

Addressing masculinity to engage men and boys and promote gender equality

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**Launch of Rashtriya Kishor Swasthya Karyakarm
and National Adolescent Health Consultation**

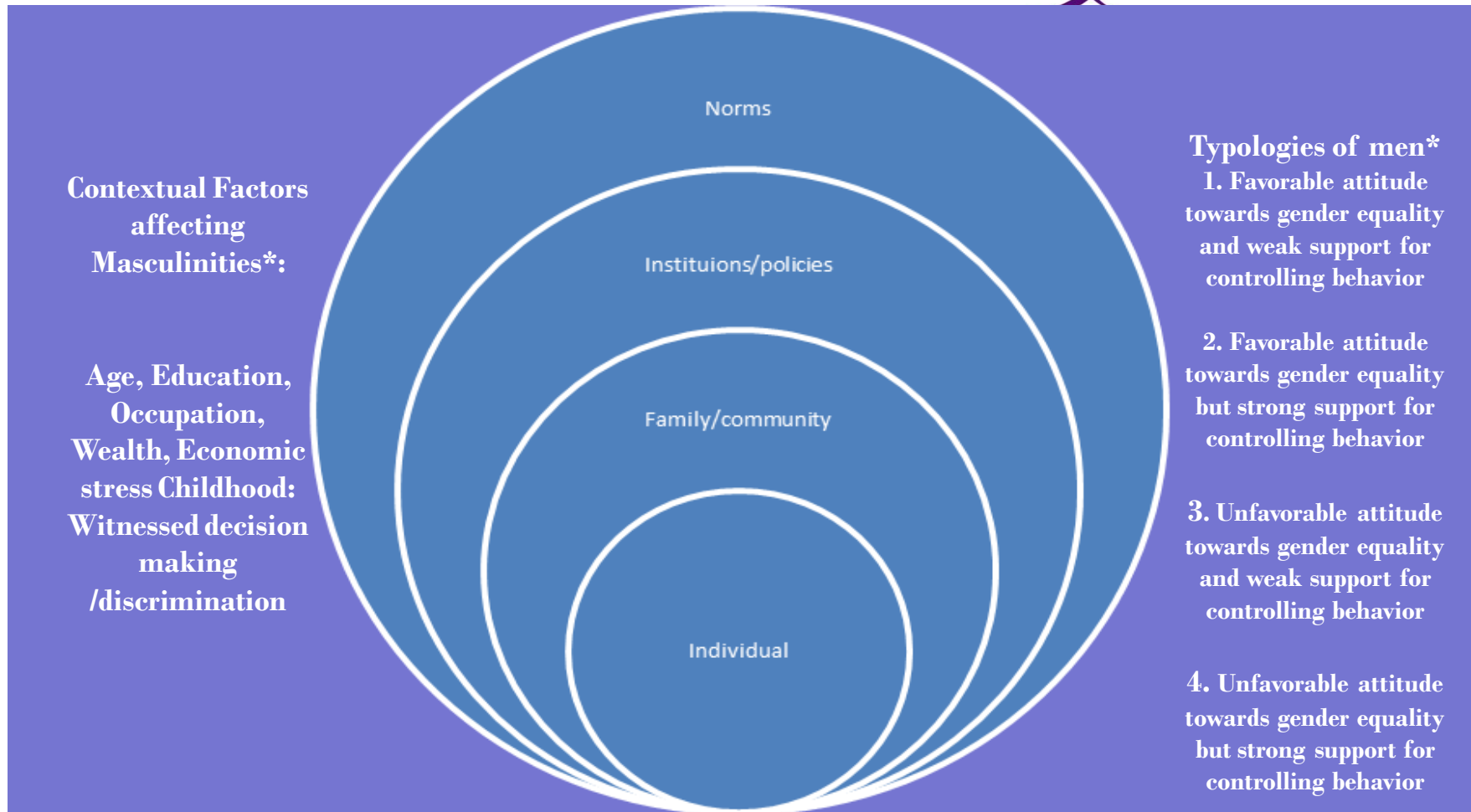
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Our Theoretical Perspective

