



Partners in Prevention- Engaging boys and men against GBV/VAW Saghir Bukhari

Working with Men and Boys to Address Gender Based Violence

- Gender based violence is violence inflicted or suffered on the basis of gender differences.
- Examples of gender based violence are; female infanticide, honour killing, humiliation, degrading treatment, sexual abuse, acid attacks, etc.
- Boys can also be subjected to violence because of their gender.
- All forms of violence has a gender dimension.

Factors which Perpetuate Gender Based Violence and Discrimination

- **Individual factors**

- witnessing marital violence as a child
- absence or rejecting father
- being abused as a child
- alcohol and drug use

- **Family**

- Marital conflicts
- Male control of wealth and decision making in the family

Factors which Perpetuate Gender Based Violence and Discrimination

- Community
 - Poverty, low socio-economic status, under employment
 - Association of delinquent peers
- Society
 - Norms granting men control over female behaviour
 - Acceptance of violence as a way to resolve conflict
 - Notion of masculinity linked to dominance, honour or aggression
 - Rigid gender roles.

IMMEDIATE CAUSES of GBV

- Gender stereotypes in media and curricula.
- Lack of life-skills and sex-education
- Denial/ignorance by adults on gender based violence and gender discrimination
- Inappropriate laws and ineffective implementation of laws and policies which addresses gender discrimination.
- Poverty,
- Ignorance and low levels of education
- Cultural practices like dowry, etc.
- Lack of accountability and monitoring mechanisms

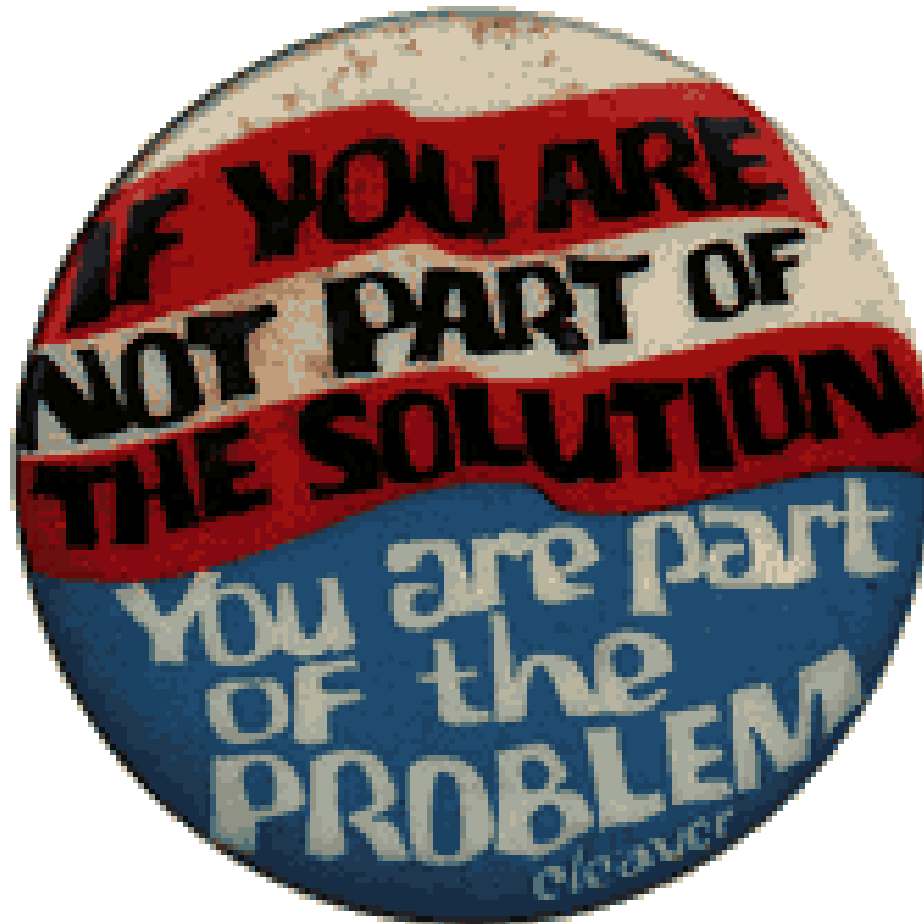
ROOT CAUSES of GBV

- Lack of women and children's participation in society at large
- Patriarchy and dominant forms of masculinities, roles of men, (men's and boys' sexual behaviour)
- Unequal power relations (gender, age, class, disability, caste, religion, etc)
- Overall violence in society, including violence against children
- Unequal sexual relations between men and women, boys and girls
- Stereotyped gender socialisation

Why Men and Boys?



Why Men and Boys?



The importance of leadership: Which version of manhood do we present?



کراچی: سٹی کونسل میں بلدیہ ٹاؤن یوسی 8 کے ناظم سلمان بلوچ اپوزیشن بچوں پر ایک خاتون رکن کو بیلٹ سے مار رہے ہیں

Introductions

- Paragraph 4.25:

The objective is to promote gender equality in all spheres of life, including family and community life, and to encourage and enable men to take responsibility for their sexual and reproductive behavior and their social and family roles.

