

2023

Working Together with Men 2.0

Tools and templates
for accountability
and action

Acknowledgement of Country

RMIT University acknowledges the people of the Woi wurrung and Boon wurrung language groups of the eastern Kulin Nation on whose unceded lands we conduct the business of the University.

RMIT University respectfully acknowledges their Ancestors and Elders, past and present. RMIT also acknowledges the Traditional Custodians and their Ancestors of the lands and waters across Australia where we conduct our business.

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Reflections

This work has taken me on a journey unplanned; as the original designer of the model and author of the first resource, I am at times a reluctant legacy keeper.

The first attempt to gather men in this way began in 2017 in the west of Melbourne. HealthWest Partnership—a now de-funded state-wide primary health care model—began a grassroots community-based pilot that supported men to come together and bond through a shared common interest: ending violence against women. These men then attempted small-scale prevention themed activities in their local communities or places of work. It was in this first community-led pilot that a seed of allyship possibility was formed.

In 2018, the seed was passed to me with the trust that I could grow it into a movement ...

In the last 5 years and at the time of writing, the Working Together with Men model has been applied across Victoria and NSW in several key settings, including two separate dual university and Vocational Educational & Training (VET) institutes, several community organisations, women's health services, and in local government.

This model and the original resource have also inspired and provided guidance to numerous other national "men's" initiatives. They have contributed to norming "allyship" over "champions" in the Australian setting for work with men and boys that aims to prevent gender-based violence.

This model and the associated resources (including this one) aim to be place-based, movement-making tools. They have been designed to be picked up off the shelf and to support your setting and your people to create change for how it needs to look in your community, organisation or department.

This model is not just for community groups. It has proven that no matter the targeted location or the identifying men engaged, this model will challenge, disrupt and transform anyone who is brave enough to step forward and trust the process.

This 2.0 version also strives to do better in extending the model to better fit gender-based violence prevention efforts, and to challenge the binary language and concepts that the first resource fell a little short on.

This work is tricky, fast moving and ever changing—as it should be if we are growing an evidence base and being honest when things could do better, be better, aim higher.

I gift these tips and tools for evaluation and project design so that we can grow the evidence base and collectively share what works and what still challenges us in our attempts to end violence.

Shelley Hewson-Munro

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An evolving model

Working Together with Men (WTWM) is an evolving model that has been independently evaluated (e.g. Flood 2017; Shearson et al. 2020), **with the most recent work being undertaken at RMIT focusing on the building and testing of tools that can support evaluation and accountability.**

The WTWM model has also been assessed using the CRIS Consortium **Working with Men and Boys for Social Justice** assessment tool with a score of 96/100—losing points for a lack of longitudinal evaluation, which is a reflection of the challenges of short-term and disjointed funding that is systemic in the prevention and gender equity sector.

It is too easy for work with identifying men to stay frozen in the awareness raising and low stakes “engagement” approaches—which we know does not tackle the more difficult and uncomfortable work of moving into the full identity of an active and accountable ally (Casey & Smith 2010; Casey et al. 2018; Chakraborty et al. 2018).

There are many amazing initiatives and projects attempting work with men, but too often the evaluation is diluted to a basic quantitative of how many men and qualitative of men’s own reflections on change as ways to show “success” or “impact” (Stewart et al. 2021).

As the related spaces of Queer, Black Lives Matter and First Nations allyship emphasise, those attempting to undertake the work as members of the dominant or privileged group are not always best placed to recognise their own transformation, complicity, strengths or challenges (Ahmed 2017; McGuire-Adams 2021; Reynolds 2013).

We also need to consider accountability to those most harmed by violence and inequality, and to look for where power and privilege might still be operating (Coen-Sanchez 2021; Macomber 2018; Wild 2023).

The challenge to progress this work is also determining what gender equity and violence prevention allyship can look like. How can identifying men lean into or aim for an elusive identity, be held accountable or accept accountability call outs if there is no common ground or baseline?

This WTWM 2.0 resource provides key practical tools that respond to these challenges. These tools are freely given to be used and adapted as needed. Our aim is that they will create a collective evidence base that is not reliant on funding or “appetite” and will build knowledge and ways forward for those who bravely try and do.



A note on language

We take the terms ‘man/men’ and ‘woman/women’ to include anyone who self-identifies as such. In this resource, we therefore use the language of ‘identifying man/men’ and ‘identifying woman/women’—while also recognising there are gender identities, experiences and expressions of incredible diversity beyond this binary. As we reflect below, the Australian prevention sector is currently grappling with how to incorporate more inclusive and expansive understandings of gender and sexuality, while still holding men accountable.

The current state – what the **evidence** tells us

Recent developments in best practice for inclusive and effective work to engage men and boys in gender equity and violence prevention call for a strengthening of the following:

More than just “masculinity” – challenging outdated norms, behaviours and binary thinking:

Prevention programs or models that work with identifying men and boys often aim to facilitate critical reflection on participants’ support for harmful and outdated gender norms, attitudes and behaviours (Burrell et al. 2019; ICRW 2018; Stewart et al. 2021). For example, ideas about masculinity that expect men to be the breadwinner and protector, that a “real man” is stoic and physically strong, or that men are entitled to sex with women. Men and boys are encouraged to think about how these norms impact on themselves and others, and to identify alternative ways of being and relating to others that are not based on power, dominance or violence (Keddie & Bartel 2020). This process is the basis of many gender transformative approaches to preventing men’s violence (Casey et al. 2018; Keddie, Hewson-Munro et al. 2022).

Outdated ideals of masculinity are linked to men’s use of violence against women, children, trans and non-binary people, and against other men (Carman et al. 2020; Fleming et al. 2015; Our Watch 2019; Tomsen 2017). We also know these outdated norms are linked to poor mental health outcomes for men and boys, including anxiety, depression and suicide (Irvine et al. 2018; King et al. 2020; Milner et al. 2018).

However, there is growing recognition that an over-emphasis on masculinity within prevention can actually work against our long-term objectives of transforming gender inequality and ending men’s violence (Nicholas & Agius 2018; McCook 2022; Pease 2019). For example, programs that aim to foster “healthy masculinities” with identifying men and boys can reinforce binary thinking about gender, where men’s identities and behaviours are still limited by ideas about what “good men” should do (Waling 2019). Importantly, this approach can also make it difficult to see and to challenge unequal power structures and relations (Pease 2019; Seymour 2018).

Inadequate approaches to gender as a binary of only man/woman contribute to discrimination and abuse experienced by trans, gender non-conforming and gender diverse people, and therefore it is vital to reframe this issue according to intersectional understandings of gender, sexuality, power and oppression (Carman et al. 2021; Nicholas et al. 2022).

“I think also, by the men participating in this and being vulnerable with their own experiences, they are going to realise that everyone around them in some way, shape or form is participating in gender patriarchal norms as well. And I think, although they have like, the best intentions, I can already kind of see how they’ll soon realise, how they’re contributing to as well as participating in all this, while also trying to solve it, all at the same time. And that is going to be new for them.”

Accountability Panellist

Accountability to women: This should be a core principle and critical approach in any gender equity and gender-based violence prevention work that engages men and boys (Our Watch 2019, 2022; Keddie et al. 2023; Pease 2017; UN Working Group on Discrimination Against Women and Girls 2022) — this point was emphasised in the original WTWM resource.

Identifying women still disproportionately experience violence and sexual harm and harassment across all domains in Australian and international life. Any work with identifying men must not “skip” this bit in the attempt to engage or support men “where they are at”. You can still meet men where they are and respectfully and honestly explore the complexity of the issue.

Allyship without accountability is tokenistic and risky.

There is an ongoing rise and normalising of incel and other misogynist hate groups with globally influential figureheads—groups who actively socialise and work together to dehumanise and threaten women (Ging 2017; Koulouris 2018; Moloney & Love 2018). The need for work with men to actively include identifying women and support men to practice the skills associated with equity and respect has never been more urgent.

Accountability has to go beyond surface-level gender equality (e.g., beyond making sure men take on traditionally feminine tasks like administration and setting up the tea and coffee). It is about strengthening skills to co-work with each other and create relationships that go beyond transactional interactions to transform our communities and social structures.

“Before doing this project I would not have questioned as many things as I do now. I would have accepted and approved things that I now know, actually maintains structural inequality. I’m one of the good guys, right, and still I would have done this, and no one would have thought worse of me.”

Ally

Embedding intersectionality: There is a growing awareness across the gender equity and violence prevention sector in Australia of the need to embed an intersectional understanding into practice (Chen 2017; Our Watch 2021). Coined by Black feminist writer and law academic Kimberlé Crenshaw (1991), intersectionality is a prism for identifying how multiple power structures (e.g., patriarchy, Whiteness) can combine to produce specific lived experiences of inequality and oppression.

