

# manhood 2.0

**Program Overview and Final Results**





## ABOUT

The following overview provides a description of the Manhood 2.0 program, challenges and lessons learned, and key evaluation findings. It is intended to be a summary of experiences piloting and evaluating an adolescent pregnancy prevention program for young men adapted from the Global South. The authors intend this to be of use to program implementers who aim to design and implement programs for young men utilizing similar approaches to promoting positive masculinities and gender equality.

To download the Manhood 2.0 manual, please go to Promundo's Future of Manhood page.

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## Introduction

Much of the current discourse around preventing unplanned pregnancy centers on the need to address the specific vulnerabilities and realities of girls and young women – and for good reason: young women are more likely to assume the consequences of an unplanned pregnancy. At the same time, developing and implementing effective pregnancy prevention programs that address issues of gender, power, and masculinity and that support young men – alongside young women – to make informed decisions about sex and contraception can play a vital role in reducing unplanned pregnancy in the US. Very few programs have been specifically designed for young men, especially programs that support young men in questioning and critically reflecting on power, gender norms, attitudes, and behaviors.

From October 2015 to September 2018, Promundo and the Latin American Youth Center (LAYC) and Child Trends, funded by the US Centers for Disease Control and Prevention and the Office of Adolescent Health, led an effort to address the gap in evidence-based adolescent pregnancy prevention programming for young men in the United States by rigorously evaluating Manhood 2.0, an innovative curriculum for young men. Manhood 2.0 is a gender-transformative curriculum that teaches young men about healthy masculinity, relationships, and sexual decision-making.

## Teen Pregnancy Prevention and Young Men

Though fatherhood is not always a negative experience for young men and not every teen pregnancy is unwanted or unplanned, research shows these young men and their families can face many challenges. Young fathers typically have lower incomes, less economic stability, lower occupational attainment, more instances of relationship turbulence, and a decreased likelihood of marriage.<sup>1,2</sup> Early fatherhood is also linked to having children with multiple partners,<sup>3</sup> which can affect parents, children, and families negatively, possibly resulting in even greater disadvantages for young fathers and for their children.<sup>4</sup> These children are also more likely to have low or very low birth weights, experience premature birth, and have lower cognitive and behavioral development scores at age two.<sup>5,6</sup> Thus, identifying and implementing effective teen pregnancy prevention programs for young men can also have multigenerational impacts.

A lack of programming for young men on gender, masculinities, and pregnancy prevention also unduly burdens young women with the task of sexual negotiation without recognizing the ways power in sexual relationships tend to favor young men. Though not a one-size-fits-all solution, reaching and involving young men in pregnancy prevention efforts is an urgent public health and human rights priority.

1 Mollborn, S., & Lovegrove, P. J. (2011). How teenage fathers matter for children: Evidence from the ECLS-B. *Journal of Family Issues*, 32(1), 3–30.

2 National Responsible Fatherhood Clearinghouse. (2007). *Responsible fatherhood spotlight: Teen fatherhood*. Gaithersburg, MD.

3 Manlove, J., Logan, C., Ikramullah, E., & Holcombe, E. (2008). Factors associated with multiple partner fertility among fathers. *Journal of Marriage and Family*, 70(2), 536–548.

4 Bronte-Tinkew, J., Horowitz, A., & Scott, M. E. (2009). Fathering with multiple partners: Links to children's well-being in early childhood. *Journal of Marriage and Family*, 71(3), 608–631.

5 Fagot, B., Pears, K. C., Capaldi, D. M., Crosby, L., & Leve, C. (1998). Becoming an adolescent father: Precursors and parenting. *Developmental Psychology*, 34(6), 1209–1219.

6 Mollborn, S., & Lovegrove, P. J. (2011). How teenage fathers matter for children: Evidence from the ECLS-B. *Journal of Family Issues*, 32(1), 3–30.

