



Engaging boys to stop violence

A step-by-step guide for initiating social change



Save the Children

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Save the Children

Save the Children's vision is a world in which every child attains the right to survival, protection, development and participation.

Save the Children's mission is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

ISBN 978-9937-8401-0-1

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Design : Gemma Pillars

Printing : DCG Tech Pvt. Ltd., Kathmandu, Nepal

Funded by : Save the Children Sweden

Published by :

Save the Children Sweden

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A practical guide

ENGAGING BOYS AND MEN to stop violence, especially gender-based violence, is recognised as an important approach by international and national institutions and organisations as well as by individuals. Although some boys have been working for many years along with girls and women to combat violence, their systematic participation is now being acknowledged as important and necessary if we are to change the cycle of violence that exists within the communities and societies.

The fact that not all boys are socialised to be violent and the fact that not all definitions of being men imply violence gives hope for changing the world we live in. Save the Children has therefore developed, along with its history of major publications in the past documenting good practices and challenges of working with boys and men as partners for change, this step-by-step guide to provide practical steps explaining how to go about engaging boys and men as partners to stop the violence against boys and girls, women and other men.

Many innovative initiatives have been developed and organised to engage and involve boys and men in the work to end violence. Successful programmes have been piloted in several countries and a platform was needed to learn and share these learning and interventions. This step-by-step guide is based on years of experience gained from programming in the region, lessons learnt from around the world and from such interventions as *Men's*

Action for Stopping Violence against Women (MASVAW)'s work on engaging with boys and young men in India and Allies for Change in Nepal.

In the past, many different approaches have been tried and tested, but what we now realise is that real change will only occur when members of the community are actively involved themselves. When people come together to discuss the issue of violence, they very soon realise the benefit of involving everyone in the community. Girls and boys, women and men, all have something to contribute with their varying capacities and professional backgrounds. Perhaps the most important lesson learnt throughout is that **CHANGE IS DEFINITELY POSSIBLE.**

Whilst this step-by-step guide is intended for girls and boys, women and men, and absolutely anyone interested in addressing the issue of gender-based violence prevention, it is particularly useful for programme staff, government representatives, politicians and organised groups.

Turid Heiberg

Regional Director
Save the Children Sweden
Regional Office South and Central Asia

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How are gender and violence linked?

PHYSICAL AND PSYCHOLOGICAL violence against girls, boys and women, on the basis of their gender, is a prevailing social occurrence all over the world. It is perpetuated by both men and women including professionals such as teachers, social workers, caregivers and police. Violence is even perpetuated by children themselves. It is part of our daily lives, where all of us are victims as well as perpetrators.

Girls, boys, women and men face violence in settings such as the home, the community, the school, the work place, in institutions and during emergencies and conflict situations. Research on violence has shown violence being used as a tool of social control, utilised by certain individuals and groups to maintain their power and privileges, to reinforce gender stereotypes and gender norms. Violence is frequently tolerated, as girls, boys and perpetrators often accept physical, psychological and sexual violence including corporal punishment as inevitable. Research also shows that violence is used to avoid a sense of powerlessness. For instance, psychological violence may be used to punish another person whilst at the same time affirming oneself by diminishing the other.

While men constitute the majority of perpetrators, especially as sexual abusers, it is not uncommon that women beat, threaten and humiliate children. Preventive work has to take into consideration that a significant

proportion of the perpetrators are boys and to some degree girls. Research shows that victimised girls and boys rarely find protection in their family and community environments or in governmental structures and initiatives, leaving them to tackle the violence on their own. Sometimes they are also accused of encouraging the violence to occur.

Gender inequality is a pervasive global phenomenon that has adverse implications and consequences in the lives of everyone. Boys are in general favoured in relation to food and education and in later life to positions in society. Women may often support this patriarchal system and train their children accordingly, hence perpetuating this form of gender-based inequality. For example, when either parent uses corporal punishment as a disciplinary method they are training their children to accept this system. Additionally, violence is used as a tool by men and boys to exercise their masculine dominance.

Socially constructed gender roles put heavy pressure on boys and men to perpetuate a system with different gender expectations of boys and girls. Boys are expected to be tough and set the standards while girls are expected to subordinate themselves. The violent and dominant nature of the defined gender roles makes many men and boys uncomfortable. Therefore, boys, girls, men and women are increasingly coming together to talk

Engaging
Community
MenEngage
Campaigning
Rights
Children
Prevention
Behavioral
Patriarchy
Posters
Sexuality
Media
Asia
Initiatives
Boys
Culture
Men's
Raising
Research
Religion
Advocacy
Conflict
Psychological
Community-based Approaches
programming
Mobilization
Boy
Development
Globalization
Mobilisation
Networking
announcements
to
Public
change
Institutions
Evaluation
Being
Sexual
Fatherhood
Monitoring
Mass Change
Reproductive
Radio
Policy
Education
Group
Women's
Self
Integrated
Awareness
Stop
Youth
Girl
Young
South
Gender-based
VIOLENCE

Masculinities
Violence
Gender
STOP
Health

GENDER-BASED VIOLENCE THROUGHOUT THE LIFE CYCLE

Prenatal	Sex-selective abortions, battering during pregnancy, coerced pregnancy
Infancy	Female infanticide, emotional and physical abuse, differential access to food and medical care, negligence
Childhood	Child marriage, genital mutilation, sexual abuse, differential access to food and medical care, child trading, physical and degrading abuse
Adolescence	Dating and courtship violence, economically coerced sex, rape, sexual harassment, physical and degrading abuse
Adult	Abuse by intimate partner, marital rape, dowry abuse and murder, partner homicide, psychological and physical abuses, sexual exploitation, physical harm, rape
Elderly	Physical and psychological abuse, negligence

about the roles of males and females and questioning social expectations.

