

GIZON

INITIATIVE
2021
REPORT

DUZ



1 INTRODUCTION	03
2 ACTIVITIES CARRIED OUT IN 2021	04
2.1 WEBSITE	04
2.1.1 Interviews	04
2.1.2 Social Networks	05
2.2 TRAINING AND AWARENESS PROGRAMME	05
2.2.1 Face-to-face courses	06
2.2.2 Online courses	15
2.2.2.1 10-hour online awareness raising	15
2.2.2.2 25-hour online training	16
2.3 “GAZTEAK BERDINTASUNEAN 2.0” PROJECT	18
2.4 MEN IN THE POLITICAL SPHERE	22
2.5 “GIZONOK ESAN ETA EGIN” CAMPAIGN	24
2.6 TRAINING AND AWARENESS ACTIVITIES	25
2.7 GUIDANCE AND COLLABORATIONS	25
3 MONITORING AND EVALUATION OF PROGRAMME OBJECTIVES	26

1.0

Introduction

Gizonduz is a pioneering initiative from the Basque Government promoted by Emakunde-Basque Institute for Women to boost the awareness, participation and involvement of men in supporting equality between women and men. It takes a feminist and human rights perspective and an inclusive approach to diversity.

The objectives, listed in the [framework document for the Gizonduz initiative](#), are as follows:

- Increase the number of men whose awareness has been raised about equality between women and men.
- Increase the number of men who receive training on equality between women and men.
- Increase the level of responsibility that men have for housework and care duties.

The activities carried out by the Gizonduz initiative in previous years are listed in the following reports: [2007-2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019 and 2020](#).

The year 2021 continues to be affected by the emergency situation created by COVID-19. The measures adopted for the protection of public health throughout have made it an atypical year. More training has taken place in webinar format, and there have been more mixed-format courses combining online training with face-to-face sessions.



2.0

Activities carried out in 2021

2.1 WEBSITE

In 2021, the administration of the Gizonduz section on Emakunde's website continued. It contains extensive information on different media related to the initiative, as well as the following sections: [training](#), [interviews](#), [campaigns](#), [men's groups](#), [blog](#), [material](#), [Gazteak Berdintasunean 2.0](#), [conferences](#) etc.

In 2021, the Gizonduz homepage has received 4,030 hits.

2.1.1 INTERVIEWS

This [section](#) includes interviews with the following people:

- **Ariel Sánchez.** Member of the development group for the Instituto MasCS (Institute for Masculinity and Social Change), Argentina.
- **Lionel Delgado.** Philosopher and sociologist. Conducts research at the University of Barcelona on urbanism, feminism and models of masculinity.

- **Anastasia Téllez Infantes.** Director of the observatory on masculinity under the ECULGE Research Group at the Miguel Hernández University of Elche (UMH). Doctor of Social Anthropology and Associate Professor of Social and Cultural Anthropology in the Department of Social and Human Sciences at the UMH.
- **Hilario Sáez.** Sociologist. Member of the Social Initiative Foundation and of the Men's Forum for Equality. Co-organiser of the #21oct21 initiative, held in Seville.
- **Roy Galán.** Writer. His work explores feminism, masculinity and the role of men in building non-chauvinistic societies.
- **Ibai Fresnedo.** Sexual educator, equality agent and member of the Hiruki Larroxa collective.

2.1.2 SOCIAL NETWORKS

Gizonduz has been on Facebook since 2009. In 2021 it had an average of 5,224 followers, comprising 49.9% women and 59.1% men. During 2020, 162 posts were published.

The Gizonduz Twitter account has 2,117 followers and 6,870 tweets have been published since 2011, 297 of them during 2021.

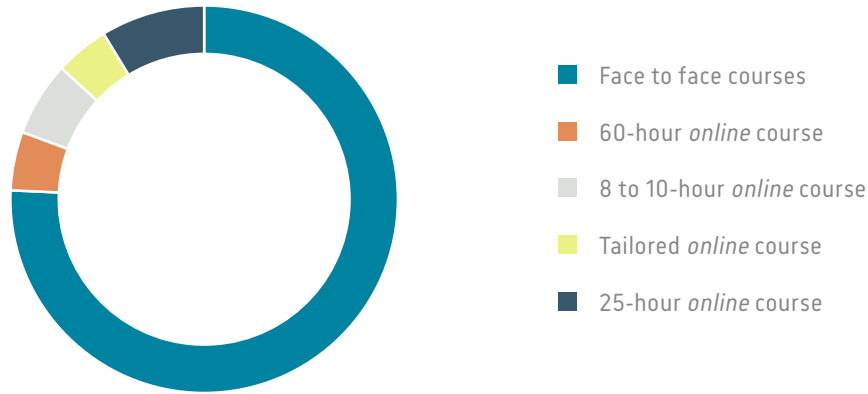
Gizonduz also has a YouTube channel which features videos of conferences, workshops, advertisements and audiovisual material related to equality and masculinity. The Gizonduz YouTube channel has 46 videos. They have been viewed a total of 1,395 times in 2021 and a total of 23,638 times since the account was created in 2009.

2.2 TRAINING AND AWARENESS PROGRAMME

In March 2009, the first edition of the Gizonduz training and awareness programme was launched, and up to December 2021 a total of 20,336 people¹ had taken part in the courses, both face-to-face and online. Of these, 11,380 (56%) were men, 8,740 (43%) were women, 112 people (0.5%) identified as non-binary, and 104 people (0.5%) did not answer this question².

¹ These data do not include students enrolled in the Gazteak Berdintasunean 2.0 programme. Said data will follow.

² In 2018, two new measurement categories were added based on the self-identification of participants in terms of gender identity: *Non-binary* and *No answer*.



Type of Course	Women	Men	Non-binary	No Answer	Total ³
Face-to-face courses	5.914	9.306	89	93	15.402
60-hour online course	602	393	0	0	995
8 to 10-hour online course	702	560	0	0	1.262
Tailored online course	295	584	21	11	911
25-hour online course	1.227	537	2	0	1.766
TOTAL	8.740	11.380	112	104	20.336