In other words, to achieve social justice it is not enough to focus on one social category or inequality—like gender—in isolation. For example, Australian research shows high rates of gender-based violence are experienced by First Nations women and other women of colour (Olsen & Lovett 2016), women and girls with disabilities (Maher et al. 2018), and trans, gender non-conforming and gender diverse people (Hill et al. 2020)—with impacts compounded for LGBTQIA+ people of colour (Carman et al. 2021).

In the context of work with men and boys, intersectionality asks us to consider how gender as well as other social and structural inequalities (e.g., colonialism, racism, ableism, classism, homophobia and transphobia) and other social categories or identities (e.g., sexuality, age, religion, location, visa status, employment, and socio-economic background) can shape men’s experiences of violence and privilege in complex and important ways (Keddie, Flood, Hewson-Munro 2022; Lorenzetti et al. 2022; Our Watch 2019).

This acknowledgement does not, however, negate men’s collective responsibility and accountability for addressing gender-based violence.

“It took me a little bit of time to really understand what power and privilege means. My background comes from, not a lot of money, with a single mum, dad out of the picture, etc. So I’ve always got this chip on my shoulder in the “male world”. And, I didn’t quite accept that I have power or understand that. And I think it took me a little bit of time to get there. And now that I’m there, I understand, and I see it. It makes a lot of sense now, once you get past that first layer of personal feelings, whether that be ego or guilt or frustration at the world.”

Ally

The **Allyship** concept – clarification and approach

Allyship is a contentious concept both in the gender equality and anti-racism movements—and for good reason.

It is too easy to self-title and passively engage with gender equality and gender-based violence issues without ever actually “showing up” or doing any action or activity to create change. There is risk that identifying as an ally is mostly personal and self-centred, and claiming this identity does not require interaction or authentic relationships with women and those most impacted by violence (*Edwards 2006; Ekpe & Toutant 2022; Hill 2022*).

This work means going beyond claiming the label of “ally” to engage identifying men who are interested in being part of the solution and who want to have more authentic and meaningful relationships with women and others. Not offering men a way to develop identity alongside the learning process for skills and accountability means we might be asking the impossible.

“Gender transformative work shows us we all have things to unravel, and if we say, “you need to be an accomplice now, you need to step up”, we often make assumptions on where people are at with knowledge and confidence. Without allowing a process of learning and re-learning and attempting co-action and then growing more confident, is that not a patriarchal attitude? Is that not part of the problem? We have to offer and support a process, an identity, because the incel movement does, the men’s rights movement does.”

Accountability Panellist

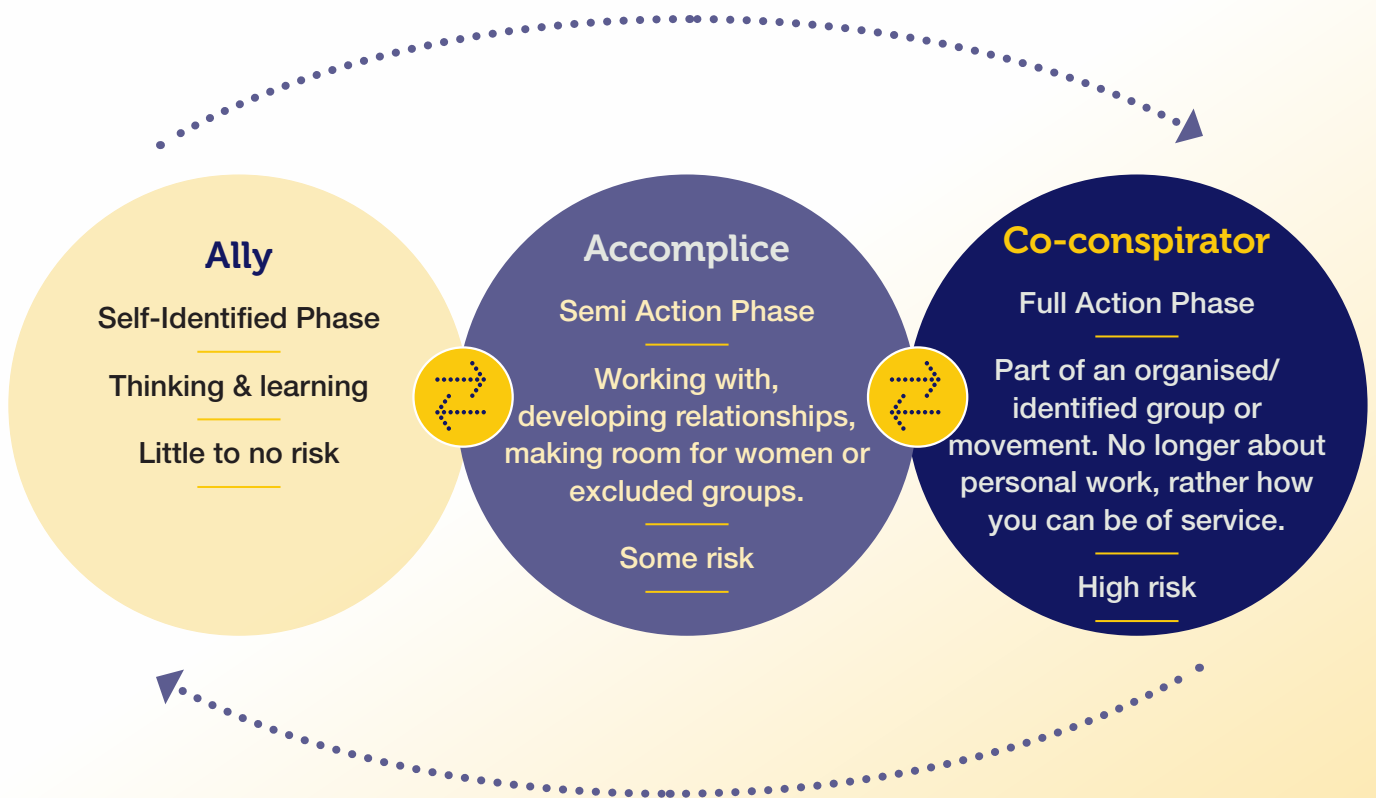


WTWM 2.0 **Concept** of Allyship

The concept of allyship embedded in the WTWM model is inspired and informed by anti-racism and First Nations scholarship, advocacy and practice (Finlay 2020; Hill 2022; Love 2019).

This concept is a cyclical process that includes **three** phases or identities: **ally**, **accomplice**, and **co-conspirator**.

Figure 1 WTWM 2.0 Allyship Concept



This image is inspired by and adapted from Nadhira Hill's (2022) reflections on allyship for anti-racism in the workplace.

"A co-conspirator says, "I know the terms ... now, what risks am I willing to take?". It's saying, "I'm going to put my privilege on the line for somebody"."

Bettina Love, quoted in Ekpe & Toutant 2022, p. 69

Ally

The starting point, a place to begin forming an identity. This is the phase for listening, learning, confusion, and grappling with privilege. There is little personal risk for allies at this point, though it is a deeply personal process of critical self-reflection, self-growth, and thinking about how they could potentially take action and start to practice new ways of being with others.

Accomplice

The action phase. This is where accomplices start doing to make their ally identity something visual that others can recognise, maybe by showing up and making room for women or oppressed groups. There is some personal risk for accomplices, but they can navigate or control the impacts somewhat, such as stepping aside from a project.

Co-conspirator

The collective action phase. This is where co-conspirators are no longer focused on their own learning or visual identity, but are in the background, “on the tools” to helping with thankless tasks. There is higher risk for co-conspirators and it will impact them personally and professionally. This is about co-conspiring to fundamentally change and challenge systems with women or oppressed groups—not to create “conspiracies” but to co-create solutions and new meaning for how things could be!

