

IMAGES

International
Men and Gender
Equality Survey

MANUAL FOR
REPLICATING
THE INTERNATIONAL
MEN AND GENDER
EQUALITY SURVEY



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Acknowledgments

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The contents of this manual reflect the collaborative efforts undertaken by all organizations and individuals involved in conducting IMAGES studies around the world, as well as the [United Nations Multi-Country Study on Men and Violence in Asia and the Pacific](#). This research has been ongoing since 2008.

The partner institutions and organizations in each of the IMAGES study countries were also instrumental in conducting the studies, and local partners' involvement truly shaped the final methodology, which forms the basis of this manual. We also want to thank the interviewers and supervisors in each survey site who worked tirelessly, and often under difficult circumstances, to collect the data for these studies. And above all, we want to thank the many thousands of men and women who gave their time to participate in our studies and generously shared their life experiences with us.

IMAGES data collection and data analysis around the world have been generously funded by various partners and donors. *Please find the complete list of partners [here](#).*

About Promundo:

Founded in Brazil in 1997, Promundo works to promote gender equality and create a world free from violence by engaging men and boys in partnership with women, girls, and individuals of all gender identities. Promundo-US partners in more than 40 countries to achieve this mission by conducting cutting-edge research that builds the knowledge base on masculinities and gender equality; developing, evaluating, and scaling up high-impact interventions and programs; and carrying out national and international campaigns and advocacy initiatives to prevent violence and promote gender equality. For more information, see: www.promundoglobal.org.

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Introduction

Globally, policymakers, programmers, researchers, and activists alike affirm that men must play a significant role if societies are to achieve gender equality. Changing men's practices related to violence, health, and caregiving – and dismantling the factors underlying these practices that often perpetuate gender inequality – have become well-established goals of the global gender equality agenda. If we leave men and boys out of this equation, we unfairly burden women and girls with the task of ending global injustices and inequalities that result primarily from men's actions. However, there are few rigorous research studies – global, regional, or national – that aim to comprehensively review and document men's and women's perceptions of these issues. The main aim of the International Men and Gender Equality Survey (IMAGES) is to fill this gap.

For the purposes of this manual, IMAGES refers to the quantitative household survey within an IMAGES study, which often also includes a qualitative research and policy analysis. This manual lays out the steps to replicate the survey element of an IMAGES study only. *See Annex 3 for a brief note on the complementary pieces of research that often accompany the survey in an IMAGES study.*

Why should we seek to understand men's practices and attitudes about gender equality?

The world increasingly affirms that men and boys must be part of achieving gender equality. Indeed, changing men's practices and the structures and factors that enable, encourage, and shape those practices – in terms of violence, health, overall treatment of women and girls, and participation in family life – is a key part of the global gender equality agenda.

The United Nations has called for engaging men and boys in gender equality for over 25 years. The 1994 International Conference on Population and Development in Cairo affirmed the importance of involving men in improving sexual and reproductive health and emphasized the need to increase men's involvement in the care of children. The conference's Programme of Action calls for leaders to “promote the full involvement of men in family life and

the full integration of women in community life," ensuring that "men and women are equal partners" (United Nations Population Fund, 1994).

Similarly, the United Nations resolution called the Beijing Declaration which marked the end of the 1995 Fourth World Conference on Women in Beijing sustains the determination to "encourage men to participate fully in all actions towards equality," and its Platform for Action – adopted in 1995 and followed by a series of five-year reviews – emphasizes that "women share common concerns that can be addressed only by working together and in partnership with men towards the common goal of gender equality around the world" (United Nations, 1995).

The 48th session of the Commission on the Status of Women in 2004 affirmed these programs of action and went further, recognizing that "men and boys, while some themselves face discriminatory barriers and practices, can and do make contributions to gender equality in their many capacities, including as individuals, members of families, social groups and communities, and in all spheres of society." The commission urged governments to adopt and implement policies to close the gap between women and men in terms of occupational segregation, parental leave, and working arrangements to encourage men to fully participate in the care and support of others, particularly children.

Many of the Millennium Development Goals likewise focused on achieving gender equality and improving women's lives (in terms of maternal health, educational disparities, poverty eradication, HIV/AIDS prevention and care, and reducing violence against women). While clear advances have been made in empowering women, especially in education and increasing women's political representation in national parliaments and local government, progress in other areas that require engaging men – reducing violence against women, increasing women's income relative to men's, and reducing inequalities related to the care burden – has lagged.

Currently, Sustainable Development Goal 5 focuses directly on gender equality and empowering women and girls. On objectives such as reducing the prevalence of female genital mutilation and early marriage, there has been notable progress. However, progress on other indicators remains slow. About two in ten girls and women have experienced physical or sexual

violence from their partner in the past year. Data from 90 countries reveal that women continue to devote about three times more hours than men to unpaid care and domestic work in the household. Nearly one in two women do not make their own decisions about sexual relations and the use of contraception (United Nations Economic and Social Council, 2019). Thus, engaging men to eliminate violence against women and to share the burden of unpaid care work more equitably continues to remain an urgent need.

Are men and women on board with the gender equality agenda?

Are men internalizing the messages and policies calling for greater equality for girls and women in education, income and work, political participation, and health? Are men changing their attitudes, their practices, and the ways they live their lives in relation to women? Are men changing practices related to their own health and interpersonal relationships? How much are men participating in the care of children and other domestic activities? How common is men's use of violence against intimate partners? What factors are associated with men's use of this violence? What do men think about existing laws on gender-based violence and other policies designed to promote gender equality? Are men's own lives improving as they embrace gender equality and take on more equitable, flexible, and nonviolent versions of masculinity?

In other words, are men evolving to be more supportive of gender equality? And, importantly, what are women's attitudes, perspectives, and experiences related to all these topics?

While many of these questions have been asked in numerous individual studies, they have seldom been asked together as part of a multi-country initiative using representative household samples. Research using IMAGES helps us answer these questions and provides insight on whether and how these issues differ in various regions of the world.

What are the primary focus and goal of IMAGES?

Cocreated and coordinated by Promundo and the International Center for Research on Women, IMAGES is one of the most comprehensive studies ever on men's and women's practices and attitudes as they relate to gender equality. The broad goal of IMAGES is to assess men's and women's behaviors and attitudes around gender equality and to help develop national and global databases using a standardized instrument. The purpose of such data is to build an understanding of men's and women's practices and attitudes related to gender equality in order to inform, drive, and monitor program and policy development to promote gender equality.

Using a wide variety of validated and commonly used measures, the survey investigates men's attitudes and practices, alongside women's reports, on topics such as attitudes about gender and gender-related policies; sexual, reproductive, and maternal health; general health and well-being; partner dynamics; parenting practices; intimate partner violence; childhood experiences; violence against children; cultural practices; sexual diversity; transactional sex; social norms; and migration, conflict, and war. *See [this list of IMAGES publications](#) for more examples of themes covered within IMAGES research.*

Here are some examples of how IMAGES data have been used in the past:

- Exploring factors that explain variations in men's and women's experiences and practices in their family and parenting lives, in their intimate and sexual relationships, and around sexual and reproductive health
- Assessing men's and women's knowledge of – and compare their attitudes about – policies that have sought to promote gender equality in their country (such as employment and political quotas for women and the criminalization of gender-based violence), as well as assessing men's ideas about what policies would help them become more gender equitable
- Exploring the influence of social norms on men's and women's key gendered attitudes and practices, including the influence of harassment, conflict, urban violence, war, and occupation
- Making programmatic and policy recommendations to challenge hegemonic masculinity and promote partnership between men and women to promote gender equality

- Advising policy campaigns and policymakers, as well as conducting public and social media campaigns to mobilize change

For a deeper discussion of how IMAGES data have been used for advocacy, please refer to the IMAGES Research-to-Action Toolkit on our [website](#).

What is the history and global reach of IMAGES?

IMAGES was cocreated in 2008 by Promundo and the International Center for Research on Women, with data collection first starting in 2009. The study continues to be implemented in collaboration with country partners around the globe. As of 2020, IMAGES and IMAGES-inspired studies had been carried out or were ongoing in 45 countries, comprising tens of thousands of interviews with men and women. *For more background information on IMAGES studies around the world, please visit www.menandgendersurvey.org, a searchable repository of all IMAGES questions asked in different settings grouped by topic that also includes background documentation.*

IMAGES has received recognition, support, and funding from numerous international organizations, such as the World Bank, CARE, UN Women, the United Nations Population Fund, the United Nations Development Programme, the Ford Foundation, the International Development Research Centre (Canada), Global Affairs Canada, the United Kingdom Department for International Development, the Swedish International Development Cooperation Agency, Oak Foundation, the Bill & Melinda Gates Foundation, and the Norwegian Agency for Development Cooperation. IMAGES data and conclusions have been presented at seminars and events in more than 20 countries, and findings have been widely disseminated to promote programmatic and policy changes to engage men and boys in gender equality. *For an updated list of donors, please visit the [IMAGES website](#).*

What about qualitative research within IMAGES?

IMAGES research partners have conducted qualitative studies to complement the survey data in nearly all sites. These studies deepen and enrich the survey data by bringing in more nuanced testimonies about gendered experiences and by adding a narrative element that quantitative data could never provide. We strongly encourage you to

conduct qualitative data collection as part of your initiative – whether it be focus groups, in-depth interviews, life story interviews, or otherwise. You can consider the following research questions that qualitative studies can help answer or come up with completely original ones on your own.

- What influences across the life course shape gender-equitable forms of behavior in men? At what stages across the life course are they expressed and in what ways?
- What are the relationships among “nontraditional” practices, the use of violence, and attitudes toward and practices of gender equality in other areas of these men’s lives?
- What influences across the life course shape the violent behavior of some men? At what stages in the life course are different types of violence expressed by men who are violent toward women and in what ways?
- What are the relationships among the use of violence and attitudes toward and practices of gender equality in other areas of these men’s lives?
- What influences across the life course shape men’s involvement as fathers, particularly in caretaking and household work?
- How does men’s involvement as fathers link to their attitudes on gender equality and to their gender-related practices in other areas of their lives?

Among dozens of such studies, a few notable examples of qualitative research within the IMAGES initiative include:

- [*Men Who Care: A Multi-Country Qualitative Study of Men in Non-Traditional Caregiving Roles*](#), a study presenting the results of life history interviews with more than 80 men in five IMAGES countries. All study participants were chosen because they carry out caregiving in their home or as a profession. These interviews provide key insights on the challenges to men taking on more equitable caregiving, as well as on how to encourage more men to take on equal roles in caregiving.
- [*“We Can Never Go Back to How Things Were Before”: A Qualitative Study on War, Masculinities, and Gender Relations With Lebanese and Syrian Refugee Men and Women*](#), the qualitative companion to the quantitative IMAGES study in Lebanon. Interviews

with Lebanese nationals, as well as Syrian refugees living in Lebanon, underscore the gender-related challenges facing both communities.