- **Masculinity...**
 - is an integral component of gender
 - is not fixed, is interactive and changing and therefore can be changed
 - although hegemonic, is plural and there are many forms --- masculinities
 - connotes power, hierarchy and entitlement; and
 - is not only about men and boys

Ecological model: Factors that shape alternate masculinities

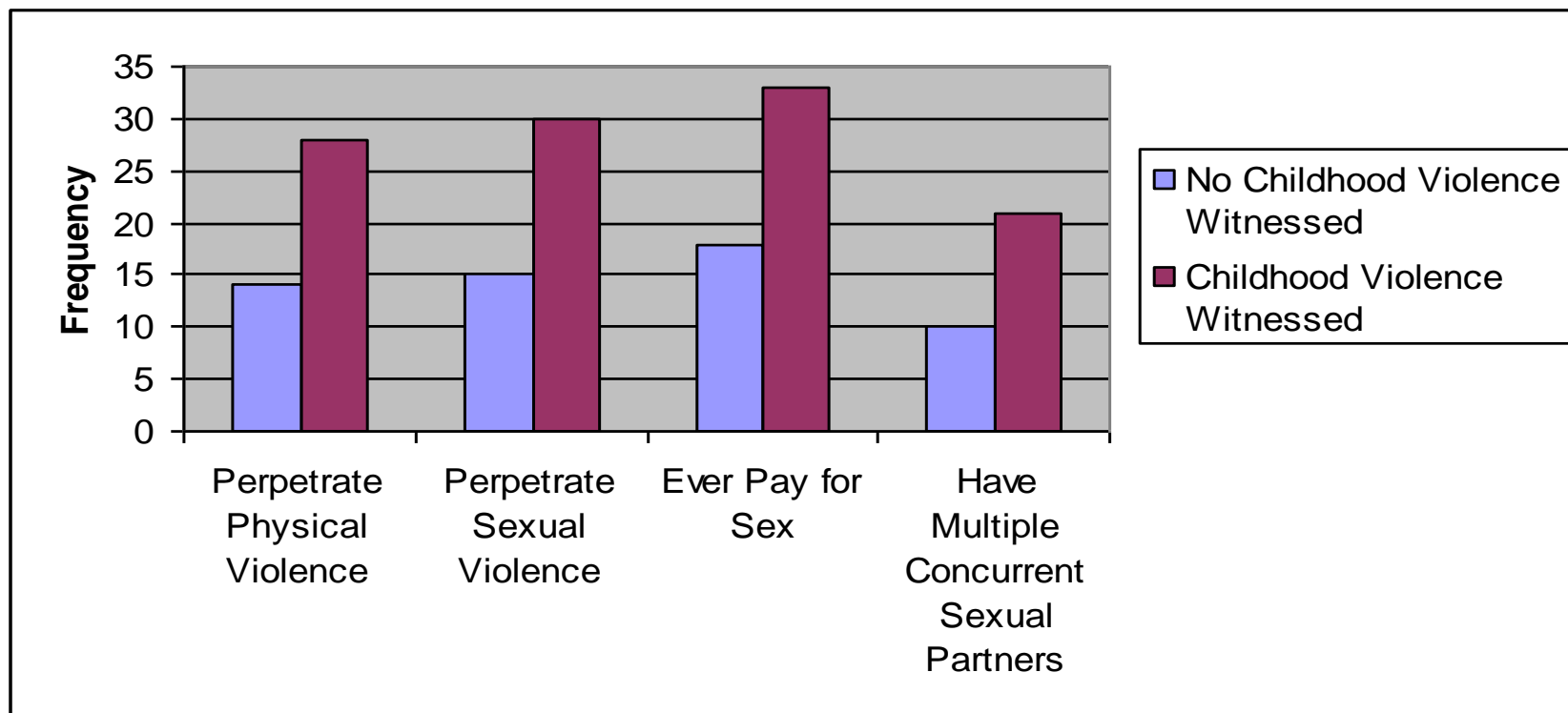


*ICRW/UNFPA study (2013): Masculinities, Preference for Sons and Intimate Partner Violence in India