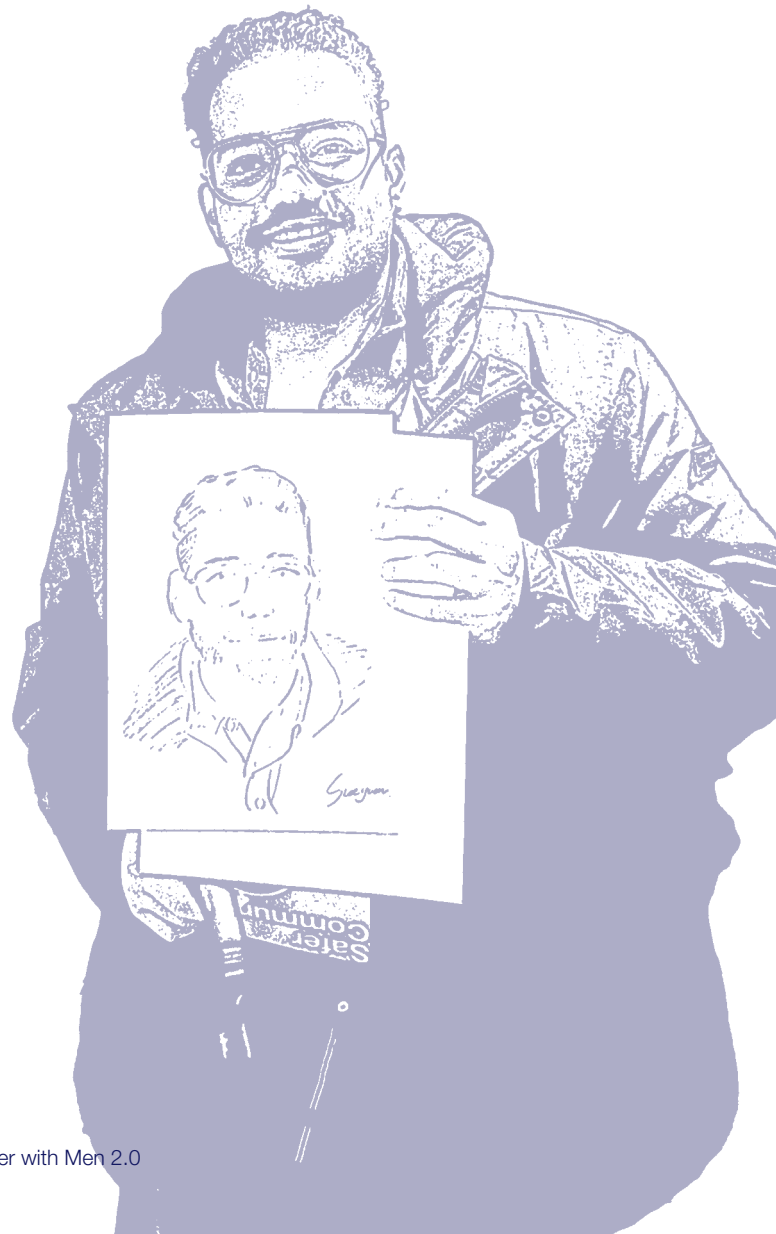
“Like I respect women, right... In my head. I don't actually have to prove this or put myself on the line, it's enough that I think this and also like I know I don't assault anyone, I'm not homo- or transphobic either. So, I'm off the hook. I'm an ally, right... in my head.”

Ally

This approach takes allyship as the beginning of a deep, lifelong journey of learning, taking action, connecting and building relationships (Hill 2022). But allyship isn't something we start and finish or graduate from.

This is a phase we will likely come back to at many times on our journey as our capacities for engagement and action shift, and as we learn more about the systems of oppression that we're working to challenge.

This also means recognising that in all phases, we can and will make mistakes—and we take responsibility, stay accountable, and learn from those mistakes to try and do things differently next time. There is no “perfect” allyship (Reynolds 2013).



WTWM 2.0 – the model refreshed and made clear

Below is the refreshed WTWM model, including the 6 foundations of the model and 8 practice steps.

It is recommended that both the original resource, **Working Together with Men: How to create male allies for gender equity in your community** and this 2.0 version are used together when applying the model in full. Updated and new example templates like the Accountability Panel Feedback Summary are also provided in the final section (pages 32–33).

FIGURE 2

The 6 foundations of the WTWM model

- 1 Is a principles-based approach that supports identifying men to begin a journey of allyship and social justice.
- 2 Is designed to be place-based and reflective of the community or organisation an ally is working with.
- 3 Is a volunteer model, where identifying men are expected to undertake this journey and work without remuneration.
- 4 Aims to engage identifying men “where they are at”, while also challenging their understanding of power, privilege, gender, and men’s use of violence against others.
- 5 Has key features that are recommended to be copied and applied, including how identifying men are recruited, screened, and trained, and how accountability is incorporated into allies’ projects.
- 6 Is flexible in outcome in how identifying men can implement change in their area of influence (e.g., a project idea, a policy document, community engagement).



FIGURE 3
The 8 practice steps of the WTWM model



Information session(s) to put the call out for potential allies within the community/organisation.

Participation is open to any person who identifies as a man, or has lived experience of identifying as a man.



Identifying men are screened and recruited to be aspiring allies.

Identifying men who submit an expression of interest are invited to take part in one-on-one screening interviews with the project manager(s).



Allies are trained in key topics and the allyship principles (min. 12 hours e.g., 2 x 6 hrs, 3 x 4 hrs).

Topics include: what it means to be an ally for social justice, what is violence, facts and statistics on violence, pro-feminist thinking, gender and masculinity, the national framework for preventing violence (Change the Story), creating prevention projects, understanding and preparing for backlash and self-care for allyship work.



Lean Canvas and project planning mentoring (min. 3 hours e.g., 3 x 1 hr, can include some group work).

Trained allies develop their Lean Canvas and engage with the project manager(s) to receive intensive support and mentoring on their project ideas.

Allies should also be developing their Lean Canvases in their own time.



Allies present their Lean Canvases to the Accountability Panel (min. 2 hours).

Allies present their project ideas (5 min. each) to an Accountability Panel of women and those most harmed by inequality and violence, as appropriate to the context and ideas being presented. Panellists provide verbal feedback during the event (5 min. per project), and written feedback against the Lean Canvas (up to 7 days later).



Allies debrief and discuss Panel experience with the project team.

Allies integrate feedback from panellists and refine their project ideas against their Lean Canvas.

Project manager(s) help decide whether allies' project ideas are ready to be implemented, and what further supports may be needed.



Allies deliver their prevention projects in their area of influence.

Allies continue using the allyship principles to support their ongoing learning and development.

Through their projects, allies work to bring other men on board and build the movement to end gender-based violence.



A final evaluation report is produced to share learnings and strengthen the model.

Evaluation data is analysed against the allyship principles. Findings are shared with participating allies, panellists, and other key stakeholders to inform future prevention and social justice efforts.

Principles for allyship

The WTWM model is now guided by a set of evidence-based principles for allyship and social justice.

As part of the Victoria University Project Momentum adaptation in 2018, a set of key principles for being a gender equity ally was developed and trialled to sit alongside the original resource.

These were further adapted in 2020 as part of a 16 Days of Activism Against Gender-based Violence campaign undertaken with the Preventing Violence Together working group in the west of Melbourne.

The allyship principles have since been further refined with subject matter experts, and now form a key backbone for tools associated with WTWM training. They are also a central component for evaluating the model, as explained on pages 21–29 of this resource.

The principles are intended to be used together as a whole—no one principle should be used on its own. Importantly, these principles also build upon and strengthen one another. For example, allies who become comfortable with principles 1 and 2 will increase their confidence and effectiveness in practicing principles 3 and 4.

The WTWM 2.0 principles are dual in their focus and application. In addition to guiding identifying men in the work, they can be used by identifying women and those most impacted by men's violence as a tool for both accountability and conversation.

It's important to understand that allyship is a lifelong journey and it takes ongoing practice and commitment to become an effective and respectful ally. It is this aspect of allyship that highlights the most difficult challenge we face in this work, as the opportunities provided to identifying men are often short-term, have little to no official or evidence-based mentoring and supervision, and a lack of longitudinal evaluation. How do we know they are still active and engaged allies, how are they still applying the skills and knowledge, and how are they still striving for accountability and gathering other men to join them?



There are four allyship principles with four aims or applications:

To act as a self-guide and support tool for identifying men interested in becoming allies for gender equity, non-violence and social justice.

To support identifying women and those most impacted by gender inequity and men's use of violence to:

- Be able to clearly identify committed allies;
- Support allies in their journey; and
- Hold allies accountable in this work.

To provide a tool to undertake collective work in a gender transformative way, that can support teams, groups, and supervisors to lead reflective discussion and activities.

To be integrated into the evaluation of gender inequity and violence prevention initiatives that involve men as allies.

Principle 1 Be conscious of power and men's privilege

- Be able to identify and articulate that gender is constructed and that there are particular ways that being a “Man” is performed and supported by society.
- Identify and acknowledge that men as a group hold political, economic and social power and privilege, but that there are power differences among men due to racism, homophobia, ableism, class, etc.
- Be able to identify what men's power and privilege looks like, both in your own and other men's lives.

Principle 2 Continuously pursue knowledge and learning

- Commit to self-education through reputable sources that relate to gender equity and gender-based violence.
- Commit and show your engagement with material that is written and created by diverse peoples, especially content made by women, the queer community, and people of colour from a range of cultural and First Nations backgrounds.
- Be able to explain what gender equity and social justice mean to you and what you can do to contribute to ongoing change.