- [*“This Isn’t the Life for You”: Masculinities and Nonviolence in Rio de Janeiro, Brazil*](#), a fully integrated mixed-methods IMAGES report focused on just one city, which includes data from 45 life history interviews to dig deep on respondents’ experiences and perceptions of urban violence.

In-depth guidance on replicating qualitative studies is not included in this manual, but please contact research@promundoglobal.org if you are interested in such resources. See the note on [*other forms of research within IMAGES studies*](#) for more.

Exploring masculinities

Exploring masculinities helps shed light on the complexity of how gender norms shape individual attitudes and practices and on how individuals and institutions can shape gender norms. “Masculinities” can be defined as “ways of living for men,” both their identities and the patterns of practices associated with men’s positions in various gender systems. There is no one masculinity – masculinities vary over time and across and within cultures.

However, there is often a hierarchy of masculinities in which one or more patterns or categories of masculinity is socially dominant (e.g., ethnic majority, middle- or upper-income, heterosexual masculinities) and others are marginalized (e.g., ethnic minority, lower-income, gay or nonbinary masculinities) (Esplen & Greig, 2007). The concept of hegemonic and subordinated masculinities has become globally influential since it was introduced in the 1990s through the work of sociologist Raewyn Connell (1995) and others. Through these seminal works, we understand that hegemonic masculinity may not be the most expressed behavioral pattern in the everyday

lives of boys and men – only a minority of men might enact it. Rather, hegemonic masculinity is normative in the sense that it embodies what is currently the most honored way of being a man and requires other men to position themselves in relation to it (Connell & Messerschmidt, 2005).

While some masculinities are inextricably linked to men's use of violence, there is great diversity in men's lives and local contextual expressions and versions of masculinities across the world and in every context, and not all men perpetrate violence. Further, a growing body of literature is exploring how the patriarchal system, as well as the power of individual men, works not only to the detriment of women but also, in certain specific instances, to the detriment of some men themselves (Connell, 2005; Cleaver, 2002; Breines et. al., 2000).

IMAGES was designed to explore both how masculinities contribute to inequalities, violence, and oppression, and how some forms of masculinities can shape settings in which more men are partners in gender justice and ending violence.

What are the objectives of this manual?

Each replication of IMAGES needs intensive country-specific and creative leadership. At the same time, after the successful completion of numerous IMAGES studies over the years, certain common steps, considerations, and recommendations have clearly emerged. This manual aims to draw from the lessons learned by IMAGES teams globally to make the process of replicating IMAGES as efficient, effective, and ethical as possible for local research leaders around the world.

This manual provides a step-by-step guide to prepare for, conduct, and disseminate quantitative findings from IMAGES in your context. It will help foster a standard of rigorous and ethical research to expand the evidence base on people's attitudes and practices related to gender, with the goal of informing long-term efforts to promote gender equality and violence prevention.

How is the manual organized?

This document aims to be two things in one: (1) a comprehensive manual that walks you through the primary steps to replicate the quantitative component of an IMAGES study; and (2) a compendium of questionnaires, guides, forms, and other resources you may need to replicate the quantitative component of an IMAGES study. Some of these elements are presented here as links, while some are included in the annexes.

This manual is organized into three main sections that will walk you, step by step, through the stages of preparing for and implementing IMAGES in your context:

- The “Initial Preparations” section presents the five essential steps to consider and complete before commencing data collection.
- The detailed “Planning and Conducting the Survey” section presents a comprehensive overview of how to conduct the IMAGES quantitative survey in your location, including planning and preparing for, managing, and conducting fieldwork, as well as planning for the analysis, with links to the questionnaires and other relevant tools.
- The “Data Use and Dissemination” section provides steps and suggestions for how to maximize the effectiveness and visibility of your data and final products.

Each of these sections is organized in sequential steps, and Sections 1 and 2 conclude with a box of additional helpful links and resources.

Initial Preparations

Before diving into the survey design, or even before determining that you want to replicate the International Men and Gender Equality Survey (IMAGES) in your location, it is helpful to review some key considerations. At the end of this list, you will be well positioned to decide if conducting an IMAGES survey makes sense for your location, and to then start on the technical and methodological steps for conducting IMAGES.

STEP 1

Establish your research goal and review existing relevant research.

What do we want to change? How do we hope to accomplish this through conducting research? What research exists from our region or context already? And what are the gaps in this research?

It is important to understand that IMAGES is intended to be an applied research study. This means the evidence that IMAGES studies generate is intended not only to map out gender relations accurately in a particular context but also to leverage this evidence to advance different aspects of the gender equality agenda. Thus, having a clear vision of the kind of change you want to initiate or support using evidence from IMAGES studies is a great point of departure.

Before we can help create change, it is important for us to understand and articulate what we want to *change* versus what we want to learn. It is helpful to write out a problem statement – what the problem is that you want to solve – and then turn it into a positive statement: your vision of change. Elaborate on this problem statement by articulating specific changes you want to see in the short, medium, and long term (de Toma, 2012). This vision should guide you throughout your research project, becoming a touchstone that you can use to help make difficult decisions about the methodology, scope, analysis, and final research products. The answer to the question, “Which choice is most likely to help achieve our vision of change?” can guide the particular focus of your survey.

It is also important to assess and review what other relevant and similar research has already been done in your setting to ensure IMAGES research will contribute new knowledge to the existing knowledge base. Consider conducting a literature review of relevant evidence that will help you tailor your survey adequately to your context and problem statement.

**STEP
2**

Review and understand IMAGES data, findings, and uses from around the world.

What can we learn from other countries' use of IMAGES? Why do we want to be part of this specific international research initiative?

A wide range of IMAGES publications, including country-specific and comparative regional reports on different topics, are free to view and download from [Promundo's website](#). The [IMAGES online repository](#) includes a searchable database of all IMAGES questions across settings and background methodological information for different IMAGES studies.

Reviewing prior IMAGES country reports from your region, or IMAGES comparative reports focused on your research topic of interest, will help you understand the types of conclusions and messages that IMAGES data can generate and how other researchers have used those findings to support specific advocacy or policy messages. If these conclusions and messages are well aligned with the problem statement and vision of change you have established, then IMAGES is very likely a worthwhile effort. But the time, resources, and opportunity cost of conducting such a large research undertaking are formidable, so if you find significant differences between your vision of change and the types of findings that IMAGES data produce, that is also a helpful realization. It may be that a different study would be more valuable for you.

To share an example, IMAGES findings have been used to establish strong links between men's attitudes related to gender and their likelihood of using violence against an intimate partner or of participating in childcare and domestic work. These and other findings have led to specific program outcomes in several locations and to support for ongoing advocacy and dissemination in others. For example, IMAGES data have inspired new

men's health initiatives in Brazil, prompted discussions within the Ministry of Health in Chile around engaging men in childbirth, promoted new and progressive sexuality education policies in Croatia, and initiated sexual and gender-based violence prevention activities with men in Tanzania and eastern Democratic Republic of the Congo.

At the global level, IMAGES data have served as the foundation for creating the global [MenCare](#) campaign, a 50-plus-country initiative to promote men's involvement as equitable, nonviolent caregivers. IMAGES data have also been consistently featured in the [State of the World's Fathers](#), a biennial global report on men's participation in caregiving. *For a deeper discussion of how IMAGES data have been used for advocacy, please refer to the [IMAGES Research-to-Action Toolkit](#).*

**STEP
3**

Establish your timeline and budget.

How much will this study cost? How long will it take – realistically?

Careful planning of time and money is crucial to any successful research project. When planning to conduct your research, expect the unexpected and try to plan for simple things that may be easily overlooked: for example, how weather conditions may impact fieldworkers' ability to travel or how annual events (such as holidays, festivals, or university exams) may affect the recruitment of researchers and the involvement of survey participants.

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

A comprehensive budget for a replication of the IMAGES quantitative component likely includes the majority – if not all – of the following line items:

- **Staff time** will be among the most significant expenses. Be sure to plan staff time along a realistic timeline, not the best-case scenario. There will be delays and unexpected hurdles in any research undertaking. Staff time is needed for every step in the process: building relationships and coordinating with partners and the national technical working group, adapting and reviewing the research instruments, organizing referral services, monitoring the data collection process, analyzing and writing up the data, and planning for dissemination.
- A **contract with a sampling statistician** may be necessary, if a statistician is not already on staff, to adequately design a sampling strategy and conduct the necessary sample calculations in preparation for the launch of the survey, among other tasks.
- Depending on your in-house staff capacity, you may need a contract with a **data collection agency** that will be responsible for the actual administration of the survey questionnaire. Any increase in the sample size, survey length, or number of study sites will significantly increase the cost of contracting out data collection.
- **Adapting and pretesting the questionnaire** will require additional staff time. If the questionnaire and materials need to be translated, costs of translation must also be included.
- **Travel expenses** will include all necessary visits to data collection sites, whether for collecting data, training the data collection agency/fieldworkers, meeting with the national working group, holding launch events, or otherwise.
- Costs related to **hosting meetings and trainings** will be necessary as well, with a significant training period for the data collectors (approximately ten days). For a research effort of this scale, we advise that you convene a **national working group** (*more on this in Step 4*) and host a few meetings during the inception and data validation stages, as well as launch events and meetings once the final report is available. Consider the cost of venues, refreshments, per diem, accommodation, and travel for meeting participants (if necessary), as well as the cost of translating and printing training materials.

- There may be costs related to obtaining **ethical clearance** or approval from an institutional review board. Given the sensitive nature of some of the content in an IMAGES questionnaire, we always advise having a local (or international) ethics committee examine and monitor the ethical conduct of your survey. Also find out if you need to obtain any other permits in your context to conduct your project, or if there are any national or subnational supervisory mechanisms you will be required to report to, and plan accordingly.
- Relatedly, you should budget for the team resources (like staff time) to **develop referral mechanisms and resource sheets** for respondents, particularly as they relate to experiences of violence. In settings where few support resources are available, the team should create short-term support mechanisms for research participants – for example, hiring a counselor to travel with the research team.
- **Costs related to fieldwork** are also useful to consider, such as logistics, accommodation, equipment, materials, printing, and photocopying that you might need to prepare for fieldwork or to ensure safety and data quality. (See *Step 5 about ensuring ethical standards are met.*) Salaries and per diems for the field team may also be necessary if you are not contracting a data collection agency. Consider context-specific risks and challenges that you might want to plan for in advance. For example, the cost of gifts might be necessary if culturally expected. Fieldwork costs may also include the cost of data analysis and report writing if being done by an external agency.
- As needed, a contract with Promundo-US for **technical assistance** in preparing and implementing an IMAGES replication may be advisable.
- **Communications and dissemination** costs can be quite large for a survey like this, including the expenses of the design, printing, and duplication (versions in multiple languages) of final report products.
- Other **miscellaneous costs** – basic supplies, administrative support, phone or internet use, postage, and so on – should be considered as early as possible in the budgeting phase.