## About Manhood 2.0

Manhood 2.0 is a gender-transformative curriculum adapted from Promundo's flagship program, Program H (for “hombres” or “homens” in Spanish and Portuguese, respectively), by Promundo and the University of Pittsburgh. Manhood 2.0 aims to engage young men in questioning, challenging, and transforming harmful gender norms, with the goal of reducing intimate partner and sexual violence and unintended pregnancy. It is a male-only group-level intervention delivered in several sessions based on social cognitive theory, social norms theory, the theory of gender and power, and the theory of reasoned action. The intervention promotes critical reflection and awareness on gender norms and stereotypes and on power dynamics that drive health, relationships, violence, and sexual health behavior. Sessions include group discussion, role-playing, knowledge-sharing, and skill-building. The purpose of these interactive activities is to challenge young men to think critically about social expectations and restrictive norms, engage in dialogue about these gender norms, and then assess the way these norms impact sexual and intimate relationships, violence perpetration, substance abuse, unhealthy sexual risk-taking, and contraceptive use. Previous evaluations of Program H have been shown to have the most impact when implemented in groups of 10 to 12 young men, for a longer duration (three months or longer), and including multiple components such as youth-led behavior change campaigns and/or advocacy initiatives.<sup>7</sup>

Manhood 2.0 was implemented and evaluated in Washington, DC, after an extensive adaptation process that included input from local partners and a formative needs assessment. This resulted in a seven-session, 13-hour curriculum, with each session implemented by a trained facilitator and consisting of a check-in, a review of the previous session, two to three experiential learning activities, and a closing. Sessions typically had 6 to 12 young men per cohort and centered on critical dialogue and reflection, as well as open communication as a means of change, diverging from traditional “top-down” teaching pedagogies. The sessions center on the following core themes:

- 1 Exploring gender and identity
- 2 Exploring power and relationships
- 3 Thinking about our emotions
- 4 Sexual and reproductive health
- 5 Violence and relationships
- 6 Making a commitment to healthy lives
- 7 Building a healthy future

<sup>7</sup> World Health Organization (2007). *Engaging men and boys in changing gender-based inequity in health: Evidence from programme interventions*. Geneva.



## About the Study

With Promundo's technical leadership, its partner LAYC implemented Manhood 2.0 with young men (primarily Latino and African American), and Child Trends performed an evaluation. The project was conducted in three phases:

- 1 Adaptation phase to develop the design and structure of the program;
- 2 Pilot phase to assess whether the curriculum and evaluation design were feasible; and
- 3 Full implementation and evaluation phase to assess a number of key sexual health outcomes, including whether the participant engaged in any unprotected sex or sex without a condom and whether they utilized a dual method.

The team recruited young men aged 15 to 22, with a focus on African American and Latino youth. The program's original sample size was approximately 650 young men over 2.5 years. However, due to early termination of the program, the study team decided to reduce enrollment to 250 participants over approximately 11 months. At the end of the project, the implementation partners were able to recruit 110 young men into the program. The challenges with recruitment and retention are detailed in the next section.

For more information about the study design, please see the forthcoming paper by Child Trends and Promundo.<sup>8</sup>

## Learning On Recruitment and Retention from Manhood 2.0 in Washington, DC



### COMMUNITY SUPPORT AND PRE-ESTABLISHED TRUST PLAY A CRITICAL ROLE IN RECRUITING YOUNG MEN

The original recruitment design consisted of “street recruitment” – that is, handing out flyers and approaching youth “cold” in different parts of the city. Although this recruitment method enabled the team to have a larger recruitment pool from which to draw, youth did not feel a connection or responsibility to attend sessions even after they received multiple reminder text messages from various team members. In addition, though the LAYC team originally recruited these youth, it was the evaluation partner who sent the reminders, often creating confusion and potentially discouraging youth from attending the first session. Looking at attendance for the first sessions, the team observed the majority of those who attended Manhood 2.0 consistently had been enrolled in another LAYC program. The study team hypothesized that built-in trust and/or prior relationships with program staff played a significant role in recruitment efforts.