Generally boys and men are more comfortable discussing gender and violence related issues amongst themselves. Girls and women also require a space where they feel comfortable to speak openly about their situation and issues they face. However, dialogue between the sexes is vital for generating a true understanding of gender constructed roles, their implications, the suffering they may cause and ways out.

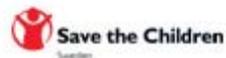
If gender-based violence is to end and human rights are to be fulfilled, it is necessary to challenge the narrow characterisation of masculinity and femininity and power dynamics. Both women and men need to consider the way we all perpetuate gender roles. Women and girls have been involved in awareness raising and numerous empowerment initiatives for many years, and now boys and men are increasingly getting involved to combat the negative aspects of a gendered society. Together men and women are starting to recognise the possibility of enjoying life 'as we are', and not through gender glasses. Further, it has been experienced that linking working with boys and men on gender equality to all other works (health, disaster risk management, education, non-violence, HIV/AIDS, reproductive and sexual health, non-discrimination, child participation, water and sanitation, adult support and fatherhood, etc.) is very important for the social change we want to achieve.



RIO DE JANEIRO GLOBAL SYMPOSIUM ON ENGAING MEN AND BOYS ON ACHIEVING GENDER EQUALITY
Rio de Janeiro
BRAZIL March 29 – April 3, 2009

Organizações Anfitriãs / Host Organizations / Organizadores

Rio de Janeiro



International initiatives

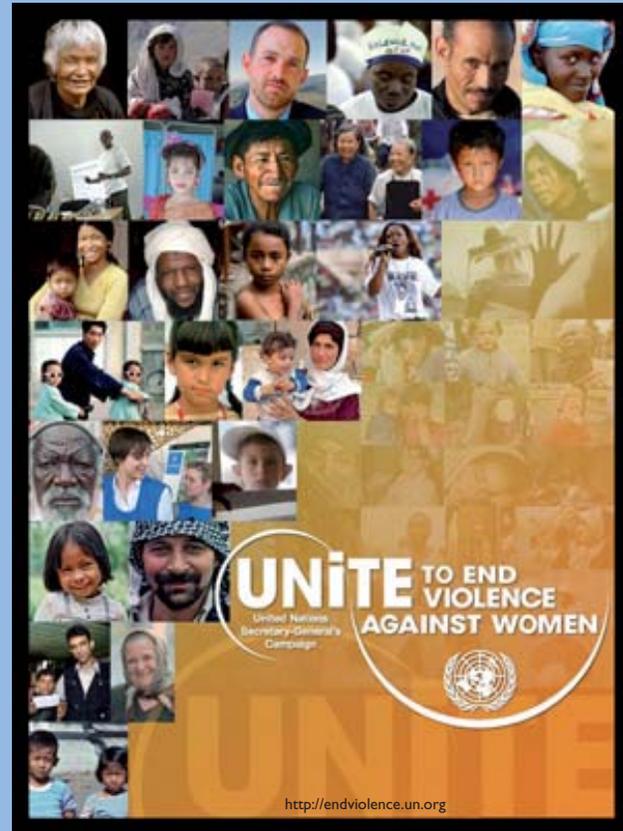
Over the past decade, a significant number of international initiatives giving importance to gender equality have been developed. Equality between women and men is a fundamental principle of international law established in the United Nations Charter. The role of men and boys in promoting and realising gender equality has, however, only been given significant attention during the past decade. Since the International Conference on Population and Development held in Cairo in 1994, many countries have signed international declarations calling for greater attention to men's roles and responsibilities in achieving gender equality.

International initiatives that promote the engagement of boys and men in gender equality include:

- The 1994 International Conference on Population and Development affirmed the need 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 behaviour and their social and family roles.'
- The Programme of Action of the World Summit on Social Development (1995) and its 2000 review also addressed the role of men, in particular with regard to sharing family, household and employment responsibilities with women.
- The Beijing Platform for Action (1995) restated the principle of shared responsibility; and argued that women's concerns could only be addressed 'in partnership with men'.
- The 26th special session of the General Assembly on HIV/AIDS (2001) recognised the need to challenge gender stereotypes and attitudes and gender inequalities in relation to HIV/AIDS through the active involvement of men and boys.
- An expert group meeting on the role of men and boys was convened in 2003 in Brasilia by the United Nations Division for the Advancement of Women (DAW/DESA), in cooperation with ILO and UNAIDS to inform the CSW at its 48th session.
- The UN Commission on the Status of Women, in its 48th session in March 2004, also focused on the theme "The role of men and boys in achieving gender equality".
- The UN Study on Violence against Children (2006) recommended strongly to engage boys and men in ending violence against girls, women and other boys, and challenging traditional beliefs around gender norms and stereotypes.
- In February 2008, the UN Secretary-General Ban Ki-Moon launched the campaign, 'UNited to End Violence against Women'.

Men must teach each other that real men do not violate or oppress women – and that a woman's place is not just in the home or the field, but in schools and offices and boardrooms.