- **Overhead costs and taxes** are also important to account for and can sometimes end up becoming a larger portion of the budget than expected.

Please see the list of helpful links at the end of this section for more information.

A comprehensive budget for a complementary qualitative component would likely be somewhat smaller but still include costs related to all the components we have listed.

As for timelines, we expect the quantitative component of IMAGES to take at least 18 to 24 months from start to finish and the complementary qualitative component to take at least 12 months. In your planning, consider that each research location will have different seasonal variations, holidays, time-bound dissemination platforms, and other contextual considerations that will affect the overall research timeline.



**STEP
4**

Identify the core leadership team.

Whom would you like to involve in the survey? Which local academics, institutions, or other collaborators would improve the quality and legitimacy of the survey if involved? Who has the time and capacity to play a central leadership role?

Collaborate with key people and partners.

In our experience, IMAGES studies tend to be most successful when they involve strong collaborations by researchers, activists, and other key stakeholders. With your articulated vision of change in mind, think about the influential agents you want to work with to help you achieve the change. For instance, who are the leading academics in the field of gender equality or violence against women in your country or region? Are there any inspiring and experienced activists who are passionate about making change in this area? Which government ministers and policymakers have previously shown support for this or a related issue? Who else can lend quality and credibility to your survey?

These are the people who can inform, support, guide, and inspire your project. Although some of your partners will likely be international, our experience indicates that having strong and engaged national partners – from government, civil society, United Nations agencies, and academia – who are attuned to the local context is paramount. We strongly recommend using a participatory approach in which national stakeholders take the lead on the research to ensure that it is used effectively in the long term.

Select a research coordinator.

Given the scale, complexity, and sensitivity of the survey's methodology, we strongly recommend that a research coordinator be assigned or hired for the duration of the project. Their role would be to oversee the work from start to finish, ensure quality control and ethical standards, promote collaboration and buy-in from the various stakeholders, and help ensure the findings are used to inform policies and programs. This is particularly crucial if you are planning to do two or more components (for instance, both quantitative and qualitative IMAGES studies) so that one person oversees the compatibility of the components. Even if you are only conducting the quantitative survey component of an IMAGES study, though, a committed research coordinator is crucial.

An effective research coordinator can usually demonstrate the following key skills:

- Strong time-management and communication skills
- Proven experience coordinating large-scale studies or projects with multiple partners or stakeholders
- Ability to handle multiple tasks under pressure
- Proven skills in budget and logistics management
- An understanding of and commitment to rigorous ethical standards for research
- An ability to communicate with diverse stakeholders
- An understanding of different research methodologies and an awareness of how to use evidence for policy and program change
- Fluency in local language
- Fluency in other languages, if needed to coordinate with international agencies

Hire or assign lead researchers.

If your organization does not have a lot of experience doing research, you may need to hire an external lead researcher or a team of researchers. These experts will oversee all stages of the research, including questionnaire adaptation, interviewer training, data analysis, and report writing.

The following recommended criteria can guide the process of hiring lead researchers:

- Proven experience in quantitative survey research, data analysis, and report writing in the fields of gender, development, demography, and/or other social sciences for the purposes of planning and formulating policies
- Proven experience selecting, training, and supporting an effective and committed team of researchers and fieldworkers
- Demonstrated ability to ensure representative sampling and rigorous survey data collection, resulting in comprehensive and high-quality data
- Demonstrated ability to conduct complex data analysis, including frequencies, cross tabulation, and multivariate linear and logistic regression modeling
- Understanding of, respect for, and capacity to address ethical and safety issues associated with conducting research on violence against women
- Experience in research that aims to understand violence against women and/or men's attitudes toward violence or in areas related to gender and violence – an especially strong asset

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

Create a national working group of partners.

Once you have established partnerships, we recommend forming a national working group to advise the research processes in your country. The working group should consist of a diverse range of individuals

– including, for example, civil society practitioners, researchers with research institutions, government counterparts, and other specialists. It is crucial that you form the national working group in the early stages of your survey to build local ownership from the start. This will greatly help in ensuring that you have committed partners who will take the research findings forward into policy and programmatic changes.

The roles and responsibilities of the working group can vary across contexts but should generally include the following:

- Help adapt research protocols and tools to the national or local context
- Provide expertise and review of tools and methods
- Support and advise on developing, planning, and conducting research
- Build alliances with the women's movement and other pro-feminist social movements related to the project
- Provide guidance about referral and support mechanisms for research participants
- Review and provide feedback on initial findings and analyses
- Validate research findings
- Support the country-level dissemination of the research findings to promote policy and programmatic improvements for violence against women prevention

The working group should meet regularly, particularly during the planning and implementation stages of research, which will require the most coordination and collaboration.

Note that it is often helpful to provide the national working group members with a memorandum of understanding that outlines their roles and responsibilities, the scope of their potential contributions, and any expectations around authorship and data ownership.

Doing research on sensitive topics: LGBTQIA+ rights issues

The topics of homophobia and other forms of discrimination based on sexual orientation or gender identity are important components of the IMAGES mission, and we encourage you to find the right way to address these topics in your study. Yes, these topics are sensitive in many places, but that is not on its own a reason to remove them from the survey in your country. Instead, it is a reason to take the topic seriously and do due diligence to ensure that both the research content and the process are maximizing benefit to the LGBTQIA+ community and minimizing or eliminating any potential harm. This means doing thorough and adequate training to ensure data collectors can deal with these subjects in respectful ways and make respondents feel comfortable to respond honestly.

But more than anything, it means bringing in voices of leadership from LGBTQIA+ organizing and activist movements in your country to make sure that IMAGES is supporting their current advocacy topics and mission. The principle to keep in mind is, “Nothing about us without us.” It is important not to make decisions about an oppressed or marginalized group without putting their voices at the center of decision-making. In past IMAGES experience, LGBTQIA+ activists have very helpfully shaped and honed questions in the surveys to best align the findings with their ongoing advocacy initiatives. It is possible to do unintended harm to these communities by forging ahead on research “about them without them.”

It is always better to make decisions about research on discrimination and other sensitive topics by engaging leaders and representatives from the groups most affected. In some cases, collaborations with LGBTQIA+ organizers have produced rich new questions to add to the survey. For example, discriminatory attitudes were known to be so prevalent in a certain country that LGBTQIA+ leaders urged us not to measure and report on widespread homophobia anymore, feeling that this was not helpful to the movement. In this case, LGBTQIA+ leaders helped shape more nuanced qualitative research.

STEP
5

Understand ethical considerations for conducting gender and violence research.

How can we minimize any risks to our participants and researchers?

Doing research related to sensitive topics such as gender norms and violence against women, you may find different factors at risk: participants' physical, psychological, social, and emotional well-being; researchers' physical, psychological, social, and emotional well-being; family and community stability and safety; or the reliability of data collected.

To help mitigate these risks, the World Health Organization (WHO) has released a guidance note on conducting research on violence against women (2001), which includes eight recommendations for conducting safe and ethical research. One of the recommendations dictates "Violence questions should only be incorporated into surveys designed for other purposes when ethical and methodological requirements can be met." Adhering to the remaining seven recommendations will ensure that your adaptation of IMAGES meets these ethical and methodological requirements (taken directly from WHO, 2001):

- The safety of respondents and the research team is paramount and should guide all project decisions.
- Prevalence studies need to be methodologically sound and to build upon current research experience about how to minimize the underreporting of violence. (*See the list of helpful links at the end of this section for some relevant resources.*)
- Protecting confidentiality is essential to ensure both women's safety and data quality.
- All research team members should be carefully selected and receive specialized training and ongoing support.
- The survey design must include actions aimed at reducing any possible distress that the research causes for participants.
- Fieldworkers should be trained to refer women requesting assistance to available local services and sources of support. Where few resources exist, it may be necessary for the study to create short-term support mechanisms.

- Researchers and donors have an ethical obligation to help ensure their findings are properly interpreted and used to advance policy and intervention development.

In addition to these, we recommend that you sex-match your respondents and fieldworkers (i.e., have male fieldworkers administer surveys to men and female fieldworkers administer surveys to women), that you do not interview men and women in the same cluster or community, and that you devise an adverse event reporting protocol to promptly respond to safety issues or ethics violations while in the field. See *Annex 2 for an example of an adverse event reporting form*.

Adhering to this guidance is of paramount importance, as unethical research is harmful to subjects and potentially violates the very human rights that we as researchers are bound to uphold. Closely following this guidance can also add extra logistical steps and delays to program planning. Thus, it is essential for the IMAGES team to begin addressing safety and ethical concerns in the program as early as possible. Understanding the various existing services and resources for survivors of violence in survey sites will be particularly important, as any data collection effort will need to provide respondents with referral information. In many contexts, while services exist, service provision coverage is inadequate or low quality. In such cases, consider supplementing these with short-term support mechanisms.

Additional helpful links

- Partners for Prevention (P4P) has shared a [sample budget](#) and [timeline](#) on its website that are close approximations of what you would need for an IMAGES replication.
- The WHO has released [ethical and safety recommendations](#) for research on violence against women.
- P4P has also shared [ethical and safety guidelines for research on gender-based violence](#).
- Best practices for minimizing underreporting of violence include guidance from the Demographic and Health Surveys ([Section 1.2.3 in this document](#)) and the WHO's [practical guide](#) for researchers and activists working on violence against women.
- We recommend considering feminist principles in the planning and execution of your IMAGES research. As defined by the International Women's Development Agency, "Feminist research tries to capture the diversity of women's experience, explore the gendered manifestation of power (both in the topic for research and the way in which the research is conducted), and interrogate the operation of gender norms" (2017). Best practices for incorporating feminist principles into research are outlined in the agency's [feminist research framework](#). [The International Development Research Centre](#) has developed other practical considerations in applying a feminist lens. For a complete rationale for why you should be incorporating this perspective, please see [2019 Gender and Development issue](#) on feminist values in research.

Planning and Conducting the Survey

This section will walk you through all the necessary steps to conduct the International Men and Gender Equality Survey (IMAGES) quantitative research component, including survey site selection and sampling design, protocol and instrument development, ethics approval, fieldwork preparations, field staff recruitment and training, pilot testing, data collection and learning documentation, data management, data analysis, interpretation, write up, and dissemination.