8 Paper to be shared on Promundo's website upon publication at: [www.promundoglobal.org/resources](http://www.promundoglobal.org/resources).

As a result, the team decided to carry out school-to-school recruitment, in which recruiters held auditorium-style “information sessions” at local high schools. These sessions gave youth a chance to get to know the LAYC facilitators, ask questions about the program, and receive encouragement from school staff to attend. School administrative staff were also helpful in making sure that after school, enrolled youth went directly to the program; they also supported follow-up when there were absentees. This process of building buy-in and pre-establishing trust with community partners before the program started resulted in much higher enrollment. For example, during the pilot, while around 37 youth were screened and 26 were eligible, only four of the nine randomized into the program attended the first session of Manhood 2.0. During school-based recruitment in cohort two (the official launch of the school-based strategy), 30 youth were screened and 30 were eligible; ten youth attended the first session of Manhood 2.0 of the 13 randomized into the session.



## **YOUNG MEN ARE SEEKING LONG-TERM SUPPORT; ACKNOWLEDGING THAT AND BUILDING RELATIONSHIPS WITH THEM RIGHT AWAY ENHANCES PARTICIPATION THROUGHOUT THE PROGRAM**

During the first few months, the team observed significant drop-out from the information session to the first session of the program. Many youth would come and take the baseline survey, wait to be randomized, and then wait to find out by text whether they would receive the Manhood 2.0 program or a post-high school readiness program. This “clinical” approach decreased the attendance rate for the first session.

Learning from this experience, the team created a welcome session. In this session, youth filled out a baseline survey and were then immediately randomized into Manhood 2.0 or the readiness program. Upon assignment, they went directly to the session to meet their facilitators, get to know their fellow group members, and participate in activities. This gave youth immediate insight into Manhood 2.0 and made them more interested in attending the next session.

Another method employed was that the LAYC facilitators (who also conducted recruitment) – and not the external evaluator – sent reminders via text, email, and phone calls.

Finally, while not in the Manhood 2.0 manual, the team also observed that facilitators promoted a greater sense of accountability by having participants repeat the phrase “I honor my commitments.” They also rewarded those with the highest attendance through the use of raffles (usually gift cards for younger participants or other rewards for older participants). These approaches encouraged participants to develop a deeper commitment to the program and increase their attendance.

### 3 OUT-OF-SCHOOL YOUNG MEN REMAIN LARGELY DISENGAGED, AND MORE MUST BE DONE TO FIGURE OUT HOW TO PROVIDE A SPACE FOR THEM THAT FITS THEIR PARTICULAR NEEDS

While the team was able to address challenges with youth enrolled in schools, the study team faced significant unresolved challenges with recruiting and retaining older young men aged 18 to 22. During full implementation, LAYC implemented a similar recruitment strategy as it did for youth aged 15 to 17 and focused efforts on charter schools and job skill centers with an existing relationship with LAYC. During recruitment, LAYC observed a smaller pool of interested young men and were only able to recruit about ten people for one session. During implementation, attendance remained low due to scheduling conflicts, lack of interest, and personal issues. Furthermore, unlike high school settings, there was less school support to remind youth about Manhood 2.0. Because of the consistently low attendance rate with older youth, the partners opted to discontinue implementation with this group.

