



Manual for facilitators “Changing the World”

STRUCTURE OF THE MANUAL

Methodological Guide
“Changing the World”

Module 1: Showing Solidarity

Module 2: Being Young

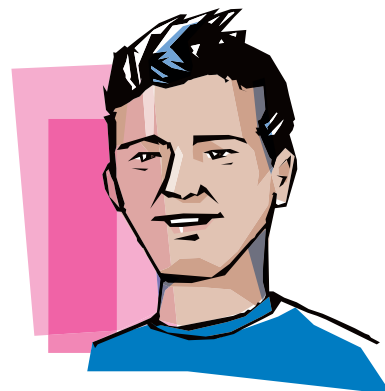
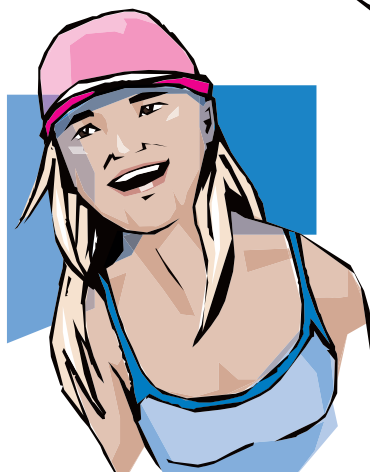
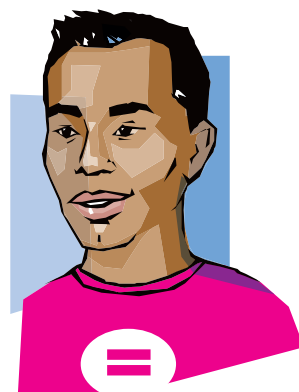
**Module 3: Being Responsible
regarding Sexuality**

**Module 4: Being Non-Violent
in Personal Relationships**

**Module 5: Being an Agent of Change
Committed to Gender Equality**

**Peer to Peer Manual:
“Changing the World”**

Methodological Guide



“Changing the World”

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Plan International

Founded over 75 years ago, Plan International is one of the oldest and largest children's development organisations in the world. We work in 51 developing countries across Africa, Asia and the Americas to promote child rights and lift millions of children out of poverty. Plan is independent, with no religious, political or governmental affiliations.

The project **Champions of Change** is part of Plan's Because I am Girl Global Girls Innovation Programme and aims to build the capacity of male youth as peer educators for gender equality and girls' rights. During its first phase 130 male youth from El Salvador, Guatemala, Honduras, Dominican Republic and Germany were trained and supported to become Champions of Change. Together with other male and female youth they challenged harmful gender norms at their schools and communities.

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Methodological Guide "Changing the world"

1. Champions of Change for Gender Equality and Girls' Rights

Plan International believes that many violations of the rights of girls and boys are the result of gender inequality, exclusion and injustice. Therefore, achieving gender equality is a central objective of Plan's work as an organisation dedicated to promoting and defending the rights of girls and boys.

Two of Plan's main strategies for contributing to gender equality are to promote the empowerment of women and girls, and to include boys and men in the process of building gender equality. In fact, commitment no. 8 in **Plan's Gender Equality Policy** states that:

"Plan will engage with men and boys in promoting gender justice, by challenging gender stereotypes and other root causes of gender discrimination."

The *Champions of Change* pilot project started in five countries: Honduras, El Salvador, Guatemala, Dominican Republic and Germany. It seeks to build the capacity of male youth between the ages of 14 and 18 and from a range of ethnic backgrounds to become Agents of Change for gender equality and girls' rights. As Agents of Change they encourage their peers to challenge harmful gender norms, roles and stereotypes.

The programme is a component of Plan International's *Global Girls Innovation Programme (GGIP)*. This programme has developed a solid model for engaging young men in promoting gender equality. It can be used as a platform for building broad-based support for involving men, especially young men, in promoting gender equality, through the recognition, ownership and multiplication of inclusive, respectful, egalitarian and non-violent masculinities in different countries in the region and at a global level.

The programme's theory of change is based on the analysis of the obstacles faced by young men as a result of their social groups' adherence to stereotypical roles and to gender equality. At the same time, the programme acknowledges a number of opportunities to link with other initiatives that have achieved changes in people's attitudes, as well as organisations that could support the Agents of Change in their work.

The programme proposes four strategies for working with the Agents of Change. This ranges from building knowledge, attitudes and practices consistent with gender equality and for multiplication work to linking the youth with peer organisations and adults who share their vision of gender equality.

The following table summarises the programme's theory of change.

THE THEORY OF CHANGE FOR CHAMPIONS OF CHANGE

BARRIERS:

Sexism, violence and insecurity in personal, family and community relationships, based on:

Individual identity:

Domination mechanisms and discrimination of women and girls

Group identity:

Power relations in schools, clubs, gangs, etc.



Social and family pressure to adjust to gender socialisation

OPPORTUNITIES:

Family and community support for promoting gender equality

Support from adult men's and women's organisations committed to gender equality

Greater visibility of men as carers in media and legislation

STRATEGIES:

Capacity building promoting the knowledge, attitudes and practices needed for being a supportive, non-violent young man who is responsible in his sexual relationships and committed to gender equality; Supporting the Agents of Change to acquire the skills to involve their male and female peers in gender equality.

Capacity building in group dynamics and support for the creation of groups in which the Agents of Change can reflect on masculinities, experience new ways of relating and exercising power as well as promoting gender equality.

Support and accompaniment for the multiplication processes initiated by the youth with the aim of promoting gender equality and getting others to make a commitment.

Linking with institutions and networks (youth and adult) to advocate for legal and policy change regarding gender equality, sexual and reproductive rights, fatherhood and gender based violence.

RESULTS:

The Agents of Change adopt behaviours, attitudes and practices consistent with gender equality.

The Agents of Change promote gender equality in their families, schools and communities.

The Agents of Change multiply the knowledge, attitudes and practices they have learned.

The Agents of Change set up or join peer groups and coordination spaces for gender equality.

The Agents of Change join national and regional youth networks, coalitions or social movements to advocate in favour of gender equality.

+ OTHER INTERVENTIONS:

Projects with girls and women that promote their empowerment and strengthen gender equality and girls'/women's rights at individual, family, community and institutional level.

➡ IMPACT:

The Agents of Change are engaged in gender equality work at community and institutional level.

Girls and young women exercise their rights with the support of the Agents of Change.

An enabling environment exists for the promotion of gender equality.

Figure 1: The Theory of Change for Champions of Change

The basis for this manual are the two central elements of the *Champions of Change* programme: the work being done by the project facilitators and the transformation process experienced by the young men.

The purpose of this manual is to contribute to the effective coordination of these elements in order to achieve the young men's commitment to gender equality, and the adoption of attitudes and behaviours that are consistent with this commitment. The following sections describe these elements. The final section in this introduction outlines a brief account of the knowledge, attitudes and practices that are covered in each module.

2. The work of the facilitators

The main role played by you the facilitator in this programme is to support the young men in their own as well as their group's transformation processes. In this context, one of the first questions that arise when designing work with young men is whether all the facilitators need to be men.

The experience of organisations that work with young men is that in some contexts young men prefer to work and interact with male facilitators. Young men often feel that a male facilitator will be able to listen to them differently while also serving as a role model for thinking about what it means to be a man.

However, other experiences suggest that a male or female facilitator's skills – their capacity for mobilising the group, for listening to the members and for motivating them – is much more important than their sex.

One recommended option is to have a female and male facilitator working as a pair, to show the young men that it is possible for men and women to work together towards building relations based on equality and respect. Nevertheless, there will be times when it will be better for just a male facilitator to be present. We are also aware that it is not always possible to have more than one male or female facilitator, or for them to work in mixed teams. Therefore, it is recommended to adapt the work so that the facilitators who are willing and able to do it may carry it out.

In all cases, in order to fulfil this role effectively, it is essential that whoever is facilitating develop their own strategies. Some steps that they must take in the process to support the Agents of Change are outlined below.

2.1. Define the setting and the profile of the Agents of Change

The first thing that needs to be identified is the **setting** that brings participants together. By setting we mean whatever connects the participants and thus defines their common identity. The setting tends to be the source of pride in belonging to a collective. For example, school brings young people together based on their identity as students, and neighbourhoods connect them on the basis of being from or belonging to a specific place.

It is important for you to reflect on the adequate setting for framing the process of transformation, as different settings present different elements to be taken into consideration, different advantages to be utilized and different challenges to face. Table 1 presents some examples of these features.

It is worth highlighting that every advantage can be utilised and that no challenge is insurmountable. For this reason, it is essential to take these elements into consideration, and draw up strategies that make the most of the advantages and overcome the obstacles.

Once the setting is chosen, the second step is to outline the main characteristics of the young men you are working with. There are basic things you should know about everyone in the group, such as their age, the type of family they come from (two-parent, one-parent, separated parents, single mother, orphans, number of siblings, etc. and who they currently live with), what they do on a typical day (studies, paid work, domestic work, leisure, etc.), about their access to health and education services (including sexual health and education), the organisations that they may belong to, the physical spaces available for their meetings, etc.

Setting	Elements to consider	Potential advantages	Potential challenges
School	<ul style="list-style-type: none"> • How do the young men feel about school? • What is the attitude of the administration and the teachers towards extracurricular activities, and towards gender equality? • Are there physical spaces that are appropriate for meetings, performances, conferences/talks, etc.? • Could the school provide support with resources (work materials, photocopies, audio-visual equipment, etc.)? • Could the school provide support in the shape of human resources? 	<ul style="list-style-type: none"> • Young men might see school as a safe space where they can avoid everyday problems linked to their families or neighbourhoods. • The school could have spaces and/or resources available for the young men. • The school may be interested or experienced in gender equality work and support them with these actions. 	<ul style="list-style-type: none"> • The school calendar/ timetable, or the young men's graduation/ dropout could affect work continuity. • The young men might not identify with their school or be proud of it. • Some young men may have been the target of bullying or violence at school. • Lack of interest, spaces or resources for supporting extracurricular activities. • Resistance to gender equality work.
Neighbourhood	<ul style="list-style-type: none"> • How do the young men feel about their neighbourhood? • Are there physical spaces that are appropriate for meetings, performances, conferences/talks? Are any costs involved? Such as social or sports clubs, community centres, squares, etc. • Are there community organisations or businesses that could support with resources (work materials, photocopies, audio-visual equipment, etc.)? • Are there neighbourhood leaders who could support/ hinder gender equality work? How? 	<ul style="list-style-type: none"> • The young men could feel proud of contributing towards improving their neighbourhood. • The young men could benefit from achieving recognition/ leadership in their neighbourhood. • The young men may be happy to have something different to do in their neighbourhoods. • The young men may feel that they are being supported in challenging gender stereotypes by their family and their immediate surroundings. 	<ul style="list-style-type: none"> • Resistance to gender equality work could translate into harassment or even violence. • Lack of spaces or resources for carrying out their activities. • Lack of support or resistance at family level could lead members to drop out from the group.

Table 1: Potential considerations, advantages and challenges by setting

Module 1 of this manual contains a range of activities to help the young men to get to know each other. These activities also provide an excellent opportunity for the facilitators to get to know them better.



The Agents of Change' profile should not be limited to their own life circumstances. It is essential for this profile to include comparative information on the situation of young women in the same environment.

2.2. Define a specific training plan

This manual introduces a series of activities aimed at developing knowledge, attitudes and practices linked to gender equality. However, every training process is unique. It is therefore essential for you to adapt the training process for the specific participant group you are working with. Any adaptation must take into account the profile of the specific group of young men, the selected setting and interest, and the Knowledge, Attitudes and Practices (KAP) elements on which the programme will focus. A training plan must include, *at least*, the following elements:

General objective and specific learning objectives – What do you hope to achieve with the participants during and after the conclusion of the training programme? It is recommended to design participant and graduate profiles to list what you hope to contribute to the young men who successfully complete the programme. These profiles must reflect KAP elements.

- » **Entrance and attendance requirements** – What are the requisites for a young man to take part in the programme (age, place of residence, available time, etc.)? What rules must he observe in order to remain in the programme (attendance percentage, minimum rules of behaviour, timely delivery of assignments, etc.)? Punitive rules should be avoided, and procedures that encourage self-discipline should be prioritised. It is also important to take care not to establish requisites that could end up discriminating against some young men.
- » **Resources and equipment needed** – What resources and equipment are needed for each session? Who will provide these resources? Will the participants be asked to contribute in any way? One option is to assign responsibility to one or several participants to oversee the refreshments for a session or for cleaning the area after the workshop, with an emphasis on the importance of taking responsibility for looking after the group and care work in general.
- » **Work methodology** – How long will the sessions be? How often will they be held? Who will facilitate the different sessions? What type of assignments will be given to enhance the learning? Which teaching resources will be used to accompany the process (e.g. learning diaries, group blog, buddy system ¹)? How will communications between participants be maintained between sessions? The methodology should be designed with the Agents of Change in mind. For example, if they are high school students, it may be constructive to meet in a classroom at the school one or two afternoons a week. If they are neighbourhood residents or a youth group where most members are already working, it may be better to meet on a Saturday afternoon once a week or fortnightly.
- » **Evaluation methodology** – How will the participants' performance be assessed? This should start with an initial measurement of knowledge, attitudes and practices relating to gender equality, as set out on the Gender Equitable Men (GEM) scale ² and the Table on Knowledge, Attitudes and Practices developed by the Champions of Change project (see page 22ff). If possible, the Agents of Change themselves should be involved in designing the change indicators. In all cases, a distinction must be made between remembering content and demonstrating changes in attitudes and behaviour. The evaluation processes must prioritise these last elements.

¹ A buddy is a companion who is going through the same process (a course, a project, etc.) and who can therefore support you in meeting your goals and who receives the same support from you for the same thing, whether via telephone conversations, e-mail or any other convenient medium.

² The GEM (Gender Equitable Men) Scale has been used in several countries for measuring men's attitudes towards gender equity. <https://www.c-changeprogram.org/content/gender-scales-compendium/gem.html>

2.3. Connect with their interests

One of the main elements to get to know about the young men is the interest that could connect them to the project. Some interests tackled in other projects working with young men are the arts (like music and theatre), video production and sports. When working with young women, one strategy that has been successful is to develop financial activities ³, for example through the creation of savings groups.

As with the training environment, the common interest of the young men targeted by the project should not be chosen lightly, as this factor is fundamental for the sustainability of the transformation process. The following table summarises some factors to take into account when considering the different interests:

³ The concept of financial assets refers to assets or rights with monetary value, or the knowledge that refers to these assets that a person may have. The theory of change of Plan International's Because I am a Girl Campaign highlights that acquiring financial assets (alongside material, social and personal assets) is an essential part of girls' empowerment.

Interest	Elements to consider	Potential opportunities	Potential challenges
Creativity – all media	<ul style="list-style-type: none"> Who can analyse the contents to guarantee coherence to gender equality? Who can teach the young men? Is this person gender aware? 	<ul style="list-style-type: none"> Each medium offers effective channels for sharing messages on gender equality. 	<ul style="list-style-type: none"> By trying to entertain the public they could end up trivialising gender injustice situations like violence against women. The teaching aim of an activity could be diluted in the effort to meet the aesthetic or creative objective.
Creativity – music	<ul style="list-style-type: none"> What type of music do the young men like? What options do they have to perform or listen to this music? Do the lyrics of the songs the young men listen to tend to reinforce gender stereotypes? Examples? 	<ul style="list-style-type: none"> The project could link up with famous singers as spokespersons for gender equality – and introduce them to the young men. 	<ul style="list-style-type: none"> Putting together a band or attending concerts can be expensive, as are the instruments and equipment needed for this. If no support is obtained from society, the young men could become frustrated and drop out along the way.
Creativity – theatre	<ul style="list-style-type: none"> Will other young men from the school or neighbourhood go to watch theatre? What is the ideal length of a performance for keeping the attention of the target audience? Are there any group members with theatrical skills (acting, producing, writing, set construction, etc.)? 	<ul style="list-style-type: none"> Street theatre does not require formal spaces. Representing gender equality messages provides an opportunity for experiencing positive relationships. 	<ul style="list-style-type: none"> Initially there will not be any girls in the group to play the female roles.
Creativity – audiovisual production	<ul style="list-style-type: none"> Have we got the necessary space and equipment? Which organisation, business or individual could support the young men's audio-visual projects? 	<ul style="list-style-type: none"> Audio-visual production is a skill that could benefit the young men in their careers. 	<ul style="list-style-type: none"> Expensive and fragile equipment is needed. Technical training takes quite a long time.
Sports	<ul style="list-style-type: none"> What sports do the young men enjoy? Is there access to the equipment and spaces needed? Are there enough young men to make up several teams? 	<ul style="list-style-type: none"> Belonging to a sports team can be a sustainable source of identity and pride for young men. There is scope for experimentation with new rules that cultivate solidarity and cooperation – important values for gender equality. The project could have famous sporting figures as gender equality spokespersons – and introduce them to the young men. 	<ul style="list-style-type: none"> Competition and rivalry could reinforce behaviours that go against gender equality.
Financial assets – savings groups	<ul style="list-style-type: none"> What are the young men's sources of income and their spending? Are any of the young men in the group working or do they own small businesses? 	<ul style="list-style-type: none"> Combining reflection work with income generation could enhance the youth group's sustainability. Developing financial assets could develop the young men's sense of independence and raise their self-esteem. 	<ul style="list-style-type: none"> Young men's access to financial resources may be very limited. The conflicts that could arise as a result of managing funds could damage the group.

Table 2: Potential considerations, advantages and challenges according to interest

2.4. Support the Agents of Change as a group

One of the main strategies for encouraging the adoption of behaviours that are committed to gender equality involves creating a space for reflection between peers. Developing gender awareness is not an individual process – it is about an eminently social and organisational processes. For this reason, it is a key to visualise the Agents of Change as a group that grows and becomes stronger along with the young men themselves.

In their groups, the young men can develop the confidence to express themselves emotionally, and the capacities for building positive gender relations based on mutual trust and respect. These spaces tend to be the only places where they can discuss issues like sex, the advantages, disadvantages and costs of “being sexist/ macho” and their emotions.

In strategic terms, the group offers the young men an alternative to other collective spaces where sexist and aggressive behaviours are encouraged. The project should work towards the point where the young men feel that belonging to their specific group is a source of identity and pride.

For these spaces to be effective, the young men must feel that they belong and that they are interesting in staying there (sustainability). The young men’s spaces for reflection will be generated by the project’s training process – following its procedures and supported by its resources. But in order for the change process to be sustainable, each facilitator must work for the reflection space to transcend the training process, and for it to endure beyond its conclusion. In order to achieve this, the facilitators will have to succeed in guiding and supporting the young men so that they visualise the group beyond the project.

The youth group could start from the point of identified interest (music, sports, etc.), but it is not crucial for them to do so. It is essential not to impose rules, but instead to support the young men in developing their own ways of organising or getting involved in existing spaces. The following questions may be used as a guide for supporting the young men in defining their spaces for reflection:

1. On vision and purpose

What is our vision for the reflection space to which we want to belong? What do we want to contribute to our friends and families, to our community and to our society as a result of belonging to the space? How do we want this space to support gender equality?

2. On group identity

What identifies us as members of this group? What is the profile of the people who belong to it? Do we want to establish formal membership rules?

3. On members’ responsibilities

What sort of responsibilities do we want all the members to have? Do we want to belong to a space with formal tasks?

The replies to these and other questions could lead the Agents of Change to strengthen their own group, to join existing spaces for reflection on gender, or to encourage other spaces to which they already belong to adopt gender awareness work.

2.5. Identify organisations with which to coordinate

Another option for building the group identity is to invite the participants to join organisations that are already working with men towards gender equality. You as facilitator should start by identifying these organisations, and analysing the potential they may have for supporting the young men’s work.

There are also different points along the Agents of Change’s process of awareness development when they will be asked to identify organisations that could support their work. For example, in Module 3 they are asked to identify organisations that provide sexual and reproductive health services, and in Module 4 they are asked to identify organisations working to eradicate gender-based

violence or to support victims of this type of violence. In both cases it will be very important for you as facilitator to know these organisations in advance and to have identified contacts who could guide the Agents of Change in their work.

2.6. Identify sources of funding

As the young men's interest grows, they are sure to start organising activities that require funding. For example, the Agents of Change could recognise the need to organise a retreat that will enable them to go into more detail on the contents of their training process in a safe space. The participants will also want to organise public actions in their schools or communities. Funds will be needed for all these cases.

The search for material support is an opportunity for the young men to learn to communicate their interests to other people, while identifying who may be interested in supporting their work in their surrounding area. It is important for you as the facilitator to identify these potential sources of funding, and to accompany the Agents of Change in their fundraising processes. Also, the need for accounting for any donated funds is an opportunity to reflect on values like solidarity and responsibility.

2.7. Join the reflection process on masculinity

In the next section we describe the characteristics of "the journey" the young men will take to become committed to gender equality. Ideally, this is a journey that you as a facilitator have already completed. Nonetheless, each multiplication process provides an opportunity to enhance your own commitment towards gender equality.

With reference to collective work, the recommendation is to identify spaces for reflection for adult men that you could join, or suggest creating a space with colleagues. In either case, it is essential to recognise that you will need a support network in order to carry out your work with the Agents of Change in an effective and sustainable way. This network could become a model group that is willing to guide and advise the project actions.

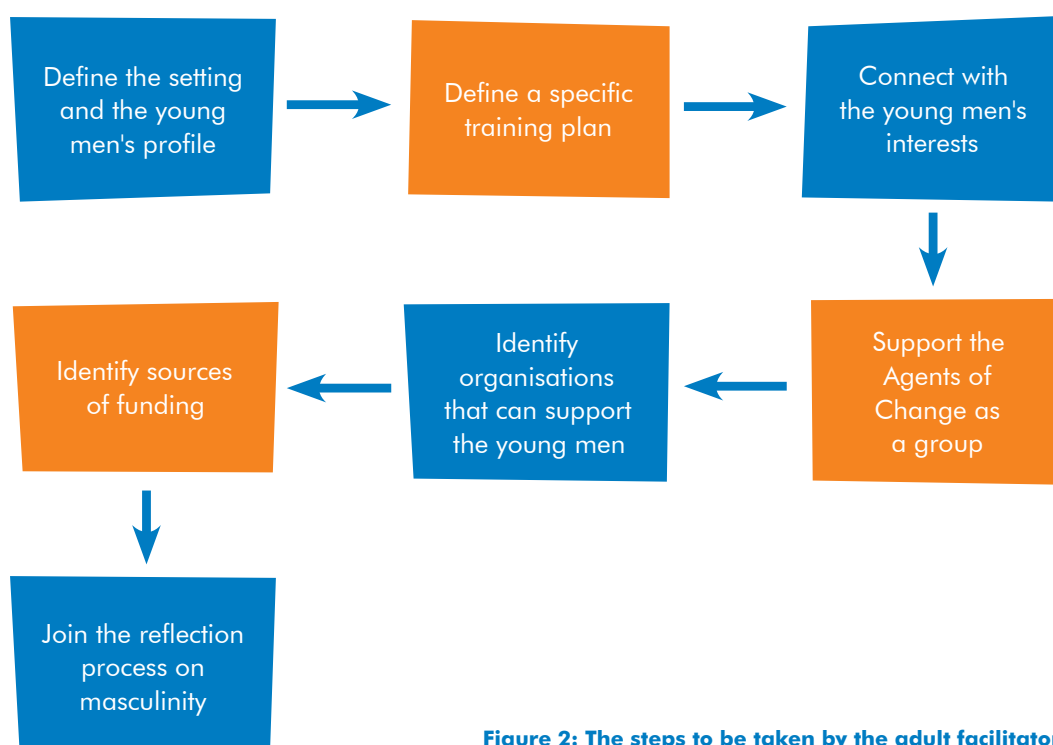


Figure 2: The steps to be taken by the adult facilitators

3. A young man's journey

In this section we describe the ideal process that the participating young man will follow, using a very useful resource for self-reflection and personal transformation work: that of a journey of self-discovery and transformation.

It is worth noting that this section is written in the first person, in an attempt to describe the route from the point of view of the young men. This way of presenting the different stages is an invitation for every facilitator to walk in the shoes of the young men they will be working with.

Ten stages (or steps) are described that make up the ideal journey of the young men. Each station includes a reference to the modules in which these issues are tackled. Nonetheless, it is important to remember that the activities in the manual are organised according to the issues they tackle, and not the stations of the journey.

It is also important to remember that in a specific journey young men may progress through the station, slip back to previous stations, or skip stations altogether. This is why it will be very important for you as the facilitator to keep the big picture in mind in order to assess where each participant is in his own journey.

3.1. I prepare for the journey

I know that in order to begin a journey, I have to start by getting ready. Do I have the time, the resources and the support I need in order to take this trip? How can I get what I need for the journey?

I also want to take a good look at myself, like a photo of myself as I am at the beginning of this journey. It is the "before" that I can then compare with the "after".

I can take this photo of myself standing in front of a mirror, looking myself in the eyes and answering some questions that allow me to describe my starting point:

Links to modules in the manual:

Module 1 encourages the young men to recognise their doubts and expectations about the training process they are starting. We also suggest inviting them to keep a diary where they can take note of their reflections. A first entry in this diary could be reflection on the questions suggested for this step.

- What is the best thing about being a man? Why?
- Is it better to be a man than a woman? Why?
- What do I think about the girls and young women in my neighbourhood or school? Are they as intelligent as the boys and young men? Are they as valuable as us? Why?
- What do I think about the female members in my family? How do I relate to them? How do I relate to the male members in my family?

Finally, at this stage in the journey I must take all the time I need to identify what I want to achieve in my journey, and to know what my main fears and wishes are.

3.2. I recognise myself as part of a system of domination

We all grow up wanting to discover who we really are. My identity was built recognising what I like and what I don't like, what makes me happy, what upsets me. I gradually realised who I resemble, and who I do not. Sometimes it was even more important to discover, who I wanted to look like and who I didn't.

Affirming my individuality has been a fundamental part of my development as a person. Nonetheless, I often notice that I am also part of a social system with clear rules about what is allowed and what isn't, and that these rules have led me to make decisions that I am not always aware of.

Unfortunately, the system in which we live tends to favour certain people's privileges over others, and social rules tend to reproduce these privileges. When I follow the rules of this system, whether I realise it or not, I become part of this system of punishment and privilege.

This business of granting privilege to some for the benefit of others is known as a system of domination. Domination in our society occurs as a result of different identities and the way in which they interrelate. For example, being rich grants privileges over poor people; being white grants privileges to which indigenous people or Afro-descendants do not have access; and being a man gives advantages that women do not have; being heterosexual gives privileges to which LGBTIQ⁴ people do not have access.

I have learned these rules in all the spaces in which I exist. They are my family's rules. If I belong to a sports team or to a gang I may notice that they also impose these rules. We all participate in this system of domination for the simple fact of being born and living in this society, but we do not all accept the rules that domination imposes on us.

Some of us decide to use the power we have for the benefit of all people, not just for a few. We start by realising that there are different types of power. For example, we could talk about power over, power with and power within. Distinguishing between these types of power helps us define the difference between people who maintain a system of domination and exclusion and those who are committed to social equality and inclusion.

Links to modules in the manual:

Module 1 invites Agents of Change to develop trust as a form of resistance to the culture of domination. Module 2 tackles the issue of power and its relationship with gender inequality and with discrimination against young men. Module 3 analyses the way in which stereotyped gender roles harm young men's capacity to have personal and sexual relationships that are based on respect and on the rights of all parties. Finally, Module 4 analyses gender-based violence as a coercion mechanism used by hegemonic masculinity.

3.3. I recognise privileges and advantages

In order to tackle gender inequality, I must start by understanding how the logic of domination works –the 'power over'.

The first thing is that no one is purely a victim, or purely responsible for domination. Most of us navigate a complex network of privileges and discrimination that occur as a result of our particular identities.

So, it may be that because I am not rich, I might not have access to a good university, but since I also don't belong to a minority ethnic group an English is my first language, I didn't have trouble learning my lessons at school. I might be an immigrant, but since I don't have any kind of physical disability, at least I don't have to worry about getting around the streets, or having free access to any building. Maybe because I'm young I can't find a job, or if I do they pay me a low wage, but because I am a man I have a better chance of finding a job or working as a taxi driver or messenger or many other occupations that are much too dangerous for young women.

It is also important to recognise that for all the disadvantages I may have, it is very likely that a young woman with the same disadvantages will have an even harder time. This happens because gender inequality interacts with other forms of discrimination and creates different and often worse conditions for the female members of a group.

It could be said that one of the rules of domination is that the mere fact of being a man, however difficult my circumstances, means that I will always have the guarantee of being able to dominate other people, and these people could be a woman, a female adolescent or a young girl. Allowing myself some sort of power over other people is one of the ways in which the system guarantees that we continue to play by the rules, even when we are aware of our own disadvantages.

Another very effective way of ensuring our adherence is through threats and fear. As boys, we learn from a very young age that we have to show how manly, risk-taking, aggressive and strong we are. If someone decides we are not man enough, they may call us 'girl' or 'gay'. This achieves two things: on the one hand, we learn to defend our 'manliness' at all costs – we learn to justify aggressive behaviour and the inability to show emotion. On the other hand, we learn to devalue girls and men

4 LGBTIQ: Lesbian, Gay, Bisexual, Transgender, Intersex and Queer

who do not follow the rules of the game. Resistance to change is such that the threat tends to be very real – not only does it mean we are laughed at, it is also the fact that we run the risk of being physically attacked if we don't behave 'like men'.

As no one is purely a victim or solely responsible for domination, this is a good time to go back to the mirror and my journey's diary to answer these questions:

Links to modules in the manual:

Module 2 goes into more detail about the privileges that can be obtained by accepting the hegemonic model of masculinity. It also analyses the way that women are seen only as objects and how people who are not heterosexual, or who do not adhere to the hegemonic model of masculinity, are excluded. The Agents of Change also analyse the practices and customs in their communities that devalue girls and young women, and limit their capacity to take the decisions that affect them.

- How have people who have more privileges than me taken advantage of me?
- What advantages do I have that girls do not have?
- What advantages do other men in my family have over the women and girls in my family?

I can also ground this reflection even further by thinking of specific settings. For example:

- How are these rules of advantage and disadvantage expressed in my family?
- If there is violence within a family – how is this linked to advantages and disadvantages?
- In a couple, who has the right to decide how and when sexual relations take place and who can you speak to or confide in about sexuality?

3.4. I envision gender equality

Every time I think about these things, I realise that I live in an unfair system and that I don't want to be a part of it. I notice that other people have taken advantage of me, and that I have also taken advantage of other people. I realise that I have believed what I have been told that girls are less strong, less intelligent and even less important than us boys. Most importantly, I realise that this is unfair, very unfair! And that it has to change.

Links to modules in the manual:

All the modules in this manual invite the Agents of Change to imagine a world of equality. Module 1 invites them to recognise the role that they could take on in promoting gender equality; Module 2 continues this process of reflection, adding the issue of care as an important practice for young men; in Module 3 they visualise what their equality-based relationships with their partners would be like; in Module 4 the Agents of Change imagine what the relationships would be like in their surroundings if they were based on coexistence (and not on violence); finally, in Module 5, they are invited to become active and promote gender equality.

But if I don't know where I'm going, it won't be easy for me to get there. This is why this step is about daring to dream about another world. A world in which men and women, boys and girls have the same value and enjoy the same rights. A world in which I can be friends with young men and women, without worrying about what other people will say, or without having to show how macho I am. A world where my sisters, my female friends, my mother and my aunts, all the women I know can be free and powerful, can take the decisions that affect their lives and can live without fear of violence from men. A world in which men can behave according to what they like and to what interests them, instead of being guided by rigid gender norms that force them to take risks and to mistreat other people.

I can envision this 'other world' by considering some key questions:

- How would my relationships with young women be in such a world? What would my relationships with other young men be like?
- How would my relationships be with my family members (mother, father, siblings, grandparents, aunts and uncles, etc.) in this different world?
- What would I do differently in this world of equality?
- Which relationships do I have today that look like the world I am dreaming of?

3.5. I acknowledge other people who share my vision

The first thing I must do is to recognise that women and girls have been denouncing injustice and gender discrimination for much longer than us males. I can learn a lot from their work, about the obstacles and resistance they have faced, and about what they have learned along the way. I can start by answering these questions:

- Are there girls or women's organisations in my neighbourhood or in my city?
- What can I do to approach them?
- Who are the women who have made their mark by confronting sexism in my country? What have they achieved and how did they achieve it?

Then, I must try to identify other young men who, like me, are interested in building a world where women and men are equally valued and able to realise their potential. These men could be organised in groups, or could be alone. The important thing is to remind myself that I did not become the man that I am all by myself – I learned the rules that give me advantages over women from many people. Also, if I want to learn other, fairer rules, I need to be accompanied by other people who feel and think like me. **Social transformation is not an individual project!**

I also need to get ready to confront resistance that I may encounter for having chosen to be different. And this sort of resistance is better confronted in company than on my own. I must learn how to look after myself, and not being alone is part of self-care.

For all this I need to surround myself by a circle of support that will come with me and that I will accompany on this journey, which is now becoming collective.

It would be helpful to answer the following questions:

- Do I know any other young men who are not constrained by the rules of domination over women? What can I do to approach them?
- What resistance have these young men encountered when they have dared to challenge domination over girls and women? How have they tackled this resistance?

Links to modules in the manual:

Module 1 includes several activities designed to foster a safe space for trust among young men. Module 5 explicitly addresses the question: who will come with me?

3.6. I make a commitment

As we saw in the second step, we are all included in this system of domination for the simple fact of being born. But once I open my eyes and recognise how the system works, I can decide what to do: I can choose to continue playing by the same unfair and sexist rules, or I can dare to challenge domination and gender injustice.

In order to take this step of committing to gender justice, I have to be fully convinced that I want to live in another way and under other rules. It is worth thinking about carefully and discussing with my circle of support.

The interesting thing is that when I make a commitment, I acquire a new source of identity – from now on I can try harder and harder to be a young man who works for gender equality. More and more of us are taking on this commitment every day.

Links to modules in the manual:

The manual includes activities aimed at developing many of the practices necessary for self-discipline and teamwork, such as assertive communication, constructive criticism and conflict resolution (Module 1), recognition of privileges of hegemonic masculinity and the advantages of gender equality (Module 2), self-care (Module 3), and managing anger and frustration (Module 4).

Now, I have to be aware that self-discipline is essential in this journey. I will encounter a lot of invitations and pressure to be like I was before, to return to the 'macho men's club', so it will be important to know how to resist the temptations of the privileges granted by gender domination, such as telling women family members or my partner what to do, or feeling more important than them. At times like this, only self-discipline and my fellow travellers will help me remember that these advantages are gained at the expense of much greater injustice that I want no part of.

3.7. I reject sexism and embrace equality

I start out by making a list of behaviours and attitudes that are consistent with gender equality, and another list of behaviours and attitudes that go against it. These lists must include everything I have observed in myself and in other people, and also what I think would be ideal behaviour for someone who is committed to equality between men and women.

I will learn a lot about these attitudes and behaviours and how to recognise them in the workshops of the *Champions of Change* programme. I will learn to show my commitment towards gender equality in the family, in my relationships, among friends and at every moment of my new life.

Then, I will use a marker to highlight each positive and negative, attitude and behaviour that applies to me. The main thing is to be as honest as possible. This is my list and I don't gain anything by trying to fool myself.

When I complete the individual part of this work, it's a good idea to discuss these attitudes and behaviours with my circle of support. Who has been able to eliminate these prejudices? Who else thinks that it is wrong to behave in this way? Ultimately, the idea is to be able to reaffirm my commitment towards change, by discussing it with my peers.



Figure 3: The steps towards adopting egalitarian behaviours

The third step is to try and identify people who I have hurt with my negative attitudes and behaviours as I was trying to demonstrate my manliness, or by thinking that because I am a man I was entitled to dominate women. It is important to think hard so as not to forget anyone. Did I talk back at my mother for questioning something I did? Did I make fun of a neighbour because he was helping his mother with the housework? Did I argue with my sister telling her she should not speak to the young men in her class? Did I hit my girlfriend for going out dancing without my permission?

All in all, there can be many examples. The main thing is to be aware of these actions and to take steps towards taking responsibility for the harm that I may have done to others. Daring to take

responsibility will teach me to behave with more humility, which is very important for learning to be a fairer, less dominant and more caring man. Also, admitting what I have done and speaking about it to these people will bring them into my circle of support, as in the future I will have to try extra hard to avoid being sexist with them.

The fourth step would be to identify a young man or an adult who could be my mentor through this process. This would be someone who I trust and who has shown they are committed to gender equality, through their attitudes as well as in their behaviour.

Initially, the Champions of Change programme could support me in identifying a mentor. As I make progress in my commitment to equality, I am certain to meet other people, men and women, who could be my mentors and advisors.

Links to modules in the manual:

Module 1 focuses on the importance of constructive criticism when eliminating sexist attitudes and behaviours, and of adopting behaviours and attitudes that are committed to gender equality. All the modules include a table with the knowledge, attitudes and practices that are covered in the activities. Facilitators are advised to analyse these tables with the young men at the end of a module, in order to support them in their own list of adopted attitudes and behaviours.

3.8. I invite others to join me on this journey

The more youth – male and female - commit to gender equality, the more likely it will be that we will live in relationships of equality. Building gender equality is not a task for lone rangers, or superheroes. Equality is built gradually and between all of us (girls and boys, men and women).

This is why an important step on this journey is to dare to speak to my peers who have not heard about the benefits and the importance of men and women living on equal terms and invite them to join this life plan.

The best thing about this step is that the more I dare to discuss this with other youth, the easier it will be to continue speaking to other people, and I will receive more support for my own change process. The more I speak about the issues with other friends; the commitment will become more fundamental for my identity.

In the long term, together with my peers who I have invited and with the others who have taught me to take on my commitment, I can gradually build an organisation in which I can continue to reflect on what it means to be a young person who is committed to gender equality, and from where I can push for the changes I have envisioned for my society.

Having this space is important because this is where I can show myself that it is possible to relate to other youth in a positive and supportive way – without having to resort to aggression or other ways of demonstrating my manliness.

Links to modules in the manual:

The youth manual **Changing the World** used by the Agents of Change in their multiplication work focuses on the development of this step.

3.9. We take action

Building gender equality may be a long process, and there will likely be progress, setbacks and barriers along the way. To avoid becoming disillusioned during the process, it is important to identify a very concrete stage that we can reach in this journey. This means identifying what we can do in very concrete terms as an initial contribution towards making the world of gender equality that we have envisioned a reality.

For example, the Champions of Change programme invites us to organise a “Day on Gender Equality” in our school or neighbourhood. This activity is aimed at reaffirming the knowledge we have acquired in our workshops, as well as sharing it with our peers.

If we try our best to organise a very enjoyable event that succeeds in

Links to modules in the manual:

The youth manual **Changing the World** that the Agents of Change are using in their multiplication work also focuses on the development of this step. This manual highlights the activities in Modules 4 & 5, which encourage the young men to engage in inter-gender dialogues.

linking more women and men with equality work, we are sure to maintain our enthusiasm at times when the journey is not so successful. Also, no matter how well we do with this event, we can apply what we learn to the next activity we plan to organise.

The main thing is to always remember the small achievements and not allow ourselves to feel defeated by the big obstacles.

3.10. We assess the path we have travelled

Whenever I decide to adopt new behaviours, or cast off old habits, it is essential to pause from time to time to assess the path I have travelled. This assessment can be formal or informal, individual or in groups, only among my group of Agents of Change, or with the young women too. In any case, the main thing is to go back to the mirror and take a critical and honest look at my progress, blockages and setbacks.

At these times, it is useful to return to the list of behaviours and attitudes. This is about adding new behaviours that I have identified and new attitudes that I have seen in other people. It's about noticing which sexist attitudes I've successfully defeated in myself, and which gender equitable behaviours I have taken on as an essential part of my new way of being. Lastly, it is also about becoming aware of the resistance I have faced, and the strategies I have developed for tackling it. Which have worked? What could I try next time? How can I protect myself from the different threats? What support have I received from my reflection space for overcoming different types of obstacles and resistance?

Evaluating the path taken is also important because it provides me with the opportunity to reaffirm my commitment. Because it is one thing to commit myself to the ideal of gender equality, without knowing how easy or difficult it will be to achieve this, and not knowing how I will feel if I live with new rules. Another much more powerful thing is to be able to reaffirm my commitment despite the difficulties and the obstacles - often because it is such a good feeling to know that I am doing the right thing.

Links to modules in the manual:

It is important for the facilitators to support the Agents of Change in their process of reflection about the achievements and challenges along the way. Please refer more in detail to the *Champions of Change* monitoring and evaluation framework.

Whenever I decide to conduct a self-assessment, I have to remember that contributing to gender equality is not about finding the straightest or shortest path. There will be times when I will have to take a longer route, there will be other times when I have to go back to the starting point, and there could even be times when I discover I am further away than where I was when I started out.

But this is not a race! The domination system we are faced with has been there for ages and is very strong – so much that it could make my steps seem insignificant. But I will not let myself be discouraged, as long as I am aware of my commitment, and I dare to recognise my progress and setbacks, I will be on the right journey towards gender equality.

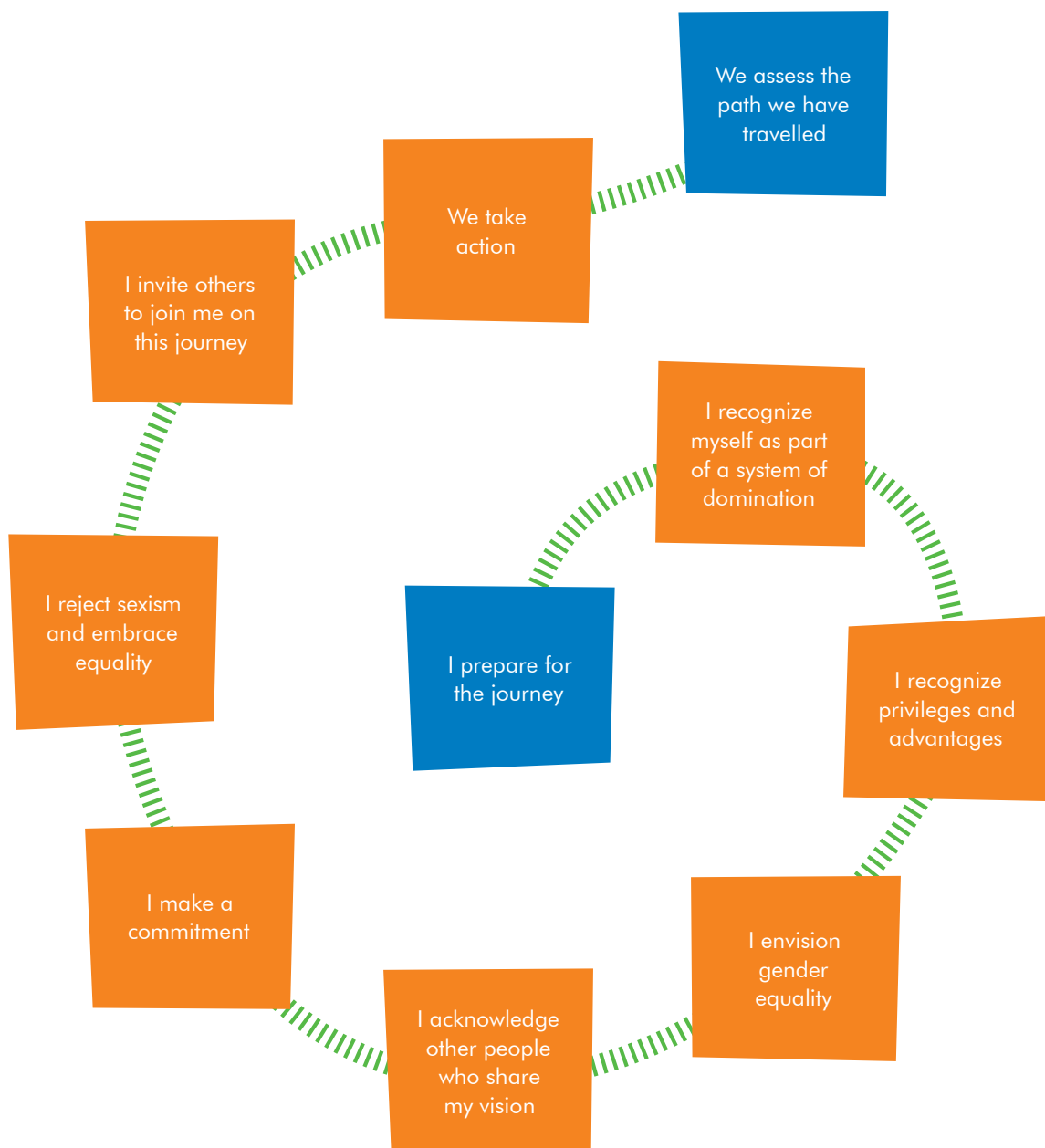


Figure 4: Retracing the journey!

4. Knowledge, attitudes and practices with a commitment to gender equality

Showing solidarity

	Knowledge	Attitudes	Practices
Individual ⁵	<ol style="list-style-type: none"> Understands the importance of trust in building a safe space for discussions on masculinity. (*A3, A4, A5) Is familiar with conflict resolution strategies in a space for reflection with peers. (*A11) 	<ol style="list-style-type: none"> Trusts fellow participants in the group. (*A3) Has confidence in himself and is willing to accept constructive criticism about his behaviour and attitudes. (*A4, A11) Is comfortable expressing his feelings, without feeling embarrassed. (*A4, A7) Respects the groups' code of conduct. (*A6) Values being part of a group. (*A9) Celebrates the positive behaviour of other group members. (*A4) 	<ol style="list-style-type: none"> Applies group facilitation techniques and uses group and individual exercises and activities. (*A1, A3, A4, A5, A6, A7, A8, A9, A11, A12) Invites the participants to get to know themselves and to express their hopes, fears and concerns. (*A1, A2) Knows how to create an open atmosphere of trust and respect. (*A3, A4) Knows how to give constructive criticism to the other Agents of Change. (*A4) Knows how to communicate assertively, and knows how to engage in dialogue. (*A7, A11) Knows how to practice active listening and empathy. (*A8) Knows how to facilitate spaces of dialogue among his male peers as well as among mixed groups of youth, giving space to diverse opinions without suggesting answers. (*A7, A8, A11) Knows how to promote a sense of belonging among participants in a space for reflection. (*A10)
Community/ Family	<ol style="list-style-type: none"> Knows of community or school spaces that can be used for the group activities. (*A5) 		
Institutional	<ol style="list-style-type: none"> Is familiar with professional services offering guidance and advice to which he can refer other youth when necessary. (*A12) 		<ol style="list-style-type: none"> Identifies participants' individual needs for attention or advice. (*A12)

⁵ The individual level includes the desired changes in the behaviour, attitudes and practices of the participants, as well as in their relationships with everyone else who is involved in the process.

Being young

	Knowledge	Attitudes	Practices
Individual	<ol style="list-style-type: none"> Understands that gender identity is the result of socialisation, and that it is part of a system of domination. (*B4, B6) Recognises that different types of power exist, can distinguish between them and relate them to the culture of domination. (*B7) Understands that adult-centrism is a system of exclusion and domination that interacts with gender. (*B8) Recognises the main characteristics of the hegemonic masculinity model: e.g. male privilege, discrimination and subordination of women and girls, gender-based violence, homophobia, etc. (*B10, B11, B12, B13) Recognises that there are different forms of masculinities. (*B10) 	<ol style="list-style-type: none"> Recognises and rejects the privileges granted by the hegemonic masculinity model, including control and power over women and girls. (*B10) Rejects the devaluation and the subordination of girls and women. (*B13) Recognises and promotes women's and girls' right to exercise power and to take the decisions that affect them. (*B13) Values the shared responsibility between men and women in domestic tasks, and in caring and playing with children. (*B15) 	<ol style="list-style-type: none"> Analyses his identity in a critical way, by identifying the origin of his attitudes and practices. (*B1, B2, B3, B6) Freely chooses the characteristics that make up his identities. (*B2) Identifies and confronts gender norms and stereotypes. (*B5, B12) Shares power as a strategy for contributing to gender equality. (*B7) Identifies the privileges and costs of the hegemonic masculinity model, and the benefits of gender equality. (*B10) Participates in domestic/care work in his home, and looks after and plays with the girls and boys in his family. (*B15)
Community/ Family	<ol style="list-style-type: none"> Understands the family and community role in gender socialisation/transformation. (*B6, B15) 	<ol style="list-style-type: none"> Recognises that the elimination of gender inequality must be tackled in the family and in the community. (*B6, B9, B11, B15) 	<ol style="list-style-type: none"> Identifies gender discrimination in his family, community and school environment. (*B6, B11) Adopts and promotes egalitarian relationships in the family, with his partner, in the community and at school. (*B11, B14) Initiates inter-generational dialogue and effective communication channels at family level. (*B9) Gets the men and women in his family to do the same domestic/care work. (*B15)
Institutional	<ol style="list-style-type: none"> Understands the role of institutions (school, government, media, church, etc.) in gender socialisation/transformation. (*B6) 		

Being responsible regarding sexuality

	Knowledge	Attitudes	Practices
Individual	<ol style="list-style-type: none"> Understands that sexuality is part of our way of being, feeling and expressing ourselves, which develops according to our experiences. (*C1) Knows how to answer questions about the link between gender and sexuality. (*C3, C4) Understands that sexual desire in men is not stronger or more natural than in women. (*C2, C5) Recognises the personal risks of harmful practices in his sexual life. (*C7) Analyses his beliefs, habits and opinions on issues related to sexuality and reproductive health. (*C2, C4, C5, C7, C8) Understands that everyone is vulnerable to sexually transmitted infections (STIs), including HIV/AIDS. (*C7) 	<ol style="list-style-type: none"> Rejects media images and content that portray women as sex objects. (*C3) Respects people with sexual orientations that differ from his own. (*C4) Appreciates that men and women have equal rights to healthy and pleasurable sexuality. (*C6) Values the use of condoms as a sign of responsibility and maturity. (*C8) Recognises the importance of self-care and mutual care in a relationship. (*C8, C9) Is convinced that preventing unplanned pregnancies is the responsibility of both parties. (*C9, C10) Recognises the importance of fathers taking on shared responsibility for raising their children, whether or not they are with the mother. (*C10) 	<ol style="list-style-type: none"> Respects the integrity of all young women, whether or not they are sexually active. (*C5) Discusses with his partner both their wishes, desires and expectations in their sexual relationship. (*C8, C9) Respects women's wishes – understands that No means No. (*C5, C9) Uses protection in all his sexual relationships. (*C8) Takes on shared responsibility in healthy and pleasurable sexual relationships for both parties. (*C8, C9) Speaks to other young men and women respectfully about sexuality and relationships with partners. (*C1, C4) Exercises his sexuality respecting his own life and that of other people. (*C7, C8, C9) Takes an active part in caring for the children around him. (*C10)
Community/ Family	<ol style="list-style-type: none"> Is aware of the role played by family and friends in repressing or promoting the free exercise of sexuality with gender equality. (*C6) Identifies myths that sustain gender inequality in the exercise of sexuality, and knows how to explain why they are false. (*C5) 		<ol style="list-style-type: none"> Challenges disinformation about sexuality in his family and in his community. (*C5)
Institutional	<ol style="list-style-type: none"> Is familiar with the national laws and international instruments related to sexual and reproductive rights. (*C6) Knows who the primary and secondary duty bearers for his sexual and reproductive rights are. (*C6) 		<ol style="list-style-type: none"> Makes use of sexual and reproductive health services. (*C6)

Being non-violent in personal relationships

	Knowledge	Attitudes	Practices
Individual	<ol style="list-style-type: none"> 1. Recognises violence as a mechanism for domination and control. (*D1) 2. Can distinguish between different types of gender-based violence, including physical, sexual, emotional, economic and structural violence as well as 'everyday forms of male chauvinism'. (*D1) 3. Recognises the different forms of sexual violence. (*D2) 4. Relates his own socialisation to male violence. (*D3) 5. Understands that people have the power to decide whether or not to use violence. (*D3) 6. Is aware of the effects of gender-based violence on women and girls. (*D5) 7. Understands that what is known as 'violence against women' is also practiced against girls and adolescent girls. (*D5) 8. Recognises the effects of violence on his and other men's lives. (*D6, D7, D8) 	<ol style="list-style-type: none"> 13. Rejects all forms of violence against women and girls as intolerable and unjustifiable acts. (*D2, D4, D5) 14. Rejects the myths and misinformation that justify and reproduce violence against women and girls. (*D4) 15. Rejects the use of weapons as a demonstration of manliness. (*D6) 16. Rejects the social pressure that leads him to prove his manliness by using violence. (*D6, D7) 	<ol style="list-style-type: none"> 17. Chooses not to be violent in his relationships with other people. (*D3) 18. Visualises how the triad of male violence is reflected in his own life. (*D6) 19. Uses non-violent techniques for conflict resolution and for processing his feelings of anger, fear or insecurity. (*D9) 20. Uses dialogue and trust in peer relationships, especially in relationships with partners and with other young men. (*D10)
Community/ Family	<ol style="list-style-type: none"> 9. Understands that family unity is not a reason for a woman to remain in a violent relationship. (*D4) 		<ol style="list-style-type: none"> 21. Promotes non-violent behaviour in his environment. (*D2) 22. Identifies situations of violence in his family and community. (*D3) 23. Identifies spaces and people who are committed to gender equality who can support him when faced with any situation of violence. (*D8)
Institutional	<ol style="list-style-type: none"> 10. Understands that violence against girls and women and against young men is a violation of their human rights. (*D11) 11. Is familiar with the institutional spaces that provide support to people who are victims of violence against women or male violence among peers. (*D11) 12. Is familiar with the national legal framework that protects women and children from violence. (*D11) 		<ol style="list-style-type: none"> 24. Engages with other adolescents and social movements to advocate for the prevention or eradication of gender-based violence. (*This practice is developed in the youth manual "Changing the World").

Being an Agent of Change committed to gender equality

	Knowledge	Attitudes	Practices
Individual	<ol style="list-style-type: none"> Understands the roles that young men can play in building gender equality. (*E2, E3) Knows the significance and importance of a dialogue between the genders. (*E5, E6) 	<ol style="list-style-type: none"> Recognises himself as an Agent of Change for gender equality. (*E2, E3) Has a life plan that is committed to gender equality. (*E2) Values the empowerment of girls and women. (*E6) 	<ol style="list-style-type: none"> Strengthens his self-esteem based on his contributions to gender equality. (*E2, E3) Participates in spaces for reflection among peers on gender equality. (*E3, E4, E6) Celebrates his commitment to gender equality. (*E8)
Community/ Family	<ol style="list-style-type: none"> Recognises male role models with a commitment to gender equality. (*E3, E4) Is familiar with the characteristics of an organisational proposal that is attractive to young men. (*E3, E4) 		<ol style="list-style-type: none"> Inspires other men and women, including family members to commit themselves to gender equality. (*E3) Can identify male and female peers who want to commit themselves to gender equality. (*E4)
Institutional	<ol style="list-style-type: none"> Understands that non-discrimination is a human right. (*E1) Understands the theories of change of the "Because I am a Girl" campaign and the Champions of Change programme. (*E1) Knows the main milestones in his country's women's and girls' rights movements. (*E5) Is familiar with the role of families and communities in guaranteeing human rights. (*E6) Can explain the role of advocacy in promoting gender equality in his surrounding area. (*E7) Is familiar with the main features of advocacy as a political process. (*E7) 	<ol style="list-style-type: none"> Is committed to campaigns on women's and girls' rights. (*E1, E2) 	<ol style="list-style-type: none"> Approaches adult and young women's rights organisations, to learn from them through dialogue. (*E5) Develops advocacy strategies promoting gender equality. (*E7) Can carry out concrete actions with local projects or partnerships for gender equality. (*This practice is developed in the youth manual "Changing the World")

Module 1



Showing Solidarity



Plan International

Founded over 75 years ago, Plan International is one of the oldest and largest children's development organisations in the world. We work in 51 developing countries across Africa, Asia and the Americas to promote child rights and lift millions of children out of poverty. Plan is independent, with no religious, political or governmental affiliations.

The project **Champions of Change** is part of Plan's Because I am Girl Global Girls Innovation Programme and aims to build the capacity of male youth as peer educators for gender equality and girls' rights. During its first phase 130 male youth from El Salvador, Guatemala, Honduras, Dominican Republic and Germany were trained and supported to become Champions of Change. Together with other male and female youth they challenged harmful gender norms at their schools and communities.

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Module 1

Showing Solidarity

STRUCTURE OF THE MANUAL

Methodological Guide
"Changing the World"

Module 1: Showing Solidarity

Module 2: Being Young

Module 3: Being Responsible
regarding Sexuality

Module 4: Being Non-Violent
in Personal Relationships

Module 5: Being an Agent of Change
Committed to Gender Equality

Peer to Peer Manual:
"Changing the World"

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Showing Solidarity

1.1. Brief conceptual review

Showing solidarity and being committed to gender equality means being aware of the need to involve more and more youth in this transformational project. It is about participating in a process of reflection and training, knowing that part of showing solidarity is sharing the learning with others.

It is very important that the participants understand that this is not about following the activities in the manual step by step, or about repeating what has been learned. Showing solidarity means knowing how to change activities or conversations depending on the characteristics of the people and the spaces with which we are working. In this sense creativity is a basic tool and needs to be developed in every workshop we share.

Each Agent of Change adds tools to his own toolbox by seeing and participating in facilitation techniques and group and individual exercises and activities. This method of learning by doing is especially important in this module in which we introduce a range of activities and exercises that can be adapted by the participants in their own process of sharing. For this reason it is fundamental for you as a facilitator to encourage them to lead some of the exercises, or to suggest changes and variations.

Getting to know each other and forming a group begins, but doesn't end, with this module. Each activity offers the young men opportunities to get to know themselves and their peers. For example, forming work groups presents a good opportunity for them to get to know each other better, and to discover what they have in common.

1.1.1. First things first: let's start by getting to know each other

The journey that the Agent of Change has taken up in his commitment to gender equality will pass through several stages - some of them will be fun, others very difficult. One element that will unite the group is the process of getting to know each other; and also that you, as facilitator, will get to know each of them individually, with their strengths and weaknesses.

There are many group activities and exercises in the manual to help you achieve this. Bear in mind that facilitation skills are learned through practice. The sooner the youth can start practicing the group exercises and activities, the sooner they will develop their identity as Agents of Change showing solidarity and share the knowledge they are acquiring. To this end, **try to ensure that they themselves facilitate and in this way practice their facilitation skills from the beginning.**

Activity **A1: 'Let's get to know each other!'** starts with an introductory exercise inviting the participants to get to know each other, to work as a group, and to discover different group activities that will help them in their own work as Agents of Change.

tip!

The second step is finding out the participants' expectations and concerns. This involves recognising the importance of expectations, of both knowing how to identify and how to express them. It is also important to know what the group hopes and fears in relation to the training process they are participating in. Support the participants so they can express their hopes and fears openly, without

judging them. Try to use techniques that allow worries and fears to be relieved as well as meeting the majority of expectations throughout the development of the whole workshop, even if this means changing or adapting the content, whenever this is within the objectives and subject of the workshop.



Activity **A2: 'What we expect and what we'll get'** invites the participants to identify their hopes and fears, and highlights the importance of knowing those of the other young men. It also presents the workshop schedule.

Links to the youth manual

In the first stage of **Changing the World** the young men will find activities that they can use to build trust among the participating youth. Consult this section when getting ready to facilitate this topic with the Agents of Change.

1.1.2. Building a safe space

Participants need a safe space in which to talk openly about their experiences as young men, and where they can analyse their attitudes and practices towards gender equality. The main ingredient of such a space is **trust**, in other words, the confidence a person has that the other group members sharing the space will act for the collective good and avoid hurting their peers.

Without trust the process will fail, because instead of actively participating and sharing, the young men will experience resistance and fear of looking bad before the rest of the group, of being criticised or singled out by the process that they are sharing. In the end, being mistrustful is an attitude that is promoted by the culture of domination, because it is an attitude that prevents people from building trusting and supportive relationships.

For this reason it is essential for the facilitator to build trust within the group of young men and to teach them the importance of allowing themselves to experience the process. However, trust is a difficult value to develop. It is very likely that the participants will arrive at this process with contradictory experiences related to trust or with experiences based on manipulation or fear. It is also probable that at the beginning they won't respect the confidentiality of the reflection space.

Trust will not appear overnight in the group. It is a process that requires work and patience and requires the development of different strategies and tools to promote it. More than anything, the young men must associate trust with **showing solidarity and with caring**, both necessary attitudes for gender equality.

In addition, it is important to note that for the group to strengthen the trust that exists among the participants, it is essential that they get to know each other better and better, identifying the strengths and weaknesses of each member of the team, which in the end will become the strengths and weaknesses that the group will use to achieve common aims and to overcome obstacles together.

Finally, you as facilitator will also have to work to trust the young men and to get them to trust you. Part of this process is getting them to see you as a Agent of Change who, just like them, is part of a larger collective of people all over the world who are advocating for the construction of a new equitable society. In other words, being a 'multiplier' goes much further than simply handing over knowledge - it is about being an agent of change for individual and collective transformation. The more you adopt this identity in your work with the young men, the more they will be able to trust you as a model for their work as Agents of Change.



Activity **A3: 'I trust you, do you trust me?'** aims to develop trust among the Agents of Change and the understanding of what is entailed in building a safe space.

To be able to trust each other, each participant needs to begin by developing his own self-esteem. Building self-confidence and trust is what will enable each Agent of Change to be open enough to express himself freely in the spaces for reflection, and to be ready to receive constructive criticism about his attitudes and behaviour.

Arrogance and aggression must not be confused with **self-esteem**. Having confidence and self-esteem means feeling good about yourself and knowing that you deserve the respect of other people; it means facing each challenge with the flexibility you need to be able to learn from it, independently of its resolution; it means being open enough to let others see you as you are and to see other people as they really are; and it means taking care of yourself, honouring what it is that makes you unique, instead of trying at all costs to appear like everyone else.

It is also important to be aware that sometimes we react to group pressures and to social norms. As a result, when we come to form our opinions or develop our self-esteem, we do so in relation to these pressures and norms, whether by accepting or rejecting them.

We also need to support the participants in this process so they learn to formulate and recognise constructive criticism. It may be that they associate the idea of criticism with the destructive behaviour. If this is their experience, we shouldn't be surprised if the young men resist giving or receiving criticism. However, as personal growth and transformation come from identifying the attitudes and practices that are not consistent with what we are trying to create, constructive criticism is essential. In this sense there is a close relationship between our self-confidence and the capacity that we have to tolerate the criticism of our fellow travellers. We need to recognise that each Agent of Change is responsible for his own development, but all of us need our companions to be mirrors of our behaviour and attitudes.

When working with the young men, try to teach the principles of constructive criticism that are summarised in Figure 1.1. The aim is that they learn that criticising is not about devaluing the other person, but rather the opposite, sharing a suggestion with the intention of supporting.

Activity **A4: 'My confidence, my strength'** seeks to highlight the importance of the Agents of Change developing openness in the group, being willing to receive criticism from their peers and from the facilitators, and formulating constructive criticisms to offer the group.

tip!

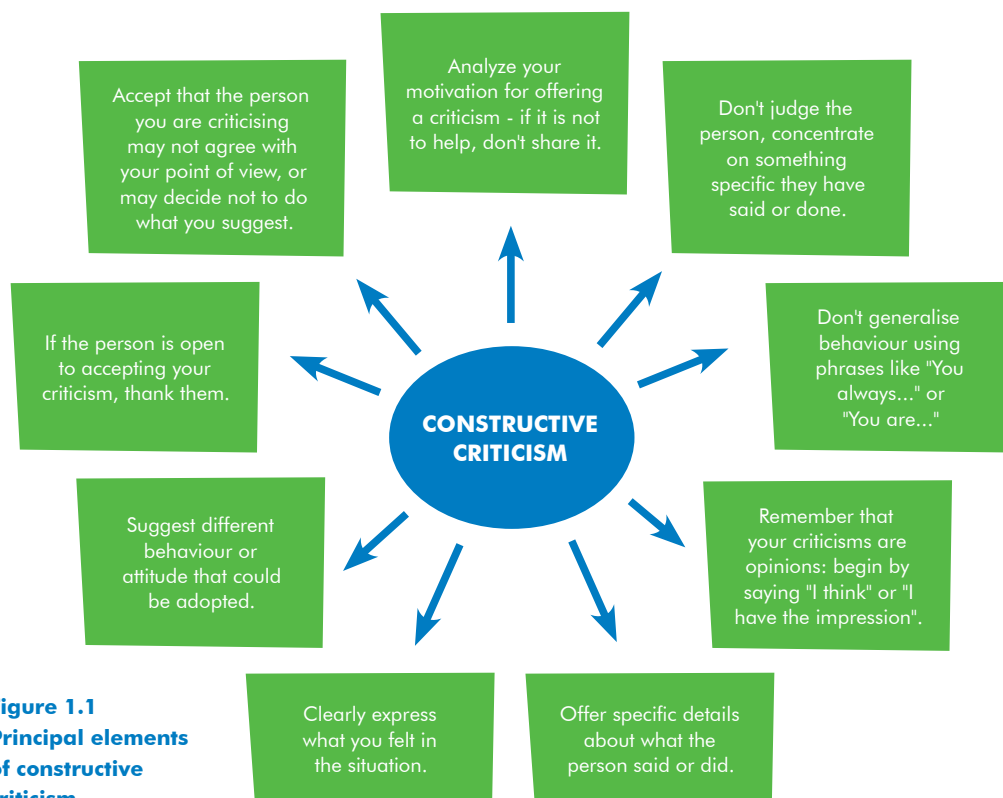


Figure 1.1
Principal elements
of constructive
criticism

As facilitator on many occasions you will find yourself having to offer constructive criticism to the participants, either because of their behaviour or their attitudes. There will be times when it will be important to convey the criticism very tactfully, showing them that you aren't only seeing their need to improve, but that you also appreciate that they have made progress in their commitment to gender equality. On these occasions it will be useful to use the "Sandwich" technique. The steps are easy:

First of all: Prepare yourself: Analyse and think through what you will say. You need to know what you are going to say and how you are going to say it.