2.2.1 FACE-TO-FACE COURSES

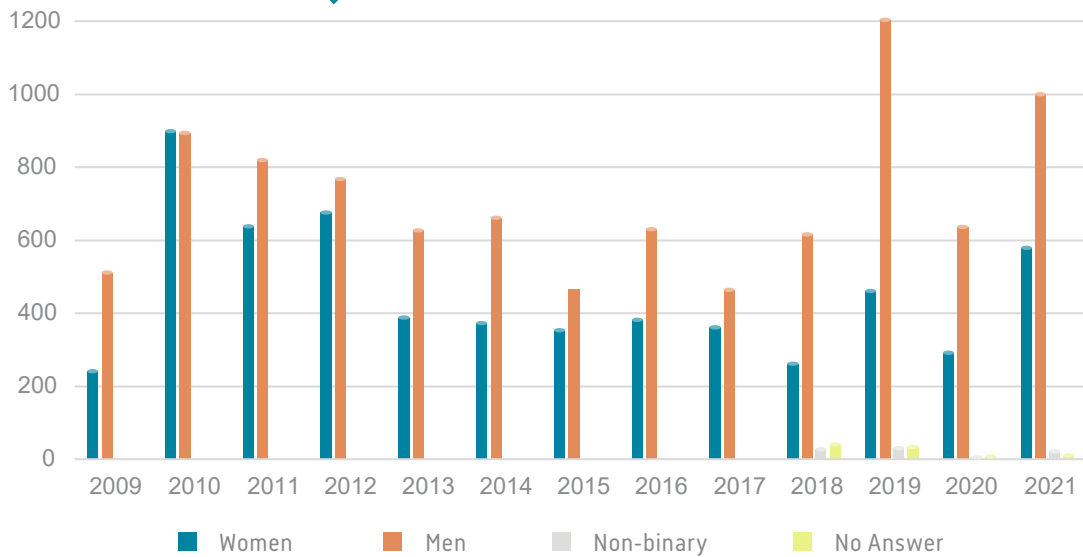
During 2021, 22 face-to-face courses were taught in webinar format. Both the hours taught and the participating students have been included in this section of face-to-face courses since, unlike online courses, the students were present in their homes or at their companies and were able to participate in the courses.

From 2009 to 2021, inclusive, there were 806 face-to-face courses (102 of them in 2021), with the participation of 15,402 people⁴, of which 9,306 (60.23%) were men, 5,914 (38.64%) were women, 89 people (0.48%) identified as non-binary and 93 people (0.59%) did not answer this question.

³ In 2018, two new measurement categories were added to this graph based on the self-identification of participants in terms of gender identity: Non-binary (52 people in 2018) and No answer (18 people in 2018).

⁴ These data do not include students enrolled in the Gazteak Berdintasunean 2.0 programme. Said data will follow.

Participation in face-to-face courses⁵

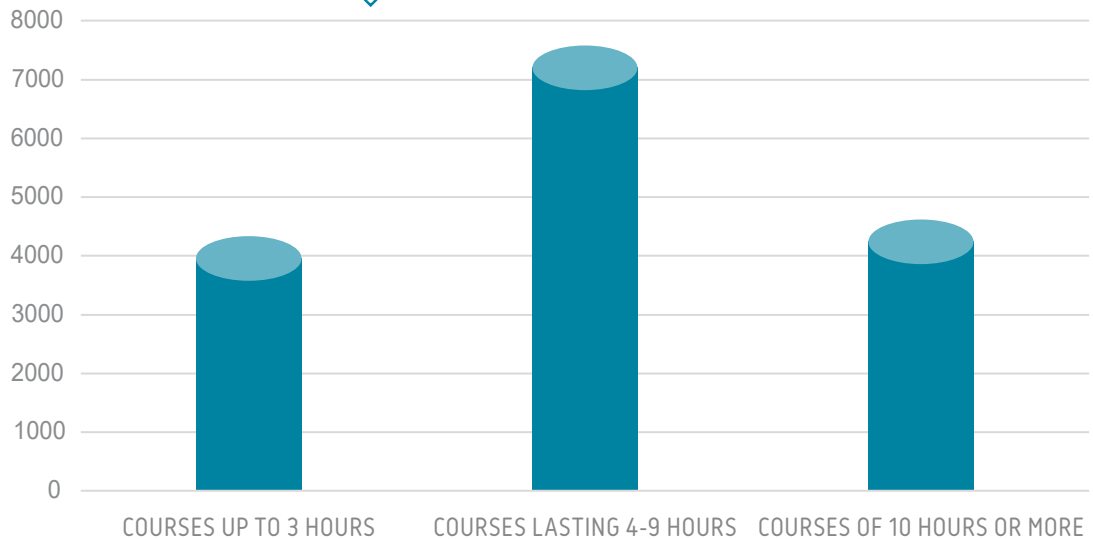


Student participation broken down by gender is as follows

Year	Women	Men	Non-binary	No Answer	Total
2009	241	512	-	-	753
2010	900	895	-	-	1,795
2011	638	821	-	-	1,459
2012	677	768	-	-	1,445
2013	389	628	-	-	1,017
2014	375	662	-	-	1,037
2015	354	467	-	-	821
2016	382	630	-	-	1,012
2017	362	464	-	-	826
2018	263	617	29	41	950
2019	462	1,205	32	34	1,733
2020	292	637	6	7	942
2021	579	1,000	22	11	1,612
TOTAL	5,914	9,306	89	93	15,402

⁵ In 2018, two new measurement categories were added to this graph based on the self-identification of participants regarding gender identity: Non-binary (52 people in 2018) and No answer (18 people in 2018).

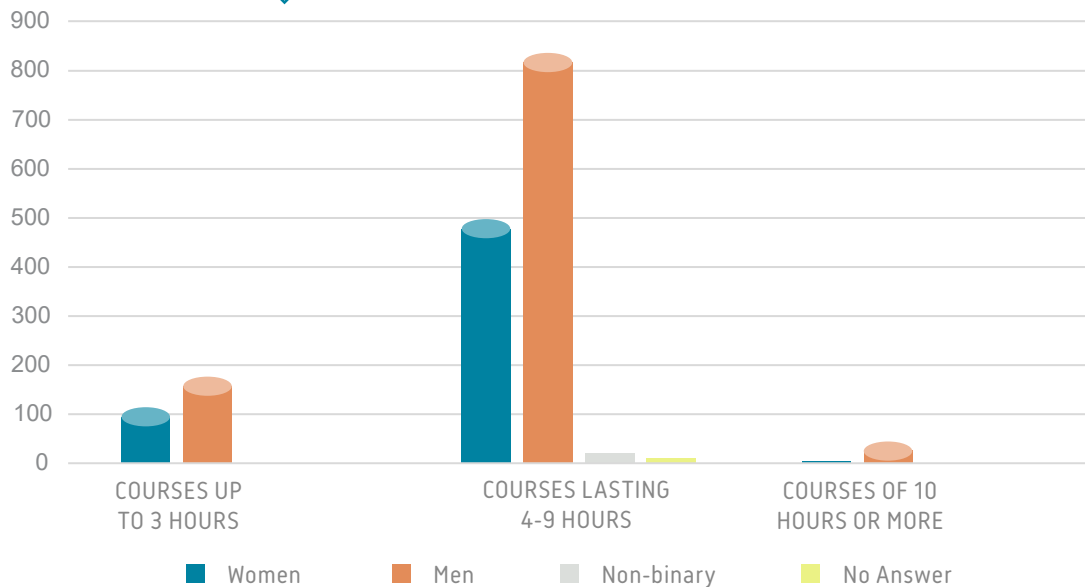
Student participation in the different course duration categories, from 2009 to 2021, is as follows