The IMAGES survey instrument may include questions on the following topics:

- **Demographic information:** Education and employment; stress and reactions associated with un- or underemployment; economic hardship; household characteristics
- **Childhood experiences:** Demographics of family of origin; gender-related practices in family of origin; experiences and witnessing of violence in childhood; adverse childhood experiences (ACEs)
- **Relations in current household:** Marital or cohabitation status; division of and participation in household chores; perceived satisfaction with family life; household decision-making; time spent in specific domestic chores and family care, including childcare
- **Parenting and relationships with children:** Number of children; antenatal care accompaniment; use of paternity, maternity, and parental leave; perceptions of and attitudes toward existing parental leave policies in country; division of childcare responsibilities; use of violence and harsh punishment against children; use of positive parenting strategies
- **Attitudes around gender and masculinity:** Attitudes about gender equality using the Gender-Equitable Men (GEM) Scale and other measures; attitudes about various gender equality policies that may have been implemented in each country

Validated measurement scales

The [GEM Scale](#) is a psychometrically validated attitude scale developed by Promundo and the Population Council. It has been widely validated and used and works most effectively in countries with gender norms that tend toward conservative or more restrictive. Since developing the GEM Scale, Promundo has developed the [Man Box scale](#), an attitude scale that includes some questions from the GEM Scale and that works well in more progressive settings or where more gender-equitable attitudes may prevail but harmful ideas about masculine norms are also prevalent.

- **Social norms and societal expectations:** Perceptions of the acceptability and prevalence of various harmful behaviors, such as intimate partner violence or violence against children
- **Health and quality of life:** General health; use of health services; substance use; mental health issues, such as depression and suicidal ideation; social support; use of or victimization from violence in community contexts (section uses relevant World Health Organization [WHO] and other United Nations measures, including relevant items from the Demographic and Health Surveys)
- **Partner relations and spousal relations:** Current relationship status and satisfaction; partner characteristics; relationship quality and communication; use of services and help-seeking in times of violence or relationship stress
- **Violence against partners:** Men's use of violence – physical, sexual, psychological/emotional, and economic – against intimate partners (using WHO protocol); women's victimization of violence by partner; men's use of sexual violence against non-partners; men's self-reported purchasing of sex, including with underage individuals; men's use of transactional sex and provision of material support for sex

- **Sexual behavior.** Sexual experience; sexual orientation; behaviors related to sexual and reproductive health (e.g., contraceptive use); sexually transmitted infections, including HIV history and HIV testing; satisfaction with sexual relations; use of sexual and reproductive health services

These topics, and the data that emerge from the survey, are designed to:

- Assist in awareness-raising activities and advocacy nationally and internationally
- Develop a global database and assessment of men's and women's behaviors and attitudes with a relatively standardized instrument
- Provide a baseline or benchmark for monitoring changes in men's and women's behaviors and attitudes in line with various international processes, including Commission on the Status of Women agreements and the Sustainable Development Goals

It is important to note that the IMAGES questionnaire builds on existing instruments. It draws heavily on the Gender Equality and Quality of Life questionnaire developed by Nordic Gender Institute (NIKK) with support from the Ministry of Children and Equality, Norway, along with items from the WHO Multi-Country Study on Women's Health and Domestic Violence Against Women, the GEM Scale developed by the Population Council and Promundo, and surveys on sexual violence and physical violence against women carried out by the South African Medical Research Council.

It is also important to highlight that while the IMAGES instrument includes some standardized questions and measures, it undergoes a process of adaptation with each implementation to enhance the tool's relevance and suitability for the context where it is applied. For example, in post-conflict settings like the Democratic Republic of the Congo, a special module of questions on trauma and the effects of the conflict on mental health were included in the survey.

This section now proceeds through the 12 steps involved in carrying out IMAGES. Note, however, that these steps begin with the assumption that

at this point, you have already identified and contracted your research partners and have established and engaged your national working group.


**STEP
1**

Select survey sites and the sample design.

What sampling strategy is most suitable? What are some typical parameters of an IMAGES sample design? What are some special considerations to keep in mind when choosing a sample design?

The sample design for IMAGES has varied over time and across countries. The original IMAGES was designed as a survey covering two urban areas (one main city and one secondary city). This criterion has evolved over time based on funding opportunities in the context of each country. Of the completed IMAGES surveys to date, some have been conducted in only one major city and some in both urban and rural areas; others have involved designing a nationally representative sample. Our recommendation is to aim for national or subnational representativeness with IMAGES surveys as feasible.

However, IMAGES studies require a degree of population representativeness – i.e., an element of random sampling. Therefore, one of the first decisions will be to determine your sampling strategy: Do you want to conduct a nationally representative survey? A survey in one or two sites or regions? This decision should be based on your available budget, time, and resources and on the purpose of collecting data. If, for example, the government requires national estimates on men's perpetration of violence, then you will need a nationally representative sample. Remember, "nationally representative sample" does not mean that you must conduct the survey in every single region or province. Often, a regionally stratified sample is most appropriate when a country is divided into regions; in such a case, multiple districts or provinces will be selected from each of those regions using probability proportional to size sampling. This will generate a sample that is self-weighting and representative of the population, which will save you much time and effort after data collection. Alternatively, if you do not require a national sample, we suggest conducting the survey in two urban and two rural sites: for example, in the capital or the largest city and in one province, region, or district.

If your main research questions are around violence, note that surveys with women often use a nationally representative sample to determine national prevalence rates and provide an overall picture of women's experiences of violence that is representative of the country. This is not always necessary for research with men, which is not designed to provide national prevalence rates but to better understand men's use of violence, including the factors associated with such use. A survey in one or two sites is often sufficient to meet the objectives of understanding men's use of violence and identifying factors associated with violence in order to complement the national prevalence data from surveys of women.

The general parameters for an IMAGES sample design are:

- A multi-stage, self-weighting, and representative sampling design
- A sample size of about 1,000 men (ages 18 to 59) and 1,000 women (ages 18 to 59) in each country using a random household survey based in a specific geographic area (or a sample size of sufficient power to answer your specific research questions)
- Interviews with men and women not being carried out in the same household, and ideally not even in the same community or sampling unit, to ensure the safety of women
- Sample generation ensuring there is adequate sample representation across socioeconomic strata, and when appropriate, by ethnicity, religion, or other defining national criteria

If your research question requires you to do a comparative or more granular analysis of a subgroup of your population (e.g., Indigenous versus non-Indigenous groups or parents versus non-parents), you might want to consider oversampling the subgroup of interest to ensure adequate statistical power for your analyses. However, if you do, please be sure to use survey weights to correct for the extra weight of the oversampled subgroup whenever you analyze and report on full sample data.

Finally, consider contextual challenges that might impact the feasibility of your sampling strategy, such as population density, road access, or climate. These practical issues might inform sampling design or sampling procedures and should be reflected in your research protocol.

Depending on the technical capacity of your organization, we advise involving a professional statistician or sampling expert for this step of

completing the sample design. Make sure that in creating a sampling strategy, the sampling expert provides you with a clear list of enumeration areas selected for the survey, as well as some extra “replacement” enumeration areas drawn using the same sampling strategy in case replacements are necessary due to unforeseen circumstances during fieldwork.


**STEP
2**

Finalize the national IMAGES research protocol.

What purpose does the research protocol serve? What precautions do we need to take at this stage to ensure the safety of respondents and research teams? What modality – paper or electronic – will be most effective for our survey?

The “research protocol” is a document that outlines all aspects of your methodology for conducting the survey – from sampling to analysis – to ensure that all stages of the research meet the standards for producing high-quality, ethical data that is replicable and comparable across countries. Your research team, with input from the national working group, should create a national IMAGES research protocol at an early stage of the project.

Several important decisions must be made to finalize your protocol, including on sampling strategy, survey sites, use of electronic or paper questionnaires, composition of research teams, roles of the national working group partners, questionnaire adaptation, timelines, and budget.

A sample quantitative research protocol is included among the helpful links at the end of this section. It is essential to adapt the sample protocol to your setting based on the specific complexities and characteristics of your survey and location.

Note that you should create a “safe name” for the survey to protect respondents’ and researchers’ safety whenever research team members talk about the survey to people not on the team. The safe name should not include the word “violence” because if people in the community are aware that the survey is about violence, it may put the respondents at increased risk to their safety and privacy. The word “gender” is often misunderstood

as well and may prompt apprehension or confusion. Examples of suitable safe names include “Survey on Men’s Health and Life Experiences” and “Survey on Family Health and Safety.”

It is also helpful to draft a “community information sheet” that you can share with community leaders or other gatekeepers to the survey sites, which should include the safe name for the survey and some basic, non-sensitive information describing your survey. Often, it will help to have the stamp or signature of the institution that ethically endorsed your survey to gain trust and credibility in the communities that you enter.

The protocol should be translated into the main local languages of your country to ensure that all members of the national working group and the research team leaders fully understand all aspects of the project, as well as to ensure that other researchers from your context can understand and replicate your survey in the future. This is also often required for ethics approval. For more on ethics approval, see Step 4.

Electronic or paper?

If you plan on doing quantitative research, you will need to decide at this early stage of drafting the protocol how you want to collect data: electronically or using paper.

Relative to using paper surveys, using technology such as tablets to collect data removes the need for tedious data entry and data cleaning, eliminates the chance for human error with complicated skip patterns, ensures the anonymity of respondents, and can be programmed to include self-administered, audio-guided questions that address literacy issues and can result in higher rates of violence disclosure.

Unfortunately, the hardware for such technology can be expensive, and programming the software is time-consuming and usually requires hiring a specialist. The use of this technology requires specialized training for the research and fieldwork teams, and successful use in the field requires regular access to electricity and perhaps even an internet connection. You will need to assess, given your access to resources and constraints of the context, whether a paper-based or an electronic survey would be more effective.

STEP
3

Adapt and translate the questionnaire.

What are the steps involved in building an IMAGES questionnaire? How should we address local sensitivities when adapting the questionnaire?

Develop the questionnaire.

The research team, with support from the national working group, should adapt and translate both the women's and men's quantitative questionnaires. The [searchable repository](#) of all IMAGES questions ever asked is a helpful tool when building a first draft of the survey. The tool includes instructions on how to build a questionnaire using the search and filter functions and allows you to see which IMAGES questions are typically asked in all countries. For instance, if you are particularly interested in existing IMAGES questions on son preference, you can filter for this topic and find all the questions that have been asked before and where. You can also filter questions by country or region, as well as use both country and topic filters to see what questions on a particular topic have been asked in a particular country – say, questions about the division of care work in the home in Nigeria.

Generally, most questions in the final IMAGES instrument are common across countries, and few are country-specific. Retaining a core set of questions across IMAGES surveys helps ensure cross-country comparability. New questions specific to your country context can be added, but questions related to the core topics within IMAGES that have been asked in most countries (see Annex 1) should ideally be retained in the questionnaire. Adding many questions should also be done only after careful consideration to avoid making the questionnaire too long.