Our research show that

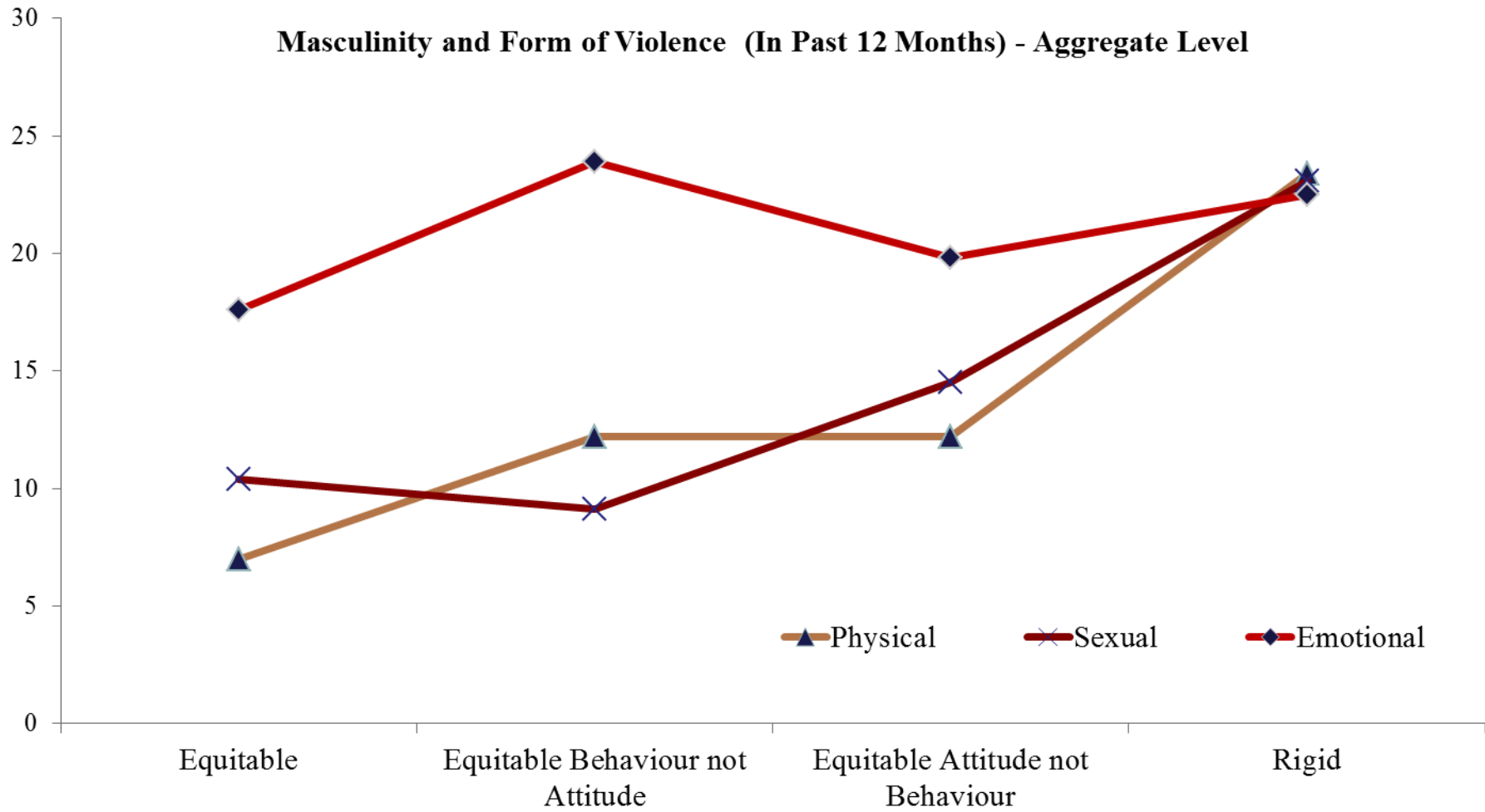
- **more than 80% of men witnessed an incident of physical violence perpetrated by a man against a woman in their home during childhood (before age 18).**
- **of these, 90% experienced physical violence in the home**
- **two-thirds reported being physically violent against another child or youth in schools or communities**