Principle 3 Support words with action and be accountable

- Practice amplifying voices of women and queer people, and calling out examples of inequality and harmful behaviour wherever you are, in ways that empower the person experiencing the oppression.
- Where appropriate, leverage or activate your own privilege to challenge and change gendered power imbalances in your daily life. Ask those most impacted by these imbalances what you could do—but don't rely on them to educate you.
- Reflect and acknowledge that your elevated position to advocate and be a bystander is possible because you are a man and therefore have access to power and privilege. It might have nothing to do with your skill or capacity in this space. Recognise that women, queer communities, First Nations and other communities of colour are often silenced when men are elevated.
- Engage in training, therapy, and group work to challenge and unlearn certain behaviours, thoughts and practices that actively go against your ally stance. Do not rely on women or those most impacted by men's violence to be responsible for your healing and work.

Principle 4 Encourage others to become allies and join the movement

- Share the responsibility (that those most impacted usually hold) of motivating, supporting, challenging and holding other men to account.
- Share your experiences of vulnerability, learning and knowledge with other men.
- Gain skills in dealing with your own and others' strong emotions and how you can help other men to increase their emotional intelligence and capacity to do this work.



Reflections on the challenges of gender transformative work and accountability panels

The WTWM model continues to highlight that we all have things to unravel and face when it comes to dismantling what we do and how we feel about gender and the structures it creates.

This reflection is just as true for aspiring allies as it is for identifying women and non-binary people who have been involved with this model as project staff/managers, accountability panellists, evaluators or other support roles.

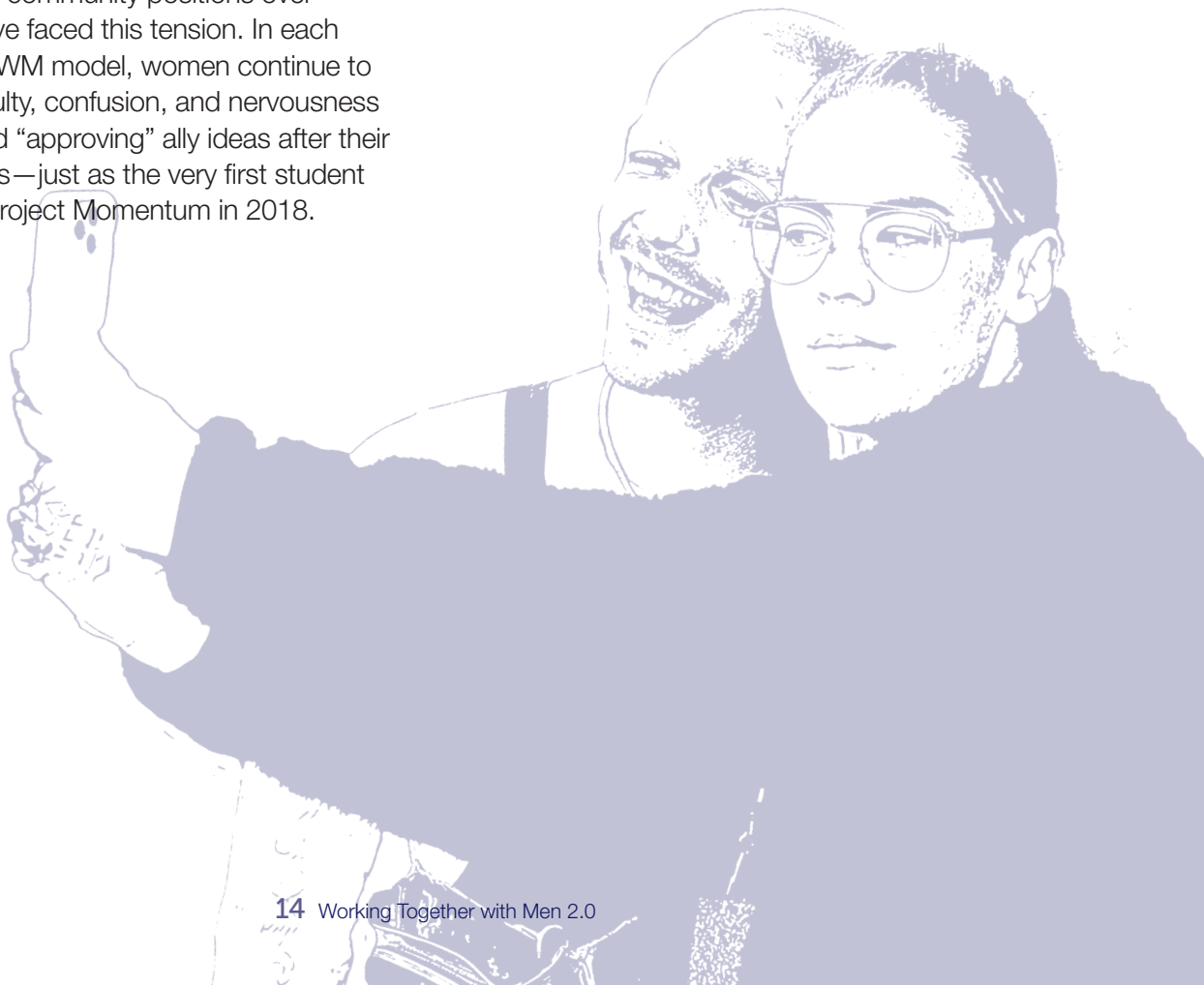
In the 2018 iteration of the WTWM model (*Project Momentum – Victoria University with HealthWest Partnership*), accountability was actively and explicitly designed into the model in the form of an Accountability Panel. This is now a core component of the WTWM model and while outlined in the original resource, here we provide some reflections on creating and managing the panel process.

Holding men accountable in this work can be deeply challenging. Identifying women with significant structural or community power in relation to participating men—with some holding direct leadership or Elder community positions over aspiring allies—have faced this tension. In each iteration of the WTWM model, women continue to express their difficulty, confusion, and nervousness in “truth telling” and “approving” ally ideas after their panel presentations—just as the very first student panellist did with Project Momentum in 2018.

“I just assumed that people sitting in these higher positions of power and privilege would be more far along the journey or would come already with some knowledge around, the issues that we’re trying to conquer. And I was, yeah, disappointed to kind of see, sometimes the naïvety or the lack of understanding. I was quite surprised at how little they knew, and yet they make decisions for all of us.”

Accountability Panelist

Due to this consistent finding across all settings, and integrating the significant feedback from identifying women who have undertaken this process, the following recommendations and tips have been made for Accountability Panels as part of the WTWM model.



WTWM 2.0 Accountability Panels

Panels are a key part of the learning and accountability process for allies in this model.

Accountability Panels have been created to be time limited and time managed. This is partly to create a learning experience that requires allies to succinctly prepare and present their idea (show their learning), and to hear key messages from the panellists for the sole purpose of integrating that feedback into their small-scale project idea.

It is not a time for the allies to engage in reasoning or debate, but for them to listen and take note of what is being said by those with lived experience.

There are some key elements that co-occur in this aspect of the model. For example, the allies' experiences and learning, the panel creation/recruitment, planning for their role as panellists, and supporting and debriefing after the panel event.

We offer the following guidance:

- It is recommended that panels have only a maximum of 3 to 4 panellists, including representation of identifying women and those identifying as trans, non-binary, gender or sexually diverse.
- Each ally presents for a maximum of 5 mins each.
- Each panellist provides feedback to the ally presenting for a maximum of 5 mins.
- How this verbal feedback is provided can vary. It could be a group conversation with all panellists, or each panellist could provide feedback individually.
- The above processes are repeated for each ally presenting.
- It is recommended that a panel is only held for a maximum time of 1–2 hours, with a total of 15–20 mins per presentation and feedback process per ally.
- This means that a total of 4 to 5 allies present at one planned panel.
- Often due to the number of trained and presenting allies, this requires more than one panel sitting and usually this means 2 to 3 groups of panellists (a possible total of 8–12).

Accountability Panel process:

- 1/ Recruit or invite panellists for the number of panels required. It is important to consider the skill and comfort of the panellists to provide feedback in a professional setting. It is crucial to consider diversity, intersectionality and inclusion, and that the panel(s) reflects the required expertise that allies' projects are seeking.
- 2/ Provide an info session to explain the project, the Accountability Panel role and the required timeline. Where possible provide some form of remuneration or gift for panellists, especially those who are not undertaking it as part of their paid role within work hours.
- 3/ For those interested, provide a short workshop that brings panellists "up to speed" with key concepts of the WTWM 2.0 model (e.g., share the resources as pre-reading), the key action areas of the **Our Watch national prevention framework** (that allies' ideas should aim to address, as per the Lean Canvas template (page 64 of the original resource)), and give clarity on the type of feedback that is encouraged (e.g., one positive/one challenge).
- 4/ A minimum of 48 hours prior to the event, panellists are sent the presenting allies' completed Lean Canvas documents to prepare and pre comment.
- 5/ Panel(s) occurs and panellists provide quick and in the moment verbal feedback.
- 6/ Post-panel, project staff debrief with panellists to check-in and provide any support.
- 7/ Using the Post Accountability Panel Feedback Summary template (refer to page 33), panellists provide allies with written (short dot points) feedback on their idea, within 7 days of the panel.
- 8/ Depending on the way that you are applying the model, panellists often want to be involved in other aspects of the small-scale projects and wider work. Other ways that panellists' expertise might be contributed and potential partnership opportunities with panellists is significant and not to be underestimated.