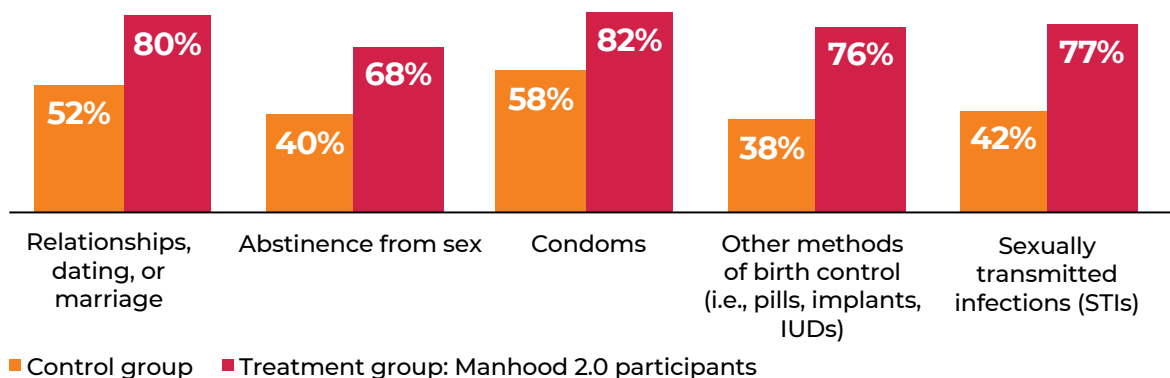
## Main Results

Included in the post-tests and three-month follow-up surveys were questions designed to help understand young men's experiences with the Manhood 2.0 content, as well as their overall satisfaction with the program. While the study intended to measure many outcomes (outlined above), because of the truncated timeframe for the study, only a few could be properly assessed. Furthermore, because of the limited sample of three-month follow-up data, the results presented here are from the post-test survey. Unless otherwise stated, the findings here are all statistically significant.

### 1 HIGHER RATES OF RECEIVING INFORMATION ON SEXUAL AND REPRODUCTIVE HEALTH TOPICS

Participants in Manhood 2.0 reported significantly higher rates of receiving sexual and reproductive health (SRH) information in the previous month than control participants. Among Manhood 2.0 participants, 86 percent reported receiving information on at least one SRH topic in the past month compared to 66 percent of control participants.

#### Percentage of young men reporting they received knowledge on...





Manhood 2.0 participants were significantly more likely to have received information across all SRH topics: relationships, dating, or marriage (80 percent versus 52 percent); abstinence from sex (68 percent versus 40 percent); condoms (82 percent versus 58 percent); other methods of birth control, such as pills, the shot, the patch, implants, or intrauterine devices (IUDs) (76 percent versus 38 percent); and sexually transmitted infections (77 percent versus 42 percent).

**2**

## **MORE DISCUSSIONS WITH FRIENDS AND FAMILY ABOUT MANHOOD 2.0 TOPICS**

Manhood 2.0 participants reported significantly higher rates of discussing “what it means to be a man” (64 percent) and “using protection against pregnancy” (52 percent) with friends and/or family in the previous month than those in the control group (40 percent and 31 percent, respectively).

**3**

## **HIGH PROGRAM SATISFACTION RATINGS**

In addition to the high rates of interaction with the program content, Manhood 2.0 participants reported high program satisfaction. Almost 96 percent of participants rated it as “very good” or “excellent,” and 92 percent reported they would definitely recommend the program to a friend. Participants also reported high ratings for the Manhood 2.0 facilitators; 94 percent reported they like their Manhood 2.0 facilitator and 98 percent felt that they could trust their facilitator.

**4**

## **GREATER KNOWLEDGE ABOUT HORMONAL BIRTH CONTROL AND SUPPORT FOR PREGNANCY PREVENTION**

Promisingly, Manhood 2.0 participants were also more likely than the control group to know about different hormonal methods of birth control and more positive about supporting their partner in pregnancy prevention efforts. In addition, they felt more confident about their ability to communicate about safe sex with a partner. These are all important findings that contribute to the prevention of teen pregnancy. Young men enrolled in Manhood 2.0 were more likely than those in the control group to report after the intervention:

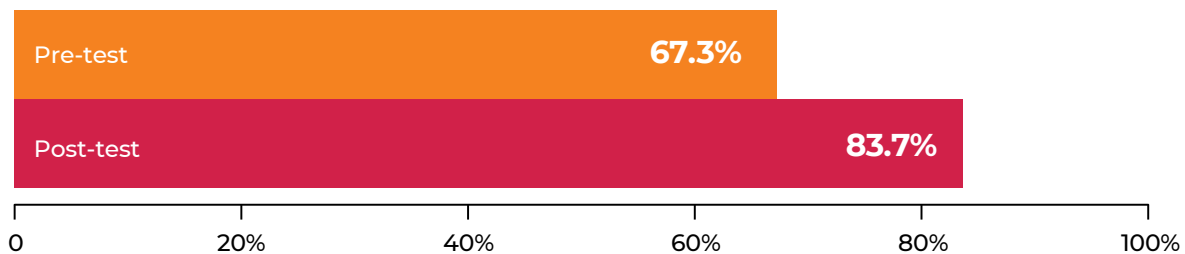
- Knowing about birth control pills, other hormonal birth control methods, and long-acting reversible contraceptive methods;
- More positive attitudes toward supporting their partner in pregnancy prevention efforts; and
- Greater confidence in their ability to communicate about sex and safe sex with a partner after the intervention.



## 5

## GREATER FEELINGS OF SOCIAL SUPPORT

**Percentage of participants who reported feeling they had strong social support before and after the intervention**



One of the major public health risks facing young men today relates to mental health. Compared to the baseline reports or pre-intervention, Manhood 2.0 participants were more likely to report at post-intervention that they have someone they can go to when they feel sad, depressed, or stressed (an increase of more than 16 percentage points, from 67.3 percent at baseline to 83.7 percent at post-intervention).

## Other Findings from Qualitative Interviews

Focus groups were conducted with participants from the Manhood 2.0 program. The most significant findings included:

- 1 For the first time, many young men had a space to think about gender norms and stereotypes, and they shifted some of their views on gender.
- 2 Young men increased their knowledge about sexual consent.
- 3 Young men indicated the need for shared, safe spaces to talk about their feelings and the topics covered in the program.
- 4 Nonjudgmental facilitators with the same background and life experiences as the young men were instrumental in creating a sense of brotherhood and openness among the young men.
- 5 Programs for young men of color that address racism in young men's lives may influence how programs are received and work.

More about the qualitative findings can be found here: <https://www.ChildTrends.org/publications/young-mens-experiences-in-a-pregnancy-prevention-program-for-males>.

## Limitations

The proposed program was intended to be a five-year program reaching over 650 young men in Washington, DC. However, due to premature termination of teen pregnancy prevention funding by the Office of Adolescent Health (OAH) due to governmental shifts in priorities, the study was adjusted to compensate for the shortened period. This resulted in a smaller study, which impacted the team's ability to make firmer conclusions about Manhood 2.0's impact. However, the study team believe the emerging findings add valuable learning to the field of engaging men and boys in preventing teen pregnancy and promoting gender equality.

For more information about other study limitations, please see a forthcoming report, *Manhood 2.0: Results from a Pilot Evaluation of a Teen Pregnancy Prevention Program for Young Men*, by Child Trends and Promundo.