A total of 25.6% of students participated in courses with a duration of up to 3 hours, 46.7% in 4 to 9-hour courses, and 27.5% in courses with a duration of 10 hours or more. There has been a shift in trend towards more 4 to 9-hours courses and fewer courses of 10 hours or more, caused by changes in significant programmes from just face-to-face format to a combination of online and face-to-face. This is the case for the Basque Academy for the Police and Emergencies, which reports to the Department of Security of the Basque Government. The collaboration from previous years has continued but the regulations arising from the COVID-19 pandemic mean that training in 2021 has been mixed, comprising 10 hours online via Moodle and 5 hours of face-to-face training. The total commitment by individual participants has therefore increased by 5 hours from the last year. Courses have been delivered to 39 groups from the XXIX group, comprising a total of 195 face-to-face hours and 10 hours online per person.

Courses 2021	No. of hours	% of total hours	Total students	% of total students	Men	Women	No Answer	Non-binary
16 courses of up to 3 hours	29,6	6,3%	252	15,6%	157	95	0	0
82 courses of 4-9 hours	388	83,2%	1.327	82,4%	816	478	11	22
4 courses of 10 hours or more	48,4	10,5%	33	2%	27	6		
TOTAL 102 courses	466	100%	1.612	100%	1.000	579	11	22

Attendance for face-to-face courses in 2021



In 2021, the distribution of face-to-face courses based on the type of applicant was as follows:

Face-to-face courses delivered in partnership with companies

Entity	Content	Target audience	No. of courses	Duration in hours per course	Total hours
AEK	Masculinity, equality and value shifts	Own staff	4	4	16
AKHONMEDIA	Masculinity and equality	Own staff	1	4	4
AZTI	Masculinity and equality	Own staff	1	2	2
CEBEK	Men, equality, the workplace and workplace risk prevention	Members	6	4	26
CMF	Masculinity and sexual and gender-based harassment	Own staff	1	4	4
ATEFRISA	Masculinity and sexual and gender-based harassment	Own staff	1	3	3
INGARTEK	Masculinity and equality	Own staff	1	4	4
LOIRE-GESTAMP	Men, equality, the workplace, and prevention of sexual and gender-based harassment	Own staff	2	6	12
ORMAZABAL	Men, equality and the world of work	Own staff	2	4	8

Face-to-face courses delivered in partnership with public institutions

Entity	Content	Target audience	No. of courses	Duration in hours per course	Total hours
Cuadrilla de Montaña Alavesa	Introduction – men in the political sphere	Cuadrilla de Campezo-Montaña Alavesa, men in the political sphere	1	2	2
Cuadrilla De Ayala	Introduction – men in the political sphere	Cuadrilla de Campezo-Montaña Alavesa, men in the political sphere	2	2	4
Donostia City Hall. Department of Mobility	Masculinity, equality, dangerous behaviours and male violence against women.	Own staff	1	16	16
Donostia City Hall. Department of Mobility	Masculinity, equality, dangerous behaviours and male violence against women.	Own staff	1	10,5	10,5
Provincial Government of Álava Department of Mobility	Masculinity and equality	Own staff	8	4	32
Arkaute – Basque Academy for the Police and Emergencies	Masculinity and equality	Students from the XIX group	39	5	195
EUDEL-Basque Government	Dialogues with...	Men in public office	2	2	4
Education Inspection, Basque Government	Masculinity and equality	Own staff	1	2	2
EUDEL-Basque Government	Masculinity, equality policies and leadership	Men in public office	2	2	4
Basque Health Service	Masculinity and equality	Own staff	1	6	6
Basque Health Service	Masculinity and value shifts Responsible and egalitarian paternity	Own staff	2	3	6
Basque Health Service	Masculinity and male violence against women	Own staff	2	6	12
Basque Parliament	Men, masculinity and equality	Own staff	1	3,33	10

Face-to-face courses delivered in partnership with associations and other education organisations

Entity	Content	Target audience	No. of courses	Duration in hours per course	Total hours
Cáritas Bizkaia	Masculinity and social intervention with men	Own staff	2	1,5	3
Cáritas Bizkaia	Masculinity and social intervention with men	Own staff	2	4	8
Cáritas Gipuzkoa	Masculinity and social intervention with men	Own staff	1	12	12
Cáritas Gipuzkoa	Masculinity and sexual and gender-based harassment	Own staff	2	6	12
Economists without Borders	Masculinity and equality	Own staff	1	2	2
Euskaltzaleen Topagunea	Masculinity and equality	Own staff	1	4	4
Cristina Enea Foundation	Masculinity and equality	Own staff	1	2	2
Ikastolen Elkarte	Masculinity and equality	Own staff	1	4	4
Iresgi. Martutene Prison	Masculinity and equality	Inmates	1	1,5	1,5
Sirimiri	Masculinity and equality	Own staff	2	4	8
University of the Basque Country School of Engineering (Automation)	Masculinity and equality	Students	2	4	8

RATINGS OF FACE-TO-FACE COURSES:

Below are the averages from the ratings given by those attending the face-to-face courses. Ratings were on a 6-point scale (1 being the lowest and 6 being the highest).

1,089 ratings were collected in total: 348 from women, 698 from men, 27 from individuals who identified as non-binary and 16 from people who did not answer. Note that a portion of the assessment questionnaires collected by the associations and institutions conducting the courses are in their own formats, which makes it difficult to aggregate the data. These data are therefore not included in the following tables.