Adapt to local sensitivities.

While the original IMAGES questionnaire was created to be as widely applicable as possible, there will always be a need for subtle adjustments to the content based on translation needs and cultural considerations. For example, we advise making essential changes to ensure questions are adequate for your context, such as defining the different educational achievement levels as they are understood by survey participants or adjusting income categories to reflect the distribution of earnings and currency in the survey location.

Beyond these types of essential changes, there might be specific sensitivities in your context that some of the questions in the survey might trigger (e.g., questions about sexuality or violence). It is important to consider which sensitivities are present in your context and whether there are any real threats to the safety of participants and/or fieldworkers in asking about these.

There is often a desire among research team members or fieldworkers to entirely exclude questions related to sensitive topics like sexual health, homosexuality, violence, or rape. While guaranteeing participants' and researchers' safety is paramount, we urge you to include these sensitive topics in the survey. With proper training, enumerators and field teams should be able to deal with these topics respectfully and establish adequate rapport with research participants so that asking these questions will ideally cause no harm. On occasion, certain research teams have adjusted the questionnaire so that certain sensitive sections are self-administered (i.e., respondents answer the questions in private, entering their own responses directly onto a tablet or similar device). This adaptation may require additional time and may be more challenging technologically.

In any case, do consult with your national working group to identify potential cultural and contextual sensitivities and verify the adequacy of the adaptations. It is also advisable to enlist the technical assistance of Promundo staff who have been involved in prior IMAGES studies to supervise and/or approve any suggested adjustments to make sure that quality and comparability are preserved.

Translate the questionnaire.

Because of the technical precision of the questions and concepts included in the IMAGES survey, an excellent translator is required. Choose a translator who is familiar with the research topic and understands key concepts, such as gender, masculinities, and gender inequality. It helps to discuss how these terms should be translated prior to translation.

It is best for a single translator to translate the entire questionnaire to ensure consistency and continuity of language use. But it is then essential for someone who has not reviewed the original English questionnaire to translate the local-language translation back into English. By comparing

this “back-translation” with the original IMAGES survey, your team will be able to see what shifts in meaning may have accidentally been introduced into this process and make any adjustments to the local-language version as necessary. At this stage, we recommend scheduling an in-person reconciliation session with the local-language translators and the research team to review in detail all the differences in language and terms and to reach a consensus on the most participant-friendly yet accurate translation of terms and concepts.

Test the questionnaire.

We recommend testing the questionnaire at this stage with a small but diverse set of male and female respondents who are unfamiliar with the questionnaire to ensure that the questions are clear, that any skip patterns work correctly, and that the length of the questionnaire is acceptable. Step 8 of this section describes a pilot testing stage that we also recommend completing in addition to this initial testing. It is always best to test your questionnaire multiple times and minimize the chances of errors during the actual administration of the survey.



STEP 4

Apply for ethics approval.

What is the process for getting ethical approval for an IMAGES survey?

At this stage, several steps may start at the same time. If, for instance, your local ethics approval process requires submitting a final questionnaire as part of its application process, you may need to complete the pilot testing, debriefing, and revision of the questionnaire (Step 8) prior to applying for ethical approval. Sometimes, an ethical review board (also called an institutional review board) will be willing to review your application with the disclaimer that the questionnaire will be slightly modified in the future because of the pilot testing. This means you can begin Step 4 at this time, though you will likely have to resubmit the questionnaire to the board once it is finalized.

As with any research involving human subjects, all research teams conducting IMAGES should obtain ethical research clearance from a national and/or university-based institutional review board before beginning the research. Ethical review processes can differ across institutional review

boards and institutions. However, you are usually required to provide a copy of the research proposal or protocol, all questionnaires, informed consent forms, and an explanation of how you will mitigate potential ethical and safety issues. If you are unsure how to find a national ethical review board to give ethical clearance to your research project, contact a national academic or research institution.

When designing the IMAGES questionnaire, it will be important to consider how to communicate risks to participants and formulate a mitigation plan for minimizing these risks. Additionally, you should establish a data analysis plan prior to data collection to determine what questions are necessary to ask. Additional components of an institutional review board application may include processes and plans to ensure participants' confidentiality and privacy and creating questions that do not cause participants psychological distress or harm. *For more on why we should care about research ethics, see Step 5 of the "Initial Preparations" section.*


**STEP
5**

Prepare for fieldwork.

What logistical or administrative steps do we need to complete before commencing fieldwork?

Define survey sites or enumeration areas.

Your sampling design should have defined a list of communities, clusters, or enumeration areas that your enumerators and fieldworkers will be visiting. Ahead of commencing your fieldwork, you will need to determine (and often optimize) the route to reach these sites, as well as the groups of fieldworkers that will be assigned to each. Specifically, if you have assigned different enumeration areas for men's and women's surveys, you will need to ensure that sex-matched groups of enumerators are sent to the correct sites.

Complete the household listing.

Then, you must determine whether and how households will be listed in the clusters or enumeration areas. Is this being done by a separate enumeration team prior to fieldwork? Do you have an up-to-date household list already, or will it be part of the fieldwork process? Some IMAGES studies have used a random-walk approach, which does not require having access to detailed household listings in advance. Regardless of the decision, these plans and procedures should be clearly defined in advance of data collection.

Inform communities.

Once enumeration areas are selected, you must ensure the included communities have been informed about the survey (using the safe name and community information sheets). It is important that these communities expect interviewers' arrival to help facilitate smooth fieldwork. In some countries, this requires advance fieldwork by the interview team. In others, the ethical review board or national government partner may send letters in advance.

Decide on field teams and schedules.

It is important to plan the size and composition of your field teams and to develop a detailed schedule of how the target sample (i.e., the number of men or women who need to be surveyed in each area) will be reached by the teams available. Be flexible with the amount of time that field teams will spend in each enumeration area, as there can be unforeseen delays with generating household listings or finding eligible and available respondents.

Plan for transportation.

How will field teams get to the survey sites, both during the pilot and when administering the main survey? Have you adequately budgeted for safe transportation to all survey sites? Keep in mind that different survey sites may require different modes of transportation to be reached.

Plan for accommodation.

Where will fieldworkers stay during the interviewer training, the pilot stage, and the administration of the main survey? Will they need to bring sleeping bags, mosquito nets, sunblock, insect repellent, or any other health and safety essentials with them? If so, have you arranged for these to be provided to each fieldworker? Have you budgeted for this?

Arrange for food and clean water.

Are food and safe drinking water readily available in all survey sites, or will field teams have to bring their own provisions to some areas? Have you budgeted for this?

Ensure access to communication.

Do all interviewers and supervisors have mobile phones (with sufficient phone credit) or another reliable mode of communication? Will these be usable in all survey sites? If there is no mobile reception in some survey

sites, what other mode of communication can teams use in those areas? Ensure that all fieldworkers also have the contact details of the research coordinators in the head office and of emergency services.

Consider health insurance.

In areas where public emergency services are lacking or nonexistent, there may be alternative private services that you can contract for the duration of data collection. Will you be offering insurance to your fieldworkers? Have you budgeted for this?

Plan for fieldworker salaries.

How and how often will fieldworkers receive their salary? This money should be prepared well in advance to avoid payment delays, which may severely reduce interviewer morale, negatively impact their well-being, and in turn, impact data quality. See *Step 6 on recruiting field staff for additional suggestions regarding salary.*

Organize petty cash.

How will you budget for petty cash during the data collection? If supervisors need to have large amounts of cash on their person, how will they keep this money and themselves safe?

Check Wi-Fi connectivity for electronic data collection.

If you are using electronic data collection (e.g., tablets), check if a Wi-Fi connection is available in each survey site for supervisors to upload the data daily. If not, you will need to arrange for a Wi-Fi connection or expand the budget to cover supervisors traveling regularly to the closest location with a stable internet connection to upload data.

Provide charging stations.

If you are using tablets or other electronic devices for data collection, how will these be charged on a regular basis? Is electricity readily available at all survey sites? If not, you may need to budget for and provide additional charging solutions, such as power banks or car chargers.

Purchase and prepare supplies.

Many materials will need to be purchased and prepared before the training workshop and before data collection. These include backpacks for carrying field materials, first aid kits for each team, interviewers' name cards,

T-shirts with institutional logos identifying interviewers (if appropriate), blank paper, colored pens, staplers, tape, paper clips, any other stationery, and finally, all printed field materials and training materials.

Ensure the safety and security of field staff.

The safety of your team is of the highest concern. It is important to ensure that your research team – from the principal investigator to the field staff – is aware of any potential safety and security issues that may arise during all stages of the research and is appropriately briefed (or even trained) on how to handle these scenarios. This will vary depending on safety and security concerns in different settings. Supervisors and survey team leaders should also consider potential backlash against the data collection exercise and how that might impact the safety and security of the interviewers after they administer surveys.

STEP 6

Recruit field staff and prepare for fieldworker training.

How should we hire staff for the field team? What are the characteristics of an ideal interviewer? What are the characteristics of an ideal supervisor?

Over-recruit interviewers.

The selection of appropriate interviewers and supervisors is an essential component of ensuring the success of your research. Experience from other surveys suggests that it is important to over-recruit interviewers to be trained, enabling the team to maintain some flexibility and retain the option of not hiring everyone who is trained (since the training will provide more opportunity to observe individual skills and composure with the subject matter). Because this survey targets both men and women, it is critical that you hire both men and women field staff to do the interviews with male and female respondents, respectively. As a general principle in violence against women research, men should interview men and women should interview women to reduce underreporting and for safety reasons. Also, some fieldworkers may drop out or fall sick, and it is important to account for this in your training.

Your recruitment process should also consider that, given the length of the survey's questionnaire and the need for revisits (whenever interviews are cut short or interrupted and rescheduled for a later time or day), an

average of only two to three interviews can be completed per interviewer per day. To maintain both interviewer morale and work quality, therefore, interviewers should be paid per day and not per interview. In general, avoid incentivizing speed of data collection, emphasizing quality instead. Based on the WHO (2001) guidelines on research on violence against women and for the health and safety of your field staff, we also strongly advise that each fieldworker interview no more than 100 people.

Recruit suitable interviewers.

An ideal interviewer usually demonstrates the following qualities and skills:

- Able to interact with people of all social classes, ethnic groups, and religions in a given setting
- Nonjudgmental and comfortable with the content of the research (which includes being relatively gender equitable and not supporting violence in any way)
- Mature and skilled at building rapport
- Experienced and resourceful at dealing with sensitive issues
- At least a secondary school education (given the complexity of the questionnaire)

Divide field staff into teams.

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

- One supervisor
- Three interviewers
- One driver
- Possibly one counselor or psychosocial support staff member (especially in areas highly impacted by violence and where other support resources are not readily available)

Find and recruit suitable supervisors.

