

- + Use a stable platform (Zoom, Teams, Google Meet) with breakout room capabilities.
- + Test all features ahead of time: screen sharing, polling, audio/video, chat.
- + Have a co-facilitator to manage tech issues, chat moderation, or emotional support.
- + Share session links, materials, and expectations at least 24–48 hours in advance.

2. SET GROUND RULES FOR ONLINE SPACES

- + Cameras on/off: Invite but don't mandate—respect bandwidth/privacy.
- + Mute/unmute etiquette.
- + Use of chat and reactions (emojis, raise hand, etc.).
- + Confidentiality and respectful engagement across digital tools.

3. MAKE IT INTERACTIVE

- + Use breakout rooms for small group discussions.
- + Polls (Zoom, Slido, Mentimeter) for instant feedback.
- + Whiteboard or Jamboard for group brainstorming.
- + Digital commitment walls (Padlet, Miro) for action pledges.

4. ENCOURAGE PARTICIPATION

- + Invite verbal input, chat responses, or emoji reactions.
- + Use prompts like “Type one word in the chat that describes how you’re feeling.”
- + Acknowledge all contributions—verbal or written.
- + Offer multiple ways to engage (mic, chat, reactions, anonymous forms).

5. TIME MANAGEMENT & ENERGY FLOW

- + Keep sessions between 60–90 minutes max.
- + Build in breaks every 45–60 minutes.
- + Start with grounding or movement exercises.
- + End with reflection or energizers to maintain engagement.

6. TRAUMA-INFORMED DIGITAL PRACTICES

- + Offer content warnings for sensitive topics.
- + Allow cameras off for emotional safety.
- + Provide private chat options for participants in distress.
- + Share referral info (hotlines, resources) in the chat and on screen.

7. POST-SESSION ENGAGEMENT

- + Send a thank-you email with materials, slides, or links.
- + Invite feedback via short digital surveys.
- + Create a digital “alumni” group (WhatsApp, Slack, email) for ongoing conversation.

8. ACCESSIBILITY TIPS

- + Enable closed captions when possible.
- + Share slides/materials in advance in accessible formats.
- + Use clear, inclusive language.
- + Provide interpretation if needed (sign language, translation).

NOTE

- + Online spaces can be just as powerful as in-person ones— if designed intentionally. Create room for vulnerability, curiosity, and connection. And always follow up with care, curiosity, and consistency.

COMMUNITY OF PRACTICE GUIDE

PURPOSE OF THE COMMUNITY OF PRACTICE (COP)

A Community of Practice (CoP) is a collective of facilitators, practitioners, allies, and advocates who use the Barbershop Toolkit to engage men and boys in gender equality. This guide offers practical steps to build, sustain, and grow your local, national, or institutional CoP.

BENEFITS OF CREATING A BARBERSHOP COP

- + Share experiences, lessons, and challenges across facilitators.
- + Build peer accountability and co-learning.
- + Amplify promising practices and innovations.
- + Coordinate collective action and campaigns.
- + Deepen leadership and mentorship across generations and sectors.

STEPS TO LAUNCH A COMMUNITY OF PRACTICE

1. IDENTIFY CORE MEMBERS

- + Start with 4–6 people who have facilitated or participated in Barbershop sessions. Include people with diverse experiences (e.g., educators, youth leaders, HR reps, activists).

2. DEFINE SHARED PURPOSE

Discuss:

- + What do we want to learn or change together?
- + What values will shape how we meet and work?