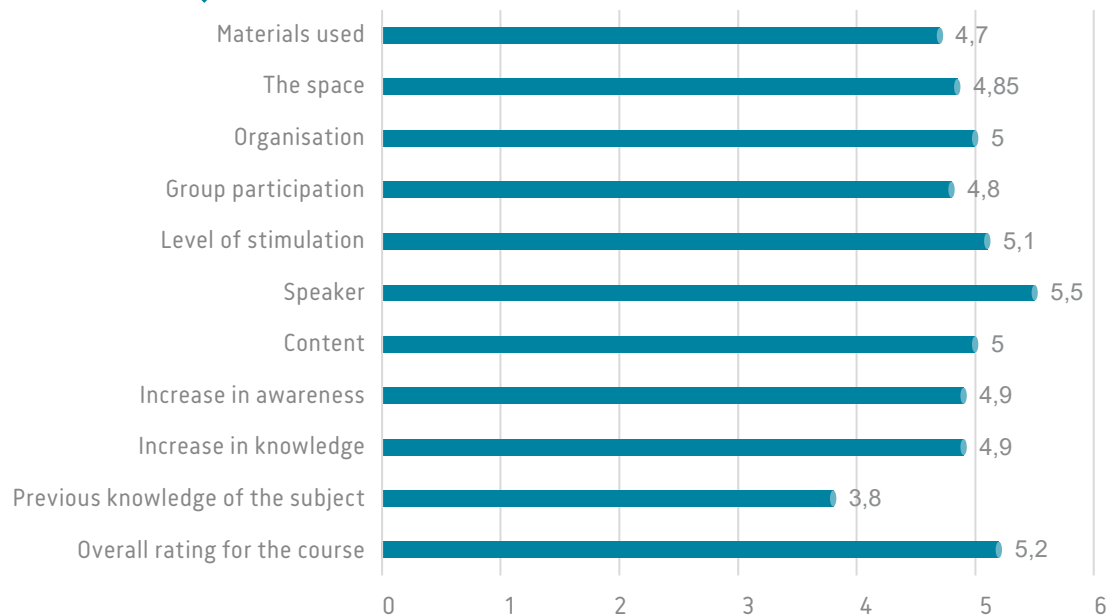
Number of assessment questionnaires collected according to age and gender

Ratings according to age and gender	16 – 24 years	25 – 30 years	31 – 54 years	55 and over	No Answer	Total
Women	28	116	193	9	2	348
Men	120	257	291	28	2	698
Non-binary	9	8	10			27
No Answer	1	4	9	1	1	16
TOTAL	158	385	403	38	5	1.089

Ratings (from 0 to 6) collected

	Women	Men	Non-binary	NS/NC	General
Overall rating for the course	5,4	5,1	5	5,1	5,2
Previous knowledge of the subject	4,0	3,7	3,8	3,7	3,8
Increase in knowledge	5	4,9	3,5	5	4,9
Increase in awareness	5	4,9	3	4,8	4,9
Content	5,2	5	4,6	4,9	5
Speaker	5,6	5,4	5,4	5,3	5,5
Level of stimulation	5,2	5	4,7	4,9	5,1
Group participation	4,9	4,7	4,8	4,4	4,8
Organisation	5,1	4,9	4,7	4,9	5
The space	5	4,8	4,6	4,7	4,85
Materials used	4,9	4,6	4,2	4,7	4,7
Useful for personal life (%)	99%	96%	96%	98%	97,25%
Useful for professional life (%)	97%	96%	96%	94%	95,75%

Average ratings out of 6 (not broken down by gender)

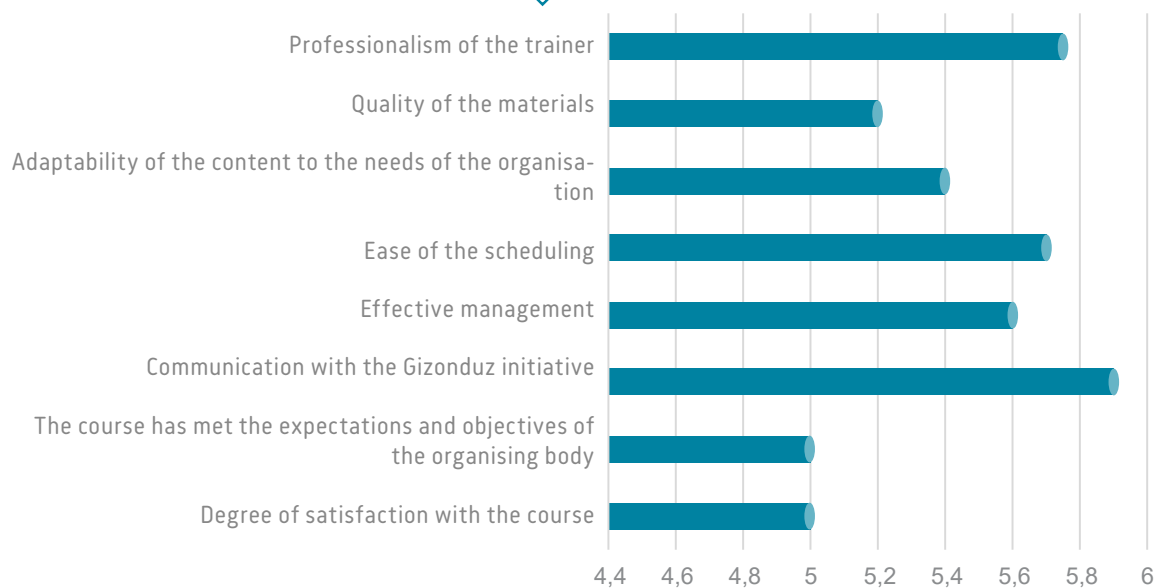


As in previous years, the students rated the material and the participative methodology used positively. The only value below 4 refers to the perception that the participants had of their knowledge before the training session.

The assessments of the courses were similar to those made in previous years. Generally speaking, the face-to-face courses offered as part of the Gizonduz programme met the expectations of the students taking part and those of the programme itself.

No gender- or age-specific significant differences were observed with regard to the ratings of the different aspects evaluated in the questionnaires.

Average assessments of the entities responsible for organising the courses (from 0 to 6)



As the graph shows, the ratings of the entities responsible for organising the courses was very positive.

The most highly rated aspects were “professionalism of the trainer” (5.75), “communication with the Gizonduz initiative” (5.9), “effective management” (5.7) and “ease of scheduling” (5.7).

Students and the organising entities alike suggested the following improvements: dedicate more time for training, explore the topics dealt with in more depth and provide tools for the workplace.