SECRETARY-GENERAL BAN KI-MOON



-
- International Women's Day 2009 was celebrated globally with the theme, 'Women and men united to end violence against women and girls'.
 - In March 2009, the 1st Global Symposium on Engaging Men and Boys to Achieve Gender Equality, which took place in Rio de Janeiro, involved representatives from the UN, INGOs, NGOs and CSOs from 80 different countries. It resulted in a Call for Action on engaging men and boys in achieving gender equality. UN Secretary General's video message highlighted that "only by working together as men and women can we create more equal and peaceful societies. Only by being prepared to stand up for fundamental rights can we expect to achieve lasting change."
 - The Secretary-General launched the Network at UN Headquarters in New York on 24 November 2009, at the official observance of the 10th anniversary of the International Day for the Elimination of Violence against Women.
 - The UN and international and national organisations have been active globally to encourage ending violence and reflecting upon gender roles.
 - Save the Children has also been part of this work and in South Asia played a crucial role in capacity building and networking with individuals, organisations, groups and institutions.





STEP 01: Making a start

When initiating activities and programmes to involve boys and men in stopping violence, use the following steps:

- Discuss the issues surrounding violence and gender with your staff/partners/project team members and assess the level of existing knowledge that they have on the topic.
 - Organise orientation and capacity building activities with your staff/partners/project/group members to ensure they have a good understanding of the issues before starting a process of advocating and preaching to others.
 - Identify a community that would benefit from the project and the related activities, and approach the community leaders to explain the purpose and gain their approval.
 - Assess what has already been done in relation to violence and gender in order to identify the potential possibilities and challenges.
 - If you do not find any relevant project already underway, approach children and youth groups, clubs, or other institutions where there is a potential to branch out into this area of focus. Making contact with such groups is an effective way of engaging girls and boys in activities and discussions on violence and gender issues.
- Approach individual boys, boys' groups, mixed groups, male role models and child clubs in the community who are already discussing and acting on the issue of violence and gender. Discuss with them the value of scaling up their initiatives.
 - Gather information, suggestions, lessons learnt and input on how to scale up initiatives on stopping violence within the community.
 - Connect your initiatives with the child protection committees and other local institutions which have the responsibility to protect children in the community, such as local authorities, women's groups and local organisations.
 - If technical support is required, consider hiring a consultant at this stage.
 - Gather the views of community members, boys and men, girls and women, partners and key stakeholders when designing the programme. If required, hire local community mobilisers and trainers.
 - A bottom-up approach implies that relevant people are designing the programme through activities such as discussions with various focal groups and community members. A bottom-up approach is

important in engaging community participants and establishing their ownership in the process of achieving results. A planned structured approach is useful when you have a very concrete objective to achieve.

- In case of emergencies and conflict, the involvement of boys and girls may require both a participatory bottom-up approach as well as structured initiatives, in order to prevent as well as to stop violence which might occur such as sexual exploitation, child trafficking and hazardous labour.

Keep in mind

Have both short-term and a long-term perspectives to ensure lasting results as we know that social change is a lengthy process.

Be relevant to the community and culturally sensitive.

Work with respected people within the community in order to create trust and receive their support.

Promote the protection of women, girls, men and boys as outlined in human rights standards and principles.

Make the process as participatory as possible.

Don't forget to properly document the entire process.



STEP 02: Implementing the project

A rights-based approach is the most strategic way to implement a programme on engaging boys and men to reduce gender-based violence. Working from a rights-based perspective means identifying the root causes of the rights violations, addressing immediate needs, building capacity of civil society and advocating for policy change. It also involves identifying duty bearers and key stakeholders and the commitments they have made, and then advocating for implementation of commitments or for greater commitment in general. A rights-based approach is built on the principles of child participation, non-discrimination and accountability.

When implementing the project, keep the following points in mind:

- Carry out a situation analysis, involving boys, girls and relevant actors in the community, to identify the existing forms of violence and discrimination, and the existing laws, policies and services.
- Identify different types of violence that occur within the community, and prioritise the forms of violence that are to be addressed.
- Determine to what extent capacity-building of boys, girls and local partners is needed.
- Define the intervention strategy and procedure in collaboration with the boys and girls.
- Compile a list of topics that boys and girls want to discuss and learn more about. Possible topics could be gender-based violence, gender roles and stereotypes, harmful traditional practices, masculinity, fatherhood and care giving, sexuality, sexual and reproductive health, HIV/STIs and socio-cultural norms.
- Sensitise and build the capacities of the core group of boys and girls who are selected by the entire group members and are willing to be further involved, empowering them to become spokespersons against violence.
- Build the confidence and self-esteem of boys and girls, and support them to realise the role they can play to bring about positive change within their community.
- Equip the group members with necessary skills, tools and techniques to be fully recognised as agents of change by adults, authorities, institutions and organisations in the community.
- Facilitate rapport building with key community members and leaders, and seek the support of allies in different key settings, including governance structures, human rights organisations, schools and society at large.

STEP 02: Implementing the project

- Develop an advocacy strategy and a detailed work plan of relevant activities.

Consider this:

It is essential to discuss the necessary social changes required in the community from the point of view of boys and girls within the community.

What is a situation analysis?

In simple terms, a situation analysis is an effort undertaken to gather and analyse information that will help programme planners to design, implement and evaluate interventions. Typically, the kind of information collected relates to who is affected and why or how they are affected, the severity of the problem, and resources and strategies that might be employed to produce the desired outcomes.