3. CHOOSE A FORMAT

- + Monthly virtual calls
- + Quarterly in-person gatherings
- + WhatsApp, Slack, or email groups
- + Co-hosted events, workshops, or campaigns

4. DESIGN COP ACTIVITIES

- + Learning circles (e.g. discuss a module or topic)
- + Peer coaching for facilitation challenges
- + Co-develop new content, stories, or visuals
- + Share evaluation findings or impact stories
- + Host community dialogues or “open barbershops”

5. SET A RHYTHM

- + Regular check-ins (monthly or quarterly)
- + Rotate facilitation among members
- + Celebrate milestones and member wins

ROLES WITHIN A COP

ROLE	RESPONSIBILITIES
Coordinator	Sets meetings, manages logistics, follows up with members
Rotating Facilitators	Lead sessions, guide discussion, invite reflection
Documenter	Takes notes, shares resources, tracks outcomes
Connector	Brings in new members, links with other networks

NOTE:

A Community of Practice is more than a meeting. It is a commitment to grow together, share courage, and practice accountability. Whether you meet over coffee or coordinate across countries, this collective space will help ensure Barbershop dialogue lives beyond the toolkit—in relationships, movements, and everyday change.

SUSTAINING THE COMMUNITY

- + Keep it voluntary and values-driven.
- + Honor all contributions—big and small.
- + Invite stories, not just updates.
- + Periodically revisit purpose and adapt as needed.
- + Seek small grants or institutional support if needed.

SAMPLE COP AGENDA (60–75 MINUTES)

- + Welcome & Check-in (5–10 min)
- + Peer Spotlight: A recent Barbershop experience (10 min)
- + Deep Dive Topic: e.g. digital resistance, engaging faith leaders (25 min)
- + Tools & Tips: New resource, worksheet, or method (10 min)
- + Collective Planning or Sharing (10 min)
- + Reflection & Check-out (5–10 min)

ADAPTATION AND LOCALIZATION TOOLKIT

PURPOSE OF THIS TOOLKIT

The Adaptation and Localization Toolkit supports facilitators and partners to tailor the Barbershop approach to their specific cultural, regional, institutional, and linguistic contexts—while staying grounded in the core values of gender equality, inclusion, and accountability.

1. GUIDING PRINCIPLES FOR ADAPTATION

- + **Do No Harm:** Protect participant safety, emotional well-being, and dignity.
- + **Retain Core Values:** Adapt content, not values. Gender justice, intersectionality, and allyship are non-negotiable.
- + **Center Local Knowledge:** Respect and integrate local customs, community leaders, and lived realities.
- + **Stay Participant-Led:** Invite ongoing feedback from participants to ensure relevance.

2. WHAT CAN BE ADAPTED?

- + Language, terminology, and metaphors
- + Examples and stories (e.g., replace Western case studies with local ones)
- + Visuals, graphics, and attire
- + Delivery format (e.g., in-person, radio, theatre, WhatsApp)
- + Module combinations based on community need or urgency

3. WHAT SHOULD NOT BE COMPROMISED?

- + Accurate information (especially on SRHR, GBV, consent)
- + Affirmation of gender diversity and LGBTQIA+ inclusion
- + Commitment to power-sharing and critical reflection
- + Principles of consent, safety, and anti-discrimination

4. STEPS FOR LOCAL ADAPTATION

STEP 1: CONTEXT MAPPING

- + Who are the participants? (age, gender, background)
- + What are the relevant social norms or taboos?
- + What are the local challenges around gender justice?
- + What support systems exist (referrals, allies, institutions)?

STEP 2: TRANSLATE WITH INTENTION

- + Engage local translators and cultural mediators.
- + Review translations for gender-inclusive language.
- + Avoid euphemisms that obscure power dynamics (e.g., “bad behavior” vs. “harassment”).

STEP 3: TEST AND PILOT

- + Pilot your adapted session with a small group.
- + Gather participant feedback: Was it relatable? Safe? Challenging?
- + Adjust language, pacing, tools, or content as needed.

STEP 4: BUILD LOCAL OWNERSHIP

- + Involve community leaders, youth, women’s groups, and grassroots networks in facilitation.
- + Co-create session content where possible (e.g., community stories, songs, proverbs).