Step 1 Identify the positive aspects (bread roll): Find something positive that the young man has done: it should be relevant, transparent and sincere.

Step 2 Present the facts (meat): Now you will have the young man's attention. Pause for a second to allow this feeling to become established and then begin the process. Avoid using the word "but" or "but the next time you should do", as this could create the defensive atmosphere that you are trying to avoid. Be direct and firm, but never angry. Mention the things or aspects that could be improved.

Step 3 Encourage (bread roll): Identify another of the young man's strengths, and project positive results from the young man's efforts in the future.

After the three steps as facilitator you should make sure you follow up: Be friendly and continue encouraging the change. The aim is to anchor the positive nature of the criticism in the minds of the young men. If you let the progress fall back, the learning may be forgotten. Without continued reinforcement the desired change won't take place, and this is especially the case when we are seeking lasting real change in attitudes and practices that show solidarity and are equitable.

Table 1.1 The sandwich technique

Another element in building trust among the group of young men is the physical space in which they meet. Most spaces where men gather, such as bars, warehouses, discos or sports grounds, are arranged to project sexist behaviours and attitudes. Young men need physical spaces in which they don't feel observed or questioned and where they feel safe to reflect critically on what it means to be a young man committed to gender equality.

The main characteristics of a safe space include:

- » It's not exposed to the looks and comments of passers-by.
- » It's big enough to comfortably hold everyone, but not so big that the space intimidates.
- » It's located in a place that is accessible to all participants.
- » It has a timetable that is flexible enough to not interfere with the development of activities.
- » It has access to drinking water and bathrooms.
- » It's clear which members of the group will clean and organise the space when the activity is finished - don't assume that a woman will do it. For this you will need to define the duties of cleaning, food, logistics, materials and anything else required.

tip!

Activity **A5: 'Let's identify safe spaces'** invites the group to identify some spaces in their own surroundings.

Finally the building of a safe space relies on establishing a code of conduct within the group based on mutual respect and trust. It is so common for a workshop to begin with agreeing on rules that many people don't pay attention to the agreements that are reached. For this reason it is important

that the issue of the group's code of conduct is dealt with from the perspective of what it will offer towards the building of trust: when a person does what they have promised, others trust him or her. On the other hand, when a person promises, for example, to arrive early, and to listen to the opinions of others, but does the opposite, it is very likely that other people won't trust him or her.

It is important to establish clearly which agreements will be followed throughout the entire workshop.

The most effective way of achieving this is by having the young men themselves participate in drawing up the agreements. This will make it more likely that the participants will take charge of them, respect them and also take responsibility for making sure their companions respect them. The facilitator should make reference to these agreements whenever necessary.

Some agreements could be:

- » Respect for all the participants of the group: the right to think and feel freely, because all opinions are valid.
- » Listening with attention: not interrupting or taking time from other member's interventions.
- » Empathy: put yourself in another's shoes.
- » Always speaking in first person: for example: "I feel", "what happens to me...", "I had an experience that..."
- » Commitment to confidentiality: the experiences of the participants may not be spoken about outside the group.
- » Commitment to punctuality and attendance: we don't want to act in ways that are detrimental to our companions.
- » Respect timings.

When establishing the agreements about the space, it is also important to work with the Agents of Change to decide what will be done if someone doesn't comply with them. Try to discuss what measures can be taken to work with anyone who breaks the agreements, and to help him see the consequences of his actions. The idea is not to establish sanctions, but rather to use the creativity of the young men to encourage respecting the agreements.

Links to the youth manual

In the youth manual **Changing the World** the subject of group meetings is also covered. Consult the methodological guide, Step two when preparing to facilitate this topic with the participants.

Another important element of a code of conduct for any group undergoing a training process is obtaining appropriate facilitation – facilitation that enables participation and exchange of experiences and knowledge between those who participate and those who facilitate. It is vital that all the young men develop their ability to facilitate spaces of dialogue among peers, allowing room for different points of view and being careful not to suggest answers.

It is worth emphasising here that the main role of a person who facilitates a dialogue or debate is to make sure that all voices are heard. In a dialogue it is important to encourage all parties to listen to everyone else. If it is clear that people are only waiting for someone to finish in order to speak themselves, it is important to establish that if they don't listen to the others this won't be a dialogue, but rather a monologue.

It is important to avoid any one person (including the facilitator!) speaking more than others. If this does happen, the facilitator should interrupt and explain that space must be given to more participants. **If it is the facilitator who is monopolising attention, the participants need to have enough confidence to point it out.**

In Activity **A6: 'Our code of conduct'** the Agents of Change work out agreements around order and coexistence that they can commit to in all the activities carried out in the training space.

tip!

1.1.3. Assertive communication

If there is anything we all know about the issue of communication it is that it is a process made up of four essential elements: a sender, a receiver, a message and a means or channel of transmission. If any of these elements is missing, communication will not be possible. Communication also requires a favourable environment, with conditions such as little noise, interest from the different parties and openness.

Our societies and cultures have formed and transmitted their messages through language and communication, therefore any critical reflection on our identity passes through an exercise of conscious analysis about the way in which we send, receive and process messages.

As a result, communication is one of the most important skills that a young man who wants to show solidarity must put into practice. Even with good understanding of the concepts to be transmitted, without good communication skills it will be very difficult to spread commitment to gender equality.

It is also important to know that there are a series of factors that influence communication and knowing how to contend with them can make all the difference between success and failure when communicating a message. Some of these factors are:

- » Verbal factors: e.g. type of language, style, words
- » Non-verbal factors: e.g. body language, eye contact, tone, gestures
- » Cultural background: e.g. traditions, taboos, beliefs, principles, religion
- » Social roles: e.g. place in the hierarchy, gender roles, family structures
- » Social setting: e.g. families, schools, neighbourhood
- » Circumstances: e.g. lack of time, inappropriate place, noise
- » Emotional state: e.g. exhaustion, conflicts, agitation, anger
- » Relationships: e.g. type of relationship established with our interlocutor(s), trust and respect
- » Personality: e.g. introverted, extroverted, preference for speaking or silence

In the same way it is important that we should be able to identify at least three types of communication:

Aggressive: violent communication that usually abuses other people. For example: *"just like a woman", "what part of the argument didn't you understand?", "I'll explain it again, and I hope you get it this time."*

Passive: communication that doesn't establish responsibility for any opinion, usually avoiding the truth and leaving others to interpret what we want to say. For example: *"I won't say anything but you should know better". Or, "I'd best keep my mouth shut so I don't offend anyone".*

Assertive: communication that allows us to take our needs into account, and respond to others clearly and with respect. For example: *"I think that...", "I think we can...", "I suggest that...", and „It's important that as a group we propose..."*

Aggressive	Passive	Assertive
Presents the message in a violent way.	Presents the message in a confusing way.	Clearly presents the message.
The person who sends the message tries to impose their opinion as the only possible one.	The person who sends the message doesn't take responsibility for what they are saying.	The person who sends the message does so accepting that it is their opinion and taking responsibility for what they are saying.
Usually attacks the person who receives the message.	Usually confuses the person who receives the message.	Clarifies the position of the sender to the receiver of the message.
Does not respect the needs or feelings of the person receiving the message.	Is afraid of the opinion of the person who receives the message.	Establishes a real dialogue with the person who receives the message.

Table 1.2 Comparison of aggressive, passive and assertive ways of communicating

It is obvious that the type of communication that we need to encourage among the young men is assertive communication, as this allows us to:

- » Be ourselves
- » Express ourselves with originality and enthusiasm
- » Take risks and learn from our opinions
- » Take responsibility for what we express
- » Strengthen our self-esteem and build greater self-confidence

The importance of non-verbal communication should also be highlighted, developing strategies so this is also assertive. This includes:

- » **Acting in accordance with what has been said:** If we want someone to stop bothering us, we need to say "I don't like you doing that to me." Smiling and laughing will not make them stop doing it.
- » **Keeping eye contact:** Looking into the other person's eyes creates a bridge to empathy and generates trust. It also communicates our sincerity. It is necessary to look the other person in the eye without exaggerating so you don't intimidate.
- » **Physical contact:** It is important to maintain enough physical distance so neither we nor the other person feels uncomfortable. When someone gets closer than we like, it is best to move away to show them that their behaviour isn't welcome. Likewise there are men who communicate with others by slapping them on the back, or who touch women to catch their attention. It is best to avoid this type of body language, or at least to ensure that it doesn't bother the other person.

A first step towards analysing how we communicate is to evaluate how well our message is understood, or how effective our way of sending it is. It is important to remember that the topic that we are dealing with – the transformation of a culture of discrimination and domination into a culture of equality and solidarity – has strong adversaries. Every day youth receive messages that try to encourage them towards selfishness and competition. **When they try to send messages of equality and solidarity to their peers, they must be aware that they are not facing a blank page, but rather that they are facing years of socialisation in a hegemonic model of masculinity.** Therefore knowing whether the message you are transmitting has been understood is fundamental to the success of any process of sharing.

In Activity **A7: 'Assertive communication'** the Agents of Change analyse and reflect on the importance of learning to communicate in an assertive way.

tip!

We cannot close this section without presenting two final essential skills that any Agent of Change showing solidarity needs to develop in order to guarantee effective communication: the ability to listen actively and the ability to experience empathy for other people.

Active listening means listening and understanding from the point of view of the person speaking. Knowing how to listen and knowing how to interpret what you hear is usually more difficult than knowing how to speak. The contrast between active and passive listening can be seen in the following table.

Passive Listening	Active Listening
We are not interested in what our interlocutor is saying	We are very interested in what our interlocutor is saying
We listen to make sure that we are understood.	We listen to understand.
We listen to find something better to say.	We find value in what we are listening to.
We think: "I already know what the other person is going to say" or "I know the answer."	We think: "What is the other person going to say?"
We prefer to answer and give advice.	We prefer to learn with our interlocutor.
"She or he is telling it badly". We think that the problem is our interlocutor's, not ours.	"I should listen better." We try to pay more/better attention so that we can better understand the other person.
While the other person speaks we are thinking about what we will say in reply.	"I should listen better." We try to pay more/better attention so that we can better understand the other person.

Table 1.3 Comparison of passive listening and active listening

To summarise: to listen actively means that the Agent of Change is showing that he wants to listen and learn to give others the opportunity to speak; not to give opinions nor directions, and not to judge nor speak immediately about a similar personal experience, but rather to concentrate on what the other person wants to say.

Finally, the ability to feel empathy with other people is an essential skill for effective communication. **Empathy means being able to perceive the world through the eyes and feelings of another person. It also means feeling comfortable doing this.** Above all it means not judging the perceptions or feelings of the other person, but rather focussing on experiencing life from another point of view - like putting oneself in another's shoes.



Activity **A8: 'Learning to listen and to put yourself in another's shoes'** teaches the participants to analyse the importance of learning to listen to others and create empathy with them, as essential skills that a good Agent of Change must develop.

1.1.4. Working as a team

An essential characteristic of a Agent of Change showing solidarity is that he values being part of a team. However, belonging to a team is much more than simply gathering together in a space or in a workshop. For a team to be successful the members must be committed to cooperation and collaboration, and must be convinced that the best decisions, the best actions and the best plans are those that arise from team collaboration.

It is no coincidence that this way of thinking and working contradicts the culture of domination that encourages gender inequality. In fact, part of being a man committed to gender equality is to trust a support group and work as part of a team to promote gender equality and challenge selfishness and competition, characteristics that form the basis of the culture of domination.

Encouraging cooperation means swimming against the tide in a culture that values and encourages success as a result of competition. For this reason the facilitators must make the most of every opportunity that arises to encourage these values in the Agents of Change. They should also talk to them about the importance of sharing these values in their own work with other youth.

Included in this module are different activities that promote teamwork. However, as the specific topics of the remaining modules begin to focus on the connection between hegemonic masculinity, competition and domination, the facilitators should repeatedly broach the subject of how to cooperate as a strategy for the transformation of values.

Activity **A9: 'There is strength in numbers'** presents two activities that invite the Agents of Change to value being part of a team and to direct their strength and energy towards common goals that benefit all.

tip!

Everyone needs to feel that they belong to some group or collective. In fact the sense of belonging is at the centre of the evolution of any society in which people share interests, ideas, attitudes or actions.

The sense of belonging is also a key factor in human development. In adolescence the sense of belonging is in constant change. Most of the youth we work with are looking for new spaces to which they can belong, at the same time as they are starting to distance themselves from the spaces of their childhood, such as family or school.

Being able to rely on a support network is essential, not only to make their commitment to gender equality more sustainable, but also for validation through a group of reference. The more homogenous groups are, the stronger and more cohesive they are. However heterogeneity offers a diversity of focus and vision. There will be no lack of cohesion if the objectives are clear and if the group travels towards them together.

In Activity **A10: 'My space that I share with others'** the Agents of Change develop elements of identity that strengthen their sense of belonging to the group of young men.

tip!

1.1.5. Positive resolution of conflicts

Conflicts are an essential part of human relationships, and therefore we neither can nor should prevent them from arising. What we can do is work on our attitude to them, neither avoiding them nor facing them aggressively, but rather developing tools to face conflicts and resolve them in a peaceful and constructive way. Nor can we say that there is a single recipe for resolving conflicts. In this module we propose a creative model for dealing with them by trying to analyse all the elements that make up a conflict in accordance with how each party sees it, perceives it, feels it or wants it to be resolved.

Generally people who find themselves involved in a situation of conflict aren't able to see a solution because their emotions and feelings limit their vision. A person who is not involved in the conflict (an external observer) can offer a different vision to those who are involved. This is effective if, and only if, the person is able to empathise with the affected parties and respect their emotions and feelings at all times, and help the involved parties to find their own solution. There will be many moments when a Agent of Change showing solidarity has to fulfil this role.

Links to other modules in the manual

In Activity **D9: 'Managing my emotions'** (Module 4), the Agents of Change are invited to reflect on ways of processing their emotions in a non-violent manner. If it seems appropriate, you can integrate this activity in the context of reflecting on conflict resolution as a way of offering the Agents of Change tools for processing their own emotions.

In conflict management it is essential that we always try to:

- » Encourage trust and respect within the group.
- » Take responsibility for what one says or does - this means speaking in first person and not speaking for others.
- » Learn to give opinions as constructive criticism, without judging or labelling in ways that devalue.
- » Never question feelings, and understand that it is very important to respect what the other person feels. Disagreement or questioning should always be of the other person's ideas or attitudes.

In a workshop in which many young men participate, it is also inevitable that conflicts arise from time to time. For this reason it is essential that the group establishes agreements for the resolution of conflicts that are consistent with gender equality. For example:

1. **No form of violence should be tolerated, whether it is psychological, physical or sexual.** It must be taken into account that violence is not always obvious, and that it can manifest itself in subtle ways or through behaviours that constitute lack of respect towards one or more members of the group, or to people close to them.
2. **Differences in power of the parties in a conflict must be taken into account.** It is very common for the different parties in a conflict to have different levels of power. These differences may mean that some of them fear, disrespect or have contempt for others. In these cases, trying to mediate as if they were on an equal plane is ineffective and usually strengthens the difference in power. Tip! It is also important to recognise that the group facilitator or any person who acts as a moderator in a conflict also has power over the parties.
3. **We should recognise the learning opportunities offered by every conflict.** Young men are used to reacting aggressively to any conflict. In this space it is essential that they learn how to face conflicts peacefully by identifying and communicating their emotions and listening to others. This skill is necessary for gender equality and is often poorly developed in men.
4. **Sometimes it is necessary to create 'time out'.** To be able to move towards the peaceful collective resolution of a conflict it is essential to be able to listen and to be able to speak. However there are times when the young men will be totally frustrated and angry. We don't want to reject emotions but rather the opposite, learn to communicate them, so in these cases it will be necessary to allow the participants to take a few minutes to 'chill out' on their own and then return to the common space.



Activity **A11: 'Conflict resolution'** presents a creative model for the resolution of conflicts. Also the Agents of Change become aware of the fact that managing communication conflicts and positive confrontation are vital.

1.1.6. Finding the support needed

Every Agent of Change working in the area of gender equality will face challenges in the awareness-raising process for which he will not be prepared. These challenges could range from a technical question to which he doesn't know the answer to a case of psychological or physical harm for which he doesn't know what support to offer. The facilitators know that this problem is likely to arise and that it is important to avoid creating unrealistic expectations as well as being clear about our own limitations. As the youth see this put into practice, they will also know how to adopt it when they are sharing their commitment to gender equality.

As far as technical questions are concerned, we should make sure that the young men have access to reliable sources of information that they can consult when they need to research a question. Here the facilitators should build awareness in the participants about the dangers of researching topics such as health or gender-based violence on the Internet where there is a lot of incorrect information or sources that seek to manipulate the public. The young men should also be guided in how to identify and criticise sources of information, and how to decide what constitutes a good source of information on gender equality material.

As for any cases of physical or psychological harm that could arise, it is important that the young men know how to identify these cases, and are familiar with available professional services of guidance and counselling to which they can refer any young man or woman that might need them. For this reason the facilitators must start out by fully mapping the resources available and which are accessible to the Agents of Change and their peers (whether physical or virtual).

Activity **A12: 'Finding answers and the support needed'** covers the topic of additional support that the Agents of Change might need.

tip!

1.2. Knowledge, attitudes and practices

	Knowledge	Attitudes	Practices
Individual¹	<ol style="list-style-type: none"> Understands the importance of trust in building a safe space for discussions on masculinity. (*A3, A4, A5) Is familiar with conflict resolution strategies in a space for reflection with peers. (*A11) 	<ol style="list-style-type: none"> Trusts fellow participants in the group. (*A3) Has confidence in himself and is willing to accept constructive criticism about his behaviour and attitudes. (*A4, A11) Is comfortable expressing his feelings, without feeling embarrassed. (*A4, A7) Respects the groups' code of conduct. (*A6) Values being part of a group. (*A9). Celebrates the positive behaviour of other group members. (*A4) 	<ol style="list-style-type: none"> Applies group facilitation techniques and uses group and individual exercises and activities. (*A1, A3, A4, A5, A6, A7, A8, A9, A11, A12) Invites the participants to get to know themselves and to express their hopes, fears and concerns. (*A1, A2) Knows how to create an open atmosphere of trust and respect. (*A3, A4) Knows how to give constructive criticisms to the other Agents of Change. (*A4) Knows how to communicate assertively, and knows how to engage in dialogue. (*A7, A11) Knows how to practice active listening and empathy. (*A8) Knows how to facilitate spaces of dialogue among his male peers as well as among mixed groups of youth, giving space to diverse opinions without suggesting answers. (*A7, A8, A11) Knows how to promote a sense of belonging among participants in a space for reflection. (*A10)
Community/ Family	<ol style="list-style-type: none"> Knows of community or school spaces that can be used for the group activities. (*A5) 		
Institutional	<ol style="list-style-type: none"> Is familiar with professional services offering guidance and advice to which he can refer other youth when necessary. (*A12) 		<ol style="list-style-type: none"> Identifies participants' individual needs for attention or advice. (*A12)

¹ The individual level includes the desired changes in the behaviour, attitudes and practices of the participants, as well as in their relationships with everyone else who is involved in the process.

1.3. Recommendations for facilitation

Many of the activities that are included in this manual touch on biographical topics or the personal experiences of the participants.

For this reason, in each activity in this module you should:

- » Create an open atmosphere of trust and respect.
- » Ensure that everyone feels comfortable enough to share and learn from their own experiences and question the firm opinions that they have about masculinity and gender without their companions and peers condemning, questioning or ridiculing.
- » Respect the fact that every Agent of Change should feel free to participate or share in each activity, thus respecting his right to also participate in silence.
- » Form open questions and avoid suggesting answers or giving advice, recommendations or warnings.
- » Be well prepared and clear about the concept of 'gender' and the other topics treated.
- » Offer brief explanations, motivating the participants to react from their own experience of the topics being tackled.
- » Stay alert to the possibility that each of the participants, separately, might require specific attention and, in some cases, may even need to be referred to receive professional health guidance or advice services.
- » Facilitate turn-taking, making sure that everyone can be heard and has the opportunity to speak, and that nobody makes excessive use of their right to speak.
- » When a participant is somewhat excluded by the group it is the role of the facilitator to support and accompany him until he is accepted and included in the group, which may take several sessions.

Each of the activities designed for this module, in addition to their primary objective of learning, offers some kind of exercise or game that the young men can include in their own toolbox that they will use with their peers. For this reason, whenever possible, try to get the Agents of Change themselves to facilitate.

It is important that you are well prepared so you can develop each exercise, and whenever possible that you practice it in advance. Remember that some of these exercises may imply some level of risk for the participants, and if anything goes wrong instead of promoting trust and team work the game could lead to the opposite.

Whenever space permits, it is important to place participants in a circle or semi-circle so that they can see each other. The circle or semi-circle can be formed by chairs or by sitting on the floor. If any participant sits behind the others, it is the facilitator's role to rearrange the seating so that everyone can see and hear each other. One suggestion is to use music for each activity. As facilitator you can create your own playlist, identifying the right music for each moment in the workshops: for example relaxation music for moments of reflection or individual work, or lively music for the group exercises.

Links to the youth manual

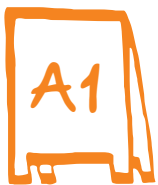
Chapter two of the youth manual **Changing the World** lists some rules and advice for the facilitation of gender issues. Consult these suggestions and share with the Agents of Change!

1.4. Suggested activities

Each of the activities in this module, as well as having their own learning objectives, will start with a brief exercise, either for developing closeness among the participants, for forming groups and/ or for developing teamwork, so that the young men learn these skills and can replicate them in the workshops that they will facilitate in the future. Many of these exercises have been selected because of their proven effectiveness in the areas we are working. They form part of a common pool of resources which has been developed over the years with no clear authorship.

Links to the youth manual

The youth manual **Changing the World** includes exercises and activities for integration and icebreaking that you can use.



ACTIVITY A1: LET'S GET TO KNOW EACH OTHER!

This exercise of introduction in pairs offers the participants an initial encounter, not only through sharing their personal details, but also through sharing the characteristics, qualities and personal values that they identify with.



Links to KAP:

- Applies group facilitation techniques and uses group and individual exercises and activities.
- Invites the participants to get to know themselves and to express their hopes, fears and concerns.



Recommended time: 40 minutes



Materials and Equipment:

- **Facilitation sheet A1: Exercises for forming groups and for participant integration**

KEY MESSAGES

- » It is of vital importance to create the right conditions for the group of participants and their facilitator in a training process to get to know each other and to recognise their individual personal qualities, their strengths and weaknesses.
- » The skills required for sharing are learned through practice. The more the tools and exercises for group work are practiced the more they will become part of the identity of the participants as Agents of Change showing solidarity.

FACILITATION ADVICE

- » Prepare for this exercise by rereading section 1.1.1. "First things first: let's start by getting to know each other" and **Facilitation sheet A1**. Read through the exercises for forming groups and for teamwork that this sheet presents so that you are ready to use those that are best adapted to each moment of the workshop.

Steps to follow:

1. Welcome the group of participants and briefly introduce yourself.
2. Choose a group formation exercise from those that are included in Facilitation sheet A1, and use it to divide the group into pairs.
3. Ask each pair to take five minutes for one of them to interview the other using these questions:
 - What person or character do you identify with? (Real, fictitious, from a film, an artist, a historical character, etc.) and
 - Why? Which of your own characteristics and qualities do you see reflected in this character?
 - What are your personal details? Name, age, who you live with, where you live?
 - What do you like doing in your free time?

4. Once the five minutes have passed call "change" and ask them to reverse their roles and interview the other person.
5. Then ask the group to gather together again. Ask for a pair of volunteers to begin. Each participant introduces his partner, beginning with the character he identified with and the reasons he chose that person, and then his personal details.

Asking the Agents of Change to introduce their partner helps transform the process from something that is "mine" to something that is "ours".

tip!



FACILITATION SHEET A1:

Exercises for forming groups and for participant integration

"Exercises" and "games" have a very important role to play in the work of training. They can be used on the one hand to create a fun atmosphere and to maintain interest in the topics that are developed in the workshop; on the other to help the Agents of Change to get to know each other and to break down barriers. At the same time they can also be used to create a learning atmosphere.

Below we present some integration exercises that may be useful for facilitating the process of integration and learning with your group:

Exercise for forming groups: 1,2,3

Depending on the number of groups that you want to form, you ask the participants to number off from 1 to X, and then at the end you ask them to form X groups according to the number they received. In this way all the number 1s are together in one group, the number 2s in another, until you reach number X.

Exercise for forming pairs: The clock

Invite the participants to form two concentric circles (one inside the other) made up of the same number of participants. Next ask the group that forms the outer circle to move clockwise, facing the centre, while the inner circle moves counter clockwise, with its members facing outwards. Meanwhile each young man says his name aloud and when the last one finishes the facilitator calls: "Now the clock stops!" As soon as both circles come to a complete stop, the participants are invited to form a pair with the companion facing them.

Exercise for forming groups: Shipwreck

All participants form a circle in the room. The facilitator goes to the centre and explains: "We are now on a ship in the middle of the ocean. A technical fault has been detected in the boat's engine so we have to abandon ship and board the lifeboats." When you say ABANDON SHIP IN BOATS OF SIX PEOPLE, all participants should get into groups of six people; then correct them by saying THE LIFEBOATS CARRY FIVE PEOPLE, and everyone should regroup into groups of five, and so on until you get the number of groups you need for the exercise.

Exercise for forming groups: Finding my complement

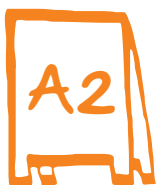
The facilitator selects words or sentences related to the topic of the workshop in advance. These are then separated into syllables (in the case of words) or into words (in the case of sentences.) Each word or sentence should be separated into as many parts as the number of people required for each group. In other words: into two parts for pairs, into three for trios, etc. Each section is written on a piece of paper, folded and mixed up in a bag. The facilitator must specify to the group how many parts they need to find to complete the full meaning of their word or sentence.

Each player chooses a piece of paper with a syllable or a word, and from this point they should search among their fellow participants to find those who have the parts they need to complete their word or sentence. The search should take place without speaking, through body language and mime. The groups are formed once the words or sentences have been completed, spoken aloud and verified by the facilitator (as it is possible that some groups form with combinations that haven't been anticipated).

This exercise, as well as being a method for forming groups, also serves to develop the participants' body language. It is therefore a good idea to facilitate some reflection after the exercise about how they felt as they were trying to express themselves across a language barrier.

Integration exercise: The storm

This exercise is useful for encouraging integration and interaction between all the participants in a group. It is very useful when a facilitator sees the need for a group to concentrate more on a topic or identifies that the group has got distracted and needs to refocus their attention. All the participants form a circle with their chairs or seated on the floor. The facilitator goes into the centre and says: "A boat in the middle of the ocean is travelling to an unknown destination." When you say WAVE ON THE RIGHT, everyone moves one place to the right; when you say WAVE ON THE LEFT, everyone changes one place to the left, when you say STORM, everyone should change places, moving in all directions. This exercise can be used at the start of the session and again whenever needed. In this way different orders are given unexpectedly, interchanging to the right and to the left; when the facilitator observes that the participants are distracted he says: STORM, and in this way gets everyone's attention again.



ACTIVITY A2: WHAT WE EXPECT AND WHAT WE'LL GET

This exercise allows the participants to share their expectations and worries with regard to the workshop. The facilitator considers the contributions and is informed of the expectations that are placed on the schedule of the workshop.



Links to KAP:

- Invites the participants to get to know themselves and to express their hopes, fears and concerns.



Recommended time: 45 minutes



Materials and Equipment:

- 2 flipcharts with paper
- Coloured markers
- Masking tape
- Workshop schedule (one for each participant)
- Laptop
- Projector

KEY MESSAGE

- » A successful training process needs to adapt to the interests, worries and expectations of the participants. Knowing what the Agent of Change do and do not want is also part of getting to know them.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary in section 1.1.1. "First things first: let's start by getting to know each other".
- » Put the following headings on the flip charts: "hopes" and "fears" and place them in a place where all participants can see them.
- » Encourage the participants to express themselves openly. Don't make any comments about the hopes and fears expressed.
- » This activity makes use of a generating question to try to obtain a baseline that at the end of the workshop can be compared with what the young men have learned about the empowerment of women and girls. The question is: *What is needed to empower women and girls?* Later, based on the group's answers, you should create a word cloud with the help of a programme like: www.wordle.net/. Save the results, as they will serve as a point of comparison with the results of activity E1, from Module 5 *Champions of Change*. Prepare a flipchart with these instructions for working with the question:
 - Think individually about the question and prepare up to five proposals or ideas.
 - Be brief: each answer should be one sentence or less. Each answer should include a specific action and someone responsible for it.

Steps to follow:

1. Explain to the group that it is always good to know what each participant expects from a workshop before starting it. Ask each participant to briefly express their greatest hope and their biggest concern around the workshop. Encourage them to say "I hope that...", "I am worried that..." trying to get them to be specific and that they go beyond "I hope to learn a lot". Facilitate the interventions so that each one takes no more than a minute.
2. Summarise each hope and fear on the corresponding flipchart. Count ideas that are the same or similar by placing little stick markers next to them (III) so that in the end the ideas that are most widely shared by participants can be visualised.
3. After each person has expressed a hope and a fear, check to see if anyone wants to add something and then thank them for their input.
4. Read through the list of hopes and tell them which ones will be addressed in the workshop. If any of them are beyond the scope of the workshop, this is the moment to explain that.
5. Describe the general objectives of the workshop and the main content, trying to fit into each section of the schedule the possible hopes that have come up.
6. To finish, read through the list of worries and try to relieve any fears expressed and discuss how you will try to make sure none of the fears become a reality during the workshop, pointing out that you will need the support and commitment of all the participants to do so.
7. Ask for two volunteers to stick both pages of the flipchart on the wall. Tell them that both lists will be on display throughout the workshop and that they will serve as a reminder in the case of the fears, as well as to evaluate whether expectations were met in the case of the hopes.
8. Explain to the young men that you are now going to pose a question to which there are no right or wrong answers. If any participant says that they don't know, accept that as a valid answer.
9. Hand every participant a piece of paper and ask them: *What is needed to empower women and girls?* Show them the flipchart with the instructions and ask the participants to think individually and to answer by writing up to five concise proposals on their sheet of paper.



ACTIVITY A3: I TRUST YOU, DO YOU TRUST ME?

This activity includes two exercises in which the Agents of Change test their capacity to trust their fellow participants and show that they can also be trusted. The activity closes with a group hug.



Links to KAP:

- Applies group facilitation techniques and uses group and individual exercises and activities.
- Understands the importance of trust in building a safe space for discussions on masculinity.
- Trusts fellow participants in the group.
- Knows how to create an open atmosphere of trust and respect.



Recommended time: 1 hour



Materials and Equipment:

- Scarves or blindfolds to cover the eyes. (1 for every 2 participants)
- CD player or similar

KEY MESSAGES

- » The young men need a safe space in which to talk openly about their experiences, and where they can analyse their attitudes and practices towards gender equality. The main ingredient of a safe space is trust, understood as the certainty that a person has that other people sharing the space will act for the collective good and to avoid hurting their peers.
- » Trust will not appear overnight in the group. It is a process that requires patient work and for which different strategies and tools are needed. Young people should be encouraged to associate trust with showing solidarity and with caring – attitudes that are necessary for gender equality.

FACILITATION ADVICE

- » Prepare yourself for this exercise by reading through the summary about building a safe space in section 1.1.2.
- » As a facilitator you will also need to work to trust the participants and get them to trust you. Part of this process is getting them to see you as a Agent of Change who, just like them, is part of a larger collective of people all over the world who are advocating the building of an equitable society.
- » *The dynamics of trust* require a minimum set of conditions of prior integration to exist among participants before trust can be established, so that participants already understand the educational need and are interested in building trust.
- » Take into account that the 'fainting' exercise may involve some level of risk on the part of the participants, and if something goes wrong, instead of building trust the game may have the opposite effect

Steps to follow:

PART ONE: THE GUIDE (20 minutes)

1. Invite participants to form two concentric circles (one inside the other) made up of the same number of young men, and explain that they are going to do an exercise called '**The Guide**'. Explain that they are going to guide a companion who will have his eyes blindfolded, and that everyone will need to maintain silence throughout the exercise.
2. Ask the group in the outer circle to move clockwise, facing the inner circle; meanwhile the inner circle moves counter-clockwise, with the members facing outwards. Ask them to listen to music as they turn, and tell them they should stop when the music stops. Ask the young men to form pairs with the person facing them, and then the pairs should spread out around the room. While they organise themselves, move several chairs and tables and put them randomly around the room, creating obstacles.
3. Hand a blindfold to each team and ask them to decide which of them will be blindfolded. Explain that they will walk about together while listening to music. When the music stops they should let go of each other but keep moving. When the music starts again the ones who are blindfolded must try to find their guides without speaking.
4. Ask the young men to pay attention to their inner feelings and to try to sense the feelings that their partners experience.
5. During the development of the walk play with the music, suddenly raising and lowering the volume. After five minutes lower the music so that they can change roles: now the blind ones will become guides.
6. At the end of both turns, turn off the music and ask the participants to sit back down together in a circle on the floor.
7. Facilitate a group reflection around the following questions: *How did you feel when you were blind? How did you feel when you were guides? Which role did you like most and why?* Use this space to introduce the key messages related to the importance of maintaining an atmosphere of trust.

PART TWO: THE FAINTER (40 minutes)

1. Facilitate an exercise to form four groups.
2. Ask each group to form a circle and place one person in the middle to play the role of someone who has fainted. Explain that this exercise tests the trust that each team feels.
3. Inform them that the *fainters* in each group should let themselves fall backwards into the arms of one of their companions, who will hold them up and stop them from falling on the floor. For this each *fainter* should first choose their *catcher* and inform the group, so that it is obvious who will be the *catcher*. Before starting the activity another companion (the cheerleader) should blindfold the *fainter* and stand in front of him, encouraging him to fall into the arms of his companion. The *fainter* should make his body rigid, with his arms close to his body, either crossed or held at his sides.
4. The remaining members of the group should stand behind the *catcher* to support him if necessary, to make sure that the *fainter* doesn't fall to the ground. If the *fainter* stands back up before falling into the arms of his *catcher* he should try again. Immediately after being caught, the *catcher*, helped by his supporters, should return the *fainter* to his vertical position and only then should he remove the blindfold from his eyes.

5. Inform each group that they should change roles so that each one of them has the opportunity to be the fainter, catcher, cheerleader and supporter. Each team should organise their own strategy to make sure that every member learns to trust their team.
6. Facilitate a group reflection around the following questions: *How did you feel as fainters? How did you feel as catchers? How did you feel as cheerleaders? How did you feel as supporters? What was hardest for you and why?* Make use of this moment to introduce the key messages about the importance of identifying the strengths and weaknesses of each member in order to achieve common objectives and strengthen confidence in the capacity of the team.
7. To complete the activity, facilitate the activity '**Cooperative musical hugs**':
 - All the young men jump or dance in time to the music. When the music stops, everyone should hug someone else.
 - When the music starts again participants dance with their partners. The next time the music stops, the hug is between two groups of pairs.
 - The hug gets bigger and bigger, until in the end all the participants are united in a single hug, and can perceive the strength of being joined together in a single team.
8. Close the activity by praising the attitude and cooperation within the group and inviting participants who wish to, to share what they felt in the final part.

ACTIVITY A4: MY CONFIDENCE, MY STRENGTH

This activity highlights the importance of the Agents of Change developing self-confidence, and being open to criticism from their peers and the facilitators. In the second part the youth learn the characteristics of constructive criticism and put it into practice with their companions.



Links to KAP:

- Applies group facilitation techniques and uses group and individual exercises and activities.
- Understands the importance of trust in building a safe space for discussions on masculinity.
- Has confidence in himself and is willing to accept constructive criticism about his behaviour and attitudes.
- Is comfortable expressing his feelings, without feeling embarrassed.
- Celebrates the positive behaviour of other group members.
- Knows how to create an open atmosphere of trust and respect.
- Knows how to give constructive criticism to the other Agents of Change.



Recommended time: 2 hours



Materials and Equipment:

- 3 flipcharts with paper
- A wide box
- 2 money boxes that can be easily opened (or bottles with a narrow opening)
- 100 paperclips
- 2 pairs of tweezers
- Masking tape
- Marker pens
- Piece of coloured card (one per participant)

KEY MESSAGES

- » To be able to trust others, the Agent of Change must start by cultivating their own self-esteem. Building trust in themselves allows them to open up enough to express themselves freely, and to accept constructive criticism about their behaviour and attitudes.
- » Self-esteem must not be confused with arrogance or aggression. Having a healthy self-esteem involves feeling good about yourself, knowing that you deserve respect from other people; it involves facing every challenge with enough flexibility to be able to learn from it.
- » Personal growth and transformation entails identifying the attitudes and practices that are not consistent with what we are trying to create. In this process of group growth constructive criticism is essential, therefore the Agents of Change must be supported to learn to formulate and recognise constructive criticism.

FACILITATION ADVICE

- » Prepare yourself for this exercise by rereading the conceptual summary on the issue of building a safe space in Section 1.1.2.
- » Read through the diagram on constructive criticism in the conceptual summary and prepare a summarised version on a flip chart.
- » Using masking tape, create a straight line that goes all the way through the room. At one end place a number 100, in the middle a 50, and at the other end a 0. Make small horizontal lines that mark every 10th measure of distance along the line.

Steps to follow:

1. Invite the participants to sit in a circle, and explain that they will start by working on the exercise **'Remember my name'**:
 - a. One participant starts the round by saying his name aloud. "Hello, my name is Peter".
 - b. The young man to his right follows by introducing himself to the next person to his right "Hello, I'm John and this is my friend Peter".
 - c. Then the next participant who is on the right of John says to the person to his right: "Hello, I'm David, and these are my friends Peter and John".
 - d. Each Agent of Change follows in order, so that the last participant has to name all the young men present.

If the young men are wearing name badges, they should take them off before starting the exercise. Writing down the names is not permitted. It is very likely that you will need to make several attempts to start the chain of names. Every time you have to restart, start in a different place in the circle.

2. Get the participants to sit in a circle, and explain that they are going to do the exercise **'Maximum achievement'**, which will evaluate the efficiency, skill and confidence that each of them has in himself.
3. Ask for six volunteers and ask them to leave the room.
4. Explain to the rest that the exercise consists of evaluating and putting to the test the confidence that the volunteers have in themselves when faced with group pressure. Explain that the six volunteers will come back in pairs and the group is responsible for applying "group pressure", encouraging those seated on the left hand chair and discouraging those seated on the right hand chair. Ask them to observe the effect of their support or their jibes on the volunteers.
5. Place three chairs in the centre of the circle and on the middle chair (which serves as a table) put a big box with paperclips in it, and two money boxes or small containers, one on each side. Call two of the volunteers back and ask them to sit on the chairs in the centre of the circle.

Explain to the volunteers that this is a test of their manual skills and that they have 20 seconds to move the paperclips with the tweezers, one by one, from the large container to the small container.

Tell them that on average it is possible to move around 20 paperclips in 20 seconds, and ask them: *How many do you think you will be able to move between you?* (Note their prediction and later their achievement on a flip chart that is kept out of sight of the group.)

Ask the volunteers to join the group when they have finished the test, but tell them that they shouldn't say anything to the next pair of volunteers.

6. Repeat the exercise with the next pair, with the only difference being that you tell them that the average figure achieved is 30 paperclips in 20 seconds; repeat telling the last pair that it is 40 paperclips in 20 seconds. When the activity is finished, show the group the flipchart with the points they have achieved and announce the winner.
7. Introduce the period of reflection by mentioning that sometimes group pressures and social norms provoke reactions in us, and that this can affect us when we try to form our own opinions. Tell them that we generally accept or fight against these norms and pressures, but that it is very hard for us to ignore them.

Then facilitate a moment of reflection using different questions about the experience, for example: *How did it feel to be encouraged or discouraged by your companions? How do you think this affected your achievement? Do you think that knowing the average that was expected of you influenced your performance?*

8. Now ask the Agents of Change to get up and take a piece of card and look at the line of tape that is on the floor. Tell them that it is a "trustometer" that measures the confidence that each one of them has in himself.

Ask them: *How well do you receive criticism about yourself or about the things you do, say or think?*

Then ask them to be as honest as possible and choose the place on the "trustometer" that most closely corresponds to their personal situation. The nearer they are to 0 the less able they are to take criticism; whereas the nearer they are to 100, the better able they are to tolerate it. Ask each participant to write on his card the number that approximates where they would place themselves (from 0 to 100).

9. With the support of the key messages of this section, explain the relationship that exists between our self-confidence and our capacity to receive any criticism that others give us. Ask if anyone would like to share why they placed themselves in the position they chose. Try to get Agents of Change situated at the ends and in the middle of the line to offer feedback.

**** BRIEF BREAK ****

10. Ask the participants to go back to their seats and ask them: *what do you think is the difference between criticism and constructive criticism?* Note down the main ideas on two separate flipcharts. Depending on what has come from the participants, present the flipchart that you prepared earlier with the diagram and go deeper into the explanation of the concepts of constructive criticism. Clear up any misunderstandings or doubts.
11. Facilitate an exercise to form four groups (see [Facilitation sheet A1](#)).
12. Ask the groups to take 15 minutes to reflect on the characteristics that constructive criticism should have in the framework of this workshop and to note their main ideas on a flipchart.
13. Ask each group to give a five-minute presentation of their chart. When they finish ask another group to respond with some constructive criticism of their companions' presentation. When all the presentations are finished, return to the diagram of constructive criticism from the conceptual summary and ask the group to identify similarities and differences from the characteristics as identified by the groups.
14. Ask the Agents of Change to go back to the trustometer and choose a position again as you continue the reflection by asking: *How well do you tolerate constructive criticism? Can you distinguish it from destructive criticism? Could you let destructive criticism pass by without letting it affect your self-confidence?*
15. Ask them to write down the second number they choose on their card and to think briefly about the difference in the two numbers. Congratulate them on the maturity that each young man has shown by being honest with his answers.



ACTIVITY A5: LET'S IDENTIFY SAFE SPACES

This activity starts with the **'Exercise of common characteristics'**, which reinforces the mutual recognition and trust among members of the group. In the second part, the Agents of Change create maps of places in their area where they feel safe, and become aware of the resources they have to help them meet their needs and desires.



Links to KAP:

- Applies group facilitation techniques and uses group and individual exercises and activities.
- Understands the importance of trust in building a safe space for discussions on masculinity.
- Knows of community or school spaces that can be used for the group activities.



Recommended time: 1 hour



Materials and Equipment:

- Sheet of flipchart paper (1 per participant)
- Marker pens

KEY MESSAGES

- » Building confidence within the group is essential to encourage attitudes that show solidarity among the participants and to encourage them to identify themselves as members of a group. The physical space in which the young men meet is a fundamental element in building trust among them.
- » Most spaces in which men usually meet, or those that are reserved just for men, are organised to project sexist behaviours and attitudes. The participants need physical spaces where they don't feel watched or questioned and where they feel safe to critically reflect on what it means to be a young man committed to gender equality

FACILITATION ADVICE

- » Prepare yourself for this exercise by rereading the conceptual summary about building a safe space in section 1.1.2. Copy onto a flipchart the main characteristics of a safe space for young men as described in that section.
- » This exercise requires the participants to think about their personal histories so the results could vary a lot. Their stories should never be questioned or devalued. While some of them may find security in their family, others may find it in a neighbour's house, at school from a particular teacher, a religious building or even in the market where a man they really trust works. The intention of the exercise is not to determine whether one place is better than another, but rather that each participant becomes aware of the network of trust that he has available and the resources that support him in each of these spaces.

Steps to follow:

1. Explain to the group that we will start with the '**Exercise of common characteristics**', as an introductory exercise, which will also help to strengthen the knowledge and trust among the companions in the group. Ask for a volunteer to help you facilitate, following these steps:
 - a. Divide the group into pairs.
 - b. Ask each pair to take eight minutes to identify as many similarities as they can between each other. (Some examples are: hair colour, clothes, family, tastes, and hobbies). Each pair should note down the similarities in a numbered list.
 - c. At the end, the pair with the most similarities wins.
 - d. Facilitate a brief reflexion about the exercise asking: *How did you feel about the exercise? And how is this related to the creation of spaces where we can discuss common interests?*
2. With the support of the key messages, give a presentation about the importance of the Agents of Change having access to physical spaces where they feel safe in order to critically reflect on what it means to be a young man committed to gender equality.
3. Generate a brainstorm around the question: *What are "safe spaces" like?* Note the ideas that come up on a flipchart. Share the list that is included in the conceptual summary. Point out the characteristics that they didn't come up with in their brainstorm.
4. Ask the participants to think about the places where they feel safe to express their feelings, find answers to their doubts and needs, and can openly discuss the things that worry them and or other topics that interest them.
5. Ask them to take 20 minutes to draw their safety map on a piece of flipchart paper. They should include the spaces where they feel secure, what they are like and where they are in relation to each other. Ask them to include as much detail as possible. For example, indicating if there is a person who makes that space safe for him; or drawing what they get from this space (support, listening, advice, information, love, supplies, etc.). Finally, ask them to grade the place with stars depending on how important it is for their lives (1 to 5), with five stars going to the place that is most important and safe.
6. Ask them to work with their partner from the introductory exercise and share their map with this person for five minutes, and then afterwards listen to their partner's presentation for five minutes.
7. Ask each of them to stick their map on the wall, and give them a moment so that they can all look at the gallery of maps and see possible similarities and differences.
8. Facilitate a reflection session with the young men, allowing them to express how they felt creating their map of safety and what it means to each of them to become aware of the safe places and the resources that they can find in them for the process of talking openly about the issues that affect them and interest them.
9. To close, facilitate a reflection around these questions:
 - *What is involved in feeling safe?*
 - *What did you feel when you heard the similarities and differences that exist between you and your companions?*
 - *Where can we feel safe as a group? Do you think that the space we are building during this workshop could become one of your safe spaces, and why? Ask them to analyse the workshop space with reference to the minimum characteristics that they identified as a group.*
 - *What would you need in your area to build a new safe space where you could discuss masculinity?*



ACTIVITY A6: OUR CODE OF CONDUCT

In this activity the Agents of Change formulate the agreement that they will commit to throughout the training programme.



Links to KAP:

- Applies group facilitation techniques and uses group and individual exercises and activities.
- Respects the groups' code of conduct.



Recommended time: 45 minutes



Materials and Equipment:

- Flipcharts with paper and cards to write on
- Coloured markers
- **Facilitation sheet A6: Our Code of conduct**

KEY MESSAGES

- » Building a safe space requires establishing agreements for peaceful coexistence and considering what they offer for the building of trust: when a person keeps their promise, other people trust them. On the other hand, when a person promises something, but does the opposite, it is very likely that other people won't trust them.
- » It is always a good idea to create a code of conduct at the start of a process to protect the group space and to guarantee security and respect within it.
- » Another important element of the rules for a training space is obtaining appropriate facilitation – facilitation that enables participation and exchange of experiences and knowledge among the participants and the facilitator. A Agent of Change showing solidarity and who is committed to sharing his knowledge must know how to facilitate spaces of dialogue among his peers, allowing room for different points of view and being careful not to suggest answers.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary related to safe spaces in section 1.1.2.
- » Write on a flipchart some of the suggested agreements and place it where it can be seen in the room.
- » Reread the instructions for the introductory exercise **Exercises for forming groups and for participant integration** on **Facilitation sheet A1**, and prepare the strips of paper that you will need by choosing four of the characteristics that a safe space must have (see conceptual summary). Take into account that the number of pieces of paper must be equal to the number of participants - divide the sentences into the exact number of sections necessary to give the exact amount. Mix up the pieces in a bag or a box.
- » Remember that the main role of a person who facilitates a dialogue or debate is to make sure that all voices are heard. It is important to avoid any one person (including the facilitator!) speaking more than the rest. If this happens the facilitator must interrupt and ask the person to give space to other participants. If it is the facilitator who is taking up space, the participants should have enough confidence to point it out.

Steps to follow:

1. Briefly explain to the group how important it is to the facilitator to be able to create an atmosphere of trust and respect among the participants in a workshop on masculinities. Use this time to introduce the key messages in the section that both the facilitator and participants must keep in mind.
2. Inform the participants that in this activity they themselves will create the group's coexistence agreements that they will observe throughout the programme.
3. Facilitate the exercise '**Finding my complement**' to form four groups using the pieces of paper you prepared earlier.
4. Ask the four groups to take 10 minutes to come up with at least three minimum agreements necessary for building a space based on trust and respect among the participants. Ask them to take into account the flipchart page with the list of concerns that they themselves expressed in the exercise on hopes and fears. Ask them to summarise each idea on a piece of card.
5. Ask each group to present their three main ideas. As they are presenting each agreement, stick the corresponding card on a flipchart. Group similar agreements together.
6. Facilitate a brief discussion with the Agents of Change about the agreements that should remain on the group's final list, remembering that those that remain must be respected by all the participants throughout the whole programme. Use **Facilitation sheet A6** to suggest any agreement that the young men haven't thought of.
7. Ask the participants to create a poster with the list of the agreements they have reached and to stick it on the wall where it can be seen. Close the exercise by complimenting them on the group's efforts.



FACILITATION SHEET A6:

Your code of conduct

Establishing a code of conduct for a workshop is essential to create the conditions needed for success. In this sense it is important to establish clearly which agreements should be respected throughout the entire workshop. The most effective way of reaching agreements that are respected is to invite the young men themselves to participate in the process of drawing up the agreements. In this way, as well as making sure you identify agreements that make sense to the Agents of Change, you will get them to take responsibility for them, to follow them and to make sure their companions follow them too.

In general terms the agreements should cover three basic areas:

- **Schedule and Use of Time**

You should make it clear that the workshop has been scheduled for a specific period of time and that if time is lost at the start, the same time will be added at the end. (You mustn't say this if you can't actually do so, for example because of transport problems or because you have to hand over the room). However it must be established that late arrivals will prejudice the people who arrive on time and the facilitator, so those who arrive late will need to find a way to make up for this.

- **Style of Chairing of Discussions**

The facilitation of discussions can cover a range of styles from very rigid, where participants are told they have a minute (or two) to respond and the facilitator **KEEPS THIS LIMIT**, to a style in which people can talk on, keeping one topic, for as long as they feel they need. It is a good idea to establish which type of facilitation the participants prefer and why.

- **Respecting the other Members of the Workshop**

Undoubtedly this is the most important issue, because both the matter of punctuality and length of speaking time are related to this rule.

It is important to highlight the importance of respecting the ideas of the other participants. In gender workshops, where the aim is to achieve a cultural change, we will always find people who have thought about the topic more than others. Given that we are talking about unlearning behaviour, we must be careful to make sure that some participants don't make others feel inferior.

However the facilitator must be clear about the limits of his "tolerance" of comments from participants with no gender sensitivity and, above all, keep the same limit for all participants.

ACTIVITY A7: ASSERTIVE COMMUNICATION

In this activity the young men recognise the different ways they have of communicating and develop techniques for assertive communication, analysing the importance of learning to communicate in this way.



Links to KAP:

- Applies group facilitation techniques and uses group and individual exercises and activities.
- Is comfortable expressing his feelings, without feeling embarrassed.
- Knows how to communicate assertively, and knows how to engage in dialogue.
- Knows how to facilitate spaces of dialogue among his male peers as well as among mixed groups of youth, giving space to diverse opinions without suggesting answers.



Recommended time: 1 hour and 30 minutes



Materials and Equipment:

- Flipcharts with paper
- Writing paper
- Pencils and thick marker pens

KEY MESSAGES

- » Any reflection on our identity has to involve a conscious analysis of the way in which we send, receive and process messages.
- » Communication is one of the most important skills that a Agent of Change showing solidarity must develop. It doesn't matter how well we understand the concepts, without good communication it will be very difficult to spread commitment to gender equality.
- » It is important to know the factors that can influence success or failure when communicating a message. So every young Agent of Change should remember that "THE 'BEST' MESSAGE SENT IS OF NO USE AT ALL IF IT ISN'T RECEIVED".

FACILITATION ADVICE

- » Prepare yourself for this exercise by rereading the conceptual summary prepared on the issue of assertive Communication in section 1.1.3.
- » Remember that every day the young men receive messages that try to push them towards individualism and competition. When they try to take a message of equality to their peers, they should be aware that they are not standing before blank pages but rather facing years of socialisation from hegemonic masculinity. Because of this, knowing if the message that they are sending is understood is essential to the success of any process of sharing.
- » It is essential to teach by example; it is very little use to have a well-constructed argument if our practice and attitudes towards the way we communicate say the opposite.
- » With the help of the table in section 1.1.3. that summarises the characteristics of passive, aggressive and assertive communication, prepare three flipcharts summarising what is involved in each type of communication.

- » For the first part of the activity, prepare three pieces of paper with three situations related to the topics that they will be working with during the workshop, and which the young men will use as the basis of their role play. You can select specific situations in which participants are involved, or select from some of the following recommendations:
 - "One member of a couple pressures the other to have sexual relations without protection."
 - "A group to which you belong pressures you to drink alcohol."
 - "A group to which you belong pressures you not to take your partner 'so seriously' and have some fun with another person."
- » For the exercise '**Finding my complement**,' which you use to form groups in the second part (see **Facilitation sheet A1**), prepare a piece of paper for each participant using as a basis the three types of communication and their definitions. Prepare enough pieces of paper to form three groups.

Steps to follow:

1. Inform the young men that in this activity they will work on the issue of assertive communication, and to initiate it they will carry out a brief introductory activity called '**Group connection exercise**.' Explain that this activity is good for tuning in a group, which is very useful when a facilitator sees that the group needs to concentrate on a topic or feels that the group is getting dispersed and needs to focus their attention again.
2. Explain to the young men the instructions that they must follow: with their eyes closed each participant should mentally count to five, and then clap once. The facilitator starts by saying aloud "One...". The objective of the exercise is that all the participants, without looking at each other, clap at the same time. You must make as many attempts as you need to achieve it. When they manage it, congratulate the team and introduce how important it is for a Agent of Change to be able to tune in a group with which he is working.
3. Brainstorm the topic of communication to find out the group's level of understanding of the topic. You can use the question: *What words do you associate with the word COMMUNICATION?* Write down the words and ideas that come up on a flipchart.
4. Facilitate a brief reflection arising from the ideas that came up and introduce the key messages about the factors that make up and influence communication.
5. Ask them to think about a recent personal situation where they felt that communication flowed successfully, and another in which communication failed completely, and share it in pairs. Ask them to look for points in common and write down on one page the elements that favour the flow of communication and on another the elements that are barriers or obstacles to it.
6. Ask the pairs to regroup in just two groups and to share the positive and negative elements they uncovered. Allow them to discuss the topic again and to generate a new list via consensus covering the elements of positive and negative communication.
7. Ask the groups to present in a plenary session their flipchart with a summary of the elements they have agreed (positive and negative).
8. Depending on the presentations and the comments that have come up, conclude this part of the activity by saying: *"Therefore communicating means..."* and link the ideas that came up from both groups. *"And communication does not mean..."* and repeat those ideas that came up as obstacles or barriers to communication. Make the most of this time to introduce any message that didn't come up in the group presentations, knowing that it is important that they reflect on all factors that influence communication.

PART TWO (after a brief break)

9. With the help of the flipcharts that you prepared earlier, offer an explanation of the different types of communication: aggressive, passive and assertive.
10. Facilitate the exercise for forming groups '**Finding my complement**' (see **Facilitation sheet A1**) to form three teams. Ask each group to choose one of the topics selected, and with their chosen topic they should prepare three short role plays in which they respond in an aggressive, passive and assertive manner.
11. The groups will have 20 minutes to prepare their role plays (of not more than four minutes), which should involve ALL the members of their group.
12. Invite them to present their three role plays. After seeing all three, ask the other groups to identify which play corresponded to which type of communication and why.
13. Close by facilitating a reflection on the importance of assertive communication starting from these questions: *How did they feel as they prepared and performed their three role plays? And which of them did they think was the most effective?*



ACTIVITY A8: LEARNING TO LISTEN AND TO PUT YOURSELF IN ANOTHER'S SHOES

In this activity the Agents of Change develop and practice the skills of active listening and empathy.



Links to KAP:

- Applies group facilitation techniques and uses group and individual exercises and activities.
- Knows how to practice active listening and empathy.
- Knows how to facilitate spaces of dialogue among his male peers as well as among mixed groups of youth, giving space to diverse opinions without suggesting answers.



Recommended time: 1 hour



Materials and Equipment:

- Flipcharts with paper
- Sheets of writing paper
- Pencils and thick marker pens

KEY MESSAGES

- » Active listening means listening and understanding from the point of view of the person who is speaking. Therefore knowing how to listen becomes one of the basic principles in any communicative process, and an essential skill that a Agent of Change showing solidarity must develop.
- » Knowing how to listen and knowing how to interpret what you hear is usually more difficult than knowing how to speak.
- » Every Agent of Change showing solidarity must know how to create empathy with his companions, which involves trying to see the situation from the perspective of the other person and trying to understand it; it means placing yourself in the other person's shoes. In other words, this is a skill that allows us to communicate that we understand our interlocutor.

FACILITATION ADVICE

- » Prepare yourself for this exercise by rereading the conceptual summary prepared on the issue of assertive communication in section 1.1.3.
- » The exercise '**Tell me a story**' demonstrates that listening to personal stories allows us to put into practice two basic skills for any Agent of Change showing solidarity. On one hand, it allows us to put into practice the art of listening actively. On the other hand, it allows us to put into practice the sense of belonging to a group and show empathy as it invites us to relate to the experience of the person who tells us a story.
- » Prepare a flipchart with the table that contrasts active and passive listening which is presented in the conceptual summary.
- » For the icebreaker activity '**The telephone**', write on the flipchart and memorise a message with a maximum length of two sentences related to the theme of the activity. This will be the message sent from Agent of Change to Agent of Change in the group game. For example: "Listening actively means demonstrating that I want to listen and giving people the opportunity to speak; in addition it means not interrupting with opinions or judgements".

Steps to follow:

1. Ask the group to sit in a circle in the middle of the room. Tell them that they will begin with the exercise '**The telephone**' which will enable them to experience the importance of giving a message assertively. The facilitator whispers the two "secret" sentences to a first participant in the circle (without the others hearing the sentence). He should then repeat the sentence only to the participant sitting to his left. This goes on until the last one in the circle says out loud what he has been told.
2. Facilitate the exercise, and check the results with the group, showing them the flipchart where you wrote the original message. Generate a discussion with the participants about: *How did the message reach the end of the circle? Where did the message get broken and why?*
3. Tell the Agents of Change that with the exercise '**Tell me a story**', they will be able to test their self-confidence and at the same time put into practice their skills of active listening and empathy.
 - a. Start with a visualisation exercise, in which you ask all the participants to close their eyes and relax. Ask them to visualise the word "self-esteem", and to think about its meaning and the importance that self-esteem has had in their lives.
 - b. Then ask them to visualise the first moment in their lives in which they remember feeling good about themselves. *What day was it? Where were you? How did you feel? Why did you feel like that? Who were you with that day? How did the people around you feel that day?*

Ask the participants to try to remember all the details of the moment.

4. Ask a volunteer to facilitate a group forming exercise that will place his companions into five groups. Each group will choose a companion to tell the story about **the first time he felt good about himself**. The story should include all the details he has remembered. On finishing the story the other participants should ask questions about the story, but they shouldn't make any comments yet.
5. After about 15 minutes ask the "listeners" to share among themselves their experience of listening to the story they were told and generate a discussion based on the following questions:
 - *What does the story tell us about the importance of self-esteem?*
 - *How did they feel as they listened to such a personal story from one of their companions?*
 - *Did they identify with the story? Why?*
6. After about 15 minutes of group work organise a plenary session in which each group presents their answers.
7. Present the flipchart that you prepared earlier and identify the differences between active and passive listening, also taking into account the results of the plenary session. Encourage group reflection on what it means to listen and understand from the point of view of the person who is speaking, and on knowing how to listen and knowing how to interpret what you hear is usually more difficult than knowing how to speak.
8. Facilitate a brainstorm around the question: what do you understand the word **empathy** to mean? Note down the answers on a flipchart. Finally build a group definition based on the conceptual summary of the section and the participants' contributions.
9. Facilitate a closing discussion, introducing the key messages related to the issues of the skills of active listening and empathy, and how adequately developing them can make all the difference in how we deliver our messages in the spaces we facilitate.



ACTIVITY A9: THERE IS STRENGTH IN NUMBERS

This activity includes two exercises that test the capacity of the Agents of Change to work in a team and to carry out common objectives.



Links to KAP:

- Applies group facilitation techniques and uses group and individual exercises and activities.
- Values being part of a group.



Recommended time: 1 hour



Materials and Equipment:

- Chairs (1 for each participant)
- Music CD

KEY MESSAGES

- » An essential characteristic of a Agent of Change showing solidarity is to value being part of a team.
- » For teams to be successful, their members must be committed to cooperation and collaboration, and they must be convinced that the best decisions, the best actions and the best plans are those that arise from team collaboration.
- » Part of being a man who is committed to gender equality is to trust in a support group and work as a team to promote equality and to confront individualism and competition.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary on the teamwork topic in section 1.1.4.
- » Always take into account that encouraging cooperation means swimming against the current in a culture that values and promotes success through competition. For this reason you must take advantage of every opportunity that arises to promote these values in the young men. You must also talk with them about the importance of replicating these values in their own work with other youth.
- » In this activity you need to have at your disposal a large open space with no tables. Make sure that your sound system works properly.
- » In both parts of the activity, the group will work with *cooperative games* whose aim is to promote group gains over individual, keeping all participants included in the game until the end. In these games, it is hoped that the members of the group will contrive to help each other, and that more and more participants will have to gather in the group, seated on part of the chair or on top of others to keep everyone in the game. However the solution of how to achieve this should not be suggested by the facilitator, but should rather be a conclusion that the group itself reaches during the development of the exercise.
- » To prepare the first part of the activity, place two rows of chairs (back to back) along the centre of the room to play musical chairs.

Steps to follow:

PART ONE: Cooperative musical chairs²

1. Invite the participants to sit down and get ready to play musical chairs. Ask those who know the game to raise their hand (probably everyone will do so). Start the game by stopping and starting the music and allowing the participants to play according to the rules they know.
2. When the group finishes 'celebrating' the person who won, use a few questions to facilitate a brief conversation about how they felt: *How did the person who won feel? How did the first person to be eliminated feel? How did someone who tried to take a chair from another person feel? Or someone who stood next to a chair instead of walking?*
3. Explain that now they will play a different version of the traditional game in which only one participant wins. In this version the aim is different: no one in the group can be left out and if anyone is left out the entire team loses. The team must work out a way in which no one is left out as the chairs are removed. Don't offer the solution; let the group work it out themselves.
4. Begin the game with music, and just like in the traditional version, while they are moving around remove two chairs and turn off the music. Observe how the group resolves the dilemma of the two people who are left out and who takes the initiative.
5. Continue removing chairs, towards the end one by one, until there are just three chairs left on which all the participants can organise themselves. If they don't manage it the first time, start the exercise again.
6. When the team manages it, congratulate them and ask them to go back into a circle to reflect on the exercise.
7. Ask them what they thought about the cooperative version of musical chairs versus the competitive version. Ask them about how they managed to agree on how to win: *What was their strategy? How did they feel?* Make the most the opportunity to introduce the importance of putting the collective interests above the individual interest, and the values of cooperation above those of competition.

PART TWO: Journey to Copán (40 minutes)

The Mayan king of Copán, a city in the west of Honduras, and his Minister (whose role you will play) want to invite the group of young men to visit their beautiful kingdom. The only condition is that they demonstrate their capacity to arrive as a group.

Steps to follow:

1. Ask each young man to take a chair and place it somewhere in the room (suggest they don't space them too far apart so they can walk from chair to chair without too much difficulty).
2. Ask each participant to sit on their own chair and tell them that they can't move it from its place.
3. With masking tape mark the symbolic frontier of Copán, opposite the chair that is at the furthest end of the whole group of chairs (approximately 1 metre long). Explain that everyone has to cross the frontier moving from chair to chair without crossing the floor. Tell them that the Minister has the order to remove any chair that is unoccupied. (Chairs may be occupied with one foot, a hand or in any other way, but don't explain this to them and try to let the group work this out themselves).

2 For more information on this game go to: https://en.wikipedia.org/wiki/Musical_chairs

4. Before starting each attempt, give the participants three minutes to discuss and define together the strategy they will follow so that all of them can get to Copán. When they are ready they should let you, as Minister, know.

tip!

The participants don't usually manage to get everyone across the frontier on their first attempt. This is because in their eagerness to get to the border themselves, they will leave chairs unoccupied without thinking about their companions behind them. In this case they all have to begin all over again.

5. If the group doesn't manage to get ALL their participants to cross the frontier, all of them need to return to their chairs and discuss a new strategy for action and begin again. The chair that marks the frontier is the only one that can't be moved.
6. When the team manages to complete the task, the King and his Minister give them a warm welcome and congratulate them on their efforts, inviting them to gather together for a final reflection on the following questions:
 - Which attitudes and behaviours are necessary for teamwork?
 - What was difficult about this process and why?
7. To finish the activity and depending on the time you have available, consider facilitating another activity that is very good for working on the issue of strength gained through a team: the exercise **'The crown of strength'**:
 - a. Ask the participants to form a circle placing their arms over the shoulders of the companions they have on each side.
 - b. Ask them to sway from side to side without falling. The first few times one part of the circle will begin before the rest, some will go right and some will go left. The facilitator should stop the exercise encouraging the group to continue trying.
 - c. When the group manages to coordinate themselves to sway in unison, the feeling of strength and companionship is very strong.
 - d. To close, ask the participants if they felt the strength of their team and how each of them helped to form it.