STEP 02: Implementing the project

Engaging boys to challenge gender norms at school

Boys are not born violent; rather they are frequently socialised into a culture of violence. It is also important to recognise the vulnerabilities that boys face in many parts of the world, including vulnerabilities to being victims of violence in the street, becoming child soldiers or recruited into gangs or getting in conflict with the law. Boys need to be educated and supported to question violence that is too often part of their socialisation and to challenge the attitudes and notions of masculinity that support violence and gender inequality. One of the best ways to achieve this is to engage the boys at school and use them as agents of change during the whole process.

Keep the following points in mind:

- Utilise the existing structures within the school such as child clubs and student groups. Before this, explore the structures in place in the school setting and find out the most suitable structure/s that will be helpful in your work.
- Don't forget to consult with the school administration and get their approval before involving the boys from their school.
- Consult with the boys' groups as well as the school administration, giving them an overview of the programme they will be involved in and their role during the whole period.
- Identify a core group of boys who are willing or interested to be engaged in the programme.
- Start by orienting and sensitising them on the issues of gender, violence against women and girls, gender-based violence and masculinity.
- Build their capacity on the tools and techniques for working with men and boys as well as involving girls during the whole process.
- Sensitise boys' groups so that they understand the value of supporting the education of their sisters and girls both in their families and in the neighbourhood.
- Plan various activities on the issues that the boys' group would like to raise or feel comfortable with within their community.
- Engage the teachers and parents in discussions and activities related to challenging traditional and stereotypical gender norms.
- Mobilise them in their school and community as

STEP 02: Implementing the project

agents of change and link them with the other social justice movements that will be supportive to the programme.

- Involve girls' groups that are in place in the school setting so that they also are informed about the whole process taking place in order to bring the positive change.
- Mobilise influential individuals from within the school administration or education system to challenge teachers to change their perceptions, so that they do not perpetuate gender-based violence in the classroom and other settings.
- Use the group of boys, along with the girls' group, as the watchdog in their school settings to create and ensure a gender-friendly environment.
- Use means of communication and awareness-raising materials such as brochures, visual advertisements, radio programmes, posters and illustrations to help strengthen messages and campaigns.
- Support and take care of each and every boy in the group from being negatively targeted by their peers, family members, community members or other settings in their community.

Consider this:

Be sensitive and careful while mobilising the boys in your programme and don't forget to give them enough time to concentrate in their academic studies.



STEP 02: Implementing the project

Engaging boys to challenge gender norms during emergencies

Women are at greater risk of injury and death due to societal restrictions and gender roles, further exacerbated by their lower levels of participation in decision-making bodies. Further, women's and children's (especially girls') capacities are not applied, their needs and concern are not voiced and they are overlooked in policies and programmes. Gender concerns during emergencies primarily relate to two core issues: protection (safeguarding women, girls and boys from sexual exploitation, rape, abduction, genital mutilation, forceful involvement in hazardous works, torture and murder) and response (upholding their rights to equal access and full participation in assistance programmes).

The following steps should be kept in mind during prevention work:

- Determine the existence and degree of vulnerabilities and exposure of boys and girls to the threats, keeping in mind the economic, social, physical and environmental conditions. Women, girls and boys are on average more vulnerable to disasters due to their increased vulnerability across all of these conditions.
- Identify gender-based capacities and resources for managing risk; women's and children's knowledge of their surroundings and of natural resources can be essential for recovery from the impact of a disaster.
- Build the capacities and knowledge of boys and girls through training, exposures, awareness, social mobilisation and other relevant activities. Bear in mind that this requires active gender-responsive community engagement.
- Build awareness through boys' and girls' experiences around the issues of gender-based violence and exploitation that occur as part of the emergency situation.
- Provide people with access to inclusive forums of public debate around gender equality, to develop consensus on what sort of values they wish to live by, and how the practical implications of these values might need to be adapted to changing circumstances.
- Advocate with parents, teachers and the emergency management to support the involvement of boys and girls in emergency-related issues.
- Involve boys and girls in assessing the risks, vulnerability and capacity of girls and boys during emergencies.
- Enable boys and girls to develop a preparedness plan.
- Form boys and girls into functional groups/task forces on search and rescue, early warning, first aid and information dissemination.
- Train boys and girls in first aid and provide equipment, e.g. prepare first aid kits.

महिला हिंसाके विरुद्ध
पुरुष प्रतिरोध पखवाडा
दिनांक: 25 नवम्बर से 10 दिसम्बर 2006



STEP 02: Implementing the project

Most of the time, relief operations during emergency settings overlook the importance of consulting with women, girls and boys and getting alternative perceptions and information on their needs and strategies. In the post-emergency phase, the emphasis on the formal levels of establishing systems of ‘governance’ leaves out the role and voices of boys and girls who, at the national and community level, have much to contribute in defining the terms for peace and security.

The following steps should be kept in mind during an emergency response:

- Involve boys and girls in the emergency management team so as to provide them with the opportunity to design child-friendly interventions and empower them with a better sense of community and civic consciousness.
- Create equal opportunities for boys and girls in difficult circumstances to participate at various levels.
- Develop activities, routines and play for boys and girls as quickly as possible, such as non-formal activities, sports, school in tents; provide teachers and caregivers with a basic reassurance of how these activities help children.
- Consult boys and girls in assessments. Design interventions responding to urgent needs, keeping gender issues in mind while assessing and analysing the situation.
- Include gender dimensions in the initial assessment and ongoing monitoring and evaluation, keeping in mind the following:
 - Collect and analyse all data related to the emergency and the response by sex and age.
 - Consult regularly with women, girls, boys and men as part of monitoring and evaluation activities.
- Use a structured approach during emergency response.
- Ensure boys and girls are involved actively in protection committees.
- Ensure boys and girls are involved in family tracing systems.
- Ensure psychological support as an essential part of the programme in addition to the provision of relief items and other materials.