An ideal supervisor usually demonstrates the following qualities and skills:

- Experience leading and managing a team
- Able to build and maintain team morale
- Approachable and impartial

- Organized
- Diligent and committed

Find a suitable counselor.

An ideal counselor or psychosocial support staff member usually demonstrates the following qualities and skills:

- A specialized advanced degree in psychology, counseling, social work, or a related field
- Proven experience in case management to support victims of violence
- Able to support and build team morale
- Approachable and impartial
- Diligent and committed

Choose an appropriate venue.

Choosing the right venue and facilitators for the fieldworker training is also essential. Make sure the training venue has enough seating for all participants and enough space to conduct any group activities you may choose to do. The training venue should be quiet, private, and in a reasonably accessible location. Above all, select an excellent training facilitator or group of facilitators. Given the sensitive nature of many of the topics covered in this training, including violence against women, gender norms, and sexuality, the role of the facilitator is crucial in guiding and supporting fieldworkers through this learning.

Find the ideal facilitator.

A facilitator of your fieldworker training should be able to:

- Recognize and accept their own biases and make a conscious effort to remain neutral in the workshop/training environment
- Create and sustain a safe and comfortable learning environment
- Remain open-minded, patient, and prepared to answer challenging questions from trainees
- Respect participants
- Inspire the trust of others
- Be enthusiastic and motivated about violence against women prevention
- Present with sensitivity

- Be nonconfrontational and interact with others in a friendly and honest manner

Additionally, facilitators should have a solid understanding of the following topics:

- Different concepts around human sexuality, including sex as a biological concept, gender as a social construct, sexual orientation and sexual practices and the links between them
- The multiplicity and fluidity of masculinity and femininity
- Links between socially promoted gender roles and violence against women
- Gendered expressions and structures of power
- Different types of violence against women, contributing factors, and consequences and social reactions to them in your context
- Laws, national policies, and statistics (if available) regarding violence against women in your country
- Prioritizing the safety, health, and well-being of survey participants and fieldworkers
- Personal limitations and willingness to ask for help when it is needed



STEP
7

Conduct fieldworker training.

What are the objectives of the fieldworker training? What does a successful training look like?

Given the complexity of the questionnaire and the sensitivity of the research topic, we strongly recommend a fieldworker training period of no shorter than one week and ideally two weeks. If the budget and timeline allow, we advise an immersive training of up to three weeks that includes various activities to build fieldworkers' knowledge of gender, masculinities, and violence, as well as a comprehensive pilot testing exercise.

Clarify objectives of the training.

The purposes of this essential training include for participants to:

- Be sensitized on gender issues at the personal and community levels
- Develop a basic understanding of violence against women, its

characteristics, the factors associated with violence against women, and the impact of violence on people's health status and other outcomes

- Understand the goals and importance of the survey
- Understand key concepts (e.g., masculinities, gender, and gender equality)
- Learn the skills necessary to conduct sensitive and safe interviews
- Learn and follow all ethical and safety guidelines, including the ways in which they should safeguard their own health and well-being throughout and after completing the fieldwork
- Become familiar with and practice applying the survey's questionnaires and protocols, including field procedures
- Learn how to use tablets and have sufficient opportunity to practice and become fluent with the technology (if applicable for your survey)
- Receive information and resources on vicarious/secondary trauma and strategies to prevent and/or treat it

If you sense that a particular fieldworker holds strong gender-inequitable views and attitudes, we advise you to reconsider the decision to hire that fieldworker or to even have them continue participating in the training given the sensitivity of the survey's subject matter and of the training.

What makes a training successful?

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

- Ensure before the training that facilitators understand all the topics in the survey and are familiar with and capable of training others in the concepts involved.
- Create an environment that is tolerant and collaborative, setting some ground rules collaboratively with the group if appropriate.
- Focus on the group becoming acquainted with each other and encourage everyone to participate.
- Encourage participants to ask questions they always have wanted to ask but may have been afraid to.
- Include a variety of communication methods, including visual aids, role-playing, group discussion, and team-building activities.
- Allow participants to draw upon their own experiences where

appropriate, as this helps to cement learning. However, ensure that discussing personal traumatic experiences does not become the central focus of the workshop. Have the contact details of a counselor available to fieldworkers in case they become emotionally affected by discussing these sensitive issues.

- Ensure that you have a co-facilitator to assist with the training.

It is particularly important to stress the principles of confidentiality and privacy, as participants may discuss harmful experiences from their past. It is everyone's responsibility to ensure the training sessions create a safe space for participants to discuss sensitive and difficult topics openly and without judgment.

Consider these additional tips for the fieldworker training.

- Check beforehand that you have all the equipment you will need – flipcharts, markers, handouts (enough copies for each participant, and extras), projectors, adapters, electrical sockets, laptops, and whiteboards.
- Ensure the room is arranged so that all participants can see clearly and contribute to discussions. Ideally, chairs and tables should be movable to allow for flexibility in different activities and presentations.
- Plan to take regular, short breaks to keep participants engaged and energized. This is particularly important given the sensitive topics covered during interviewers' training.
- Ensure the facilitators are aware that the topics covered during training may have adverse impacts on some of the participants. They should monitor the impact of the training on the attendees and be able to address any adverse emotions or reactions if they arise.
- Ensure that the interviewers' training is interactive and that the field staff have a chance to practice administering the questionnaire and role-play potential high-risk scenarios to build confidence.
- Assign interviewers ID numbers at the start of the training because they will need to practice using them in the field procedures.

STEP
8

Conduct the pilot survey, debrief, and revise the questionnaire.

How should a pilot survey be designed and conducted?

Design the pilot survey.

Before the questionnaire can be considered “final,” it is important to test it in real conditions during what we call a “pilot survey.” It is important that the pilot survey not be conducted in the survey sites where data collection will take place to adhere to the sampling design. It should, however, take place in sites that are demographically and culturally similar to the main survey sites. A sample of no fewer than 20 men and 20 women of diverse demographic characteristics (or one interview per fieldworker, whichever is greater) should be reached in this pilot exercise.

Organize the logistics of the pilot survey.

The pilot should be seen as a practice run for the whole research team before the data collection officially begins and, therefore, all procedures for data collection should be applied in the pilot.

By this stage, the questionnaire should not require significant modification – that should have happened at the questionnaire testing phase, in Step 3 – but interviewers should record any errors or difficulties that they encounter in the questionnaire during the pilot. Regardless of whether electronic or paper surveys are being used, ensure that the ID numbers for the pilot interviews are unique and easy to identify (i.e., different from the ID numbers that will be used during the actual data collection). This will help you separate the pilot data from the main survey data during data cleaning.

Please consider the logistics of deploying your team of fieldworkers for the pilot survey and budget accordingly.

Debrief after the pilot.

Fieldworkers and supervisors should record any challenges or unexpected circumstances that arise during the pilot, and these should be discussed in detail in a group debrief immediately following the last day of the pilot. It is important to have the debriefing session no more than one day after the end of the pilot so that fieldworkers' experiences are fresh

in their memories. The debriefing session is a crucial opportunity for the fieldworkers to share their experiences, to clarify any areas of confusion, and to agree on a uniform approach to any fieldwork challenges. If certain field procedures or concepts emerge during the debriefing as problematic, some additional training may be necessary at the end of the debrief.

Finalize the questionnaire.

Any challenges discovered during the pilot process related to the questionnaire should be corrected, and the questionnaire should go through one final stage of extensive testing, particularly if there have been any changes or errors with the skip patterns. To avoid delaying the fieldwork, this should be the last opportunity to make any changes to the instrument.

STEP 9

Begin data collection.

What are the steps involved in administering the survey? What are some additional considerations to keep in mind at this stage?

It can be difficult to ensure that all elements necessary for data collection are ready (e.g., documents translated and printed, accommodation and transport arranged, and tablets programmed) in time for the commencement of fieldwork. IMAGES partners have come across significant, unforeseen challenges only days – sometimes hours – before data collection was scheduled to begin. In some instances, these were technical issues related to the tablets. In others, finding the most appropriate terminology locally for some of the survey's most sensitive phrases took several days of discussion. To avoid such delays, it is important to plan your timelines carefully and conservatively.

But by this stage, after a successful process of (1) adapting, translating, testing, piloting, and revising the questionnaire; (2) acquiring the necessary ethical approvals; and (3) assembling and thoroughly training the team of data collectors, you are ready to begin data collection!

More specific instructions on data collection will necessarily be customized on a site-by-site basis. We advise you to prepare a manual for all fieldworkers (different from the research protocol, although some information might overlap) that outlines in very practical and clear terms their step-by-step responsibilities at every stage of the fieldwork.

During data collection, field teams should meet at least once a week to discuss any problems that interviewers are having, and supervisors should maintain regular contact with the research team leaders. In the first days of data collection, we recommend having the teams meet daily. We also advise that research team leaders make at least one field visit per team during data collection to ensure the survey is running smoothly.

Follow these steps during data collection.

- Your research team identifies enumeration areas, which should be randomly assigned as male and female enumeration areas or clusters for safety.
- The team lists all households in the enumeration areas (or uses a reliable existing household listing) and randomly selects the required number of households to be approached.
- The team allocates households to interviewers, who then visit their respective households and generate a list of eligible household members based on clearly defined eligibility criteria.
- Male interviewers identify one man in the household for interview (randomly selecting one eligible man using clearly outlined procedures); female interviewers do the same for women.
- If the respondent is not available at the time, interviewers arrange for a return visit (at least two further attempts must be made before a selected respondent is defined as a non-response).
- If the respondent is available, interviewers complete the informed consent procedure with the respondent before conducting the interview; these should happen in private.
- At the end of the day, supervisors debrief with the team.
- If using tablets, supervisors upload and charge the tablets at the end of every day.
- Once an enumeration area is complete, move on to the next one.
- On an ongoing basis, supervisors conduct quality-control checks, including brief drop-ins and observations, and share feedback with the interviewers.
- Supervisors also continually monitor progress with interviewer- and cluster-monitoring forms (provided by the research team)

Remind the team of these key considerations during fieldwork.

- There may be replacements of enumeration areas (in special circumstances) if the sampling design allows for it and the principal investigator approves it.
- There can be no replacement of selected eligible respondents within a household.
- Men must be interviewed by male interviewers, and women by female interviewers.
- Men and women must not be interviewed about violence within the same household or cluster for safety reasons.
- Participation in the survey must be voluntary – not coerced.
- Interviewers should never give anyone the questionnaire to look at, even before the questions are asked – not the driver, not the local leader, not the police, not the head of household, not other members of the household, and not even the respondents.
- Fieldworkers should not work in locations where they personally know the residents.
- To maintain both interviewer morale and interview quality, fieldworkers should be paid per day, not per interview.
- Supervisors must accompany each team of interviewers in the field.