Significant relationships with witnessing childhood violence: India



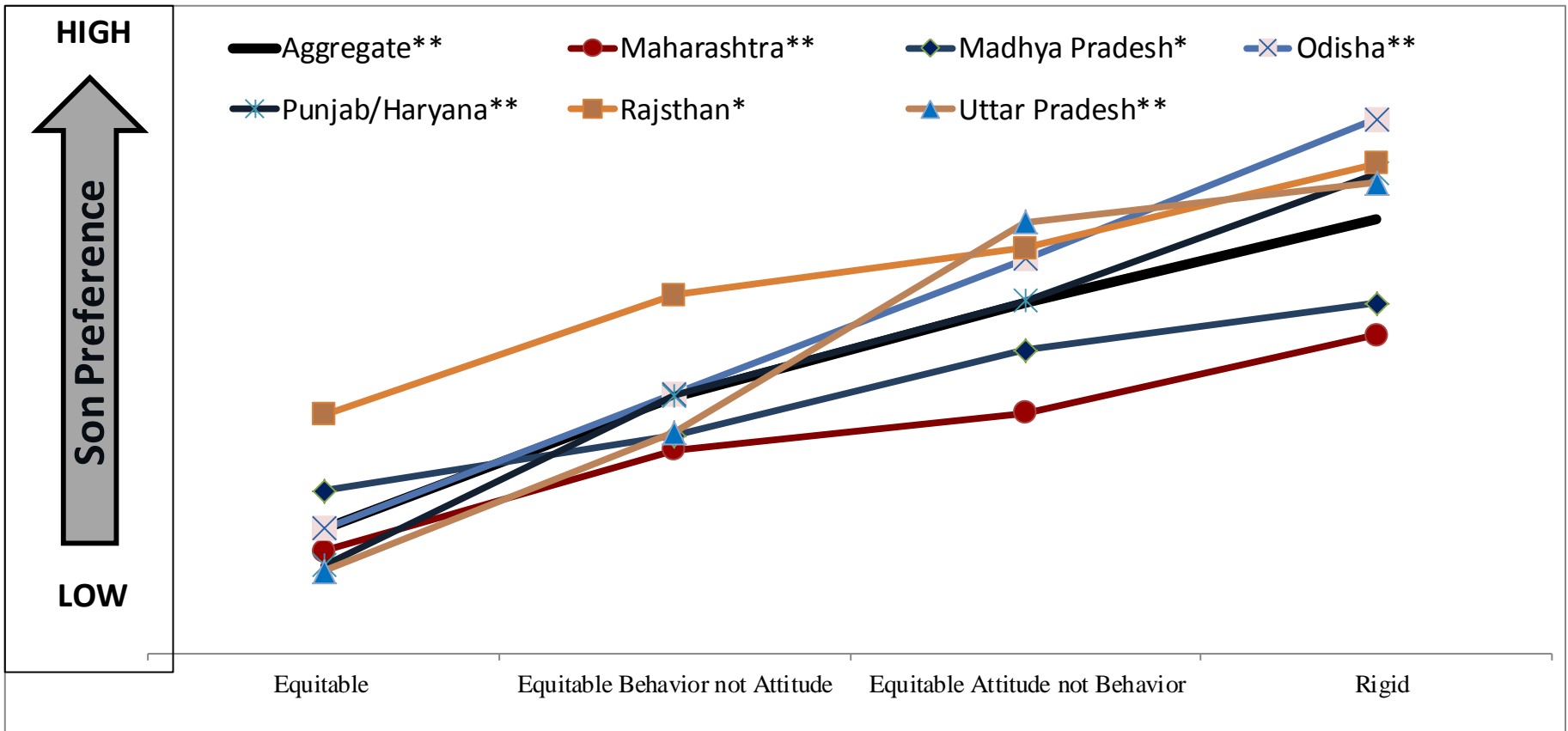
Source: ICRW/Promundo, International Men and Gender Equality Survey (IMAGES, 2012)