ACTIVITY A10: MY SPACE THAT I SHARE WITH OTHERS

In this activity the Agents of Change will develop elements of their identity that will help them strengthen their sense of belonging as members to the space of reflection in which they are participating.



Links to KAP:

- Knows how to promote a sense of belonging among participants in a space for reflection.



Recommended time: 1 hour and 30 minutes



Materials and Equipment:

- 5 flipcharts with paper (1 for each group)
- Thick marker pens
- Coloured cards (5 with the same colour for every participant)
- **Facilitation sheet A10: My space that I share with others**

KEY MESSAGES

- » All people need to feel that we belong to some group or collective. In fact the feeling of belonging is at the centre of the evolution of any society in which people share interests, ideas, attitudes or actions.
- » Most of the young men with whom we work will be trying to find their own spaces, at the same time as they stop belonging to those they traditionally belonged to, such as family or school.
- » The more homogeneous a group is the stronger and more united. However heterogeneity offers diversity in focus and vision. There will be no lack of cohesion in the group if the objectives are clear and if they are moving towards them together.
- » Being able to count on a network of support is essential, not only to make their efforts more sustainable, but also for validation through a group of reference.

FACILITATION ADVICE

- » Prepare a stack of cards of the same colour so that every participant gets five. Ensure they are the size of a deck of cards and prepare five sets, writing the following names on them. There should be 5 cards for each of the following eight topics. (1) Football (you can change this to whatever the most popular sport in your country is); (2) Literature; (3) Cooking; (4) Fashion; (5) Technology; (6) Film; (7) Celebrity World; (8) Social Action
- » The objective of the activity is to start a discussion around belonging to a permanent group of reflection. However given that at the time of carrying out this activity the young men have only recently begun getting to know their companions, this activity should be continued throughout the workshop so that it can be completed as proposed. For this the facilitator should determine when is the best moment to work with each of the points suggested in **Facilitation sheet A10: My space that I share with others**. On facilitating the second part of this activity, clarify that the work will be started today but will be completed as the workshop progresses.

- » As facilitator you will already know something about the common interests of the participants whom you invited to participate in this space. However allow them to be the ones who discuss and visualise their common interests. Use this moment to confirm what you thought about the Agents of Change and to turn it into an opportunity to get closer to them.
- » In the first part of this activity the most important thing is that the participants experience in a fun way how important it is to belong to a group in which the members share a common interest. Don't dedicate much time exploring the meaning and validity of the results that come up.
- » As this is an activity that will continue to develop throughout the workshop, create a special place to show progress. Prepare a sign "My space that I share with others" and stick it on one of the walls of the room, inviting the participants to add to it every session.

Steps to follow:

PART ONE

1. Ask the young men to sit in a circle on the floor and explain that they will play a card game. Don't give them any details about the aim.
2. Sit in the centre with the stack of cards, shuffling them in front of the group and give five cards (one by one) to each participant going around the group in turn. Ask them that they look at the cards without letting their companions see them. Explain the rules of the game:
 - a. They take it in turns to discard two cards, putting them face down in the centre, and to take one from the companion to their right. Gather together all the cards that have been discarded. Repeat the same step twice more, so that everyone has two cards left.
 - b. Then, taking turns in the same order, the participants have the opportunity to exchange one of their cards for one from the pile of discarded cards (without looking to see which card they will get).
 - c. Finally, ask each of them to choose one of their two cards and discard the other one. Tell them that the card they have chosen will correspond to the group that they will be a member of.
3. Ask the young men to get up and look for the other members of their group, according to the card that they chose. Note that because of the way they have been formed, the groups could have from one to five participants. Allow the groups of just one participant to join another group, as long as they are all in agreement about how they can connect their topics (e.g. fashion in sport).
4. Hand each group a flipchart and marker pens and give them 15 minutes to give shape to their group debating and creating a 5 minute presentation that they will share in a plenary session with (a) the name of the group; (b) what will they do? (c) why and with what objective will they do it? (d) how will they do it? Facilitate the group presentations in plenary session.
5. To end this first part of the activity, facilitate a group reflection around how common interests (it doesn't matter what they are) unite people, and how groups facilitate these people gathering together, reflecting, discussing, sharing or taking action around the objectives of the group. For this reflection you could use some of these questions, trying to link them to the key messages of the module:
 - *How did you feel during the exercise?*
 - *What did you feel at the start, when you had more options to choose a topic of interest and how did you feel as the options were reduced with each round?*
 - *How did you feel about the topic of the group you found yourself in at the end?*
 - *When you were setting up your group, was it easy or difficult to agree on a proposal??*
 - *Did everyone contribute to the proposal? Was anyone left out of the group, and if so, how did you resolve it?*

6. To conclude, facilitate a brainstorm around what they understand as a sense of belonging - and note their main ideas on a flip chart.

PART TWO

7. Explain that they will now work in the same team to create a proposal to give form to the space that has brought them together today, in a group of reflection, discussion and action, based on the issue that brought them to this training: their interest in gender equality, and empowerment of women and girls. Clarify that this work will be started today but will be continued throughout the workshop as they get to know each other better.
8. With the help of **Facilitation sheet A10** facilitate a group reflection on the relevance of giving form to this space as a permanent group of discussion and action. You can use the following questions to help. Remember to note down the main ideas that come up:
Do you think that the issue of commitment to gender equality and to the empowering of women and girls, which has brought us together today, is a topic that will continue to interest you after this workshop? Do you think it would be worthwhile to create a formal group of discussion and action with the other participants? Why?
9. Ask the young men to think of possible names for the group that they might create in the future. In order to achieve this, ask them to brainstorm possible names for such a group. Write them in a list.
10. Evaluate the proposed names by asking the participants to get up and tick their two favourites. Then add them up and pass the five names with the most votes onto a clean flipchart sheet.
11. Vote among these five proposed names asking the participants to only raise their hand once. Celebrate the result, clarifying that this was a preliminary exercise and that in the future this name could change if the group decides to change it.
12. As homework for the next day, ask the young men to bring proposals for a slogan or a logo that they could use for this group. The proposals could be made individually or in groups and will be presented in a gallery at the start of the next session.

THE NEXT DAY...

13. Allow the participants to present their proposals to the rest of their companions, facilitating the time allocated to each presentation and allowing time between each presentation so that other groups can offer new ideas to each proposal as it is presented.
14. To finalise this activity ask the young men to help to put all the proposals in one area of the room that you identified as "Our space in common". Tell them that they can add new proposals to this space until the next time they discuss the forming of the group.



FACILITATION SHEET A10:

My space that I share with others

Presented below are some questions for reflection that you could use for on-going work with the Agents of Change as a method of progressing with the proposal. You should decide when to use these reflections, depending on the progress you make in building cohesion within your group:

- a. Why would it be important to create this space as a permanent group of discussion and action? (This generates input for defining the objectives of the group).
- b. What things could be done from this space? (This generates input for defining the action plan of the group.)
- c. In what ways could the participants identify themselves as members of this space and how would the rest of the members recognise them as such? (This generates input for defining elements of communication and group image (name, logo, motto, methods of communication, social networks, etc.)
- d. What kinds of barriers or obstacles could come up during the creation or evolution of the group? (This will generate input for identifying the possible obstacles that the group will have to face and help them prepare to overcome them)
- e. What things or resources will be needed to formalise this space? (This will generate input for defining the resources (materials, financial, space, time) needed for the functioning of the group.
- f. What type of person could join the group or will it be open only to current participants? (This aims to defining the personal characteristics of the group members and the requirements for joining.)

To cover each of these stages, you could facilitate group discussions or any methodology you consider appropriate. In the end you should have results in the following areas of the proposal:

- a. Objectives and Action Plan
- b. Communication and Image
- c. Management of Resources
- d. Personal characteristics of participants

ACTIVITY A11: CONFLICT RESOLUTION

In this activity the Agents of Change reflect on conflict resolution and propose a creative model for the resolution of conflicts in their own team.



Links to KAP:

- Applies group facilitation techniques and uses group and individual exercises and activities.
- Is familiar with conflict resolution strategies in a space for reflection with peers.
- Has confidence in himself and is willing to accept constructive criticism about his behaviour and attitudes.
- Knows how to communicate assertively, and knows how to engage in dialogue.
- Knows how to facilitate spaces of dialogue among his male peers as well as among mixed groups of youth, giving space to diverse opinions without suggesting answers.



Recommended time: 1 hour and 30 minutes



Materials and Equipment:

- 3 flipcharts with paper
- Flipchart markers
- **Facilitation sheet A11: Conflict resolution model**

KEY MESSAGES

- » Conflicts are a normal part of relationships between people, and for this reason they cannot be avoided. What can be controlled is our attitude to them, not avoiding them but rather developing tools to face them and resolve them.
- » Generally, people who are in conflict are not in a position to see the solution because their own emotions and feelings limit this capacity. A person who is not involved in the conflict (an outside observer) can offer a different view to that of the parties involved.
- » This exercise can be used at different points in the process.

FACILITATION ADVICE

- » You should be alert! In a workshop in which many young men interact it is inevitable that from time to time conflicts will arise. Prepare yourself for this exercise by rereading the conceptual summary prepared on the topic of communication and conflict resolution in section 1.1.5.
- » Write on a flipchart a summary of the recommendations to prevent conflicts that are described on page 14 of the conceptual review.
- » Based on the key messages and **Facilitation sheet A11: Conflict resolution model** prepare a second flipchart to present to the participants.
- » Prepare a third flipchart with a summary of the rules for the resolution of conflicts that are congruent with gender equality and which are included in pages 13 and 14 of the conceptual summary.

Steps to follow:

1. Tell the young men that in this activity they will work on the resolution of conflicts. Invite them to start with the exercise **'The human knot'**, which aims to work on group problem solving.
2. Ask the participants to form a large circle in the centre of the room holding hands. Then make some changes by getting each of them to let go with one hand and instead join hands with someone else who is further away, or opposite, forming a large human knot. While they are making the knot with their arms, explain that when we don't deal with the conflicts in which we find ourselves involved in the moment, they grow and get more and more tangled until it becomes very difficult to resolve them.
3. Explain now that without letting go of anyone's hand they must do everything they can to get back to being a big circle. It is probable that the group will need to make various attempts to achieve this. In a second attempt ask for a volunteer to serve as an outside observer and ask them to try again. Take advantage of this to share the observation that often someone who isn't involved in a conflict can offer a different vision to that of the involved parties.
4. When they manage to untangle the knot, congratulate the group on their hard work, and facilitate a group reflection around the following questions: *How did you feel during the exercise? What were your main fears? Did you think you would get the knot untangled or not and why?* Use this time to introduce the key messages around the topic of the relationship between communication and the resolution of conflicts.

In the discussion of the exercise, try to make sure that these issues are covered:

- The importance of not feeling overwhelmed by problems that appear impossible to resolve (e.g. gender inequality).
 - The importance of agreeing about how to move forward to resolve a problem.
 - The importance of being able to distinguish between an outside observer who is trying to actively sabotage us (trying to make us give up) or passively (not getting involved in the exercise) and one who is trying to help (proposing alternatives and trying to direct us from their outside position).
 - Reflect on the satisfaction that comes when you resolve, or at least make progress with a problem that seemed impossible.
5. After a brief break, ask the participants to brainstorm on the question: *What is a conflict?* Note down their ideas on a flipchart that you should leave on display.
 6. Facilitate a group discussion about the minimum recommendations for preventing situations of conflict using the flipchart you prepared earlier, and add any other ideas that the participants come up with. Stick this list on the wall, near the code of conduct prepared by the group during activity A6.
 7. Ask the Agents of Change to work in pairs and to think of a situation of conflict that they are currently experiencing and that they can share with their partner. If they don't have any conflicts at the moment, they can share one from the past.
 8. Explain that each pair should choose one of the conflicts and that each participant should take on one of the parts and try to resolve it. Each pair has five minutes to represent how they would resolve the conflict. Then ask the pairs to choose one of the conflicts and to go deeper into how they could resolve it.

9. After five minutes, explain the conflict resolution model with the help of **Facilitation sheet A11: Conflict resolution model** and the flipchart that you prepared with the four sentences:
I SEE... (e.g. I see that you don't say hello to me when you come in)
I IMAGINE... (e.g. I imagine that you enjoy seeing me like that...)
I FEEL... (e.g. I feel sad and angry because your friendship is important to me)
I WANT... (e.g. I want you to tell me if there is something that upsets you)
10. Clear up any doubts or worries about the steps of the model and then ask the pairs to represent the resolution of their conflict again, this time using this model.
11. Facilitate a group reflection with the questions: *How did you feel during the exercise? Did you notice any differences when you were following the model? What did you discover about yourselves, about the way that you face the conflicts that come up in your lives?*
12. Go back to the flipchart with the summary of the brainstorm about what a conflict is, and point out any negative evaluation that was expressed. Ask: *Is it possible that if we think that all conflicts are bad, we always face them in a negative way, either aggressively, or getting defensive?* The intention is to reflect on conflicts as a normal element in relationships between people, and that they can present opportunities for growth and personal development if they are treated in a positive way.
13. To close the activity and with the help of the flipchart that you prepared earlier, briefly present the rules that the young men should always take into account for the resolution of conflicts in their work as Agents of Change, which should be congruent with gender equality.



FACILITATION SHEET A11:

Conflict resolution model

Conflicts are a normal part of the relationships between human beings and therefore it will never be possible to avoid them arising. What can be controlled is our attitude to them, not avoiding them but rather developing tools to face them and resolve them.

Neither can it be said that there is a single recipe for resolving conflicts because each one might need a different kind of action. However here we propose a creative model for facing them, trying to analyse all the elements that make up a conflict depending on how each party involved in the conflict sees it, perceives it, feels it and wants it to be resolved.

1. **I SEE...**

This is about identifying those behaviours or actions that we see in the other person and that we believe are a cause or a result of the conflict in progress.

For example: "I see that you don't greet me when you arrive." "I see that when you come near you always change what you are talking about."

2. **I IMAGINE...**

This stage is about trying to identify all that we imagine when we observe the conflict and actions that we saw (identified above). It is important to note that, with respect to what we imagine, there is a possibility that we are wrong in our interpretation and by expressing it we give the other person the opportunity to clarify the situation.

For example: "I imagine that you are angry", "I imagine that you enjoy seeing me like that", or "I imagine that you change what you are talking about because you are criticising me."

3. **I FEEL...**

In this stage we identify what we feel about what we see and imagine.

For example: "I feel sad and angry because your friendship is important to me," "I feel frustrated because I can't speak openly with you about what is going on".

4. **I WANT...**

In this part we offer a suggestion to improve things.

For example: "I want to understand the roots of this conflict and I want you to tell me if there is something that has upset you."

ACTIVITY A12: FINDING ANSWERS AND THE SUPPORT NEEDED

In this activity the Agents of Change become aware that they won't always have the answers for all cases and to all questions that may come up in the workshops which they facilitate and it is essential for them to know where to refer the cases or find the answers.



Links to KAP:

- Applies group facilitation techniques and uses group and individual exercises and activities.
- Is familiar with professional services offering guidance and advice to which he can refer other youth when necessary.
- Identifies participants' individual needs for attention or advice.



Recommended time: 1 hour and 30 minutes



Materials and Equipment:

- 5 flipcharts with paper
- Coloured marker pens
- 3 laptops
- Access to Wi-Fi Internet
- Scarves or blindfolds for covering the eyes (1 for each participant)
- **Handout A12: Where to find information and support** (1 per participant)
- **Facilitation sheet A12: Websites that offer support in the area of masculinity and gender**

KEY MESSAGES

- » Every Agent of Change showing solidarity and committed to gender equality will face challenges for which he will not be prepared. These challenges can range from a technical question to which he doesn't know the answer, to cases of psychological or physical harm.
- » The young men should know how to find valid sources of information that they can consult for research.
- » It is very important that the participants know how to identify cases of violence or psychological harm, and that they know about professional services of guidance and advice to which they can refer other youth who need help.

FACILITATION ADVICE

- » Prepare yourself for this exercise by rereading the conceptual summary in section 1.1.6. "Finding the support needed".
- » Remember that you should build the Agents of Change' awareness about the limitations of research into topics such as health or gender-based violence on the Internet where a lot of incorrect or manipulative information can be found. You should also guide them towards good sources of information on material related to gender equality. In **Facilitation sheet A12** you can find a list of Internet sites that you can share with the participants.



- » It is very probable that during the workshop you will identify cases of abuse, physical or psychological violence affecting the young men participating. You should be alert and be ready to refer them to professionals who are specialists in the area. For this reason you must thoroughly map the resources that are available and accessible for the young men and their peers in issues such as:
- Advice on STDs, HIV and AIDS
 - Advice on sexual and reproductive health
 - Professional attention regarding violence and sexual abuse
 - Support and discussion groups on masculinity
 - Support and advice groups on drug abuse
 - Support and advice groups on alcohol abuse

Remember to immediately notify your local Plan Protection Focal Point of any case of suspected abuse. She or he will have the tools needed to offer support in these cases.

- » Read through **Handout A12: Where to find information and support**, and test it by filling it out so that you are familiar with it and can respond to requests for help about how to fill it in.
- » The exercise 'Blind trains' that closes the activity and the module revisits parts of all the topics worked on in this module: trust, team work, conflict resolution and the importance of verbal and non-verbal communication. To do the exercise you need to identify a quiet area with a lot of space, which might be outside.

Steps to follow:

1. To start this activity, ask the young men to form four teams.
2. Explain that as Agents of Change in the area of masculinities many young men may approach them to find information or advice about personal situations that are affecting them.
3. Explain that in this exercise we are trying to help a young man who is worried about the possibility that his girlfriend might be pregnant, is asking for our advice about what to do and doesn't have the resources to pay a doctor. As Agent of Change showing solidarity they have the obligation to help him. Tell them that each group will be able to use the laptops in the room or their own communication devices (mobile phones, smart phones) to do a quick Internet search. Ask them to write down the results they find on a piece of paper as well as the sources of the information and discuss in a group the answer they will give to help the young man.
4. Ask a representative of each group to present the help they propose. When each group has finished and depending on the answers, tell them that this young man's girlfriend is indeed pregnant and therefore the groups that suggested abstinence for moral reasons offended or excluded the young man. Facilitate the groups' reactions to the hypothetical situation in which they, in their role as Agents of Change, might put at risk the physical, mental or emotional wellbeing of one of the young men they are working with.

Based on the above and with the help of the conceptual summary, carry out a brief presentation of the possibilities and limitations that a Agent of Change has when dealing with issues related to health and to support in situations of violence and sexual abuse.

5. Facilitate an exercise that will separate the young men into six groups. Ask each group to use the laptops in the room, or their own communication devices to do a quick internet search on the support services that exist in their city in the following areas (assign one to each group): Give them 30 minutes for this task.
 - Advice on STDs, HIV and AIDS
 - Advice on sexual and reproductive health
 - Professional attention regarding violence and sexual abuse
 - Support and discussion groups on masculinity
 - Support and advice groups on drug abuse
 - Support and advice groups on alcohol abuse
6. Ask each group to present their results in plenary session detailing what they have found, their sources and how easy or difficult it was to find them. As each topic area is covered, take advantage of the opportunity to verify the information, and to complete it with the information that you have already gathered in your own mapping.
7. When all the groups have made their presentations, facilitate a final reflection on the importance of always referring to reliable sources, and explain that on the Internet there is a lot of information that is false, manipulative and not very reliable.
8. To close this activity, and as a way of summarising the messages of the entire module, invite the Agents of Change to participate in the exercise 'Blind Trains'.
9. To start, ask all the participants to gather in the centre of the room and imagine that they are in a train station, filled with people and with hundreds of trains arriving and leaving, and they must all get onto a train. Ask them to move around the room quickly, with their bodies pressed as closely together as possible so that they can simulate the feeling of being in a station jam packed with people. Simulating a loudspeaker call "All aboard... up to five people on each train". The trains are formed by five carriages (or people).
10. Ask each group to stand in single file to simulate a train. Each young man is a carriage of the train and the last one in line is the driver. Hand out blindfolds to all the participants in the group, except for the last one in each line. Ask each young man to cover the eyes of the companion in front of him and then to place his hands on his shoulders. Only the train driver, who will be the last person in each train, doesn't have his eyes blindfolded, and he will direct the train to its destination.
11. Tell them that the objective of the exercise is to reach a destination given by the facilitator without speaking or making any sound. The only way they can communicate is to apply lighter or heavier pressure on the left or right shoulder of the companion that is in front of them. Each carriage can send the same message forwards.
12. When everyone's eyes are covered, choose at random a destination for each train driver, which will be their final station (choose different destinations so that trains have to cross each other). Remind them that the game takes place in silence and if any young man speaks or lets go of the rest of the train, all his team must go back to the starting point and begin all over again. The first train to arrive wins, but only when all the trains have reached their destination.
13. At the end of the exercise facilitate a final reflection on how they felt as they were doing the exercise, being train drivers or being carriages, and on the importance of:
 - *Trusting the other members of the team*
 - *Team work*
 - *The importance of non-verbal language in communication*
 - *The resolution of conflicts*



HANDOUT A12:

Where to find information and support

Use this table to record all the information that you can find on groups, organisations, institutions that work with the topic you are researching and what support they offer. You can use the example as a model.

Topic: Support and advice groups for drug abuse				
Name:	Address, tel., web:	Type of service:	Public:	Cost:
Casa Alegre	Calle Duarte #4 Santo Domingo Tel. 444-4444 www.casaalegre.com	Support group Psychological advice and support Detox Clinic	adolescents	free

Topic: Support and advice groups for drug abuse				
Name:	Address, tel., web:	Type of service:	Public:	Cost:

FACILITATION SHEET A12:

Websites that offer support in the area of masculinity and gender



Masculinities and Gender Equality

MenEngage Network

<http://menengage.org>

Sonke Gender Justice

<http://www.genderjustice.org.za>

Paternity / Sexuality

Instituto Promundo

<http://promundoglobal.org>

Gender-based violence

White Ribbon Campaign

<http://www.whiteribbon.ca>

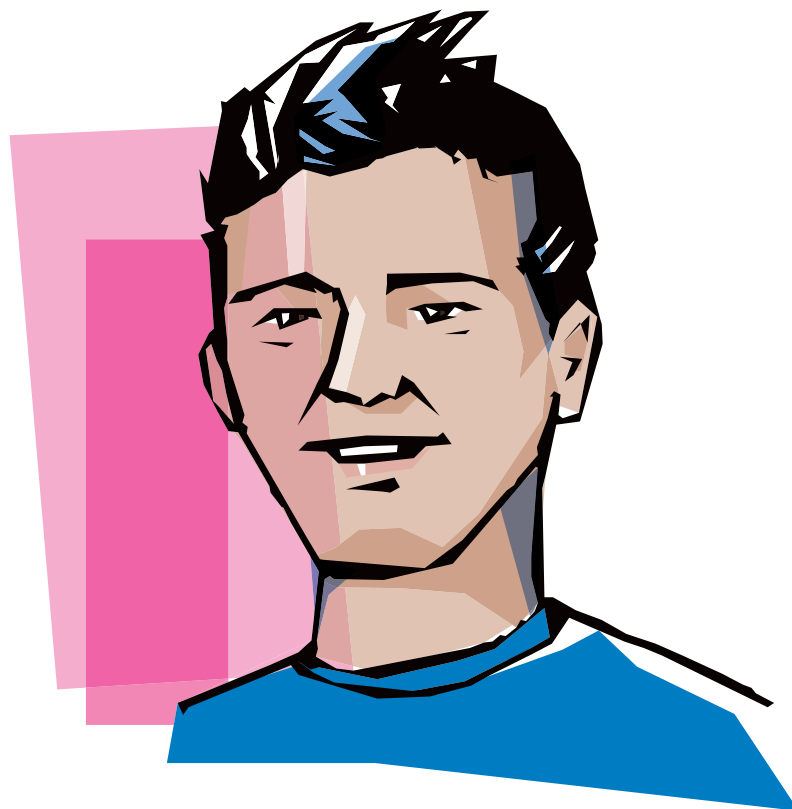
Partners for Prevention: UNDP, UNFPA, UN Women & UNV Asia-Pacific regional joint programme for gender-based violence prevention

<http://www.partners4prevention.org>

International Center for Research on Women

<http://www.icrw.org/what-we-do/engaging-men-boys>

Module 2



Being Young



Plan International

Founded over 75 years ago, Plan International is one of the oldest and largest children's development organisations in the world. We work in 51 developing countries across Africa, Asia and the Americas to promote child rights and lift millions of children out of poverty. Plan is independent, with no religious, political or governmental affiliations.

The project **Champions of Change** is part of Plan's Because I am Girl Global Girls Innovation Programme and aims to build the capacity of male youth as peer educators for gender equality and girls' rights. During its first phase 130 male youth from El Salvador, Guatemala, Honduras, Dominican Republic and Germany were trained and supported to become Champions of Change. Together with other male and female youth they challenged harmful gender norms at their schools and communities.

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Module 2

Being Young

STRUCTURE OF THE MANUAL

Methodological Guide
"Changing the World"

Module 1: Showing Solidarity

Module 2: Being Young

Module 3: Being Responsible
regarding Sexuality

Module 4: Being Non-Violent
in Personal Relationships

Module 5: Being an Agent of Change
Committed to Gender Equality

Peer to Peer Manual:
"Changing the World"

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Being Young

2.1. Brief conceptual review

2.1.1. What is identity?

If we are speaking in very concrete terms, identity is a set of characteristics belonging to a person or a collective that characterises them and differentiates them from other people or groups. Everyone takes on more than one identity at the same time. For example a young man in our group may be a man, a farmer, an artist and indigenous person all at the same time. It is also linked to the awareness that a person or group has of him or herself, as opposed to others.

Many questions arise as a result of this definition: How are these identities constructed? Who defines what these characteristics are and why? Do identities change? Why is there so much resistance to change?

Tackling these questions is essential when working with the young men because if there is anything that the vast majority has in common it is the fact that they are experiencing an intense phase of definition and redefinition of their personal identity.

This is about a time in their lives when they are questioning the rules of the game with which they have grown up, as well as questioning the places where power is based, which, in their judgement, protects or oppresses them.

When the aim is to work with young men in order to encourage them to build identities that are committed to gender equality, tackling these questions is even more critical. It is about inviting them to take a conscious look at the processes that have shaped their identity, and to dare to choose for themselves the ideas upon which they want to build their worldview and their relationship with the world. The exercises outlined in this module create many opportunities for the young men to tackle these questions.

It is important to take into account the fact that people have multiple identities and that identity is dynamic, constantly in flux, and always defined in relation to other people, and to the environment in which a person lives.

Group identity should also be analysed. People grow up feeling the need to belong. When we are adolescents we belong to a family, a neighbourhood, a community and maybe a club, sports team or church. These spaces play a very important role in defining our behaviours and the attitudes that we adopt as part of our identity.

In general, most groups to which adolescents have succeeded in belonging include adults who dictate the rules and control everyone else's behaviour. Understanding this dynamic can pose challenges to young men who identify how their fathers, mothers and other adult figures have reinforced negative behaviours, even at the cost of their happiness or their needs.

A key element in young people's wish to redefine personal identity is often belonging to a peer group. Nonetheless, just because it is a peer space this does not mean that it is free of vertical power rules from other collective spaces. This is why it is very important to pay attention to the power dynamics when supporting young men in building their spaces.



Activities **B1: 'Who am I?'**, **B2: 'Finding my peers!'** and **B3: 'Who influences my life?'** encourage the Agents of Change to reflect on the root of their identities, and to identify the people and groups who have had the greatest influence on them.

2.1.2. Let's talk about gender

One of the components of our identity is what 'being a man' or 'being a woman' means to us. Gender identity is composed of how we feel about our gender and about our gender roles and how we express these feelings through our attitudes and behaviour.

In order to understand gender, we need to differentiate it from the term "sex". Sex is the set of biological differences between men and women. Gender refers to the attributes assigned to men and women, i.e. what a society considers feminine or masculine. This is why we say that we are born with our sex but develop our gender.¹

For example, the fact that a woman can breastfeed her baby is a matter of sex, but society's expectation that she should be the person who looks after it because of this is a matter of gender. Similarly, the fact that men's voices change during puberty is a question of sex, but the association our culture makes between a deep voice and power and maturity, and a high voice with immaturity and sensitivity, is a question of gender.

In order to understand the difference between sex and gender it is important to understand each of these elements, as summarised in Table 2.1.

SEX	GENDER
Biologically given / one is born with one sex	Socially constructed / an identity is adopted
Remains the same over time	Changes over time
Is the same all over the world	Changes according to the social context
Differences in bodies	Differences in value

Table 2.1 Sex and gender

A fundamental difference between sex and gender is that the former is genetically defined, while the latter is shaped by a set of formal and informal rules, which we call gender norms. The rules of genetics do not change over time, and are also the same everywhere in the world. In contrast, the gender norms change from generation to generation, from culture to culture, and also within different socio-economic and ethnic groups.

As it is erroneously thought that these norms are 'natural' (by confusing sex with gender), they act as boxes, in which we try to fit in men and women. Instead of understanding these as part of our constructed identity, it is thought that they are the characteristics we are born with. These boxes have negative consequences on the lives of men and women, such as the exclusion of homosexuals, discrimination against women and gender-based violence.

¹ It is worth highlighting that these categories reflect a binary way of thinking that divides the world into two extreme boxes. More than a reflection of the complexity of individual identities, this is a form of making people fit in based on what they 'ought to be'. This way of thinking is a social construct – in reality there are infinite ways of combining the masculine and the feminine. The binary categories don't describe the totality of biological sex either, as many people do not fit the rigid definition of man/woman.

Activity **B4: 'What is gender?'** explores the distinction between sex and gender in greater detail.



Rigid roles: Sexism leads to men and women often having rigid roles in society that limit the development of their potential and the fulfilment of each of their rights.

Prejudice and exclusion: Rigidity in roles leads us to exclude people who behave in ways that differ from the established rules (or boxes). This exclusion is often accompanied by violence. Homophobia (prejudice against homosexuals) is one example of this, and it can be expressed in actions or behaviours ranging from jokes to physical violence perpetrated by people or groups that do not tolerate sexual diversity.

Devaluation and discrimination against girls and women: Almost everywhere in the world, girls and women have less mobility and less access to quality education and employment compared to their male peers.

Gender-based violence: The belief that men can control the women in their families using whatever medium at their disposal is the root of gender-based violence against women. Men are also exposed to gender-based violence, as they are also expected to use violence to impose their will, not only on women, but also on other men. Also, as men are expected to be risk-takers as a sign of their masculinity, many young men experience physical violence as a result of involvement in gangs or fights.

High-risk practices among young men: One such practice is excessive alcohol consumption. Alcohol is associated with high-risk practice and is thus used as a sign of masculinity. Many young men also use alcohol or other substances to acquire the courage to approach or interact with girls. Other high-risk practices associated with gender rules are unprotected sex and the lack of preventive health measures.

Table 2.2 Some consequences of gender norms

Body differences are just that: differences. But if we look at gender differences we see that differences between boys and girls, women and men become inequalities. If we make a list of the qualities that are considered 'feminine' and compare them with another list of qualities considered 'masculine' it will be evident that most of the second list (strong, leadership qualities, free, intelligent) are qualities that are considered more valuable than the ones on the first (sweet, sensitive, calm, weak).

The difference in the **valuation** that is given to masculine characteristics over feminine is the root of the unequal power relations between men and women. In sexist societies, the greater the valuation, the greater the power.

As was shown in the first section, people learn attitudes and behaviours in the spaces they belong to. That is how individual identity is shaped, based on our relationships with the people who surround us. If most people in a young man's environment have sexist attitudes and behaviours, and if these people have power in the spaces the young men belong to, it is very likely that they too will have those attitudes and behaviours.

This occurs because society influences what women and men do throughout their lives. Gender identity is the product of the **socialisation** process that teaches people the norms, the belief and what is expected of boys and girls. Socialisation impacts on everyone's life from birth, continuing through childhood, marriage, adulthood and old age. People who influence the socialisation process include fathers, mothers and teachers, male and female friends, the media, the community, school and the State. As we have already seen, gender socialisation influences power distribution and differences in valuation in society according to sex.

We say that the society we live in is **patriarchal**, because most laws, customs and services benefit men. Meaning that, in our societies, it is men who have more access to most positions of power, greater participation in decision-making and formulating laws, and more freedom.

This does not mean that men are totally free and that the consequences of the gender norms do not affect them. Gender norms may limit their wishes, their dreams and their plans, inasmuch as they feel obliged to fit in with the “boxes”. Additionally, it is not just the gender norms that create power differences between people. In our societies the tendency is to put people in different boxes, where relationships are organised hierarchically, for example, the case of race and ethnicity, age, social class, etc. Therefore, white people have more opportunities and resources than black people or people from indigenous communities, and rich people have more power than poor people.

Relations between people are usually structured by an order that depends on the set of boxes or groups to which they belong. Therefore, a rich white woman may have more opportunities than a poor indigenous man. Nonetheless, a young white woman has less power than an adult white man.

Another set of boxes involves age. In this case, it is very likely that a young man will not have the same freedom as an adult man. (We will examine this difference in more detail later on).

In the case of women and men’s boxes, why is it important to distinguish between sex and gender? Because if we think that sex and gender are the same thing, we go through life with the belief that differences in behaviour and attitudes between men and women are natural, and therefore cannot be changed. This means that failing to distinguish between sex and gender contributes to the social inertia that validates the status quo.

The gender boxes are full of stereotypes and expectations that define the roles that men and women play. These **stereotyped gender roles** have little to do with what a person might be interested in, or with their skills and capacities. For this reason, these roles tend to stifle people from childhood, with behaviours that prevent them from developing their full potential.

It is important to highlight that gender stereotypes are not always easy to detect. Adherence to stereotypes may be so strong that they cannot be recognised as social constructs. Stereotypes can also be so subtle that they remain undetected.

tip!

Activity **B5: ‘Reconstructing an image’** helps the Agents of Change to reflect on the power of gender stereotypes on our perception of social relationships between men and women.

Encouraging the participants to understand the dynamics of our gender socialisation can help them to understand the origin of their nature, but can also give them hints on how to change. If the aim is to support them in the construction of individual and collective identities as young men who are committed to gender equality, then an important step will be to belong to a space with other young men who share this identity. This means that there are no individual identities, only a collective, and this is why the Champions of Change programme promotes the creation of peer spaces, in workshops, multiplication work in coordination with other people, men and women who are committed to gender equality.

tip!

Activity **B6: ‘The river of life’** helps the Agents of Change to analyse the different ‘stations’ in their own gender socialisation process.

2.1.3. Power

As we began to see in the previous section, the construction of our gender identity is strongly linked to power. When we ask: Who has influenced us? Can we change? Or: What is the value of a peer space? We are in fact asking different questions about power.

'Power' is such an omnipresent concept that most people think they know its meaning. Nonetheless, when asked for a definition, what people tend to present is a very biased notion of power, based on domination and control over people. This is why, in this work with the young men, it is important to spend some time on analysing power and the understanding that exists of the fact that there are different ways of defining, understanding, and especially exercising power.

One type implies imposing control over others. Power is seen as something that is exercised over something or someone else for personal benefit. This type of power is derived from the position and authority that a person has in a collective space, like the family, the community, etc. This way of understanding power is typical of societies that are based on hierarchies and inequality. Collective spaces reproduce these characteristics, thus creating obstacles for most people's full development.

However, this is just one way of understanding power. The problem is that it tends to be presented as the only way. In fact, putting forward this definition as the only one is an important strategy for maintaining the rules of the game. If we think that power is only used for dominating, we won't challenge it when people use it for dominating us, and will aspire to have more power so that we too may dominate.

There is another problem with this definition: It does not define power in itself. It only tells us what it is used for. Instead of helping us understand power, it tries to get us to accept that it only has one use.

A less biased definition of power is the ability, capacity or potential to convince oneself and other people. This definition refers to the set of resources, ideas, knowledge and tools that each person can use for the concentration or the equitable distribution of power. In its purest form, it is an attempt to define power as energy.

This definition enables us to ask the question: If the way I have been taught to understand power leads me to use it in a negative way, what would be a positive way of using it? It is about the potential for using and developing our human capacities for the common good. That is, the power of satisfying our needs, of understanding our surroundings, of determining whether something has positive or negative effects, of being creative, loving, fighting injustice and oppression. It is not uncommon for societies characterised by inequality and discrimination to suppress this vision of power, as it goes against their own domination logic.

POWER WITHIN	POWER OVER	POWER WITH
<ul style="list-style-type: none"> Individual or collective feeling of self-esteem, value and dignity. Strengthening people's inner power develops their capacities for imagining and proposing aspirations for change. 	<ul style="list-style-type: none"> Having power over someone or over a situation, usually for the benefit of just part of the relationship. Commonly associated with the use of repression, violence, force, corruption, discrimination and abuse. 	<ul style="list-style-type: none"> This is collective action, the capacity for women and men to work together. Comes about by building a common aim that benefits all the people in the relationship. This type of power multiplies individual talents and knowledge and is based on support, solidarity and cooperation. Contributes towards building bridges between different interests, experiences and knowledge.

Table 2.3 Different types of power

Identifying all the invisible manifestations of power has to be learned, recognising that the visible forms may be much more evident. The invisible types tend to be linked to social norms that exercise 'invisible' control over people's behaviour. This is not simple, given that most of the time power does not operate in a visible or tangible way.

VISIBLE	HIDDEN	INVISIBLE
<p>Visible power includes the aspects of power that we can "see": the formal rules, structures, institutions and procedures for taking informed decisions. In other words, it is about the way in which people with power use the existing structures and procedures to control everyone else's actions. <i>Some examples are: elections, political parties, budgets, laws, etc.</i></p>	<p>Hidden power is exercised when powerful people and institutions maintain their influence through the definition and manipulation of agendas, and by marginalising the concerns and voices of the less powerful groups. Those with power see and understand these rules while no one else does. <i>Some examples are: the quality of some consultation processes that exclude some voices, and when the agenda is defined behind the scenes.</i></p>	<p>Invisible power is exercised in such a way that people adopt belief systems that were created by those who have the power. Problems and challenges are discouraged, not only at the decision-making table, but also in the minds and hearts of people, including those who are affected by these decisions. This is when impotence becomes internalised. <i>Some examples include the negative stereotypes that limit men and women's roles.</i></p>

Table 2.4 Different manifestations of power

As we have seen in this module, gender inequality and discrimination exercised against young people are consequences of the exercise of power by men over women and adults over them.

In order to promote gender equality in our work with the young men, it is essential to work with them so that they may learn to use their power within in a way that benefits everyone with whom they interact. Another fundamental part of the process is to strengthen the power that other young people construct, through their reflection spaces and multiplication work.

This comes about by making a commitment to the empowerment of girls, young women and women while developing better practices of power itself. It is also important for the young men to reflect on the 'power over' and the responsibility that this entails for a use of power that strengthens and does not constrain other people. For example, fathers and mothers are responsible for educating and protecting their sons and daughters, and in order to achieve this they need to exercise 'power over', but we need to analyse whether this 'power over' will support girls and boys in growing up and developing their potential.

tip!

In Activity **B7: 'The power market'**, the Agents of Change will learn about the power dynamics in the domination systems and reflect on different types of power and their relationship to the system of domination in which they live.

2.1.4. Being young²

According to the United Nations, adolescence is defined as the stage of life between the ages of 10 and 19, and youth is between 15 and 24 years of age. Based on this standard, each country has variations in the way it defines adolescence and youth in its laws and policies.

It is not possible to describe youth as if young people were all the same and go through the same experiences everywhere in the world. Nonetheless, as we saw in the first section, there are some elements that all young men and women and adolescent boys and girls do share: they live through an intense stage of defining their personal identity and their gender identity, and they experience this stage at a social disadvantage compared to adults.

When we talked about gender inequality we explained that it was about a patriarchal system, when we talk about age-based inequality we talk about adult-centrism. And the rules of the game are similar: there are age norms and stereotyped roles that tend to place every person in a rigid box. Also, one of these boxes is more highly valued by society than the other, establishing a hierarchical relationship between young people and adults.

As with women who the patriarchy defines as 'less valuable' than men, which has been used to justify laws that prevent them from voting, owning property, or even studying, young men are defined as 'less valuable' than adults. This is why they are banned from voting, are paid less attention, their participation is restricted, they are paid less and sometimes they are not paid for work at all.

Adolescents are told that they are 'between stages' (they are not children anymore but aren't adults yet either). Young people are told that 'they are the future' (so then, what's the matter with the present?). There are also other ways of creating prejudices against young men and women: they are said to be irresponsible (while adult men and women have many responsibilities), that they are only interested in fashion or listening to loud music (while adults are more formal and listen to quieter music), that they are impulsive and violent (while adults are measured and rational).

All these stereotypes about youth point to a vision of adults as the model to aspire to, and judges young men and women's behaviour in comparison with this model. As in the case of the patriarchy, young people who behave 'well' and are submissive to adult authority are rewarded, while those who rebel or resist orders from their elders are punished, either figuratively or literally.

This vision of the world sees youth as a homogenous group, i.e. as if there were only one sort of youth, without making distinctions between different types of young people, or with gender, class, ethnicity differences, and other categories that distinguish them internally. The youth social group is defined solely by age.

As a result, society sees and speaks about young people based on prejudices and stereotypes that present young people and groups solely as a "social problem". They don't acknowledge their contributions or their skills.

Another similarity between the dehumanisation of young people and of women is the functionalist manner in which they are perceived. Young people's role is seen as to 'contribute to the future' or 'get qualifications to work and participate in the market'. Similarly, women's roles are affirmed as 'being a mother' and 'raising the new generation of workers'. These functionalist visions actually fulfil a dehumanising role. Neither women nor young men and women are complete human beings – they are more like tools for the social system that benefit whoever has the power and control over resources. (We will revisit the importance of this dehumanising dynamic later on). Little is known about – or scant importance is given to – the young men and women's own vision of their identity, or of how they define themselves. Their aspirations and interests rarely figure in the definition of laws and policies. The diversity that characterised them is lost under the blanket term of "youth".

² This section adopts a range of concepts and arguments from Klaudio Duarte Quapper (2000). **Juventud o Juventudes? Acerca de cómo mirar y remirar las juventudes de nuestro continente** ["Youth or youths? Looking and revisiting the different expressions of youth in our continent"] Santiago.

It would be more appropriate to talk about “different expressions of youth”, distinct social groups, with particularities and specific characteristics in each society, time and determined cultural context. To achieve this, direct and intimate links have to be formed with the worlds of young people; going out on the streets and interacting with them. This invitation is especially relevant to the male and female facilitators of the Champions of Change programme who will have to adapt their way of working to the particularities and needs of the young men with whom they are working.



Activity **B8: ‘Who said what?’** works on the issue of adult-centrism and its effect on young people’s identity.

Adult-centrism is the belief that the adult point of view is always superior to the one held by children and young people, and therefore adults are entitled to more power and more rights. This viewpoint tends to make it difficult to engage in dialogue between generations: adults feel that they don’t need to listen to young people, and young people feel that the adults don’t value their opinions. Therefore, an important skill for the young men who are committed to gender equality is that of dialogue between adults and their families and communities.



In Activity **B9: ‘Letter to my father’** the participants reflect on fatherhood and their relation to their own father.

2.1.5. Being a man³

After examining how gender and youth identities are developed and the stereotypes and the deceptions that they each contain, this section focuses on a more detailed analysis of the distinctive characteristics of masculine identity in our societies. We will address the costs and benefits of hegemonic masculinity for young men, and will consider the benefits of gender equality for them.

The concept of masculinity refers to how men are socialised and the narratives and practices associated with all the different ways of being a man. There is no single version of masculinity; there are many types of masculinities. Nonetheless, most cultures have predominant ideas of what it means to “be a man”. This is known as “hegemonic masculinity”, which is about a standardised, accepted, reproduced and legitimised way of defining how men should feel, think and behave, and which dictates the norms on what is allowed and what is forbidden.⁴

The pressure that young men feel to follow the rules of the game is strong in our culture, as hegemonic masculinity assigns greater value to masculinity over femininity. Certain types of behaviour are attributed to men, like competitiveness, demonstrating virility, risk-seeking behaviour and the use of violence in specific circumstances. These behaviours are the source of privileges to which women and girls mostly do not have access, and which grant males power over women.

While there are diverse masculinities, each fits the hegemonic model to a greater or lesser extent. The more it fits, the more normal it will seem to most people. This model, known in Latin America e.g. as “machismo”, grants costs and privileges to the men who conform to it and is related to social problems like gender-based violence.

³ Recommended reading for further detail on the contents of this section:

Plan International (2011). **Because I am a Girl: So, what about the boys?** Available from <http://plan-international.org/girls/pdfs/biaag-2011-sum-english.pdf>

Kaufman, Michael (1994). **Men, Feminism, and Men’s Contradictory Experiences of Power**, in Theorizing Masculinities, (co-edited with Harry Brod). Thousand Oaks, CA: Sage Publications.

Kaufman, Michael (1993). **Cracking the Armour: Power, Pain and the Lives of Men**. Toronto, Ontario: Penguin.

⁴ Based on Welsh, Patrick (2001). **Men Aren’t from Mars: Unlearning Machismo in Nicaragua**. Progressio, London. <http://www.progressio.org.uk/sites/progressio.org.uk/files/Men-arent-from-Mars.pdf>

It is essential to recognise the potential privileges because they enable us to understand how attractive this model can be for the young men who adopt it. To ignore these privileges could lead us to developing a naïve idea of how difficult it is for a young man to make a commitment to equality. Some of these privileges worth mentioning include the freedom to move around without major restrictions or fears, or control over others, greater influence over the decisions that affect them, a lower domestic work burden and greater access to employment opportunities.

Hegemonic masculinity, however, is part of a system of domination that we have been describing in previous sections. As we have shown, this system follows 'zero-sum' logic. Meaning that, in order for me to win, you need to lose. In order for me to be better, you have to be worse. It's the logic that teaches us to use power for the benefit of one party at the expense of the other.

Therefore, for each potential privilege that this model confers on men of all ages (to different degrees, of course), many more disadvantages are imposed on girls and young and adult women. In this way, we can see how women of all ages have many restrictions on their mobility, limited influence on the decisions that affect them, the full burden of domestic work, and very little access to quality employment.

In addition, a little-known fact among young men is that they are also harmed by hegemonic masculinity. In order to fulfil the mandates of masculinity, men have to suppress their emotions and some of their needs. This leads to an inability to recognise their feelings and/or not speak about them, and being unable to feel empathy with others (which is fundamental for developing the 'power with'). Men also find themselves being pushed towards adopting behaviours that involve risks to their own health, as well as to the health of other men and women with whom they interact.

Adolescence is a key stage for adopting or rejecting the mandates of hegemonic masculinity. Most young men feel that they have to demonstrate their manliness in their passage from boyhood to adulthood through what are known as **'initiation rites'**, which include the first sexual relationships, dominance in public spaces, winning the first fight, getting drunk for the first time.

In this way, young people gradually choose which models to copy in their behaviour, and which to distance themselves from. In fact, the relationship between young people's individual and group identities are carved out day after day, as they feel permanently scrutinised by the other males in their environment – especially their peers. In order to get noticed by their peers and become leaders in their youth groups they drink alcohol if the others do, they try and have more partners than everyone else and take part in street fights. If anyone dresses or behaves in a different way from that of the group, they run the risk of being treated or discriminated against as a weak man or a homosexual (which they consider a negative thing).

Activity **B10: 'My way: hegemonic masculinity vs. gender equality'** helps the Agents of Change to identify the privileges and costs of hegemonic masculinity, and the benefits of gender equality in their own experience.

tip!

Fortunately, not all men reproduce the hegemonic masculinity model, i.e. sexism. Most men who resist the norms of sexist domination notice the benefits of gender equality. For example, their family life is fuller, they experience less stress in decision-making, they notice that other people are not afraid of them and that they can relate to them as peers, and they learn to express themselves and to feel empathy for other people.

In our work it is very important not to generalise about what it means to be a man. It is important to identify stories about male experiences that contradict the norm. One should listen closely in order to understand how young people perceive masculinity and their role in society, promoting respect and dialogue. It is also about teaching young men not to discriminate against these "transgressor" males. On the contrary, the challenge lies in being their allies.

It is also important to teach the young men to analyse their own gender relationships and those that surround them. Individual transformation takes place when they become aware of how we interrelate, how we affect our environment and how it affects us.



Activity **B11: 'What are gender relations like in my environment?'** helps the Agents of Change to analyse gender and power relations (their own, in their families, in their communities, in their societies).

When considering young men's gender relations we must pay special attention on two issues: attitudes to sexual diversity, and valuation of girls, young and adult women.

Homophobia is intolerance and aversion to sexual diversity. Homophobia is manifested in discrimination and sexual violence against people who are perceived as gay, lesbian, bisexual or transsexual. Homophobia is closely linked to the hegemonic masculinity model because this model only considers a person to be a man if he is heterosexual.

The hegemonic masculinity socialisation processes teach boys and young men a great deal of prejudice and fears about sexual diversity. This has led the young men we work with to have attitudes towards sexual diversity that are based on misinformation, ignorance and prejudice. It also leads them to adopt violent attitudes against anyone they suspect is not heterosexual and to demonstrate at all cost that they are not homosexual. Thus, they adopt irresponsible and high-risk styles in their own sexuality.

We will explore the young men's own sexuality in module 3. In this section, the main thing is to guide the participants towards recognising homophobia as a gender control mechanism that could lead them to adhering to the tenets of hegemonic masculinity without being fully aware of what they are doing or of its consequences.



Activity **B12: 'He who laughs last, laughs longest!'** helps the Agents of Change to identify their own perceptions and attitudes to sexual diversity and to relate them to the control mechanisms of hegemonic masculinity.

Another predominant characteristic of the hegemonic masculinity model is the devaluation of girls and women. In its most extreme manifestation, one can mention **misogyny**, which refers to the attitude of hatred or contempt for women for the mere fact of being women. Misogyny, like homophobia, is a control mechanism based on gender norms. Thus, a man who values women's nature too highly is labelled 'unmanly'. Young men are taught to objectify women – to see them as sexual objects that they must possess and control. In this culture, being a man is 'not being a woman' and not displaying any of her characteristics. This logic results in young men growing up thinking that everything represented by a girl or woman has no value, that they themselves have no value.

Although we hope the young men will not go as far as being misogynistic, it is essential to get them to analyse their attitudes to women and towards what they consider feminine. It is also important that they learn to recognise misogyny in the people who surround them.



Activity **B13: 'The value of the feminine'**, invites the Agents of Change to identify their own attitudes towards the value of women and girls, and to relate them to control mechanisms exercised in the context of the hegemonic masculinity model.

2.1.6. Potential for transformation

Throughout this module we have worked on understanding that stereotypical gender roles and stereotypes about youth are not natural, and that they form the basis for the inequality and injustice that does so much harm to the young men themselves as well as to the women and girls in their lives. This section tries to examine in greater depth the young men's power to eliminate these stereotypes from their lives, and to encourage their peers to do the same thing!

A first step is to support the young men in identifying the attitudes and behaviours that they themselves might have, or develop in order to promote gender equality and non-discrimination against people who are younger than them, or who are not guided by the gender norms dictated by hegemonic masculinity.

Activity **B14: 'My role in gender equality'**, helps the Agents of Change to set out their particular commitments to gender equality.

tip!

The theme of young men and men's share of domestic work and childcare merits a special emphasis in the reflection on attitudes and behaviours that sustain gender equality. This is because this type of work is almost exclusively assigned to women and constitutes one of the roots of gender equality.

Women are trained to focus on their emotional development, they are told about "mother's love" or the "maternal instinct". These expressions try to convince us that this is supposedly a natural quality that men do not have. We are taught that men are incompetent when it comes to childcare and not capable of feeling the tenderness a mother feels. We are taught the prejudice that men don't know how to clean, and that if they wash the dishes they will break them all. Thus, even when a man wants to take on an active role in the home, social institutions – family, school, work, health units, armed forces and society in general – seem to exclude him from this option.

This dynamic is also real for young men, whether they are teenage dads, or if there are children in their families that they could look after.

Young men grow up without realising that caring is a skill that is learned throughout life. From an early age girls practice childcare with dolls or in the kitchen. But when a boy tries to play games related to the home, he is usually reprimanded, mocked and/or punished. We know of many cases where if a boy gets involved in "girls' games", his parents give him weapons and war toys and treat him more roughly on the grounds that "this is so he can learn to be a man!"

In the same way as men learn not to look after or not to play with children, they can also learn how to do it. For this reason it is essential to open a space for developing this experience in the educational groups.

A father's involvement in childcare has a positive impact on his children's development. When fathers are committed to their children's care there are benefits for the mother in sharing the burden of childcare and domestic tasks with her partner and developing a more equal relationship with the father. This also has benefits for the men themselves in terms of feeling fulfilment from this experience and giving it a meaning within their biography and life plan.

It is also important to consider that boys who are looked after by adult males (fathers, uncles, family friends, etc.) are likely to perceive more naturally the possibility of carrying out this task in future. This will motivate them to question and reject gender inequality in the domestic sphere.

Activity **B15: 'The caring experience'**, leads the Agents of Change to experiment with the childcare tasks and asks them to commit themselves to participating in this in their families.

tip!

2.2. Knowledge, attitudes and practices

	Knowledge	Attitudes	Practices
Individual	<ol style="list-style-type: none"> Understands that gender identity is the result of socialisation, and that it is part of a system of domination. (*B4, B6) Recognises that different types of power exist, can distinguish between them and relate them to the culture of domination. (*B7) Understands that adult-centrism is a system of exclusion and domination that interacts with gender. (*B8). Recognises the main characteristics of the hegemonic masculinity model: e.g. male privilege, discrimination and subordination of women and girls, gender-based violence, homophobia, etc. (*B10, B11, B12, B13) Recognises that there are different forms of masculinities. (*B10) 	<ol style="list-style-type: none"> Recognises and rejects the privileges granted by the hegemonic masculinity model, including control and power over women and girls. (*B10) Rejects the devaluation and the subordination of girls and women. (*B13) Recognises and promotes women's and girls' right to exercise power and to take the decisions that affect them. (*B13) Values the shared responsibility between men and women in domestic tasks, and in caring and playing with children. (*B15) 	<ol style="list-style-type: none"> Analyses his identity in a critical way, by identifying the origin of his attitudes and practices. (*B1, B2, B3, B6) Freely chooses the characteristics that make up his identities. (*B2) Identifies and confronts gender norms and stereotypes. (*B5, B12) Shares power as a strategy for contributing to gender equality. (*B7) Identifies the privileges and costs of the hegemonic masculinity model, and the benefits of gender equality. (*B10) Participates in domestic/care work in his home, and looks after and plays with the girls and boys in his family. (*B15)
Community/ Family	<ol style="list-style-type: none"> Understands the family and community role in gender socialisation/transformation. (*B6, B15) 	<ol style="list-style-type: none"> Recognises that the elimination of gender inequality must be tackled in the family and in the community. (*B6, B9, B11, B15) 	<ol style="list-style-type: none"> Identifies gender discrimination in his family, community and school environment. (*B6, B11) Adopts and promotes egalitarian relationships in the family, with his partner, in the community and at school. (*B11, B14) Initiates inter-generational dialogue and effective communication channels at family level. (*B9) Gets the men and women in his family to do the same domestic/care work. (*B15)
Institutional	<ol style="list-style-type: none"> Understands the role of institutions (school, government, media, church, etc.) in gender socialisation/transformation. (*B6) 		

2.3. Recommendations for facilitation

Several general recommendations for working with the young men are listed in this section, based on conceptual review, and on knowledge, attitudes and practices described in the previous sections:

- » When we are able to see our own gender attitudes and behaviours we can plot our own path towards gender equality. For this purpose, the more the young men reflect on their own personal experiences, the most they will make from these workshops.
- » Highlight that the best way of adopting behaviours that support gender equality (more egalitarian, violence-free, respecting other men and women's rights, looking after your own health) is to reflect and learn as a group.
- » Aim to help the young men to think critically about power differences between men and women, sexism and its effects.
- » When speaking of the different ways of being 'a man' highlight that some promote healthier or more equitable behaviours than others. Meaning that some of these ways are more favourable than others.
- » When you examine the differences that exist between men and women, it is important to highlight that most differences are constructed by cultural influences. It is important that the participants perceive how these socially constructed differences can have fundamental impacts on our lives, generate discrimination and promote gender inequality.
- » Many exercises are based on very personal experiences, perceptions and feelings. For this reason it is very important for every participant to feel comfortable when expressing himself freely in the confidence that everyone else will respect him.
- » Most of the exercises may elicit different reactions from the participants. You must keep an eye out for their comments, reactions and body language e.g. while they are watching the video. Write down the ones you consider important and go back to them in order to enrich the final discussions.
- » It is inevitable that during the workshops some types of resistance will arise, ranging from nervous laughter or a joke, to a fit of rage and total rejection of the material. Monitor each participant's attitudes and body language in order to provide the individual support that each one might require.
- » It must be taken into account that the unlearning of roles and the reconstruction of new identities could confuse and unsettle the young men because they know that a learnt behaviour is not appropriate but they still don't feel confident with the new identity – give them the space to try new behaviours, roles, e.g. through role play.
- » You should by no means tolerate jokes or tricks that are based on discrimination, or that make fun of gender or sexual diversity. It is inevitable that these jokes will make an appearance in these workshops. This is why you must be prepared to explain to what extent jokes are control mechanisms based on gender norms and that they are a way of discriminating against other people or groups. Therefore, this is not about repressing the jokes, but by not letting them pass without using them as a learning opportunity. This is so important that an activity (B12) has been designed based on this type of joke and as a medium for learning through play.
- » The exercises that are outlined in each module are specially designed for meeting the learning objectives set out in each section. Therefore, you should carefully review the conceptual summaries that have been prepared for each section.

Links to the youth manual

Chapter two of Changing the World looks at facilitation advice and activities for the Agents of Change working with their peers on the topic of gender. Highlight to them that:

- the discussion does not go beyond the limits, but maintains an open and pleasant atmosphere;
- decisions are equitable and that they are taken within the agreed timeframe and in a democratic manner, and that
- creativity flows within the group.

- » The conceptual contents of this workshop are set out didactically to facilitate understanding and application of each concept. There are also general examples and information designed in such a way that the same contents may be used anywhere in the world. It would be good to add local information, and not limit yourself to the content of these conceptual summaries. It will be very useful for each activity to include local data, information and examples to which the participants can relate more closely.
- » It is also important for you to read in advance all the exercises that make up each module in the manual so that you can plan more effectively not just in terms of time, but also the resources and materials that might be needed for each facilitation.
- » It is important to note that there are several activities that will require more than one work session with the young men, some are divided in two, starting in the afternoon of one day and finishing the next morning; and there are others that require follow up for up to seven working days. For this reason it is essential to conduct a general planning of the full workshop with details of the activities to be covered each day.

2.4. Suggested activities

ACTIVITY B1: WHO AM I?

In this activity the Agents of Change will draw their silhouette and mould their figure by identifying characteristics and attributes that are part of their identities. The exercise is an icebreaker that will allow each participant to define a personal space in the room where he will gradually display his progress on the path of self-discovery of his identities.



Links to KAP:

- Analyses his identity in a critical way, by identifying the origin of his attitudes and practices.



Recommended time: 1 hour



Materials and Equipments:

- Flipchart paper (1 per participant)
- Thick marker pens (1 per participant)
- Coloured felt pens (3 colours per participant)
- Adhesive tape (masking tape)
- Plasticine or clay

KEY MESSAGES

- » If we speak in very concrete terms, identity is the set of characteristics of a person or a group that characterise them and differentiates them from other people or groups. Everyone takes on more than one identity at the same time. It is also about a person or group's self-awareness, different from everyone else.
- » There is no common identity shared by all young people, but there is something that the vast majority has in common and that is that they are experiencing an intense phase of definition/redefinition of their personal identities.
- » Youth is a period in the lifecycle during which the rules of the game with which they have grown are questioned, as well as the places where power is located, which, in their judgement, protects or oppresses them.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary on identity in section 2.1.1.
- » Identify a wide and enclosed space where the young men feel comfortable and safe.
- » The flipchart paper, once worked on by each participant, must be displayed on the walls as they will be reused in subsequent exercises, and will also serve as the personal space for each participating young man.
- » When you conduct the final reflection, don't judge or correct the definitions that the youth put forward as this exercise is aimed at getting them to start externalising the perceptions they have about themselves.

In our work with the Agents of Change we must support them in asking questions such as: *How are these identities constructed? Who defines what these features are, and why? Do identities change? Why is there such resistance to change?* This will help them to critically analyse their identity, by inviting them to choose for themselves on what characteristics they wish to rebuild their identity.

tip!

Steps to follow:

1. Ask the participants to sit in a circle on the floor and to close their eyes in order to reflect on: *Who are they at this moment? How have they come to be the way they are? And: what characteristics distinguish them from other people who are not like that? What characteristics define them as part of a collective?* Suggest that they consider the different roles they have had to play as: young men, students, sons, friends, boyfriends, fathers, etc.
2. After a few minutes, ask each participant to take a flipchart paper, a thick marker, three fine coloured markers and some plasticine or clay, and find a space in the room where they can work individually.
3. Ask the young men to draw a silhouette of their body with the thick marker on the paper and write their name down inside it. Then ask them to identify and write inside the silhouette using a different colour for each question:
 - *Which three characteristics distinguish you most from everyone else?*
 - *What are the three things you most like being or doing?*
 - *What are the three things you least like being or doing?*
4. Ask the participants to use plasticine or clay to mould a figure that represents these attributes, likes and dislikes.
5. When they have finished, ask the participants to place their silhouette and modelled figure in some space and walk around the room quietly, looking at everyone else's work and becoming aware of possible differences and similarities.
6. Moderate a plenary discussion based on the following questions. Ensure that at least two or three participants answer each question.
 - *What does the word identity mean to you?*
 - *What aspects define your identity?*
 - *What similarities have you found between your work and that of your companions?*
 - *Which of your elements did you not find in anyone else's work?*
 - *How did you feel about exposing your identities to the rest of the group?*

ACTIVITY B2: FINDING MY PEERS!

In this activity the Agents of Change find common characteristics to group themselves with the other group members. The exercise will help them to reflect on the types of characteristics that comprise their collective identities.



Links to KAP:

- Analyses his identity in a critical way, by identifying the origin of his attitudes and practices.
- Freely chooses the characteristics that make up his identities.



Recommended time: 1 hour



Materials and Equipments:

- Letter-sized or equivalent sheet of paper for each participant
- 1 pen or pencil for each participant
- 1 flipchart
- Flipchart paper and markers

KEY MESSAGES

- » Young people's identities are composed of their individual identity as well as their collective identity. For this reason, a key element in the transformation of personal identities is to redefine collective identities.
- » Identities are different and are socially constructed: young people have the right to have their own identity and their own dreams and aspirations. They have the right to decide which collective groups to belong to and which not to belong to.

FACILITATION ADVICE

- » Prepare for this exercise by rereading section 2.1.1. of the conceptual summary.
- » This exercise is aimed at getting the participants to reflect on the groups with which they are associated, and the consequences that these associations could entail for their lives and their development as individuals.
- » Make sure to select in advance five characteristics for the participants to work on in their search for their peers. You can choose from the following: the same age, the same number of shoes, the same eye colour, the same height, the same hand size, the same trouser colour, the same style of clothes.
- » You may also use other characteristics, providing you ensure that the characteristics are physical and can be quickly established without detailed interaction.
- » This exercise provides a good opportunity to revisit Activity A10 on the elements of group identity that they share, as the participants will again be reflecting on their shared identity. If it feels appropriate, combine this activity with the team meeting that was set up to create the group's shared identity.

Steps to follow:

1. Distribute a sheet of paper to each participant and dictate the five characteristics that they need to find among their companions, asking them to note them down on the paper leaving spaces between them.
2. Ask the participants to find at least four people who fulfil all of the five characteristics dictated. They must list the names of the peers they have met and who fulfil them all. (The number of names required may be adjusted according to the size of the group). Explain that they must fill in their details taking one characteristic at a time, until they complete their list of 20 names.
3. Ask them to call "out". They are now no longer part of the game and can't be questioned for the other participants' peer list.
4. When everyone has finished, divide the group into two, between the first ones who finished and the last ones who finished.
5. Moderate a discussion on the exercise, by comparing the answers from the two groups of young men to the following questions:
 - *How did you feel about the exercise?*
 - *Was it difficult or easy to find your peers?*
 - *According to group: Why was it easy? Or: why was it difficult (or why were you unable) to complete the exercise? How did you feel when you found, or didn't find, all your peers?*
 - *Do you think that the groups you selected on your page were the ones who would best adjust to you and your need to belong to a group?*
 - *Do you think that the characteristics you were looking for were fundamental in representing your interests and defining your group and your collective identity? Why?*
6. On a flipchart, write down the answers to this last question trying to get most of the participants to contribute to this list.
7. *What would be the characteristics you would look for in order to belong to a group, and why?* (Try and get the participants to list characteristics and not examples of characteristics). Some of these characteristics might be: character affinity, tastes, interests.
8. Moderate a reflection with the group about this list, and based on the collective identity concepts and the key messages of this exercise. When you are finished, keep the list for use later on in the workshop.
9. Ask the participants to relate and compare this list with the list of "tastes" written in their own silhouettes from exercise B1 and reflect individually on the matter. Tell them that if they like, they can amend or make new notes on what they had written inside their silhouettes.

ACTIVITY B3: WHO INFLUENCES MY LIFE?

In this activity the Agents of Change make a diagram of their social network of people, spaces and experiences that have influenced the building of their identities. In the diagram, the participants will analyse which of these influences have been positive or negative for their development.