**STEP
10****Document lessons learned.*****Why should we invest time in documenting lessons from the field?***

Aside from the data you collect, you are also gaining valuable knowledge from the experiences of everyone involved in the project. To capture this knowledge, we suggest that you document the lessons learned at every step and every level of the research project. This can include reflections from interviewers, supervisors, and research coordinators on their experiences in the field as a way of documenting the supplementary impacts of the research or learning about conducting this type of research in your context.

Ideally, you will complete this type of lesson-gathering immediately after finalizing the research to ensure that it captures the most relevant and accurate information before it is forgotten. This documentation can be shared among partners, donors, and other involved members in your research project, as well as with other practitioners and researchers in the field.

If you are interested in gathering the experiences of facilitators, supervisors, or research coordinators, consider convening the research team immediately after data collection is complete. This meeting may also allow you to check in on the health and well-being of your fieldworkers after survey completion. Consider doing a joint debrief, sharing resources that fieldworkers might need to prevent or treat any symptoms of fatigue or secondary trauma resulting from their work. Also plan for this in your budget.

**STEP
11**

Enter, clean, and code the data set.

What should we expect during data entry and cleaning? What resources are available to us for recoding IMAGES data?

Electronic data collection is preferable where possible, as it allows for much easier data entry and cleaning than do paper surveys. In either case, please refer to the IMAGES codebook available on the [online IMAGES repository](#) to follow the standard format for labeling variables. Using labels and data-cleaning steps that align with international IMAGES data sets makes it far more likely that international researchers will be able to easily incorporate your country's findings into multi-country comparative studies and potentially make your findings much more visible and impactful.

It is important to identify and remove any cases from the pilot or practice sessions and to clearly identify any incomplete interviews. You can do this by comparing the cluster and household codes in the data set to the documentation in the monitoring sheets, as well as by following other standard data-cleaning methods. Note that you will need to code a few open-ended "other" responses in the questionnaire. There will be refusals from some respondents for some questions, which will register as missing data. You can explore these refusals further to determine if they are reasonable in number and also whether there is a pattern to them (such as men with certain characteristics refusing specific questions) or if the refusals are indeed random.

Once the data set is clean, the next step is to create the variables that you want to look at in the analysis. Promundo can share information to assist in coding the most common comparative variables, provided you

have followed the data-cleaning process to match the data labels in the IMAGES codebook. *For analysis guidance, please contact research@promundoglobal.org.*

**STEP
12**

Analyze the data and write up the findings.

What are some recommendations around preliminary data analyses?

Once you have generated the relevant variables, with the appropriate labels and coding for the variables and response categories using the IMAGES codebook mentioned in Step 11, we suggest that you develop a core set of data tables for the analysis that you want to draw from. From these tables, you can summarize the findings in a narrative form, drawing from and adapting the report template shared in Annex 4. Consult with your technical advisory group on the format and content of your final products to make sure your evidence is being presented to your intended audience in effective and innovative ways.

In the discussion section, you should go beyond reporting on frequencies and descriptive statistics. Examine what the findings mean in your context, how the results compare to those of other studies from your country and from other countries, and what implications the results have for policies and programs. We recommend comparing your results with the literature review on relevant theories and with comparable data that you may have gathered in the initial stages of your survey to further strengthen the discussion section. More information on transforming your data into compelling policy messages and successfully disseminating them follows in the next section.

Additional helpful links

- Partners for Prevention (P4P) has shared resources for [training supervisors](#) and for [training \(male\) interviewers](#).
- Resources shared by P4P also include a [sample quantitative research protocol](#) that can be adapted to your context for IMAGES.
- Examples of activities to use during trainings to sensitize participants on gender issues can be found in the [Program H manual](#) designed for working with young men (ages 15 to 24) and the [Program P manual](#) designed primarily for working with fathers.
- For additional resources and guidance on sampling procedures, please contact us at research@promundoglobal.org.

Data Use and Dissemination

This section of the manual guides you through the steps necessary to fully disseminate and use IMAGES data to inform theory- and evidence-based violence prevention programs, policies, and communications strategies. The [IMAGES page](#) on Promundo's website also provides links to many examples of reports, presentations, and other uses of IMAGES data that you can draw from while developing your own data use and dissemination strategy. *For more detailed guidance on using IMAGES data for advocacy, please refer to the IMAGES Research-to-Action Toolkit on our [website](#).*

STEP 1

Compare your data with prior regional and cross-country reports.

Assuming that the sampling design is similar (i.e., that the data are representative of the same swath of the population, whether at the national or regional level), you can compare data collected during your IMAGES exercise against any data collected in prior IMAGES or other studies (such as Demographic and Health Surveys or Violence Against Children Surveys) to help validate your findings. Again, be mindful of differences in sampling design and analysis that may make comparisons less straightforward.

While making IMAGES data comparisons over time and across regions can help us understand how attitudes, norms, and behaviors around gender relations do or do not change, it is important to make any such comparisons with caution. Be sure to include any relevant contextual factors when presenting comparative data and be transparent about any meaningful differences in the methods and research design across studies to avoid inadvertently stigmatizing any one population or region.

**STEP
2**

Consolidate preliminary findings and conduct a validation meeting.

Once you have completed an initial round of data analysis, organize a validation meeting with the research team, your national working group, community representatives, and other relevant stakeholders to present your findings. This is an important step to ensure buy-in and garner support from the key players who will take these findings forward to implement changes in your country.

This is also a good opportunity to discuss with stakeholders all the realistic recommendations that are based on the research findings and strategize on the future communications approach. As with the inception meetings, we suggest a participatory and open approach to these discussions while also ensuring that all recommendations are linked directly to the findings from your research.

**STEP
3**

Produce a report or alternative presentation of findings.

After the initial round of analysis and validation of the preliminary findings, you should continue with a more in-depth analysis of the findings to draft a final report. The report should be written in clear and accessible language tailored to your projected audience, making use of visual aids (such as graphs and tables) to support your discussion, where relevant.

To help make sure people read the entire report, try to keep it succinct. You do not have to include everything in one report.

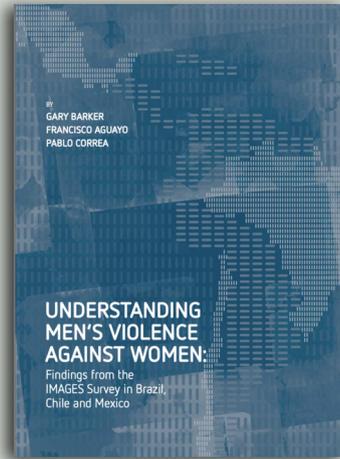
The main national report should be an opportunity to present your main findings and your core recommendations based on your findings from the IMAGES data. You may want to produce other products in the future, exploring certain themes in more detail. Although the national report is just the first of many research products for dissemination you are likely to produce from your findings, a high-quality report can go a long way in making an impact.

Consider other ways to present your major findings – for example, a detailed slide deck, a web page, infographics, thematic briefs, or fact sheets. The goal is for the data to be both easily accessible and widely used.

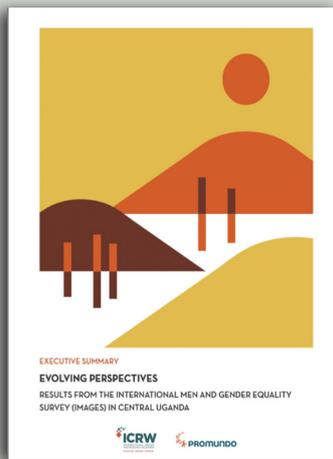
Examples of different types of IMAGES reports



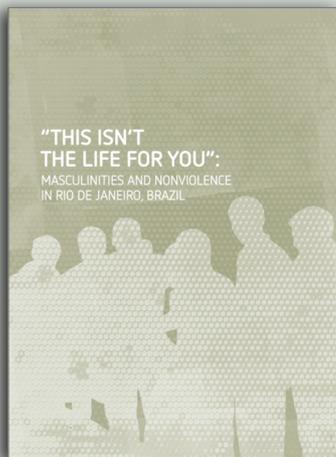
Multi-country, multi-topic reports



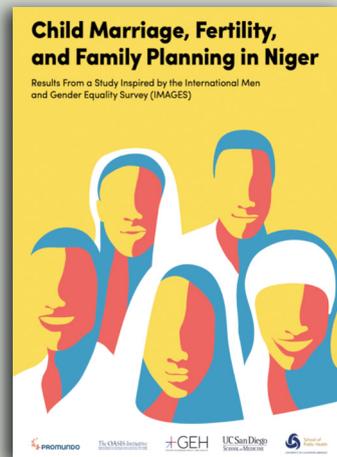
Multi-country, single-topic reports



Single-country, multi-topic reports



Thematic, mixed-methods reports



Single-country, single-topic reports

**STEP
4**

Use the findings to develop evidence-based programs and policies.

IMAGES is designed to be action-oriented research. Irrespective of any combination of quantitative, qualitative, or policy research you use for IMAGES, the findings of your study can have direct and relevant implications for gender equality programs and policies in your context.

Your research findings are critical to informing the direction of gender equality programming and to ensuring programs are relevant to, and subsequently effective in, your context. The data can help identify the types of changes that programs should attempt to bring about. Factors found to be associated with violence perpetration from the quantitative survey, for instance, can highlight context-specific attitudes or beliefs that indicate what types of changes violence prevention programs should focus on. To complement this, in-depth information from the qualitative methodology you choose can point toward certain spaces in men's lives in which more gender-equitable behaviors and practices exist and can be fostered. Finally, the policy research can provide critical insight into how best to enhance policies on gender equality and violence prevention in your context.

The research can also help to identify priority target groups for gender equality programs. Based on the type of change your envisioned program aims to achieve, the data can help to direct the programming toward certain individuals or groups among whom change is most necessary.

**STEP
5**

Develop evidence-based communications products and strategies.

The essential aim of any communications strategy seeking to advance gender equality is to shift participants' awareness, attitudes, and/or behaviors. Communications activities can range from employing mass media approaches to focusing on materials or activities, based on your data, aimed at communities. They may take a long-term or short-term approach, and they may combine mass media tactics with face-to-face activities.

Using the data to inform a communications strategy dedicated to promoting such shifts is in many ways like developing a classic communications strategy. But it should also be based on rigorous evidence of what has worked in gender equality, violence against women, and other programming and communications strategies, as well as based on your own research. There are many communications strategies that can be designed using the data gathered through IMAGES.

Making IMAGES data available

We recommend making the data collected through your implementation of IMAGES as widely accessible and available as possible for other researchers interested in these topics or your region. If you would like to include IMAGES data from your context in a global repository of IMAGES data managed by Promundo-US, please contact research@promundoglobal.org during the planning stage.