Physical, sexual and emotional violence increase as men become more rigid



Source: ICRW/UNFPA study on masculinity and son preference and IPV, 2013-

Son preference becomes stronger as men become more rigid



Source: ICRW/UNFPA study on masculinity and son preference and IPV, 2013-14

* p<0.05; ** p<0.001

Our Strategy



- **Start young**
 - Notion of gender inequality and harmful ideas of masculinity must be challenged at ages when they are being constructed: Early intervention for violence prevention and changing social norms
- **Work with boys and men, as well as girls and women**
 - Men as partners not obstacles
 - Men want to change but are constrained by rigid norms; masculinity needs to be reexamined and challenged
 - There are men who are challenging these norms. They need to be made visible (positive deviant approach)
- **Research and evidence: IMAGES; UNFPA Studies on masculinities; GEMS/PARRIVARTAN**

Gender Transformative Approach

- **Changing social relations between men and women**
 - Going beyond giving and receiving information to changing the way we process information
 - Pausing and reflecting on our realities
 - Creating dissonance as an approach – critical thinking
 - Establishing safe spaces and a supportive environment for group reflection

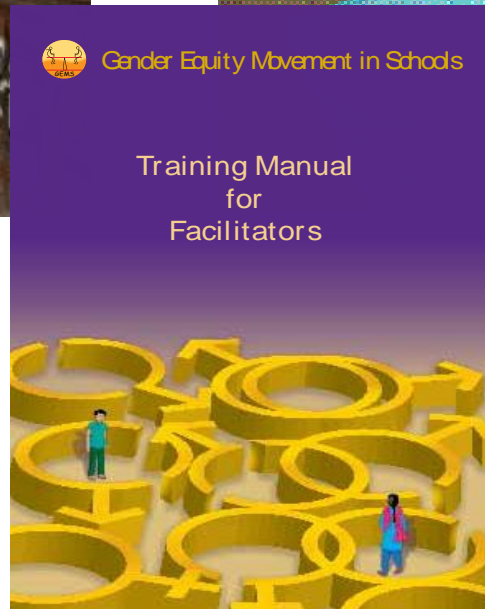
Evidence based designing, implementing and validating gender transformative programs

GEMS and PARIVARTAN

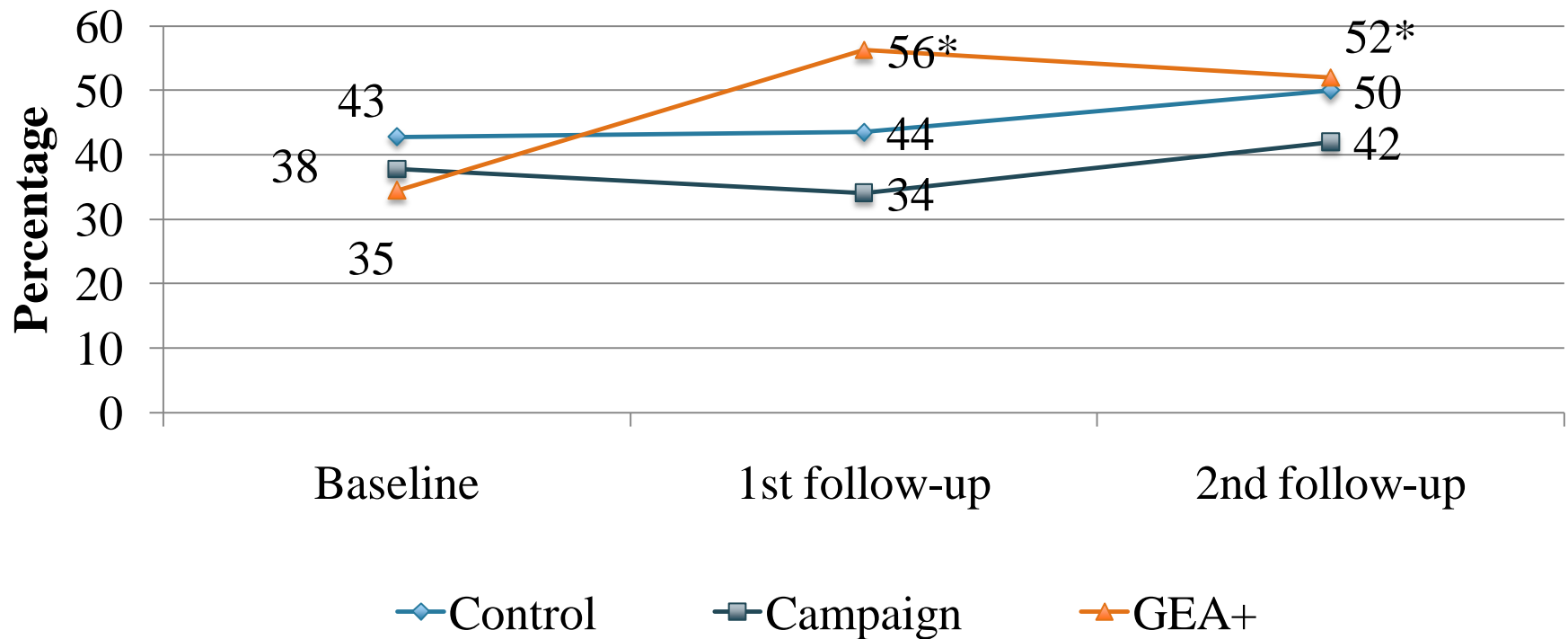
Gender Equality Movement in Schools (GEMS)