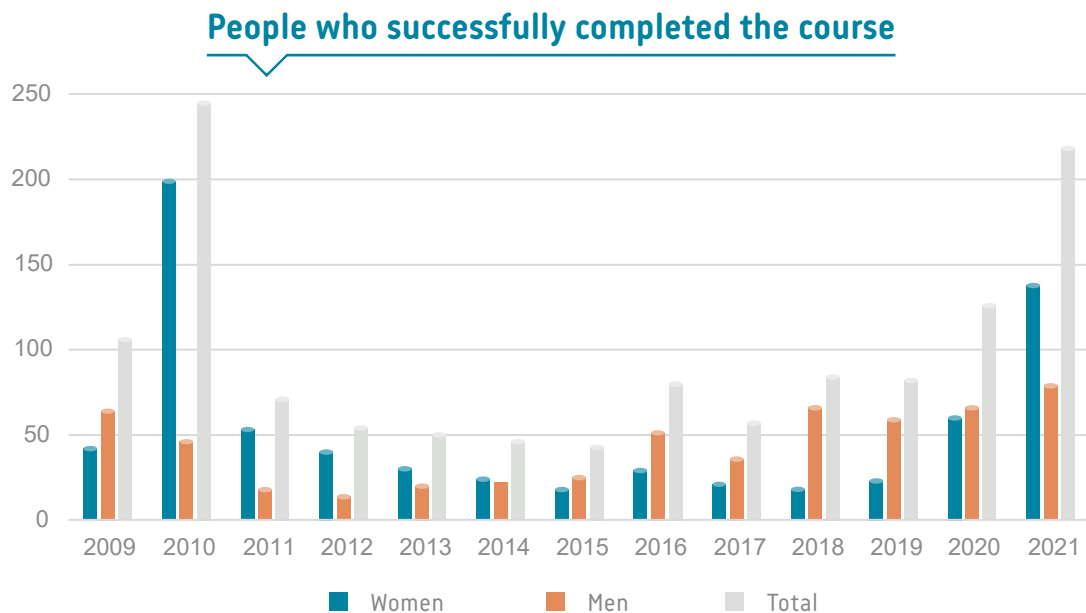
2.2.2 ONLINE COURSES

2.2.2.1 10-HOUR ONLINE AWARENESS RAISING

This course addressed the following issues:

- The origin of gender inequalities.
- The part that gender roles and stereotypes play in socialisation.
- A review of the different models of masculinity.
- The role of caring for others and for oneself in men's lives.
- The involvement of men in housework and in caring for others.
- Gender problems that sexist socialisation generates for men.
- The role that the legitimization of violence plays in the construction of masculine identities.

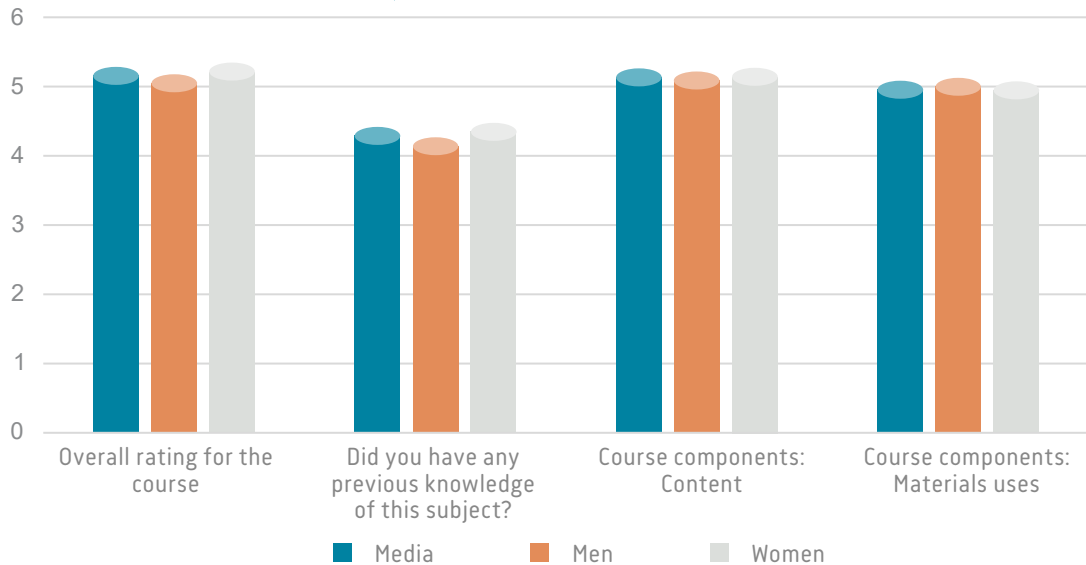
The online course was launched in 2009. Up to 2021, 1,262 people (695 women and 566 men) successfully completed the course.



A total of 218 people successfully completed the course in 2021. Of these, 139 were women and 79 were men. The number of people completing the course increased from 126 participants in the year prior. The proportion of men who completed the course (36.2%) is lower than that of the previous year (52.3%).

In 2021, 79 assessment questionnaires were collected.

2021: Course rating (out of 6)



	Total	Women	Men
Do you think it has been useful for your personal life? YES	76	98%	100%
Do you think it has been useful for your professional life? YES	76	98%	100%

The overall rating of the course (5.14) and of its content (5.12) was very positive.

Interestingly, 99% of the people who completed the course satisfaction survey believed it was useful for both their personal and professional lives.

2.2.2.2 25-HOUR ONLINE TRAINING

This course, titled “Masculinity. Men and equality: challenges and resistance”, helps students develop theoretical and practical skills for analysing how models of masculinity are constructed in our society. This is addressed from the perspective of equality, so that students can acquire knowledge for a gender-focused analysis of the context, as well as the methodological tools that facilitate understanding. The course looks at the different expressions of masculinity that exist in our societies and the consequences that they have for women and for men. It also analyses

the progress made towards equality between women and men, the main sources of resistance and new sexist discourses, with an in-depth analysis of male violence against women, including among the younger population, and its most common causes and manifestations.

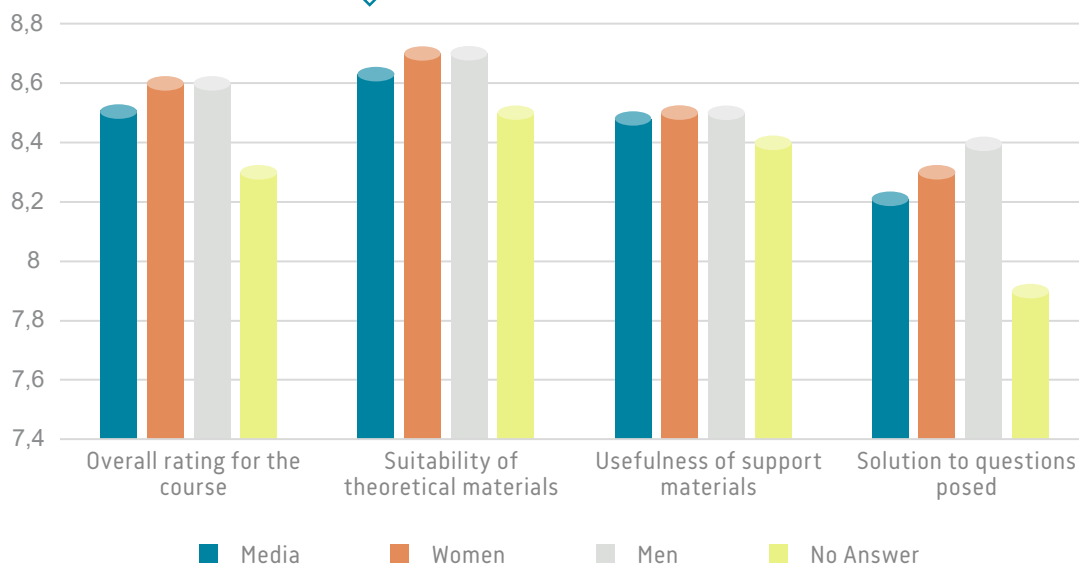
This year, the online course was delivered in collaboration with the University of the Basque Country (UPV/EHU) and the Basque Institute of Public Administration (IVAP). Emakunde also organised 4 courses.