The [online IMAGES repository](#) is a publicly available, searchable repository of all questions asked in IMAGES and IMAGES-inspired studies, organized by topic and region. The tool has information on the partners involved in past IMAGES and the methodology used in the studies. The tool also includes resources and guidance on cleaning and standardizing variables, scales, and other composite measures in your data.

Some benefits of using this online tool to generate your IMAGES questionnaire, and of sharing permissions with Promundo to share your data sets, include:

- Promoting the visibility and value of IMAGES data by allowing the broader scientific community to use these data to answer important questions facing the field
- Providing an opportunity to attract new collaborators and funders who may be interested in IMAGES data
- Fostering cross-sector collaboration through data synthesis across health, education, and economic researchers, which would enable increased evidence impact
- Meeting open data policy requirements of funders and peer-reviewed journals to make data publicly available by request

Conclusion

Thank you for taking the time to review this manual for replicating the International Men and Gender Equality Survey (IMAGES). To ensure that all your hard work pays off, this should be seen not as the end but rather as the beginning of a long-term process of interpersonal, familial, social, and institutional change toward a more peaceful and nonviolent future.

Additional resources on the websites of [Promundo](#), [Partners for Prevention \(P4P\)](#), and the [International Center for Research on Women](#) can help you think through how to use your new data for evidence-based prevention programs, policies, and advocacy in your setting. Please also refer to the IMAGES Research-to-Action Toolkit on our [website](#) for examples of how IMAGES data have been used for advocacy in the past and for practical guidance on how you can do the same in your context.

Glossary of Key Terms

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

Campaign is a general term used to describe many actions – fieldwork, programming, communications, marketing, and partnership-building – with a shared goal and a limited time frame. It is any organized effort to bear pressure on institutions and individuals to influence their actions. Campaigns take on different forms depending on their objectives. For example, a campaign specifically focused on changing legislation might be termed an advocacy campaign. Similarly, a campaign specifically focused on changing attitudes among youth by sharing information would be a communications campaign. The underlying element of a campaign is an aim to influence public awareness around an issue.

Communications covers different means of sharing information through various channels and messages customized for different audiences, including media and groups within the broader public. Communications covers the things that are said (the messages), whom they are directed at (intended audiences), and how they are transmitted (the channels).

Current prevalence of perpetration refers to the proportion of male respondents who report having perpetrated one or more acts of a particular type of violence against a woman or girl in the 12 months prior to the interview. See *"lifetime prevalence of perpetration."*

Ever-partnered men refers to male respondents who, at the time of the survey, were currently – or had ever been – married to or living with a woman or those who currently or previously had a girlfriend. Previous IMAGES surveys have included questions inclusive of diverse sexual

orientations and gender identities; however, contextual constraints have often meant that in practice, mostly men in heterosexual relationships have been included in the survey. We encourage you to include questions that are inclusive of diverse sexual orientations and gender identities in your surveys.

The **Gender-Equitable Men (GEM) Scale** is a standardized attitude scale used to measure respondents' attitudes toward sexual and reproductive health, violence, sexual relations, domestic work, and homophobia.

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

Lifetime prevalence of perpetration refers to the proportion of male respondents who report having perpetrated one or more acts of a particular type of violence against a woman or girl at any point in their lives. See *"current prevalence of perpetration."*

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

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

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

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

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

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

Sex work is the exchange of money for sexual services, either regularly or occasionally. See "*transactional sex.*"

Skip patterns are points in a questionnaire when a respondent or interviewer is directed to a line of questioning depending on their response to a certain question (i.e., they have skip to a specific question number and not necessarily the question that immediately follows). The overall skip pattern directs the interviewer on what question to ask next based on the interviewee's response, as indicated by the sign =>.

Transactional sex refers to the exchange of goods or services (excluding money) for sexual services, either regularly or occasionally, involving men, women, or non-binary adults, young people, or children; the person may or may not consciously define such activity as income-generating or self-identify as a sex worker. See "sex work."

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

Typologies of abuse and violence

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

Emotional or psychological abuse is any act or omission that damages the self-esteem, identity, or development of an individual. According to the Sexual Violence Research Initiative's definition, psychological abuse "includes, but is not limited to, humiliation, threatening loss of custody of children, forced isolation from family or friends, threatening to harm the individual or someone they care about, repeated yelling or degradation, inducing fear through intimidating words or gestures, controlling behaviour, and the destruction of possessions" (Sexual Violence Research Initiative, n.d.).

Forced or coerced sex is defined as "the use of force, coercion, or psychological intimidation by one person that requires another person to engage in a sex act against her or his will, whether or not the act is completed" (Fulu et al., 2013).

Intimate partner violence refers to the physical, sexual, economic, or emotional abuse by a current or former spouse or partner. It can occur within heterosexual or homosexual relationships and does not require sexual relations (García-Moreno et al., 2005) defines intimate partner violence as any “[behavior] in an intimate relationship that causes physical, sexual or psychological harm, including physical aggression, sexual coercion, psychological abuse and controlling [behaviors].”

Physical violence is defined as “the intentional use of physical force with the potential for causing death, disability, injury, or harm. Physical violence includes, but is not limited to: scratching, pushing, shoving, throwing, grabbing, biting, choking, shaking, hair-pulling, slapping, punching, hitting, burning, use of a weapon (gun, knife, or other object), and use of restraints or one’s body, size, or strength against another person. Physical violence also includes coercing other people to commit any of the above acts” (Breiding et al., 2015).

Sexual violence is defined as “any act in which one person in a power relationship uses force, coercion, or psychological intimidation to force another to carry out a sexual act against her or his will or participate in unwanted sexual relations from which the offender obtains gratification. Abusive sexual contact occurs in a variety of situations, including within marriage, on dates, at work, in school and in families (such as incest). Other manifestations include undesired touching, the oral, anal or vaginal penetration of a penis or objects and obligatory exposure to pornographic material” (Fulu et al., 2013).

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Annex 1: Core themes in IMAGES

- Demographic characteristics
- Childhood experiences
- Partner dynamics
- Parenting
- Violence against children
- Intimate partner violence
- Violence: non-partner
- Health and well-being
- Sexual, reproductive, and maternal health
- Sexual diversity
- Transactional sex
- Gender perceptions
- Laws and policies
- Social norms
- Cultural practices
- Migration, conflict, and war
- Additional topics

Please visit the [online IMAGES repository](#) to explore all IMAGES questions ever asked, organized by broad themes and narrower sub-themes.

Annex 2: Adverse event reporting protocol

An enumerator who encounters an adverse event should report it immediately to a designated supervisor. An “adverse event” might be, for example, a respondent who becomes aggressive, a woman who says she fears backlash or violence due to being interviewed, or threats from local officials who refuse to allow interviews. An adverse event might also be a breach in privacy or confidentiality. The event should be related to the research or somehow affect the research process or data.

- If a **person under 18** reports ongoing or severe abuse, it should be brought to the attention of the supervisor (who should report it to the field coordinator) immediately. Your organization should provide your team with the name and contact details of the supervisor whom the reporting form should be shared with.
- The supervisor should fill out the adverse event reporting form and share it with the field coordinator and other designated key personnel **within 24 hours** of the event.
- If the respondent involved in an adverse event is a child or adolescent (under the age of 18), the field supervisor must immediately report to the designated supervisors. The supervisors will decide the best course of action in collaboration with Promundo (or organization leading the study).
- If the respondent involved in an adverse event is **an adult** (18 or older), the field supervisor should assess whether immediate action is needed. If so, they should contact the appropriate supervisors.

The next page has an adverse event reporting form that you can adapt and use.

Adverse event reporting form

Date:_____

Interviewer (full name):_____

Supervisor (full name):_____

Location (site):_____

Please describe what happened:_____

Please describe what actions or responses have already been taken:

Please describe any follow-up needed:_____

Please share this form within 24 hours of the incident with [*designated point of contact 1 and designated point of contact 2*], but also report the incident by phone IMMEDIATELY if anyone is in imminent danger.

AGAIN, IF IMMEDIATE ATTENTION IS REQUIRED, PLEASE CONTACT ONE OF THE DESIGNATED POINTS OF CONTACT ABOVE. THEY WILL MAKE THE DECISION ON WHETHER TO DELEGATE TO THE AUTHORITIES.

Please do not directly contact the police or local authorities.

Annex 3: Qualitative research and policy analysis within IMAGES

The International Men and Gender Equality Survey (IMAGES) was originally designed as a part of a holistic, three-component study involving quantitative research (the IMAGES survey), qualitative research (typically done through interviews or focus groups), and policy analysis. Using these three interconnected and complementary research approaches will allow you to create a more comprehensive picture of social structures and underlying norms, attitudes, and behaviors related to masculinity and gender equality in your country. Although we recommend using all three research components, this may not always be necessary or feasible. We encourage you to select the components that best suit your country situation and adjust your use of this manual accordingly.

Qualitative research component

You may want to do qualitative research alongside an IMAGES survey to explore specific topics in greater depth. Often, qualitative studies are also conducted as formative research to adapt quantitative surveys. Within IMAGES studies, qualitative approaches have differed by site, but the qualitative research component has tended to explore in depth individual men's life histories to develop richer, nuanced insights into how we can prevent violence against women and encourage men to be more gender equitable.

Key questions for such research may, for example, ask what influences across the life course shape gender-equitable behavior in men and how these influences are expressed. An example of an IMAGES qualitative report is [*Men Who Care: A Multi-Country Qualitative Study of Men in Non-Traditional Caregiving Roles*](#), which presents results from life history interviews with 80 men in five countries who performed care work in the home or as a profession.

Policy analysis component

While the quantitative and qualitative research components focus more on individual men's and women's experiences, a policy analysis component can investigate broader social structures, systems, institutions, and norms that create the environment in which men and women live. This also allows us to examine how this environment contributes to gender inequality, harmful gender attitudes, and violence against women. This type of research can help identify ways to promote more gender-equitable policies and politics within key social spaces – institutions, businesses, policy-making processes, social movements, media discourse, and many others.

A policy analysis study could explore one or more domains related to gender equality and masculinity, including education policies, public security policies, human rights policies, health policies, gender-based violence policies, and livelihood or poverty alleviation policies. An example of an IMAGES policy analysis study is [What Men Have to Do With It: Public Policies to Promote Gender Equality](#), a multi-country review and analysis of policies that engage men in achieving gender equality.

This manual does not include an in-depth, step-by-step guide to the qualitative research or policy analysis components. For guidance on complementary qualitative and policy analysis approaches to accompany your IMAGES survey, please contact research@promundoglobal.org.

Annex 4: Illustrative outline for an IMAGES country report

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6. Annexes