STEP 5: MONITOR AND REFLECT

- + Use the M&E tools to track effectiveness.
- + Document what worked and share back with global HeForShe learning spaces.

5. TIPS FOR CULTURAL SENSITIVITY

- + Begin with shared values: dignity, fairness, care.
- + Acknowledge resistance as normal; meet it with curiosity, not confrontation.
- + Use humor and storytelling to disarm tension—without trivializing the topic.
- + Respect traditional wisdom while challenging harmful norms.

NOTE:

Localization is not dilution—it is deepening. When you adapt Barbershop content to resonate with lived experiences, you make the work more meaningful, sustainable, and rooted. Keep the heart of the work alive: equity, empathy, and shared transformation.

6. TOOLS FOR LOCALIZATION

- + Local proverb bank to spark gender reflection
- + Translation guide for key Barbershop terms
- + Template for local facilitator onboarding
- + Customizable module planner based on context
- + Pre/post session scripts with flexible language options

BARBERSHOP CHANGE-O-METER TRACKING IMPACT ACROSS MODULES

PURPOSE

The Change-o-Meter is a practical reflection and impact tracking tool designed for use with the HeForShe Barbershop Toolkit 2.0. It supports both facilitators and participants in identifying where they are on the change journey across the 10 modules and encourages movement from awareness to sustained advocacy. This tool can be used during debriefs, evaluations, and ongoing mentorship.

HOW IT WORKS

Participants or facilitators assess progress on a 4-level scale: Awareness > Reflection > Action > Advocacy

Use after each session, at the end of a full series, or at key learning checkpoints.

Combine with journaling, M&E surveys, or peer feedback to deepen insights.

PROGRESS LEVELS EXPLAINED

LEVEL	DESCRIPTION
1. Awareness	I can identify and describe key terms and issues related to this topic. I recognize the issue exists but may not yet see my role in it.
2. Reflection	I am beginning to reflect on how this topic affects my life, relationships, and behaviors. I am open to learning and acknowledging biases or privileges.
3. Action	I have applied learning in my daily life. I’ve taken clear steps—spoken up, made a change, or supported someone. I can describe what I’ve done.
4. Advocacy	I actively influence others or push for structural change. I lead, mentor, or advocate for inclusive practices or policies related to this issue.

MODULE-BY-MODULE PROGRESS TRACKER

#	MODULE	AWARENESS	REFLECTION	ACTION	ADVOCACY
1	ACCOUNTABILITY & POWER SHARING	☐	☐	☐	☐
2	BYSTANDER INTERVENTION & ALLYSHIP	☐	☐	☐	☐
3	DIGITAL MASCULINITIES	☐	☐	☐	☐
4	MENTAL HEALTH & EMOTIONAL EXPRESSION	☐	☐	☐	☐
5	FATHERHOOD & CARE WORK	☐	☐	☐	☐
6	CLIMATE JUSTICE & GENDER	☐	☐	☐	☐
7	INTERSECTIONALITY & INCLUSIVE MASCULINITIES	☐	☐	☐	☐
8	MENSTRUAL EQUITY & SRHR	☐	☐	☐	☐
9	GENDER-BASED VIOLENCE PREVENTION	☐	☐	☐	☐
10	WORKPLACE EQUALITY & INCLUSIVE LEADERSHIP	☐	☐	☐	☐

Use ✓ to mark progress or date to show timing.

REFLECTION PROMPTS (OPTIONAL PER MODULE)

For each module, facilitators may ask:

- + What moment stood out to you?
- + What belief or assumption were you challenged on?
- + What is one thing you’ll do differently in your daily life?
- + Who do you want to influence or support now?

HOW TO USE THIS TOOL

- + **Individually:** Print or share digitally so participants can self-assess privately.
- + **In Groups:** Use it in debrief circles or CoP meetings to check in on growth.
- + **Visually:** Color code progress using green/yellow/red stickers or digital icons.
- + **Over Time:** Revisit the Change-o-Meter at 3-, 6-, and 12-month intervals to track long-term impact.