Documentation for advocacy:

While implementing activities, document the experiences of working with boys and men in order to increase visibility of their actions against gender-based violence. Also document the synergies of boys and girls working together.



Step 3: Encouraging parents/caregivers to support change

To successfully achieve positive change and to promote a non-violent environment by addressing gender discrimination and violence issues, it is essential to build good rapport among parents and caregivers and gain their confidence and trust.

The following steps are important in winning the respect and support of parents:

- Inform parents and caregivers in the community about the initiative before initiating any interventions, especially as their children will be involved.
 - Listen to the caregivers' concerns and address their needs and requirements.
 - Engage parents and caregivers in discussions about the violence occurring in the community, and explain the approach of involving boys and men in stopping violence. Caregivers will need to know how both they and their children will benefit.
 - Identify with parents and caregivers, through discussions, relevant issues of importance which may include all forms of violence, gender discrimination, child marriage, child trafficking and dowry.
 - Define the roles and responsibilities, together with the parents and caregivers, of parents, boys and girls, local authorities and other important stakeholders in stopping violence and addressing gender discrimination.
 - Keep parents and caregivers informed and engaged throughout all stages of the programme to encourage their ownership towards the activities in the community.
- Encourage them to increase the opportunities provided for girls and boys to be part of gender discrimination and violence prevention works by explaining the subsequent benefits to the community.
 - Share positive lessons learned from boys and girls undertaking tasks that are outside their pre-defined gender roles.
 - Discuss the attributes that make up a good father, husband and partner as well as attributes contributing to being a good mother, wife and partner.

Keep in mind

Continuously involve and keep political, religious and community leaders informed in order for the project to be acknowledged and gain respect from the wider community.

Be sensitive while holding discussions with people in the community as they may have many good reasons for doing things the way they do. It is through positive lessons learned and discussions that ideas of change can be transformed to reality.

Step 4: Working with boys

Violence is a means by which certain people and groups can uphold power over others. It is also a way by which boys uphold power over girls and other boys. However, boys can simultaneously experience both power and powerlessness. A boy can experience power in his relationship with his sister, and powerlessness when dealing with his employer. This balance is forever changing throughout his life cycle. Despite well-established roles and expectations surrounding gender, the perception of men and women differs between societies, within societies, and also continuously evolves over time. When working with boys, it is necessary to understand how they are affected by violence, and the link between violence against women and male dominance.

Keep the following points in mind when engaging boys to end gender-based violence:

- Reach boys and men in places where they already gather, such as in schools or sporting or religious events.
 - Create a safe and comfortable environment to work with boys.
 - Build rapport and trust with the boys by listening and taking their concerns seriously.
 - Support boys to map out different forms of violence that exist within their community and their different roles as aggressor and victim.
 - Identify existing gender-equitable behaviours among boys and men and discuss their interest in adopting such behaviours in different arenas of their life. Identify local traditions, norms and masculine characteristics that are conducive to ending violence.
- Through focus group discussions, find out the specific issues that boys want to discuss and learn about.
 - Identify the possible roles that boys can have in the family and in the community. Discuss the importance of pioneers and role models to effectively spread messages and influence others.

“If anyone tries to pick up something using their hand they need at least two fingers supporting each other. Likewise if we want to end violence against girls, women and other boys, both males and females from the community should support each other. We (boys) are the other complementary finger.”

Dipak Rana Magar

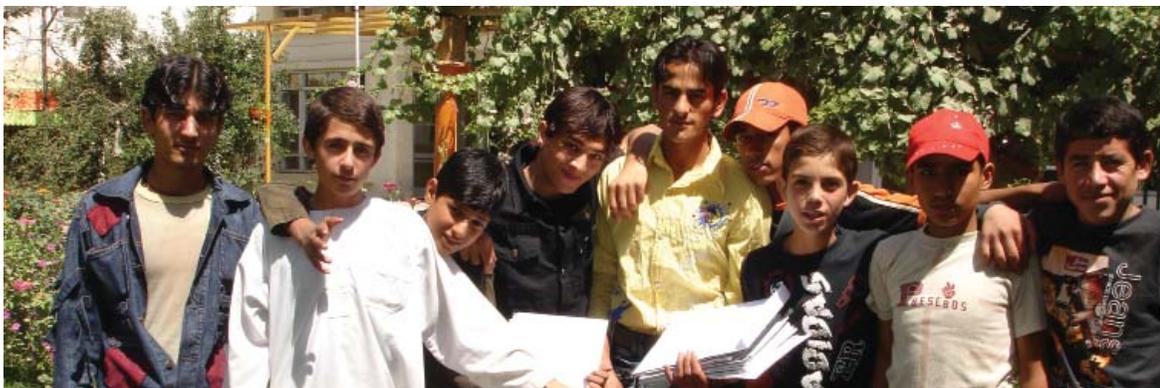
Dipsansar Child Club, Surkhet, Nepal

- Prepare boys for the difficulties they may face when challenging violence against girls and boys, women and gender inequality. Prepare them also for the impact of successfully managing change and standing out as an example for others.
- Use a language that promotes a sense of positive responsibility amongst the boys rather than a negative, blaming approach.
- Mobilise a core group of boys to talk with other boys and men.
- Encourage boys and adolescents to understand the negative effects of gender inequality on girls, women and themselves.