2021: People who completed the 25-hour online course on masculinity

Organising entity	Course	Women	Men	Students who completed the course TOTAL
University of the Basque Country	Masculinity. Men and equality: challenges and resistance (1st edition)	21	11	32
University of the Basque Country	Masculinity. Men and equality: challenges and resistance (1st edition)	51	19	70
University of the Basque Country	Masculinity. Men and equality: challenges and resistance (2nd edition)	16	7	23
University of the Basque Country	Masculinity. Men and equality: challenges and resistance (2nd edition)	34	13	47
EMAKUNDE	Masculinity. Men and equality: challenges and resistance	40	36	76
EMAKUNDE	Masculinity. Men and equality: challenges and resistance (2nd edition)		11	16
EMAKUNDE	Masculinity. Men and equality: challenges and resistance	15	37	53
EMAKUNDE	Masculinity. Men and equality: challenges and resistance (2nd edition)	3	3	6
IVAP	Masculinity. Men and equality: challenges and resistance	24	22	46
IVAP	Masculinity. Men and equality: challenges and resistance	3	5	8
TOTALES		207	164	377

In 2021, 118 assessment questionnaires were collected for the online course. The respondents comprised 62 women, 16 men and 40 people who did not answer this question.

2021: Average ratings (out of 10)



	Total
Do you think it has been useful for your personal life? Yes	97%
Do you think it has been useful for your professional life? Yes	93%

The average overall rating of the course (8.50 out of 10) is positive. The theoretical material was also rated highly (8.63 out of 10).

Interestingly, 97% of the people who completed the course satisfaction survey believed it was useful for their personal life and 93% considered it useful for their professional life.

2.3 “GAZTEAK BERDINTASUNEAN 2.0” PROJECT

The Gazteak Berdintasunean 2.0 project raises awareness and engagement among teenagers and young people – particularly young men – in support of equality between women and men and

against violence towards women. This is achieved by using innovative educational tools based on new technologies.

The project comprises the following:

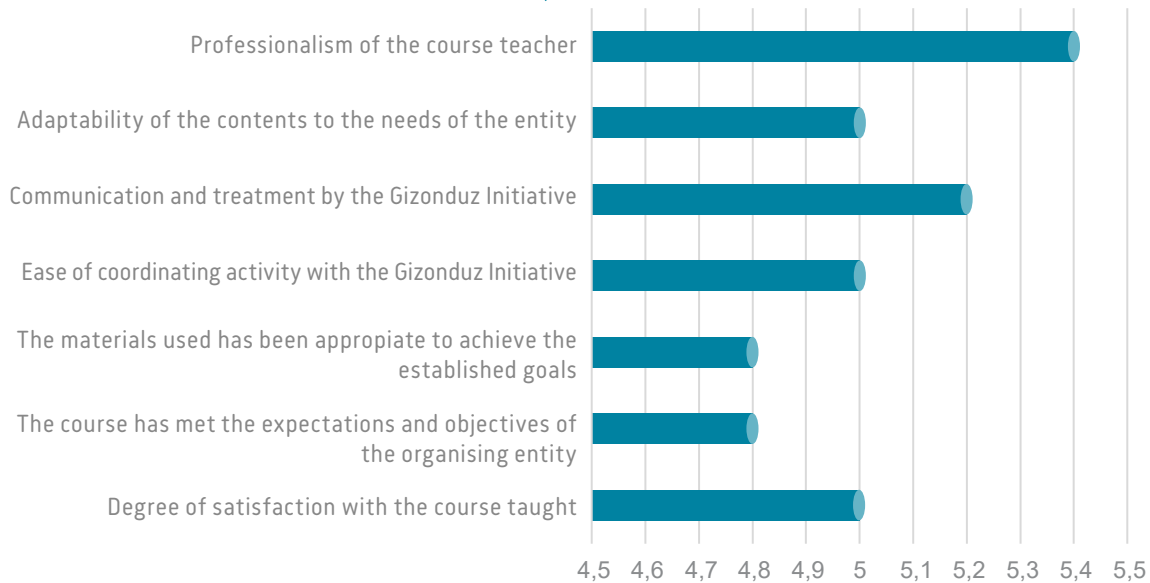
- An online adventure (video game) where users are confronted with various scenarios that they must deal with and certain problems that they have to solve. They must choose how to proceed when faced with situations involving sexism, homophobia, violence, etc.
- Educational units and worksheets aimed at both teachers and students.

From 2016 to 2021, courses were delivered in a total of 37 schools. A total of 2,838 people participated, comprising 1,047 female students, 1,786 male students and 5 people who identified as non-binary. In 2021, a course aimed at teachers was attended by 18 men and 7 women.

During 2021, training was carried out in 10 schools: IES Minas (Barakaldo), La Salle (Bilbao), Don Bosco (Errenteria), Berrio-Otxoa (Bilbao), Instituto de Educación Secundaria Erniobea (Villabona), Armeria Eskola (Eibar), IMH Fabrikazioaren Zentro Aurreratua (Elgoibar), CIFP Tartanga LHII (Erandio), IES Muskiz BHI (Muskiz) and CF Somorrostro (Muskiz). The courses for students were attended by 660 people, comprising 151 girls, 507 boys and 2 students who identified as non-binary. A total of 169 hours of training were delivered to students, reaching 21 groups in total. Most groups attended 4 hours of training. A 4-hour course was delivered to teachers.

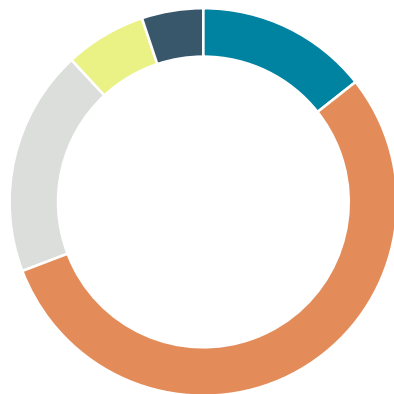


The schools where training was carried out provided the following ratings (from 1 to 6)



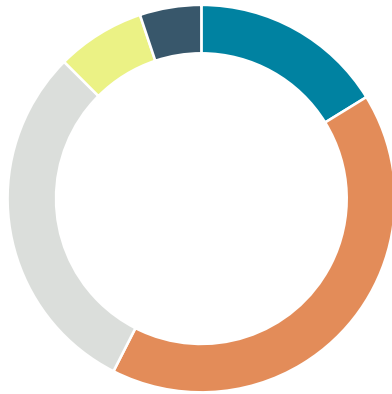
There were 487 ratings for the **GAZTEAK BERDINTASUNEAN 2.0.** video game by students. A total of 350 ratings were collected from boys, 132 from girls, 2 from students identifying as non-binary and 2 from students who did not answer this question.