FACILITATOR TIPS

- + Normalize all stages of progress. Awareness is still progress.
- + Encourage honesty and resist pressuring participants to claim advocacy too early.
- + Pair Change-o-Meter with action planning tools for sustainability.
- + Use data from group Change-o-Meters to guide future sessions and institutional advocacy.

NOTE:

The Change-o-Meter makes invisible growth visible. It helps us recognize that the path from understanding to action is not linear—but every step matters. It affirms that meaningful transformation starts with reflection and deepens through consistent, collective change.

THE MONITORING AND EVALUATION (M&E) FRAMEWORK

PURPOSE OF THE M&E FRAMEWORK

The Monitoring and Evaluation (M&E) framework for the HeForShe Barbershop Toolkit 2.0 is designed to help facilitators, organizations, and stakeholders track the effectiveness, reach, and outcomes of the Barbershop conversations across the 10 modules. It provides guidance on setting clear goals, collecting data, evaluating impact, and continuously improving programming.

This framework is adaptable for use in workplaces, schools, community settings, government agencies, and global networks.

KEY EVALUATION OBJECTIVES

- + Assess participant learning and attitude shifts across each module.
- + Evaluate facilitator preparedness and delivery effectiveness.
- + Monitor participation and demographic reach (e.g. age, position, geography, identity).
- + Measure short-term behavior change and commitment to action.
- + Track longer-term institutional or cultural shifts (policy change, reporting, partnerships).

MONITORING AND EVALUATION COMPONENTS

1. PRE-SESSION TOOLS

PARTICIPANT BASELINE SURVEY

Sample questions:

- + On a scale of 1–5, how confident are you in identifying gender-based discrimination?
- + What do you think are key causes of inequality in your community or organization?
- + Have you ever taken action to address a gender-related issue? (Yes/No/Unsure)

FACILITATOR PREPARATION CHECKLIST

- + Venue is accessible and inclusive.
- + Materials and agenda prepared.
- + Ground rules reviewed and visible.
- + Co-facilitation planned (if applicable).

PARTICIPANT DEMOGRAPHICS FORM (OPTIONAL, ANONYMOUS)

- + Age range
- + Gender identity (with inclusive options)
- + Role/Position
- + Organization/Community affiliation (if relevant)

2. IN-SESSION MONITORING

ATTENDANCE TRACKER

- + Name (or anonymous code), session/module attended, date.

ENGAGEMENT OBSERVATION FORM

- + Energy levels observed (Low/Moderate/High)
- + Participation: silent, active, dominant
- + Notable resistance or turning points
- + Any accessibility or safety issues observed

ACTIVITY FEEDBACK NOTES

- + Document responses or themes during breakout discussions or plenary reflections.

3. POST-SESSION EVALUATION

ENDLINE SURVEY

- + What’s one new idea or perspective you’re taking away?
- + Do you feel more equipped to take action on gender equality? (Yes/No/Maybe)
- + What was most useful? Least useful?

COMMITMENT TO ACTION FORM

- + “I will...” statement (e.g., “I will mentor a woman in my workplace,” “I will speak up against sexist jokes.”)
- + Timeline and intended context for action

FACILITATOR REFLECTION SHEET

- + What worked well?
- + What challenges did we face?
- + Suggestions for improvement or adaptation?

4. FOLLOW-UP (4–12 WEEKS LATER)

IMPACT SURVEY

- + Have you acted on your commitment? (Yes/No/Partially)
- + What changes have you noticed in your behavior, team, or institution?
- + Any new barriers or support needed?

FOCUS GROUP DISCUSSIONS OR INTERVIEWS

Guided by questions such as:

- + What stood out from the session?
- + What's changed in how you lead, communicate, or engage others?