Keep in mind

Many boys and men are ready to change! They want to work with girls as partners to challenge the existence of violence and inequality within communities.

Courageous male role models are at risk of being marginalised, demoralised or rejected by their peers and other actors in the community. Be sure to provide them with adequate attention and support, as well as with strategies to deal with such situations as they arise.



Step 5: Working with girls

The difference between the given social gender roles and the ascribed sex differences between men and women need to be communicated widely. We are born as a female or male sex but this difference is furthered by the gender roles assigned to girls and boys during their upbringing. The nature by which these roles are determined indicates that the only obstacles stopping men from taking on a larger responsibility for caring for children and women are their customs and socio-cultural expectations. Gender-based violence, like all other forms of violence, can also be contested by the same logic. Violence is preventable and can be stopped. Girls and women have been combating gender-based violence for years and have many experiences to share with those boys and men who want to join forces. Hence, it is equally important to continue to work with women and girls to assert their human rights. This joint approach is important to ensure that changes are in the best interest of both girls and boys.

When engaging with girls consider the following:

- Inform girls and women's groups about the approach of involving boys and men and how this can contribute to their work towards ending gender-based violence.
 - Inform the girls about the work that takes place in separate boys' groups and assure them that this work is not at the cost of the empowerment of girls but rather to their benefit.
 - Build rapport and trust with the girls by listening and taking their concerns seriously.
 - Support girls to map out different forms of violence that exist within their community and their different roles as aggressor and victim.
 - Identify local traditions, norms and institutions that are conducive to ending violence.
- With the girls, identify important gender-based issues and lessons learned to be communicated to the boys.
 - Invite the girls to form or join mixed groups, providing a safe space where both the sexes can freely discuss and talk.
 - Support mixed groups to prepare a 'code of conduct' for everyone within the group to feel safe, respected, accepted and listened to.
 - Empower and support the girls to speak out and demand leadership roles in the common forums with boys, to ensure that gender equality is put into practice.
 - Through focus group discussions, find the issues that girls and boys want to discuss and learn more about.

Keep in mind

Always involve girls in projects to end gender-based violence.

Ensure the equal representation of girls and boys to speak out and have leadership positions in mixed groups.

Continue to empower girls to take part in activities to change their reality.

Ensure dialogue with and support from parents, adults, and community and religious leaders to create a collaborative process.



Step 6: Engaging stakeholders

Involving a range of stakeholders in meetings and discussions is essential to the success of the project. These discussions may involve requesting input, informing the stakeholders of the plans and seeking support for the project. The community stakeholders will also benefit from mapping the forms, causes and effects of violence as this often leads to an increased understanding of the need to support the engagement of the girls and boys in ending violence. This work has also led to adults speaking out against violence and supporting the creation of protective environments for children.

When engaging stakeholders, the following steps are important:

- Organise a multi-stakeholder meeting in collaboration with the mixed or boys' and girls' groups. Participants could include parents, teachers, politicians, local leaders, organisations, representatives from local authorities, police and religious leaders.
- Use the stakeholder meetings to identify, discuss and bring forward possible ways of building a protective environment for girls and boys. Inform them about the work of different groups and upcoming events.
- Identify with them the different forms of violence and its intersection with gender and discuss how it impacts boys, girls, men, women and the community at large. While discussing the different forms of violence include gender-based violence and possible ways of stopping it.
- Discuss with them their perceptions and views on violence and its effect on individuals, families and the communities. Keep the discussion focused on gender-based violence.
- Identify the different ways of reporting violence and encourage new ways of reporting to increase the access of girls, boys and caregivers to address harm, and encourage them to identify gender-sensitive and child-sensitive methods (keeping in mind the diversity, age, (dis)ability, and access) for reporting violence.
- Discuss the strengths and weaknesses regarding present child protection committees and other forms of organised protective activities in the community. How can they be strengthened in general, and by including representatives from the girls' and boys' groups?
- Listen carefully to relevant concerns and suggestions from all stakeholders.
- Discuss the roles that men/boys and women/girls

can play to address the root causes of gender-based violence.

- Create an environment where men in the community can come together to talk about male gender roles and the effect the expectations of these roles have on their relationships with women, girls and boys.
- Strengthen the supportive role of women in preventing violence and empowering boys and girls.
- Encourage children's participation at all levels.

Keep in mind

Involving stakeholders by soliciting their opinions on gender-based violence is a critical step in obtaining their support and backing for the programme, which in turn is essential for creating protective environments for boys and girls.

Invite key stakeholders to speak at and participate in various activities organised by boys and girls.





Step 7: Mainstreaming policy

Mainstreaming and integrating gender issues such as work against gender-based violence into all levels of policy and practice is not only a question of social justice, but is necessary to ensure an equitable, strong and meaningful society and human development in general. Gender equality has increasingly become a concern for various policies and programmes rather than an isolated ‘women’s’ issue. Furthermore, a gender mainstreaming approach is now understood to include not only women but women/girls and men/boys together. Part of addressing gender-based violence and unjust gender relations in the community is also to mainstream the approach in relevant policies.