The information pack provided to panellists in preparation for the Accountability Panel event(s) should include the following:

- An agenda or schedule for the Accountability Panel event(s) including all presenting allies' names and project titles.
- Post Accountability Panel Feedback Summary template (included on page 33).
- Allies' completed Lean Canvas documents (template on page 64 of the original resource).
- The panellist Accountability Panel Lean Canvas feedback template, (page 65 of the original resource).
- Any other supporting documentation relevant to your adaptation of the WTWM model.



"This panel is smashing how we normally do things around here. Like, we are being elevated to expert status and that never happens. My whole career has been do the hard work but you can never be an expert."

Accountability Panellist

Learnings from and recommendations for key settings

University/Higher Education (HE) Settings

- The WTWM model has been shown to adapt quickly in a HE setting.
- Ally recruitment as both an open campus call-out and targeted college/discipline or operational department approach is successful.
- A “call for change agents” and engagement with the learning mindset of both university staff and students is an easy win for this model to gather identifying men as potential allies, and identifying women or those most impacted by violence for panellist/mentor opportunities.
- Small-scale projects are creative and can be broad to go beyond the immediate campus location, reaching out to the wider community and industry.
- The model can be adapted for curriculum and form a key industry themed project/placement within a course/subject or an extracurricular activity for students. The model can also be adapted as an additional social justice “passion project” for staff.
- Linking with industry and sector partners is recommended to strengthen the experience and work integrated learning (WIL) for students and staff, as well as potential ripples beyond the university.
- If linking with industry partners, it is strongly recommended that identifying men from those partnerships undertake the WTWM training and are included in the evaluation with students and staff.

Vocational Education & Training (VET) Settings

- The community culture within the VET institution/location is a key dynamic when attempting this model in a VET setting.
- Student and staff experiences can be more transactional and challenged by the broader context of national standards and VET curriculum requirements. For example, apprenticeship-heavy institutes can find “non-compulsory” or social justice themed activities get little buy-in, or it can be difficult to reach or gather students and staff due to timetable complexities.
- Working to build support and interest from leadership, staff and teachers and creating a set Memorandum of Understanding (MOU) or internal partnership process may be needed in this setting before engaging students and industry.
- The short-term nature of VET courses (6 months to 2 years), limited time on campus and apprenticeship programs can also create some complexity for the WTWM model and associated small-scale project timelines.
- Small-scale projects might need to be theme-led and work in conjunction with colleges and teachers, and they must be flexible to consider possible work integrated learning (WIL) opportunities.
- It is important to consider and creatively link industry partnerships before the recruitment drive to support additional buy-in for students and staff.
- If linking with industry partners, it is strongly recommended that identifying men from those partnerships undertake the WTWM training and are included in the evaluation with students and staff.
- VET settings are not all the same and have significant differences across a range of dynamics and funding capabilities. Working in partnership with other VET providers and local businesses to respond to a community challenge or even to better promote services and supports to a student audience is a good way to use the model in this setting.
- The WTWM model can be applied as a cultural change tool to support norming a new approach to VET institutes as both workplaces and education settings. As the model applies the Our Watch national prevention framework and key action areas, it can also support integrated work on challenging gender norms and stereotypes including masculinities, alongside mental health and wellbeing.

Local Government & Business Operational Settings

- With the current national and state-based legislative changes associated with gender equality, sexual assault, harassment and harm, this model shows significant promise in a business operational setting. For example, the model can support organisations in meeting legislated requirements to demonstrate proactive efforts to address gender inequality and to prevent sexual harassment.
- Professional identifying men can make links between allyship work and the benefits associated with their workload or associated areas of learning and development.
- However, this can mean resistance to following the model in full, including adapting a planned small-scale project idea to fit organisation plans rather than the allyship approach, or resistance to taking on feedback from the Accountability Panel or associated mentors.
- A recent finding when working with this model in this setting has been the difficulty in supporting men who have structural power and professional identities to adapt their “normal” way of working—especially if there is little buy-in from the organisation to implement the model in full.
- Communication and buy-in at all levels of leadership, including the very senior, is very important when attempting work in these settings. Having senior leaders promote, support and participate in the model will strengthen success.
- When applied in full and where allies have committed fully to the process, change and transformation both on the personal level and within the agency can be both inspirational and have the capacity to change established organisational structures.

Not-for-Profit (NFP), Community & Women’s Health Organisation Settings

- When attempted in these settings, the WTWM model is often quickly adapted and has far-reaching impacts and learnings, mostly due to the skilled nature of the workforce and their connection to community, community leaders, and community needs and interests.
- This model is low cost and integrates well with the core programs and funding opportunities of many NFP, community and women’s health organisations.
- There is potential for these settings to lead and support the above settings through industry and sector partnerships.

A reflection for women’s health, community and historical feminist identifying settings:

- Some staff, boards, leadership and internal communities can be resistant to the changing focus in gender transformative and intersectional feminist work that includes identifying men (*Burrell 2018; Macomber 2018*).
- This can mean that those workers, leaders or teams who are attempting to work with men or allyship models within this setting can be isolated and experience backlash, resistance and questioning of their work.
- The WTWM model is an activist and feminist model at its core. It is still one of the few models that has intentionally built in associated theory and practice (praxis) knowledge and recommendations for violence prevention work with men. It also requires identifying men to work alongside identifying women in their community, including positioning women’s lived experience and practice knowledge within the field of prevention as crucial for success.

Sporting Settings

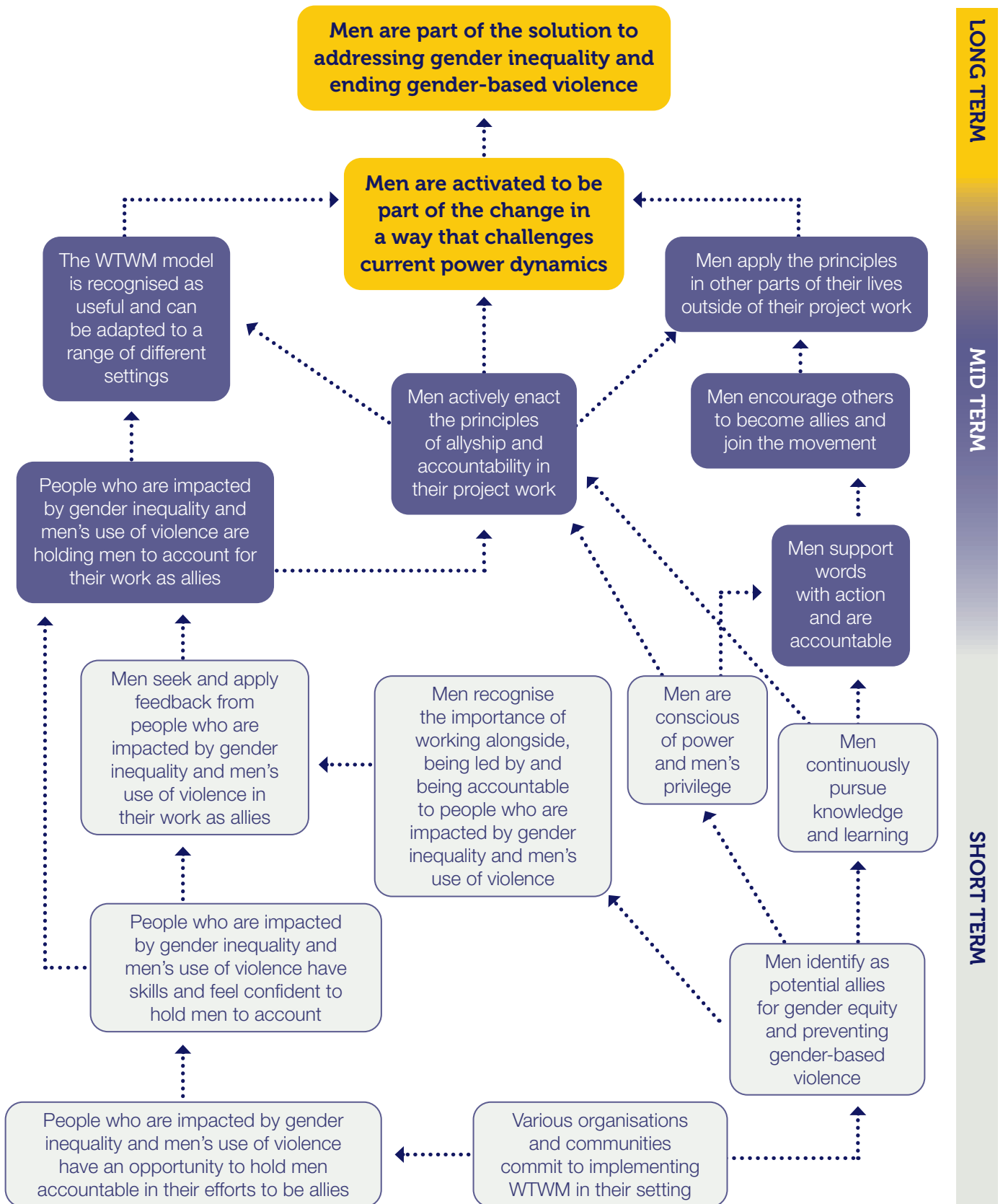
- It is interesting to note that in each official iteration of the WTWM model to date, there has been at least one ally associated with sport who has undertaken a small-scale project idea in their area of influence.
- The ideas have been varied and across all levels associated with sports, from community grassroots teams, to umpiring, to allocation of sporting grounds across a wide local government area.
- The project ideas have created significant ripples, with many being activated at scale quite quickly and having process and structural change occurring post the project idea completion.
- These experiences demonstrate that there is significant potential for this model to support cultural change pieces within sporting clubs and departments.
- It is also important to acknowledge that there is and has been significant work occurring at many levels to make sport truly accessible and safe for all. This work is having impact at creating a more enabling and supportive space for models like WTWM to be picked up and adapted.