POLICY OR PRACTICE TRACKING

- + New or revised policies
- + Gender-responsive budgeting actions
- + Leadership commitments made public

SAMPLE INDICATORS BY MODULE

#	MODULE	SAMPLE INDICATORS
1	ACCOUNTABILITY & POWER SHARING	✓ % of participants who can define power types; ✓ # of actions taken to redistribute power in leadership roles.
2	BYSTANDER INTERVENTION & ALLYSHIP	✓ % who feel confident intervening; ✓ # who report doing so in real life.
3	DIGITAL MASCULINITIES	✓ Change in online behavior; ✓ % who unfollowed harmful content.
4	MENTAL HEALTH & EMOTIONAL EXPRESSION	✓ Increase in emotional vocabulary; ✓ % who spoke to someone about mental health.
5	FATHERHOOD & CARE WORK	✓ # of hours spent caregiving; ✓ % advocating for leave policies.
6	CLIMATE JUSTICE & GENDER	✓ # of sustainable practices adopted; ✓ climate policy changes with gender lens.
7	INTERSECTIONALITY & INCLUSIVE MASCULINITIES	✓ % able to name overlapping identities; ✓ improved inclusivity in teams.
8	MENSTRUAL EQUITY & SRHR	✓ % who feel comfortable discussing periods; ✓ # supporting SRHR access.
9	GENDER-BASED VIOLENCE PREVENTION	✓ % who can name GBV forms; ✓ % who intervened in harmful behavior.
10	WORKPLACE EQUALITY & INCLUSIVE LEADERSHIP	✓ Gender equity actions at work; ✓ policies reviewed with a gender lens.

DATA COLLECTION TOOLS

- + **Pre/Post Survey Forms** – brief attitude and knowledge questions
- + **Sign-in Sheet Template** – simple participant attendance
- + **Commitment Wall or Digital Tracker** – record pledges, actions
- + **Focus Group Guide** – 4–6 open-ended questions
- + **Facilitator Debrief Form** – structured post-session feedback

SUGGESTED EVALUATION TIMELINE

- + **Before the session:** Baseline survey + facilitator readiness check.
- + **During the session:** Participation, activities, real-time feedback.
- + **Immediately after:** Endline survey + action commitments.
- + **4–12 weeks later:** Behavior change follow-up + focus groups.

USE OF M&E FINDINGS

- + Inform future Barbershop sessions or adaptations.
- + Share results with stakeholders, donors, or the community.
- + Highlight impact stories and champion change leaders.
- + Identify areas of resistance, fatigue, or gaps.

E-LEARNING RESOURCES

- 1 The International Men and Gender Equality Survey (IMAGES) is the largest multi-country study of its kind in the Middle East and North Africa. Coordinated by Promundo and UN Women, in collaboration with local research partners, the report takes a never-before-seen look at what it means to be a man in Egypt, Lebanon, Morocco, and Palestine today. Exploring key issues at home and at work, in public and private life, the research confronts many of the stereotypes commonly associated with men in the region and highlights pathways to gender equality. Watch:
 - a. Understand masculinities and gender norms in Palestine: <https://imagesmena.org/en/palestine/>
 - b. Understand masculinities and women's economic empowerment in Morocco: <https://imagesmena.org/en/morocco/>
 - c. Understand masculinities and care in Lebanon: <https://imagesmena.org/en/lebanon/>
- 2 ***UcelandX: Men, Boys and Masculinities on edX***: This free online course from GRÓ GEST – Gender Equality Studies and Training Programme offers a comprehensive introduction to the study of men, boys, and masculinities, exploring gender-related issues affecting them across diverse fields.
- 3 ***MenCare Campaign Videos***: The campaign engages men as fathers and caregivers to advance gender equality. Learn through its resources of webinars, panel discussions, and short films.
- 4 ***Adolescence***: A 2025 British psychological crime drama mini-series on Netflix on Jamie Miller, a 13-year-old schoolboy who is arrested for the murder of a girl in his school. The series meticulously explores how this incident exposes larger issues like online radicalization, toxic masculinity, emotional illiteracy, and the devastating ripple effects on the family and community.
- 5 ***Short life stories***: In solidarity with trans people, White Ribbon Canada produced this short film for Transgender Day of Remembrance as a call to action against transphobia and transmisogyny, and provides a way to learn more about the challenges that trans and gender diverse people face and how to be an ally.