The steps for mainstreaming are:

- Conduct a mapping and study of the gender-based violence in the community, including mapping the government’s and other key stakeholders’ commitments and actions, and collecting already existing reliable data and findings. Don’t forget to use the learning and recommendations from the documentation during the previous steps described in this guide.
- Develop recommendations and an appropriate course of action.
- Develop arguments on engaging men and boys for gender equality.
- Build partnerships/networking among organisations that work primarily with girls/women and boys/men.
- Establish programme linkages with the ongoing social justice movement.
- Document and disseminate good practices and models to organisations which have the capacity to upscale them.
- Lobby government stakeholders for policy development and legal reform.
- Be clear about the intended outcomes of the policies and activities and develop monitoring and evaluation strategies, which are an indivisible aspect of gender mainstreaming.
- Have flexible approaches and methodologies when working with diversified groups.

Keep in mind

Integrate a gender perspective in the design, implementation, monitoring and evaluation of the policies and programmes in all relevant spheres including in all areas of the public sphere.

Tools for working with boys

Make use of the tools listed below to strengthen your interventions.

- **FOCUS GROUP DISCUSSIONS (WITH BOYS, GIRLS OR MIXED GROUPS):** The purpose of focus group discussions is to obtain information about a group's beliefs and attitudes on a particular issue or problem. Focus group discussions differ from individual interviews in that the discussion allows for interaction among the members of the group. It differs from surveys in that they permit participants to give detailed opinions on a topic.
 - **BRAINSTORMING:** Brainstorming is a creative group technique designed to generate a large number of ideas for the solution of a problem. This tool should be applied in a small group of people to determine or dig out the underlying issues related to gender inequality.
 - **MAPPING:** Mapping is a participatory tool used to identify existing resources, how they are being used and what is the potential. Utilise mapping to identify any weaknesses and a way forward with any kind of activities, campaigns or research.
 - **SEMI-STRUCTURED INTERVIEWS:** Semi-structured interviews are conducted with a fairly open framework which allows for focused, conversational, two-way communication. They can be used both to give and receive information.
- Unlike a questionnaire, where detailed questions are formulated ahead of time, semi-structured interviewing starts with more general questions or topics. Start by identifying a relevant topic such as gender equality, and then specific issues such as gender-based violence and socialisation structures will become the basis for more specific questions which do not need to be prepared in advance.
- **ROLE PLAY, DRAMA, STREET PLAY AND POPULAR THEATRE:** This is a tool which will develop awareness through the use of local media such as dance, song, drama and mime. Popular theatre is different from traditional theatre because rather than mirror and mimic the culture, it highlights the contradictions, leaving the audience with unanswered questions upon which to reflect and hopefully seek answers. Popular theatre is not usually aiming to be considered a masterpiece, but rather a tool to better understand a situation.
 - **PUPPET THEATRE:** Puppets are used to represent characters which act out the issues or story determined by insiders. If an outside professional puppet group is used, the assistance of insiders to develop scripts around the issues is required. Puppet theatre has the same purpose



as popular theatre but because the puppets are not viewed as ‘real people’, they can often deal with sensitive situations and more easily obtain feedback from the audience. Puppet theatre has high entertainment value in some cultures, and can reach and receive feedback from a wide audience. This tool is multipurpose. It can be used for the collection of qualitative information, and for presentation and communication of results. By using this tool continually, an ongoing process of audience feedback exists. This strengthens group analysis.

- **OPEN-ENDED STORIES:** Open-ended stories have either a beginning, a middle or an ending of a relevant story purposely left out. The audiences

discuss what might happen in the part of the story that has been purposely deleted. This tool can be useful with non-literate or low-literate groups who have a rich oral or ‘folk story’ background. This tool can be combined with drama or puppet shows. This is a dynamic tool which elicits good group participation.

- **STORYTELLING:** Storytelling is one of our oldest art forms of sharing and is as old as speech. Effective storytelling is a fine and beautiful art. A well-developed and presented story can cut across age barriers and will hold the interest and reach its listeners. Many people today are rediscovering the pleasures of telling stories. The art of storytelling evolved naturally because some people preferred telling tales and other preferred listening to them. This tool could be a very good tool to get information on various societal and cultural issues. This tool can be useful for all non-literate or low-literate groups or literate groups and is especially good with children.
- **COMMUNITY CASE STUDIES:** A case study is a description and analysis of a specific situation or issue that is compiled by insiders and outsiders together to represent the insiders’ perspective. Whilst gathering information, consider the cultural context, gender relationships, economic relationships,

Tools for working with boys

and social and environmental aspects of a situation or issue. Presentations can be in the form of drawings, popular theatre, songs, stories, photographs or video presentations. The community should present the case study in the format which is most comfortable to them.

- **SEASONAL CALENDAR:** This is a participatory tool used to identify various yearly activities where the local people can indicate how things change, or are changing, over time.
- **POSTERS AND PAMPHLETS:** These tools consist of a set of posters and pamphlets which depict local happenings, cases or information or messages usually relevant to the issue during the period of time. The posters can cover the community's history, problems, beliefs, practices and values.
- **KEY INFORMANT INTERVIEWS:** Key informant interviews are qualitative in-depth interviews with people who know what is going on in the community. The purpose of key informant interviews is to collect information from a wide range of people – including community leaders, professionals or residents – who have first-hand knowledge about the community. These community experts, with their particular knowledge and

understanding, can provide insight into the nature of problems and give recommendations for solutions.