Be brave, have a go, find what works for your people, your community, your department and make change where you can and when you can. Then learn, do, share, repeat!



WTWM 2.0 Theory of Change

A Theory of Change has been developed for the WTWM model that details short, medium, and long term outcomes. This Theory of Change responds to the **Our Watch national prevention framework** and to the broader evidence base for allyship and preventing men's use of violence against others.



Evaluating the WTWM model

Evaluation and shared learnings have always been a core component of the WTWM model. It is important to consider what the purpose of your evaluation is, why you are gathering data and how you will use it.

There is a responsibility to build shared evidence and language in this space so that we know what we mean and how or if it is having impact.

This section should be read alongside the guidance provided in [pages 45–47 of the original resource](#).

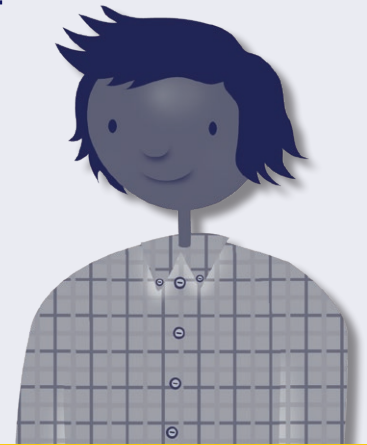
Here we are sharing the recommended evaluation process and approach, should you attempt to apply the WTWM 2.0 model and this resource. This suggested design applies both the WTWM 2.0 principles and the Theory of Change.

Applying an intersectional and culturally safe lens (e.g., *Chen 2017; Indigenous Allied Health Australia 2019; Patton et al. 2015*) is key when evaluating this model. These considerations should inform how people are approached, informed about, and engaged in the WTWM model's delivery and evaluation.



Suggested key evaluation questions that map to the evaluation plan (provided on pages (25–29):

- Are the allyship principles clear and meaningful for allies, panellists, project staff and any partners involved in the project?
- Are the allyship principles being followed in practice?
- Are the allyship principles contributing to the desired outcomes of the model's Theory of Change (short, medium and long term)?



It is also important to consider who the main audiences for your evaluation are, for example:

- Internal agency/organisational leadership
- Partnership representatives
- Prevention and gender equity practitioners and decision-makers
- Business and industry, and community partners
- Scholarship and practice learning in the area of engaging men and men's allyship

Evaluation design

This recommended evaluation design for the WTWM model is based on principles-focused evaluation (*Patton 2018*). This approach is reflected in the above suggested evaluation questions. The evaluation design uses the four allyship principles and aims to assess their application within adaptations of the WTWM model.

Evaluation against the principles should focus both on process (what the project staff and participants do) and the outcomes (changes that happen as a result). It is likely a combination of qualitative and quantitative data will be required to address these areas of interest. On pages 23–24, we provide recommendations for different research tools to use across the evaluation.

We recommend that evaluations of the WTWM model use ripple-effects mapping (*Chazdon et al. 2017*) to identify and assess how allies and staff are applying the principles in other parts of their lives, and the impact the model may be having beyond the initial intended audience. Ripple-effect mapping is a form of participatory impact evaluation designed to explore the 'ripples' that result from a complex initiative (*Chazdon et al. 2017*).



A principles-focused evaluation follows the GUIDE framework to assess whether principles:

- provide guidance
- are useful
- inspire
- support ongoing development and adaptation
- are evaluable

(Patton 2018)

The evaluation should also be designed to be adaptive and iterative so that evaluation learnings can be applied and fed back into the project as the work progresses.

For example, a pre-training survey of allies can inform the design of the ally training and identify further support.

All participation in the evaluation activities should be completely voluntary for allies, panellists, and project staff. This includes skipping any questions in any data collection activity and requesting to stop the activity at any point.

Potential allies and panellists should receive a full description of the project's evaluation as part of their recruitment information pack, and be asked to sign and return a Consent Form or similar if they agree to participate.

For analysis of the qualitative evaluation data, we recommend using an approach like reflexive thematic analysis (Braun & Clarke 2020; Braun et al. 2019) that aligns with feminist research methods and ethics, and prioritises the reflective and iterative process of data collection and analysis.

This work is complicated, human-centred and multi-layered, and we know traditional academic models and approaches do not adapt well to complex praxis work focused on social change (Patton et al. 2015). The suggested evaluation design described in this section aims to capture the complexities of the work for everyone involved and to build the evidence for what works in creating gender transformative change.

Methods	Aims
Project group: Allies	
Pre-training anonymous survey	<ul style="list-style-type: none"> • Optional: Collect basic demographic information, e.g., age range, department or role level (only collect the data you think you'll need, and be mindful of the likely small sample). • Determine allies' baseline commitment, understanding and action against the principles for future comparison. • Inform content of the ally training.
Post-training anonymous survey	<ul style="list-style-type: none"> • Optional: Collect basic demographic information, e.g., age range, department or role level • Assess allies' progress against the principles and learnings from the training, to map against patterns from the pre-training survey. • Include quantitative (e.g., Likert scale questions on understanding of the principles) and qualitative (e.g., open-ended questions on applying the principles) items. • Points to consider: Can the allies show critical reflection? Can they highlight a new learning or challenge? Can they make links to past behaviour/comments or thoughts they've had that they can now identify as problematic, or question the "norm" or stereotype? Are they identifying this work is not as easy as they might have assumed? Are they feeling less confident in what is the "right thing to do"? – This is a positive reflective space when considering both power and privilege.
Post-panel focus group	<ul style="list-style-type: none"> • Assess allies' progress against the principles since the training, and their confidence to apply them in their own project work. • Assess how allies are working to incorporate feedback from the Accountability Panel into their project design. • Explore allies' experiences of the Panel process against the principles. • Use ripple effect mapping to explore how allies have applied learnings since the ally training, and how the model may be having impacts beyond the direct participants.
End of project anonymous survey	<ul style="list-style-type: none"> • Optional: Collect basic demographic information, e.g., age range, department or role level • Assess allies' progress against the principles by comparing their responses to the pre-/post-training surveys.
End of project focus group	<ul style="list-style-type: none"> • Gain collective information on how allies have used the principles throughout the adaptation of the WTWM model. • Explore shared experiences of learning for allies. • Use ripple effect mapping to explore wider movement building connected to the adaptation of the WTWM model. • Optional: Invite Accountability Panel members back to take part in the ripple effect mapping activity.
End of project interviews	<ul style="list-style-type: none"> • Gain detailed information on how allies implemented the principles in their own projects. • Explore key challenges and learnings for allies connected to their engagement with the WTWM model.

Project group: Accountability Panel members

Pre-panel anonymous survey

- Following recruitment of each Accountability Panel, determine baseline understanding and confidence in holding accountability against the principles for future comparison.

Post-panel anonymous survey

- Assess any changes in panellists' confidence in holding accountability against the principles.

Post-panel debrief/focus group

- Assess the extent to which panellists felt comfortable holding men to account for their work as aspiring allies.
- Assess the extent to which panellists felt listened to and respected by presenting allies.
- Explore how panellists used the principles to hold allies accountable as part of the WTWM model.
- Explore key challenges and learnings for panellists connected to their engagement with the WTWM model.

End of project focus group (optional: with allies)

- Explore how panellists have been involved in the allies' project work.
- Gain detailed information on how the principles have been implemented across the adaptation of the WTWM model.
- Use ripple effect mapping to reflect on how the Project has influenced and extended beyond direct participants over time.