E-LEARNING RESOURCES

- 6 ***Beyond Men and Masculinity:*** A documentary (directed by Alex Gabbay) that examines how traditional masculine norms - emotional suppression, dominance, and stoicism, harm men's wellbeing and relationships, while showcasing pathways to healthier, compassionate, and equitable masculinities. It features expert voices and community programs that help men build emotional literacy, reduce violence, and practice vulnerability as strength.
- 7 ***The Mask You Live In:*** A documentary by Jennifer Siebel Newsom that follows boys and young men as they navigate narrow, US mainstream norms of masculinity - emotional suppression, dominance, sexual conquest, and violence, and asks how families, schools, media, and sports can foster healthier, more authentic manhood.
- 8 ***Men in Focus:*** Our Watch Australia's video series introduces practitioners to the evidence base and guiding principles outlined in Men in Focus and practical strategies drawn from a national network of experienced practitioners and advocates working with men and boys. The series focuses on addressing masculinities to prevent violence against women by fostering empathy, motivation, and self-awareness, while also equipping practitioners to manage backlash and resistance.
- 9 ***Now and Men Podcast:*** The podcast is hosted by two social science researchers Sandy Ruxton from Durham University's Centre for Research into Violence and Abuse (UK) and Dr Stephen Burrell from the University of Melbourne (Australia) with their in-depth conversations about a wide-range of topics connected to masculinity and the lives of men and boys, from supporting men's health, to preventing gender-based violence, to promoting involved fatherhood.
- 10 ***What's a Man? Masculinity in India:*** A 10-episode podcast series by an award-winning writer and researcher Deepa Narayan where she delves into questions of power and love in men's everyday lives, whether at home, in schools, or in workplaces. Featuring the voices of over 200 educated boys as young as seven, as well as men across the LGBTQIA+ spectrum in Delhi, Mumbai, and beyond, each episode also brings in special guests for thoughtful dialogue.
- 11 ***Negotiating and Building Peace: What are the Consequences of Gendered Exclusions?:*** Given the ways in which war is gendered - in its impacts and its drivers - it is unsurprising that the challenge of building peace also has many gendered aspects. Peace talks almost uniformly exclude the meaningful participation of women. And post-conflict reconstruction tends to be based on a set of economic prescriptions which are assumed to be gender-neutral but are anything but. Does it matter? Dr Claire Duncanson is a Senior Lecturer at the University of Edinburgh and in her lecture she explored the causes and consequences of these gendered exclusions, examining

EXPLORE

BARBERSHOP TOOLKIT 2.0 MODULES

M1

MODULE 1

ACCOUNTABILITY
& POWER
SHARING

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M2

MODULE 2

BYSTANDER
INTERVENTION &
ALLYSHIP

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M3

MODULE 3

DIGITAL
MASCULINITIES &
ONLINE BEHAVIOR

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M4

MODULE 4

MENTAL HEALTH
& EMOTIONAL
EXPRESSION

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M5

MODULE 5

FATHERHOOD
&
CARE WORK

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MODULE 6

CLIMATE JUSTICE
&
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MODULE 7

INTERSECTIONALITY
& INCLUSIVE
MASCULINITIES

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MODULE 8

MENSTRUAL
EQUITY &
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MODULE 9

GENDER-BASED
VIOLENCE
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MODULE 10

GENDER EQUALITY
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220 East 42nd Street
New York, New York 10017, USA
Tel: 646-781-4400 Fax: 646-781-4444

UNWomen.org HeForShe.org