Links to KAP:

- Analyses his identity in a critical way, by identifying the origin of his attitudes and practices.



Recommended time: 1 hour



Materials and Equipments:

- **Handout B3: My social network** (for each participant)
- Coloured pencils or felt pens in red, green and other colours (three per participant)

KEY MESSAGES

- » In the construction of our identities there are people and experiences that influence us in different ways, some that help and make us feel good, and others that harm us and/or put us at risk.
- » Young people have the right to have relationships that allow them to grow and develop and reject the ones that don't.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary in section 2.1.1.
- » Make sure you motivate the participants to identify people, experiences and messages, both positive and negative.

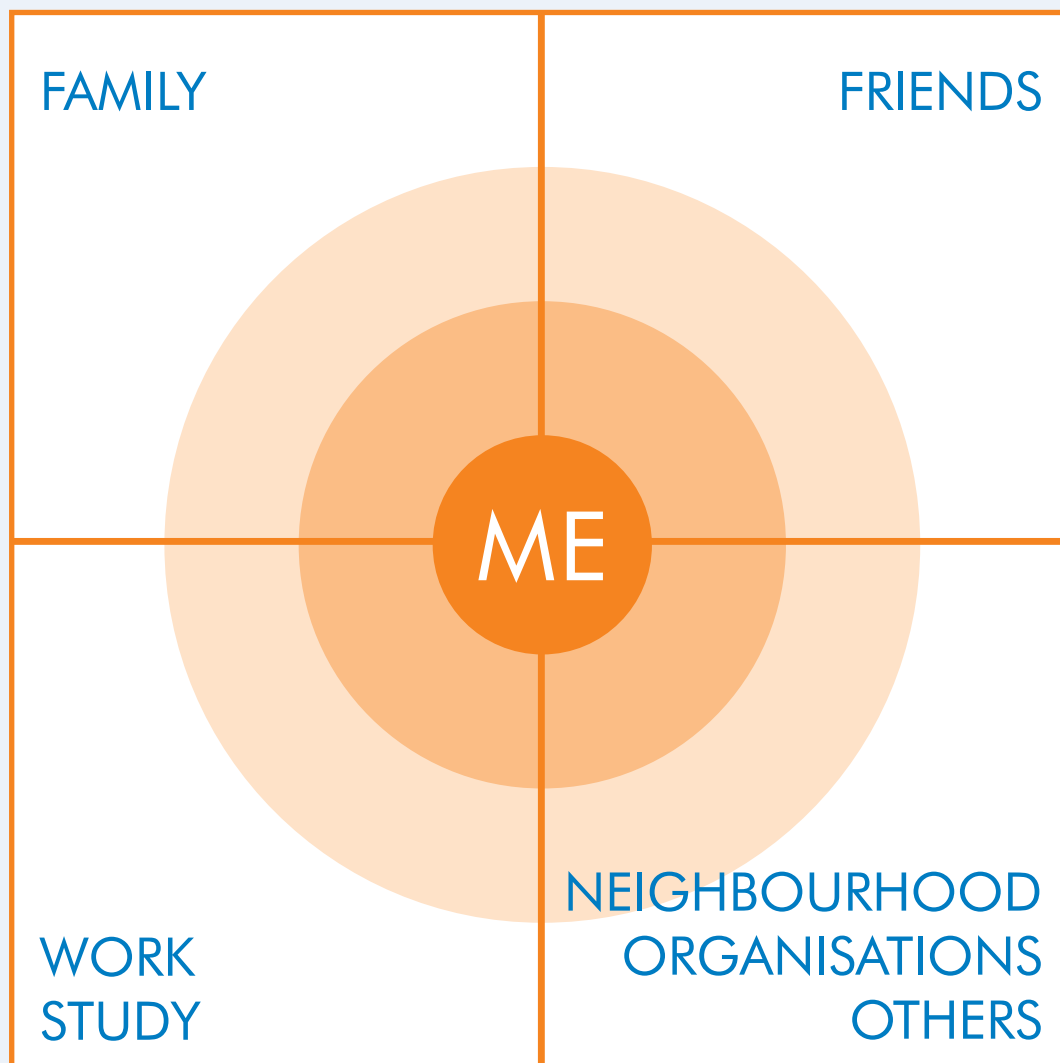
Steps to follow:

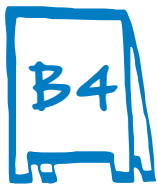
1. Distribute the Handout and explain the aim of the exercise by saying that each participant will prepare a diagram of their network of relationships by following these steps:
 - a. Write your name at the centre of your network.
 - b. Identify the most significant people and experiences in the four spheres of the network: Family, Friends, School/Work, Community/Neighbourhood.
 - c. Write or draw the names of the people or the experiences in the corresponding sphere, listing the most important or impressive ones closer to you, and the less important ones further away.
 - d. Devise a colour code to identify which have been positive (green), negative (red) or neutral (another colour). Explain that each participant has the option of changing the colour code so as not to share this personal information. What is important is that he recognises the valuation of each person and experience.
2. After about 15 minutes, ask the participants to get into pairs to share their relationship map. Ask them to compare the similarities and differences regarding the people and experiences they identified.

3. Moderate a plenary discussion, encouraging conversation using the following questions:
 - a. *How did you feel when you were identifying the people and experiences that have influenced the construction of your identities?*
 - b. *What did these people or experiences teach you about what it means to be a man?*
 - c. *Although every map is different, what similarities can we find in the maps?*
 - d. *Who decides who I am?*

HANDOUT B3:

My social network





ACTIVITY B4: WHAT IS GENDER?

In this activity the Agents of Change will differentiate between sex and gender, by reflecting on what they like and dislike about 'being a man' and what they would like and dislike about 'being a woman'. They will learn that we can influence the types of masculinities and femininities that we wish to build.



Links to KAP:

- Understands that gender identity is the result of socialisation, and that it is part of a system of domination.



Recommended time: 1 hour and 15 minutes



Materials and Equipments:

- Blue and pink coloured cards (2 of each colour per participant)
- 4 flipcharts
- Flipchart paper
- Thick coloured markers (at least 1 per participant)
- Adhesive tape

KEY MESSAGES

- » Sex is the set of biological differences between men and women. Gender refers to the attributes assigned to men and women, i.e. what a society considers feminine or masculine. Gender changes from generation to generation, between one culture and another, and within different socio-economic, ethnic, and other groups.
- » A fundamental difference between sex and gender is that the former is genetically determined, while the latter is formed by a set of formal and informal rules that we call **gender norms**.
- » As it is erroneously believed that these norms are "natural" (by confusing sex with gender), they act like boxes, in which we try to fit men and women. Instead of understanding these characteristics as part of our constructed identity, they are believed to be characteristics that we are born with. Gender identities are full of stereotypes that dictate what is appropriate and inappropriate for each person, limiting their capacity for learning and growth.
- » In biological terms, men and women have the same value. But society does not grant the same value to masculine and feminine characteristics. This difference in valuation is the basis for unequal power relationships between men and women as in our societies, greater valuation means greater power.

FACILITATION ADVICE

- » Prepare yourself for this exercise by rereading the conceptual summary in section 2.1.2.
- » Encourage the group to answer the questions as sincerely as possible, by guaranteeing that the answers will be handled anonymously.
- » Prepare four flipcharts with the following titles: "SEX-WOMAN", GENDER-WOMAN, "SEX-MAN" and "GENDER-MAN" and keep them covered so as not to influence the participants' answers.
- » Take into account that the debate between 'born' and 'constructed' (nature and nurture) persists: we cannot say with absolute certainty what characteristics babies are born with and which they develop during their lives. If the group gets bogged down discussing whether a specific characteristic is exclusively sexual or exclusively gender-based, suggest

that there are no definite answers. Guide the conversation towards the recognition of the power that relationships have over people's identity. If these discussions about biological and social characteristics emerge, support yourself with examples and guide the discussion towards establishing the differences. For example, we can't say for sure that men and women are born with the characteristics needed for caring. But it is indisputable that historically, societies have expected women and girls to be the ones who care for their families, and invest great efforts in preparing them for this role.

Steps to follow:

1. Ask for two volunteers to hand out two blue cards, two pink cards and one marker to each companion. Explain that you will ask four questions which they have to answer as sincerely as possible. Tell them that there are two sets of questions, and that they have to use the same coloured card (blue or pink) to answer the questions in each set. Clarify that only one idea per card can be written down and that this answer should range from one single word to no more than a sentence.
2. Ask them:
 - *What do you like most about being a man?*
 - *What do you like least about being a man?*
3. Now, ask them to change card colour for the second set of questions:
 - *If you were a woman, what would you like most?*
 - *If you were a woman, what would you like least?*
4. Make a brief presentation about the fundamental differences between 'sex' and 'gender'. Ensure that they understand the differences using some control questions, such as: *Do you think that being sensitive is a sexual characteristic? Do you think that the ability to breastfeed a baby is a sexual characteristic?*
5. Ask the participants to divide their four cards into two groups referring to *being a man* and *being a woman*. Together with the participants, reflect on the colour that they used for *being a man* and *being a woman*. It is very likely that the vast majority will have used the pink cards to answer the questions about 'being a woman' and the blue ones for answering the questions about 'being a man'. In this case, make the most of the opportunity to introduce the topic of gender stereotypes, reminding them that you did not tell them which colour to use for each question.
6. Then ask the participants to divide each group into two to separate the answers or ideas that match sexual or gender characteristics.
7. Ask for four volunteers for each to collect one of four groups of cards. While they collect the cards, ask the group: *How did you feel during the activity, being a man and being a woman?*
8. Uncover one of the flipcharts and with the help of the volunteer read the corresponding cards from the groups and stick them on the flipchart according to the following criteria:
 - If the cards are the same, stick them one over the other, and add marks or sticks (|||) to show how many times the same idea was written.
 - If the ideas are similar or related, stick them in the same area of the flipchart.
 - If a card does not correspond to the flipchart that is being discussed, ask the group to decide where it should go and why.

9. After sticking all the cards, moderate a brief analysis taking the following into account:
 - *Which characteristics were most and least common? Why?*
 - *Why do social characteristics have so much bearing on our understanding of what it means to be a man or a woman?*
 - *Does society value female gender characteristics as much as male ones?*
 - *Why is it important to distinguish between 'sex' and 'gender'?*
10. To conclude, encourage the young men to reflect on what it means to be a man or a woman in our society, ensuring that they realise that we learn to be men and women, and therefore we can unlearn the characteristics that lead us to live in a state of inequality with the women in our surroundings.

ACTIVITY B5: RECONSTRUCTING AN IMAGE

In this activity the Agents of Change will draw three images based on clues the facilitator will give them about the model images. The participants will analyse their work and reflect on the gender stereotypes that are rooted in their way of perceiving and reflecting on reality, even when they do not see it.



Links to KAP:

- Identifies and confronts gender norms and stereotypes.



Recommended time: 1 hour



Materials and Equipments:

- 3 flipcharts
- Thick marker pens
- Letter-sized or equivalent sheets of paper (5 for each participant)
- Charcoal pencils, erasers
- Coloured felt pens and pencils
- Adhesive tape
- 3 model images printed on letter-sized or equivalent paper
- **Facilitation sheet B5: Clues for reconstructing**

KEY MESSAGES

- » **Gender norms** are a set of formal and informal rules about what it means to 'be a man' or 'be a woman'.
- » We live in a culture with very marked ideas and beliefs about gender norms. From birth girls and boys are taught to have attitudes and behaviours that adjust to gender stereotypes, which often limit and restrict us, leading us to engage in behaviour that puts other people and ourselves at risk.
- » The gender boxes are full of stereotypes and expectations that define the roles played by women and men. These **stereotyped gender roles** have little to do with what might interest someone, or with their skills and abilities. This is why these roles tend to stifle people, from a very young age, into behaviours that prevent them from fulfilling their full potential.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary in section 2.1.2.
- » Carefully analyse the details of the three model images before starting the exercise and remember not to provide more clues than the ones included in **Facilitation sheet B5**. If you are pressed for time you can work with just two scenes.
- » Make sure you print the three model images that will be shown at the end of the exercise or that are available online in the following links:

Scene #1: Happy winner of the race.

<http://www.theguardian.com/sport/2012/aug/31/hannah-cockroft-paralympics>

Scene #2: Carrying construction materials to earn a living – third image in the collection:

http://www.ilo.org/dyn/media/slideshow.curtainUp?p_lang=en&p_slideshow_id=43

Scene #3: Spending time with the new baby.

http://www.babyzone.com/baby/breastfeeding/breastfeeding-plans-study_221629

Steps to follow:

1. Ask for a volunteer to hand out five sheets of paper and one pencil to each participant, while you explain that the exercise is to draw three different scenes that you are going to describe, first individually, and then as a group. The group that is closest to the model images wins.
2. Split the participants into three teams and place each team near one of the flipcharts. Ask each team to choose a representative and someone who will do the drawing. The number of teams may vary according to the size of the group.
3. Introduce the clues listed in the **B5 Facilitation sheet** for the first image and ask each participant to draw a picture of whatever comes into his head when he hears the clues. If necessary, repeat the clues so that they have the opportunity to add more details to the work.

Ask the teams to take 5-8 minutes to discuss their individual sketches and to draw a group picture that will compete with the other teams. Ask them to include as much detail as possible using the coloured pencils and markers, and not to show their picture until the end of the exercise.

Repeat the process for the other scenes.

4. When the teams finish their three scenes, ask each team to present and explain how they reached them.
5. After the teams have presented each image, show them the model image and discuss the differences and similarities between the pictures (original and models) with the young men.
6. When analysing each image, encourage the participants to reflect on the gender stereotypes and norms that led them to draw each image. Use this opportunity to explain that gender norms and stereotypes do not just influence the way we behave but also the way we perceive our reality.

FACILITATION SHEET B5:

Clues for reconstructing



Scene #1: Happy winner of the race.

Place: Sports stadium

Qualities: Happiness, physical strength, success, victory, ability, skill

Elements: Competitor, wheels, audience, racetrack, gloves



Scene #2: Carrying building materials to earn a living.

Place: Sand quarry/ outdoors

Qualities: Tiredness, physical strength, responsibility, necessity

Elements: Heat, physical effort, building materials, clay



Scene #3: Spending time with the new baby.

Place: The couple's bedroom

Qualities 1: Happiness, dedication, responsibility, affection, tenderness, feeding

Qualities 2: Carefree, concentration, fun

Elements: 2 adults, 1 baby, bottle, newspaper, window





ACTIVITY B6: THE RIVER OF LIFE

Each Agent of Change will prepare a timeline of his life, symbolised by a river that changes as it progresses along its course. Along this river, each participant marks the main experiences, life lessons or experiences that have defined his way of being a man.



Links to KAP:

- Understands that gender identity is the result of socialisation, and that it is part of a system of domination.
- Analyses his identity in a critical way, by identifying the origin of his attitudes and practices.
- Understands the family and community role in gender socialisation/transformation.
- Understands the role of institutions (school, government, media, church, etc.) in gender socialisation/transformation.
- Recognises that the elimination of gender inequality must be tackled in the family and in the community.
- Identifies gender discrimination in his family, community and school environment.



Recommended time: 3 hours

Materials and Equipments:

- Charcoal pencils and coloured pencils
- Markers (fine and thick)
- Tempera paints in different colours and paintbrushes
- Flipchart paper (2 per participant)
- Scissors
- Adhesive tape
- Instrumental music with natural river sounds
- **Facilitation sheet B6**
- **Handouts B6-A and B6-B** (1 per participant)

KEY MESSAGES

- » People learn attitudes and behaviours in the spaces they belong to, based on their relationships with the people around them.
- » Gender identity is the product of the **socialisation** process that teaches people the norms, beliefs and what is expected of girls and boys.
- » Socialisation has an impact on every person's life from birth, through childhood, marriage, adulthood and old age.
- » People who influence socialisation include fathers, mothers, teachers, male and female friends, the media, the community, the school and the state.
- » Gender socialisation influences power distribution and the differentiated valuation according to sex in society.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary in section 2.1.2.
- » Remember that asking the young men to understand socialisation dynamics will not only help them to understand the source of their nature, but will also give them clues about how to change.
- » Choose background music with the natural sounds of a river. Ensure that everything is in place for playing the audio.
- » Encourage the group to answer all the questions as sincerely as possible.

- » Prepare your own drawing to share with the participants as an example or explanation.
- » If the group is too large divide the participants into teams of five for the last step of the exercise.

Steps to follow:

1. Ask the participants to look for a comfortable place in the room and to get into a comfortable position – they can lie down, sit or however they like.
2. When they have settled, ask them to close their eyes and breathe deeply.
3. Play the instrumental music with natural river sounds and slowly read the **Facilitation sheet B6** asking the participants to imagine the river and bringing their most meaningful memories to the session. When you finish reading, ask them to open their eyes and describe how they felt and if they succeeded in connecting with their past.
4. Ask a volunteer to hand out **Handout B6-A** for the activity to each participant, while you explain that the exercise consists of making an autobiographical drawing of how their identity as men has been shaped.
5. Ask the participants to take some time to look at the graph of their social network prepared during Activity B3 and to reflect on the people, spaces and experiences that have had the greatest influence on their lives.
6. Explain that a guide appears in their **Handout B6-A** in which they should write memories of life lessons, experiences and key moments that defined their way of being boys, and then of being adolescents and young men. Explain that these notes will be used as inputs for their drawing so it is important to describe these times in as much detail as possible.
7. When finishing their notes hand out **Handout B6-B** and explain that it contains some graphic elements, and their meanings, which could be useful for drawing the river of life in greater detail. Hand out the working materials and ask the participants to find a quiet place to draw the river of their own life. Encourage them to use their creativity and to add elements and symbols that they might need but do not find in **Handout B6-B**.
8. Clarify to the participants that the river's flow must extend from when they were babies, going through childhood and adolescence, and imagining what the future will be like. In the course of their river they must mark the vital events, life-lessons and experience that have influenced, marked or defined their current gender identity.
9. The drawings are completely free. The Agents of Change can imagine their own routes in the river (for example, streams, straits, estuaries, lakes, springs, waterfalls, depending on how they want to portray the way their life was going at that point). The riverbanks can also be used to represent the path of their lives.
10. To finish, ask the young men to hang all the images on the wall. You as facilitator should start the exercise by presenting your own picture as a way of breaking the ice. Take into account that your presentation could help the participants to speak about very intimate events, difficult times or their masculinity-related desires. Nonetheless, make sure you don't dwell on this too much. Motivate the participants who want to that they can also present their own. Manage time in such a way as to give as many young men as possible the chance to present.



FACILITATION SHEET B6:

Visualisation of the river of life

Let's imagine for a moment that we've left the group and started to walk along forest trails. After walking slowly and calmly we come to a very beautiful river, which invites us to sit on its bank, so we can see our own reflection in it. Slowly we take off our shoes and decide to feel the river. We walk and we feel the water wetting our weary feet and feel its soft caress. We find a peaceful and beautiful place, we sit down and rest. Let's use this moment to think of our early childhood, the moments that have marked our identity. I remember and record in my memory those happy, sad, intense moments... when I felt happiness, fear, or doubt. I think of my adolescence and youth, in the people who have been important in my life, who have destroyed or built... I hear the sounds that nature gives me without asking for anything in return, nature speaks to me and I just listen, I think and breathe, think and breathe... I hear birdsong, I inhale the pure air that the trees are giving me, the water flowing, the leaves falling from the trees, moving slowly as they fall, the stones smiling as they make contact with the river water - all the natural sounds that surround me. I try hard to remember all those moments and people who in my childhood, adolescence and youth have influenced me, I keep the air in my lungs and exhale, I inhale deeply, let the air spread around my body, I am completely at peace... I keep the air in... all these memories that help me to understand myself, to love myself, to feel full of energy because those happy, emotional, full moments have helped me to be what I am, this completely wonderful, beautiful being who is full of life.

I get up from the place where I was sitting, I look at the river, I breathe, this energy the river gives me and the life that renews me, it makes me feel like a better human being, I slowly return to my companions, I inhale air and exhale it... inhale air and exhale it... inhale air and exhale it... count from 5 to 0 and open my eyes... 5, 4, 3, 2, 1, 0.

HANDOUT B6-A:

Elements for preparing your river of life



Use this sheet for listing your memories of life lessons, experiences and key points in time that defined your masculinity, meaning what you were like as a boy, then an adolescent and now as a young man. Try to describe these moments in detail. What things, people or circumstances marked these events in your life? What did you learn at this point?

What is your first memory from childhood when you first realised you were different from girls?	
Which other family moments do you remember (positive and negative) that defined you as a boy?	
What was your first memory (positive or negative) that marked your way of being a boy in your community? (Neighbourhood, clubs, community, religious group, etc.)	
What is your first memory of a message or life experience (positive or negative) that marked your masculinity in the school environment? (Teachers, head teachers, fellow students)	
What is your first memory of a message or life experience (positive or negative) that marked your male identity in the communications media? (Press, radio, TV, magazines)	
What have your experiences or life lessons been (positive or negative) that have marked your masculinity in your social context with your peers? (Male and female friends, partners, workmates, classmates)	
What experiences or moments do you remember (positive and negative) that defined your male identity during puberty? (9 to 12)	
What experiences or moments do you remember (positive and negative) that impacted on your male identity during your adolescence? (13 to 17)	
What experiences or moments do you remember (positive and negative) that had an impact on your male identity during your youth? (18 to present age)	
What type of experiences or life lessons would you like to have in order to strengthen, or redefine your masculinity from now and into the future?	



HANDOUT B6-B:

My people, my spaces

Use your creativity! After creating the course of your river, complete it by adding graphic elements like the ones suggested below. Feel free to create your own symbols!



STARS

Key adults who have had a positive influence on your life



FISH

Key people of your own age (peers) who have had a positive influence on your life



CRABS

People who have had a negative influence on your life



HERMIT CRAB

You, when you have been violent, aggressive or sexist in your relationships with other people



CLAMS

You, at times when you felt diminished, mistreated, abused or violated in your rights



SEAHORSE

You, when you have been supportive and committed to gender equality



OCEAN LINERS, SHIPS, SAILING BOATS

Socialisation spaces like the family, church, school, state, clubs, organisations, etc.



DAMS

Difficult moments when your plans or dreams were blocked



BRIDGES

Difficult moments when some situation or person helped you move forward with your plans or your dreams



ANCHORS

Situations, stereotypes or behaviours that you had to deal with and that didn't let you progress with your life plans



PORTS

Moments when you fully met your dreams or goals



WATERFALLS

Moments of great happiness and prosperity



SUBMARINE

Moments when you chose different paths that were totally unexpected by society.



ACTIVITY B7: THE POWER MARKET⁵

In this activity the Agents of Change will learn about the power dynamics existing in systems of domination by using a game where values are exchanged between groups. The participants end up reflecting on the different types of power and their relationship with the system of domination in which they live.



Links to KAP:

- Recognises that different types of power exist, can distinguish between them and relate them to the culture of domination.
- Shares power as a strategy for contributing to gender equality.



Recommended time: 1 hour and 30 minutes



Materials and Equipments:

- Green, pink, yellow, black and blue cardboard
- Envelopes (1 per participant)
- Thick marker pens (1 per participant)
- Cards (1 per participant)
- 4 flipcharts
- Masking tape

KEY MESSAGES

- » Constructing identity is strongly linked to power. When we ask – Who has influenced us? Can we change? or What is the value of a peer space? - we are in fact asking different questions about power.
- » Understanding that power means imposing control over something or someone else for one's own benefit, is typical of societies based on hierarchies and inequalities. It is a tool for maintaining the status quo (the rules of the game) in these societies. If we think that power is only used for domination, we will not challenge it when people use it to dominate us. Instead we will strive for power ourselves so that we can also dominate.
- » Understanding power instead as the ability, capacity or potential to convince oneself and other people to do or think something enables us to visualise the potential for using and developing our human capacities for the common good.
- » In order to commit themselves to gender equality, the young men must know how to use internal power in a way that benefits everyone that they relate to. This includes a commitment towards the empowerment of girls, young and adult women and aims at developing more engaging practices of power.

⁵ The game that opens this activity is adapted from **Escuela Metodológica en Masculinidades de EQUINOCCIO - El poder de las Estrellas**. [Methodological School of Masculinities - The Power of the Stars]

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary about power in section 2.1.3.
- » Prepare three flipcharts with the title and definitions of each type of power (power within, power over, and power with):
 - **Power within:** Refers to having resources, ideas, knowledge, tools and skills for convincing oneself and other people to do something.
 - **Power over:** Having control over someone or over a situation, usually for the benefit of only one party in the relationship, commonly associated with the use of repression, violence, force, corruption, discrimination and abuse.
 - **Power with:** Having power with other people and groups, involving the construction of a common aim that benefits all the people in the relationship. This type of power multiplies the individual talents and knowledge and is based on support, solidarity and cooperation.
- » This is a long and complex game. It is very likely that the rounds will become increasingly aggressive and that the participants will become increasingly astute in the traps they try to set. Allow them to change the rules when they want to, but keep a close eye so that it does not end in physical violence. If necessary, you may take a player out of a round.

PREPARATION FOR THE GAME

- » In this activity there will be three groups that have to be set up in advance. The groups will be labelled with a geometrical shape: triangles, circles and squares. The triangles and the circles should have an equal number of people, and the squares should have fewer people. Prepare a flipchart for each group with a triangle, circle or square in front, and with the names of the members in a list under the shape.
- » Each participant will receive an envelope with five cards that you must prepare as follows: Each participant receives cards in the following colours: green, pink, yellow, black and blue. Each colour represents a value. (For example, green = 50, pink = 25, yellow = 10, black = 5 and blue = 1 BUT DON'T WRITE THE VALUE ON THE CARDS). Prepare the cards using this formula:
 - The number of GREEN cards (with the highest value) is equal to the number of people in the triangle group PLUS two.
 - The number of PINK cards (second highest value) is equal to the number of people in the triangle group plus the number of people in the square group plus one card.
 - Once you complete the green and pink cards, we are sure to need a good number to ensure that everyone has five cards. These remaining cards are divided in equal numbers in yellow, black and blue cards.
 - Four cards, one per group, are also prepared, which will serve as bonuses. These have a value of five points.
- » Each participant must be identified with the group symbol. Prepare the number of circles, squares and triangles needed depending to the number of members in each group.
- » Prepare a flipchart with the values of the cards and keep it covered until the first round of exchanges.
- » Prepare the envelopes for each participant. The distribution of cards in each envelope is made very subjectively, always ensuring that the triangle and circle groups have the highest values. Each envelope should be identified by the triangle, circle or square.

Steps to follow:

1. Each group finds its own space in the room. Each group is given its players' envelopes. Remember that the triangle and circle groups should have the highest value cards and largest number of people, compared to the square group, with lower values and lower number of members.
2. Start the game by inviting each participant to open his envelope and look at his cards. Ask them to find the symbol that represents their group, and to stick it on their shirt as a way of identifying them.
3. Explain that they are in a big market, and that the activity is about exchanging cards with the members of the other groups without using words. Open the time for exchanging cards and, after a reasonable length of time, give them another signal for stopping negotiations.
4. Ask all the participants to return to their group. Show them the flipchart with the value of the cards and ask them to add them all up and write down the value of each player's cards.
5. When each group knows the total value of their cards, invite them to another round of exchanges. Repeat the same process until three or more rounds have been completed, depending on the group's interest and reactions.

tip!

The facilitator in each round can move people who are good at the game from one group to another, obviously without justice or solidarity criteria, but to benefit a certain group. The facilitator may also change the values of the cards in each round.

tip!

If the game becomes too tense, it should stop and a plenary discussion should be held emphasising the emotions that are being experienced at that point.

6. Once the exchange rounds are finished, ask the participants to sit in a circle to discuss the experience, using the following questions:
 - *How did the members of the losing group feel? And what about the winning group?*
 - *What strategies did which people use in the game?*
 - *What problems did the groups have?*
 - *Who controlled the rules of the games, and the values of the cards?*
 - *How does the power market system work, and what type of violence does it use?*
7. Use the reflections on the game to start a reflection about what power is, and how it tends to be exercised in our families, communities and societies. Start by asking the participants to write down what they understand power to be on a card.
8. Ask for volunteers to share their definitions.
9. Taking into account the concepts read out by the participants, share with the group the definitions of power understood as "domination" and as a "tool" developed in the conceptual summary of this module.
10. End by explaining with the help of the flipcharts, the three types of power developed in this module (power within, power over, and power with) and the importance of being able to identify them and to be aware of how they influence our decisions and our lives.

ACTIVITY B8: WHO SAID WHAT?

In this activity each Agent of Change will review a list of famous sayings and quotes about youth, analysing their message and ideological background and awarding them points according to the value each one has on his perception of himself as a young men. Then, in groups, they will rise to the challenge of formulating new definitions, sayings and quotes that are consistent with respect for young men's identities.



Links to KAP:

- Understands that adult-centrism is a system of exclusion and domination that interacts with gender.



Recommended time: 1 hour and 30 minutes



Materials and Equipments:

- 4 flipcharts with paper
- Thick markers
- **Handout B8: Evaluation and ratings table** (1 per participant)

KEY MESSAGES

- » Adult-centrism is the system of inequality that defines adults as the model to aspire to and which judges young people's behaviours according to how they compare with this model. As with the patriarchy, there are age-based norms and stereotyped roles that tend to place each person in a rigid box. One of these boxes is more valued by society than the other, establishing a hierarchical relationship between young people and adults.
- » The patriarchy defines women as 'valued less' than men and this is why laws have been justified to prevent them from voting, or owning property, or even studying.
- » Young people are also defined as 'valued less' than adults, and this is why they are e.g. not allowed to vote, they are paid less attention, their participation is restricted, they earn less in their jobs and in some circumstances they are not paid for working.
- » This worldview treats youth as a homogenous group, meaning that, as if there was only one type of youth, without making distinctions between diverse types of young people, or between gender, class, or ethnic differences and other categories that distinguish them internally.

FACILITATION ADVICE

- » Prepare for this session by rereading the conceptual summary about Being young in section 2.1.4.
- » Study the table and how it should be filled in by doing the exercise yourself. Add local sayings or quotes related to youth. You can decide to use more or fewer phrases, but we recommend that it should include at least one saying per participant.
- » Insert the selected sayings in Handout B8's evaluation table that will be handed out to the young men for the exercise.

Steps to follow:

1. Ask a volunteer to hand out one Handout and one pencil to each participant, while you explain that this exercise will test the participants' analytical skills and creativity.
2. Explain that **Handout B8** is a table that they should fill in individually for each saying that will be read aloud. For each phrase the aim is to identify:
 - *What are we?* Identifying the explicit or implicit nouns in the saying.
 - *What are we like?* Identifying the explicit and implicit verbs in the saying.
 - Value for me: rating the meaning and value of the saying: T (true/agree), F (false/disagree) or N (neutral or unsure), according to whether they agree or disagree with what is being suggested.
 - Ask them to use their own code to represent their feelings about the ones that upset, offend or please them! Ask them to point to the best three and the worst three.



3. Ask each participant to read one of the sayings in **Handout B8**. Let them fill in the table between sayings (at least two minutes per saying). Explain that they will have more time later to go back and review them in groups.
4. Analyse the first saying with them, so it can serve as an example.

What was said?	Who said it?	Who/what are we? (Nouns)	What are we like? (Adjectives)	What do we do?	How I rate it
Young people today are like tyrants. They contradict their parents, devour their food, and are disrespectful towards their teachers.	Socrates (470 BC-399 BC) Greek philosopher.	Tyrants	Contrary Greedy Disrespectful	Contradict our parents, devour our food, and are disrespectful towards our teachers	F

5. When they have finished, lead a fun group formation exercise to form four groups.
6. Ask each group to exchange impressions about the best and worst rated phrases and reach a consensus on the three worst and the three best. Ask them to discuss among themselves:
 - *How did they feel when they read all that has been said about them for so many centuries?*
 - *What interest do you think that adults could have for presenting this image of youth?*
7. Ask each group to make a proposal with two new sayings about what they believe being young means based on what was discussed in the groups.

8. 20 minutes later, ask each group to present their work according to the following:
 - *How did they feel during the exercise?*
 - *What was the main thing learned during the exercise?*
 - Proposal for two sayings about – *“what does it mean to be young in today’s world?”*
9. Depending on time, and the group’s enthusiasm, suggest that they reach a consensus on three sayings that represent the feelings of all the participants and that are put together based on input from the four groups. If the group prefers to keep the eight sayings because there are radically different, accept that.
10. Hang flipchart sheets on the walls with the groups’ proposals titled: This is what “Being young” really means.



HANDOUT B8:

Evaluation and ratings table

Fill in this table for each saying, examining what has been said, and what is still being said about young people:

- What are we? Identifying the explicit or implicit nouns in the saying.
- What are we like? Identifying the explicit and implicit verbs in the saying.
- Value for me: rating the meaning and value of the saying: T (true/agree), F (false/disagree) or N (neutral or unsure), according to whether they agree or disagree with what is being suggested.
- Ask them to use their own code to represent their feelings about the ones that upset, offend or please them! Ask them to point to the best three and the worst three.



What was said?	Who said it?	Who/what are we? (Nouns)	What are we like? (Adjectives)	What do we do?	How I rate it
Young people today are like tyrants. They contradict their parents, devour their food, and are disrespectful towards their teachers.	Socrates (470 BC-399 BC) Greek philosopher.				
Young apprentice, successful young person.	Popular saying				
Young people are convinced that they have the truth. Unfortunately, when they get to impose it, they are no longer young and it is no longer the truth.	Jaume Perich (1941-1995) Spanish humorist				
The devil knows more because of his age than because he is the devil.	Popular saying				
Youth is the time to study wisdom; old age is the time to practice it.	J.J. Rousseau (1712-1778) French Philosopher				
Youth is a disease that must be borne with patience! Time, indeed, will cure it.	George Bernard Shaw (1856-1950) Irish writer				

What was said?	Who said it?	Who/what are we? (Nouns)	What are we like? (Adjectives)	What do we do?	How I rate it
Youth, how quick in temper, and in judgment weak.	Victor Hugo (1802-1885) French novelist				
Youth, how quick in temper, and in judgment weak.	Homer (8th or 9th century BC) Greek poet				
Maybe some day young people will be allowed to invent their own youth.	Quino, Argentinean humorist and cartoonist				
What is learned during youth will last a lifetime.	Francisco de Quevedo (1580-1645) Spanish writer				
Young people today don't seem to have any respect for the past or any hope for the future.	Hippocrates (5th century BC – 4th century BC) Greek physician				
Young people know what they don't want before they know what they want.	Jean Cocteau (1889-1963) French writer, painter, choreographer				
Youth shows the man, as morning shows the day.	John Milton (1608-1674) English poet				
We cannot always build the future for our youth, but we can build our youth for the future.	Franklin D. Roosevelt (1882-1945) US President				
A tree that grows crooked will never straighten its trunk.	Popular saying				



ACTIVITY B9: LETTER TO MY FATHER⁶

In this activity the Agents of Change will reflect on fatherhood, whether present or absent, whether conflictive or engaging. They will write a letter to their fathers or other paternal figures in which they express thoughts or things they have not been able to or wanted to express before.



Links to KAP:

- Initiates inter-generational dialogue and effective communication channels at family level.
- Recognises that the elimination of gender inequality must be tackled in the family and in the community.



Recommended time: 1 hour



Materials and Equipments:

- Letter sized or equivalent paper
- Pencils or pens
- Envelopes
- Relaxing music

KEY MESSAGES

- » Adult-centrism is the system of inequality that establishes adults as the model to aspire to and judges young people's behaviours according to how they compare with this model. As with the patriarchy, young people who behave 'well' and are submissive in the face of adult authority are rewarded, while those who rebel or resist the orders of their elders are punished, whether figuratively or in reality.
- » Adult-centrism implies understanding that the point of view of adults is always superior to children and young people's, and which therefore grants them greater power and more rights. This point of view tends to hinder inter-generational dialogue.

FACILITATION ADVICE

- » At the end of the exercise, it is important to highlight the importance of the young men being able to establish effective dialogue or communications channels with those adult men and women who play an important role in their lives but with whom communication may be difficult or cut off.
- » The participants must be informed that this exercise will be tackled in an atmosphere of trust and confidentiality, and that if anyone wishes, the content of their letter will not be seen by anyone.

⁶ Adapted from *Escuela Metodológica en Masculinidades de EQUINOCCIO* [Methodological School of Masculinities].

Steps to follow:

1. Begin the exercise by explaining that in this activity the Agents of Change will write a letter to their fathers, or any adult man they consider to be a father figure for them. Explain that the participant's relationship with his biological father is not important in order to take part in this activity. The aim is to write a letter to the person who has played the key role of accompaniment and affection in the vital fatherhood process, who may or may not be the father.
2. Ask the participants to find a quiet place to work on their own. Play relaxing music that helps them to disconnect. Ask them to close their eyes and conduct a small individual and group breathing exercise. Ask them to visualise their father or another father figure with whom they have unfinished business to discuss, ask them to mentally stay with this person for a moment and remember times and spaces with him.
3. Ask the participants to open their eyes and start to write a letter to this person. In the letter they can express something that they have always wanted to express, ask or clarify that for whatever reason they may not have been able to do up till now.
4. Ask the participants to think of something that they want to offer based on what they have learned in these workshops, and to include it in the letter.
5. In this exercise each participant's letter may be read out if he wishes, in the following way:
 - a. Each participant looks for a person they trust and gives them his letter.
 - b. He takes on the role of the recipient of the letter.
 - c. The companion who gave him the letter takes on the role of sender.
 - d. The recipient and sender go to the centre and the recipient reads the card aloud, slowly.
 - e. The recipient must forgive, thank and hug the sender depending on the contents of the letter.
6. When they finish sharing the letters, each participant should put their letter in an envelope and if they wish they may send it to the person it is addressed to.
7. End the exercise by inviting the Agents of Change to reflect on how easy or difficult it was for them to communicate with the adult members of their families. You can use these questions:
 - *What have you learned in your families about dialogue between adults and young people and children? How do these ideas relate to what we have learned about adult-centrism?*
 - *What problems have you experienced when trying to engage in dialogue with the adult members of our families?*
 - *What can you do to improve communications within your families?*



ACTIVITY B10: MY WAY: HEGEMONIC MASCULINITY VS. GENDER EQUALITY⁷

This activity starts off by explaining the meaning of 'masculinity', 'masculinities' and 'hegemonic masculinity'. Then, the Agents of Change work in groups to consider the costs and privileges of the dominant masculinity for boys and men, and the benefits of gender equality for everyone, male and female.



Links to KAP:

- Identifies the privileges and costs of the hegemonic masculinity model, and the benefits of gender equality.
- Recognises the main characteristics of the hegemonic masculinity model: e.g. male privilege, discrimination and subordination of women and girls, gender-based violence, homophobia, etc.
- Recognises that there are different forms of masculinities.
- Recognises and rejects the privileges granted by the hegemonic masculinity model, including control and power over women and girls.



Recommended time: 1 hour and 30 minutes



Materials and Equipments:

- 8 flipcharts with paper
- Marker pens
- Projector
- Laptop
- **Facilitation sheet B10: Hegemonic masculinity vs. gender equality**

KEY MESSAGES

- » Hegemonic masculinity has costs and privileges for men and boys, and has substantial costs for women and girls. Understanding these costs and benefits is fundamental in order to be able to involve men and boys in gender equality.
- » The concept of masculinity refers to how men are socialised and to the narratives and practices associated with the different ways of being a man. There is no single version of masculinity, but many types of masculinities. Nonetheless, most cultures have their predominant ideas of what 'being a man' means. This is known as '**hegemonic masculinity**'.
- » While there are diverse ways of 'being a man', each presents a greater or lesser adherence to the hegemonic model. The more one adheres, the more normal or 'manly' a man is considered to be. This model grants privileges to men who adhere to it, and costs to those who do not.
- » Not all men reproduce sexism – men who resist male dominance realise the benefits of gender equality. For example, their family life is fuller, they experience less stress when making decisions, other people are not afraid of them and they can relate to them as peers, they learn to express themselves and feel empathy towards other people.

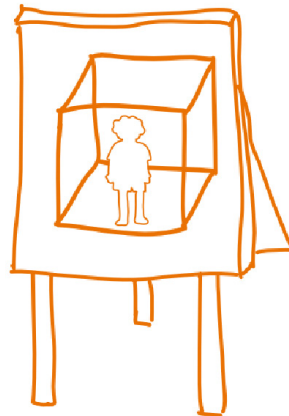
⁷ Adapted from Plan International (2013). *Planting Equality: Getting it Right for Girls and Boys*.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary about Being a Man in section 2.1.5., and **Facilitation sheet B10** prepared for this exercise.
- » During this exercise the participants should discover that although it is very important to understand the negative consequences that hegemonic masculinity entails for boys and men, it is much more important to make a commitment to gender equality because of the benefits this brings to all people.
- » You must take particular care not to compare the costs and benefits between men and women, or between boys and girls. Keep the analysis focused on each sex independently. If not, you could end up putting the Agents of Change on the defensive or over-victimising girls and women.
- » Prepare your own list of costs and benefits so that you can use them as examples in this exercise. You may consult the Facilitation sheet, which includes several examples.
- » Prepare several different flipcharts:
 - » Three flipcharts with the definitions from the conceptual summary referring to: masculinity, masculinities and hegemonic masculinity.
 - » On two additional flipcharts draw the diagrams of “hegemonic masculinity” and “gender equality” featured in Facilitation sheet B10.
 - » Prepare five flipcharts with the following titles (one per flipchart):
 - ‘The costs of hegemonic masculinity for women and girls’
 - ‘The costs of hegemonic masculinity for men and boys’
 - ‘The privileges of hegemonic masculinity for men and boys’
 - ‘The benefits of gender equality for women and girls’
 - ‘The benefits of gender equality for men and boys’

Steps to follow:

1. Begin by explaining that in this activity we will explore gender stereotypes and masculinities.
2. Draw a big transparent box on flipchart paper and ask:
 - *How does society expect boys and men to act?*
 - *What are they expected to do?*
3. Encourage them to think of specific examples from their local context and write the answers inside the box. Some examples could be:
 - Boys and men must show they are strong and tough.
 - Men and young men don't look after small children.
 - Men should have lots of sexual partners.
 - Taking risks demonstrates manliness.
 - Men must control women and girls.
 - Boys and men should not show their feelings.
4. Explain that each box represents the limitations felt by boys and men by being 'boxed'. They often feel obliged to adopt attitudes and behaviours that discriminate against girls and women.
5. Stick this flipchart on the wall, as it will be used again in other exercises.
6. Hang up and present the flipcharts you prepared in order to introduce the concepts of 'masculinity', 'masculinities' and 'hegemonic masculinity'. Remember to highlight that:
 - 'Masculinity' refers to what it means to 'be a man' and how men are expected to live their lives and relate to other people.



- There is no single way of exercising masculinity; there are many different types of 'masculinities'.
 - Most cultures have central ideas about what it means to be 'a man'. This is known as 'hegemonic masculinity'.
7. Hang up and present the 'costs and benefits' flipchart, and meanwhile, explain the diagram of 'hegemonic masculinity' displayed on the wall, asking the group for examples of:
 - One cost of hegemonic masculinity for boys and men.
 - One privilege of hegemonic masculinity for boys and men.
 - One cost of hegemonic masculinity for girls and women.

Take into account that asking for examples is a way of ensuring that the participants understand the meaning of every type of cost and benefit. Ensure to ask for just one example, as in the next step of this activity the group will be asked to think of more examples.

tip!

Ensure that the young men understand that neither women nor girls experience any of the privileges of hegemonic masculinity. Some participants may argue that women do benefit from male dominance, giving examples such as not having to work because their husband is the provider who supports the household. Listen to the arguments and ask questions that highlight the stereotyped ideas that might support this statement. For example: 'Doesn't what women do in the home count as work?' or 'Are men really the only providers in the communities where you work?' or 'Are you sure that women don't work or support the family too?'

8. Now hang up and present the last diagram on 'gender equality' and ask for an example of:
 - One benefit of gender equality for men and boys.
 - One benefit of gender equality for women and girls.
9. Set up five groups and assign each group one of the flipcharts you have placed around the room. Ask the groups to make a list of as many benefits and costs as possible. Encourage the group to consider different levels and contexts (10 minutes).
10. Ask each group to nominate a representative who will stay with the flipchart to discuss it with the other groups. Ask the groups to visit the other flipcharts to discuss their contents. The representatives should ask each visiting group:
 - *Do you agree with the list? What would you add? What would you eliminate?*
 - *Have you seen examples of these costs/benefits in your families, communities or schools?*
11. The groups must visit and comment on each flipchart for 5-8 minutes. To ensure that all the groups move on, call out 'Change!' every so often. After each group has visited all the flipcharts, ask the participants to return to their seats.
12. Ask the group representatives to take turns to present their flipcharts. Start with the flipcharts on costs and privileges of hegemonic masculinity for men and boys, continue with the costs of hegemonic masculinity for girls and women, and conclude with the benefits of gender equality for everyone.
13. After each presentation, revisit the corresponding diagram and highlight the costs and privileges that were not mentioned (Diagram 1 and Diagram 2 in Facilitation sheet B10).
14. Once all the groups have presented their flipcharts, moderate a brief discussion based on these questions:
 - *Why do we need to take these costs and benefits into account?*
 - *Is it important for our lives and for the future? In what way?*

Some replies could be:

- Everyone, but especially women and girls, must know that young men who are committed to gender equality know the privileges that men and boys receive when they conform to hegemonic masculinity.
- Boys and men who get involved in gender equality must be aware of the serious consequences that hegemonic masculinity has for women and girls.
- Gender equality is not only about girls – everyone wins with gender equality.

Conclude this activity by congratulating the Agents of Change for the effort they have shown.



FACILITATION SHEET B10

For this page, you need to prepare two diagrams according to:

1. The costs of hegemonic masculinity for men/boys and women/girls and the privileges of hegemonic masculinity for men/boys.
2. The benefits of gender equality for men/boys and women/girls.

The two diagrams should be prepared with the following contents:

1. The costs of hegemonic masculinity for men/boys and women/girls and the privileges of hegemonic masculinity for men/boys.

Costs for women and girls

- Being seen as a sexual object, or sexually abused
- Early pregnancy
- Being discriminated at work
- Being abused for being a woman or for being a girl
- Femicides
- Suffering psychological trauma due to violence in the home
- Being seen purely as a reproductive organ, and not as a whole person
- Restrictions on her own body and her right to pleasure
- Domestic work at an early age in her homes or in other people's homes

Costs for men and boys

- Pressure to be the (sole) provider
- Participation in organised crime and gangs
- Lack of involvement in family life
- Deterioration in the health of men and obstacles to access to women's health
- The women they love are victims of violence
- High murder rate
- Boys who physically and emotionally abuse other boys for not showing they are manly enough

Privileges of hegemonic masculinity for men and boys

- Higher social status in their communities
- Less of a domestic work burden
- Control over other people (emotional, economic, physical and sexual)
- Unrestricted mobility
- Greater social and political participation
- Heir in their families
- Preference in employment and higher salaries

2. The benefits of gender equality for men/boys and women/girls.

Benefits of gender equality for men and boys

- A fairer life
- Better care from parents to their children
- They live a happy life
- Working together to treat each other with respect and give their children a better education
- Improved communication
- Enjoy life
- Integral development and self-fulfilment
- The women and girls in their lives live more peacefully and enjoy the same social status
- Contributing to looking after the home makes him more sensitive and affectionate

Benefits of gender equality for women and girls

- Better educational and professional opportunities
- Better emotional, sexual and reproductive health
- Mobility: can be in public spaces without feeling afraid
- Occupy powerful positions without discrimination or exclusion
- Occupy workspaces without discrimination or harassment
- Better communication with her partner and with other men
- Control over her body and family planning



ACTIVITY B11: WHAT ARE GENDER RELATIONS LIKE IN MY ENVIRONMENT?

The Agents of Change will analyse two videos to identify stereotyped gender roles, and how people make a commitment to gender equality. They will also prepare a power map of their relationships that allows them to see gender problems in their families and in their own relationships with women and girls.



Links to KAP:

- Recognises the main characteristics of the hegemonic masculinity model: e.g. male privilege, discrimination and subordination of women and girls, gender-based violence, homophobia, etc.
- Identifies gender discrimination in his family, community and school environment.
- Recognises that the elimination of gender inequality must be tackled in the family and in the community.
- Adopts and promotes egalitarian relationships in the family, with his partner, in the community and at school.



Recommended time: 2 hours



Materials and Equipments:

- 2 flipcharts with paper
- Marker pens
- Paper sheets, letter-size or equivalent
- Charcoal pencils
- Laptop with internet access
- Projector and screen
- **Handout B11: What are my relationships really like?**
- Video - Girls vs. Boys: Let's change the world together (3:28 minutes)
- Video - Because I am a Girl 2011: So what about boys? (4:25 minutes)

KEY MESSAGES

- » Masculinity refers to the way men are socialised and the narratives and practices associated with the different ways of being a man. In our culture, hegemonic masculinity grants greater value to the masculine over the feminine. Men are expected to show certain behaviours like competitiveness, demonstrations of virility, risk seeking and the use of violence in specific circumstances.
- » While diverse masculinities exist, each presents a greater or lesser adherence to the hegemonic model. The more one adheres, the more normal it is considered by people in general. This model, commonly known as sexism/machismo, confers costs and benefits on men who adhere to it. Those who don't, experience social problems like gender-based violence.
- » In order to fulfil the mandates of masculinity, men have to suppress their feelings. This means they often do not know how to identify their feelings and/or talk about them, and are not able to feel empathy towards other men or women (which is fundamental for being able to develop 'power with'). Men also find themselves pushed towards adopting behaviours that represent risks to their own health, as well as the health of other men and women with whom they interact.
- » Luckily, not all men reproduce the sexist model of masculinity. Most men who resist the norms of sexist domination realise the benefits of gender equality. For example, their family life is fuller, they experience less stress when it comes to taking decisions, they realise that other people are not afraid of them and they can relate to them as peers. They learn to express themselves and to feel empathy with other people.

FACILITATION ADVICE

- » Prepare for this exercise by looking over the conceptual summary on the topic of 'Being a man' in section 2.1.5. and on the topic of power in section 2.1.3.
- » Remember that you must avoid making generalisations about what it means to be a man, listen carefully to learn what the young men in the group understand by 'being a man'.
- » Try and identify young men whose attitudes and behaviours contradict gender norms, and use the opportunity to teach the participants not to discriminate against "transgressor" males.
- » It is important to confirm whether the young men see themselves reflected in the videos, in terms of their relationships with women and girls in their environment, as well as in their family relationships and their communities.
- » Analyse the two videos in advance in order to have your own perceptions, without this influencing the group's reflections. Ensure that the equipment for playing them is working, and can be seen and heard properly. You can download the videos from the internet at:
 - Video - Girls vs. Boys: Let's change the world together (3:28 minutes)
<http://www.youtube.com/watch?v=jdxY2MpF7G0>
 - Video - Because I am a Girl 2011: So what about boys? (4:25 minutes)
<https://www.youtube.com/watch?v=V7m0Lplf0Sw>
- » In the second part of this exercise, remember to make it clear that this is not about judging anyone, but to offer them a tool for moving forward with their commitment towards gender equality.
- » Get the flipcharts that were prepared in Activity B7 on 'Power within', 'Power over' and 'Power with' which will be used as a reference for the second part of this exercise.

Steps to follow:

1. Tell the group about the type of activity they will be doing, without going into too much detail about the key concepts this exercise is based on. Hopefully the participants will have elements they have brought from previous exercises.
2. Show the video **Girls vs. Boys – Let's change the world together** (3:28 minutes).
3. Once they have watched the video, moderate a reflection session with the participants and list the key ideas on a flipchart, based on the following questions:
 - *What is the message of the video?*
 - *Which parts do your lives identify with most closely?*
 - *Do you think the second half of the video presents an opportunity or a utopia? Why?*
4. If necessary, briefly explain Plan's "Because I am a Girl" campaign so that the young men can understand better the meaning of the video.
5. Show the video **Because I am a Girl 2011 – So what about boys?** (4:25 minutes).
6. Once they have watched the video, moderate a reflection session based on the following questions:
 - *What are the messages of the video?*
 - *Which of the stories of the men who made a commitment did you like best?*
 - *Do you think that this type of commitment could be made in your situation: you, your family, your community, or your country?*
 - *Do you think it would be worthwhile? Why? And- what would the benefits and disadvantages be?*

7. List the key ideas they come up with on another flipchart. Save the results for use in the second part of this exercise.
8. After a short break, ask the participants to take **Handout B11** to start the second part of this activity. Explain that they will use it to make a “power map” of their relationships, which will help them identify existing gender problems in their families and in the relationships that they have with women and girls. Tell them that they will have 20 minutes to complete this exercise.
9. Ask them to be very sincere when trying to identify the way they relate to the people with whom they interact in their family and outside the family (partners, close female and male friends, teachers, neighbours). Make it clear that the aim of this exercise is not to judge anyone, but to help them to identify ways of improving their relationships. As this is a very personal exercise, clarify that they will not have to share it if they do not want to.
10. Once all the participants have finished, ask them – How did you feel while you were doing this exercise? And - if they think it has helped them to reveal any situations they had not been aware of previously.
11. Ask if anyone would like to present an example of a relationship based on gender injustice, and how they would rebuild that relationship. If any one of them is motivated to share his experience, thank him for his openness.
12. Moderate a final reflection session on the importance of making changes geared at gender equality, and how the sum of these changes will gradually make the difference in building a fairer and more equal society for all people.

HANDOUT B11:



What are my relationships really like?

Remember that in order to make a commitment to gender equality, you should use your power within in such a way that it benefits all the people with whom you interrelate.

Remember the concepts covered in previous exercises on power. Based on this prepare your own power map of your relationships.

Power over: To have control over someone or over a situation, usually for the benefit of only one party in the relationship, commonly linked to the use of repression, violence, force, corruption, discrimination and abuse.	Power within: To have resources, ideas, knowledge, tools and the ability for convincing oneself and other people to do something.	Power with: To have power with other people and groups leads to building a shared aim that benefits all people in the relationship. This type of power multiplies individual talents and knowledge and is based on support, solidarity and cooperation.
--	--	--

In my family

Name (men, women, girls, boys and adolescents)	Relationship and age	Type of power exercised/ received in the relationship	Violent behaviours and practices (emotional, verbal, physical, sexual), discrimination, or gender inequality	Proposed action and changes in practice or behaviour in order to rebuild our relationship
Louise	Younger sister (8)	Power over	<ul style="list-style-type: none"> I don't pay any attention to her opinions. I don't let her talk. I make fun of her. I get her to serve me water and food. She complains but I go on doing it because I enjoy it. 	I have never told her that I love her; I will tell her and try to respect her presence and opinions.

Outside my family

Name (men, women, girls, boys and adolescents)	Relationship and age	Type of power exercised/ received in the relationship	Violent behaviours and practices (emotional, verbal, physical, sexual), discrimination, or gender inequality	Proposed action and changes in practice or behaviour in order to rebuild our relationship
Mary	Girlfriend (14)	Power over	<ul style="list-style-type: none"> • Sometimes I don't respect her wishes or needs. • Maybe I pressure her too much to be intimate with me and she wants to wait. • I sometimes speak to her aggressively. 	I want to build a strong relationship. I will stop pressuring her as she is very young and I should respect her wishes. I won't mistreat her again for any reason.

ACTIVITY B12: HE WHO LAUGHS LAST, LAUGHS LONGEST!



In this activity the Agents of Change will take part in a discriminatory jokes competition in order to analyse the way they tend to react to discriminatory behaviours in everyday life. The aim is for the participants to identify homophobic attitudes and recognise them as one of the control mechanisms in hegemonic masculinity.



Links to KAP:

- Recognises the main characteristics of the hegemonic masculinity model: e.g. male privilege, discrimination and subordination of women and girls, gender-based violence, homophobia, etc.
- Identifies and confronts gender norms and stereotypes.



Recommended time: 45 minutes



Materials and Equipments:

- 1 flipchart
- Marker pens
- Coloured cards
- Tables and chairs
- Certificate or trophy for the winner

KEY MESSAGES

- » Homophobia is intolerance and aversion to sexual diversity. Homophobia is reflected in discrimination and violence against people perceived as gay, lesbian, bisexual or transsexual. Homophobia is closely linked to the hegemonic masculinity model, because this model only considers someone is a man if he is heterosexual.
- » Socialisation processes for hegemonic masculinity teach boys and young people a lot of prejudices against and fears of sexual diversity. This results in them adopting attitudes towards sexual diversity that are based on misinformation, ignorance and prejudice. It also leads them to adopt violent attitudes against people they suspect might not be heterosexual, and to demonstrate at all costs that they are not homosexual.

FACILITATION ADVICE

- » Prepare for this exercise by reviewing section 2.1.5. of the conceptual summary.
- » This activity deals with homophobia and its day-to-day manifestations in our environment. Do some further research on homophobia and how it is expressed in your country. Also clarify your doubts about sexual diversity, including the rights of lesbian, gay, bisexual, transsexual, transgender, and intersex people, and the LGBTQ community.
- » Take into account that we will be exploring the sexuality of the young men themselves in Module 3. In this section, the main thing is to help the young men recognise homophobia as a gender control mechanism.
- » Prepare a bag with slips of paper with the topics of the jokes to be told. Write one topic on each slip of paper: "homosexuals", "lesbians", "women vs. men", "transvestites".
- » Prepare a certificate or some type of cardboard trophy to award the winning team, with the message: "To the most sexist, homophobic and discriminatory group in the workshop". Keep the message hidden until the end.

- » Take into account that despite the fact that this workshop has a particular emphasis on not allowing discriminatory jokes or comments, this activity has been developed in order to analyse how these prejudices and stereotypes are engrained in people. At the end of the exercise you can explain and remind the group about this rule.
- » Allow the group to behave as naturally as possible, without limiting or censoring what comes out. Some participants will not know whether or not to rate discriminatory jokes positively. If they ask you about this, evade answering and allow the group to define the guidelines and classification codes. You should only explain that points are awarded in relation to the laughter they provoke among the audience: (0- bad, 1- good, 2- very good, 3- excellent).

Steps to follow:

1. Establish the mood of the activity by telling the group a short, non-discriminatory joke on a different topic to the one that will be covered in the exercise. Then, explain that the activity is a joke-telling contest, without specifying the topic. Outline the rules of the competition, without explaining the final objective.
2. Ask for three volunteers to make up the jury that will award the points in each round of jokes. Ask them to prepare four different coloured cards with the numbers 0, 1, 2 and 3 to use to award their points.
3. Divide the rest of the participants into two groups. Explain that the winning team will be the one that receives the highest number of points for the jokes on the topic they are given. The groups will win most points by telling the jokes that get the most laughter from the audience or make the best use of body language. Jokes that get no laughs will be disqualified.
4. Toss a coin to decide which group starts, and choose your topic from the bag with paper slips, and read it aloud. The members of this group should tell as many jokes as they can on the topic (at least one joke per member). A participant cannot make a second joke until all the members of his group have taken part. You should emphasise that this is a group task so that they help each other to win.
5. Every joke is assessed by the three judges according to the laughs it gets from the participants. They award their points by raising the scorecards from 0 to 3. (0- bad, 1- good, 2- very good, 3- excellent). The facilitator works out the average and notes the results on a flipchart.
6. When a group finishes its round, it is the other group's turn to choose their own topic and the process is repeated until the four topics are covered.
7. When the contest is over the judges give their verdict on how many points each team has won.
8. Then, if the jokes have been discriminatory and/or homophobic, the facilitator, who should have abstained from taking part (or judging the contest) will award a diploma to the winner as the "most sexist, homophobic and discriminatory group in the workshop".
9. End the competition with a brief reflection session on how simple things like the (apparently harmless) jokes we tell or hear every day reproduce the domination and discrimination patterns imposed by our society.
10. Now ask the group to sit in a circle and ask the participants – *what is homophobia?* Based on the possible answers, strengthen or clarify that the concept of homophobia refers to intolerance and aversion to sexual diversity.

11. With the help of the participants themselves, ask – *How do you think homophobia is expressed in our society?* With help from the key messages in this exercise moderate the discussion so that they come up with concrete examples of actions, practices and behaviours that they see every day in their own spheres, such as discrimination and violence against LGBTIQ people (Lesbian, Gay, Bisexual, Transgender, Intersex and Queer).
12. Close the activity by highlighting that homophobia is closely linked to hegemonic masculinity, because this model only considers someone to be a man if he is heterosexual. So in this context it is one of its gender control mechanisms. Stress that the young men who have made a commitment to gender equality should abstain from causing, participating, or not reacting to homophobic ideas, activities, practices and behaviours that could range from the most inoffensive jokes to the most destructive violence against non-heterosexual groups.



ACTIVITY B13: THE VALUE OF THE FEMININE⁸

In this activity we will identify examples of norms and customs that show how communities value boys and young men more highly than girls and young women.



Links to KAP:

- Rejects the devaluation and the subordination of girls and women.
- Recognises and promotes women's and girls' right to exercise power and to take the decisions that affect them.
- Recognises the main characteristics of the hegemonic masculinity model: e.g. male privilege, discrimination and subordination of women and girls, gender-based violence, homophobia, etc.



Recommended time: 2 hours



Materials and Equipments:

- Flipchart
- Thick markers
- **Handout B13: Differences in valuation**

KEY MESSAGES

- » A dominant characteristic of the hegemonic masculinity model is the devaluation of girls and women. **Misogyny**, which refers to the attitude of hatred or contempt for women for the mere fact of being women, like homophobia, is a gender norms control mechanism. Thus, a man who values women's nature too much is branded 'not manly enough'.
- » Young men are taught to 'objectify' women – to see them as sex objects that they must possess and control. In this culture, being a man means 'not being a woman', not displaying any of her characteristics. This logic results in young men growing up believing that everything that represents a girl has no value; that girls themselves have no value.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary of section 2.1.5.
- » Complete the Handout B13: Differences in valuation with examples taken from your own work experience in the communities where the participants live, and from your own personal life.
- » Prepare a flipchart with the following guidance for filling in the Handout.
 - Different aspects of community and family life, such as social norms and customs, childrearing practices, attitudes towards girls' education, what is and isn't celebrated by families and communities, 'coming of age' rituals or 'rites of passage', etc.
 - Different points in the lifecycle like early childhood, school age children, young people, and adults (including the elderly).

⁸ Adapted from Plan International (2013). **Planting Equality: Getting it Right for Girls and Boys**. Part Three on Gender and Power: Analysis of Gender Gaps in Value.

Steps to follow:

1. Start the exercise by explaining the importance of analysing the difference between the ways girls/women and boys/men are valued in a community for our work for gender equality.
2. Moderate a brainstorm to answer this question:
What are some examples of what happens in a community or in a family that shows that women and girls are valued differently from men and boys?
3. Explain that they will work in groups to identify these customs in greater detail. Facilitate a play-based exercise for setting up groups of four or five participants. Then hand out **Handout B13: Differences in valuation**.
4. Use the flipchart you prepared earlier to explain the group work. Present some examples from your own sheet, and answer any questions the participants may have.

The Agents of Change may identify customs that appear to value young women, like some coming of age or initiation ceremonies. Use this opportunity to discuss the values behind these customs (to announce that a girl is marriageable, to dress her up as a princess, etc.) and analyse if this in fact values women. A good way of reflecting on these customs is to ask whether the same thing is done for young men. How do male and female initiation ceremonies differ?

tip!

5. The Agents of Change can take up to 30 minutes to do their group work. Visit all the groups to ensure that they are identifying concrete examples from their communities.
6. In plenary, ask each group to present its work. Each group should only present the customs that have not been presented by other groups, or may contribute elements that have not been highlighted in their analysis.
7. Moderate a conversation with the following questions:
 - *Had you noticed that these customs devalue girls and young women? What do you think you will do from now on?*
 - *What consequences do these customs have on the way that you relate to girls and young women?*
8. Ask the groups to take 10 more minutes to think of a new 'custom' that will demonstrate that the community values girls and women.
9. End the activity by asking each group to present its proposal, and by asking the other groups to comment on it, ensuring that they are about 'new customs that really value girls, young and adult women in their lives, by promoting their rights to exercise power and take the decisions that affect them'.



HANDOUT B13:

Differences in valuation

1. Identify aspects of community or family life that show how young women and girls are valued.
2. For each example, decide how common it is (infrequent, fairly frequent, common) and write it in the second column.
3. For each example, explain what this example shows about the way girls and young women are valued, and how this relates to gender inequality.
4. Copy your table on one or two flipchart papers, and stick them at the front of the room.

Aspect of family or community life	Prevalence	What does this about the way girls and young women are valued, and how does this relate to gender inequality?

ACTIVITY B14: MY ROLE IN GENDER EQUALITY

This activity is based on reflections covered in **Activity B10: My way: hegemonic masculinity vs. gender equality**, to prepare a declaration of commitment towards gender equality, recognising the value that women and girls have had and will go on having in their lives.



Links to KAP:

- Adopts and promotes egalitarian relationships in the family, with his partner, in the community and at school.



Recommended time: 45 minutes



Materials and Equipments:

- 1 flipchart
- Flipchart paper (2 per participant)
- Marker pens

KEY MESSAGE

- » Young men and women have the power to eliminate gender stereotypes and stereotypes about youth from their lives. This could inspire other young men and women to do the same thing. For this reason it is important to identify the attitudes and behaviours that they themselves have to develop, with the aim of promoting gender equality and non-discrimination against people who are younger than them.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary on transformation potential in section 2.1.6.
- » Get the five flipcharts produced in Activity B10 on 'the costs of hegemonic masculinity for women and girls', 'the costs of hegemonic masculinity for men and boys', the privileges of hegemonic masculinity for men and boys', 'the benefits of gender equality for women and girls', and 'the benefits of gender equality for men and boys' and display them prominently around the room.