Project group: WTWM staff

Post-panel debrief

- Reflect on the allies' demonstration of learning, listening, and being accountable in their work.
- Determine how clear and meaningful the principles are for allies' project delivery.
- Reflect on panellists' efforts and confidence in holding allies to account through the Accountability Panel process.
- Reflect on how the principles are supporting project staff in delivering the WTWM model, e.g., reflect on own power and privilege in the project and identify how this is being addressed.
- Assess the need for adaptations to the project's design, timeline, and evaluation framework.

Mid-project debrief & reflection sessions (to be held periodically as appropriate)

- Reflect on the project to date.
- Reflect on the allies' demonstration of learning and progress on understanding and applying the principles in their projects.
- Consider how clear and meaningful the principles are for project staff in supporting the adaptation of the WTWM model.
- Reflect on how the principles are supporting project staff in delivering the WTWM model.
- Assess the need for adaptations to the project's design, timeline, and evaluation framework.

End of project interviews

- Gain detailed information on how the principles have been used by project staff to support delivery of the WTWM model.
- Explore key challenges and learnings for project staff connected to their engagement with the WTWM model.

Areas of focus and process measures: Evaluating the **principles for being an ally** for gender equity

The following table sets out the principles as areas of focus for the evaluation, what success against the principles can look like in practice, and how you might want to collect data to assess the extent of your project's success based on evidence of process measures.

Process measures: What the principles look like in practice	Project group	Methods
Principle 1: Be conscious of power and men's privilege		

Evaluation question 1: Are the allyship principles clear and meaningful for allies, panellists, project staff and any partners involved in the project?

Measure 1.1 Aspiring allies acknowledge that gender is constructed and power differences exist for different genders, and can provide examples from their own experiences.	Allies	<ul style="list-style-type: none"> • Pre/post-training surveys
Measure 1.2 Accountability Panel members and WTWM project staff identify that this is a clear and meaningful principle for men's allyship in gender equity work.	Panellists	<ul style="list-style-type: none"> • Pre/post-panel surveys • Post-panel debrief/focus group
	WTWM staff	<ul style="list-style-type: none"> • Post-panel debrief

Evaluation question 2: Are the principles being followed in practice?

Measure 1.3 Allies have identified areas of their own privilege to activate throughout their project work.	Allies	<ul style="list-style-type: none"> • Post-training survey • Post-panel focus group • End of project survey & interview/focus group
Measure 1.4 Accountability Panel members and WTWM project staff can identify areas where allies have demonstrated their awareness and leverage of men's privilege in their projects.	Panellists	<ul style="list-style-type: none"> • Post-panel debrief/focus group
	WTWM staff	<ul style="list-style-type: none"> • Post-panel debrief • Mid-project reflection session • End of project interview
Measure 1.5 WTWM project staff demonstrate awareness of their own power and privilege and actively seek to address this across the project.	WTWM staff	<ul style="list-style-type: none"> • Post-panel debrief • Mid-project reflection session(s) • End of project interview

Process measures:
What the principles look like in practice

Project group

Methods

Evaluation question 3: Are the principles leading to the desired project outcomes (short- and medium-term)?

<p>Measure 1.6: Allies demonstrate ongoing consciousness of men’s power and privilege in their project work, and how this connects to gender equity and other forms of social justice.</p>	Allies	<ul style="list-style-type: none"> • Post-panel focus group • End of project interview/focus group
	Panellists	<ul style="list-style-type: none"> • Post-panel debrief/focus group • Optional: end of project focus group (useful if panellists have stayed connected to allies’ work)
	WTWM staff	<ul style="list-style-type: none"> • Mid-project reflection session(s) • End of project interview
<p>Measure 1.7: Women, trans and gender diverse people feel confident and comfortable to actively hold men to account for their work as allies contributing to gender equity and social justice.</p>	Panellists	<ul style="list-style-type: none"> • Post-panel survey • Post-panel debrief/focus group • Optional: end of project focus group
	WTWM staff	<ul style="list-style-type: none"> • Post-panel debrief • Mid-project reflection session(s) • End of project interview

Principle 2: Continuously pursue knowledge and learning

Evaluation question 1: Are the allyship principles clear and meaningful for allies, panellists, project staff and any partners involved in the project?

<p>Measure 2.1: Allies understand and agree that pursuing knowledge and learning is important and useful to their gender equity work.</p>	Allies	<ul style="list-style-type: none"> • Pre/post-training surveys
<p>Measure 2.2: Accountability Panel members and WTWM project staff identify that this is a clear and meaningful principle for allyship in gender equity work.</p>	Panellists	<ul style="list-style-type: none"> • Pre/post-panel surveys • Post-panel debrief/focus group
	WTWM staff	<ul style="list-style-type: none"> • Post-panel debrief

Process measures: What the principles look like in practice	Project group	Methods
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Evaluation question 2: Are the principles being followed in practice?

Measure 2.3 Allies are independently seeking information related to gender equity from reputable, diverse sources and can demonstrate this learning and evidence in their project design.	Allies	<ul style="list-style-type: none"> • Pre/post-training surveys • Post-panel focus group
Measure 2.4 WTWM project staff can identify how allies are demonstrating ongoing learning in relation to their project work.	Panellists	<ul style="list-style-type: none"> • Post-panel debrief/focus group
Measure 2.5 Allies can articulate/demonstrate what gender equity and social justice mean to them and acknowledge that this is evolving knowledge requiring ongoing learning.	WTWM staff	<ul style="list-style-type: none"> • Post-panel debrief • Mid-project reflection session(s)
Measure 2.5 Allies can articulate/demonstrate what gender equity and social justice mean to them and acknowledge that this is evolving knowledge requiring ongoing learning.	Allies	<ul style="list-style-type: none"> • Post-panel focus group • End of project interview/focus group

Evaluation question 3: Are the principles leading to the desired project outcomes (short- and medium-term)?

Measure 2.6 Knowledge and skills gained have led allies to identify ways that they can continue working towards gender equity and social justice in their daily lives.	Allies	<ul style="list-style-type: none"> • End of project interview/focus group
Measure 2.7 WTWM project staff can articulate how their own ongoing learning about how to engage different men/allies in gender equity and social justice work has developed through their involvement with the project.	WTWM staff	<ul style="list-style-type: none"> • End of project interview

Principle 3: Support words with action and be accountable

Evaluation question 1: Are the allyship principles clear and meaningful for allies, panellists, project staff and any partners involved in the project?

Measure 3.1 Allies can articulate what accountability can mean and look like for men in gender equity work.	Allies	<ul style="list-style-type: none"> • Pre/post-training surveys • Post-panel focus group
Measure 3.2 Accountability Panel members and WTWM project staff identify that this is a clear and meaningful principle for men's allyship in gender equity work.	Panellists	<ul style="list-style-type: none"> • Pre/post-panel surveys • Post-panel debrief/focus group
Measure 3.2 Accountability Panel members and WTWM project staff identify that this is a clear and meaningful principle for men's allyship in gender equity work.	WTWM staff	<ul style="list-style-type: none"> • Post-panel debrief

Process measures:
What the principles look like in practice

Project group

Methods

Evaluation question 2: Are the principles being followed in practice?

<p>Measure 3.3 Allies can demonstrate how they are actively incorporating feedback from the accountability and WTWM project staff into their project work.</p>	Allies	<ul style="list-style-type: none"> • Post-panel focus group
<p>Measure 3.4 Accountability Panel members and WTWM project staff report having their opinions actively listened to and incorporated into allies' project work.</p>	Panellists	<ul style="list-style-type: none"> • Post-panel debrief/focus group
	WTWM staff	<ul style="list-style-type: none"> • Post-panel debrief • Mid-project reflection session(s) • End of project interview

Evaluation question 3: Are the principles leading to the desired project outcomes (short- and medium-term)?

<p>Measure 3.5 Allies can give examples of amplifying voices of women, queer people, and communities of colour, in a way that empowers the person(s) experiencing oppression.</p>	Allies	<ul style="list-style-type: none"> • End of project interview/focus group
	Panellists	<ul style="list-style-type: none"> • Optional: end of project focus group (useful if panellists have stayed connected to allies' work)
<p>Measure 3.6 Allies can identify examples of where they have leveraged or activated their privilege to challenge power imbalances, either within or outside the project.</p>	Allies	<ul style="list-style-type: none"> • End of project interview/focus group
<p>Measure 3.7 Allies can identify examples of how they have safely and respectfully held themselves and other men to account in instances of gender-based harms or inequity.</p>	Allies	<ul style="list-style-type: none"> • End of project interview/focus group
<p>Measure 3.8 Women, trans and gender diverse people feel listened to when holding men to account for their work as allies contributing to gender equity and social justice.</p>	Panellists	<ul style="list-style-type: none"> • Post-panel debrief/focus group • Optional: end of project focus group
	WTWM staff	<ul style="list-style-type: none"> • Post-panel debrief • Mid-project reflection session(s) • End of project interview

Process measures:
What the principles look like in practice

Project group

Methods

Principle 4: Encourage others to become allies and join the movement

Evaluation question 1: Are the allyship principles clear and meaningful for allies, panellists, project staff and any partners involved in the project?