- Paragraph 4.27:

Special efforts should be made to emphasize men's shared responsibility and promote their active involvement in responsible parenthood, sexual and reproductive behavior, including family planning; prenatal, maternal and child health; prevention of sexually transmitted diseases, including HIV; prevention of unwanted and high-risk pregnancies; shared control and contribution to family income, children's education, health and nutrition; and recognition and promotion of the equal value of children of both sexes. Male responsibilities in family life must be included in the education of children from the earliest ages. Special emphasis should be placed on the prevention of violence against women and children.

Gender Socialization and Reproduction of Inequalities

- What shapes most children and adolescent, regardless of other circumstances, is the impact of gender based expectations on their lives.
- In all societies in the world are girls and boys treated and expected to behave differently. Different forms of messages and stereotypes are conveyed to girls and boys through media, religious leaders, parents, school, peers, etc.

Gender Socialization and Reproduction of Inequalities

- Children learn their gender roles and what is expected from them.
- In many cultures do young women learn that females are regarded as emotional and only considered adults if married - and even then expected to be submissive to men in decision making. Girl's expected roles and responsibilities are usually associated with their future roles as mothers and wives.

Gender Socialization and Reproduction of Inequalities

- Young men learn that it is considered masculine to be - strong and dominant, sexually active, not to show emotions, and to exercise authority over women and children. Boys are often expected to support their parents financially through their lives.
- In most societies, boys learn from an early age that conflict can be resolved by physical violence and this socialisation encourages violent measures to resolve problems, putting young males at particular risk.

Positive Socialisation



Leaves and Fruits: Leaves and fruits depict peoples' attitudes in the society and in this case adult's behaviours towards children (mostly oppressive). This is transmitted into a seed, which germinates into a new tree that continues to oppress and discriminate children due to age, gender, ethnicity, disability, etc

Trunk: The trunk holds together social institutions (family, religion, education, etc.) that transfer social values, norms and belief. Most social intuitions see children as learners of adulthood, and as a result give little or no importance to girls' and boys' voices.

Roots: The roots hold the society's norms, values and beliefs that shape us and define the social fabric of people's behaviours towards each other, including the sharing of resources. These norms are generally patriarchal, putting children in a 'power less' position vis-à-vis adults, as a result excluding and discriminating against girls & boys. Children are not expected to participate in family or community decision-making processes.

Masculinities

There is no one way of being a man or a boy, and there is no one uniform discourse of masculinity.

It varies across:

- Race, religion, caste, ethnicity, kinship patterns, and geographical location
- Sexual orientation
- Life cycle

Perceptions and expectations of being a man also changes over time.

Masculinities

- Masculinities reflects both power structures and individual differences -- with celebration of certain kinds of masculinity and rejection of others- such as hegemonic/dominant forms of masculinities and alternative ones.
- The collective articulation of masculinities is best exemplified by institutions like the army, police, schools, gangs, corporations, factories and also sports practises.

Masculinities

- Young boys are facing a lot of pressure from adults and peers to appear strong and tough - and different from the so called “weaklings” or ‘feminine’ boys.
- However, - there is always a process of contestation and change, and in some cases this becomes conscious and deliberate

Working with men and boys:

To address gender discrimination and other forms of violence, and to promote responsible male sexual behaviour and caring fathering - are essential components of a Rights Based approach.

Why Focus on Masculinities?

- Rights and well-being of women/girls
- Rights of marginalised men/boys
- Gendered vulnerabilities of men/boys
- Achieving peace and development



**Working with Men and Boys to address
GENDER BASED VIOLENCE
Experiences from South Asia**

South Asia – Regional Process

- Let's Talk Men – 4 films on masculinities
- 2004 – regional workshop on *"Working with men and boys to promote gender equality and to end violence against boys and girls"*.
- 2005 – Regional workshop on *Strategies and Tools for Working with Men and Boys to end violence against Girls, Boys Women and other Men"*
- 2005 regional workshop on *Capacity Building on Men, Caring and Fatherhood.*
- Lead agency for Men Engage in South Asia
- E-group on working with Men and Boys.

National Level Initiatives

– Some Examples

- Bangladesh – Network on working with men and boys (workshops, 8 of March manifestations), SCS and others
- India -Travelling seminars, working with youth and adolescents in schools (**MASWA**), gender training for adolescent boys and men
- Pakistan - gender training for police personnel (Rosan)
- Nepal –workshop on working with men and boys to end violence against women and children. (SCS and UNIFEM)
- Maldives – fatherhood project (UNICEF)

Key Learning's from the South Asia Experiences

- There are many dimensions of being a man/boys and "kinds of men" (masculinities) – this is an important entry point for working with men and boys.
- Current changes in the traditional notion of masculinities provides new spaces and opportunities to bring in change.
- It is important to bring forward a "critical mass" of boys and men – this makes it easier to challenge and mobilise other boys and men.
- Male role models are important for mobilisation.