Steps to follow:

1. Ask for five volunteers to revisit what was discussed by the group with the flipcharts produced in Activity B10 on 'the costs of hegemonic masculinity for women and girls', 'the costs of hegemonic masculinity for men and boys', the privileges of hegemonic masculinity for men and boys', 'the benefits of gender equality for women and girls', and 'the benefits of gender equality for men and boys'.
2. Ask each participant to think on the type of commitment that he as an individual is willing to make to gender equality. Ask them also to remember the mapping exercise of their relationships produced in an earlier session.

3. Ask each participant to write five commitments on a flipchart sheet that he will adopt consistently in his life from now on. Explain that these commitments could refer to any of the environments where he interacts with other people.
4. Ask each of them to find a partner with whom to share his work for five minutes each.
5. Ask the participant who wish to do so to share their commitment with the whole group. Manage time in such a way that as many participants as possible have the opportunity to present.
6. On a flipchart, write down a summary of the commitments that were presented to the plenary.
7. End the activity with a reflection session based on the most commonly expressed commitments and the responsibility that young men who are committed to gender equality have of being Agents of Change in their society.

ACTIVITY B15: THE CARING EXPERIENCE

In this activity, the Agents of Change experiment with care work and commit to taking part in it in their families.



Links to KAP:

- Understands the family and community role in gender socialisation/transformation.
- Values the shared responsibility between men and women in domestic tasks, and in caring and playing with children.
- Gets the men and women in his family to do the same domestic/care work.
- Participates in domestic/care work in his home, and looks after and plays with the girls and boys in his family.
- Recognises that the elimination of gender inequality must be tackled in the family and in the community.



Recommended time: 1 hour and 30 minutes (+ 3 to 7 days in everyday life)



Materials and Equipments:

- Small balloons in different colours (eggs or small plants can be used as an alternative)
- Coloured marker pens (thick and fine)
- Liquid glue
- Scissors
- Decoration materials (wool, magazines for cutting, wooden sticks, glitter, stickers, etc.)
- Large plastic container

KEY MESSAGES

- » Young men grow up without realising that caring is a skill that is learned throughout life. From childhood on girls practice childcare by playing with dolls or toy kitchen sets. But when a boy tries to play with household related toys, he is usually reprimanded, mocked and/or punished.
- » Men learn that knowing how to care is part of women's nature, not men's. They are taught that men are inept at childcare or incapable of feeling the warmth that a mother feels. They are taught prejudices like men don't know how to clean, and if they wash the dishes they will break them.
- » Care is not just a responsibility and a burden. The act of caring can give plenty of satisfaction. This does not just apply to childcare but to caring for persons generally.
- » A father's presence in caring has a positive impact on his sons and daughters' development. In the case of boys, seeing their fathers engaged in caring tasks will help them see themselves carrying out these tasks in the future more naturally. This encourages them to challenge and reject gender inequality in the domestic environment. Mothers also benefit when they find themselves in an equal relationship with their partners. This also has benefits for the men themselves in terms of feeling fulfilled by this experience and giving them meaning in their biography and life plan.

FACILITATION ADVICE

- » This exercise requires instructions and the balloon to be given out three to seven days in advance of the activity. At this point you should tell each participant to look after the balloon and prevent anything bad from happening to it.
- » Prepare for this exercise by rereading the conceptual summary in section 2.1.6.

- » You can use a small balloon filled with water, or an egg (fresh, not hardboiled) or a plant. The idea is that the item used can last from three days to a week. Make a special identifiable mark on each item to ensure that they don't replace it with a new one.
- » If you cannot provide the items in advance, the balloon can be handed out at the beginning of the session and discuss the experience at the end.

Steps to follow:

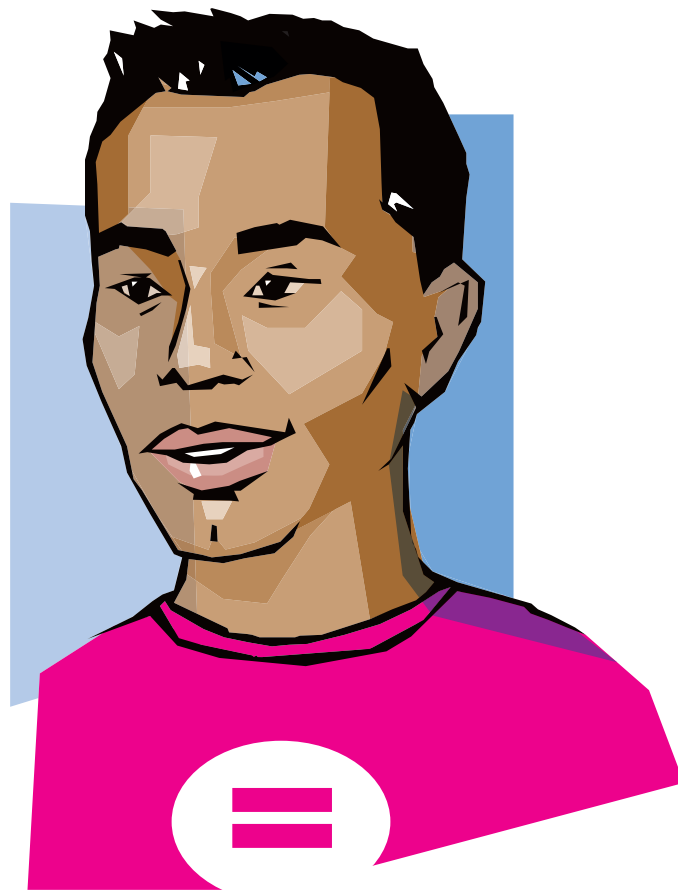
In the previous session (3 to 7 days earlier) (30 minutes)

1. Prepare a bag with slips of paper saying: "my newborn baby", "my little sister", "my sick mother", "my grandfather who has cancer", "my sick father", "my partner who is recovering from surgery", "my twin babies" and "my elderly parents".
2. Fill the balloons with water and place them in a plastic container. You should have about four more than the number of participants. Hand out a balloon to each of the participants and ask them to pick a slip of paper out of the bag.
3. Explain to the young men that the balloon represents the person described on their slip of paper. If they have picked slips of paper with more than one person, like "my twin babies", they should take a second balloon.
4. Ask them to draw the face of the person that they will be looking after on the balloon, using markers. If this person does not exist ask them to imagine them. Also encourage the participants to use other available decoration materials. Encourage them to give their family members life by decorating and naming them.
5. Motivate the group to commit to caring for their family members by taking them home and never leaving them unprotected, and taking them everywhere they go.

During the final facilitation session (1 hour)

1. Discuss the experiences of what happened over those days with the group. The questions for moderating the discussion are listed below:
 - *How did the experience of caring make you feel?*
 - *When you couldn't be with it, what did you do? How did the balloon-family member change your routine?*
 - *What problems did you encounter? Did you ask anyone for help?*
 - *What did you most like about it?*
 - *What happened with the people and who had to look after more than one person at a time?*
 - *And if it were really a son or daughter, what would the experience be like for you?*
 - *And if it were a sick person, or someone with a disability, what would caring for them be like for you?*
 - *What were you taught at home about caring?*
 - *Were women and men taught the same things?*
2. Then, based on the contributions from the participants, reflect with them on – what commitments can we take on in terms of caring tasks?
3. To close this session ask the participants to form a circle by placing all the balloons in the centre, inviting them to look at every balloon, its condition and other details.
4. Ask the participants to add any final comment and encourage them to incorporate what they have learned from this exercise into their life and their commitment towards gender equality.

Module 3



**Being Responsible
regarding Sexuality**



Plan International

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The project **Champions of Change** is part of Plan's Because I am Girl Global Girls Innovation Programme and aims to build the capacity of male youth as peer educators for gender equality and girls' rights. During its first phase 130 male youth from El Salvador, Guatemala, Honduras, Dominican Republic and Germany were trained and supported to become Champions of Change. Together with other male and female youth they challenged harmful gender norms at their schools and communities.

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Module 3

Being Responsible regarding Sexuality

STRUCTURE OF THE MANUAL

Methodological Guide
"Changing the World"

Module 1: Showing Solidarity

Module 2: Being Young

Module 3: Being Responsible
regarding Sexuality

Module 4: Being Non-Violent
in Personal Relationships

Module 5: Being an Agent of Change
Committed to Gender Equality

Peer to Peer Manual:
"Changing the World"

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Being Responsible regarding Sexuality

3.1. Brief conceptual review

3.1.1. Let's talk about sexuality¹

Sexuality is one of the main areas where gender norms are established and reproduced. It is a space where men and women learn about power, caring, and about the sort of relationships they want to have. At the same time, the promotion of sexual and reproductive rights of young people is a fundamental part of human rights protection work worldwide. For this reason, being responsible when exercising sexuality is an essential component in building the Agents of Change' commitment to gender equality.²

Questions and challenges on the theme of sexuality will always come up when working on gender issues in workshops or reflection spaces. These questions must be tackled, as gender, sex and sexuality are strongly interlinked. Nonetheless, a first step is to establish clearly that in the same way as sex and gender are not the same thing, neither are sex and sexuality.

As was seen in the previous module, a person's sex is genetically determined. Conversely, sexuality is part of our nature, in our way of feeling and expressing ourselves that is always being shaped on the basis of our experiences. Sexuality encompasses much more than sexual relations and reproduction and is much more than our sex. Sexuality is about the way we experience our bodies, and how we relate to other people. Through sexuality affection can be shown, pleasure and sensuality can be experienced, and it can contribute to intimacy between partners.

In order to broaden the vision of what is implied by sexuality, it may be useful to think of the four elements that comprise it³: **sensuality**, which is the way in which we give and receive pleasure and that involves all our senses (touch, sight, smell, taste and hearing), **sexual health**, which is our behaviour related to our sexual organs, **emotionality**, which is our ability to love, trust and look after others, and **our sexual identity**, which includes our biological sex, our identity and the gender norms, as well as our sexual orientation. Figure 3.1 summarises these elements.

1 Part of the contents of section 3.1.1. are based on the Ministerio de Educación, Ciencia y Tecnología (2007). **Educación integral de la sexualidad: aportes para su abordaje en la escuela secundaria** [Integrated education on sexuality: contributions to tackling it in secondary school]. Buenos Aires.

2 Although this section touches on aspects of sexual health education, the major emphasis is on the interrelation and the consequences of sexual health and the exercise of sexuality in the development of masculine identities.

3 Adapted from UNFPA, Promundo, MenEngage (2010). **Engaging Men in Gender Equality and Health: A Global Toolkit for Action**. <http://www.unfpa.org/sites/default/files/pub-pdf/Engaging%20Men%20and%20Boys%20in%20Gender%20Equality.pdf>

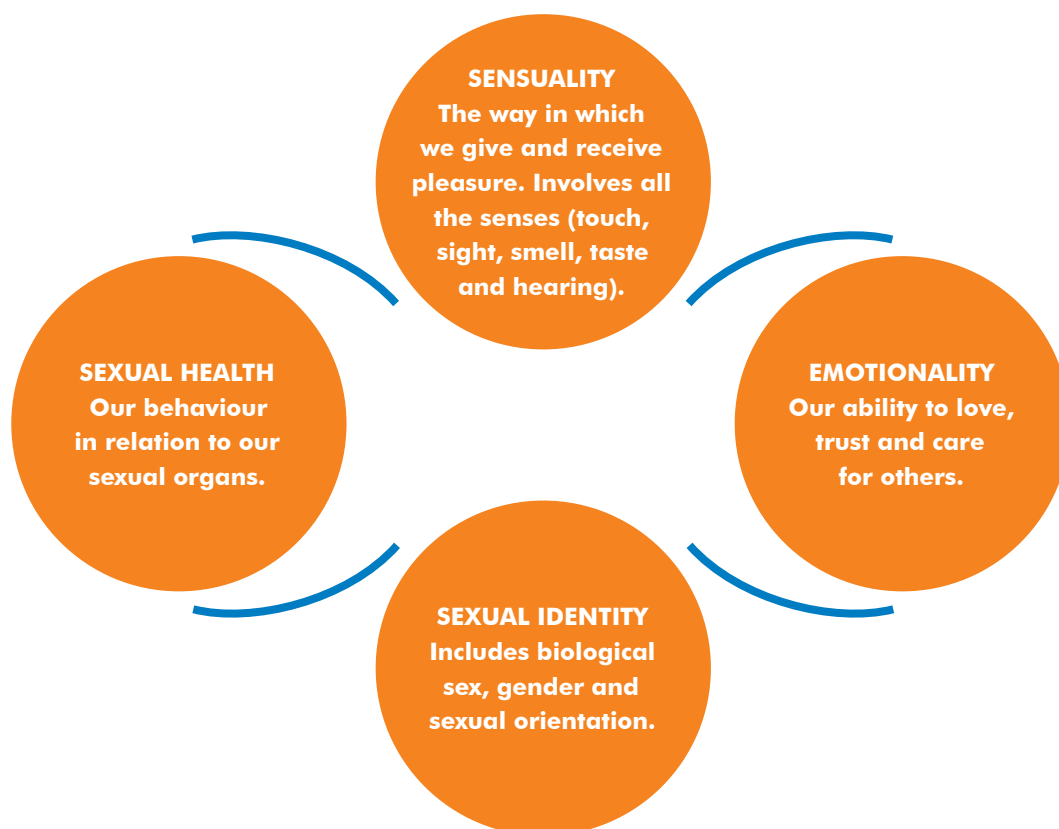


Figure 3.1 The circle of sexuality

tip!

Activity **C1: 'Images linked to sexuality'** encourages the Agents of Change to reflect on what they understand by 'sexuality'.

As with gender, sexuality is not biologically defined, but is constructed throughout a person's lifetime. The culture in which we live influences our sexuality because, as with gender roles, there are hegemonic ways of exercising sexuality. These hegemonic or dominant ways imply privileges for whoever complies with them and punishment for whoever challenges or transgresses.

In sexist societies, there are a number of obstacles to a responsible and respectful sexuality. Young people receive contradictory messages about sexuality. Many of these messages are loaded with myths and disinformation. On the one hand sexuality is linked to promiscuity or moral perversion and young people are bombarded with sexualised images of women and girls. On the other hand, sexual abstinence is promoted as a symbol of spiritual purity, and as the only acceptable behaviour for women. Socialising agents such as the communications media fulfil their role of control and reproduction of hegemonic gender norms by condemning campaigns that promote respect for sexual rights, while advertising sexual dysfunction drugs as if they were candy.

It is not uncommon for many young people to develop a dysfunctional relationship with their own sexuality. As they don't have trustworthy spaces where they can go to obtain support or information, young people have very few positive examples of healthy and pleasurable sexuality. It is in this context of disinformation and manipulation that the relationship between sexuality and gender norms described below develops.

3.1.2. Sexuality and gender norms

Sexuality is a fundamental component in gender roles. Culture sets out “the rules” about how men and women should experience their sexuality, and on what people should understand by sexuality.

Sexist societies teach that sexuality is the same as sexual relationships. They also teach that male sexuality is impulsive and uncontrollable. Central aspects of young men’s conversation are to be seen as virile, with the ability to conquer and have penetrative sexual relations. The vision of female sexuality is totally different. Female sexuality is seen as controlled and limited. Girls are taught to be viewed as reserved, with no experience or capacity to feel pleasure. We grow up believing in these notions as immutable truths that are naturally determined. But in fact, they are socially constructed sexual stereotypes.

Unfortunately, the norm is to teach people to value men as well as women based on their adherence to the rules and stereotypes imposed by hegemonic masculinity. Thus, it is preached that the more sexual conquests a man has, the more of a man he is. As a consequence, it is taught that to be male means to have a lot of sex, which is the same as controlling lots of women.

What is taught about women is much more complex. Young men learn that there are two types of women – the good ones (girls who ‘behave well’, who do not let themselves be taken in by the young men’s pressure, who feel no sexual desire and who are only interested in caring for other people) and the bad ones (girls who express sexual interest and are only concerned with their own interests). Evidently, these stereotyped images do not describe any young women’s true identity.

These descriptions of what it means to be a man and to be a woman takes the issue of gender inequality to their bodies, dictating how sexuality ought to be experienced. Instead of growing up with healthy messages about the experience of pleasure, they grow up with myths and stereotypes that repress women’s sexuality and manipulate men’s sexuality, leading to a situation where both believe that there is only one correct way of experiencing sexuality.

The fact is that there is no single way of enjoying the body and sexuality, and only knowledge about our physical being can enable us to experience it with the pleasure to which we have the right. In order to live a freer and more autonomous sexuality everyone must be able to get to know themselves and explore whatever they want, what they like or what they need, as well as what does not please them.

Activity **C2: ‘Erotic body’** invites the young men to enhance their knowledge about the male and female erotic body.

tip!

This vision of the existence of two types of women (good girls/bad girls) leads young men to show very little interest in finding out about women’s real needs and interests – it is much easier to classify them according to these types, and relate to them based on what they (the young men) need.

One of the most worrying indicators of young men’s inability to genuinely relate to women is the consumption of media images that degrade women, portraying them as sexual objects at the service of men. These images include what is commonly classified as pornography, but they are also present across the mass communications media. In fact, the communications media are full of these images of both types of women, in advertisements, music, films and video games.

In order to counteract the ubiquity of these images and their effects, young men must make a conscious decision to relate to their female peers on the basis of reality. This entails taking time to talk, to get to know each other and accompany each other in the process of discovering the effects of these myths on both men and women.

In relationships, this is achieved by speaking openly about each other’s wishes, and by being able to analyse the beliefs that distance them from a healthy sexuality. In particular, this comes about by understanding that in contrast to what we are sold in the communications media, in music videos

and video games, women are not sexual objects. On the contrary, women are subjects with the same right as men to decide and act on their decisions, tastes and interests.



Activity **C3: 'Portraying women as sex objects'** helps the Agents of Change to analyse the images of women that are portrayed in the media, and how they lead to the objectification of women.

Gender and sexual rules do not only create barriers in relationships between young men and women, they also prevent young men from interacting with any other man who does not constantly demonstrate his heterosexuality. The reproduction of this rule starts when people are taught that the only normal sexual orientation is heterosexual – in fact it is taught that it is the 'natural' way to be. Then, young men are forced to prove they are not homosexual.

As we have shown, a person's sexual orientation is not categorical. Nobody is 100% heterosexual, bisexual or homosexual because sexuality is a continuum. It will also vary at different points in life. Nonetheless, as with sex and gender categories, and the 'types' of women, a very 'black and white' version of sexuality is taught – you are either heterosexual or homosexual. This leads young men to reject any trace of not being heterosexual, both in themselves as well as in other people.

In fact, any young man who associates with non-heterosexual people is questioned. This is the way the bases are established for rejecting people who are lesbian, gay, transsexual and bisexual (LGTB). This rejection is reflected in behaviours and conducts ranging from jokes to the most violent forms of harassment. All this is part of the control mechanisms of hegemonic masculinity.⁴



Activity **C4: 'Anti-prejudice campaign'** invites the Agents of Change to analyse their attachment to myths about sexual diversity, and to visualise a campaign against discrimination against LGBT people.

3.1.3. Myths and realities about gender and sexuality

The consequence of the relationship between gender norms and sexual rules is that young people enter into relationships loaded with myths and disinformation. This poor information affects their capacity to build genuinely intimate, respectful and loving relationships. Therefore, tackling the most common myths among young people is essential in their journey towards making a commitment to gender equality.

Some examples of these myths are listed below, and the idea is that the facilitators will expand the list with the myths that are most relevant to the context of the young men with whom they work.

1. Myth: Sexuality begins at puberty.

Reality: The development of sexuality starts in infancy through physical contact. Sexuality is one of the ways in which boys and girls develop their personality and their relationship with affection and feelings of safety. Sexuality is an integral part of every person, just like eating, sleeping, studying, etc.

⁴ For a more detailed examination of the connection between homophobia and gender norms and additional activities on the issue of gender and sexuality, please refer to: Action Aid International/ Alice Welbourne (1999). **Stepping Stones: A training package in HIV/AIDS, Communication and Relationships Skills**. Available from: http://www.stratshope.org/resources/stepping_stones

Consequences of this myth: Signs of sexuality in boys and girls are viewed with suspicion and are repressed. Instead of getting to know themselves naturally and with information, children learn to repress their physical desires or express them in not very healthy ways. They also adopt myths and wrong information about male and female sexuality.

2. Myth: Masturbation leads to madness, makes hair grow on your hands, and shrinks the penis.

Reality: Masturbation is a natural and common activity, for women as well as for men. Masturbation is beneficial for mental and physical health. It helps relieve sexual tension, relaxation, and to get to know one's own body. People who feel at ease with their bodies are more likely to protect themselves from sexually transmitted infections (STIs) and unplanned pregnancies.

Consequences of this myth: Masturbation can lead to feelings of guilt, shame and fear, and can make young people believe that sexuality is something bad and dangerous. Making young people feel guilty about their sexual desires means they will not speak to their partners about sexual pleasure, or about the type of relationships they both want.

3. Myth: Speaking to young people about using condoms is the same as encouraging them to be promiscuous.

Reality: When young people have more information about healthy and pleasurable sexuality, they will make better decisions about their own sexuality.

Consequences of this myth: Young men and women are denied access to comprehensive sexual education, which violates their right to healthy and pleasurable sexuality. It also increases the risk of unwanted pregnancies or contracting sexually transmitted infections (STIs) including HIV.

4. Myth: Sexual desire in men is determined by their hormones and is much stronger than in women whose sexual desire is determined by their emotions.

Reality: Sexual desire depends less on nature and more on society, less on the hormones that appear in puberty and more on what males expect from themselves, on what they expect from others, and on group pressure.

Consequences of this myth: Men are under pressure to have as many sexual experiences as possible because they think that their hormones lead to this behaviour, which they believe is natural. Sexist societies justify men having many sexual partners, while condemning women who do the same thing.

5. Myth: If a woman is a lesbian it is because she has never had a real man.

Reality: Sexual orientation is an expression of identity that is built throughout life. It isn't something that one person can teach another.

Consequences of this myth: This myth is used to justify rejection of and violence against homosexual people, justifying it by saying they can be 'taught' to be heterosexual. It is also used to teach that there is a 'normal' sexuality and that everything else is abnormal. Thus, non-heterosexual women are discriminated against and have to repress their feelings or at best don't have the same opportunities to express them freely for fear of social rejection.

6. Myth: A man's sexual prowess is determined by the size of his penis.

Reality: Men's capacity for sensuality is much broader and richer. Men, just like women, have different parts of the body that give them a feeling of pleasure.

Consequences of this myth: The penis as a symbol of virility is an age-old social construct. This myth causes constant preoccupation with penis size from an early age, leading boys to compare themselves anxiously with their friends. This myth also means that they equate sexuality with penetration, ignoring all the other elements that it is composed of. This myth has generated huge profits for pharmaceutical companies that exploit male insecurity and their eagerness to wield power in sexual relationships with their 'sexual enhancement' campaigns, which is what the companies call the drugs that are used to stimulate penile erections.

7. Myth: Preventing pregnancy is the woman's responsibility.

Reality: Preventing pregnancy is a shared responsibility between men and women.

Consequences of this myth: In sexist societies people are taught that women have the main responsibility for preventing pregnancies, as they are more careful and responsible than men. It is claimed that as men are more impulsive, they cannot be trusted to play their part in preventing pregnancy. Also, it is claimed that as women are the ones who get pregnant and have to look after the babies, they are the ones who should take charge of preventing pregnancies. Men are completely absolved from responsibility for pregnancy and childrearing.

8. Myth: When a girl says 'no', she really means 'yes'.

Reality: No means No! Nobody has the right to assume that a woman does not know what she wants or what suits her, or that she is refusing to have sexual contact as a way of flirting.

Consequences of this myth: Young men don't take 'no' for an answer from women, and pressure them to have sexual relations. In sexist societies this myth has been used to justify rape, claiming that boys never know what girls want, or that they say 'no' as a way of flirting.

9. Myth: If a girl is not a virgin, she is not a good catch.

Reality: Young women have the same right to have relations and experiment with their sexuality as men.

Consequences of this myth: This myth reduces women's sexuality to men's property. It also limits young women's chances of enjoying a healthy sexuality that includes the right to experiment. This myth also leads young men to devalue and stigmatise single adolescent mothers.

tip!

In Activity **C5: 'Myth busters'** the young men will analyse several myths about gender and sexuality.

3.1.4. The right to a healthy and pleasurable sexuality

Human rights are universal – they belong to us all by virtue of our humanity. For this reason, when we work from a human rights perspective, we view people, in this case young men, as **rights holders**.

The **main duty bearers** are the States that have signed the relevant human rights conventions. Responsibility for respecting, fulfilling and protecting human rights falls on the State and its institutions, and includes all the state actors, from schools and clinics to local and national State institutions.

Other people and institutions who have duties when it comes to the human rights of young men and women, but who don't sign these conventions are known as **secondary or moral duty bearers**. They include: mothers, fathers, carers, families, communities and service providers;

local and national civil society organisations, multilateral organisations like the United Nations and international non-governmental organisations like Plan.

All duty bearers have the obligation to respect and protect rights holders. Nonetheless, they do not always recognise that their obligation is TOWARDS the holders and FOR the results of rights fulfilment. This applies to the State as the principal duty bearer as well as to the secondary duty bearers.

Attention to sexual and reproductive rights from national and international legislative systems is a relatively recent phenomenon. The duty bearers' awareness of their obligation to protect and promote these rights is also recent. In 1994, pressure and contributions from women and youth organisations led to the adoption of the International Conference on Population and Development (ICPD) Programme of Action by 179 countries (see more information below).

Little by little, societies have begun to recognise that the State and civil society organisation's commitment towards the fulfilment of young people's sexual and reproductive rights is fundamental. When this commitment is strong, better quality measures are taken in support of young men and women maintaining a healthy and responsible emotional and sexual life.

Sexual rights are an inseparable part of human rights, and they include⁵:

- The right to recognise oneself as a sexual being.
- The right to strengthen one's self-esteem and autonomy in order to make decisions about one's own sexuality.
- The right to explore and enjoy a pleasurable sexual life, without shame, fears, concerns, prejudices, restrictions, guilt, groundless beliefs and other factors that prevent the free expression of sexual rights and the fullness of sexual pleasure.
- The right to experience sexuality without violence, coercion, abuse, exploitation or harassment.
- The right to choose one's sexual partners.
- The right to full respect for the physical integrity of the body and its sexual expressions.
- The right to decide when one wants to start sexual life, or whether one wants to be sexually active or not.
- The right to have consensual sexual relations.
- The right to decide freely whether to get married, live with a partner, or stay single.
- The right to express one's sexual orientation freely and autonomously.
- The right to protect oneself from pregnancy and from sexually transmitted infections and diseases.
- The right to access to quality sexual health services.
- The right to have information about all aspects related to sexuality, knowledge of how the female and male reproduction systems work and about the infections and diseases that can be acquired through sexual relations.

The ICPD Plan of Action was the first international agreement to recognise **reproductive rights**, which include:

- The right to decide freely and responsibly how many children to have and the time between pregnancies; the right to have the information, education and means to achieve this.
- Men and women's right to decide freely and responsibly whether to be parents.
- The right to decide freely what sort of family one wants to form.
- The right to access safe, acceptable and effective methods of contraception (including emergency contraception).
- Women's right to not suffer discrimination or unequal treatment due to pregnancy or motherhood in education, workplace and within the family.
- The right to access health services and medical care that guarantees safe motherhood, risk-free pregnancy, childhood and breastfeeding, offering the greatest chances of having healthy children.
- The right to have education and information services to guarantee reproductive autonomy.

5 Taken from Profamilia, Defensoría del Pueblo, OIM (2007). **Módulo de la A a la Z en derechos sexuales y reproductivos** [A to Z of Sexual and Reproductive Rights Module].
<http://www.profamilia.com/images/stories/afiches/libros/libros/modulo-de-la-a-a-la-z.pdf>

It is worth highlighting that defining young men and women's sexual and reproductive rights has been a controversial process. The international human rights system recognises that there are limitations on the rights of people under the age of 18, especially in terms of parental rights to take decisions for the benefit of the people they are responsible for. Nonetheless, the ICPD Programme of Action indicates that, while parents are responsible for guiding adolescents' decisions, they do not have the absolute right to make decisions about their lives or their health. The emphasis is that parental rights should be balanced with adolescents' rights at the highest possible level of health, privacy, confidentiality, education and informed consent. The Programme of Action also calls on the elimination of the social and legal obstacles to adolescents' access to reproductive health services.

Sexuality is very closely linked to health. If we consider all the physical changes experienced by adolescents, this relationship is even more evident after puberty. Sexual health is not just the absence of a disease, or a dysfunction. **Sexual health** is a state of physical, emotional, mental and social wellbeing in relation to sexuality during all the stages of life. Sexual health requires the possibility of having pleasurable and safe sexual experiences that are free of coercion, discrimination and violence.

Reproductive health is a state of physical, emotional, mental and social wellbeing related to the processes, functions and to the reproductive system. Therefore, reproductive health means that people are capable of having a responsible, satisfying and safe sexual life. That they are able to have children – being able to decide if, when and with whom.

Nonetheless, the right to sexual and reproductive health faces strong obstacles. Many young men and women have experienced sexual violence in their immediate environment. Many of them are under pressure from their peers or their partners to have sexual relations, even though they may not feel ready or willing to do so.

There are also social, cultural and legal barriers, because several sectors have created obstacles to the exercise of the right to healthy and pleasurable sexuality. Examples are preventing schools from teaching integrated sexual education, or young men and women from freely accessing contraceptive methods. This is also reflected in legislations that ban or criminalise the voluntary termination of a pregnancy.

We also have to acknowledge and analyse the role played by religious institutions. Many have a vision that is inconsistent with sexual and reproductive rights. Their positions may be influencing the lives of the young people with whom we work. For this reason, when discussing this situation it is important to do so constructively and taking into account the risks that young people may face if they decide to question gender sexual rules.

For all of these reasons, it is essential for the Agents of Change to have a safe and trustworthy space to discuss and reflect critically on their rights, understanding that women and men have the same right to experience their sexuality responsibly and free of coercion and violence, and that they need the same spaces and opportunities to express their doubts and frustrations, look after their health or report situations of violence to which they are exposed.

Without these spaces, it is common for men as well as women to adopt behaviours based on myths and prejudices and which affect their health. In the case of young men, many male behaviours that they are expected to adopt expose them to high-risk situations. For example, excessive consumption of alcoholic drinks – which is seen as something that will help them enhance their sexual conquests – exposes them to engaging in violent acts or not protecting their body or that of their partners.

In contrast, when young men and women do have these spaces for discussion and reflection, they can learn to recognise themselves as rights holders, respecting their own rights and those of their partner as an important way of demonstrating their commitment to gender equality. It is about sharing the task of protecting sexual and reproductive health together with their partner, which includes preventing sexually transmitted infections, preventing unplanned pregnancies, prenatal, maternal and infant health, contributing to the family income, care, education, health and nutrition of girls and boys.

Activity **C6: 'Sexual and reproductive rights'** invites the Agents of Change to discuss sexuality from the point of view of their identity as rights holders in relation to primary and secondary duty bearers.

tip!

3.1.5. I look after myself and my partner

A fundamental part of being an Agent of Change committed to a responsible sexual life is to value risk prevention and protecting himself and other people.

Nonetheless, this feature is not common in boys and young men. They are encouraged to defend themselves and attack, to react quickly when they fall off their bicycles (ideally without crying), to climb up the tree they fell out of, to demonstrate courage at all times. Most men are socialised to face risks, not to avoid or prevent them.

Young men accept this teaching about risk in their sexual conduct, with serious consequences for their health and that of their partner. For example, instead of seeing condom use as a healthy and responsible practice, they learn that men who use them are cowards or 'not man enough' and that the women who demand it are promiscuous or irresponsible.

Activity **C7: 'Understanding my own vulnerability'** invites the Agents of Change to discuss their own vulnerability to STIs from the point of view of gender equality and the right to sexual and reproductive health.

tip!

There are many barriers and cultural myths about condom use, for example, women are discouraged from suggesting their use and when they do they are considered "easy". Another myth is that a condom reduces sexual pleasure. There are also barriers to access: condom availability and cost tend to be a problem for young people, and prejudices about young women's sexuality can prevent them from buying them or asking for them at health centres. Health centre staff may also have prejudices about young people's sexuality, leading them to refuse to give them condoms.

In Activity **C8: 'To use or not to use?'** all the barriers to using condoms are analysed and we discuss strategies for overcoming them.

tip!

On the other hand, as men are not socialised to care or to protect themselves, it is not unusual for them to fail to understand their mutual care role in relationships between couples. Young men tend to enter into relationships having become accustomed to the women in their families taking care of them. This is why they expect the same thing from their partners without thinking that they too should show the same care for them. Instead of seeing caring as a symbol of affection or solidarity, it is seen as a demonstration of self-denial and surrender – qualities reserved for women. This prejudice inhibits them when they should look after themselves or others, and leads them to demand that their partners should 'look after' them.

Thus, stereotyped gender roles are evident in relationships when young men expect young women to watch out for their every need and always be willing to satisfy them. Conversations about health and both partners' needs are not part of this type of relationship, with serious consequences for both parties and for the relationship itself. Instead of being a space for growth and for constructing an equal peer relationship, such relations become an incubator for reproducing gender inequality.

However, tackling the issue of caring – for oneself and for each other – in the context of a relationship is a fundamental step towards building the Agents of Change' commitment to gender equality.



In Activity **C9: 'My needs and yours: equality in relationships'** the Agents of Change discuss their vision of relationships, and identify what they can do to contribute to and ensure gender equality through these relationships.

3.1.6. Adolescent fatherhood

An important step in building gender equality is tackling the issue of responsible mother- and fatherhood. The idea is to succeed in getting young women and men to reflect on the gender aspects of these roles, and for them to be prepared to take them on in a responsible and informed manner if and when they decide to be mothers and fathers.

To start with, it must be recognised that most messages received by young men and women on this issue are laden with prejudices and threats. Most of these messages are aimed at preventing pregnancies, but in reality they have achieved little in terms of reducing teenage pregnancy rates. They have actually contributed to disinformation about sexuality among young men and women by creating prejudices against pregnant adolescent girls and contributing to the lack of responsibility on the part of adolescent fathers.

For this reason, when building commitment to gender equality, pregnancy, motherhood and fatherhood cannot just be seen as social problems, or as dangers or diseases.

There is no single reason behind adolescent pregnancies, just as there is no single reason for pregnancies in general. Sometimes a young woman may have decided to become pregnant and in agreement with the father. At other times a pregnancy may be the result of the absence of information about how to prevent a pregnancy due to lack of access to contraceptive methods. A pregnancy can also be the result of high-risk sexual behaviour even when the necessary information is available. In cases of rape or sexual abuse, a pregnancy can be the result of violence against the young women. The situations and reasons behind adolescent pregnancy vary greatly and should be listened to and respectfully discussed with the adult responsible for helping the young father or mother to grow, without promoting repressive and prejudicial attitudes, by encouraging dialogue and mutual learning.

In addition to this, even though teenage pregnancy can create obstacles to life plans, and can entail negative consequences for women's health, some pregnancies are wanted by young people, who do not see them as problems. However, it is important to balance the way we tackle the issue between the importance of preventing teenage pregnancy and listening to the visions, experiences and needs of the young people themselves.

In the case of a pregnancy, it is worth remembering that each case is unique and the outcome depends on each person's capacity to tackle the situation, the way they were brought up, their social values, and especially, the support they receive from family and/or professionals. Supporting pregnant teenage girls and their partner does not mean encouraging adolescent pregnancies, it means helping to ensure that this process does not lead to physical, emotional and psycho-social problems for the couple.

It is important for adolescent boys to understand that they have the same responsibility for pregnancy as women. This tends to contradict the message that teenage pregnancy is only the young women's problem, which never affects her partner. In our work with the young men it must be made absolutely clear that part of being committed to gender equality is sharing all the stages of a pregnancy and the children's upbringing with your partner.

A first step for the Agents of Change may be to try to become more involved in looking after the children in their immediate environment. It is very common for young men to feel unprepared for looking after children, as this has never been expected of them or encouraged. For this reason, raising their awareness that they too can play and care for the children in their families or their friends' children is an important step in their commitment to gender equality.

In Activity **C10: 'Adolescent fatherhood'** the Agents of Change reflect on their beliefs about fatherhood during adolescence, and discuss their own experiences as fathers or friends of adolescent fathers.

tip!

Another fundamental step is to encourage the Agents of Change to reflect in more detail about responsible fatherhood and how this is linked to gender equality. The idea is to be able to go beyond the conversation about fatherhood during adolescence, and to visualise the type of fathers that they want to be in their adult lives. This involves examining what their own fathers and other father figures were like, building on what they have learned about hegemonic masculinity in order to identify positive and negative behaviours in this relationship.

3.2. Knowledge, attitudes and practices

	Knowledge	Attitudes	Practices
Individual	<ol style="list-style-type: none"> Understands that sexuality is part of our way of being, feeling and expressing ourselves, which develops according to our experiences. (*C1) Knows how to answer questions about the link between gender and sexuality. (*C3, C4) Understands that sexual desire in men is not stronger or more natural than in women. (*C2, C5) Recognises the personal risks of harmful practices in his sexual life. (*C7) Analyses his beliefs, habits and opinions on issues related to sexuality and reproductive health. (*C2, C4, C5, C7, C8) Understands that everyone is vulnerable to sexually transmitted infections (STIs), including HIV/AIDS. (*C7) 	<ol style="list-style-type: none"> Rejects media images and content that portray women as sex objects. (*C3) Respects people with sexual orientations that differ from his own. (*C4) Appreciates that men and women have equal rights to healthy and pleasurable sexuality. (*C6) Values the use of condoms as a sign of responsibility and maturity. (*C8) Recognises the importance of self-care and mutual care in a relationship. (*C8, C9) Is convinced that preventing unplanned pregnancies is the responsibility of both parties. (*C9, C10) Recognises the importance of fathers taking on shared responsibility for raising their children, whether or not they are with the mother. (*C10) 	<ol style="list-style-type: none"> Respects the integrity of all young women, whether or not they are sexually active. (*C5) Discusses with his partner both their wishes, desires and expectations in their sexual relationship. (*C8, C9) Respects women's wishes – understands that No means No. (*C5, C9) Uses protection in all his sexual relationships. (*C8) Takes on shared responsibility in healthy and pleasurable sexual relationships for both parties. (*C8, C9) Speaks to other young men and women respectfully about sexuality and relationships with partners. (*C1, C4) Exercises his sexuality respecting his own life and that of other people. (*C7, C8, C9) Takes an active part in caring for the children around him. (*C10)
Community/ Family	<ol style="list-style-type: none"> Is aware of the role played by family and friends in repressing or promoting the free exercise of sexuality with gender equality. (*C6) Identifies myths that sustain gender inequality in the exercise of sexuality, and knows how to explain why they are false. (*C5) 		<ol style="list-style-type: none"> Challenges disinformation about sexuality in his family and in his community. (*C5)
Institutional	<ol style="list-style-type: none"> Is familiar with the national laws and international instruments related to sexual and reproductive rights. (*C6) Knows who the primary and secondary duty bearers for his sexual and reproductive rights are. (*C6) 		<ol style="list-style-type: none"> Makes use of sexual and reproductive health services. (*C6)

3.3. Recommendations for facilitation

- » Before you start, explain to the Agents of Change that all the exercises in this module are based on very personal life experiences, perceptions and feelings so they must have the confidence to express themselves freely, and everyone else must respect them. Start by giving the example of respect at all times, and do not allow the participants to show any trace of violence, mockery or discrimination.
- » When starting the topic, it is very likely that the participants will have many concerns about the issue of sexuality or sexual health that they will want to clarify in this space. Although this module does not concentrate on specific sexual health issues, it is important to set the scene for the young men to be able to speak openly about these issues, and from a gender equality perspective. Therefore, as a facilitator you could decide to set aside a session just for tackling all their concerns. You could call this session: “Everything you have ever wanted to know about sex and sexuality but were not able to ask”.⁶
- » In any of the activities in this module questions may come up to which you do not know the answer. For example, on specifics of diseases related to the reproductive system, or a sexually transmitted infection. In these cases, it is important to explain that you do not have all the answers, while offering that some of the participants could find out about them for the next session. Also, in the case of any participant who has a health problem or a personal situation that requires specialist attention it is important to advise him to consult a health specialist.
- » Another strategy to consider is to identify specialists on the issue who could come to speak to the young men about their concerns. When you invite other people to visit the young men’s space, you should try to ensure that they comply at the very least with the following criteria:
 - To share the gender equality commitment that the Agents of Change are building.
 - To have experience in sexual education with young people, or the ability to work with them.
 - To be familiar with the project objectives and methodology.
- » Encourage the Agents of Change’ participation in each activity. Make the most of each input to strengthen and validate adequate concepts or practices, clarify doubts and demystify false beliefs that they may have regarding the issues covered in this exercise.
- » Facilitate open discussion and debate in each exercise, without censorship. Allow the comments and doubts that the participants may have about their sexuality to be expressed. Take into account that this could be the only space where they can discuss these issues openly. We have to avoid saying “you shouldn’t” and ensure that we listen to them. We must build a positive discourse that is not moralistic.
- » At all times, remember that this is a manual that is seeking the Agents of Change’ commitment to gender equality and therefore you must use every exercise to analyse all the situations, debates and reflections from a gender perspective. This means you should support the young men in visualising how every situation affects women and men in a different way.
- » In each exercise, show the advantages of knowing one’s own body and that reproductive health

⁶ There are many materials that can help with the preparation of this session, including:

- It takes 2 – partnering with men in reproductive & sexual health http://www.unfpa.org/sites/default/files/pub-pdf/ItTakes2_eng.pdf
- Engaging Men and Boys: A Brief Summary of UNFPA Experience and Lessons Learned: <http://www.unfpa.org/engaging-men-boys> and http://www.who.int/gender/documents/Engaging_men_boys.pdf
- Engaging Men and Boys in Gender Equality and Health: A Global Toolkit for Action: <http://www.unfpa.org/publications/engaging-men-and-boys-gender-equality-and-health>
- Program P - A Manual for Engaging Men in Fatherhood, Caregiving, and Maternal and Child Health <http://www.men-care.org/Programs/Program-P.aspx>
- Gender, sexual behavior and vulnerability among young people: <http://promundoglobal.org/resources/gender-sexual-behaviour-and-vulnerability-among-young-people>

is not just women's business. Highlight that sexual rights are for everyone regardless of their sexual choices. Guide them on sexual and reproductive rights, by relating these specific rights to all human rights.

- » Take into account that supporting pregnant teenage girls and their partners does not mean you are encouraging adolescent pregnancies; it is about creating the conditions for this process not to cause physical, emotional and psychosocial problems for the couple. Adolescent boys must realise that they have the same responsibilities as women when it comes to pregnancy.
- » The fatherhood issue depends on reflection about pregnancy before it occurs and support once a pregnancy has been confirmed, as well as promoting reflection among men about the importance of closer care based on affection, information and responsibility. Some of the activities contained in this module are aimed at demystifying the idea that men are incapable of caring for themselves and for their children with the aim of them deciding to get involved and commit themselves to all the stages of pregnancy and raising their children.

3.4. Suggested activities

ACTIVITY C1: IMAGES LINKED TO SEXUALITY⁷

In this exercise the Agents of Change will reflect on what they understand by 'sexuality' and learn about the different elements that gradually shape their own sexuality.



Links to KAP:

- Understands that sexuality is part of our way of being, feeling and expressing ourselves, which develops according to our experiences.
- Speaks to other young men and women respectfully about sexuality and relationships with partners.



Recommended time: 2 – 3 hours



Materials and Equipment:

- Flipchart
- Packs of crayons
- Cards – 10 per each 3 participants
- Thick marker pens
- Pens (1 per participant)
- Adhesive tape
- Scissors

KEY MESSAGES

- » Sexuality is part of our nature, of the way we think and express ourselves, and is constantly being shaped based on our experiences. Sexuality spans much more than sexual relations, and is much more than our sex. Sexuality is about experiencing our body, and about the way we relate to other people. Sexuality is influenced by cultural aspects.
- » Sexuality is made up of at least four elements: **sensuality**, which is the way in which we give and receive pleasure and which involves all our senses (feel, sight, smell, taste and hearing); **sexual health**, which is our behaviour linked to our sexual organs; **emotionality**, which is our ability to love, trust and look after others, and **sexual identity**, which includes our biological sex, our identity and gender norms, as well as our sexual orientation.
- » It is important for young people to have healthy spaces where they can share and discuss issues and questions related to sex, sexuality and reproduction, and where they can also receive support and information that promotes a healthy, responsible and fulfilling sexuality.

⁷ Adapted from: Action Aid International/ Alice Welbourne (1999). **Stepping Stones: A training package in HIV/AIDS, Communication and Relationships Skills**. Available from: http://www.stratshope.org/resources/stepping_stones

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary on sexuality in section 3.1.1. Also review the recommendations for facilitating this topic, which includes suggestions for some materials that may be needed for answering the Agents of Change' concerns.
- » Find a spacious and enclosed area where the participants feel comfortable and safe.
- » In this activity it is essential to discuss the ideas and concepts that the participants have about sexuality, using every contribution to help the group to critically reflect on the social construct of sexuality.
- » Copy **Figure 3.1** from the conceptual summary onto a flipchart.
- » This could be a good chance for the participants to receive information about sexual health. If the young men prefer not to talk about themselves, encourage them to discuss issues that they have heard others discussing. In this way, people often speak about themselves but in a less personal way.

Steps to follow:

1. Start by explaining that we are going to start talking about our images of sexuality in our lives.

Explain that sexuality and sex are topics that concern us all. As young men we have grown up with one way of relating to others, we have felt attraction towards other people, and we have seen our bodies change. People experience sex with pleasure, satisfaction and fulfilment, but these feelings are not the same for everyone. Few succeed in discussing these issues without difficulty, mistrust, shame or discomfort. This exercise will help us share our perceptions, whether positive or negative, the ones that cause us to feel mistrust or not, shame or not, concern or not.

2. Ask the group – *What do you think is meant by sexuality, or imagine what sexuality is?* After listening to a few opinions, ask – *what does sex mean for you?* Don't respond for the participants; help them build a clear concept about these two terms with the help of the conceptual summary.
3. Give a brief introduction to the diagram of the elements that comprise sexuality with the help of the flipchart you prepared, and clear up any doubts, answering questions that may come up in response to your presentation.
4. Ask the participants to split up into groups of three or four. Hand out 10 cards and a packet of crayons to each group. Ask them to draw or write an aspect of sex or sexuality on each card. They can use as many cards as they wish. Make it clear that they can be aspects that they consider positive or negative, that make them feel e.g. ashamed or not, funny or sad. Make it clear that the quality of the drawing does not matter. The only thing that matters is that each group should understand the meaning of the drawings. Allow the groups to work until the participants no longer want to draw or write.
5. If necessary, to start the group work, suggest some topics such as the ones listed below:

Peer pressure about multiple sexual partners, macho images, bravery, the authoritarian role, discos-bars, virility, feeling pleasure in sexual foreplay.

Personal dilemmas such as wanting to have children, the cost of condoms, lack of self-confidence for using condoms, how to mention using a condom to a girlfriend or sexual partner? Feeling pleasure during orgasm, absence of sexual education, feeling attractive, STIs – how to get rid of them and how to prevent them, where to find condoms and how to use them, how to express love and affection.

6. While the groups are busy, display four flipcharts in places that are visible to the participants. Divide the flipcharts in two: one where the participants will place their cards with words or pictures that refer to sexuality or sex in a positive way. The other for cards with drawings or words that refer to sexuality or sex in a negative, shameful, distrustful, or sad way. If a card does not fall under either of these two categories, place them in between as a neutral area.
7. Once all the cards have been placed, start a conversation on the issue represented by each card, encouraging the participants to take part and express their ideas and questions in such a way that everyone has a chance to share and learn about the topics that are tackled.
8. Explain that only an introduction is possible for many issues, but if more time is needed to explore in more detail they can decide and find the best way to achieve this.



ACTIVITY C2: EROTIC BODY⁸

In this activity the young men will prepare collages of what they understand as an “erotic body”. They will then analyse the sexist cultural norms about how men and women should experience their sexuality.



Links to KAP:

- Understands that sexual desire in men is not stronger or more natural than in women.
- Analyses his beliefs, habits and opinions on issues related to sexuality and reproductive health.



Recommended time: 1 hour and 30 minutes



Materials and Equipment:

- Card-sized paper sheets
- Old magazines with colour photos
- Scissors (at least 10)
- Coloured pens (at least 5 sets)
- Varied decoration materials
- Cardboard
- Stick adhesive or white glue
- Adhesive tape
- **Facilitation sheet C2: Erotic body**

KEY MESSAGES

- » There is no single way of enjoying one's body and sexuality. The parts of the body that are more sensitive vary from person to person. Only knowledge of our physical being can take us to experience it with the pleasure that we are entitled to. In order to exercise our sexuality more freely and autonomously we must all get to know ourselves and explore what we want, what we like or what we need, as well as what displeases us.
- » Sexist culture represses women's right to pleasure. Nonetheless, women as well as men have the right to pleasure, to truthful information on sexual matters, access to contraception and a violence-free sex life.
- » In sexist societies, sexuality is equated with sexual intercourse, and male sexuality with controlling women. Sexist societies classify women into two types: good (girls who 'behave well', who don't feel sexual desire) and bad (girls who show sexual interest). This 'black and white' vision of women prevents young men from getting to know women's real desires and interests.

⁸ Adapted from the activity “Erotic Body” in the Program H manual from Promundo (undated). **Sexuality and Reproductive Health.** <http://promundoglobal.org/resources>

FACILITATION ADVICE

- » Prepare for this exercise by rereading sections 3.1.1. and 3.1.2. of the conceptual summary, and **Facilitation sheet C2: Erotic body**. If it seems relevant, you can read part of the Facilitation sheet to the group.
- » Talking about sexual desire allows us to tackle the prevention of risks associated with sexuality, such as unplanned pregnancy, sexually transmitted infections, HIV-AIDS, sexual harassment and violence.
- » Try and help the young men to understand that an active sexual life does not necessarily mean having sexual penetration, and that there are many other forms of contact, intimacy and pleasure. Try and moderate this discussion as openly and uninhibitedly as possible, even when the participants laugh or make jokes about the subject.

Steps to follow:

1. Open with a brainstorming session to “break the ice” and to create an atmosphere of trust.

Ask – *What words do people use to refer to the penis?* (Encourage them to find words that are used in their own environments: their neighbourhoods, among their peers, in chat, in their social networks). Then ask – *What other words are there for vulva or vagina?*
To finish, reflect on – *Why are these two body parts given so many names?*
2. Tell the participants that this exercise is about the ‘erotic body’. Ensure that all understand what we are talking about by asking – *What do you understand by erotic body?* According to their replies reinforce and help them clarify the concepts.
3. Ask them to form groups of three to four young men and hand out some magazines, a set of coloured pens, three pairs of scissors, glue, and sheets of paper to each group.
4. Explain that initially each group should make a collage about what they understand by a male erotic body, using the magazines, markers and glue. When they have finished, ask them to do the same thing for the female erotic body.
5. Ask each participant to display his collage on a part of the wall so that all the male bodies are together and the female bodies are separated from them.
6. Declare the collage exhibition open and ask the group to take some time to visit it and find what the works have in common and what aspects are different.
7. Moderate a group conversation around these questions:
 - a. *What is desire?*
 - b. *How do men get aroused? How do women get aroused? Are these differences biological or learned?*
 - c. *What is masturbation?*
 - d. *What is an orgasm? What happens when a man has an orgasm? What is the female orgasm like?*
 - e. *What do you think is the advantage of speaking openly about sexuality with your partner with whom you are having sexual relations to know what she likes, what gives her pleasure?*



FACILITATION SHEET C2:

Erotic body

Every part of the human body feels pleasure when touched. People usually have specific parts of their bodies that are more sensible to touch than others. These parts are known as erogenous zones (mouth, ears, neck, vulva, penis, clitoris, breasts, anus, etc.) These zones vary from person to person, and this is why there is no point in an instruction manual. One has to discover, through practice or dialogue, which are the point that, when touched, give greater pleasure for yourself and for your partner.

From childhood, people start to discover that the body has areas what, when touched, give a feeling of pleasure. Based on observation, handling and perception of bodily sensations, children gradually get to know their own bodies. Nonetheless, at this stage in life, handling their genital organs does not have the same connotations as in adulthood. In childhood it is simply the pursuit of a pleasurable sensation, not an orgasm.

Upon reaching adolescence, sexual hormone production and new interests lead to intense sexual desire. This tension needs to be relieved, and thus, the act of stroking ones' genitals in pursuit of pleasure, i.e. masturbation, takes on an erotic character with the aim of sexual satisfaction. In general, this initial satisfaction is laden with guilt and fear due to the rigid education and myths that persist to this day.

At present, specialists believe that masturbation in adolescence is fundamental for sexual satisfaction in adult life, it is the way that a young person learns to feel pleasure and get to know his/her body and emotions better, and in contrast with what used to be said, masturbation does not e.g. maim anyone, does not make hair grow on your hands, does not lead to insanity or reduce strength.

In order to be ready for a sexual relationship, all aspects of the body must be considered, not just the sexual organs. Male arousal depends on social and psychological factors that are strongly interrelated, which are influenced and dependent on each other. The same applies to women for whom sexual desire is not linked to whether or not she is in her fertile period.

We can say that there are four important phases in people's sexual response: desire, arousal, orgasm and relaxation. Sexual desire is when one feels like having sex. This sensation occurs when the brain is activated by a sexually arousing stimulant. It is worth remembering that a specific stimulant may be arousing in certain cultures and not in others. For example: a specific beauty pattern may arouse sexual excitement in one place but not in another.

Anxiety, depression, the feeling of danger and fear of being rejected may affect people's sexual desire. In contrast, when a person feels relaxed and secure and has intimacy with their partner, this greatly enables the desire to have a sexual relationship.

Orgasm is the major phase in sexual pleasure and is very difficult to describe objectively. The feeling of pleasure is individual, which means that descriptions of orgasm will vary according to the person. Every orgasm is different. As the orgasm depends on the degree or sexual arousal, a person can have orgasms with different degrees of intensity at different times.

Relaxation is the phase during which women and men relax after orgasm. Men need some time before becoming aroused again. In young men, this is a short period (around 20 or 30 minutes), it can take longer in adults. Women do not need this recovery period, so they can have more than one orgasm during one sexual encounter.

ACTIVITY C3: PORTRAYING WOMEN AS SEX OBJECTS

In this activity the Agents of Change will analyse advertisements that portray women as sex objects. They will then set up 'advertising teams' to work on new advertising proposals where women, like men, are presented as subjects.



Links to KAP:

- Knows how to answer questions about the link between gender and sexuality.
- Rejects media images and content that portray women as sex objects.



Recommended time: 1 hour and 30 minutes



Materials and Equipment:

- 4 flipcharts with paper (1 per group)
- Card-sized sheets of paper
- Magazines and newspapers
- Adhesive tape
- Scissors
- A range of decoration materials
- **Facilitation sheet C3-A: Women as sex objects**
- **Facilitation sheet C3-B: Women from objects to subjects**
- Laptop
- Projector and screen

KEY MESSAGES

- » Our society teaches us to value men and women according to their adherence to the differentiated norms about sexuality for men and women. We are taught that virtuous women do not show any sexual desire, and that women who are interested in sex have no value and can be 'used' by men.
- » The belief that there are two types of women (good girls/bad girls) leads young men to show very little interest in finding out women's real desires and interests – it is much easier to classify them according to these types, and relate to them based on what they (the young men) need.
- » An indicator of men's incapacity to relate to real women is the consumption of media images that degrade women, by presenting them as sex objects at the service of men.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary in section 3.1.2.
- » Select five of the suggested photos in the **Facilitation sheet C3-A**. Try to choose images of a range of products to give the exercise greater diversity. You may also find examples from your own country so that the participants identify with the images. Add the first image featured in **Facilitation sheet C3-B** (ESPN sport image) to your selection, as it will also be used in the second part of the exercise.
- » Prepare a list with five names of companies that sponsor the advertisements that you selected from the list (like "Brahma", "BMW", "Durex"). The second part of the exercise will be conducted in five groups. To set up the groups, prepare a slip of paper for each participant with the name of the five companies selected, mix them up and put them in a bag. Confirm that the groups have equal numbers of participants.

Steps to follow:

1. Ask for a volunteer to hand out a sheet of paper to each companion, while you explain that a series of images will be projected and they have to write down their reaction to each image on their sheets of paper.
2. Project the six images you selected for the exercise. You should project each image for about 20 seconds, before moving on to the next one. This is the average time that they will spend looking at a billboard on the street or a TV advertisement.
3. When finished, moderate a reflection session about the set of images. Use the opportunity to introduce the key concepts and messages linked to this exercise. Help the discussion with some of these questions:
 - *What were the six products that were being promoted? What slogans were used in each one? What elements have all these images got in common?*
 - *Do you remember the women who appeared in each advert? Ask them to describe them in as much detail as possible. And what about the men?*
 - *Who are these adverts targeted at? Why?*
 - *What messages and female and male attributes do these adverts present?*
 - *Does using women to promote these products work? Why?*
4. Ask the participants to pick a piece of paper out of the bag with the company names, while displaying the images on screen automatically. Tell them that this is a recruitment process in which they have been selected to join the new advertising teams for the companies that appear on their slips. Ask them to find their teammates from the same company and find a space in the room and a flipchart for working.
5. Ask each group to make a new advertising proposal for the product they were given to promote, they must work on the image as well as the advertising slogan, to change the role being played by the woman from that of object to subject. As an example, show the images presented in **Facilitation sheet C3-B**, about women's participation in sport, where the value of being strong is restored as a female quality. Make it clear that the exercise is not about reversing roles and using men as an object, but about finding a proposal that is consistent with gender equality.

FACILITATION SHEET C3-A:

Women as sex objects



Choose (5) of the following sexist advertising proposals.



devadiprivo.com/2012/12/18/publicidad-sexista-i-de-verdad-vale-mas-una-imagen-que-1000-palabras/brhma-cerveza-para-hombres



algodiferenteplasticaydiversidad.blogspot.fi/2013/05/la-retorica-visual-el-sexismo-en-la.html



vos.lavoz.com.ar/content/pamela-anderson-censurada-0



silhouettedecorstudios.files.wordpress.com/2010/07/presidente-ad-22.jpg



www.adwomen.org/wp-content/uploads/2011/06/Reborn-to-be-alive.jpg



farm6.staticlickr.com/5324/7227685130_95945d514a.jpg



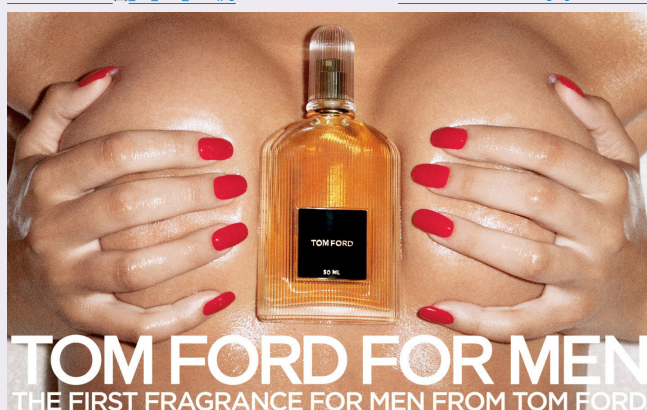
i209.photobucket.com/albums/bb5/teagan_booh/Dolce-Gabbana-Ad-Sexist.jpg



[www.vicevi.com.hr/gallery/7/Powerofdiamonds\[3\]_57_800_500.jpg](http://www.vicevi.com.hr/gallery/7/Powerofdiamonds[3]_57_800_500.jpg)



1.bp.blogspot.com/-1BQlbYn59EI/TjEzn4nLJEI/AAAAAAAAANQ/dPLsMxgUgDk/s400/Post-it.jpg



i1.wp.com/masetv.com/wp-content/uploads/2013/07/new-tom-ford-for-men-fashion-wallpaper.jpg

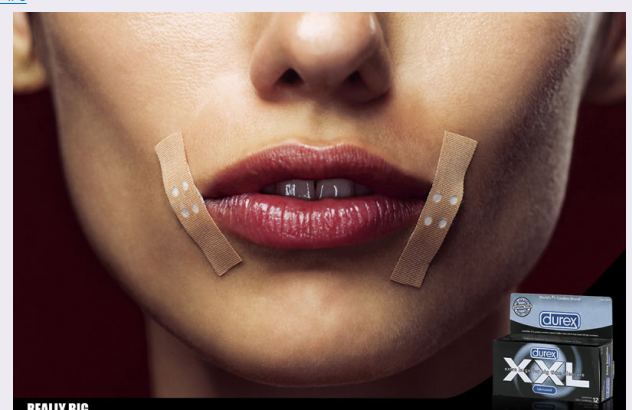


image.spreadshirt.net/image-server/v1/compositions/5432208/views/1,width=280,height=280,appearanceId=70.png/really-big-durex-xxl_design.png



FACILITATION SHEET C3-B:

Women from objects to subjects

In this second part of the activity you should ask each group to make a new advertising proposal for the product they were given to promote. They should tackle the image as well as the advertising slogan, by trying to change the role played by the women in the adverts from object to subject. In the discussion, try and get the participants to see that it is possible for women to play a different role in advertising, reiterating the value of being strong, as a notable female quality. Make it clear that the exercise is not about reversing roles and using men as objects, but about finding a proposal that is consistent with gender equality.

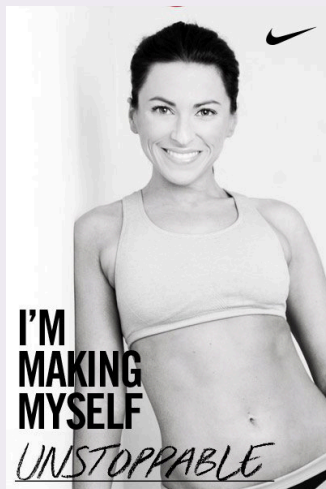
First, place the object advert and then the other proposals. Allow them to react and criticise each one. For example, the first one (WTA) has a good message "strong is beautiful" yet the images, although not naked only show perfect women, unlikely to be sportswomen. The last images portray sportswomen.



<http://images5.fanpop.com/image/photos/30700000/WTA-wta-30744467-1920-1280.jpg>



http://1.bp.blogspot.com/-u_k9nxiRHqC/T5Xm9iPiKEI/AAAAAAAAATQ/T4-W0RxFj7E/s640/20101025-095630-450x600.jpg



http://4.bp.blogspot.com/-8EVi44FSTY8/TfoXipRe74I/AAAAAAAAABQQ/hQd9Y773D0U/s1600/25047210150218181089683_6261664682_6972190_977164_n.jpg



<http://topdrawerlingerie.com.au/wp-content/uploads/2014/08/dove11.jpg>

ACTIVITY C4: ANTI-PREJUDICE CAMPAIGN⁹

The Agents of Change will take part in the preparation of an advertising campaign about respect for sexual diversity and through this they will learn that people with different sexual orientations deserve respect and have the right not to be discriminated against or suffer violence.



Links to KAP:

- Knows how to answer questions about the link between gender and sexuality.
- Analyses his beliefs, habits and opinions on issues related to sexuality and reproductive health.
- Respects people with sexual orientations that differ from his own.
- Speaks to other young men and women respectfully about sexuality and relationships with partners.



Recommended time: 2 hours

Materials and Equipment:

- Flipcharts (1 per group)
- Coloured pencils (1 box per group)
- Felt pens
- Video: Be The One Who Helps - Out in Schools' 2013 Rise Against Homophobia Contest <https://www.youtube.com/watch?v=d8N-432idLM> or go to: <http://www.itgetsbetter.org/content/international> for other videos
- Laptop, projector and screen

KEY MESSAGES

- » Sexual gender norms do not just create barriers in relationships between young men and women; they also prevent young men from interacting with any other man who does not demonstrate his heterosexuality, which according to society is the 'natural' way to be.
- » Heterosexual sexual orientation is not the only valid sexual orientation. People with other sexual orientations deserve respect and have the right to not be discriminated against or suffer violence.
- » Hegemonic masculinity dictates that any person who isn't heterosexual deserves rejection. This rejection is expressed through conducts and behaviours that range from jokes to the most violent forms of harassment.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary on the issue of sexuality and gender norms in section 3.1.2.
- » **Warning: this activity contains two moments that need to be very well differentiated.** Step 2 deals with diversity in general and Step 4 focuses on sexual diversity. Ensure that the participants work on the general issue of diversity first.
- » At the end of the exercise, questions are set out to guide reflection, ensure that you know the answers in order to facilitate this discussion, supported by the conceptual summary or additional resources suggested in section 3.1.2.

⁹ Based on an activity developed by Promundo: <http://promundoglobal.org/>

Steps to follow:

1. Facilitate a group formation exercise to set up groups of between three and four people. Give each group a flipchart, markers and coloured pencils.
2. Explain to the young men that each group will be an advertising agency, and that they will compete by preparing an advertising campaign. Suggest the campaign theme as: **'Improving coexistence by respecting diversity'**. The central sentence (or slogan) of their advertising campaign should be written on the flipchart, with a drawing to illustrate it. Allow enough time (30 minutes) for the groups to invent, discuss, and creatively prepare their campaign.
3. Ask each group to present their campaign in no longer than five minutes. Limit to some extent the reactions and comments from other groups, explaining that the exercise has not yet finished.
4. After all the presentations are over, explain that they will have 20 minutes to modify their campaigns, adding the theme of respect for sexual diversity and the need to end prejudice in this area. The idea is for them to reformulate their original proposal by adding something to the slogan and drawing in the initial proposal. The groups may use the same flipchart or a new one.
5. As an example, introduce the video Be The One Who Helps - Out in Schools' 2013 Rise Against Homophobia Contest: <https://www.youtube.com/watch?v=d8N-432idLM> or go to <http://www.itgetsbetter.org/content/international> for other videos.
6. When the groups have finished, ask them to display their flipcharts in a visible part of the room and make a new presentation. Ask each group to explain at the end of their presentation: *How did working on the first and second theme differ? How comfortable did they feel? Why?*
7. Allow the other groups to ask question or make comments on each advertising proposal. Once the presentations are over, organise a vote to choose the work/s that the participants liked the most.
8. After the voting, open a brief discussion related to the concepts that the participants need to learn. Ensure that you complete the ideas that may emerge based on the following questions:
 - *How many sexual orientations are you aware of?*
 - *What prejudices exist against people who are not heterosexual? Why?*
 - *Do you know what homophobia is?*
 - *What attitudes do you recognise in your own behaviour that might be classified as homophobic? Are these attitudes based on myths or prejudices?*
 - *What are the effects of discrimination on the people who suffer it?*
 - *What effects does homophobic bullying have in schools?*
 - *Why is the right to diversity important?*

ACTIVITY C5: MYTH BUSTERS

In this activity the Agents of Change will demystify false beliefs about gender, youth and sexuality, and will be encouraged to analyse the cultural, gender and power reasons that these myths are reproduced from generation to generation.