RESULTS OF THE RATINGS:



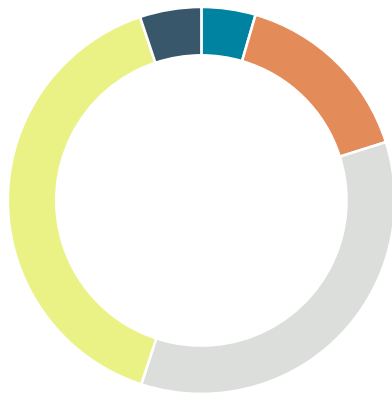
I think the video game is fun

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No answer



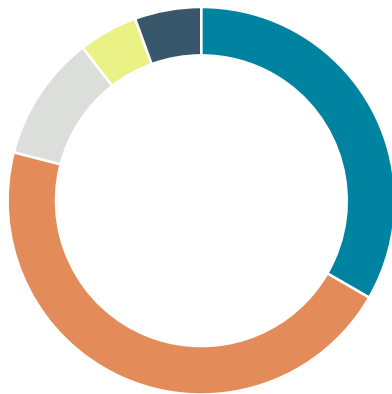
I paid more attention to what was said because it's a video game

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No answer



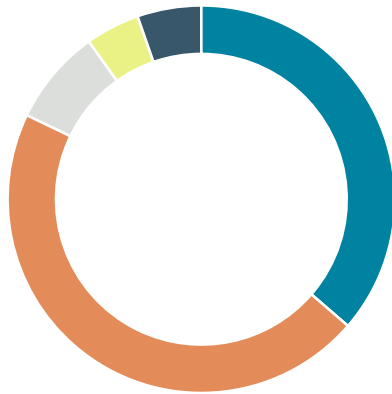
I found it hard to understand how to play

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No answer



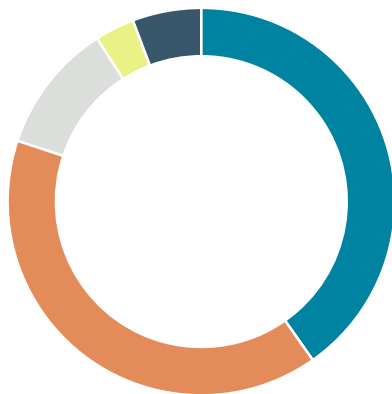
They should use more video games like this for other subjects

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No answer



It's more fun to learn like this

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No answer



I had no problem understanding what they wanted to teach us through the video game

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No answer

2.4 MEN IN THE POLITICAL SPHERE

In 2017, an initiative was launched to encourage men in political roles to promote equality in their sphere of influence and, in particular, to promote the personal and collective commitment of other men to this cause.

Two groups of men in politics were created: one within the Basque Government, and the other at the municipal level, in collaboration with EUDEL. These spaces for training, reflection and exchange boost the participation and engagement of men in politics with equality, insofar as they are leaders and decision makers.

This initiative with men in politics was used as an example of good practice at the #InvolveMen International Seminar held in Brussels on 19th November 2019 by the Congress of European Municipalities and Regions (CEMR).



This video summarises the ideas and objectives from the first phase of the experience.

Men in politics for equality

As a continuation of the initiative, a second phase began in early 2020 based on a draft guide for equality aimed at men in political roles. Preparation of the guide involved 5 work sessions (2 with government politicians, 2 with local politicians and 1 joint session) involving a total of 25 men.

In 2021, two training strands were launched for all men in political roles in the various Basque public institutions. The first strand comprised talks from equality experts, the first of which was held on 18th May with Miguel Lorente, who addressed “The role of men in public office in promoting equality”. The second talk on 24th November, with Pilar Kaltzada, looked at “Declarations, discourse and actions by men in public office to tackle violence against women.”

In 2021, a series of “training encounters” were held. These regular online training pills are specifically aimed at men in politics. The first encounter on 10th June looked at “Men, equality and equality policies”. The second, on 14th October, addressed “Masculine identity, power, forms of leadership and the role of men in equality”.

The work in this area was included as good practice in the *State of the World's Fathers 2021* report by Promundo in collaboration with Save the Children, Oxfam, the MenEngage Alliance and the United Nations Foundation.

2.5 “GIZONOK ESAN ETA EGIN” CAMPAIGN

This campaign, launched in 2018 by Emakunde, continues the work carried out for more than 10 years through Gizonduz to enable Basque men to take another step and make the commitment to taking specific actions in their everyday lives to support equality in spheres such as co-responsibility, caregiving, the eradication of male violence against women, the dissemination of egalitarian ideas and the calling out of sexist messages and behaviours.



An application allows men to self-assess their sexism in just a few steps and to choose from among a broad range of possible commitments. The application itself provides resources and a monitoring system for putting these commitments into practice.

In order to make the involvement of men in equality work more visible, the application offers men interested in doing so the option to make their commitment public. Up to 2021, a total of 251 men accessed the app and made personal commitments.



This video summarises the ideas and objectives of the experience.

“Gizonok esan eta egin” campaign



2.6 TRAINING AND AWARENESS ACTIVITIES

PARTICIPATION IN TRAINING AND AWARENESS ACTIVITIES

To promote the Gizonduz initiative, there have been interventions in several media outlets and participation in various awareness and training activities organised by other entities. For example:


- A talk on 16th March at the round table on masculinity and public policies at the VIII Congress of the Spanish Network of Social Policies in Bilbao.
- Participation on 29th April in the online round table on *Men and gender equality: experiences and challenges*, organised by the Families Foundation in Chile.
- Participating on 7th October in the round table on public policies on work around masculinity, as part of the inauguration of the *Centre de masculinitats Plural* run by Barcelona City Hall.
- Participation on 22nd October in the round table in Seville on equality policies aimed at men, as part of the European meeting titled *Towards a Feminist Agenda on Men and Masculinity*.
- Two working sessions on 1st June and 3rd December under the European project titled *Men in Care*. The sessions looked at the role of business in promoting shared responsibility for achieving a work-life balance and the involvement of men in caregiving, and explored key issues and good practice in this area.
- Teaching delivered on the postgraduate degree in masculinity, gender and equality at the Miguel Hernández University of Elche.
- Teaching also delivered on the inter-university specialist course on gender, masculinity and social action, run jointly by the University of the Basque Country and the Complutense University of Madrid.

2.7 GUIDANCE AND COLLABORATIONS

In 2021, we handled all queries related to the Gizonduz initiative and other matters concerning men, equality and masculinity, both in person and by email and phone.