Key Learning's from the South Asia Experiences

- Instead of focusing on individual males acts of violence, it is better to focus on the entire culture that creates violence and dominant forms of masculinities – as well as to combine possibilities for individual men and boys to get help individually for their violence behaviour.
- Men/boys and women/girls pay a heavy price of gender stereotyping, since it limits both sexes possibilities to develop according to their full potential. **Both** should be targeted in order to bring about change.

Key Learning's from the South Asia Experiences

- Men, boys, women and girls need space to discuss their feelings and experiences, both with each others and in separate groups.
- Small groups and the creation of an atmosphere of trust, respect and safety is important.
- Male trainers for men/boys and female trainers for women/girls (and youth trainers for youth) has proven to be most effective.

Key Learning's from the South Asia Experiences

- Work with men and boys must include a strategic dimension of addressing gender discrimination – there is otherwise a risk to perpetuate and reinforce gender stereotypes and unequal gender relations.
- Work to promote caring fathering has become a new positive dimension in the work with men and boys.
- It is important to start the gender work at an early age, - even before girls and boys have internalised societies gender based expectation - and to continue this work from a life –cycle approach.

Recommendations for Addressing Gender Based Violence

- Calling on and mobilise boys and men in the society to protest against violence and abuse – and for taking initiatives for more equal gender roles and relationships.
- Identify and engage boys and men who break stereotypical masculine behaviour and who do not use violence in their professional and private life.
- Share, document and analyse good practices of working with boys and men

Recommendations for Addressing Gender Based Violence

- Make government, adults and children aware of the consequences of gender based violence on children and the larger society.
- Make a cost analysis of men and boys general lack of involvement in their children's lives, their higher rates of heart attacks, their victimisation by violence inflicted by other men and boys, as well as of their higher rate of suicide and of alcohol and drug abuse.

Recommendations for Addressing Gender Based Violence

- Advocate the government to promote a zero tolerance against gender- based violence in the society and make it a part of the constitution, laws and policies.
- Promote cooperation between government, specifically the law enforcement agencies and the civil society- including children- to address gender based violence against children.
- Increase knowledge on life skills, including healthy and non- violent gender relationships among professionals and in the school curriculum.

Recommendations for Addressing Gender Based Violence

- Advocate the media to promote non- violent and non-gender stereotypical messages
- Promote values of gender equality and non-violence among religious leaders, other community leaders and families.

Recommendations for Addressing Gender Based Violence

- Promote programs for men on active involvement as fathers, parenting skills and responsible sexual behavior. Stress the benefits for all members in society of men playing a more active role in nurturing their children and abandoning the culture of violence as a proof of masculinity.
- Address violence from a rights based life cycle approach (including power and gender analysis)



Individual level

- Do serious self-reflection to understand one self.
- Make a pledge to yourself to stop being a perpetrator or a victim of violence and share your resolutions with others.
- Be proactive- stop being a silent spectator to violence .

Individual level

- Recognise and make others aware of the serious and multiple consequences of violence.
- Challenge persistence notions of masculinity and condone violence and oppression

Important to work in partnership with men and boys to challenge gender discrimination and violence against girls and boys

Organisational level

- **Address violence from a rights based approach (including power and gender analysis)**
- **Questioning narrow definitions and perceptions of gender roles and relations, including “masculinity”.**
- **Increase the knowledge on gender issues among professionals and in the school curriculum. Promote educational material for men and boys on gender, reproductive health issues and on the unacceptability of violence and abuse.**
- **Promote programs for men on parenting and responsible sexual behaviour. Stress the benefits for all members in society of men playing a more active role in nurturing their children and abandoning the culture of violence as a proof of masculinity.**

Important to work in partnership with men and boys to challenge gender discrimination and violence against girls and boys

Organisational level

- **Share and analyse good practices of working with boys and men to promote gender equality and to prevent gender based violence and abuse.**
- **Find men who already behave the way in which we want more men to behave, and engage them in support to programmes addressing violence and abuse. These men can also become good role models for other men and boys.**
- **Advocate the government to make laws against gender based violence and to implement the laws.**
- **Networks with HR and women's rights organisations and influence them to incorporate gender based violence against children.**
- **Calling on and organizing boys and men in the society to protest against violence and abuse and to take initiatives for more equal gender roles and relationship.**

Girls and Boys as Social Actors



United Nations Convention on the Rights of the Child

“Sixty years have passed since the founders of the United Nations inscribed on the first page of our Charter the equal rights of women and men. Since then, study after study has taught us that there is no tool for development more effective than the empowerment of women. No other policy is as likely to raise economic productivity or to reduce infant and maternal mortality. No other policy is as sure to improve nutrition and promote health — including the prevention of HIV/AIDS. No other policy is as powerful in increasing the chances of education for the next generation. And I would venture that no policy is more important in preventing conflict, or in achieving reconciliation after a conflict has ended.”

UN Secretary-General, Kofi Annan, at the Beijing +10 meeting in New York, March 2005.