## Conclusion

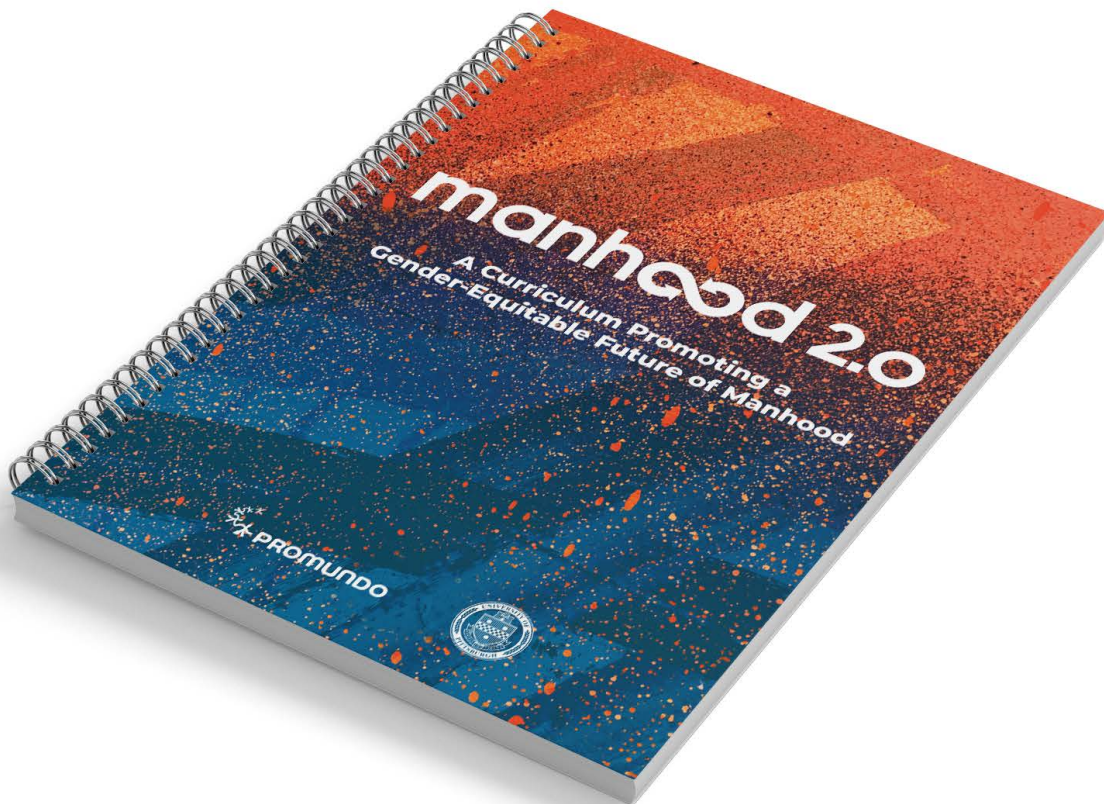
Manhood 2.0, a US adaptation of a globally evaluated gender-transformative curriculum, is part of a growing movement to build the evidence base in the US around young men's sexual health and healthy relationships and to shift the conversation around teen pregnancy prevention to better account for young men's roles in sexual relationships. Although early funding termination caused many changes and resulted in an inability to fully evaluate the program's effectiveness, this evaluation demonstrates the need for more programs to meaningfully integrate discussions on gender norms, power, and relationships in a critical and reflective way with young men.

Despite the challenges, the team was able to gather key lessons on how to build a program to engage young men on topics they had not been traditionally included in, such as reproductive health and consent, and how to keep them interested. Manhood 2.0 was able to produce promising shifts in knowledge and attitudes about teen pregnancy, as well as promote young men's deeper emotional connections with others. Most importantly, the program showed that, contrary to prevailing stereotypes, young men are eager to gain knowledge on teen pregnancy prevention and are able to talk about manhood, emotions, and violence. Educators should use this as an opportunity to find ways to involve young men in shared responsibility for their and their partners' sexual health.

Future iterations of Manhood 2.0 should seek to expand on these promising findings by working with youth to find ways to build on the program's lessons in their communities and catalyze young men as agents of change through community campaigns, social media, or other social platforms. Programs should also find ways to more intentionally involve young women, either through concurrent sessions or by inviting young women to some sessions to promote communication. In expanding the potential of Manhood 2.0, program implementers and youth advocates can develop systems to truly engage young men to build a gender-equitable future for young men, young women, and the communities they live in.



manhood 2.0



Download the curriculum at [www.promundoglobal.org/programs/manhood-2-0](http://www.promundoglobal.org/programs/manhood-2-0)





The background is an abstract composition of two main textured regions. The upper region is a warm, orange-toned area with a grainy, speckled texture, resembling a close-up of a stone or a painted surface. The lower region is a cooler, blue-toned area, also with a grainy texture, separated from the orange area by a soft, blurred transition. The overall effect is one of organic, layered textures.

manhead 2.0