Links to KAP:

- Analyses his beliefs, habits and opinions on issues related to sexuality and reproductive health.
- Understands that sexual desire in men is not stronger or more natural than in women.
- Identifies myths that sustain gender inequality in the exercise of sexuality, and knows how to explain why they are false.
- Respects the integrity of all young women, whether or not they are sexually active.
- Respects women's wishes – understands that No means No.
- Challenges disinformation about sexuality in his family and in his community.



Recommended time: 3 hours

Materials and Equipment:

- 6 flipcharts with paper
- Coloured marker pens
- 6 medium-sized balloons
- Letter-sized or equivalent paper
- Laptop with internet access
- **Handout C5: Myths and realities about gender and sexuality**

KEY MESSAGES

- » The control mechanisms for gender norms and sexual norms mean that young men enter into relationships laden with myths and disinformation that affect their capacity to build relationships based on intimacy, respect and love. Rejecting these myths is fundamental in the young men's journey towards a commitment to gender equality.
- » The Agents of Change who are committed to gender equality look after their own sexual health and that of their partner, they are committed to prevention practices, they discuss the use of contraception with their partners, as well as whether or not to have sexual relations. They also respect their partner's right to pleasure and never pressure or force them to do anything sexually that they do not want.

FACILITATION ADVICE

- » Prepare for this activity by rereading sections 3.1.2. and 3.1.3. of the conceptual summary.
- » In this activity it is key to debate around the ideas and concepts that the Agents of Change have of sexuality, make the most of each contribution to help the group to reflect critically on the social construct of sexuality.
- » Write each of the nine myths in the **Handout C5** on a strip of paper.
- » Fold the papers and insert each myth into a different balloon and inflate and knot each balloon.
- » Print the **Handout C5** and cut out each myth and stick it at the top of a sheet of paper.

Steps to follow:

1. Start the activity by asking – *Do you think that masturbation can change penis size, cause your face to break out in spots and/or make hair grow on your hands?* If any of the participants suggests that myths always exist for a reason, ask: *What do you think the reason might be?* If that opportunity does not arise, find another way of explaining that myths exist because they help teach and maintain social rules on gender and sexuality.
2. Explain to the group that they will be working in teams to challenge false beliefs about gender and sexuality, by analysing the possible reasons for the emergence of myths and the consequences on the lives of young women and men.
3. Ask them to form eight groups. Appoint a spokesperson and ask him to take a balloon. If there are not many participants, you can use fewer myths so that each group is made up of at least three people.
4. Ask each group to burst their balloon and read their myth out loud. Ask for comments from the other groups on whether they have heard that myth, who they have heard it from, and what they think about it. Suggest to the group that has presented the myth to take notes of the comments, as this will give them additional elements for the group to work on its presentations.
5. When all the groups have presented their myths, give each group a sheet with the myth that they will be discussing and the corresponding reality. Give them 30 minutes to prepare a five-minute presentation with the following elements:
 - a. Examples from their lives that invalidate the myth.
 - b. Why does this myth exist?
 - c. Consequences for the lives of women and men.
 - d. Concrete proposals for challenging this myth in themselves and among their peers.Suggest using flipcharts to liven up their presentations.
6. Once all the groups have finished, ask each group to make their presentation in five minutes. After each presentation allow the other groups to react with questions or more contributions.
7. Ensure that they have touched on the reasons and consequences listed in section 3.1.3. of the conceptual summary. If they do not feature in the presentations or in the contributions from the other groups, present them yourself as facilitator.
8. End the exercise by reminding them of the importance of always being alert to what is behind gender and sexuality myths.

HANDOUT C5:

Myths and realities about gender and sexuality



Myth # 1: Sexuality begins at puberty.

Reality: Sexual development starts during infancy, through physical contact. Sexuality is one of the ways in which children develop their personality and their relationship with affection and feelings of security. Sexuality is an integral part of every human being, to the same degree as eating, sleeping, studying, etc.

Myth # 2: Masturbation causes madness, makes you grow hair on your hands, and shrinks your penis.

Reality: Masturbation is a natural and common activity, for women as well as for men. Masturbation is beneficial for mental and physical health. It helps relieve sexual tension, to relax, and to get to know one's own body. People who feel at ease with their bodies are more likely to protect themselves from sexually transmitted infections (STIs) and unplanned pregnancies.

Myth # 3: Talking to young people about condom use is the same as encouraging them to be promiscuous.

Reality: When young people have more information about healthy and pleasurable sexuality, they make better decisions about their own sexuality.

Myth #4: Sexual desire in men is determined by their hormones and is much stronger than in women, whose sexual desire is determined by their emotions.

Reality: Sexual desire depends less on nature and more on society; less on the hormones that appear in puberty and more about what males expect of themselves, on what others expect from them, and on group pressure.

Myth #5: If a woman is a lesbian it is because she has never had a real man.

Reality: Sexual orientation is an expression of the identity that is constructed throughout a lifetime. It is not something that one person can teach another.

Myth #6: A man's sexual prowess is determined by the size of his penis.

Reality: Men's capacity for sensuality is much broader and rich. Men, just like women, have different zones in their bodies that give them a feeling of pleasure.

Myth #7: Preventing pregnancy is the woman's responsibility.

Reality: Preventing a pregnancy is a shared responsibility between men and women.

Myth #8: When a girl says 'no' she really means 'yes'.

Reality: No is No! Nobody has the right to assume that a woman does not know what she wants or what suits her, or that she is refusing to have sexual contact as a way of flirting.

Myth #9: If a girl is not a virgin, she is not a good catch.

Reality: Young women have the same right to have relations and experience their sexuality as men.



ACTIVITY C6: SEXUAL AND REPRODUCTIVE RIGHTS

In this activity, the Agents of Change will start by analysing a campaign about sexual and reproductive rights in order to discuss their identity as rights holders in relation to the primary and secondary guarantors.



Links to KAP:

- Is aware of the role played by family and friends in repressing or promoting the free exercise of sexuality with gender equality.
- Is familiar with the national laws and the international instruments related to sexual and reproductive rights.
- Knows who the primary and secondary duty bearers for his sexual and reproductive rights are.
- Appreciates that men and women have equal rights to healthy and pleasurable sexuality.
- Makes use of sexual and reproductive health services.



Recommended time: 2 hours



Materials and Equipment:

- 4 flipcharts with paper
- Thick marker pens
- Laptop, projector and screen
- **Handout C6: What are my sexual and reproductive rights?** (1 per participant)
- 4 campaign adverts (Amnesty International, My Body My Rights) (4 videos, 30 seconds each available at: <http://goo.gl/yDAqIH>)

KEY MESSAGES

- » Sexual and reproductive rights are an inseparable part of human rights. Primary and secondary duty bearers have the responsibility to respect and protect rights holders.
- » While parents are responsible for guiding young men and women's decisions, they do not have the absolute right to take decisions about their lives or about their health.
- » **Sexual health** is a state of physical, emotional, mental and social wellbeing as it relates to sexuality throughout all the stages of life. Sexual health requires the chance to have pleasant and safe sexual experiences that are free from coercion, discrimination and violence.
- » **Reproductive health** is a state of physical, emotional, mental and social wellbeing in terms of the processes, functions and the reproductive system. Therefore, reproductive health implies that people are able to have a responsible, satisfying and safe sexual life as well as the ability to reproduce freely to decide if they are going to do it, with whom, when and how frequently.
- » The right to reproductive health faces many strong obstacles. Many young men and women have experienced sexual violence in their immediate environments. Many young people are pressured by their peers or their partners to have sexual relations, even when they do not feel ready or willing to do so.
- » There are also social, cultural and legal barriers, as several sectors have been creating obstacles to exercising the right to a healthy and pleasurable sexuality. For example, preventing schools from teaching integrated sexual education, or for young men and women to have free access to contraception. This is also evident in legislation that bans or criminalises the voluntary termination of pregnancy.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary on the right to healthy and pleasurable sexuality in section 3.1.4.
- » Collect information on the national laws on sexual and reproductive rights and about the organisations that provide sexual and reproductive health in your area.
- » Prepare two flipcharts, one with the main elements of national legislation, and another with information about service providers so that you can use it when explaining the topics in this exercise.
- » In this exercise it is important to highlight that one of the ways in which the Agents of Change demonstrate their commitment to gender equality is to respect their rights and those of their partner and taking responsibility for their sexual and reproductive behaviour.
- » It is important to confirm that the boys see themselves reflected in the videos, as the aim is for them to analyse how they relate to girls and women, as well as to their family and community.
- » Analyse the three videos in advance in order to have your own perceptions, without letting them influence the group reflections. Ensure that the equipment for playing them is working, and that they can be seen and heard clearly.

Steps to follow:

1. Start the exercise by giving a brief introduction on what is meant by human rights; rights holders, primary and secondary duty bearers; sexual and reproductive rights, with the help of section 3.1.4. of the conceptual summary. Hand out **Handout C6** to each participant.
2. Ask each Agent of Change to read aloud one point of those listed in the Handout. Ask the group what they understand by each of the rights. Complete it if necessary.
3. When they have finished reading, tell the group that four videos will be screened from the campaign “My Body, My Rights” produced by Amnesty International.
4. Screen the four videos and moderate a brief reflection session after each video, writing down on the flipchart the key ideas that are aired around the following questions:
 - *What message is transmitted by the video? Which sexual or reproductive right does it refer to?*
 - *Do you identify with the message in your life now?*
5. Once they have watched the videos, facilitate a reflection session with these questions:
 - *Do you think these videos might be controversial? Why?*
 - *Do you think these messages would work in your country’s context? How would they need to be adapted? Why?*
 - *What should the duty bearers (family, community, state) do in each of the featured stories?*Write down the key ideas and keep the results in order to revisit them at the end of the exercise.
6. After a short break, ask the participants to identify the primary and secondary duty bearers, who are helping them to fulfil their sexual and reproductive rights. Keep emphasising the discussion on the videos reminding them of the role of all the different duty bearers.
7. Ensure that the participants are clear on the topic of the role that primary and secondary duty bearers of their sexual and reproductive rights should play, by facilitating a reflection session about:
 - *Do you speak to your family members about sexuality and relationships? When you don’t find support within your family, who do you approach?*
 - *Have you received satisfactory answers to your doubts or information needs on sexuality at your school?*
 - *Do you know where to go for health services or advice?*

8. Make a brief presentation about the main elements of national legislation, and about the sexual and reproductive health service providers, with the help of the flipcharts you prepared in advance.
9. Conclude the activity by highlighting that one of the ways in which the Agents of Change can show their commitment to gender equality is to respect their own rights and those of their partners. This commitment entails looking after sexual and reproductive health with their partners, which includes preventing sexually transmitted infections, preventing unplanned pregnancies, antenatal, maternal and infant health, contributing to family income, to the care, education, health and nutrition of boys and girls without any distinction.

HANDOUT C6:



What are my sexual and reproductive rights?

Sexual rights are an inseparable part of human rights, and they include:

- The right to recognise oneself as a sexual being.
- The right to strengthen one's self-esteem and autonomy in order to make decisions about sexuality.
- The right to explore and enjoy a pleasurable sexual life, without shame, fears, concerns, prejudices, restrictions, guilt, groundless beliefs and other factors that prevent the free expression of sexual rights and the fullness of sexual pleasure.
- The right to experience sexuality without violence, coercion, abuse, exploitation or harassment.
- The right to choose one's sexual partners.
- The right to full respect for the physical integrity of the body and its sexual expressions.
- The right to decide when one wants to start sexual life, or whether one wants to be sexually active or not.
- The right to have consensual sexual relations.
- The right to decide freely whether to get married, live with a partner, or stay single.
- The right to express one's sexual orientation freely and autonomously.
- The right to protect oneself from pregnancy and from sexually transmitted infections and diseases.
- The right to access to quality sexual health services.
- The right to have information about all aspects related to sexuality, knowledge of how the female and male reproduction systems work and about the infections and diseases that can be acquired through sexual relations.

Reproductive rights include:

- The right to decide freely and responsibly how many children and the space between them, and to have the information, education and means to achieve this.
- Men and women's right to decide freely and responsibility whether to be parents.
- The right to decide freely what sort of family one wants to form.
- The right to access to safe, acceptable and effective methods of contraception (including emergency contraception).
- Women's right to not suffer discrimination or unequal treatment due to pregnancy or motherhood in education, workplace and within the family.
- The right to access health services and medical care that guarantees safe maternity, risk-free during pregnancy, childhood and breastfeeding, offering the greatest chances of having healthy children.
- The right to have education and information services to guarantee reproductive autonomy.



ACTIVITY C7: UNDERSTANDING MY OWN VULNERABILITY

This activity analyses the connections of a community of sexually active people that the participant group represents in different roles. Based on the sexual partners they choose, the Agents of Change will learn or reinforce STI and HIV prevention knowledge, attitudes and practices and reflect on their and their partner's vulnerability to STIs from a sexual and reproductive health perspective.



Links to KAP:

- Recognises the personal risks of harmful practices in his sexual life.
- Analyses his beliefs, habits and opinions on issues related to sexual and reproductive health.
- Understands that everyone is vulnerable to sexually transmitted infections (STIs), including HIV/AIDS.
- Exercises his sexuality respecting his own life and that of other people.



Recommended time: 1 hour and 30 minutes

Materials and Equipment:

- Cards in 2 colours (1 per participant)
- Pencils
- Sheets of paper cut into four
- Small box or container
- Thin red ribbon (can be replaced by wool or fine string)
- Scissors
- **Facilitation sheet C7**

KEY MESSAGES

- » Adherence to sexual and gender norms in sexist societies exposes young men and women to situations of high vulnerability. By believing that reproduction is a woman's domain, many young men do not inform themselves about the reproductive process and are not concerned about prevention.
- » Vulnerability is apparent among young men when they engage in high-risk behaviour like unprotected sex or alcohol or drug consumption.
- » At a social level, vulnerability is evident in barriers to prevention and self-protection: not all young men have access to specific information and health services; women already find it very difficult to negotiate using condoms with their partner; distribution of condoms and other contraceptives is inadequate; there is still a very limited number of prevention and care programmes for adolescent victims of violence.

FACILITATION ADVICE

- » Prepare for this activity by rereading section 3.1.4. of the conceptual summary, and consulting other materials with basic information about safe sex and STI/HIV/AIDS prevention.

- » In this activity it is essential to discuss the ideas, concepts and practices that the young men may have about STI and HIV prevention. Make the most of each contribution to strengthen and validate concepts or appropriate practices, clear up doubts and demystify false beliefs that could exist in relation to the topics tackled in this exercise.¹⁰
- » Use each input to analyse the situation in a gender equality framework, starting by highlighting how each situation affects women and men in different ways.
- » Prepare a slip of paper for each participant following the instructions in Facilitation sheet C7. Fold the papers and place them in a small container.
- » Cut 30 pieces of red ribbon approximately one metre in length. Tie several groups of two, three and four ribbons each. Leave some individual pieces.
- » Prepare a set of cards equivalent to the number of participants. Half in one colour and the other of the other colour and mix them (make sure they are not blue and pink). One colour will mean the participant is a man and the other a woman, but do not disclose this detail until indicated in the steps.
- » **Warning!** Questions may arise during this activity that you are unable to answer. If this should happen, you should explain that you don't have all the answers but some of the participants can find out for the next session. In cases where a participant has a health problem that requires specialised attention it is important to advise him to consult a health specialist.

Steps to follow:

1. Ask the Agents of Change to sit in a circle on the floor. Place a mix of both coloured cards and pencils and the box with paper slips in the centre. Ask each participant to choose a card, a pencil and a slip of paper and not to open until told to do so.
2. Explain that for this exercise everyone will have to make contact with a specific number of companions. They will need to move around the room and engage in brief exchanges with their companions in order to achieve this.
3. Now ask each one to open their slip of paper and see the number they were assigned without telling the others. Explain that this number is the number of companions they will have to find, and as they find them they should write down their names on their card, and that they will have five minutes for this. Tell them that their letter will be used later on in the exercise.
4. Ask the participants who were assigned the numbers 0 or 1 to stay with you, while the others can begin their interaction. Explain to the participants who were assigned 0 that they do not need to write any names, or give theirs to any companion. In the case of the people who got the number 1, explain that they should only have one interaction and write the name down in their cards, and that they can also only give their name to one person. Ask them to join the group.
5. After the five minutes have passed, ask the young men to return to the circle and to memorise the letter they were assigned and the names they obtained during their interactions.
6. Tell that that the exercise is about seeing the dynamics that occur in a community of sexually active people. Explain that each person will have to adopt the role assigned by the letter on the slip of paper they picked.
7. Tell them that if they have X coloured cards they will be men, and the other coloured cards will be women. Also inform them that the names of the people they wrote down on their cards are the sexual partners they have had in the last few weeks.

¹⁰ For more information refer to Promundo (2010). **Engaging men and boys in HIV and AIDS prevention, care and support.** <http://promundoglobal.org/resources>

8. Ask participants with the letter V to get up and leave the circle. With the help of **Facilitation sheet C7**, read aloud the sexual role they were assigned: “V (say the young man’s name) has a sex life with multiple partners. He recently contracted HIV from an unprotected relationship. He doesn’t know this yet”.
9. Ask this young man to read out the names (written on his card) of his sexual partners in recent months and give him a V, a group of four red ribbons tied at one end (which symbolise four partners). As he names his partners, ask them to get up and leave the circle too. Then give them the bad news that they probably also contracted HIV unless they protected themselves. Use this moment to introduce key messages about how the HIV virus is transmitted and prevented.
10. Then read the type of sexual life of each of V’s partners who left the circle, and introduce new messages and clarify any doubts that may arise. For example, if one of these partners was (F) who was faithful to his partner, explain that being faithful is worth nothing if your partner isn’t. It would be another story if as well as being faithful he had decided to have safe sex with his only partner.



Don’t forget to analyse each situation from a gender perspective, highlighting the way our relationships affect our partners.

11. If the partner doesn’t use a condom, give him one of the ends of the V set of ribbons as a symbol of his new HIV positive condition. If he used a condom, he doesn’t need to take the ribbon. Ask the infected partners not to let go of their ribbons until the end of the exercise.
12. After the ribbons have been handed out, each young man calls his respective partners and the process is repeated until only a few people are left without ribbons: the ones who don’t have sex and the ones who always use protection.
13. Conduct a final reflection session about the network that was formed with the ribbons that interconnected the young men. Highlight that STI and HIV transmission works in a similar way and that is why it is so difficult to control.

FACILITATION SHEET C7



In this exercise, each participant receives a slip of paper informing him of his sexual orientation (symbolised by a letter) and the number of sexual partners he has had. The table below contains the types of sexual behaviours that will be assigned to the participants. Prepare as many slips of paper as necessary so there is one for each.

Decide how many paper slips you will need for sexual role. The table includes several suggestions that you should adapt to the size of your group. Nonetheless, the roles marked with an asterisk (*) may only be assigned to one person, and this role is compulsory for the exercise to work. The other roles can be varied and adapted to the size of the group. For the roles that are duplicated try adding a new element, in which this person did not use protection, as indicated in the second example.

Write a letter (first column) on each slip of paper and the corresponding number on the back (second column).

Letter	Number	Sexual role	How many slips to prepare
A	0	Has chosen not to start having sex.	1*
B	3	Is bisexual and has a sexual life with multiple partners. Does not use protection because... (Add one to each of the three cases:) a. Says it doesn't feel the same (man) / some partners don't like it (woman). b. Says she or he knows the people she or he has sexual relations with well c. Cannot always find condoms.	3
C	4	Has a sexual life with multiple partners. Always uses a condom in sexual relations	2
D	3	Has a formal partner, but sometimes has sexual encounters with other people. Uses protection sometimes but not always. (Vary the reason for not using condoms for each participant, relating it to the different social barriers to using them)	4-6
F	1	Has decided to be faithful to his/her only partner as a way of preventing STIs.	3
H	2	Is homosexual (gay if male or lesbian if female)	3-5
M	2	Contracted an STI after being raped	1
S	2	Contracted an STI several months ago and still hasn't had it treated properly. Chooses not to mention it to his/her occasional partners to prevent rejection.	1*
T	1	Is heterosexual and HIV positive, contracted the virus from sharing infected needles in the past when she or he was a drug user. Has a stable partner to whom she or he is faithful and with whom she or he has safe sex in order to protect him/her.	1
V	4	Is a young man who has a sexual life with multiple partners. Recently contracted HIV from unprotected relations. Doesn't know yet.	1*



ACTIVITY C8: TO USE OR NOT TO USE?

In this activity the Agents of Change discuss the use of condoms, and the barriers faced by young men to accessing and using them.



Links to KAP:

- Analyses his beliefs, habits and opinions on issues related to sexuality and reproductive health.
- Recognises the importance of self-care and mutual care in a relationship.
- Values the use of condoms as a sign of responsibility and maturity.
- Discusses with his partner both their wishes, desires and expectations in their sexual relationship.
- Uses protection in all his sexual relationships.
- Takes on shared responsibility in healthy and pleasurable sexual relationships for both parties.
- Exercises his sexuality respecting his own life and that of other people.



Recommended time: 1 hour



Materials and Equipment:

- 2 flipcharts
- Marker pens
- Letter-sized or equivalent paper for each group
- Ink pens for each group

KEY MESSAGES

- » Every Agent of Change who is responsible in his sexual life should strive for self-protection and protect his partner when it comes to sexual and reproductive health.
- » In a sexist society women have less negotiation power than men, and men learn to control women. In order to confront these stereotyped gender roles, we can start by learning that negotiating does not mean winning at all cost, but to find the best option for both parties, i.e. for everyone (male and female) to win.
- » There are many barriers and cultural myths about condom use by young women as well as by men.

FACILITATION ADVICE

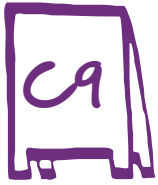
- » Prepare for this exercise by rereading the conceptual summary in section 3.1.5.
- » Aim to analyse with the participants what the main barriers are to condom use, and how to resolve each one. It is worth making notes of all the solutions that arise throughout the activity on a flipchart.

Steps to follow:

1. Facilitate a dynamic group formation exercise to form four teams. Explain to the group that they have been invited to take part in an important debate.

2. Give each team a piece of paper and ask them to use the sheet to make notes of arguments in favour of the topic that they are assigned to defend in the debate. Explain that, although they may not agree with the topic they are assigned to defend, they should find arguments that are commonly used to justify this stance.
3. Give the following topics to the teams:

Team 1	The reasons why men want to use a condom.
Team 2	The reasons why men don't want to use a condom.
Team 3	The reasons why women want to use a condom.
Team 4	The reasons why women don't want to use a condom.
4. Allow 15 minutes for the teams to discuss and write down their reasons. Ask each team to appoint a captain. Explain to Teams 3 & 4 that the idea is that they should put themselves in the place of women and argue from that point of view.
5. Ask Team 1 and Team 2 to come forward to debate. Place them opposite each other and generate a debate between both teams, with yourself as moderator and the rest of the participants as observers.
6. Ask for a volunteer from the other teams to help manage time. This person will tell each participant when he can start and finish his argument (one minute per person).
7. Moderate the activity by asking the captains of each team to start the debate by defending their topics for one minute. First the first group with one of its arguments, and after one minute, a member of the opposing team should respond to this argument for another minute, arguing from the assigned position. If the young men are left without arguments, you can introduce some question that motivates discussion, for example – aren't condoms necessary for preventing transmission of sexual infections? To which each group must respond from their assigned position. To conclude, give each group a few minutes to organise a closing argument based on everything that has been said, and ask the team captains to present it.
8. During the debate, using a flipchart, write down the main arguments for using as well as not using a condom, which will be used for the end of the exercise.
9. Repeat the exercise with the two remaining teams that worked on the same topics but from women's point of view.
10. Once they have finished the debates, display the two flipcharts prominently with the ideas compiled from the debates, and facilitate discussion with the participants from their real opinions (not those assigned for the debate) around the following questions:
 - *How did you feel? What did you notice as a result of supporting the opinion you were assigned?*
 - *Do the young men and women you know tend to use condoms? Do you use them?*
 - *What types of social and cultural barriers to condom use have you experienced?*
 - *What are negotiations about condom use like in real life?*
 - *When is the best time to negotiate condom use?*
 - *Are the arguments featured in the debate used? Which ones?*
 - *Do you negotiate in the same way with different types of partners? (For example, occasional sexual partners, steady girlfriends, same sex partners?)*
 - *What sexual and reproductive health topics arise from these debates? (For example, pregnancy, sexually transmitted infection).*
 - *Do you know of other methods of protection? Which ones? How are they used?*
11. Close the activity with a final reflection session about the social and gender barriers which prevent or impede access to condom use, and how these barriers can have negative effects, not just on sexual and reproductive health of young men and women, but by also limiting their life plans.



ACTIVITY C9: MY NEEDS AND YOURS: EQUALITY IN RELATIONSHIPS

In this activity the Agents of Change practice having conversations with their partners about both parties' wishes and expectations in sexual relations, and identify what they can do to contribute to gender equality from their relationships with their partner.



Links to KAP:

- Recognises the importance of self-care and mutual care in a relationship.
- Is convinced that preventing unplanned pregnancies is the responsibility of both parties.
- Discusses with his partner both their wishes, desires and expectations in their sexual relationship.
- Respects women's wishes – understands that No means No.
- Takes on shared responsibility in healthy and pleasurable sexual relationships for both parties.
- Exercises his sexuality respecting his own life and that of other people.



Recommended time: 45 minutes



Materials and Equipment:

- Letter-sized or equivalent paper
- Pens for each participant

KEY MESSAGES

- » In a sexist society women have less negotiation power than men, and men learn to control women. In order to confront these stereotyped gender roles, we can start by learning that negotiating does not mean winning at all cost, but to find the best option for both parties, i.e. for everyone (male and female) to win.
- » As men are not socialised to care or look after themselves, it is not unusual for them to lack understanding of their role of mutual care in their relationships with their partner. Young men tend to enter into relationships accustomed to being looked after by the women in their families. For this reason, they expect the same thing from their partners without thinking that they too should demonstrate the same care towards them.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary in section 3.1.5.
- » Prepare 2 slips of paper with the following text: "They've known each other for six months. He wants to have sexual relations and thinks it is time. His partner is not as sure, has many fears and doubts about it and does not know how to express them or respond to them". Keep these slips of paper to hand out to the volunteers during the second part of this exercise.
- » **Warning!** Don't forget to include gender analysis in each of the situations that the volunteers portray. Encourage this reflection with the young men reminding them that we are building our commitment to gender equality.

Steps to follow:

1. Ask the group of participants how many of them are currently in a steady relationship (not necessarily sexual), find out for how long.
2. Ask the Agents of Change to sit in a circle, close their eyes and think of the partner they are currently in a relationship with. Make it clear that this relationship does not necessarily have to be sexual. The young men who are not in a relationship can remember a past one or imagine a future relationship.
3. Ask them to reflect quietly on whether in their relationship they are or are not in the habit of discussing their particular needs and expectations in terms of sexual relations. Ask them to search in their memory for specific moments in which these spaces have taken place, and if they haven't, ask them to wonder why. Remind them of the theme of assertive communications tackled in Module 1 and ask whether communication in their relationship with their partner is aggressive, passive or assertive.
4. While they reflect, introduce the key messages of the exercise. Highlight that they should not feel bad about things that they have not done up to now. Tell them that men generally have not been socialised to look after other people, it is not unusual for them not to understand the mutual care role in their relationships with their partners, i.e. looking after themselves but also after their partners.
5. End the reflection session explaining how the simple fact of discussing sexual health and both parties' needs in a relationship opens a valuable space for growth and for building equitable relationships between peers.
6. Ask the participants to open their eyes and discuss the following questions with them: Why do you think that it is so difficult to discuss our needs and desires precisely with the person we are closest to? Let the participants establish the path of the discussion, moderating the contributions.
7. To end this part, ask: *Do you think that the relationships you were thinking of would be happier and more empowered if they opened these spaces or not?*
8. Ask for four volunteers to act out some role plays and take them out of the room to explain the exercise. Meanwhile leave the rest of the participants doing an essay recounting what they remember or imagined about their relationship with their partner and trying to take it to the ideal scenario where the partners discuss and communicate their needs. Make it clear that this is an individual exercise that will not be shared.
9. Outside the room, explain to the volunteers that in pairs, they will act out two types of relationships: one, in which the couple converse, and another, in which they don't (both situations chosen at random). Tell them that both couples will play the situation assigned to them on the slip in less than five minutes (they will not know that it is the same situation). Tell them they have 10 minutes to prepare the role plays - without exchanging with the other pair.
10. Ask both pairs of volunteers to choose the sexual orientation of the couple they want to portray (heterosexual or homosexual) and to reflect what they have learned in previous activities, including discrimination, gender stereotypes, vulnerability, mutual care, negotiation in condom use, and gender equality.
11. Go back into the room and ensure that the others are working on their essays. When they have finished ask them: *How did you feel about writing about the communication dynamic you establish with your partner? Did you learn anything from this exercise?*

12. After the 10 minutes have passed, tell the group that they will be watching two portrayals of the same situation but tackled with two different strategies: the one that does not converse and the one that does. Ask them to pay attention and try to identify points in which both performances could improve with the aim of building a better equality-based relationship.
13. Ask the four volunteers to come into the room and ask the first pair to make their presentation. Then ask the participants to write down their comments.
14. Once the role plays are over, facilitate a reflection session on the importance of mutual care, assertive communication in the context of relationships with partners.

ACTIVITY C10: ADOLESCENT FATHERHOOD

In this activity the Agents of Change will reflect on their beliefs about fatherhood during adolescence.



Links to KAP:

- Recognises the importance of fathers taking on shared responsibility for raising their children, whether or not they are with the mother.
- Takes an active part in caring for the children around him.
- Is convinced that preventing unplanned pregnancies is the responsibility of both parties.



Recommended time: 1 hour and 30 minutes



Materials and Equipment:

- Flipchart
- 8 cushions (4 small + 4 large)
- 3 dolls (real baby sized)
- Letter-sized or equivalent paper
- **Handout C10-A: Michel and Johanna's story** (1 per group)
- **Handout C10-B: My commitment to responsible fatherhood and gender equality** (1 per participant)
- Pens for each participant

KEY MESSAGES

- » An important step in building gender equality is tackling the issue of motherhood and fatherhood from a gender equality perspective. Thus, if and when the young men and women decide to take on this role, they are able to do so in a responsible and informed way.
- » Most messages that young men and women receive about adolescent pregnancy are full of prejudice and threats. Although most messages are aimed at preventing pregnancies, they have actually done very little to reduce the rates of teenage pregnancy. Instead, they have contributed to disinformation among young men and women about sexuality, creating prejudices against pregnant teenagers, and contributing to the lack of responsibility on the part of teenage fathers.
- » Situations and reasons for adolescent pregnancies vary and must be heard and discussed respectfully by the adult who is responsible for helping this young man or woman to grow up, without promoting repressive and prejudicial attitudes, by encouraging dialogue and mutual learning.
- » Adolescent pregnancy can create obstacles to life plans, studies and work, and can have negative consequences on women's health. Nonetheless, some pregnancies are wanted by the young people, who do not see them as problems. However, it is important to balance the way we tackle the issue between the importance of prevention of adolescent pregnancies and to listen to young people's own views, experiences and needs.
- » Adolescent males have the same responsibility for pregnancy as women. This tends to contradict the message that adolescent pregnancy is exclusively the girls' problem, in which they (the young men) never feature. In our work with the Agents of Change it must be made absolutely clear that sharing all the stages of a pregnancy and bringing up sons and daughters with their partners is part of being committed to gender equality.
- » A first step for the Agents of Change could be to try and become more involved in looking after the children in their own environment. Young men often do not feel ready for looking after children, as this has never been expected of them or encouraged. For this reason, raising the Agents of Change' awareness that they may also play and look after the children in their families or friends' children is an important step in their commitment to gender equality.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary in section 3.1.6.
- » Find out the percentage of adolescent pregnancy or the birth rate among adolescents in your country and write it on a flipchart in big letters.
Two examples:
In the Dominican Republic, one out of every five adolescent girls between the ages of 15 and 19 has been pregnant or has already become a mother (22.1%). The birth rate among adolescent girls between the ages of 15 and 19 is 98 per 1,000, well above the Latin American average of 74 per 1,000.
In the Philippines, the incidence of teenage pregnancies almost doubled from 125,270 in 2000 to 206,574 in 2010 (Source: NSO)
- » Based on the percentage in your country, work out how many pregnancies there would be per five teenage girls. For example, if the percentage is 22.1, this is equivalent to two in ten, or one in every five adolescent girls. Cut out as many slips of paper as there are participants and divide them into groups of five. Write "P" on as many slips of paper as necessary in each group of five, according to the national statistic. For our example (one in five) if we have 22 participants, we prepare 22 slips of paper of which four have a "P". Fold the papers.
- » In the first part of the exercise the aim is for the participants not to see adolescent pregnancy as something remote that could never happen to them. If there are no participants who are fathers, and if you as a facilitator are a father, you could bring in your own experience as an example.
- » Cut **Handout C10-A** into three parts.

Steps to follow:

1. Ask the group if any of the members are fathers or in the process of becoming one, and find out how old their child is or how many months pregnant their partner is.
2. If there are fathers in the group, ask them if they would like to share their experiences with their companions. If not, ask if anyone has a friend (male or female) or young relative who has been through this situation. Ask them to share with the group: *How old were they when they started their relationship with their partner? How old were they when she became pregnant? What were their reactions when they found out about the pregnancy? How did their families react? What did they decide to do and how are they both now, and how is their relationship?*
3. Ask the participants to sit in a semi-circle and place the flipchart with the statistics on adolescent pregnancy where they can all read it clearly. Ask a volunteer to read it aloud and ensure that everyone understands it. If there are fathers in the group, give him one of the dolls. Then ask the rest of the participants to pick a slip of paper.
4. Ask the ones who have a "P" to step forward. Give them a small cushion and ask them to place it under their shirt, representing their pregnancy. You should be alert for the young men's reactions when the cushions are handed out.
5. Ask the participants to sit in the circle and explain that this group of companions, and based on statistical probability, XX of you will have got your partners pregnant during adolescence. Ask: What do you feel about the probability that you might be one of these fathers? Allow as many participants as possible to react.
6. Ask them to close their eyes and think of 10 people their own age and the ones they interact with most often (men and women) and ask them to imagine XX of them expecting babies. Ask: What would you do? How do you think this situation will change their life plans and your relationship with this person? How do you think you can support them in this process?

7. Lastly, ask them to think of their current partner or the imaginary partner in their previous exercise (Activity C9), and to imagine her pregnant. (If any of the boys are in the process of a pregnancy, ask them to imagine that it is a twin pregnancy). Ask: What would you do? How do you think this situation would change your shared and individual life plans? How would this change your relationship with this person?
8. To conclude this part of the exercise, ask if anyone would like to share part of the reflections they made. Highlight that every case of adolescent pregnancy is different and the outcome depends on each person's capacity to face the situation, the way they were brought up, their social values, and mainly, support from the family, health and education professionals.
9. Announce a short break but make it clear that the participants with babies and the ones who are pregnant have to stay that way until the end of the exercise. At this stage change the small cushion to a large one for the ones who are pregnant, to show that the pregnancy is continuing to progress.
10. Facilitate a group formation dynamic to divide the participants into groups of three or four. Assign a flipchart and markers to each group and tell them that they will be reading a story and answering the questions that appear at the end of the story.
11. Explain that the story is in three parts, and that you will start by giving them the first part. When the groups have answered the questions at the end, give them the second part, and so on.
12. Bring all the participants together in a plenary meeting and ask each group to nominate a representative who will present a summary of his group's answers.
 - *What is the usual reaction from a young man when he finds out his girlfriend is pregnant?*
 - *How does a young man feel when he finds out he is going to be a father?*
 - *What will change in his life?*
 - *What options do a young couple have when they find out they are going to have a baby?*
 - *What options does a young woman have when she finds out she is pregnant?*
 - *What will change in the young woman's life?*
 - *Will the story change if the pregnancy occurs in a young woman with whom he only went out once?*
 - *Does society demand the same things from a young mother, as a young father?*
 - *What support do young men who are going to be fathers need?*
13. Now hand out Handout C10 B: My commitment to responsible fatherhood and gender equality to each participant, and ask each one to read one idea out loud. Ask them if they have any comments or queries about the text.
14. Now ask the pregnant participants (with the cushions) and the fathers (with the dolls): *How did you feel about your condition that differentiated you from your other companions throughout all the activity? How did you feel about being part of a statistic? Did you receive any special support from your companions?*
15. Facilitate a reflection session highlighting that an important step in building gender equality is to tackle the theme of mother- and fatherhood in a responsible and informed way. This is because almost all the messages that young women and men receive about the issue of adolescent pregnancy are full of prejudice and threats that by not responding to the adolescents' real information and support needs, they have not helped reduce the rates of adolescent pregnancy. End by saying: You and your partners - don't be (or become again) part of these statistics, you can really decide about your future.



HANDOUT C10-A:

Michel and Johanna's story

Part I.

Michel is a 16-year old student. He likes going to parties with his friends and watching women. He met 15 year old Johanna at one of these parties. Michel liked Johanna immediately because he found her different from other women he had met. She was interesting, attractive and sensual. They went out during the next few days and Michel was crazy about her, Johanna made him feel things he had never felt before and she was all he could think of. Michel felt that he had met the love of his life.

Questions:

What does a young man feel when he is in love? What does he hope will happen when they see each other again? Do you think Johanna feels and hopes for the same things? What do you think will happen next?

Part II.

Michel and Johanna saw each other almost every day and when they were not together they spoke on the phone. One day, Michel's mum had to go and look after her sick aunt who lives out of town. Michel thought that this was his chance to invite Johanna to his home. Surely that will be the day that we will do it, he thought. Johanna arrived looking prettier than ever. They chatted for a while, started kissing, and their caresses became more and more passionate...

Questions:

Who should think about contraceptives? Johanna or Michel? Who is responsible for preventing AIDS or sexually transmitted infections? Do you think they protected themselves? Why? What do you think happens next?

Part III.

Johanna and Michel made love. It was very pleasurable for both of them and they didn't use any protection. When Johanna returned to the place where she was staying, she realised that in a few days she would have to return home and that she would miss Michel a lot. Michel was also very sad. He had never felt such strong passion. Their parting was sad, but they promised to write to each other every day and speak on the phone once a week. Two months later, Johanna called Michel to tell him that she was pregnant and didn't know what to do...

Questions:

Why do you think they had sex without using a condom, or some contraceptive method? What did Michel feel when he heard Johanna was pregnant? What could a man think or feel when he hears his girlfriend is pregnant? What choices do they have? What is the choice he should suggest to Johanna? How should he tell his parents what is happening? What do you think his parents' reaction will be? What do you think Johanna's parents' reaction will be?

HANDOUT C10-B:

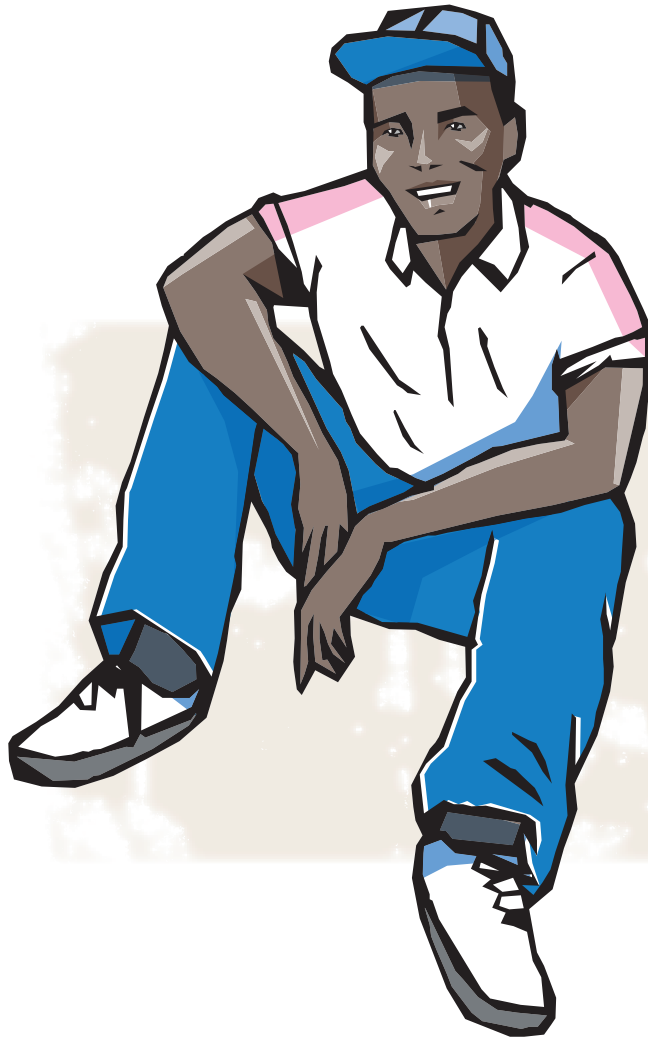
My commitment to responsible fatherhood and gender equality



As an Agent of Change committed to gender equality, my duty is to share all the stages of a pregnancy with my partner, and to help my peers to do this too, because of:

- » The importance of the father's presence in every child's life.
- » Despite the fact that pregnancy occurs in the mother's body, the responsibility and the pleasure of pregnancy, birth and looking after their son or daughter is the couple's right.
- » Stereotypes about adolescent boys and pregnancy in adolescence cannot be indiscriminately generalised. There are fathers who are involved and committed to their children as well as some mothers who are not.
- » It has to be acknowledged that not every adolescent is absent and "irresponsible" - there are many who are present and responsible. It is important to be aware that, as with his female partner, pregnancy for a male means a major emotional change.
- » Pregnancy in adolescence can create obstacles to life plans, studies and work, and can have negative consequences on women's health.
- » Situations and reasons for pregnancy in adolescence vary and must be heard and discussed respectfully by the adult who is responsible for helping the young man or woman to grow up, without promoting repressive and prejudiced attitudes, encouraging dialogue and mutual learning.
- » Every case of adolescent pregnancy is different and the outcome depends of each couple's capacity to face the situation, the way they have been educated, their social values, and especially, the support they receive from their families and/or other duty bearers. Having this support is not the same as encouraging pregnancy in adolescents; it means creating the conditions for this process instead of physical, emotional and psychosocial problems for the couple.

Module 4



**Being Non-Violent in
Personal Relationships**



Plan International

Founded over 75 years ago, Plan International is one of the oldest and largest children's development organisations in the world. We work in 51 developing countries across Africa, Asia and the Americas to promote child rights and lift millions of children out of poverty. Plan is independent, with no religious, political or governmental affiliations.

The project **Champions of Change** is part of Plan's Because I am Girl Global Girls Innovation Programme and aims to build the capacity of male youth as peer educators for gender equality and girls' rights. During its first phase 130 male youth from El Salvador, Guatemala, Honduras, Dominican Republic and Germany were trained and supported to become Champions of Change. Together with other male and female youth they challenged harmful gender norms at their schools and communities.

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Module 4

Being Non-Violent in Personal Relationships

STRUCTURE OF THE MANUAL

Methodological Guide
"Changing the World"

Module 1: Showing Solidarity

Module 2: Being Young

Module 3: Being Responsible
regarding Sexuality

Module 4: Being Non-Violent
in Personal Relationships

Module 5: Being an Agent of Change
Committed to Gender Equality

Peer to Peer Manual:
"Changing the World"

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Being Non-Violent in Personal Relationships

4.1. Brief conceptual review

4.1.1. Gender-based violence and hegemonic masculinity

Gender-based violence is the intentional use of physical force or power, or threatening to do so, with the intent to cause harm. It is used as a coercion method when the victim does not fulfil the rules or expectations imposed by gender socialisation, or to ensure fulfilment of these rules. The definition spans a wide range of acts that go beyond the physical act, like for example threats and intimidation. It is worth highlighting that although men can also experience gender-based violence, the vast majority of this type of violence is exercised against women.

Violence is always a violation of human rights and is made possible by the power imbalance between the perpetrator and the person on the receiving end of the aggression. Thus, violence against women and girls takes place as a result of the power imbalance between men and women, and violence against boys and girls is caused by the power imbalances that exist between adults and children.

In all cases, gender-based violence is a mechanism for domination and control. Gender-based violence exercised against women and girls, as well as against men and boys, is aimed at ensuring that the rules of the hegemonic masculinity model and gender socialisation are fulfilled, by establishing the control of the men who best conform to the masculinity model of dominance over others.

People of any age or sex may perpetrate gender-based violence, although most aggressors are men. Violence takes place in several social spheres: the home, the street, in schools, institutions, public transport, etc. In many cases, gender-based violence is legitimised by the sexist society and the perpetrators feel legitimised by institutions like the family, the communications media, social networks, communities and the State.

Gender-based violence is present to different extents in all the environments where adolescents are present, and is manifested in several ways. Some forms of violence are more visible than others. For example, homicides or femicides¹ are more visible, while other forms of gender-based violence exercised against women and girls, like psychological abuse or sexual violation/rape, have historically been rendered invisible in sexist societies.

Gender-based violence appears in different forms, such as physical, psychological or emotional, sexual and economic violence. Most people recognise physical violence, but find it hard to recognise other types of violence, both in themselves and in other people. However, learning to recognise violence in its different manifestations is the first step to being able to prevent it. For this reason, it is essential to support the Agents of Change to help them define and identify the different types of violence as described below:

Physical violence occurs when a person harms another intentionally by using physical force or some type of weapon [or object] that may or may not cause injuries, whether internal, external or both. This type of violence is the easiest to recognise.

¹ Femicide is the murder of a woman motivated by sexism that occurs when the killers think that they have the right to end the life of a woman they view as their property.

Physical violence is present in most interactions between young men. It is also common for them to regard slapping a girl or pulling her hair as a normal way of getting her attention, especially if they are afraid of expressing their feelings or do not know how to do so. This behaviour could turn into a routine way of mistreating their partner in order to control her or get what they want.

Psychological or emotional violence includes every type of behaviour that causes emotional damage, reduces self-esteem, or harms the person's healthy development, like for example shaming, discrediting or showing contempt for personal value; humiliating treatment, constant vigilance and stalking, isolation or confinement, insults, degradation and ridicule, manipulation, blackmail and exploitation, action or threat of distancing from children.

In the case of young men, it is very common for this type of violence to appear as verbal aggression especially against their male and female peers who do not conform to the models of masculinity or femininity that they value (for men to be tough and macho, for women to be pretty and willing to please males). At present, psychological violence between young people also takes place using electronic communications platforms and social networks.

Sexual violence is any unwanted sexual act, attempt to force someone to have sex, unwanted sexual comments or threats or actions aimed at commercially exploiting or using a person's sexuality in some other way, regardless of their relationship with the victim. More than a case of 'sexual desire' this type of violence is essentially a question of exercising power in a context of inequitable relationships between men and women.

Generally, young men and women are very vulnerable to this type of violence, especially in cases of sexual abuse of young women by their partners and by other family members or acquaintances. Young men and women in many countries are also vulnerable to commercial sexual exploitation.

Economic violence includes measures of action or omission taken by the aggressor that affect the survival of the injured party and their dependents. For example expulsion from the home or not being allowed to leave the home, not paying for food, destroying or selling family assets, furniture or property or blackmailing by threatening not to contribute resources upon which the person on the receiving end depends.

Young people, especially women, are especially vulnerable to economic violence from their parents as well as their partners. If we take into account the fact that youth unemployment rates in our countries are much higher for women, we will understand that economic threats are very strong for young women who tend to move from economic dependence on their families to economic dependence on their partners.

Structural violence is a form of abuse of state power that results in the violation of people's human rights. Structural violence can also have gender elements, especially when the State fails to fulfil its role as a duty bearer and its laws and policies discriminate against girls and women.

Young people are vulnerable to structural violence; especially when there are no specific policies or programmes in place that cater for young people's needs and interests.

It is very important for the young men to learn how to distinguish between the different forms of violence. At the same time, it is essential that they learn that there are many violent acts that are not always recognised as such. This refers to behaviours that are so common that they have become 'invisible' forms of violence and domination in relationships between partners. These behaviours, which have been called '**everyday male chauvinism**'², affect women's autonomy and mental health. Every young man who is committed to gender equality must recognise and transform these attitudes and behaviours that are so strongly rooted in the hegemonic masculinity model.

2 Bonino Méndez, Luis and Péter Szil (2006). **Everyday Male Chauvinism. Intimate Partner Violence Which Is Not Called Violence.** http://stop-ferferoszak.hu/sites/default/files/dokumentumok/everyday_male_chauvinism.pdf_46753.pdf

According to Bonino, there are four types of everyday male chauvinism: coercive, covert, utilitarian and every day used in crisis. **Coercive** everyday male chauvinism includes intimidation, control of money, not taking part in domestic work, abusing the partner's physical space and time, insisting on what he wants until he wins by 'grinding her down', and appealing to male logic or intelligence being supposedly greater than female. **Covert** everyday male chauvinism includes abusing women's caring capacity, refusing to discuss certain subjects, or imposing limits on what their partner shares, undermining and lack of recognition, paternalism in the partner, and emotional manipulation. Everyday male chauvinism used in **crisis** is evident when there are changes in women's power, or when they begin to demand greater equality. In these cases, sexist men tend to increase their control level, simulate support, passively resist or distance themselves, reject criticism, regard themselves as the victim, or seek pity by claiming that she is 'the bad one' and that he is still 'the good one'. **Utilitarian everyday male chauvinism** is related to gender norms and include: missing out on household responsibilities and abusing women's caring. According to Bonino, "this is the form of everyday male chauvinism that is the most difficult to recognise" as it is so ingrained in the way that men and women relate.

Another key element in raising young men's awareness of violence is the phenomenon of the pyramid or cycle of violence as illustrated by the following figure.

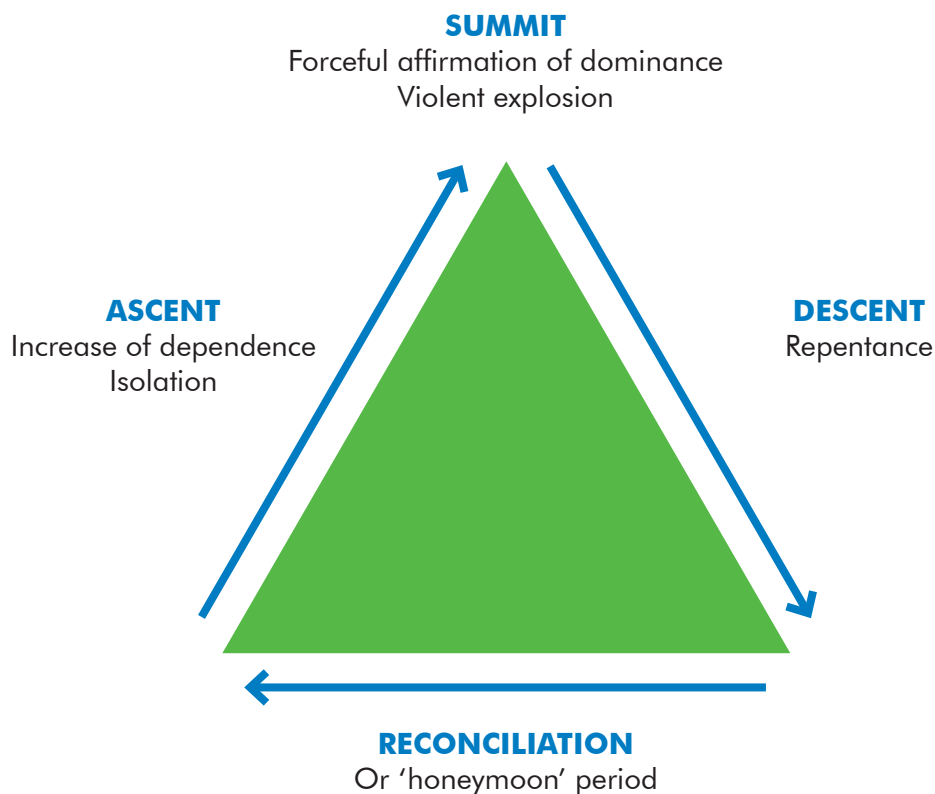


Figure 4.1 The pyramid or cycle of violence

A critical and cautious attitude must be adopted when interpreting everyday male chauvinism, especially due to the nature of ascent, or 'climbing', taking into account the fact that:

1. Violent forms of conduct that are considered minor, situated at the base of the pyramid, do not have minor consequences for the person on the receiving end.
2. The Agents of Change must recognise the existence of everyday-violence, even though in sexist societies this form of violence is often invisible or considered normal.

3. Although there is usually a violence ascent/climb, not all mistreatment is physical. Nonetheless, when there is physical violence, it is very likely that some kind of psychological violence has also taken place.
4. We can regard the pyramid of violence as an iceberg, where some physical and psychological forms of violence are visible to society. But all other more invisible forms of conduct are not perceived or acknowledged. This phenomenon has very serious implications. On the one hand, the person on the receiving end of these forms of behaviour does not associate them with mistreatment and tends to downplay or justify them. On the other hand, people who behave in this way rarely understand or accept that their conduct might have serious consequences.



In Activity **D1: 'What is gender-based violence?'** the different types of violence are considered from young people's perspective.

Sexism legitimises all forms of gender-based violence while seeking to diminish their significance. In this context, one of the most invisible and silenced forms of violence is sexual violence. This occurs because, in contrast to what most people think, sexual violence often occurs between people who know each other (lovers, spouses, boyfriends/girlfriends, live-in partners, partners and close relatives like brothers-in-law, stepfathers or uncles).

One of the main strategies for preventing sexual violence among young people is to talk about it and bring it out into the open. If we are to achieve this we must work to raise young people's awareness so that every sexual relationship they have may be consensual and free, and so that they are not indifferent to violence against women and girls. At the same time, we must be aware that the group may include participants who have suffered or are suffering sexual violence, and who have never been able to talk about their experiences.³



Activity **D2: 'Sexual violence- is it or isn't it?'** explores in greater detail this type of violence exercised by/against young people.

In our societies, men are socialised in the use of violence from a very young age. In contrast with what sexist societies would have us believe, men are not violent by nature, but they do choose to use violence more than women.

Some examples of socialisation of men for exercising violence include:

- When they imitate what fathers, uncles and brothers do when they engage in violent conduct;
- When they are treated violently by their peers and families;
- When they are encouraged and pressured to fight and play with weapons;
- When their peer group or relatives encourage them to adopt violent attitudes or mock them when they don't;
- When they are taught that a 'real man' does not let anyone insult them without 'paying the consequences';
- When they are witness to many forms of social, institutional and state violence;
- When they are involved in violent acts on the streets.

Thus, boys as well as girls grow up in an atmosphere that encourages and legitimises boys, young men and adult men's use of violence, and represses girls and women from doing the same thing. Girls and boys grow up learning that it is acceptable for men to express their anger and other feelings like pain, frustration, fear, and loss of power by harming others. Violence in men is justified as a common or inevitable response to a threat, and is regarded as part of their acceptable and

3 If any of the participants connects with a very painful experience, you should approach him and show your affection and concern for how he is feeling. If he needs emotional support, take time to support him, and to refer him to the services he may need.

uncontrollable behaviours. In contrast, they learn that women should not feel anger or rage, and that they have to learn to accept any attack, problem or threat with resignation and abnegation.

Men's violence against women forms part of the socialisation of what is considered and expected of men. Many men learn during their socialisation process that girls and women must fulfil certain obligations towards them, like looking after the home, looking after the children, and having sexual relations with them, even when they do not want to do this. This leads them to believe that they can justify domestic and sexual violence towards women when they do not fulfil their 'domestic duties'. Men may also consider that sexual relations, even when unwanted by women, are part of their own "sexual roles and domestic duties", which include exercising power and control over women's bodies.

To sum up, this means that boys are not biologically more aggressive or violent than girls, but that boys learn from a young age that they are expected to use violence while girls learn to process their feelings and conflicts in other ways. Also, boys learn to use violence in relation to girls, and girls learn to accept violence as 'the rules of the game'.⁴

Also, men's violence towards women and girls is not isolated from the ways in which they relate to other people. Gender-based violence co-exists with men's violence against other men to demonstrate their "manliness" and "power", as well as violence directed against themselves through practices like drug and alcohol use, lack of self-protection or taking health risks. This phenomenon is known as the '**triad of men's violence**'⁵ and is illustrated in Figure 4.2.

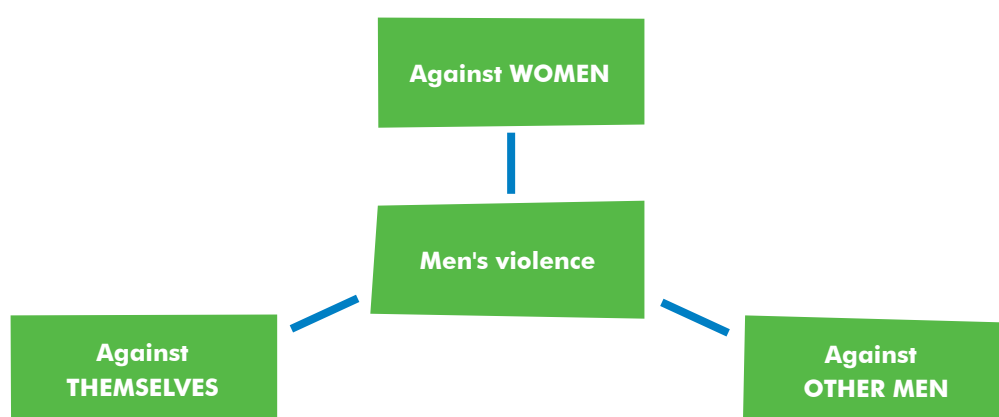


Figure 4.2 The triad of men's violence

In the same way as the Agents of Change must learn about the cultural roots of the use of violence, they must understand that using violence or not is a decision - i.e., **however much a young man is socialised to use violence, it does not mean that it is inevitable, or that they are not responsible if they do decide to use it.** In our work with the Agents of Change we must take great care not to contribute to the denial of men's responsibility for their violent behaviour.

Activity **D3: 'Violence in my environment'** accompanies the Agents of Change in a tour of their communities during which they discover and analyse the prevalence of violence, they reflect on how they have been socialised to use violence and become aware of the use of violence as a personal decision.

tip!

⁴ Recommended reading: Plan International (2011). *Because I am a Girl Report: So, What About Boys?* Chapter 6. Available from: <http://www.plan-uk.org/resources/documents/42078>

⁵ Kaufman, Michael (1999). *The Seven P's of Men's Violence*. Available from: <http://www.michaelkaufman.com/wp-content/uploads/2013/03/Kaufman-7-Ps-of-Mens-Violence.pdf>

4.1.2. Gender-based violence against women and girls

Gender-based violence against girls and against women is intolerable and unjustifiable. According to the World Health Organization (WHO), one in every three women will be a victim of physical or sexual violence at some point in her life. The prevalence of violence against women and girls is so high that it is considered a worldwide epidemic.

Far from being the case of isolated violent incidents, women in violent relationships endure years or decades of abuse. The problem is so serious that 38% of murders of women worldwide are committed by their partners or ex-partners.

The Agents of Change with whom we work are certain to know that violence against women is a real problem in their communities. It is very likely that they will be familiar with specific cases, or may even come to recognise their own use of violence. Nonetheless, most of them believe that violence against women is not so serious, or they could claim that men can also be harmed by women.

It is very common for young men to have opinions about gender-based violence against women and girls based on myths and misinformation. For example, some might think that some women like being hurt, others may believe that the violence must not be so bad, as if it were the women would definitely leave the relationship. Others might explain that it is better to have an aggressive father than no father at all. These myths contribute to legitimizing violence and making it less visible. Therefore, it is essential for the participants to learn to identify and reject all forms of violence:

Myth: The violence cannot be that bad. If it were, the woman would leave the relationship.

Reality: There are many explanations that enable us to understand why it is so difficult for a young or adult woman to leave a violent relationship. Many women are trapped in an endless 'cycle of violence' that goes through calm phases during which the aggressor promises to change. Other women have lost the capacity to make their own decisions, as a result of the psychological violence of which they are victims. Others have tried to defend themselves or to leave a relationship, only to be subjected to even worse aggression. Also, most do not have support networks that would help them leave their relationship because most aggressors make a point of isolating their victims from their friends and families to ensure their control of them.

Myth: Young women provoke sexual violence because of the way they dress.

Reality: Women have the right to dress however they wish. Also, it is a myth that only young women with a certain type of appearance are victims of violence. The victim's physical appearance is irrelevant – this is a myth that portrays women as sex objects. Reality has shown that aggression can occur against any woman, regardless of her age or what she looks like.

Myth: Some women like being beaten.

Reality: Nobody likes to be threatened, beaten, insulted or injured. This myth seeks to absolve aggressors of their responsibility, and to blame the victim.

Myth: It is better to have a violent father than no father at all.

Reality: Boys and girls learn how to relate in a relationship and as parents based on what they see in their homes. In fact, having seen their father mistreat their mother is one of the factors shared by most men who use violence against their partners.

Myth: Some women deserve to be beaten for the things they have done.

Reality: Nobody deserves violent treatment, no matter what they have done. Also, violence is not the result of what the person on the receiving end has done, violence occurs because the aggressor wants to control the injured party.



In Activity D4: 'Between truth and fiction about violence against women', the Agents of Change will analyse their concept of gender-based violence against women and girls.

It is important for the Agents of Change to understand the impact violence has on women of all ages and their children. On the one hand, knowing the consequences will enable them to recognise cases of violence of which they were previously unaware. Becoming aware of the consequences of violence against women is also one of the strategies for men to make a commitment to not exercising gender-based violence.

These consequences include:⁶

- **Physical consequences:** including injuries, chronic or recurring pain, digestive problems, limited mobility, unwanted pregnancies, sexually transmitted infections (STIs), increased tobacco, alcohol and drug consumption, poor health generally and even death. Violence from a partner during pregnancy also increases the risk of losing the baby, premature birth or low weight at birth, and at worst, maternal death due to complications in pregnancy caused by this aggression.
- **Psychological consequences:** including low self-esteem, depression, fear, post-traumatic stress, and identification with the aggressor, feeling defenceless or in despair (defined as the state in which women who are victims of violence “admit defeat” and end up accepting the aggression as an unavoidable punishment and destiny), emotional suffering and attempted suicide.
- **Social consequences:** including the social isolation of victims of violence, in the short as well as long term. Intergenerational transmission of the psychological consequences, exposing a new generation of women to gender-based violence. Gender-based violence also creates obstacles to victims’ economic security, by making them more dependent on their aggressors.

Activity **D5: ‘Hanging out our laundry’** analyses the consequences of gender-based violence for women and girls and encourages the Agents of Change to talk about the experiences of these consequences.

tip!

4.1.3. Gender-based violence against young men

In some way or other, all young men who resist the hegemonic model of masculinity are exposed to gender-based violence. As with women, gender-based violence against these young men is aimed at controlling their behaviour and demonstrating who has power of domination over them.

From a young age, boys are socialised to interact with other boys through violence. Contests to determine who is the strongest, who is the most daring or who is the fastest tend to include fights, shoves and other actions that put both the perpetrator and the recipient of the violence at personal risk. In this way, they learn that it is normal to be exposed to violent or high-risk situations, and that experiencing them is part of being a ‘real’ boy.

In sexist societies masculinity is represented by symbols of violence, such as weapons. Playing with toy weapons is something that distinguishes boys as boys – as no girl who is considered ‘normal’ plays with pistols or swords. As an example, see Figure 4.3 with an illustration of an analysis of toy advertisements aimed at boys⁷ in which many words associated with violence and war can be identified.

⁶ For a more in-depth analysis of the consequences of gender-based violence on women of all ages, go to:

- <http://www.who.int/mediacentre/factsheets/fs239/en>
- <http://www.unwomen.org/en/news/in-focus/end-violence-against-women/violence>
- Lucero Quiroga, et al. (2009). **Sobre Vivencias: Cuatro Casos De Violencia Contra La Mujer y su Relación con el Sistema de Protección En Santo Domingo**. (PNUD/INTEC)
http://www.do.undp.org/content/dam/dominican_republic/docs/genero/publicaciones/pnud_do_sobrevivencias.pdf

⁷ The word clouds for these slides were developed by Crystal Smith for her blog, ‘The Achilles Effect’
<http://www.achilleseffect.com/0/0/word-cloud-how-toy-ad-vocabulary-reinforces-gender-stereotypes>

Activity **D7: 'Violence and male pride'** tackles pride as a cultural construct that can lead young men to using violence.

tip!

Young men are exposed to gender-based violence if they do not accept the mandates of hegemonic masculinity, ranging from bullying or harassment, to group attacks. Young and adult men who question sexism due to their commitment to gender equality can be the target of teasing and attacks that tend to include homophobic comments. Although few statistics on gender-based violence against young men are available, we know that the problem is serious, and that the Agents of Change with whom we work could become vulnerable to this type of violence the stronger their commitment to gender equality is.