- An extra-curricular program and led by NGOs in schools
- Implemented and validated in 45 municipal schools (8,000 boys and girls in grades VI and VII, aged 12-14yrs) over two academic years (2009-2011)
- Quasi-experimental design with three arms – GEA+Campaign, only campaign and Control
- Year 1 – focused on concept building around gender, body and violence; Year 2 – deepening concepts and skill building around gender, relationship, emotion, communication, & conflict resolution
- Year1 sessions were conducted separately with boys and girls and Year 2 sessions were done together

Group education, campaigns and Manuals: GEMS

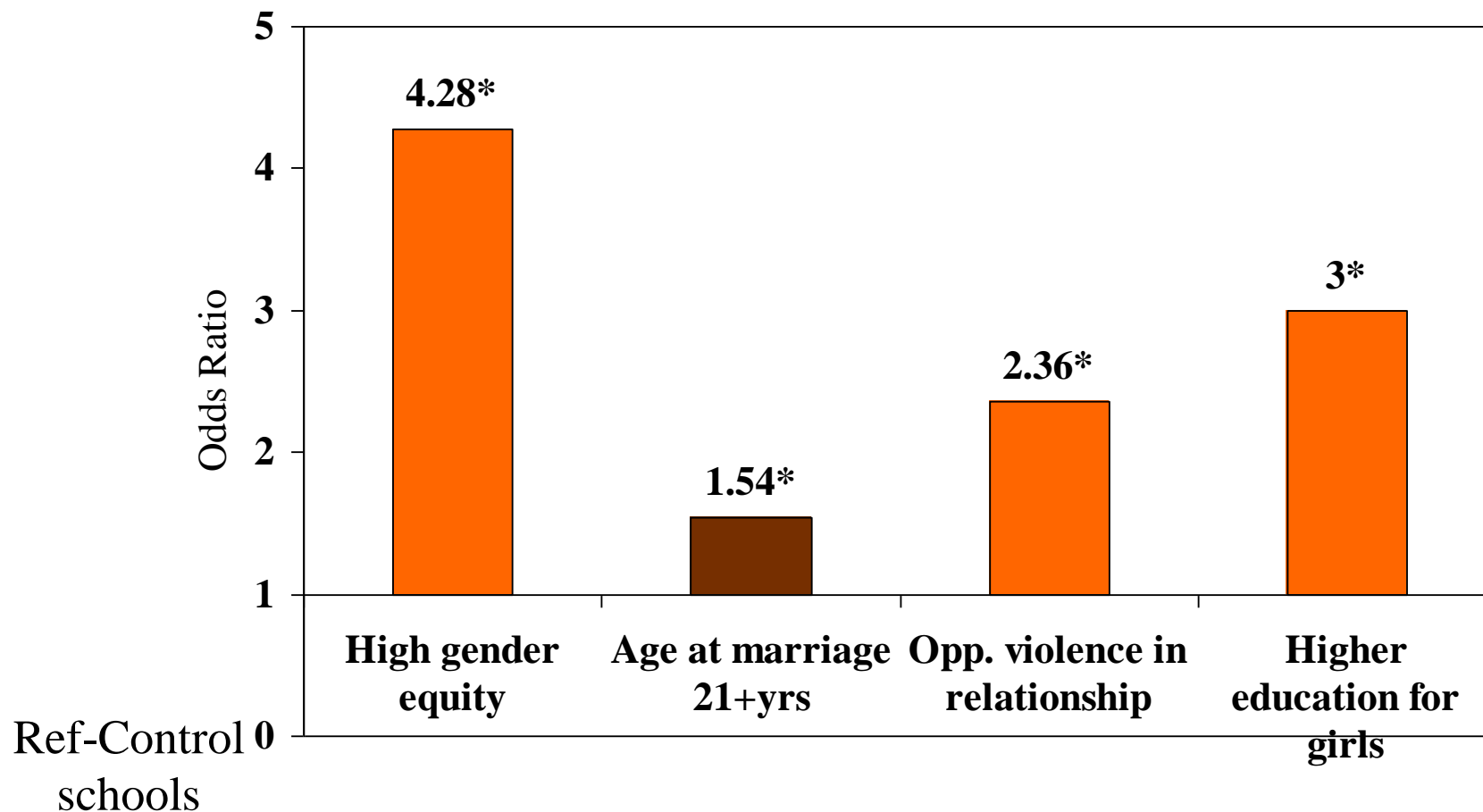


Percentage of students reported perpetrating violence in last 3 months in school



*Differences significant at $p < 0.05$

Shifts in attitudes among boys and girls at 2nd follow-up



Moving forward

- Moving from 'proof of concept' phase to 'proof of implementation' phase