- **PARTICIPATORY OBSERVATION:** This is a method of qualitative research in which the researcher understands the contextual meanings of an event or events through participating and observing as a subject in the research. Its aim is to gain a close and intimate familiarity with a given group of individuals (such as a religious, occupational, sub-cultural group or a particular community) and their practices through intensive involvement with people in their natural environment, usually over an extended period of time.
- **FILMS/DOCUMENTARY/VIDEO SHOWING:** Unlike drawings, slides or photographs, video integrates movement and sound and can therefore be more effectively interpreted. Because it is visual and oral rather than written, it has many advantages for non-literate or semi-literate populations. The video/film can be used within the community, and can also be distributed to others. As well as inspiring self-confidence in the community, videos are ways of helping outsiders understand the insiders' perspective. They can also inspire information sharing between communities, and provide evaluation information to donor agencies and decision makers. Video is a form of communication that should

only be used if it is the best, most effective way to communicate.

- **CAMPAIGNS:** Campaigns are intended to mobilise public support and use democratic tools such as lobbying in order to instigate social change. Campaigns can seek local, national or international objectives. Campaigning is increasingly recognised as an important way for NGOs to achieve their objectives and sometimes a legitimate and often necessary activity for them to achieve their goals. Campaigning should start with debate and then be scaled up to community level events where all the stakeholders can discuss and express their views



on the issue. In the later phase of any campaign it is suggested to give it impetus through a big event. A successful campaign will create a vibrant society in support of your cause, for example the White Ribbon Campaign.

- **POWER WALKS:** This tool is very useful for understanding the basis of discrimination, the social institutions that keep inequalities in place, how power structures operate in society and how they are kept in place by caste, class and gender. This tool supports the analysis of power structures and the identification of possible ways to move forward with a particular issue.
- **PUBLIC DEBATE:** Public debate is a formal style of debate that focuses on advocacy of a position derived from or clarifying certain issues presented in the forum. Calls for public debate/discussion are often perceived to be based primarily on the desire to increase ownership by making the public feel 'more comfortable' about a programme in some general way. Public dialogue strives to inform policy development with an expression of citizens' underlying values using highly structured protocol to search for a creative synthesis of perspectives, rather than emphasising the choice to be made among them. It honours all perspectives and can help to establish common ground and give each of the participants

Tools for working with boys

an opportunity to listen to other views, and enlarge and possibly change their own point of view. Public debate/discussion activities may be seen as having a number of functions, which may be grouped into four categories:

- to educate the public about the nature of the programme
- to learn public preferences and constraints
- to demonstrate lack of bias, i.e. to convince the public that the programme is designed for the general good
- to find common ground among heterogeneous interests.

■ **QUIZZES:** A quiz is a form of game or mind sport in which the players (as individuals or in teams) attempt to answer questions correctly, for example couples' quiz or best husband competition. This is a very insightful tool that can be used to assess the level of understanding of the local people on various issues.

■ **EDUCATION AND ACTION KITS:** Existing education and action toolkits that are designed to introduce a range of issues surrounding the topic of violence against women, girls and other boys can be used. These will make people feel empowered due to the many practical things that they can do towards instigating change.

■ **GAMES:** Games are good training tools which can be used at all levels of learning objectives. They must be enjoyable and engaging without being overly simplistic or silly and must allow for reflections. Using games in a training event improves the learning process by creating an environment where people's creativity and intelligence are engaged and addressing the different ways in which different people best learn – through movement, hearing and seeing. Games used during a training programme can help people discover the learning themselves, which strengthens recall and commitment, practise using new knowledge or skills, or reinforce initial learning. Games used near the end of a programme can test



knowledge gained and people's ability to apply it in their work environment. But be very careful in selecting the games, as using too many can destroy learning effectiveness. One good example of a game for promoting the message of gender equality is the 'Snake & Ladder Game' developed by MASVAW.

- **FLASH CARDS:** These are any set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study.



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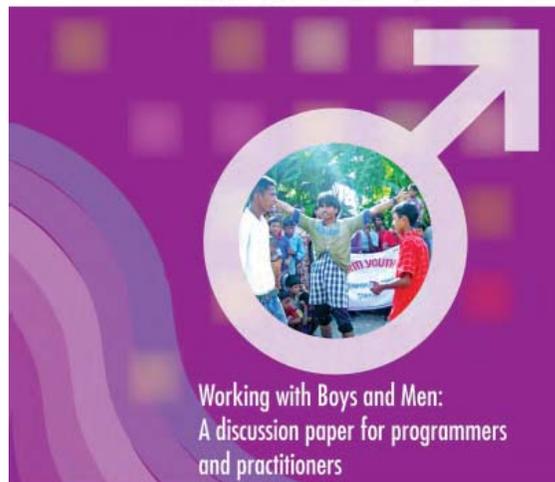
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Allies for Change:

Together against violence and abuse



Web based resources

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<http://www.chsj.org>

<http://www.emory.edu/WHSC/MED/FAMPLAN/choices.html>

<http://www.endabuse.org>

<http://www.endvawnow.org>

<http://www.engagingmen.net>

<http://www.engenderhealth.org>

<http://www.icrw.org>

<http://www.ippf.org>

<http://www.ippfwhr.org>

<http://www.jhuccp.org>

<http://www.menengage.org>

<http://www.pathfind.org/focus.htm>

<http://www.popcouncil.org>

<http://www.rolstad.no/iasom/>

<http://www.sahayogindia.org/>

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<http://www.sida.se/English/>

http://www.undp.org/gender/programmes/men/men_ge.html

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