The purpose of this section therefore is to bring to their attention the forms of violence to which they themselves may be exposed as they become Agents of Change for gender equality. The idea should not be to change one type of vulnerability for another, but to learn to protect themselves and surround themselves with support networks that protect them from gender-based violence.

It is essential to highlight the support role that the reflection spaces and other organisations that the participants might belong to can and must play. In these spaces they should feel safe speaking about any situation of violence that they are facing. They can also talk to other young men about the resistance and aggression that they have faced when rejecting and/or challenging the hegemonic masculinity model, and about the strategies they have used to overcome them.

It is also important to work with the Agents of Change to identify adults in whom they can trust, whether for discussing gender issues, or for asking for their support when faced with violence. They could be mentors selected by the programme, but they could also be family members, teachers or other people close to the participants.

Activity **D8: 'Swimming against the tide'** considers the different steps that the Agents of Change could follow to protect themselves from the violence directed at men who challenge hegemonic masculinity.

tip!

4.1.4. From violence to co-existence

In Module 1 of this manual we discussed how conflicts are part of our daily life and how we can decide how to resolve them without using violence. As we saw, analysing the cultural roots of men's violence should not leave them with the message that violent actions are legitimate, but that they are responsible for the decision they take.

To start with, the Agents of Change must learn new ways of processing their emotions, especially frustration or anger. They might think that it is acceptable for them to 'explode' or hit something or a person as a sign of their anger. In fact, young men tend to express rage through aggression and violence towards others, and this is allowed and endorsed by our culture. Few will have learned to cope with their feelings in a better way. This impulsiveness is what they transfer to their relationships with their partner or their relationships with other young men.

Many young men confuse anger with violence, believing them to be the same. This is why it is important to examine more closely how anger is a natural and normal emotion that every human being feels. Violence, in contrast, is a way of expressing anger that can and must be eliminated. There are many other constructive and creative ways of expressing anger.

Recognising when we are angry and knowing what to do then is a very important emotional skill. In our culture anger is sometimes poorly regarded, and considered an undesirable emotion. However, anger also has positive dimensions, for example, it allows us to protect ourselves by setting limits when we are harmed or any of our rights are transgressed.

Fear and insecurity are also emotions that all people feel and that men learn to express with violent behaviour. Learning to recognise and manage these feelings is also important for the Agents of Change.



Activity **D9: 'Managing my emotions'** encourages the Agents of Change to reflect on non-violent ways of processing their emotions.

The participants should also learn to value non-violent behaviour as a source of pride for their family and their communities. This consists of developing strategies for challenging anyone who justifies and even glorifies the violence that is reflected in the communications media, films, music and video games. This attitude entails valuing all people's lives equally, and recognising that every man and woman has rights that no one should violate.

As has been shown in previous sections, the Agents of Change must transform the way in which they relate to themselves, to other young men, to girls and women in general. In the case of relationships between men and women it is about prioritising dialogue over imposition.

It is highly likely that many of the young men's relationships with their female friends, girlfriends and partners will be unequal, meaning that the females do not have the same decision-making level as the males. Power is often used or abused in these relationships, whether as a form of control, jealousy, domination, or with beatings. Being aware of how power is exercised in relationships is key in building them based on equality in value and rights.



Activity **D10: 'Speaking to the women in my life'** introduces the importance of dialogue in their relationships between men and women.

It is also important for the young men to be familiar with the responsibility of primary and secondary duty bearers for preventing and penalising violence. This responsibility is enshrined in national legislation and international treaties. For example in the Security Council Resolution 1820 which notes, "that civilians account for the vast majority of those adversely affected by armed conflict; that women and girls are particularly targeted by the use of sexual violence, including as a tactic of war to humiliate, dominate, instil fear in, disperse and/or forcibly relocate civilian members of a community or ethnic group; and that sexual violence perpetrated in this manner may in some instances persist after the cessation of hostilities."⁸

Every young man can promote a life free of violence by refusing to adopt violent behaviours, by rejecting them in other people, and by promoting non-violent behaviour in his environment.



Activity **D11: 'Laws and support spaces against gender-based violence'** gets the Agents of Change to research national legislation and international treaties and introduces the institutional spaces that provide support to people who are victims of violence against women or male peer violence.

8 <http://www.un.org/en/peacekeeping/issues/women/wps.shtml>

Another example is the Convention to Prevent, Penalise and Eradicate Violence against Women in 1994, the so called Belem do Pará Convention, <http://www.oas.org/juridico/english/treaties/a-61.html>.

Also see the Istanbul Convention: "Preventing violence against women and domestic violence should not be left to the state alone. In fact, the Convention calls on all members of society, in particular men and boys, to help reach its goal of creating a Europe free from all forms of violence against women and domestic violence. Violence against women is pervasive because misogynistic attitudes towards women persist. Each and every one of us can help challenge gender stereotypes, harmful traditional practices and discrimination against women. It is only by achieving real gender equality that violence against women can be prevented." http://www.coe.int/t/dghl/standardsetting/convention-violence/brief_en.asp

4.2. Knowledge, attitudes and practices

	Knowledge	Attitudes	Practices
Individual	<ol style="list-style-type: none"> 1. Recognises violence as a mechanism for domination and control. (*D1) 2. Can distinguish between different types of gender-based violence, including physical, sexual, emotional, economic and structural violence as well as 'everyday forms of male chauvinism'. (*D1) 3. Recognises the different forms of sexual violence. (*D2) 4. Relates his own socialisation to male violence. (*D3) 5. Understands that people have the power to decide whether or not to use violence. (*D3) 6. Is aware of the effects of gender-based violence on women and girls. (*D5) 7. Understands that what is known as 'violence against women' is also practiced against girls and adolescent girls. (*D5) 8. Recognises the effects of violence on his and other men's lives. (*D6, D7, D8) 	<ol style="list-style-type: none"> 13. Rejects all forms of violence against women and girls as intolerable and unjustifiable acts. (*D2, D4, D5) 14. Rejects the myths and misinformation that justify and reproduce violence against women and girls. (*D4) 15. Rejects the use of weapons as a demonstration of manliness. (*D6) 16. Rejects the social pressure that leads him to prove his manliness by using violence. (*D6, D7) 	<ol style="list-style-type: none"> 17. Chooses not to be violent in his relationships with other people. (*D3) 18. Visualises how the triad of male violence is reflected in his own life. (*D6) 19. Uses non-violent techniques for conflict resolution and for processing his feelings of anger, fear or insecurity. (*D9) 20. Uses dialogue and trust in peer relationships, especially in relationships with partners and with other young men. (*D10)
Community/ Family	<ol style="list-style-type: none"> 9. Understands that family unity is not a reason for a woman to remain in a violent relationship. (*D4) 		<ol style="list-style-type: none"> 21. Promotes non-violent behaviour in his environment. (*D2) 22. Identifies situations of violence in his family and community. (*D3) 23. Identifies spaces and people who are committed to gender equality who can support him when faced with any situation of violence. (*D8)
Institutional	<ol style="list-style-type: none"> 10. Understands that violence against girls and women and against young men is a violation of their human rights. (*D11) 11. Is familiar with the institutional spaces that provide support to people who are victims of violence against women or male violence among peers. (*D11) 12. Is familiar with the national legal framework that protects women and children from violence. (*D11) 		<ol style="list-style-type: none"> 24. Engages with other adolescents and social movements to advocate for the prevention or eradication of gender-based violence. (*This practice is developed in the youth manual "Changing the World").

4.3. Recommendations for facilitation

The activities in this section are aimed at reflecting on the roots of violence and the relationship between these roots and gender norms. To make the most of these activities please take the following recommendations into account:

- It is very likely that many of the activities in this module lead the young men to reflect about other types of violence. It is important to support these reflections without allowing them to dilute or render the theme of gender-based violence invisible. As necessary, help them to ground their reflections and think critically about the power differences between men and women, and about the effects that social norms and hegemonic masculinity have on people.
- Many of the activities in this module require sharing very personal experiences, perceptions and feelings. For this reason it is very important to guarantee an atmosphere of trust and respect, where each participant can feel at ease when expressing himself freely and being respectful of what his other companions say, think or feel.
- When making the distinction between the forms of violence exercised by men, use the concept of the violence triad to explain that men exercise gender-based violence against women, violence against other men and violence against themselves. Nonetheless, you must stress that these are different forms of violence, as girls and adolescent girls are much more vulnerable to violence than other young men.
- Remember that talking about violence also requires discussing ways of resolving conflicts in a non-violent way and about relating to other people, based on respect, trust and dialogue. It is important to present positive conflict resolution methods.
- When we talk about violence, it is much easier to identify other people's violent conducts and practices than one's own, especially where everyday male chauvinism is concerned. This is why it is so important that we support the Agents of Change so that they may recognise their own sexist attitudes and behaviours, and can chart their own course towards equality. In each activity, motivate them to reflect on how they see, perceive and exercise violence.
- Strengthening group trust also implies not tolerating comments, jokes or tricks based on discrimination, sexism, homophobia or racism. It is inevitable that these jokes will appear during the workshops. For this reason, we must be prepared to explain that even jokes are gender control mechanisms and part of the way we discriminate against other people or groups and attack them.
- Take into account that the group may include young men who have suffered or are suffering some kind of violence or sexual abuse, and that they have never been able to talk about their experiences and therefore, may need help. Be prepared to manage any situation that may arise respectfully and in private.
- If any of the participants connects with a very painful experience, you should approach him and show your affection and concern for how he is feeling. If he needs emotional support, take time to support him, and to refer him to the services he may need, while leaving one of his companions in charge of the group.
- Be aware of your limits! If a case merits professional attention, encourage the young man to seek professional help. Before starting to facilitate this module, do some research into professional support services for young victims of violence and sexual abuse.

4.4. Suggested activities⁹

ACTIVITY D1: WHAT IS GENDER-BASED VIOLENCE?

In this activity the young men understand the concept of gender-based violence and will learn to identify the different forms of gender-based violence from their own perspective.



Links to KAP:

- Recognises violence as a mechanism for domination and control.
- Can distinguish between different types of gender-based violence, including physical, sexual, emotional, economic and structural violence as well as 'everyday forms of male chauvinism'.



Recommended time: 1 hour and 45 minutes



Materials and Equipment:

- 3 flipcharts
- Flipchart paper (1 per pair of young men)
- Thick markers
- **Handout: What is violence?** (For each pair)
- Male and female fancy dress kit (e.g. hats, scarves, handbags, necklaces, toy guns)

KEY MESSAGES

- » Gender-based violence is the intentional use of physical force or power, or threatening to do so, with intent to cause harm to another person, whether male or female. Violence is used as a coercion method when the victim does not fulfil the rules or expectations imposed by gender socialisation, or to ensure fulfilment of these rules.
- » Violence is always a violation of human rights and is made possible by the power imbalance between the perpetrator and the person on the receiving end of the aggression. Thus, violence against women and girls takes place as a result of the power imbalance between men and women, and violence against boys and girls is caused by the power imbalances that exist between adults and children.
- » In all cases, gender-based violence is a mechanism for domination and control. Gender-based violence exercised against women and girls, as well as against men and boys, is aimed at ensuring that the rules of the hegemonic masculinity model and gender socialisation are fulfilled, establishing the control of the men who best adjust to the masculinity model of dominance over others.
- » Gender-based violence appears in different forms, such as physical, psychological or emotional, sexual, economic and structural violence. Violence takes place in several social spheres: the family, the street, in school, in the community, etc.
- » Everyday male chauvinism refers to types of violence and domination in relationships that are so common that they have become 'invisible'. These behaviours affect women's autonomy and mental health.

⁹ Several of the activities in this model are based on activities from Promundo (2010), *Hombres Jóvenes por el Fin de la Violencia*. Santiago de Chile.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary on gender-based violence in section 4.1.1.
- » Prepare a flipchart with the definition of gender-based violence and a summary of the different types of gender-based violence (physical, emotional, sexual, economic, structural violence and everyday male chauvinism) outlined in the conceptual summary for the section.
- » Review the cases that appear in **Handout D1: What is violence?** And select one per pair. You can photocopy or adapt them so they are closer to the group's own situation. You can also develop more so that there are enough different cases for each pair. The cases describe a range of examples of violence, including men towards men, men towards women, women towards men, women towards other women, parents towards children.
- » As violence is usually associated with physical aggression, it is very relevant to reflect with the participants about all forms of violence that exist and about the different scenarios and circumstances in which they occur.
- » When discussing the different forms of violence it is important to highlight the differences between the way men, women, adults and young people perceive, accept, suffer and exercise violence.

Steps to follow:

1. Explain that the objective of this activity is to discuss the different forms of gender-based violence.
2. Divide the participants into pairs and hand each pair a sheet of flipchart paper. Explain that each pair should write or draw what they understand by gender-based violence.
3. When all the pairs have finished, ask them to present their work in plenary. Take notes of the main ideas on a flipchart.
4. Based on the contributions presented by the pairs, present the flipchart about the forms of violence, clarifying and/or going into more detail about each of these concepts. Remember to give examples that illustrate how people exercise or receive this type of violence, and ask the participants to present examples as well.
5. Give each pair a story from the ones featured in **Handout D1: What is violence?** Ask them to read the stories, to analyse the forms of violence that appear in their story, and encourage them to dramatise or make 'frozen images'¹⁰ and present their story in five minutes, using items from the fancy dress box.
6. Bring together all the participants in a plenary session and ask each pair to present their dramatisation and reflections about the forms of violence that appear in each story. Allow the rest of the group to participate and comment during each presentation, while keeping an eye on the time.

¹⁰ A 'frozen image' is the representation of an image that is achieved by assigning characters to the participants and placing them in a position that portrays a particular relationship between these characters.

7. Facilitate a group reflection session based on the following questions:
 - *What are the most common forms of violence that occur in relationships between partners? What forms have you observed in your environment?*
 - *Do you think that violence (in any of its forms) against a person is ever justified? Why?*
 - *What consequences does violence have for the person who exercises it and the person who receives it?¹¹*
 - *What did you learn from this activity?*
8. To close this activity, ask: *What is the relationship between power and gender-based violence?* Ensure that the Agents of Change visualise that gender-based violence is always related to the power exercised over the person who is harmed.

¹¹ Take into account that this topic will be covered in greater depth in activity D5, - the idea here is to just sound out the participants on this issue.



HANDOUT D1:

What is violence?

Cases for discussion

Case 1: Charles and Susan

Charles and Susan attend the same school. Charles is attracted to Susan. His friends have mentioned that she is an “easy” girl and that if he asks her out he will probably be able to have sex with her. Charles invites her to go out to eat something. They chat for a couple of hours, and then he invites her to his house as his parents are out. She accepts, they arrive at his house and they start kissing and caressing each other. Charles starts taking off her clothes, and Susan stops him, saying that she does not want to have sex with him. Charles gets angry, tells her he wasted his money on asking her out and that she agreed to go to his house, which means that she does want to have sex with him. He pressures her to change her mind. At first he tries to be gentle and seductive, then he starts shouting at her. Susan, who is very angry, runs out of the house.

Case 2: Marlene and Edgar

Marlene and Edgar are married and have an 8-year old son, Enrique. Marlene works as a cleaner in a private house. Edgar has been unemployed for 10 months, so he stays at home with Enrique after he gets home from school in the afternoons. Enrique has been having lots of behaviour problems at school, for which they constantly punish him and send messages to his parents asking them to do something about it. Marlene blames Edgar for being lazy and a bad example to his son. One day they have a big fight and Edgar hits Marlene, while Enrique observes the situation. After this incident, Marlene shouts at Enrique telling him it is all his fault. Enrique cries inconsolably and shuts himself in his room and throws objects around.

Case 3: Martin and John

Martin and John go to a party at a discotheque one Friday night. John had just been paid, so he buys the drinks. When he is paying, he takes out a large wad of notes. From a corner someone shouts: “Look at him! He really thinks he is someone!” Martin gets angry and throws a bottle at the head of the person who had made the comment. The fight gets bigger and several of the other men join in, even though they didn’t know the people involved. Knives, bottles and blows fly all over the place. The fight ends at the sound of the first gunshot.

Case 4: Helen and Ibrahim

Helen and Ibrahim got married almost two years when Helen got pregnant. He now constantly tells her she has put on a lot of weight and he is ashamed of going out with her. He is always making comments about other women’s bodies, saying that she “has let herself go” and how she would be much sexier if she lost weight. Ibrahim controls everything she eats and doesn’t let her eat almost anything when they are together. He tells her that if she loses weight, he will take her out more often and love her more. Recently he has stopped giving her the money she needs for the home and the baby, on the grounds that she will only use it to buy more food for herself. She completely depends on Ibrahim, as he doesn’t let her work either, because she has to look after the baby and their home.

Case 5: Pilar and Ricardo

Pilar has been going out with Ricardo for several months. Lately, Ricardo has started asking her who she speaks to in class, why isn’t she at home when he calls, why does she spend so much time with her friends when she could be with him. Pilar has tried to ignore the questions, but Ricardo has got angrier and angrier. He has shouted at her in the school corridor, and insulted her. He said he was sorry afterwards, but once he even hit her. He explains that he is angry because he loves her so much, and that he cannot help it because she is “driving him crazy” with jealousy.

Case 6: Louise and the businessman

Louise is 18 years old. Last year she met a foreign businessman and started going out with him. She didn't tell her family anything. He was older than her, but she liked going out with him, especially when he took her out for meals and gave her expensive gifts. Shortly before he had to return to his country, he invited her to go with him, and told her she would find work there, so she accepted. When they arrived, he took her passport away and started to control her, even abusing her physically. She discovered that he was not a businessman and that he didn't have much money. She felt very lonely and isolated; she was far away from her family and friends and did not speak the language. He forced her to work as an exotic dancer in a nightclub, it was hard work and it sometimes included having sexual relations with the bar's clients.

Case 7: Claudia, her father and her siblings

Claudia is 16 years old. She lives with her father and two siblings (one older brother and one younger sister). Her father is an alcoholic and spends most of the day watching TV and drinking. Her older brother works part time but only comes home to eat and sleep, as he spends the rest of his time with his friends. Claudia is in charge of the home, of waking up and taking her little sister to school, doing homework with her, cooking and cleaning for the whole family. A few days ago, Claudia was resting in her room and listening to music when her father came in drunk and complained that she had not given her brother his food in time for him to go to work, and he threw a lamp at her head. Claudia shouted at her father, saying that he was being unfair, and then they rushed at each other hitting each other and shouting.



ACTIVITY D2: SEXUAL VIOLENCE - IS IT OR ISN'T IT?

In this activity, the Agents of Change explore sexual violence in greater depth, how it is manifested and how it is used as a tool for power and social domination. It also invites the group to build a collective proposal for preventing sexual violence from their spaces and spheres.



Links to KAP:

- Recognises the different forms of sexual violence.
- Rejects all forms of violence against women and girls as intolerable and unjustifiable acts.
- Promotes non-violent behaviour in his environment.



Recommended time: 1 hour and 45 minutes



Materials and Equipment:

- 2 flipcharts and flipchart paper
- Thick markers (3 per participant)
- **Handout D2 - Sexual violence - is it or isn't it?** (1 per group)
- Coloured cards (3 per participant)

KEY MESSAGES

- » One of the most invisible and silenced forms of violence is sexual violence.
- » Sexual violence often occurs between people who know each other (lovers, married couples, boyfriends and girlfriends, and close relatives like a brother-in-law, stepfather or uncle).
- » Sexual violence includes constant pressure on women about the frequency and type of sexual relationship that men want.
- » One of the main strategies for preventing sexual violence among young people is to talk about it and make it visible. In order to achieve this, we must work to create awareness among them so that every sexual relationship they have may be consensual and free, and so they are not indifferent to violence against women and girls.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary in section 4.1.1.
- » Write the following phrases on a flipchart displayed in a visible part of the room:
 - It is sexual violence
 - It's not sexual violence
 - We're not sure

Steps to follow:

1. Facilitate a group formation exercise to set up groups of three to four young men, and give each group a copy of **Handout D2 - Sexual violence - Is it or isn't it?**
2. Ask the groups to take 15 minutes to read the cases in the **Handout** and to classify them in three categories: 'It is sexual violence', 'It isn't sexual violence', and 'We're not sure'.

3. When the groups finish their work, ask them to return to the plenary. Read each case aloud and ask a representative from each group to explain how they classified it. Write down each group's classification for each case on the flipchart.
4. If there are discrepancies between the groups, ask some groups to explain their classification. Open the debate and reflection on the issues that arise, ensuring that the participants understand why each case presents an example of sexual abuse and abuse of power.
5. After all the cases have been discussed, facilitate a reflection session around the following questions:
 - *What does the exercise demonstrate? What did you notice?*
 - *Do you think that sexual violence can exist in intimate relationships?*
 - *Is sexual violence discussed or not discussed in our society? Why?*
 - *Who are more prone to experiencing sexual violence, men or women? Why?*
 - *Can men also be the victims of sexual violence?*
 - *What are the consequences of suffering sexual violence?*
6. Invite the group to collectively construct a proposal for preventing sexual violence in their surroundings. For this purpose, give them three cards and ask each one to write up to three actions, ideas and practices related to: *What can I, as a man, do to prevent sexual violence in my environment?*
7. Collect the cards and facilitate a final discussion by sharing their proposals on a flipchart and display on the wall.
8. To end the activity, facilitate a group cohesion exercise to feel and symbolise the team's trust and strength. (For example the crown of strength – see Activity A9 in Module 1).



HANDOUT D2:

Sexual violence- is it or isn't it?

Read and discuss each case, and decide whether it is or isn't a situation of sexual violence. Mark the corresponding box with an X, and include a brief reason for your decision. If the group does not reach a consensus you should mark the "we're not sure" option. You have 15 minutes to complete this exercise.

Example:

It is sexual violence		It isn't sexual violence		We're not sure	X
Why?	We couldn't agree as some thought that her partner was abusing her sexually, while others thought she was asking for it				

Case 1: Miriam and Pedro

Everyone says that Miriam looks like an easy woman. She openly says that she likes sex and that she has had a lot of sex in her life. One Friday she goes to a party at Pedro's house and drinks a lot of alcohol, until she loses control. Pedro takes advantage of the situation, shuts himself in a room with her and they have sex while she is unconscious.

It is sexual violence		It isn't sexual violence		We're not sure	
Why?					

Case 2: Lionel and Alicia

Lionel is 15 and Alicia, a 40-year old friend of his mother, sometimes stays with him while his parents go out at night. One night, Lionel goes to have a bath and she comes into the bathroom. Lionel doesn't know what to do and just stares at her. She tells him: What are you doing just standing there? Be a real man and make love to me". Lionel has sex with her. Afterwards he feels strange, but doesn't know if he should tell anyone about it.

It is sexual violence		It isn't sexual violence		We're not sure	
Why?					

Case 3: Marc and Robert

Marc has worked as an administrative assistant in a big company for several months, and is very happy at work. One night his boss, Robert, tells him he is attracted to him and asks him to have sex with him. He tells him that if he agrees he would help him get a promotion in the company.

It is sexual violence		It isn't sexual violence		We're not sure	
Why?					

Case 4: Luisa and Hugo

Hugo asks Luisa to sleep with him, and she agrees. When they are in bed together, she gets undressed and at that point she has second thoughts. Hugo gets angry and she, out of fear, feels obliged to have sex with him.

It is sexual violence		It isn't sexual violence		We're not sure	
Why?					

Case 5: Marc and his friends

Marc is 17 years old and has never had sexual relations. His friends always laugh at him saying that he is a virgin and that is why he is less of a man than they are. One night they take him to a brothel and pay him to have sex with a prostitute. He does not want to sleep with her but ends up doing it because he feels pressured by his friends.

It is sexual violence		It isn't sexual violence		We're not sure	
Why?					

Case 6: David and Paulina

David and Paulina have been married for two years. Sometimes David gets back home late and Paulina is already asleep. He wakes her up to have sex. Sometime she doesn't feel like it, but David is so insistent that she has sex with him so that he leaves her alone. Sometimes this happens when he is drunk.

It is sexual violence		It isn't sexual violence		We're not sure	
Why?					

Case 7: Marlene and Juan Carlos

Marlene is 13 years old and her family is very poor. Juan Carlos is 45 and offers to "help" Marlene's family in return for her having sex with him.

It is sexual violence		It isn't sexual violence		We're not sure	
Why?					

Case 8: Ingrid

Ingrid is 18 years old and works as a secretary in a transport company. The uniform she has to wear has a very short and tight skirt. One day on the bus on her way to work, a man touches her thighs.

It is sexual violence		It isn't sexual violence		We're not sure	
Why?					

Case 9: Betty

Betty is 16 years old and works in a brothel for foreigners. She can't read, but her work has enabled her to support herself and help her siblings.

It is sexual violence		It isn't sexual violence		We're not sure	
Why?					

Case 10: Valentina

Valentina is 17 years old and attends high school. Her father is unemployed and her mother is employed as a domestic worker in a private house. She goes to a cafeteria to ask for work, but the manager tells her that if she wants to work there she has to let him take photos of her in the nude, promising that he will not touch her.

It is sexual violence		It isn't sexual violence		We're not sure	
Why?					

Case 11: Julia

Julia walks to school every morning. A few months ago a construction site opened a few blocks away from her house. Every time she passes by she hears lots of comments ranging from the most innocent to the most obscene.

It is sexual violence		It isn't sexual violence		We're not sure	
Why?					

ACTIVITY D3: VIOLENCE IN MY ENVIRONMENT

In this activity the young men conduct a tour of their communities to discover and analyse the prevalence of violence in their environment, and relate their own socialisation with violence.



Links to KAP:

- Relates his own socialisation to male violence.
- Understands that people have the power to decide whether or not to use violence.
- Chooses not to be violent in his relationships with other people.
- Identifies situations of violence in his family and community.



Recommended time:

- 30 minutes before the weeklong research to give out the instructions.
- 1 week to conduct the research.
- 1 hour for the group activity.



Materials and Equipment:

- One small exercise book per participant
- Pencils per participant
- 4 flipcharts
- Markers

KEY MESSAGES

- » Men are not violent by nature, but they do choose to use violence more than women do.
- » Violence is learnt in socialisation processes. Boys learn to exercise it and girls learn to receive it as part of what it means to be a woman.
- » Boys as well as girls grow up in an atmosphere that encourages and legitimises the use of violence by males, and represses it in girls and women.
- » Boys and girls grow up learning that it is normal for men to express their anger and other emotions such as pain, frustration, fear, and loss of power by hurting others. Violence in men is justified as a common or inevitable reaction to a threat, and is regarded as part of their acceptable or uncontrollable behaviours. In contrast, they learn that women should not feel anger or rage, and that they should learn to accept any attack or threat with resignation and abnegation.
- » In their socialisation process, many men learn that women and girls are supposed to fulfil certain duties towards them, like looking after the home, looking after their children, and to have sexual relations with them, even when they do not want to. This leads them to believe that they can justify domestic and sexual violence towards women when they do not fulfil their 'domestic duties'.
- » Gender-based violence coexists with male violence against other men as a way of demonstrating 'manliness' and 'power', as well as with men's violence towards themselves through practices like drug and alcohol use, lack of self-protection, failure to practice self-protection or measure health risks. This phenomenon is known as the '**triad of men's violence**'.
- » It is essential for young men to learn that using or not using violence is a decision they take. This means that however much a young man has been socialised to use violence, it is not inevitable and they are responsible if they decide to use it.

FACILITATION ADVICE

- » Prepare for this exercise by rereading section 4.1.1. of the conceptual summary.
- » This exercise focuses on the gender-based violence that takes place in the young men's environment. It aims to make him aware of the socialisation for violence to which he has been exposed and which pushes him to being part of a violent, unequal and unfair society, and to take responsibility for the decision to be or not to be violent.
- » Remember that when tackling the relationship between gender-based violence and gender socialisation, you must take special care not to contribute to absolving the young men of their responsibility for their violent behaviour.
- » In order to carry out this activity the participants need to be given at least one week to collect the information in their environment.
- » It is essential to encourage them to pay attention and dedication to this exercise as the level of detail with which they write their diary will depend on them.
- » For part one, prepare a flipchart paper with press cuttings about some incidents of gender-based violence (that happened during the last week), adverts or promotions from magazines and other elements that can be used as examples for the media monitoring work, which they will also be asked to record in their diaries.
- » For part two, prepare a flipchart with the questions that will be used to guide the group discussion of the results obtained in each diary (see step 10).

Steps to follow:

PART ONE: INSTRUCTIONS (20 Minutes)

1. Present a brief summary of the forms of violence covered in Activity D1: What is gender-based violence? and highlight how some forms of violence are more visible than others. Use the conceptual summary to highlight which forms of violence are more visible, which are more socially acceptable, and which have been rendered invisible. Ensure that you stress the importance of everyday male chauvinism as forms of violence.
2. Stress that as a first step in preventing gender-based violence, one must learn to recognise it in all its different manifestations.
3. Give each participant an exercise book and a pencil, and explain that they are going to write a field diary for a whole week (or during the period between sessions). They will note in their exercise book the situations of gender-based violence that they see, witness, experience or hear about in the following contexts:
 - In their home (relationships between family members)
 - In their neighbourhood/ community, (streets, public spaces, squares, markets, church, shops)
 - In their educational space (school, high school, university, technical institute)
 - In their workplace
 - In the communications media (press, radio, television, internet, social networks)
4. Explain that they must record everything they see, feel, think and what they believe could be done about each situation in order to prevent it in the future. Ask them to write down any form of aggression or violence, however subtle and routine it may seem. Comment that the level of detail in the notebook will depend on them, and that they can write sentences, complete stories, feelings and thoughts that they had about the violence they observed, or expand on this by writing whatever they feel may be necessary. They can also record other general violent situations to put things into context, add drawings, cuttings or other materials to support their observations.

5. Present the flipchart you prepared with the cuttings about gender-based violence, and inform them that in parallel to their work of recording violent situations in their immediate environments, they must complement their diary by monitoring the communications media for news published in the press or broadcast on the radio during this period. Explain that it can also include television programmes, videos, songs, books, magazines, adverts, text messages or tweets containing gender-based violence situations or messages. The final aim is for each Agent of Change to become aware and thus make the gender-based violence in his environment visible.
6. Advise the participants to take the diary with them at all times, as they never know when they may have to take note of some incident of gender-based violence or message that they witness.

PART TWO: SHARING OUR RESEARCH (1 hour).

7. Start the group activity by asking if they were all able to complete their diaries. If several have not done the assigned work, give them 10 minutes to remember and make note of forms of aggression or gender-based violence that they observed in the last few days. Otherwise, carry out the alternative activities suggested at the end of this exercise.
8. Lead a brainstorming session and, on a flipchart, write the main ideas that emerge around the following questions: What did you feel while you were writing this diary, consciously recording the incidences of gender-based violence in your environment? Did your feelings change from day to day? Try and restrict their contributions to their feelings, not to their findings.
9. Divide the participants into groups of three or four. Ask each group to appoint a spokesman, who will present his group's conclusions in plenary.
10. Give the groups 30 minutes to discuss their diaries, find similarities and differences between what they observed, and with the help of the questions on the flipchart, discuss and prepare a presentation:
 - *What did we notice when filling in the notes diary? What things were most notable?*
 - *What are the most common types of violence that we witnessed?*
 - *In which spaces did we observe most violence?*
 - *What are the images of violence that we see in the communications media and in advertising spaces?*
 - *Taking into account the violent incidents observed, who exercises violence most often? Men or women? Young people or adults?*
 - *Who were the most frequent victims? Men or women? Young people or adults?*
 - *How did we feel about this exercise?*
11. Ask them all to come together in a circle, and ask the spokesmen to make a presentation (5 minutes) of the conclusions that his group reached. After each presentation, ask the other members of the group if they have anything to add.
12. When all the groups have made their presentations, make a brief summary of the following themes based on what the groups presented:
 - The most common types of violence in our environment.
 - Places where violence is exercised most often.
 - The most frequent images of violence in the communications media and advertising spaces.
 - Who exercises violence most frequently?
 - Who suffers violence most frequently?
13. To close the activity, lead a brainstorming session around the following questions:
 - *How do you think you have learned to be violent?*
 - *Do you think that in order to be men, you have to be violent?*

On a flipchart, write down the main ideas, supporting the Agents of Change so that they recognise the role socialisation plays, their own responsibility for their violent behaviours, and that using or not using violence is a personal decision.



ACTIVITY D4: BETWEEN TRUTH AND FICTION ABOUT VIOLENCE AGAINST WOMEN

In this activity the Agents of Change will analyse their beliefs about gender-based violence against women and girls and will demystify the beliefs that have been built on myths and gender stereotypes that justify and reproduce violence.



Links to KAP:

- Rejects all forms of violence against women and girls as intolerable and unjustifiable acts.
- Rejects the myths and misinformation that justify and reproduce violence against women and girls.
- Understands that family unity is not a reason for a woman to remain in a violent relationship.



Recommended time: 1 hour



Materials and Equipment:

- 5 flipcharts with paper
- Thick markers
- Adhesive tape
- **Facilitation sheet D4: Myths about gender-based violence against women**

KEY MESSAGES

- » Gender-based violence against girls and women is intolerable and justifiable. However, one in every three women will be a victim of physical or sexual violence in her lifetime. The prevalence of gender-based violence against girls and women is so high that it is considered a worldwide epidemic.
- » Women in violent intimate relationships endure years or decades of abuse. The problem is so serious that 38% of murders of women worldwide are committed by their partners or former partners.
- » Myths about gender-based violence contribute to violence being less visible, or even to justifying it. Therefore it is essential for the Agents of Change to learn to identify and reject them.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary in section 4.1.2.
- » Identify national and regional statistics about the prevalence of violence against women and girls, and clarify that it is considered a global-scale epidemic.
- » Remember that in order to secure the Agents of Change' commitment to gender equality it is essential for them to learn to identify and reject these myths. Try to verify if the boys feel an affinity for any of these or any other myths that render violence invisible and justify it.
- » Cut the **Facilitation sheet D4** to separate each myth from its reality. You should end up with 10 strips (5 myths and 5 realities).



Steps to follow:

1. Ask who remembers the “Myth busters” activity conducted when we worked on the topic of sexuality. Ask those who remember the activity to summarise the main myths created by society based on gender norms, and what can be done to challenge them. On a flipchart, write down the ideas contributed by the participants.
2. Complement their contributions with the key messages from this section, highlighting the importance of analysing the socially constructed myths based on evidence and reality.
3. Facilitate a dynamic exercise to form five groups and give one myth to each group. Do not give them the matching realities yet.
4. Ask each group to analyse the myth they were given, and prepare a five-minute presentation based on:
 - *How common is this myth in your environment?*
 - *Which ideas about what it means to be a man or a woman is this myth based upon?*
 - *What reality or evidence can show that this myth is false?*
5. Moderate the time so that each group can present the analysis of its myth in five minutes. Allow some of the others to react and state whether or not they agree with the myth.
6. Once all the groups have made their presentations, give them another slip of paper with a reality that does not match the myth they were given to analyse. Ask them to briefly discuss the reality they were assigned, for which they should try to identify one of the myths that were presented.
7. Ask each group to read aloud the reality they were given and say which myth it corresponds to. Then stick both parts of the myth-reality papers on a flipchart.
8. When the five groups have presented their respective realities and they are stuck on the flipchart, end the activity, reminding the Agents of Change that in order to reaffirm their commitment to gender equality it is essential for them to be on the lookout for identifying these myths in all the spheres that they inhabit, reject them and help others to reject them based on evidence and reality.



FACILITATION SHEET D4:

Myths about gender-based violence against women

Myth #1: The violence cannot be that bad. If it were, the woman would leave the relationship.

Reality: There are many explanations that enable us to understand why it is so difficult for a young or adult woman to leave a violent relationship. Many women are trapped in an endless 'cycle of violence' that goes through calm phases during which the aggressor promises to change. Other women have lost the capacity to make their own decisions, as a result of the psychological violence of which they are victims. Others have tried to defend themselves or to leave a relationship, only to be subjected to even worse aggression. Also, most do not have support networks that would help them leave their relationship because most aggressors make a point of isolating their victims from their friends and families to ensure that they can control them.

Myth #2: Young women provoke sexual violence because of the way they dress.

Reality: Women have the right to dress however they wish. Also, it is a myth that only young women with a certain type of appearance are victims of violence. The victim's physical appearance is irrelevant – this is a myth that portrays women as sex objects. Reality has shown that aggression can occur against any woman, regardless of her age or her appearance.

Myth #3: Some women like being beaten.

Reality: Nobody likes to be threatened, beaten, insulted or injured. This myth seeks to absolve aggressors of their responsibility, and to blame the victim.

Myth #4: It is better to have a violent father than no father at all.

Reality: Boys and girls learn how to relate in a relationship and as parents based on what they see in their homes. In fact, having seen their father mistreat their mother is one of the factors shared by most men who use violence against their partners.

Myth#5: Some women deserve to be beaten for the things they have done.

Reality: Nobody deserves violent treatment, no matter what they have done. Also, violence is not the result of what the person on the receiving end has done, violence occurs because the aggressor wants to control the injured party.

ACTIVITY D5: HANGING OUT OUR LAUNDRY

Based on the analysis of a video, the Agents of Change will identify how gender norms and stereotyped roles justify violence against women. They will then share different stories about violence against women in their environments, and analyse the consequences. Finally, the participants will establish their personal commitment towards preventing gender-based violence against women and girls.



Links to KAP:

- Is aware of the effects of gender-based violence on women and girls.
- Understands that what is known as 'violence against women' is also practiced against girls and adolescent girls.
- Rejects all forms of violence against women and girls as intolerable and unjustifiable acts.



Recommended time: 2 hours



Materials and Equipment:

- 4 flipcharts and flipchart paper
- Thick marker pens
- Flipchart paper (1 per participant)
- Letter-sized or equivalent paper
- Charcoal pencils
- Scissors
- Laptop with internet access
- Projector and screen
- String or washing line
- Clothes pegs
- **Handout D5: The consequences of violence against women and girls**
- Video: PERFECT (4:58 minutes): <https://www.youtube.com/watch?v=vMQob5LbkhI>

KEY MESSAGES

- » Learning about the consequences of gender-based violence against women and girls enables the Agents of Change to recognise cases of violence that they were previously unaware of. Also, to become aware of the consequences of violence against women is one of the strategies for them to commit themselves to not exercising gender-based violence.
- » Violence has serious consequences on the lives of women of all ages, has very high social costs and leaves psychological, physical and social scars.

FACILITATION ADVICE

- » Prepare for this exercise by rereading section 4.1.2. of the conceptual summary and consulting additional recommended materials about the consequences of gender-based violence.
- » If the group has more than 15 participants, be prepared to form sub-groups and consider the materials that each group as well as the people who are facilitating will need.
- » It is important to confirm whether the Agents of Change recognise themselves reflected in the video or recognise any comparable situations in their environment. Remember that this activity is aimed at getting them to analyse their own relationships with girls and women, as well as relationships in their families and in the community.

- » Analyse the video in advance yourself so that you have your own perceptions, without allowing them to influence the group's reflections. Ensure that the equipment is working and that the sound is audible and the image clearly visible. You can download the video from the internet at Video: PERFECT (4:58 minutes):
<https://www.youtube.com/watch?v=vMQob5Lbkhl>
- » In order to facilitate the second part of the exercise where the Agents of Change will talk about personal experiences, you should guarantee them respect and confidentiality so that they can feel confident when it comes to writing their stories. It is important to help them think about the violent acts they may have committed, as it tends to be easier to recognise violence exercised by other people than to recognise our own practices.
- » In many cases, people who exercise violence in their personal relationships have themselves been victims of violence. Helping the participants to understand this connection and reflect on the pain that this violence has caused them is an important strategy for breaking the cycle of violence.
- » Prepare a flipchart with the following questions, remembering that in all cases we are referring to gender-based violence against women and girls:
 - *What types of violence have I practiced or witnessed against a women or a girl?*
 - *How have I felt when I have practiced violence? Or – how do I feel when I witness violence?*
 - *What was the factor that unleashed the violent act?*
 - *What have other young people done when they witnessed these violent acts?*
 - *What have the adults done regarding these violent acts?*
- » For the second part of the activity you should hang up a washing line.
- » Reread the recommendations listed in section 4.3., especially the parts of the facilitation advice that refer to what to do if any participant appears to connect to a painful experience during this activity.
- » If one of the Agents of Change is currently at risk of suffering violence speak to the other facilitators and adults to organise a protection network.

Steps to follow:

1. Open the activity by organising a game or team-building exercise to cultivate trust among the participants.
2. Screen the PERFECT video (4:58 minutes), explaining that it features a very common story in our countries.
3. At the end of the video, facilitate a reflection session with the Agents of Change and on a flipchart, write down the key ideas around the following questions:
 - *What message does the video convey to you?*
 - *What types of violence and everyday male chauvinism can be seen in this video?*
 - *Do situations like this occur: in your family or your community?*
 - *What do you think are the consequences of violence against women in this story, for their own lives, for their families, their friends?*
4. On a flipchart, write down the key ideas on the consequences of violence presented by the participants.
5. Take a brief break before moving on to the second part of the activity.

PART TWO

6. Explain that during this part of the activity they will be discussing what they feel when talking about the violence they themselves have exercised against women and girls, and about the violence they have seen other people exercising, and that they will be analysing the consequences for the victims.

7. With the help of a volunteer, attach the washing line to the wall and explain that this will be used to “hang out our laundry”.
8. Ask each participant to take a flipchart paper and a marker and to make a life-sized outline of an item of clothing and cut out its shape. You can use your shirt or t-shirt as a model.
9. Display your flipchart with the questions you prepared in advance, and ask them to close their eyes and think about a situation where they exercised violence against a woman or a girl. Ask them to remember that there are many ways in which gender-based violence is manifested. If a situation of this kind does not exist, ask them to think of a situation where they have witnessed or experienced violence against a woman, adolescent girl or girl in their immediate environment.
10. Ask each participant to think hard about the story they will be sharing with the group. Make it clear that the stories will be anonymous and confidential, as this is not about exposing or reprimanding them for having engaged in violent conduct, but about becoming aware of how deep-rooted these behaviours can be.
11. Ask them to spend 10 minutes writing the story they remember on the paper item of clothing that they prepared, reminding them that they do not need to put their name to their work. Ask them to reply to the questions listed on the flipchart in their story.
12. Collect the items of clothing as they finish and mix them up, then hand one out at random to each participant with two clothes pegs, asking them to hang them up on any available part of the washing line in the room.
13. Once they have hung out the clothes, ask the participants:
 - *How did you feel while you were writing your story?*
 - *What does hanging up your stories of violence symbolise, just like hanging out clothes after washing them?*
14. Tell them that this exercise is a symbol of how clean clothes (after being dirty) are put out in the sun and wind to be renewed. Suggest the following metaphors, but the group can contribute their own:
 - The clothes represent each one’s behaviour. The dirty clothes would represent the past behaviour, when still aggressive or a witness to an act of violence.
 - The washing and the washed clothes represent the new commitment to gender equality. The sun and the wind represent the benefits that this commitment will have on their own lives as well as on the people they interact with.
15. Distribute **Handout D5** to each of the participants and ask them to take turns to read it out aloud. When they finish, allow them to react to what they have read and to relate it internally to their own stories.
16. Ask the participants to walk around the washing line to read out the stories about violence produced by the other young men. Suggest that they find similarities between theirs and the rest of the stories. And for each one, think about the consequences that they may have on the lives of women of all ages who were the victims of these acts of violence.
17. Once they have all walked round the washing line, ask: *What do all these stories have in common? What might be the most common consequences of the forms of violence hanging on the washing line?* Encourage the group to participate and write down the ideas on a flipchart.
18. End the activity by asking: *How can we break this cycle of violence? How can we become men who are committed to preventing all forms of violence?* Ask each participant to write a personal commitment on a card to what he will do to prevent violent behaviours and practices against women or girls, or how he will react to violent behaviours that he witnesses.
19. Facilitate a card-sharing session and attach them to a flipchart under the title: **“My personal commitment to the prevention of violence against women and girls”**. Facilitate an exchange where the participants externalise their feelings and ideas on the subject.



HANDOUT D5:

The consequences of violence against women and girls

Remember that:

- It is important that you understand the consequences of gender-based violence against women of all ages.
- Analysing the consequences of gender-based violence against women and girls will enable you to recognise cases of violence of which you were previously unaware.
- Recognising the consequences of violence against women is one of the steps for the Agents of Change to move forward in their commitment to gender equality.
- The consequences of violence against women combine to make their effects on the victims more serious.

Some consequences of violence against women of all ages are:

- » **Physical consequences:** including injuries, chronic or recurring pain, digestive problems, limited mobility, unwanted pregnancies, sexually transmitted infections (STIs), increased tobacco, alcohol and drug consumption, poor health generally and even death. Violence from a partner during pregnancy also increases the risk of losing the baby, premature birth or low weight at birth, and at worst, maternal death due to complications in pregnancy caused by this aggression.
- » **Psychological consequences:** including low self-esteem, depression, fear, post-traumatic stress, and identification with the aggressor, feeling defenceless or in despair (defined as the state in which women who are victims of violence “admit defeat” and end up accepting the aggression as an unavoidable punishment and destiny), emotional suffering and attempted suicide.
- » **Social consequences:** including the social isolation of victims of violence, in the short as well as long term. Intergenerational transmission of the psychological consequences, exposing a new generation of women to gender-based violence. Gender-based violence also creates obstacles to victims’ economic security, by making them more dependent on their aggressors.

ACTIVITY D6: COLLAGE - THE TRIAD OF MEN'S VIOLENCE



The Agents of Change prepare a collage of news to analyse the triad of men's violence, with an emphasis on violence against other men and against themselves. The young men recognise that society pushes them to use violence, and adopt a critical attitude and reject the use of violence as a demonstration of power, control and manliness.



Links to KAP:

- Recognises the effects of violence on his and other men's lives.
- Rejects the use of weapons as a demonstration of manliness.
- Visualises how the triad of male violence is reflected in his own life.
- Rejects the social pressures that lead him to prove his manliness by using violence.

Recommended time: 2 hours



Materials and Equipment:

- Flipcharts and flipchart paper
- Thick markers
- Newspapers and news magazines (more than a week old and 4 copies of 2 newspapers from the previous day and the day of the activity)
- Rolls of masking tape
- Wool
- 4 pairs of scissors (1 per group)
- 4 tubes of glue (liquid or stick)

KEY MESSAGES

- » From a young age, boys are socialised to interact with other boys through violence. They thus learn that it is normal to be exposed to violent situations, and that to experience them is part of being a 'real' boy.
- » Gender-based violence against women and girls coexists with men's violence against other men to demonstrate "manliness" and "power"; and with men's own violence against themselves through practices like drug and alcohol use, lack of self-protection, not practicing self-protection or measuring risks to health. This phenomenon is known as the '**triad of men's violence**'.
- » In sexist societies masculinity is represented by symbols of violence, such as weapons. Playing with guns is something that sets boys apart as boys. When boys enter youth they are totally familiarised with firearms. This familiarity exposes them to high-risk situations when toys become real weapons.
- » Men carry weapons more often than women, and their ownership and use is linked to status and traditional manliness. Many young men regard the use of arms as a means of survival when faced with the violence that gangs, groups or individuals can exercise over them and their friends and relations.
- » Ownership and use of weapons, as well as the use of violence, are associated with huge health risks for personal health and that of others. Violence is one of the leading causes of death among young men, and is much higher than among young women.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summaries on the theme of gender-based violence and the violence triad in sections 4.1.1. and 4.1.3.
- » Find, at least one week in advance, newspapers and magazines that contain news of violent incidents against young men. Keep about four copies of newspapers from the days before holding this activity.
- » Draw Figure 4.2 (page 9) on a flipchart.
- » Ensure that the washing line with the acts of violence prepared during Activity D5 is hanging in the room.

Steps to follow:

1. Make a brief presentation about the triad of men's violence using the flipchart you prepared in advance. Make sure to explain that gender-based violence against women and girls coexists with violence by men against other men to demonstrate their "manliness" and "power", and with violence by men against themselves through practices like drug and alcohol use, lack of self-protection, not practicing self-protection or assessing health risks.
2. Form a triangle using wool in the centre of the room that includes that the washing line as one of the angles. On the other two angles attach cards that say "violence against other men" and "violence against yourself".
3. Ask the participants to split into four teams and give each team a set of newspapers and magazines, a flipchart paper, scissors, glue, fine and thick markers. Ask three groups to find and cut out news about violence by men against other men, and one of the groups to make cuttings of cases of men's violence against themselves. Ask all the groups to prepare a collage of the news and images they find on flipchart papers. Tell them they will have 20 minutes to complete this task.
4. While they are working, ask them to identify the following aspects to prepare a brief five-minute presentation of their collages. Encourage them to be creative in their presentations:
 - *What forms of violence or gender-based violence did they identify?*
 - *Who were the perpetrators and who were the victims (men, adolescent men, boys)?*
 - *What were the supposed reasons that led to these acts of violence?*
5. Moderate a session where each group presents the results of their group work. After each presentation, ask them to hang up their collage in the corresponding sides of the wool triangle.
6. Once all the groups have finished presenting, start a group discussion based on the following questions:
 - *What did you feel when you were doing the exercise?*
 - *What types of violence did you find in the news cuttings?*
 - *Were they linked to social and gender norms and stereotypes, to what extent and why?*
 - *Were they linked to male pride and manliness, and why?*
 - *Who was most frequently involved in these violent situations, and why?*
 - *Do you see young men involved in these news reports?*
 - *Why do you think that young men get involved in these situations?*
7. End this part of the activity by asking the Agents of Change to silently review the images of violence exercised by men.
8. Lead a brainstorming session around the question: *What could you, as Agents of Change, do to change this situation?* Facilitate the discussion and write down the main ideas that come up.
9. End the activity with a final reflection session highlighting how sexist societies push young men to use violence, and therefore they as Agents of Change committed to gender equality must adopt a critical attitude and reject the use of violence as demonstration of their manliness.

ACTIVITY D7: VIOLENCE AND MALE PRIDE

The activity tackles male pride as a cultural construct that leads young men to use violence. The young men will recognise that pride and manliness are social constructs that push them towards using violence, and therefore adopt a critical attitude and strong rejection towards its use as a demonstration of manliness.



Links to KAP:

- Recognises the effects of violence on his and other men's lives.
- Rejects the social pressure that leads him to prove his manliness by using violence.



Recommended time: 1 hour



Materials and Equipment:

- Ink pens for each group
- **Facilitation sheet D7: Violence among peers**
- 2 flipcharts
- Thick markers
- Flipchart paper (1 per participant)

KEY MESSAGES

- » Male pride tends to have at least three dimensions: a person's self-esteem, the perception that this person has of how others value him/her, and the real opinion that others have about this person. The interplay between these dimensions in sexist societies means that pride is extremely fragile, as any transgression in any of these dimensions is interpreted as an insult or provocation, which leads to violence. The combination of ideas about 'pride' or 'masculine honour' with the mandate of hegemonic masculinity of demonstrating manliness at all costs tends to lead young men to compete for who is "the most macho", for which they tend to use violence.
- » In sexist societies pride is extremely fragile, as any transgression can be interpreted as an insult or provocation, which is answered with violence.
- » In our work with the young men we should concentrate on unpacking what they understand as 'male pride' in order to analyse each of their beliefs, attitudes and behaviours that comprise it, and then be able to construct a new framework for self-esteem and respect that will be coherent with gender equality.
- » As a consequence of defending male honour, men run the risk of affecting themselves and others, for example, by getting involved in fights and brawls, driving at excessive speed, engaging in unprotected sexual conduct, exercising violence against other people (women, girls, other men).
- » Remember to point out that many deaths among young men begin with an argument (whether about sports, about a girlfriend, based on an insult, etc.), which is followed by a gradual increase in tone until they blows are exchanged until e.g. a knife or gun is used to kill.
- » All these situations are avoidable and preventable.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary on the theme of gender-based violence against men and boys in section 4.1.3.
- » Divide the **Facilitation sheet D7: Violence among peers**, so that each case is on a separate slip of paper. You may change or add new cases that may be more common in your country. According to the group size, choose the stories so that there is one story per group.
- » In order to conduct the role-plays, prepare a spacious part of the room as a stage and use the participants from the other groups as the audience (could be in a circle or semi-circle).

Steps to follow:

1. Ask the participants to come together in the centre of the room, and facilitate the group formation exercise 'The Shelter', adapted from the shipwreck exercise for a violent situation linked to pride:
 - a. Ask the young men to walk without stopping all round the room while imagining that they are in a sports stadium looking for their seats to watch their favourite team.
 - b. Without them noticing, place six seats at the edges of the room.
 - c. Suddenly, tell them that an important message is being announced from the stadium loudspeakers: "we inform the spectators that two armed fanatics have started a brawl and are shooting at the audience. We request that you make your way quickly to the stadium's six security points until the situation is under control".
 - d. Tell them that the six security points are full of people and only four more fit in each point. Tell them where you placed these security points (chairs) and at the count of three ask the participants to run towards one of them.
2. Tell the Agents of Change that they will now work in teams, with the groups that were formed at the six security points. If anyone was left out of the points, assign them to any of the groups that were formed. Ask them to sit on the floor to conduct a brief reflection on the exercise.
3. Ask the participants: *How did you feel about the exercise? What do you think was the real reason behind the conflict between the two gangs of fanatics? Do you think that you could even be involved in a similar situation, and where would you feel most exposed? Have you experienced anything similar to this incident?*
4. Make the most of the opportunity to comment that all young men, in some way or another, are exposed to violence, and that the combination of cultural constructs like *male pride* or *honour* with the sexist mandate of demonstrating manliness at all costs, tends to lead many of them to using violence.
5. Give each group a different story from the **Facilitation sheet D7: Violence among peers**. Explain that it is about stories of tension and aggression between men, and that the work consists of the group completing their story with the short description of what they think might happen next, i.e. how they think the story would usually end. Each group should discuss the story within their own group and write their ending depending on what might happen in their local reality.
6. Ask each group to take 15 minutes to prepare a role-play lasting no longer than four minutes to perform it in plenary. Encourage them to be creative, and for all the group members to take part.
7. Moderate all the group performances and let the participants make comments after each presentation.

8. After watching all the role plays, open the discussion around the following questions:
 - *What was your experience representing the story? What did you feel as actors and as audience?*
 - *What makes us react this way?*
 - *What happens to us when we feel we are being insulted?*
 - *What has male pride got to do with these situations?*
 - *How can these situations be resolved in a non-violent manner?*
 - *Can you remember experiencing a similar situation? How did you feel in that situation?*
9. On a flipchart, write down the main ideas that emerge in the discussion and summarise them at the end.
10. Facilitate a brainstorming session by asking: *What are pride and manliness based on? And – What does male pride have to do with our value as a man?*

Write the main ideas on a flipchart, and expand where necessary based on the contents of the conceptual summary.

11. Close the activity with a final reflection highlighting that they as Agents of Change should not only adopt a critical attitude but completely reject the use of violence for defending social constructs such as pride and manliness, which have nothing to do with their value as men and as human beings.



FACILITATION SHEET D7:

Violence among peers

Unfinished stories

Mario and Carlos

During the break between lessons, Mario and Carlos argued about an assignment they had to do for school. Many of their friends heard the argument, which got louder and louder until Mario told Carlos that he would wait for him outside the school so they could settle the problem. After school...

Group of friends

A group of friends went out dancing. As they were dancing, one of them, Juan, saw that someone was staring at his girlfriend the whole time. Juan approached the young man who was looking at his girlfriend, and...

Richard

Richard was driving his car. When he was about to turn right, another car came and blocked him, forcing him to brake suddenly. Gonzalo, who was very angry...

Alex

During a football game, Alex was about to score a goal, and a player from the opposing team committed a foul against him. Alex, who was in a lot of pain, got up without saying anything, while his teammates incited him to respond by attacking the other player. They shouted: "Hit him! Hit him!" In response to this, Alex...

Daniel

In the classroom a group started taunting one of their classmates called Daniel for the way he had expressed himself when telling a story. They shouted: "Girly... girly!" Suddenly Daniel could not take it anymore and...

John

John's friends thought he was very feminine, and were always making fun of him and shouting "stop acting like a girl" at him. One day they made up a story about finding him kissing another boy in the bathroom...

ACTIVITY D8: SWIMMING AGAINST THE TIDE

In this activity, the Agents of Change will analyse the consequences of gender-based violence for boys and men who do not conform to hegemonic masculinity and will prepare a map of the spaces and people who could make up part of their personal support network.



Links to KAP:

- Recognises the effects of the violence on his and other men's lives.
- Identifies spaces and people who are committed to gender equality who can support him when faced with any situation of violence.



Recommended time: 1 hour



Materials and Equipment:

- Flipchart with paper
- **Handout D8: Finding my potential support**

KEY MESSAGES

- » Young men are exposed to gender-based violence even if they do not accept the mandates of the hegemonic masculinity model. This can range from bullying or harassment, to group attacks and physical violence.
- » Young men and adults who question the hegemonic masculinity model as a result of their commitment to gender equality are likely to become the target of mockery and attacks that often include homophobic comments.
- » Young men, as they become Agents of Change for gender equality, find themselves exposed to new forms of gender-based violence. They must learn to identify these, protect themselves and build a support network to protect them.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary on the theme of gender-based violence against men and boys in section 4.1.3.
- » Remember that this topic has already been tackled in Module 2 of this manual. The aim of this section is to draw the young men's attention to the types of violence to which they themselves may be exposed while they become Agents of Change for gender equality. The idea is not to replace one type of vulnerability with another, but to learn to look after themselves and surround themselves with a support network.
- » It is essential to highlight the support role that the reflection spaces and other organisations that the young men are taking part in can and must fulfil. In these spaces the participants should feel safe talking about any violence that they may be facing. They should also be able to speak to the other participants about the resistance and aggression they face upon challenging the hegemonic masculinity model, and about the strategies they have developed to overcome them.
- » It is also important to work with the Agents of Change to identify trustworthy adults to whom they can speak about gender issues, or to ask for their help when at risk of violence. They could be mentors chosen by the programme, but they could also be relatives, teachers or other people close to the young men.
- » It is important to verify whether the participants know about the spaces and networks which can support them. Research the existence of spaces for reflection on masculinities and professional support services for young people who are victims of gender-based violence.

- » Fill in a copy of **Handout D8**, and copy it on a flipchart in order to present it to the participants.
- » Try and find a special guest, a young man who can share his story with the young men, as someone who has broken the rules of hegemonic masculinity and describe the risks that he has had to face. What types of resistance has he faced when he dared to question the hegemonic masculinity model? How has he confronted this resistance? This guest could also be an adult in whom the young men could trust in the future and ask for his support. In either of these cases the guest must highlight the importance of surrounding oneself with people and networks that can support them when they need it. If a guest cannot be found, prepare and present the topic based on your own experience.

Steps to follow:

1. Start the activity with a brainstorming session based on the question: *What forms of violence do you think you could be the target of for being committed to gender equality and therefore someone who rejects violence? Why?*
2. Revisit the contributions from the group and complement them with any forms of gender-based violence that they may be exposed to that they have not considered. Let the participants express their opinions, contribute or ask about any points that require clarification.
3. Close this reflection session by highlighting the importance that they learn to identify these forms of violence that could range from simple bullying to a physical attack by a group, so that they can protect themselves from them.
4. Introduce the guest (or present the topic yourself) and tell them that he will be speaking about the importance of surrounding themselves with people and support networks that can protect them from gender-based violence.
5. To close this activity, ask each participant to prepare his own map of a potential support network or of people with whom he can share information and experiences about confronting the hegemonic masculinity model.
6. Give each of the participants a copy of **Handout D8: Finding my potential support**, and ask them to fill it in, with the proviso that they can continue filling it in every time they meet new people.
7. Ask the participants to choose a partner from the group they trust and want to share their findings with.
8. Present your own Handout with the people and institutions that you identified. Ask the participants if there are any similarities and differences with the ones that they collected. Allow them to take notes of the institutions that you identified in their own sheets.
9. At the end of this activity, ask the group: Am I or one of your companions on your lists? If not, reiterate that YOU as a facilitator will be available to respond to any request from this group of young men, even after the end of the workshop. Encourage them to investigate and contact other young men's spaces and networks that have been set up for this purpose.

HANDOUT D8:

Finding my potential support



1. Do I know other young people or adults who reject the rules of domination over women?

Who is it?	Where is this person?	What can I do to approach him or her?

2. Do I know of any support or reflection network or space in which I can get involved?

What is the name of the network?	What do they do?	Where is it?	What can I do to approach it?



ACTIVITY D9: MANAGING MY EMOTIONS¹²

In this activity the Agents of Change will reflect on alternative ways of processing their feelings of anger, fear or insecurity.



Links to KAP:

- Uses non-violent techniques for conflict resolution and for processing his feelings of anger, fear or insecurity.



Recommended time: 1 hour



Materials and Equipment:

- 1 flipchart and flipchart paper (for each group)
- Thick markers
- **Handout D9-A: What do I do when I feel anger, fear or insecurity?** (1 for each group)
- **Handout D9-B: Constructive ways of reacting when we feel anger, fear or insecurity** (1 per participant)

KEY MESSAGES

- » Conflicts are part of the daily life of human beings and they can be resolved without using violence.
- » Becoming aware of the cultural roots of male violence should not result in the Agents of Change thinking that they are not responsible for their violent actions; you must instead show them that they can choose not to be violent.
- » The young men must learn new ways of processing their emotions, especially of frustration and anger and transfer this to their relationships with their partners or their peers.
- » Anger is one of the emotional dimensions that feature in conflicts. Anger is sometimes expressed through aggression and violence towards others, and this is permitted and endorsed by our sexist culture, especially in the case of men. Recognising when we are angry and knowing what to do then is a very important emotional skill.
- » In our culture anger is sometimes poorly regarded, and considered an undesirable emotion. However, anger also has positive dimensions, for example, it allows us to protect ourselves by setting limits on when we are harmed or any of our rights are transgressed.
- » Fear and insecurity are also emotions that all people feel and that men learn to express with violent behaviour. Learning to recognise and manage these feelings is also important for the young men.

¹² Adapted from: CulturaSalud/ SENAME (2011). **Previniendo la violencia con jóvenes: talleres con enfoque de género y masculinidades**. [Preventing Violence with Young Men: Workshops with a Gender and Masculinities approach]. Available from: <http://www.lazoblanco.org/wp-content/uploads/2013/08manual/adolescentes/0005.pdf>

FACILITATION ADVICE

- » Prepare for this exercise by rereading section 4.1.4. of the conceptual summary, it may also be useful to reread section 1.1.5. on conflict management. Find the flipcharts prepared for Activity A11 (rules for preventing a conflict, and conflict resolution rules coherent with gender equality).
- » Some groups may find it difficult to build a story or choose the actors for their role-play. It is important to offer them a comfortable atmosphere, by reinforcing the idea that they don't need to be "real actors" and that improvisation will be valued.
- » Use part of the room as a stage and the participants from the other groups as the audience (this can be in a circle or semi-circle). Encourage all of them to take part, making it clear that there is no such thing as good or bad acting, but that the role-plays as collective creations are important.

Steps to follow:

1. As an introduction to the topic, ask the participants to try and remember the activity in Module 1 in which they worked on conflict resolution tools. Try to recap the learning from that activity with them, and if necessary, remind them of the key messages in section 1.1.5. related to communication and conflict resolution. Display the two flipcharts prepared for Activity B10 and have them read aloud.
2. Explain that in this activity we will analyse our reactions to anger, fear and insecurity. Introduce the theme by commenting that:
 - *Many young men confuse anger with violence. Anger is a natural and normal emotion that every human being feels. Violence, in contrast, is a way of expressing anger, and is a type of behaviour that can and should be contained. There are many other constructive and creative ways of expressing anger.*
 - *When men feel fear or insecurity, many react violently, believing this to be a natural reaction. But, as with anger, young men can learn and decide to react in a non-violent and constructive way.*
3. Divide the participants into groups of three or four, and give each group the **Handout D9-A: What do I do when I feel anger, fear or insecurity?** Explain that the sheet contains three questions, and ask each group member to describe a personal experience when answering the questions. Read the questions aloud, and clarify any doubts that they may have before starting the group work.
4. Ask each group member to appoint a facilitator who will coordinate the activity within the group and to regulate the time and ensure that everyone shares his experiences. Explain that they have 15 minutes.
5. When the assigned time is over, ask the groups to take 10 more minutes to select one of the stories that the members shared to be performed in plenary. Ask all the participants to act in the role-play.
6. Facilitate the performances in plenary, asking the rest of the participants to listen respectfully and attentively. At the end of each role-play, ask the group that acted to comment briefly on the experience of what they felt when portraying their characters.
7. When all the groups have made their presentations, ask them to get back into groups and give each one a flipchart so they can make a list of:
 - *Positive or constructive ways of reacting when we feel anger, fear or insecurity.*
 - *Reactions that we should avoid when we feel anger, fear or insecurity.*

8. Five minutes later, ask each group to briefly present their flipchart and to display it in a visible place in the room.
9. Revisit the role-plays that did not have a “positive ending” so that the group can propose a solution to the conflict.
10. Facilitate a plenary discussion based on the following questions:
 - *How are anger, fear and insecurity expressed in my family?*
 - *Is anger a controllable or uncontrollable emotion?*
 - *Are there differences in the ways that men and women tend to react to anger, fear and insecurity?*
 - *Is it possible to express these feelings without harming others? (You can ask the group to think of examples of situations or phrases that exemplify the difference between shouting or using words to hurt, and/or using words that do not hurt).*
 - *What have I learned from this activity that will help me in my daily life?*

Write down the main ideas that came out of the group discussion ensuring that the key messages from this activity are included.

11. To end the activity, hand out **Handout D9-B: Constructive ways of reacting when we feel anger, fear and insecurity**, and ask the Agents of Change to take turns to read out the recommendations. Highlight which of the recommendations they had already proposed, and which ones they would like to add and learn from.