- Implementation in 250 schools over 3 year period
- GEMS curriculum in Maharashtra wide MR Manch program
- GEMS diary and content included in CBSC board curriculum
- Program adapted in Vietnam and in Jharkhand settings



Gender Transformative Programs: Parivartan

Parivartan means “Transformation” (Change for Better) *uses* Sports – Cricket-- as a platform and implemented in both formal (schools) and informal (community) settings

- Quasi-experimental with two arms, Experiment group (25 schools with 377 athletes & 16 Mentors with 228 athletes) Control group (20 schools with 286 athletes & 15 Mentors with 178 athletes)
- Coaches (45) and mentors (31)
- Core Coaches Group/Master Trainers (10 members)
- Public Education Campaign included 9750 boys and girls at the school & community level.

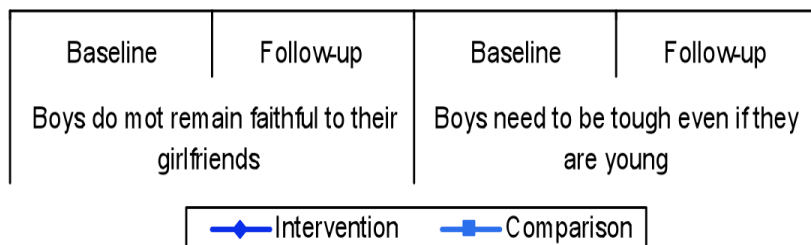
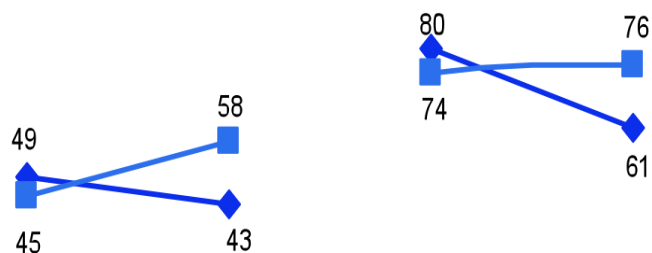
Parivartan: Intervention components