In terms of collaborations, we held a meeting with the Andalusian Women's Institute to share knowledge and experience around work on masculinity and equality.

We held several online meetings in collaboration with the Department of Mainstreaming and Empowerment of the Office for Gender Equality of the Government of Montevideo, continuing the



collaboration that began in 2019. As a result of these meetings, access to the Gizonduz online training was provided to a group of people from the department.

In addition, meetings were held to monitor the collaboration agreement signed with the Ministry of Women and Gender Equity of Chile to promote specific work with men for the promotion of equality.

As part of the collaboration agreement with the Families Foundation in Chile, follow-up meetings were held and access to the Gizonduz online training facilitated for the foundation's staff.

3.0

Monitoring and evaluation of programme objectives

In December 2016, an [Evaluation of the process and results of the Gizonduz initiative 2007-2015](#) was published with a corresponding [executive summary](#).

The table contained in this section shows the evolution up to 2021 of a series of indicators for monitoring and evaluating the objectives of the Gizonduz initiative, based on the available information.

The indicators related to the first two programme objectives (*1. Increase the number of men whose awareness about equality between women and men has been raised and 2. Increase the number of men who receive training on equality between women and men*) are outcome indicators, with the exception of indicator 1.5 (*Percentage of men who agree or strongly agree that equality is important*), which is an impact indicator. The outcome indicators measure the effects of some of the main actions carried out in the Gizonduz programme and it should be noted that there are cells in the table that do not contain data, since they refer to activities that had not been launched in the years in question.

Indicator 1.5 and all those relating to the final programme objective (*3. Increase the level of responsibility that men have for housework and care duties*) are impact indicators that attempt to measure the changes produced in the target social context. It is not possible to know the extent to which the programme has had an influence in this area and its impact will definitely be limited, since these are indicators of social change associated with an objective whose achievement depends on many and various structural factors that are beyond the scope of the programme.

However, the programme does seek to contribute to the achievement of this objective and it is included in the table for this reason.

It should also be noted that most of the data collected in the impact indicators come from statistics or studies that are not collected or carried out on an annual basis. Therefore, the figures do not always correspond to the year indicated. The data shown in the table are those that were available in each of the years referred to.

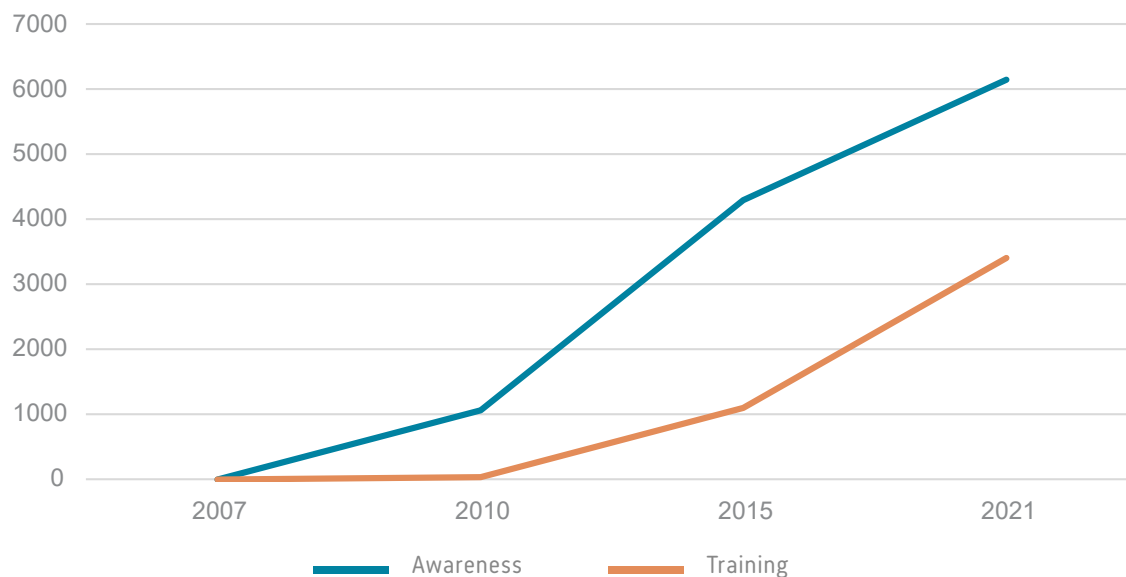
1. Increase the number of men whose awareness has been raised about equality.	2007	2010	2015	2021
1.1 Number of men who have participated in a Gizonduz awareness course (up to 10 hours).	-	1.066	4.297	7.124
1.2 Number of male students who have participated in the Gazteak Berdintasunean 2.0 programme.	-	-	-	1.786
1.3 Number of men who have signed the <i>Charter of Basque men for equality and against violence against women</i> . ⁶	-	10.230	10.289	10.381
1.4 Number of men who have signed personal commitments within the <i>Gizonok esan eta egin</i> campaign.	-	-	-	257
1.5 Percentage of men who agree or strongly agree that equality is important. ⁷	77%	77%	91%	99%
2. Increase the number of men who receive training on equality between women and men.	2007	2010	2015	2021
2.2 Number of men who have participated in a specific face-to-face or online Gizonduz training course (10 hours or more in duration or 8 hours with a course completion test).	-	34	1.096	4.256
2.3 Percentage of men who consider Gizonduz awareness and training courses useful for their personal lives.	-	96,80%	94,65%	97,75%
2.4 Percentage of men who consider Gizonduz awareness and training courses useful for their professional lives.	-	86,60%	89,75%	96%

⁶ From 2010 onwards, no public actions to collect signatures have been carried out.

⁷ Source: Sociological Prospecting Office of the Presidency of the Basque Government.

3. Increase the level of responsibility that men have for housework and care duties.	2007	2010	2015	2021
3.1 Average time spent by men in the Autonomous Community of the Basque Country per day on domestic and care work. ⁸	-	4 h. and 6 min.	4 h. and 30 min.	4 h. and 48 min.
3.2 Percentage of care and domestic work carried out by men in the Autonomous Community of the Basque Country. ⁹	28,6%	28,6%	33,3%	32,8%
3.3 Percentage of men out of the total number of people who take a leave of absence to care for relatives. ¹⁰	21,1%	21,9%	17,8%	17,9%
3.4 Percentage of men out of the total number of people who take a leave of absence to care for children. ¹¹	5,2%	4,7%	6,7%	10,4%

Finally, a graph showing the progression of the number of men who have participated in Gizonduz awareness and training courses is presented below.



⁸ Source: *Survey on the balance between work, family and personal life*. Eustat. 2020.

⁹ Source: *Household production satellite account*. Eustat. 2020.

¹⁰ Source: Statistics of the Ministry of Employment and Social Security. 2020.

¹¹ Source: Statistics of the Ministry of Employment and Social Security. 2020.



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