<p>Measure 4.1 Allies acknowledge they have a responsibility for motivating, supporting, challenging and holding other men to account.</p>	Allies	<ul style="list-style-type: none"> • Pre/post-training surveys
<p>Measure 4.2 Accountability Panel members and WTWM project staff identify that this is a clear and meaningful principle for men's allyship in gender equity work.</p>	Panellists	<ul style="list-style-type: none"> • Pre/post-panel surveys • Post-panel debrief/focus group
	WTWM staff	<ul style="list-style-type: none"> • Post-panel debrief

Evaluation question 2: Are the principles being followed in practice?

<p>Measure 4.3 Allies can identify opportunities within their project work for encouraging others to become part of the movement for gender equity and social justice.</p>	Allies	<ul style="list-style-type: none"> • Post-panel focus group
<p>Measure 4.4 Accountability Panel members and WTWM project staff can identify conscious movement building through allies' project design and delivery.</p>	Panellists	<ul style="list-style-type: none"> • Post-panel debrief/focus group
	WTWM staff	<ul style="list-style-type: none"> • Post-panel debrief • Mid-project reflection session(s)

Evaluation question 3: Are the principles leading to the desired project outcomes (short- and medium-term)?

<p>Measure 4.5 Ripple effect mapping demonstrates that allies are actively engaging other identifying men to collectively build the movement for gender transformative change.</p>	Allies	<ul style="list-style-type: none"> • Post-panel focus group • End of project focus group • Option to include panellists in the end of project focus group (or hold separate session)
<p>Measure 4.6 Allies can identify examples of when they have shared vulnerability, personal learning, and knowledge about gender equity with other men in their lives.</p>	Allies	<ul style="list-style-type: none"> • End of project interview/focus group
<p>Measure 4.7 Allies can demonstrate how they are making conscious and ongoing efforts to develop their own emotional intelligence, interpersonal and communication skills.</p>	Allies	<ul style="list-style-type: none"> • End of project interview/focus group
<p>Measure 4.8 WTWM project staff can identify conscious movement building through allies' project outcomes.</p>	WTWM staff	<ul style="list-style-type: none"> • End of project interview

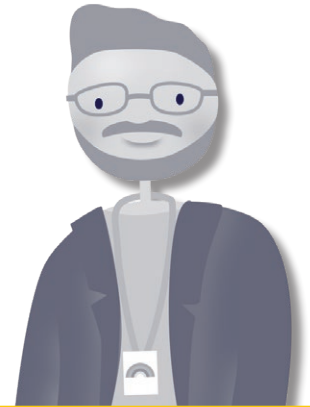
Timeframe	Project milestone	Activity
Months 1–2	Ally recruitment – initial outreach	<ul style="list-style-type: none"> Hold an information session in your organisation or community setting to start the call-out for potential allies (refer to pages 31–36 of the original resource).
	Evaluation planning	<ul style="list-style-type: none"> Finalise your project and evaluation plan. Develop evaluation tools (e.g., Participant Information Statements and Consent Forms, surveys (allies, panellists), focus group and interview guides).
Months 2–6	Ally recruitment	<ul style="list-style-type: none"> Identifying men who are interested in the project should submit an expression of interest (template provided on page 32). Project staff hold individual recruitment interviews with those who expressed interest (refer to page 53 of the original resource for the recommended question guide). Offers are made to successful applicants and allies are asked to sign the Position Description (refer to pages 51–52 of the original resource) and evaluation Consent Form.
	Evaluation data collection: baseline	<ul style="list-style-type: none"> Administration of pre-training ally surveys to capture baseline understandings of allyship principles. Analysis of survey results to inform allies’ training.
	Ally training workshops	<ul style="list-style-type: none"> All allies must attend the full training to proceed with the project. Ally training workshops should be held in-person over a minimum of 12 hours, e.g., 2 x 6-hour workshops or 3 x 4-hour workshops (refer to pages 37–39 and 60–63 of the original resource for advice and suggested resources).
	Evaluation data collection: post-training	<ul style="list-style-type: none"> Administration of post-training ally survey. Analysis of survey results to inform future project activities. With the Project Manager, hold a post-training debrief with WTWM project staff to identify any challenges or further support allies may need.
Months 6–8	Lean Canvas development	<ul style="list-style-type: none"> Trained allies develop their Lean Canvas (refer to page 64 of the original resource) and engage with the Project Manager to receive intensive support and mentoring on their project ideas. Allies should also be developing their Lean Canvases in their own time. Minimum of 3 hours (e.g., 3 x 1-hour sessions), can include some group work.
	Panellist recruitment	<ul style="list-style-type: none"> Potential panellists with relevant expertise and lived experience for allies’ projects are identified by the Project Manager and invited to take part. Panellists are asked to sign the Position Description (refer to pages 58–59 of the original resource) and evaluation Consent Form.

Timeframe	Project milestone	Activity
Months 6-8 Continued	Evaluation data collection: pre-panel	<ul style="list-style-type: none"> Administration of pre-panel survey to capture panellists' baseline experience, confidence and understanding of holding men to account, based on the allyship principles.
	Accountability Panels	<ul style="list-style-type: none"> Refer to pages 12–14 for our guidance on holding Accountability Panels, and page 33 for the Accountability Panel Feedback Summary template.
	Evaluation data collection: post-panel (allies and panellists)	<ul style="list-style-type: none"> Post-panel focus group with allies to capture experiences of presenting their project ideas, receiving and incorporating feedback, and applying the principles to their own learning and project design. Suggested to use ripple effect mapping. Post-panel debrief and survey with panellists to assess experiences of holding men to account using the principles, and panellists' reflections on the readiness of allies to receive and incorporate feedback. Suggested that the debrief/focus group is held immediately after the panel. Post-panel debrief with WTWM project staff. Suggested to use ripple effect mapping.
Months 8-11	Ally project delivery	<ul style="list-style-type: none"> Allies deliver their small-scale prevention projects with the support of WTWM project staff.
	Evaluation data collection: periodic debriefs	<ul style="list-style-type: none"> Reflect on the allies' demonstration of learning and progress on understanding and applying the principles in their projects. Assess the need for adaptations to the project's design, timeline, and evaluation framework.
Months 11–12	Evaluation data collection: End of project	<ul style="list-style-type: none"> Post-project ally surveys to assess changes in understandings of the principles over the course of the project. Focus groups and/or individual interviews with allies to map conversations and changes beyond the model, in reference to the principles. Option to include panellists in the focus group (or hold a separate session). Interviews with WTWM staff. Analysis of all evaluation data and compilation of final report and other outputs as appropriate for the purpose and audience of the evaluation.

Template examples

Important! Section 3 of the first [WTWM resource](#) provides original templates that are still key to any adaptation of the model, including:

- Position Descriptions for allies and panellists
- Reference Check template for allies
- Induction Checklist template for allies
- Lean Canvas template for allies
- Accountability Panel Feedback Summary template



Working Together With Men Project: Expression of Interest

Drop-in session details:

[Add relevant information, including any scheduled follow-up sessions]

Name:

.....

Email:

.....

Department & Role: *[note: adjust as appropriate for your setting]*

.....

Reasons for being interested in this project:

.....

.....

.....

.....

Areas you would like to explore more/Questions you have around the project:

.....

.....

.....

Yes, please send me more information *(please tick)*

Instructions: This summary should be completed by a WTWM project staff member. The project staff should collect completed Accountability Panel Feedback documents from each panellist and summarise that feedback for each ally using this template. This summary should then be provided to the respective ally including anonymised copies of the original Accountability Panel Feedback forms.



Working Together with Men Project: Post Accountability Panel Feedback Summary

Date:

Time:

Panellists:

- [Panellist Name – title]
- [Panellist Name – title]
- [Panellist Name – title]

Ally in Training:

Proposed project title:

Lean Canvas and Accountability Panel feedback rubric

Have all areas of the Lean Canvas been completed in full? Yes Not yet

Key components of the project idea align with the requirements of the WTWM ally model and are completed in the Lean Canvas:*

Accountability to women Yes Not yet

Engaging men Yes Not yet

Our Watch national framework Yes Not yet

**Note: A project idea cannot progress if key component areas on the Lean Canvas have not been completed.*

Overall summary (Does the ally's project idea need more work? Is there key panellist feedback that needs to be addressed before continuing with the project idea?)

Key reflections (This can include highlight areas that need to be completed, improved or particularly strong areas or positive feedback on the ally's presentation on the day.)

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