Athletes

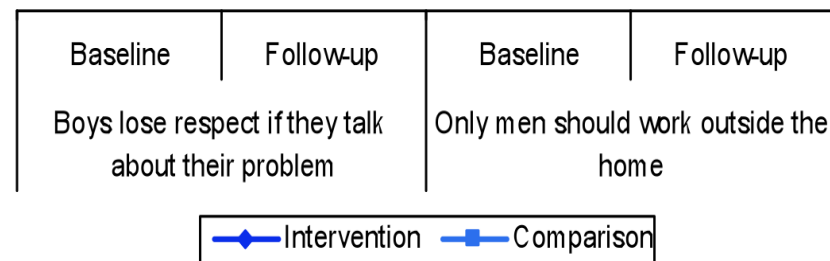
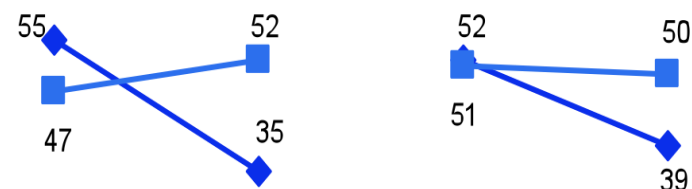
- Cricket Coaching, usual for school and through coaches clinic for community
- Weekly Sessions by coaches/mentors using card series and **TEACHABLE MOMENTS**
 - Respect; Fair-play; Aggression and abusive language; violence including sexual violence and harassment; intention to intervene, and bystander intervention
- Coaches/mentors
 - Workshops for Coaches & Mentors led by Leadership Council & implementing organizations (12 days/4 months)
- Public Education Campaign



Parivartan: Athletes became more supportive of gender equity norms than non-participants



School



Community

School and community athletes became more supportive of gender equity than non-participants.

- Agreement with traditional notions about women and girls also declined:
 - A wife should always obey her husband
 - Violence against girls are perpetrated by strangers
 - If a girl says no, she means yes
- School and community athletes report greater intentions to positively intervene in response to hypothetical scenarios of abuse against girls.
- Coaches and mentors wrestled with women's and girls' mobility.
 - They identified various security and safety considerations for justifying men's control over their behavior. This is an area that needs greater attention.

The female relatives noted improvements in the men's gender-related attitudes and behavior in terms of

- Communication with family members; Sharing of household responsibilities; Views about women and girls; Aggressive behavior; Emotional and sexual intimacy;

“...in the beginning when he was in the mood of having sex he never asked me about my willingness.....but now its not like that, he thinks that if I am not in that mood its all right.

.....I used to take pills for family planning but he stopped me. He said that, if I take pills it may create problem but if he uses condom he will have no problem”.

(A wife of a mentor on sexuality and intimacy)

Voices from women in the lives of coaches....

- *“Now he talks to the children, understands them. Earlier he would not talk to them. Now he asks everyone what he should get for us? He talks nicely to his mother, his sister”.*

Wife of a Mentor

- *“Before it was me who had to always say sorry for everything that according to him is wrong. He would never come to me even if he himself did something wrong. Sometime I would even cry after a fight, but he would react to it saying, ‘don’t irritate me. But now, he does (smiles). He comes back after an argument to say sorry and will wipe my tears. He has changed a lot”*

- *Wife of a Coach*

Some attitudes are difficult to change....

What didn't change?

- Girls cannot do well in Math and Science
- It is necessary to give dowry to girls

What worsened?

- It is girl's fault if a male student or teacher sexually harasses her;
- Girls like to be teased by boys

Whereas some changed significantly in positive direction..

- There are times when a boy needs to beat his girlfriend
- Only men should work outside home
- Since girls have to get married, they should not be sent for higher education
- Girls with less cloth provoke boys for violence
- Giving the kids a bath and feeding the kids are the mother's responsibility
- A wife should always obey her husband
- Boys are naturally better at math and science than girls
- Boys are naturally better than girls in sports
- Men need more care as they work harder than women

The interventions raise several questions around opportunities and challenges:

- How can these positive changes be sustained among the coaches/mentors & athletes?
- How feasible is it to scale this initiative to a larger group?
- How can these efforts be institutionalized at various levels?

Extra discussion questions...

- Should interventions focus on boys only, girls only, or both?
- What are skills required to be appropriate program leaders/facilitators?
- Validation of change in boys/men from girls/women point of view, self-reported, or both?
- Different approaches for gender-equitable sexuality and gender-based violence?

We acknowledge

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Mumbai Schools

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Young girls and boys