HANDOUT D9-A:



What do I do when I feel anger, fear or insecurity?

Your group has 15 minutes to complete the following steps:

1. Choose a facilitator to coordinate the activity within the group and monitor the time to ensure that everyone is able to share their story.
2. Spend a few minutes so that each member identifies a personal experience in which he has felt a lot of anger, fear or insecurity, and reacted violently and aggressively.
3. Take turns to share your experiences, describing:
 - *What made you feel like this?*
 - *How did you feel? How would the others have felt?*
 - *How did you react?*

Then take 10 more minutes to:

4. Choose one of the stories out of all the ones that were shared, and prepare it for a role-play with the participation of all the group members.
5. After you have finished with the role play, prepare a brief presentation based on:
 - *How did the members feel when they acted this story?*
 - *Could you resolve the problem? Why not? Or – how was it resolved?*



HANDOUT D9-B:

Constructive ways of reacting when we feel anger, fear or insecurity

A couple of recommendations are listed below for tackling anger, fear or insecurity without violence:

a. Move away, leave or go for a walk:

When you feel you are about to react violently, it is recommended to step back and count to 10, breathe deeply, walk for a bit or do some physical activity. In this way you can “cool down” and also get your thoughts and feelings straight. It is important that you try and explain your feelings to the other person. You could say something like “I am very angry and I need to leave so I do not get violent. When I am calmer we can speak in order to resolve this.”

b. Use words to express what you feel without attacking:

When you feel anger, fear or insecurity it is important to learn to use words without attacking. This means to learn to explain what you are feeling, and/or what you want from the other person, without attacking or insulting him or her. You can start with statements like: I am angry because... /I am ashamed because.../I would like you to... For example, if your partner arrives late for a date, some people might react by shouting: “You’re an idiot, it’s always the same, I always have to wait for you”. Instead of saying this you could use words without attacking, for example: “I’m upset because you arrived late. I’d like you to arrive at the agreed time or to let me know if you are delayed”.

ACTIVITY D10: SPEAKING TO THE WOMEN IN MY LIFE

This activity introduces the importance of dialogue in relationships.



Links to KAP:

- Uses dialogue and trust in peer relationships, especially in relationships with partners and with other young men.



Recommended time: 1 hour



Materials and Equipment:

- 2 flipcharts with paper
- Thick marker pens
- Flipchart paper (1 per participant)

KEY MESSAGES

- » The young men must learn to value non-violent behaviour as a source of pride for their family and their communities. This attitude implies valuing the lives of all people equally, and the recognition that we all have rights that no one should violate.
- » The participants must transform the way in which they relate with themselves, with their male and female peers as well as with women in general. In all their relationships they should prioritise dialogue over imposition.
- » It is very likely that a large part of the young men's relationships with their female friends, girlfriends or female school mates will be unequal, i.e. that the women do not have the same decision-making level as they do. Power in these relationships is often used or abused, whether in the shape of control, domination or with blows. Being aware of how power is exercised in relationships is key for constructing relationships based on equal value and rights.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual summary in section 4.1.4.
- » For the role-play in the second part of the activity, the qualities that should characterise the relationships that are represented are: trust, respect, cooperation, precaution as well as support and shared responsibility. Encourage the participants to talk about these points, discuss them between them and ask themselves if this type of relationship, characterised by mutual support could work in their community. What other ways are there for a man and a woman to demonstrate trust and mutual support?

Steps to follow:

1. Divide the group in two with an imaginary line. Each part should have the same number of participants.

2. Announce that we will be doing an exercise called '**People and things**'¹³. Assign the role of 'things' to one group, and 'people' to the other group. Read the following rules for each group:

THINGS: Things cannot think, they don't feel, they can't take decisions, they don't have sexuality, and they have to do everything that people tell them to do. If a thing wants to move or to do something, it has to ask permission from a person.

PEOPLE: People think, can take decisions, they have sexuality, feel and can also use the things as they wish.

3. Ask the "people" to take 10 minutes to order the "things" group to do whatever the people want. They can order them to do any activity inside the room, as long as it is nothing aggressive, degrading or violent. Observe the exercise closely as feelings of contempt, rebellion, aggression, dependence, anger and resentment tend to arise and it will be important to be able to comment about the way the participants reacted.
4. After the 10 minutes are up, ask the groups to form a circle in the middle of the room to reflect as a group based on the following questions:
 - *How did you feel about this experience?*
 - *What was it like to be in the "people" group?*
 - *What was it like to be in the "things" group?*
 - *How did the power relations between 'the people' and 'the things' play out?*
 - *In our daily lives, do we treat other people "like things"? Who? Why?*
 - *How can we modify this way of treating people?*
5. Recap some of the contributions from the group with the participants, taking the opportunity to introduce key messages related to the importance of valuing the lives of all people equally, and the recognition that we all have the same rights that no-one should violate. When finished, allow the participants to react and make new contributions on how to achieve it.
6. Ask the participants to form four groups and prepare a role-play that represents a relationship that is based on trust. Tell them they will have 15 minutes to organise their presentation, which should last for five minutes at most. Assign the following themes to the groups:
 - *Relationships with family members (mother, sisters, grandmother, nieces, etc)*
 - *Relationships with their partners (girlfriends, wives, eventual partners)*
 - *Relationships with their female peers (friends, neighbours, fellow students)*
 - *Relationships with their women colleagues at work*
7. Moderate the group presentations, and ask the rest of the group to pay attention and show respect while listening to their companions.
8. When finished, bring the group together and facilitate a group discussion based on a brainstorm that describes the quality of the relationships between men and women that they have observed in the role plays:
 - *What were the positive aspects of their relationship?*
 - *What were the negative aspects of their relationship?*
 - *Do you think you could have this type of relationship?*
9. Write down the main ideas that emerge from the group discussion, making sure to include the key messages for this activity.

13 This exercise is based on an activity from Promundo.

ACTIVITY D11: LAWS AND SUPPORT SPACES AGAINST GENDER-BASED VIOLENCE

This activity encourages the Agents of Change to research the national laws and international treaties and the institutional spaces that provide support for people who are victims of violence.



Links to KAP:

- Understands that violence against girls and women and against young men is a violation of their human rights.
- Is familiar with the institutional spaces that provide support to people who are victims of violence against women or male violence among peers.
- Is familiar with the national legal framework that protects women and children from violence.



Recommended time: 1 hour and 30 minutes



Materials and Equipment:

- 3 flipcharts and flipchart paper
- Thick marker pens
- 3 laptops with internet access
- **Handout D11: How does my country seek to prevent, penalise and eradicate violence against women and girls?** (4 copies)

KEY MESSAGES

- » Duty bearers have the obligation to prevent and penalise violence. This obligation is enshrined in national legislation and international treaties and resolutions.
- » For example, the Security Council Resolution 1820 notes, “that civilians account for the vast majority of those adversely affected by armed conflict; that women and girls are particularly targeted by the use of sexual violence, including as a tactic of war to humiliate, dominate, instil fear in, disperse and/or forcibly relocate civilian members of a community or ethnic group; and that sexual violence perpetrated in this manner may in some instances persist after the cessation of hostilities.”¹⁴
- » Every Agents of Change can promote a life without violence by refusing to adopt violent behaviours, rejecting them in others, and promoting non-violent behaviour in his environment.

¹⁴ For the complete text of the resolution: <http://www.un.org/en/peacekeeping/issues/women/wps.shtml>

FACILITATION ADVICE

- » Prepare for this exercise by rereading section 4.1.4. of the conceptual summary.
- » Find information about the national laws, codes, rules and decrees that regulate gender-based violence exercised against women and girls in your country.
- » Examples for regional conventions are e.g. the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa: <http://www.achpr.org/instruments/women-protocol> or the Inter-American Convention on the prevention, punishment and eradication of violence against women (Convention of Belem do Para): <http://www.oas.org/juridico/english/treaties/a-61.html> or the Istanbul Convention: http://www.coe.int/t/dghl/standardsetting/convention-violence/about_en.asp
- » Also find information about institutional spaces that provide support to women or young people who are victims of violence.

Steps to follow:

1. Make a brief presentation on the duty bearers' obligation to prevent and penalise violence, and on how this responsibility is enshrined in national legislation and international treaties.
2. Announce that this activity will consist of them researching their country's legislation and if it has signed any international treaties addressing gender-based violence. For this purpose, ask them to get into three research teams and assign a laptop with Internet access to each group. Another option is to divide the activity into two parts, and assign the research work as a group task to be carried out away from the workshop.
3. Give each group a copy of **Handout D11: How does my country seek to prevent, penalise and eradicate violence against women and girls?** And tell them that they will have 45 minutes to conduct the research and prepare a small electronic presentation (in any format) that will be projected to the whole group.
4. Ask each group to share their presentation and allow the rest of the group to make comments and contribution to it. Depending on the results presented by each group, complement it with the information that you compiled in advance.
5. To end this activity and module, facilitate a group reflection around the importance of each Agent of Change, familiar with the responsibilities of the duty bearers, being able to promote a life without violence by refusing to adopt violent behaviours, rejecting them in others, and promoting non-violent behaviour in his environment. And also encouraging others to do the same thing.

HANDOUT D11:



How does my country seek to prevent, penalise and eradicate violence against women and girls?

- » Research the topic assigned to your group.
- » Prepare a presentation in whichever format you prefer (video, powerpoint or word presentation, etc.) based on the results of your research.
- » You have 45 minutes to conduct the research and prepare the presentation that you need to present in a maximum time of 10 minutes.

GROUP 1: The Security Council Resolution 1820

Research: What is the resolution about? When and who signed it? What implications does the resolution have? What is the role of the states? Why are resolutions like 1820 important?

GROUP 2: National Legislation

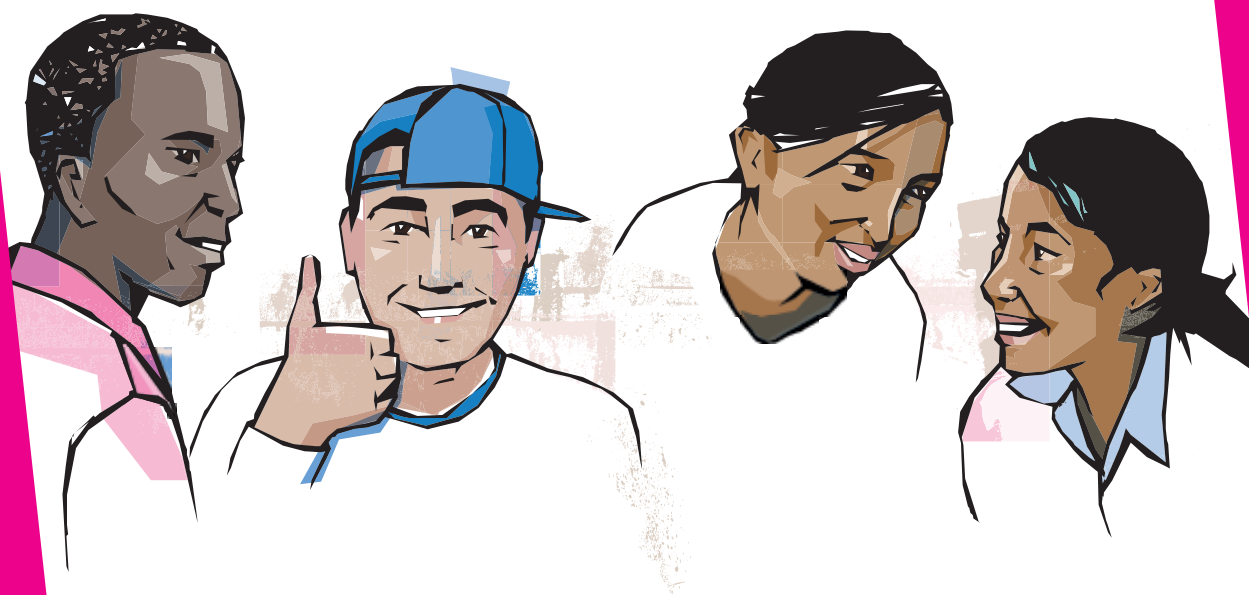
Find information about national laws, codes, rules and decrees aimed at preventing, penalising and eradicating gender-based violence or violence explicitly exercised against women, adolescent girls and girls in your country. Find out if there is anything specific to these areas in the codes of protection for children, the family, adolescents and women.

GROUP 3: Institutional spaces and networks

Research the networks and institutional spaces that provide support for women and young people who are victims of violence. List information of contacts, types of service offered, and draw up a map in your country: who they are, where they are, what they support. Prepare a table that summarises the results to hand out to the other participants. For example, it could include the following headings:

Institutions or networks	Type of service offered	Contact person	Address	Telephone / website / e-mail

Module 5



**Being an Agent of Change
Committed to Gender
Equality**



Plan International

Founded over 75 years ago, Plan International is one of the oldest and largest children's development organisations in the world. We work in 51 developing countries across Africa, Asia and the Americas to promote child rights and lift millions of children out of poverty. Plan is independent, with no religious, political or governmental affiliations.

The project **Champions of Change** is part of Plan's Because I am Girl Global Girls Innovation Programme and aims to build the capacity of male youth as peer educators for gender equality and girls' rights. During its first phase 130 male youth from El Salvador, Guatemala, Honduras, Dominican Republic and Germany were trained and supported to become Champions of Change. Together with other male and female youth they challenged harmful gender norms at their schools and communities.

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Module 5

Being an Agent of Change Committed to Gender Equality

STRUCTURE OF THE MANUAL

Methodological Guide
"Changing the World"

Module 1: Showing Solidarity

Module 2: Being Young

Module 3: Being Responsible
regarding Sexuality

Module 4: Being Non-Violent
in Personal Relationships

Module 5: Being an Agent of Change
Committed to Gender Equality

Peer to Peer Manual:
"Changing the World"

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Being an Agent of Change Committed to Gender Equality

5.1. Brief conceptual review

5.1.1. Towards gender transformation

In the previous modules we have worked on different aspects of the young men's commitment to gender equality. These include being a young man who is aware of the traps of hegemonic masculinity, being responsible in sexual relations and being peaceful in all his relationships. This module will accompany them in their visualisation of the social transformation process that they can be part of as Agents of Change.

Some young men will arrive at these activities with an awareness of all the obstacles and opportunities for adopting and promoting the attitudes, values and behaviours that are consistent with gender equality. Others will have not yet identified these elements. For all the participants, being able to discuss the opportunities and the challenges as a group, and to learn from each other, will enhance their ties and strengthen the mutual support network that they are building.

The main message of this section is two-fold: to be aware of the obstacles and to correctly recognise the opportunities for change. On the one hand, it is about admitting that change in individual behaviour and the transformation of the social norms is a difficult and complex process that can cause a great deal of frustration, but a great deal of satisfaction as well. On the other hand, it is about understanding that when the young men feel frustrated, or feel that they are not progressing as much as they hoped in their vision for change, having a support network will be fundamental in preventing them from giving up.

This is a good time to speak to the young men about their vision for change in the *Champions of Change* Programme, and to hear their impressions and comments with an open mind. This is about sharing the diagram that summarises the project's Theory of Change, as well as the chart that summarises the stages through which the young men have been accompanied during their journey towards transformation (both elements can be found in the methodological guide of this manual).

It is also a good time to work with them on the Theory of Change of Plan's *Because I am a Girl* campaign. This sister theory concentrates on empowering girls and young women through the fulfilment of their rights. The campaign's Theory of Change focuses on identifying the barriers that affect the exercise of their rights and develops the assets that promote their fulfilment.¹

When working on both theories of change with the young men, you must ensure that they understand that gender transformation is only possible through working on the relationships between men and women, between men and men, and also between women and women as well as relationships e.g. with transsexuals. For this purpose, everyone must change and should become an Agent of Change for gender equality – by rejecting attitudes, practices and behaviours that reproduce inequality, and replacing them with others that promote equality in relationships, and encourage other people to make the same changes in their lives. It is in this context that the young men should see the empowerment of girls, young women and adult women as a basic ingredient for achieving gender equality.

¹ For more information, please consult: Plan International's **Because I am a Girl Campaign**, available at: <http://plan-international.org/girls/>

As the Agents of Change come to visualise the challenges faced by young women in their environment and see themselves reflected in that process, they too will be able to visualise their own role in promoting the empowerment of girls.



Activity **E1: 'How do we change?'** works on the theories of change in the Champions of Change programme and the Because I am a Girl campaign and creates awareness of the importance of their commitment to the empowerment of women and girls.

It is also a good moment to explore the young men's role in the work for gender equality in greater depth. Here, the facilitators' role is to support them in identifying how they can contribute through their own interests, skills and talents. Thus, while some young men may feel motivated to produce and distribute videos or songs that portray gender inequality injustice in their neighbourhoods or schools, others may prefer to concentrate on working with other young men through sports or other recreational activities.

The young men do not necessarily need to concentrate on the same topic. For example, some may prefer to concentrate on the issue of violence between men and its relationship with hegemonic masculinity. Others might prefer to work on the issue of responsible sexuality. The important thing here is to help them decide which gender-related issues they are more interested in and why. It is also important to support them in identifying how they can contribute so that these issues are experienced with greater gender equality, and what they can do to bring about the necessary individual and social changes.

Also, now that the young men are familiar with all the theories of change that sustain their work, it would be good to support them in visualising their contributions in the framework of this theory. For example, they could be supported in identifying e.g.: Which barriers to the rights of girls and young women do they want to tackle? Which aspects of boys and young men's socialisation do they want to reflect on? Which local organisations would they like to help?

This shift from theory to practice will encourage the young men to adopt a new identity as agents of social transformation with a commitment to gender equality and consistent with it in all the stages and spheres of their lives. It is important for the young men to take on board the fact that this commitment goes beyond this project, as it is a commitment towards themselves and for their whole lives in every sphere in which they are active.

Seeing the results of their hard work and appreciating their perseverance in the face of the difficulties will help boost their self-esteem as non-sexist young men and will give them the strength to encourage their peers to join their plan for an equitable life.



Activity **E2: 'My life committed to gender equality'** invites the Agents of Change to visualise their identity as Champions of Change who are commitment to gender equality and consistent in their everyday thoughts, actions and behaviours.

5.1.2. Who will accompany the Agents of Change?

It is important to recognise that many young men will come to these processes without positive male behaviour role models in their homes. Many have absent fathers, or fathers, brothers and friends who are very much at ease with the hegemonic model of masculinity.

This is why it is important for the young men undergoing transformation processes to get support and learn from mentors or positive behavioural models. In the previous module, the young men were advised to identify people in their environment who question traditional gender roles and hegemonic masculinity. But some may not have been able to identify or even approach potential mentors.

Therefore, it is essential for you as a facilitator to identify young and adult men who are already committed to gender equality, who have adopted behaviours that are consistent with gender equality and who also share the commitment to keeping children and young people safe and protected at all times. It would be good if they are willing to support the young men who are setting out on this path. Ensure that each person who is going to support the Agents of Change is familiar with and fulfils your organisation's **Child Protection Policy**².

Although ideally the young men's mentors should be men, women who are committed to gender equality should also be identified to support men's inclusion in this work. There will be times when the young men need the points of view of young and adult women who have already gone through the steps that they are making. They will also be able to support the development of dialogue between genders that is so important in the young men's process³.

Some criteria that can help you when it comes to identifying potential male or female mentors might include:

- Are trusted by the young men's parents/ guardians and shows respectful and egalitarian conduct at all times.
- Are sensitive and open to the gender issue from a rights-based approach.
- Their actions at family and community level demonstrate positive, respectful and equitable models with which the young men can identify.
- With a sense of responsibility and being able to accompany the Agents of Change.
- The capacity and ability to accompany and support the planning and development of the young men's multiplication processes.

Conversely, the Agents of Change must be supported in learning to identify other young men and women who could join them in their work for gender equality. It is worth mentioning that this task is developed in greater detail in the youth manual *Changing the World*. Therefore, this section is limited to presenting important learning points from several processes that have succeeded in involving men and boys in gender equality work.

For example, we present below a series of lessons developed by Michael Kaufman, an educator who pioneered the promotion of young and adult men's contribution to gender equality⁴:

1. Start at the same level as the men and boys, but do not stay there. Take risks, challenge them and show them your respect by questioning the sexist stereotypes and assumptions about men and boys.
2. Question the abuse of power and the ideas that justify men's social hegemony or their domination in individual relationships. At the same time, use carefully chosen messages to manage the fear that exists at the centre of men and boys' experiences: the fear of not meeting the demands and expectations associated with masculinity. A way of doing both things is to use male models of conduct and voices. They can propose key topics, based on clear examples, and lead other men to feel secure or at ease with expressing themselves and getting involved.
3. Women's and women's rights organisations' programmes can play a very important role in the success of working with men. They contribute to guaranteeing accountability and are also experts in issues related to violence against women.
4. There is no one single model! We need diverse entry points, efforts and approaches in order to reach a population that is also diverse, and that is composed of different age groups.

2 It is very important to create spaces and places where girls, boys and young people can be respected, protected and empowered at all times. Inform the person in charge and/or protection focal point about the programme, and about the people who may be accompanying the young men, to ensure that they receive full guidance about the protection policy and code of conduct as well as their roles and responsibilities in the protection of the young men in all the activities that they carry out.

3 Some members of the women's movement do not agree with this strategy of involving men in gender equality work. You must therefore ensure that the women who you identify to support the Agents of Change understand and share the programme's vision.

4 Adapted from Kaufman, Michael (2009). **Ten Ways to Engage Men and Boys in Promoting Gender Equality, Redefining Manhood and Ending Gender-Based Violence.**
http://www.octevaw-cocvff.ca/sites/all/files/pdf/mantalk/Ten_Keys.pdf

5. When you discuss some men's use of violence, describe it as something that these men choose to do. Avoid using language that reduces a man to this part of his actions. Assign these men responsibility for their actions, but add that we know that they can improve as men.
6. Compassion and understanding will be the best way of reaching men, including most of those who have used violence in their relationships. But they should never be allowed to justify their abusive or violent behaviour on the grounds of what they have had to experience.
7. Use positive messages and the language of responsibility, not of condemnation or blame. Avoid generalising like 'all men!'
8. Build alliances with a wide range of actors in the social, political and religious sphere, so that they may speak with one single voice. Work to ensure that these topics are relevant to the majority.
9. Understand that the most important role we can play is of catalysts so that other men, other organisations and institutions become involved; and for men and boys to review what they have taken for granted about what it means to 'be a man'.
10. To continue making progress: let's assess our efforts, evaluate our programmes, measure the changes in men's and boys' attitudes and conduct.

tip!

In the Activity **E3: 'Who will accompany me?'** the Agents of Change reflect on the importance of mentors in their own processes, and prepare a set of 'rules' for their multiplication work with their male and female peers.

5.1.3. Dialogue between the genders

Gender identity and inequality are related – meaning that they occur on the basis of relationships between people of both sexes and all ages. This is why part of the young men's commitment to gender equality is to learn to discuss gender inequality with their female peers. In order to achieve this, the Agents of Change should also develop skills for participating in **dialogues between the genders**. In these dialogues, women and men hear the point of view of the other sex and learn how to model egalitarian behaviours jointly. These spaces can also act as a bridge for improving communications between men and women.

One of the main tools in the *Because I am a Girl* campaign is the "Empowerment Star". Using this tool, girls take part in reflection spaces where they analyse different ways of exercising their rights and their degree of empowerment. This tool was designed for work with girls, but it can also be adapted for the young men to reflect on rights and empowerment of girls and young women in their environment, and to discuss their perceptions with them.

tip!

In the Activity **E4: 'Dialogue about the Empowerment Star'**, the Agents of Change analyse the obstacles to girls' and young women's rights in their environment, and discuss these issues with them.

An important part of dialogue between the genders is for the young men to learn how to 'converse' with the history of political mobilisation led by girls and women in pursuit of their rights. In all the countries of our region there are important milestones in the rights of women and girls that the young men should become familiar with as part of their own process of commitment to gender equality.

Given the wealth of this history, the programme should promote exchanges with women's rights organisations and organised groups of young women who will be able to teach the young men a great deal about their own processes, obstacles and achievements. At the same time, these spaces will be able to learn about the transformation process developed by the young men and about their reflection spaces.

In the Activity **E5: 'Discussing the history of girls' and women's rights'**, the Agents of Change will recognise the main milestones in the defence of women and girls' rights in their country, and will develop strategies for approaching and learning from women's rights organisations and organized groups of young women.

tip!

5.1.4. The right to non-discrimination

As has been seen in the previous modules, different institutions such as the family, the community or the State, fulfil two types of roles: On the one hand, they are the main actors in the socialisation process. Institutions tend to impose hegemonic models of behaviour through this role. On the other hand, institutions can play a much more positive role – of being responsible as duty bearers for the realisation of people's rights.

Thus, if so far we have been talking about the need for young men not to discriminate against girls, young and adult women, nor against men of all ages who refuse to follow the rules of dominant masculinity, in this section we will tackle the obligation of the social institutions to support them.

In the first place, it is important to recognise that non-discrimination is a fundamental principle of every human rights system. Thus when our States adhere to international treaties, they make a commitment to protecting all their citizens' right to equality and non-discrimination.

However, not everybody has the same access to the full exercise of their rights. In many cases, the exercise is compromised by the degree to which people are valued socially, by the groups with whom they associate, and by their relative power compared to other people and groups. As we have seen in the previous modules, women and girls, young people and people who do not conform to gender norms are ascribed lower value by society, are more exposed to discrimination and have less power when it comes to decision-making.

The violations of the rights of people who belong to groups that suffer discrimination or have limited decision-making power are so serious that the international system has had to create special treaties to guarantee their right to equality and non-discrimination.

For example, the Convention on the Rights of the Child (CRC) was developed because most girls, boys and young people (under the age of 18) in the world face huge obstacles in terms of access to universal human rights. Similarly, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) was developed because most women and girls in the world continue to face barriers to the fulfilment of their rights.

The main duty bearers are the States, as they have signed the international human rights conventions and treaties (like CRC and CEDAW). Responsibility for fulfilling all the commitments in the areas of rights falls on the States and their institutions, and includes all the state actors, from local schools and clinics to national State institutions like the education or health ministry. Other people and institutions that have duties when it comes to children's rights but who do not sign these conventions are known as secondary or moral duty bearers. They include: parents, carers, families, communities, and local, national and international civil society organisations.

As the *Champions of Change* programme includes organising school and/ or community activities by the Agents of Change, it is essential to work with them so they understand the obligations of different types of duty bearers when it comes to fulfilling the right to equality and non-discrimination.

Activity **E6: 'The right to non-discrimination'** explores the role of institutions, families and communities in gender transformation.

tip!

5.1.5. Advocacy for gender equality

Duty bearers protect people's rights and promote gender equality through public policies and laws. We as citizens influence the content of public policies, and of our laws through a process known as **advocacy**.

Political advocacy is "a deliberate and systematic **process** involving a set of **actions** by organised citizens, aimed at influencing decision-makers by **presenting proposals** that offer solutions to citizens' problems with the goal of **achieving changes** that benefit a wide range of sectors of the population, or the sectors involved in the process"⁵.

Consequently, political advocacy is one of the main strategies employed by social organisations for promoting their social transformation needs and interests. In the case of promoting gender equality, women's organisations have implemented successful political advocacy strategies that have resulted in laws being enacted against gender-based violence, equal workplace treatment, equality in civil rights, equal access to land ownership, etc. It has also achieved the adoption of public policies aimed at bridging the gap between the theory and practice of our laws.

All these processes are based on the analysis of a specific problem (e.g. violence against women, workplace sexual discrimination, exclusion of women from agrarian reform), undertaking power analysis of the different social actors and the design of an advocacy strategy, identifying alliances and meeting the specific objective that was established.

As the young men strengthen their own reflection spaces, or join existing organisations, they will be able to contribute to political advocacy work being carried out in these spaces. For this reason, it is important for them to start developing awareness of what advocacy is, and what its main features are⁶.

Tip!

In the Activity **E7: 'Key advocacy points'** the Agents of Change analyse the main characteristics of advocacy and reflect on the main problems around which they would like to conduct advocacy work in the future.

In Module 2 of this manual the theme of different types of power was covered, by inviting the Agents of Change to appreciate the potential of 'power within' and 'power with'. Ultimately, the main purpose of advocacy is to cultivate the 'power with' and strengthen people's 'power within'.

5.1.6. The next steps

A fundamental stage in the journey of the Agents of Change towards their commitment to gender equality is taking a concrete step in favour of gender commitment. With this in mind, one of the programme activities is to support the young men in carrying out a gender equality campaign in their school or in their neighbourhood.

The implementation of this activity needs to be preceded by multiplication work, alliance building and the organisation of dialogues between the genders by the Agents of Change. To support them in this work, the programme has developed the youth manual *Changing the World*.

5 Plan Honduras (2009). **Módulo 5: Organización Social, Liderazgo e Incidencia política**. [Module 5: Social organisation, leadership and advocacy]

6 Facilitators who want to explore the skills needed for developing political advocacy strategies in greater detail with the young men can consult manuals such as:

Plan International (2013). **Manual for Political Advocacy for the Rights of Boys, Girls, Adolescents and Young People in Latin America and the Caribbean**. Available at <http://bibliotecaplan.org/wp-content/uploads/2013/04/Manual-Incidencia-Pol%C3%ADtica-para-Personal-de-Plan-Marzo-2013 ingl%C3%A9s.pdf>

Unicef (2010). **Advocacy Toolkit. A guide to influencing decisions that improve children's lives**.

Available from: http://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf

The young men may also want to replicate some of the activities described in this manual during their multiplication work. If so, ensure that they remember all the key messages and the steps that need to be taken.

And especially – remember to congratulate the young men for having completed this training process as *Champions of Change* for Gender Equality! This is an ideal time to organise a ceremony celebrating their metamorphosis and progress to a new state of gender awareness. You must avoid giving the impression that it is a graduation or a closing ceremony – on the contrary, it is the start of a new life of commitment to gender awareness.



Tip! In the Activity **E8: 'Let's celebrate!'** the Agents of Change celebrate the steps taken so far on their journey towards transformation.

Links to the youth manual

In Chapter four of **Changing the World** you will find proposals for the Agents of Change to transmit the ideas about change to their male and female companions and friends in their schools and/or communities using creative methods that awaken interest in getting actively involved in concrete actions in support of Gender Equality.

5.2. Knowledge, attitudes and practices

	Knowledge	Attitudes	Practices
Individual	<ol style="list-style-type: none"> Understands the roles that young men can play in building gender equality. (*E2) Knows the significance and importance of a dialogue between the genders. (*E5, E6) 	<ol style="list-style-type: none"> Recognises himself as an Agent of Change for gender equality. (*E2, E3) Has a life plan that is committed to gender equality. (*E2) Values the empowerment of girls and women. (*E6) 	<ol style="list-style-type: none"> Strengthens his self-esteem based on his contributions to gender equality. (*E2, E3) Participates in spaces for reflection among peers on gender equality. (*E3, E4, E6) Celebrates his commitment to gender equality. (*E8)
Community/ Family	<ol style="list-style-type: none"> Recognises male role models with a commitment to gender equality. (*E3, E4) Is familiar with the characteristics of an organisational proposal that is attractive to young men. (*E3, E4) 		<ol style="list-style-type: none"> Inspires other men and women, including family members to commit themselves to gender equality. (*E3) Can identify male and female peers who want to commit themselves to gender equality. (*E4)
Institutional	<ol style="list-style-type: none"> Understands that non-discrimination is a human right. (*E1) Understands the theories of change of the "Because I am a Girl" campaign and the Champions of Change programme. (*E1) Knows the main milestones in his country's women's and girls' rights movements. (*E5) Is familiar with the role of families and communities in guaranteeing human rights. (*E6) Can explain the role of advocacy in promoting gender equality in his surrounding area. (*E7) Is familiar with the main features of advocacy as a political process. (*E7) 	<ol style="list-style-type: none"> Is committed to campaigns on women's and girls' rights. (*E1, E2) 	<ol style="list-style-type: none"> Approaches adult and young women's rights organisations, to learn from them through dialogue. (*E5) Develops advocacy strategies promoting gender equality. (*E7) Can carry out concrete actions with local projects or partnerships for gender equality. (*This practice is developed in the youth manual "Changing the World")

5.3. Recommendations for facilitation

This section presents some general recommendations for conducting the activities for this module. These exercises are aimed at tackling the social transformation process based on the knowledge and experiences learned in the previous modules. To make the most of these activities please take the following recommendations into account:

- » Use the opportunity to revisit, highlight or review whichever key messages from the previous modules as necessary.
- » Take into account that in activities E3 and E5 the young men will speak to people committed to gender equality so you will need to invite special guests. You should take care to coordinate their participation in advance, not just by inviting them but also by explaining clearly what is expected that they achieve with the Agents of Change as a result of their visit.
- » Activity E3 requires the identification of a mentor, while E5 requires two female guests to ensure that a dialogue between them and the young men can be established. Remember to inform both guests that there will be a space where the Agents of Change will make a presentation about their commitment to gender equality as a group, in order to share experiences.
- » Take into account that Activity E5 is designed for facilitation in two parts, during two different sessions separated by at least one week to give the guests and the Agents of Change time to prepare their presentations. During the first part (one hour) the participants will be issued instructions so that they can agree on how to prepare their group presentation for the Day on Gender Equality. During part two, the activity will be facilitated to include the presentation by the two invited women and the young men as their counterparts in an inter-generational dialogue about gender equality.

5.4. Suggested activities



ACTIVITY E1: HOW DO WE CHANGE?

In this activity the Agents of Change will learn about the theories of change of the *Champions of Change* programme and the *Because I am a Girl* campaign, and will understand how they can contribute to women and girls' empowerment.



Links to KAP:

- Understands the theories of change of the "Because I am a Girl" campaign and the Champions of Change Programme.
- Is committed to campaigns on women's and girls' rights.
- Understands that non-discrimination is a human right.



Recommended time: 1 hour and 30 minutes

Materials and Equipment:

- Flipcharts with paper (1 per group)
- Thick marker pens
- Letter-sized or equivalent sheets of paper
- Pencils or ink pens
- Laptop with internet access
- Projector
- "Girls' football project in Ghana" Video (3:26 minutes):
<https://www.youtube.com/watch?v=xRimOOtZIJ8>

KEY MESSAGES

- » Individual behavioural change and the transformation of social norms is a difficult and complex process that can involve a great deal of frustration, as well as great satisfaction.
- » When the Agents of Change are feeling frustrated, or that they are not progressing as much as they had hoped with their vision of change, having a support network will be essential to prevent them from giving up.
- » Plan's *Because I am a Girl* campaign focuses on the fulfilment of the rights of girls and their empowerment. The campaign's Theory of Change is centred on identifying the barriers that affect the exercise of their rights and developing the assets that promote their fulfilment.
- » Gender transformation is a relational process. This means that it is about transforming relationships between men and women of all ages. In order for this to take place, men as well as women have to change – by rejecting attitudes and behaviours that reproduce inequality, and replacing them with others that promote equality in their relationships.
- » As the Agents of Change visualise the challenges faced by the young women in their environment and see themselves reflected in the process, they will also be able to visualise their own role in promoting the empowerment of girls.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the conceptual review on the topic of gender transformation in section 5.1.1. You should also review the Theory of Change for the *Champions of Change* programme, which is set out in the introduction to this manual.

- » Have at hand the results of the word cloud from Activity A2, in which the participants answered the question: *What do you think is needed for achieving the empowerment of women and girls?*
- » In this activity the young men will answer this same question once again. When you have the second answer, use the opportunity when they are working in groups to generate a second word cloud that the participants will use in the comparative exercise. Remember that you can do this by using any programme for generating clouds, such as: www.wordle.net
- » Prepare a flipchart with the definition of empowerment that is included in the *Because I am a Girl* campaign's Theory of Change.
- » Prepare another flipchart with the eight barriers to education that are included in the *Because I am a Girl* Theory of Change
 1. Lack of foundations for early learning (birth registration)
 2. Poor nutrition
 3. Domestic work and child care burden (gender-based division of labour)
 4. Economic insecurity (preference for sons)
 5. Early marriage (dangerous practices)
 6. Sexual and reproductive health (pregnancy and HIV/AIDS)
 7. Gender related violence in and around the school
 8. Treatment by the teachers / curriculum/ school environment (Quality of Education)
- » Review the Campaign's Theory of Change and prepare a brief presentation to explain it to the participants.
- » Find out which projects have been executed or are in the process of implementation in your country, in the framework of *Because I am a Girl*. Watch the "Girls' football project in Ghana" video (3:26 minutes) in advance so that you can assess the contents before showing it to the Agents of Change. You can download it from the Internet: <https://www.youtube.com/watch?v=xRimO0tZIJ8>

Steps to follow:

1. Facilitate a brainstorm about what the participants understand by 'empowerment', and write down the main ideas on a flipchart.
2. Make a summary of the ideas, using the opportunity to briefly explain the links between the work for strengthening their commitment to gender equality, and the empowerment of women and girls.
3. Using the flipchart you prepared, make a brief presentation about the *Because I am a Girl* campaign's Theory of Change, highlighting the set of barriers that prevent the fulfilment of their right to education.
4. Explain that they will now watch a video that describes a project being developed in the framework of the *Because I am a Girl* campaign. Show the "Girls' football project in Ghana" video (3:26 minutes) and ask the participants to identify the types of barriers against which this project is working.
5. After the video, facilitate a group reflection session around the following questions:
 - What type of barriers could you spot that they were fighting against through the programme with the girls who featured in the story?
 - What type of actors could you identify who were supporting the girls to empower themselves in their process?
 - How do you think that these actions could have an impact on the fulfilment of the rights of girls and their empowerment?

6. Based on the group's contributions, highlight how the Theory of Change concentrates on identifying the barriers affecting the exercising of rights and developing the assets that promote their fulfilment and empowerment. Use the opportunity to explain the progress made by the Campaign in their country, and the projects that are underway as part of the campaign.
7. Tell the young men that they will now follow up on an activity that began in Module 2 (and that not all of them may remember), for which they will be asked to answer the following question again: *What is needed in order to empower the girls and women in the world?* Ask them to think about it individually, and to list up five ideas or proposals on a sheet of paper (maximum of one sentence for each idea). Ask them to try and ground their ideas with actions and responsible entities/individuals in each case. Trying to start each idea with: Subject (e.g. the government, society, families, school, I, etc.)... should do such and such a thing...
8. Split the participants into eight groups and assign each group one of the barriers that were included in the Theory of Change. Ask each group to:
 - a. Analyse as a group how this barrier appears in the lives of women, adolescent girls and girls.
 - b. Make a brief *barrier-breaking* presentation of actions that they as young people can launch to eliminate them in their area (neighbourhood, family, community), or their city or country.
9. Hand out a flipchart to each group and tell them they will have 30 minutes for their group discussion and to prepare their presentation. They will have maximum of five minutes to share these in plenary.
10. While the participants are working in a group, prepare the second word cloud with their inputs in step 8. Compare it with the word cloud that was generated on the basis of the contributions collected in Activity B3, so that you know how to lead the group reflection session based on the comparison between the two clouds. The idea is that based on the comparison that the young men will make, they become aware that the new element that cannot be left out are they themselves, as Champions of Change.
11. When the groups are ready (approx. 30 minutes), moderate each of the presentations in plenary, allowing for the rest of the groups to contribute new ideas to each group's proposed *barrier-breaker* between presentations.
12. Facilitate a group reflection session around the way that small actions that they carry out as Agents of Change can contribute to the fulfilment of women and girls' rights.
13. To close this activity, present the first word cloud (base cloud) and inform the participants that this is the result of the question: *What is needed in order for the women and girls to be empowered?* That they answered when they didn't yet know what they know NOW. Ask them: *What do you think is missing in those initial results?* Lead the reflection in such a way that the young men reach the conclusion by themselves; that they are what is missing.
14. Now, present the second word cloud and facilitate a group discussion based on their comparison with the base cloud, trying to ensure that the young men become aware of the long road travelled in their commitment to gender equality.
15. End by presenting the Theory of Change of the *Champions of Change* programme, and by moderating a conversation about its relationship with the Because I am a Girl campaign. Make sure that you support the participants so that they may see the training process that has been developed to date as part of the Programme.

ACTIVITY E2: MY LIFE COMMITTED TO GENDER EQUALITY

In this activity the young men will visualise themselves in their identity as Agents of Change with a commitment to gender equality, and consistent in their daily thoughts, actions and behaviours.



Links to KAP:

- Understands the roles that young men can play in building gender equality.
- Recognises himself as an Agent of Change for gender equality.
- Has a life plan that is committed to gender equality.
- Strengthens his self-esteem based on his contributions to gender equality.
- Is committed to campaigns on women's and girls' rights.



Recommended time: 2 hours



Materials and Equipment:

- Flipcharts with paper (1 per group)
- Thick markers
- **Handout E2: My life plan with gender equality** (1 per participant)

KEY MESSAGE

- » When the participants see the results of their efforts and appreciate their perseverance in the face of difficulties, their self-esteem as Agents of Change for gender equality will increase and give them the strength to invite other youth to join their plan for an equitable life.

FACILITATION ADVICE

- » During this activity, expand on the conversation that you have developed with the young men about what they think their contribution to gender equality could be.
- » Remember that your role should be to support them in identifying how they can contribute based on their own interests, skills and talents.
- » Review the groups' work and the group commitments from the exercises they have done. This will allow you to recap on them and ask them to remember the things they learned through these activities. For example, the participants might remember:
- » 'Who am I?' (B1), 'Who influences my life?' (B3), 'The river of life' (B6), 'What are gender relations like in my environment?' (B11), 'My role in gender equality' (B14), 'My needs and yours: equality in relationships' (C9), 'Violence in my environment' (D3), 'Hanging out our laundry' (D5), 'Swimming against the tide' (D8).
- » Retrieve the flipcharts with some of the group commitments, especially the list drawn up in Activity B14, 'My role in gender equality'.
- » Make sure you have additional copies of **Handout E2: My life plan with gender equality** in case the participants might need it. Review the way in which the table is filled in so that you can explain it to them.

Steps to follow:

1. Tell the young men that the objective of this activity is to support them in contributing to gender equality.

2. Ask the young men to individually think about their main skills and talents. Ask them to spend five minutes noting down on a piece of paper as many things as they think they are outstanding at. You can give them some examples to guide them: *"I am very good at conflict mediation", "I am good with computers and technology", "I am good at drawing and creativity"*.
3. When the five minutes are up, ask them to keep the page with their talents and skills, as they will use them later on in the exercise.
4. Ask the participants to try and remember each of the activities covered so far, that have contributed to their knowledge and to the commitments they want to take on regarding gender equality. Ask them to write down the activities they remember and the main learning points that they obtained about themselves.
5. Ask them to list the activities they remembered and write them down on a flipchart. If any of the ones you chose are missing, bring them up by asking them... *And don't you remember activity XXX in which you worked on XXX...?* Use the opportunity to highlight that there is not one single way of contributing to the commitment to gender equality, as every participant's commitment is based on each one's interests, skills and talents.
6. Now ask them to bring all their learning to the fore, and the notes on their page with talents and skills, and reflect about: *How could they contribute, with their skills and talents, to gender equality in the different spheres of their lives?* Give them an example: while some young people might prefer to produce and distribute videos or songs that portray the gender injustices in their neighbourhoods or schools, others might prefer to concentrate on working with other young people through sports or other forms of recreation.
7. Inform the young men that as well as taking their skills and talents into consideration, they should also think about the topics tackled throughout this programme, with the people they feel most affinity and are at ease with to contribute to their transformation. For example, some of them will prefer to work on the issue of violence between men and its relationship with the hegemonic masculinity model, others will prefer the issue of responsible sexuality or prevention of violence against women.
8. Once the above has been clarified, ask them to guide their individual reflection process with **Handout E2: My life plan with gender equality**, for which they will have 30 minutes.
9. Ask them to get into groups of three to share the results of their individual work, and then compare the differences and similarities and write them down on a flipchart for sharing in plenary.
10. Ask each group to present a summary of their work in plenary. Ask each new group that presents to highlight the aspects they have in common with the previous groups and to only present any new contributions that did not come up in the previous group presentations. Moderate the inputs and use the occasion to introduce and/or highlight the key messages for the activity.
11. Revisit the flipchart prepared by the group during **Activity B14: My role in gender equality**, and ask them: *Now that we know more about the impact of gender norms and the hegemonic masculinity model that they sustain, how could this aspect change this group's commitment? What would you take out, modify or add?*
12. Based on the contributions, prepare a new flipchart with the group's commitments to gender equality (expanded and updated) and congratulate the group on their work.
13. To finish, facilitate a group reflection session on the change in social transformation processes, highlighting that as commitments are strengthened and interests change, the contributions that the participants want to make as Agents of Change can also change.

HANDOUT E2:

My life plan with gender equality



- » Remember that a real commitment to gender equality is not just a commitment to the Champions of Change programme, but also and more importantly, to a life plan, consistent with non-devaluation, non-violence and non-discrimination against the girls and women of all ages with whom we interact.
- » Take your talents into account, and reflect individually on how you could contribute to women's and girls' empowerment in the different spheres of your life.
- » Fill in the table with some ideas, trying to visualise it as a lifeline starting from this moment. You don't have to fill in all the boxes. You have 30 minutes to complete it before sharing your results with a group of three companions.

For Example:

Time in my life	Sphere/ level	Which women and girls will I support?	What will I do?	How will I achieve this? Remember your talents and skills
Now and in the next three years	Family	My mother, my sisters	I will change my violent way of communicating with them.	By improving my dialogue with them and I will ask them to let me know when I fail in my task.
	Peers	My girlfriend The young women in my neighbourhood	I will start to discuss sexuality issues with her. I will warn them about the dangers of unprotected sexual relations.	By initiating dialogue on the theme. I will prepare a theatre production and perform it on the square in my neighbourhood.

Handout E2: My life plan with gender equality

Time in my life	Sphere/ level	Which women and girls will I support?	What will I do?	How will I achieve this? Remember your talents and skills
Now and in the next three years	Family			
	Peers			
	Community/ social			
When I have a job	Family			
	Peers			
	Community/ social			
When I have my own family	Family			
	Peers			
	Community/ social			
When my children are teenagers	Family			
	Peers			
	Community/ social			
When I am old	Family			
	Peers			
	Community/ social			

ACTIVITY E3: WHO WILL ACCOMPANY ME?

In this activity the Agents of Change will reflect on the importance of mentors in their own processes, and will prepare a set of 'rules' for their multiplication work with others.



Links to KAP:

- Recognises male role models with a commitment to gender equality.
- Recognises himself as an Agent of Change for gender equality.
- Is familiar with the characteristics of an organisational proposal that is attractive to young men.
- Participates in spaces for reflection among peers on gender equality.
- Inspires other men and women, including family members to commit themselves to gender equality.
- Understands the roles that young men can play in building gender equality.
- Strengthens his self-esteem based on his contributions to gender equality.



Recommended time: 2 hours and 30 minutes



Materials and Equipment:

- Flipcharts with paper (1 for each group)
- Thick marker pens
- **Handout E3: Key lessons for my work with gender equality** (1 for each participant)

KEY MESSAGES

- » Many participants will come to these processes without male role models in their homes who are committed to gender equality. Many have absent fathers, or fathers, brothers and friends who are very much at ease with the hegemonic model of masculinity.
- » It is important for the participants' undergoing transformation processes to get support and learn from mentors or positive role models as they can identify others to join their work promoting gender equality.
- » Young as well as adult men who have adopted behaviours that are consistent with gender equality can contribute a great deal to the young men who are starting out on this journey.
- » Women who are committed to gender equality and who support boys' and men's involvement in this work can also support them, especially in the development of dialogues between the genders.

FACILITATION ADVICE

- » Prepare for this exercise by rereading the summary in section 5.1.2.
- » As a facilitator, you must identify in advance persons who are already committed to gender equality, who have adopted behaviours that are coherent with gender equality, and who are willing to support the Agents of Change in their journey.
- » When you have identified these mentors, you should discuss with them, so that they are up to date with the characteristics and the progress made in the young men's training and transformation process. You should also discuss **your organisation's Child Protection Policy** with them. You need to ensure that the risks of child protection are always taken into consideration when working with the mentors and that arrangements are adopted for developing appropriate protection methods while working and accompanying the participants.

- » In order to enrich the process of supporting the young men, don't forget to identify some women who are committed to gender equality and who support men's involvement in this work.
- » Make a list with the mentors you were able to identify and contact (men and women) with their contact details, and the specific areas where they can support the young men (issues of violence, abuse, sexuality, etc.) Select and contact a person and invite him or her to speak about his or her experience in this activity (special guest).

Steps to follow:

1. Start the activity by facilitating a reflection session about how important it is for them as Agents of Change in a personal transformation process to receive support and learn from mentors or positive role models.
2. Ask them to remember the activity from the previous module, in which they were asked to identify people from their environment who challenge traditional gender roles and the hegemonic masculinity model.
3. Facilitate a small group reflection session on the following: *How many of them have participated in reflection groups or received support from others in their journey?* Stress that in order to continue increasing their commitment to gender equality, they will need to seek support from people who have also undergone this experience.
4. In order to verify whether the participants have understood what it means to have a mentor, ask the group: *Who would like to have a mentor and why?* And motivate them to answer and explain their replies.
5. Facilitate a brainstorming session with the group by asking them: *What qualities do you think a mentor should have?* Write down the main characteristics on a flipchart. Recap at the end, highlighting the difference between a support person and a mentor. Make it clear that a mentor should be someone with whom one has a close and regular relationship, meaning that you meet and speak regularly with them, while someone you call when in need is a support person.
6. Ask the group: *What should we do to find our ideal mentor?* Ask the participants to individually write on a piece of paper the profile of their ideal mentor and a basic action plan for finding him. Then ask them to share their work with a partner. Give them 20 minutes to complete this process.
7. After a short break, present the special guest and explain that he or she will be speaking about *the benefits of the path he or she has chosen, with a commitment to gender equality for his or her life and for the other people with whom he or she interacts.* Ask the participants to make the most of the opportunities to clarify their doubts and fears.
8. At the end of the discussion with the guest, thank him or her for the time and commitment he or she shared with the participants. Stress to the young men that just as (name of guest) can support them with his experience, enthusiasm and knowledge, their own mentors and support persons will be able to do the same in their role as multipliers and with their commitment to gender equality.
9. Hand out **Handout E3: Key lessons for my work with gender equality** to each and explain where these lessons learned have come from. Facilitate a group reading session, by trying to translate each of these lessons to their own language and personal experience, and by highlighting that they can be very useful in their future work as multipliers.

10. Now ask the young men to choose a partner freely, and assign each pair one of the learning points in **Handout E3**.
11. Give them 15 minutes to analyse their learning topic and try to visualise: *How could this learning point help their future work as multipliers?*
12. Facilitate a plenary sharing session, allowing all the pairs to contribute to the points presented.
13. Ask the participants to remember their life plan regarding gender equality prepared in the previous activity. Highlight the importance of the commitment and daily coherence with equality for every young Agent of Change, and how little by little, by adding more and more commitments, a generational change will be achieved that will support the empowerment of women and girls in their country.
14. Now ask them to think about their peers and whether any of them – boys or girls - would want to join in their work for gender equality, and what they can do to convince them of the benefits that this will have for their lives and for the lives of the women and girls in their environment.
15. Allow 15 minutes for them to make a draft plan of action to encourage more young people to support them in the promotion of gender equality. Ask them to identify: *Who are they? Where are they? How can I get them on board or encourage them to join this commitment?* Make it clear to them that this plan will serve as a basis for starting their work as Agents of Change.
16. To close, thank all the young men for their hard work and commitment.



HANDOUT E3:

Key lessons for my work with gender equality

The following list of key lessons learned was developed by Michael Kaufman⁷ based on programmes that have succeeded in involving boys and men in gender equality. You will find these learning points very useful in your work as a multiplier.

1. Start where men and boys are coming from, but don't get stuck there. Take risks, challenge them, and show your respect by questioning stereotypes or sexist assumptions about men and boys.
2. Challenge the abuse of power and the ideas that justify the social domination by men or the domination by men in individual relationships. At the same time, use well-chosen messages to navigate through the fear that lies at the heart of the experience of men and boys: that is, the fear about not living up to the demands and expectations associated with masculinity. One way to do both of these is to use male role models and male voices. They can raise key issues, set a clear example, and make it safe for other males to speak out and get involved.
3. Women's programs and women's rights organisation can play a key role in successful work with men. They help ensure accountability and they are also the experts on issues concerning violence against women.
4. One size does not fit all! We need diverse entry points, diverse efforts, and diverse approaches to reach a diverse population and different age groups.
5. When speaking about the use of violence by some men, describe the violence as a choice that these men make. Also, avoid language that reduces an individual man to this part of his actions. Hold these men accountable but also say we know they can be better men than that.
6. Compassion and understanding will be the best way to reach men, including most men who have used violence in their relationships. At the same time, their own past experiences can never be used as an excuse for their abusive or violent behaviour.
7. Use positive messages and use language of responsibility, not collective blame or collective guilt. Avoid generalizing about "all men"!
8. Create broad partnerships with those across the social, political, and religious spectrums to speak with a united voice. Work to make all this a mainstream issue.

⁷ Adapted from Kaufman, Michael (2009). **Ten Keys to Engage Men and Boys in Promoting Gender Equality, Redefining Manhood and Ending Gender-Based Violence.**
http://www.octevaw-cocvff.ca/sites/all/files/pdf/mantalk/Ten_Keys.pdf

ACTIVITY E4: DIALOGUE ABOUT THE EMPOWERMENT STAR



In this activity the Agents of Change will discuss their perception of the empowerment of the young women in their environment. In parallel, a group of young women will do the same exercise. Finally, both groups will meet to engage in a dialogue about the similarities and differences between their perceptions.



Links to KAP:

- Participates in spaces for reflection among peers on gender equality.
- Is familiar with the characteristics of an organisational proposal that is attractive to young men
- Recognises male role models with a commitment to gender equality.
- Can identify male and female peers who want to commit themselves to gender equality.



Recommended time: 4 hours, in two 2-hour sessions

Materials and Equipment:

- Flipcharts with paper (1 per group)
- Thick marker pens
- Copies of **Handout E4: Empowerment Star**

KEY MESSAGES

- » In gender equality work, men as well as women must have spaces that are not mixed in order to speak about their experiences.
- » As gender identity and inequality are relational, part of the commitment towards gender equality assumes that the Agents of Change will learn to discuss gender inequality with their female peers. They must develop skills for taking part in a dialogue between the genders so that all of them may hear the point of view of the other sexes and jointly model better behaviours.

FACILITATION ADVICE

- » This activity requires the organisation of a young women's focus group to discuss their degree of empowerment using the 'Empowerment Star' methodology developed by Plan's Because I am a Girl campaign. This session should be facilitated by two women, using the corresponding work guide. Speak to your country's Gender Advisor in order to coordinate this activity.
- » Prepare to facilitate the discussion with the participants by reading the work guide carefully and clarifying any doubts about the methodology with the support of your country's Gender Advisor. The instructions for the conversation on the **Facilitation sheet E4: Conversation about the Empowerment Star** are included at the end of the activity.
- » Prepare a flipchart with a copy of the star, which will be filled out by the group.
- » Invite one of the colleagues who facilitated the focus group discussion with the young women to work with you in the facilitation of the dialogue between the two groups.

Steps to follow:

PART ONE:

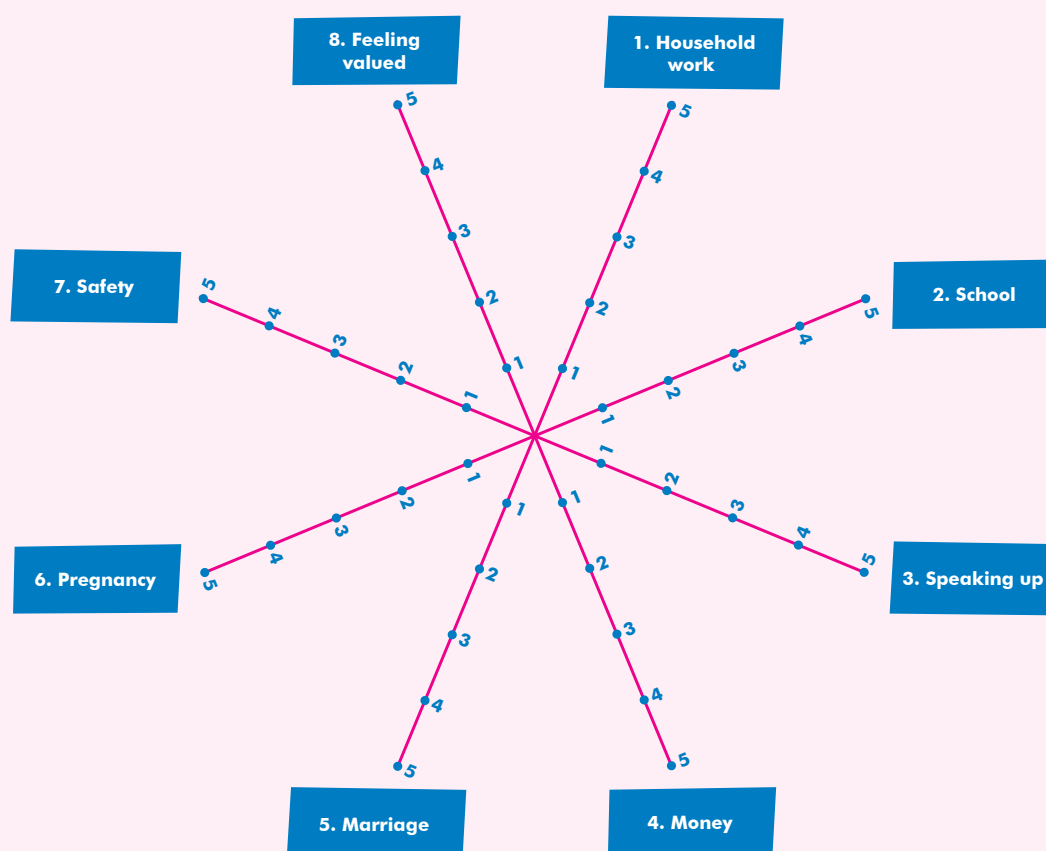
1. Start the activity with a brainstorming session around the question: *What is the relationship between men and women and how would you describe your commitment to gender equality?* Write down the main ideas, and use the occasion to highlight that part of the commitment to gender equality assumes that the young men should learn to discuss gender inequality with their female peers.
2. Hand out **Handout E4: Empowerment Star** and ask them to work individually to answer the key questions, and mark the star according to the questions. Advise them to take the necessary time to think about examples to back up their answers and write down some answers on a separate sheet to later on share in plenary.
3. Facilitate a plenary conversation about each question by using the instructions for the conversation included in the guide. Allow at least 10 minutes for each topic. At the end of the discussion, try and reach a consensus about the score, and mark it in the flipchart with the group star.
4. When the star is complete, explain that soon (announce the date, time and place) they will meet with a group of young women who will have carried out the same activity in order to compare results and engage in a dialogue about the empowerment of girls and women in their environment.

PART TWO:

1. Welcome the special guests to this session – the group of young women who did the same Empowerment Star exercise.
2. Facilitate a fun introduction dynamic for the young people to introduce themselves. If they don't know each other, or if you think it may be necessary for whatever reason, facilitate any game or dynamic exercise that could help the young women to trust the young men.
3. Invite one of the girls and one of the boys to make a general presentation of their group's star.
4. Take turns with your co-facilitator to develop a conversation on each topic, by focusing on the similarities and differences in the young women's and young men's perceptions about the empowerment of girls and young women in their environment.
5. Invite one of the Agents of Change to make a brief presentation about the work they have been doing up till now, about their main learning points, and about their plans for the future.
6. End the activity by thanking the young women for their contributions and inviting them to support the activities carried out by the Agents of Change.

HANDOUT E4:

Empowerment Star



Issue	Key Question	Response (circle)				
		Never	Seldom	Sometimes	Often	Always
1. Household work	Do girls and boys share household work equally, including childcare?	1	2	3	4	5
2. School	Do girls complete at least nine years of school?	1	2	3	4	5
3. Speaking up	Do girls say what matters to them in front of an adult male?	1	2	3	4	5
4. Money	Do girls help decide what to spend money on?	1	2	3	4	5
5. Marriage	Do girls decide when to marry?	1	2	3	4	5
6. Pregnancy	Do girls decide if they get pregnant?	1	2	3	4	5
7. Safety	Do girls feel safe in this community?	1	2	3	4	5
8. Feeling valued	Do girls' concerns matter in this community?	1	2	3	4	5



FACILITATION SHEET E4:

Conversation about the Empowerment Star

Empowerment Star: Discussion prompts

1. Household work: Do girls and boys share household work equally, including childcare?

Discussion prompts:

- Girls' versus boys' household roles and responsibilities
- Girls' available time for their studies
- Girls' time for recreational activities

Scale examples:

- 1: Never. Girls/women do all the work in and around the home.
- 5: Always. Girls/women and boys/men share all household chores and childcare equally.

2. School: Do girls complete at least nine years of school?

Discussion prompts:

- Girls' feelings about school
- Girls' completion of primary school
- Girls' completion of secondary school
- Community leaders and parents opinions about the importance of girls' education

Scale examples:

- 1: Never. Girls never go to secondary school.
- 5: Always. All girls complete secondary school.

3. Speaking up: Do girls say what matters to them in front of an adult male?

Discussion prompts:

- Girls' freedom of expression
- Girls' ability to ask for what they need
- Girls' ability to express priorities and concerns

Scale examples:

- 1: Never. Girls do not say what matters to them when an adult male is present or can hear them.
- 5: Always. Girls openly say what they think when an adult male is present or can hear them.

4. Money: Do girls help decide what to spend money on?

Discussion prompts:

- Girls access money
- Girls control money
- Girls influence how money is spent in the household

Scale examples:

- 1: Never. Girls never access money or make decisions on how to spend it.
- 5: Always. Girls access and control money and influence household expenses.

5. Marriage: Do girls decide when they marry?

Discussion prompts:

- Girls' age at marriage
- Girls' ability to choose a spouse
- Girls' ability to say whether or not they want to marry

Scale examples:

- 1: Never. Adults decide if, whom and when a girl marries.
- 5: Always. Girls decide for themselves if, whom and when they marry.

6. Pregnancy: Do girls decide if they get pregnant?

Discussion prompts:

- Girls' knowledge of pregnancy and how to prevent it
- Girls' role in deciding whether or not to become pregnant
- Girls' role in deciding when to get pregnant

Scale examples:

- 1: Never. It is never a girl's decision whether or when to become pregnant.
- 5: Always. Girls always choose whether and when they get pregnant.

7. Safety: Do girls feel safe in this community?

Discussion prompts:

- When, where and why girls feel safe or unsafe
- What girls do about feeling unsafe
- Who protects girls
- What girls or others can do to improve girls' safety

Scale examples:

- 1: Never. Girls do not feel safe at home, at school or in the community.
- 5: Always. Girls feel safe everywhere at any time.

8. Feeling valued: Do girls' concerns matter in this community?

Discussion prompts:

- Girls' concerns are heard and addressed
- Girls are viewed as decision-makers
- Girls have role models and mentors
- Girls have safe places to meet with peers and mentors
- Girls have someone to go to for help

Scale examples:

- 1: Never. Girls' concerns are never treated as important.
- 5: Always. Girls' concerns are always as important and addressed.



ACTIVITY E5: DISCUSSING THE HISTORY OF GIRLS' AND WOMEN'S RIGHTS

In this activity the Agents of Change will recognise the main milestones in the defence of women and girls' rights in his country, and develop strategies for approaching and learning from organised groups of young and adult women. The activity is designed for facilitation in two parts and in two different sessions, separated by at least one week in order to give everyone time to prepare their presentations.



Links to KAP:

- Knows the significance and importance of a dialogue between the genders.
- Knows the main milestones in his country's women's and girls' rights movements.
- Approaches adult and young women's rights organisations, to learn from them through dialogue.



Recommended time:

Part one: 1 hour

Part two: 2 hours



Materials and Equipment:

- 3 flipcharts
- Flipchart paper (1 for each pair)
- Thick marker pens
- Laptop and projection screen

KEY MESSAGES

- » Girls, women and young women have been working for gender equality for a long time, and it is important for the young men to know and respect this history of political mobilisation for defending the rights of girls and women as part of their own process of commitment to gender equality.
- » They can learn a lot from the processes, obstacles and achievements of the women's organisations.

FACILITATION ADVICE

- » In this activity the participants will present their project for the Day on Gender Equality in their school in a space for reflection with two female experts. Make sure you inform them as well as the guests well in advance (at least one week) so that they may prepare their presentations.
- » For the first part of this activity you will need to coordinate an invitation with two women who will come and spend time with the participants.
- » With the help of Plan's gender advisor, select and contact a woman who works in a women's organisation, and invite her to come and speak with the young men about her experience as a multiplier committed to gender equality, as well as sharing the experience of the organisation of which she is a member.
- » Also invite the gender advisor from the Plan office in your country to speak to the young men about the milestones in the achievements of women in their country. It is important that a woman presents this in order to create a space for exchange between the genders. So if your office has a male gender advisor, ask him to delegate this to a female colleague.

- » Inform both guests that they will have 20 minutes to make their presentations, and that there will also be a space where the participants will make their presentation of their project for the Day on Gender Equality.

PART TWO (1 week later)

- » Make sure the two women have confirmed their participation, remind them that they will have 20 minutes for their presentation and ask them if they will need any type of equipment or materials.
- » It is important to remind the participants that these spaces for both genders have been identified throughout the previous modules, and that now it is time to invite and approach them, based on their own needs and their own reflection spaces.

Steps to follow:

PART ONE

1. Explain to the young men that two female gender experts are invited for a later occasion for which they will prepare a presentation of their activities for the Day on Gender Equality.
2. Facilitate a group conversation around the approach and outline of the contents that will be presented. Also about the methodology and presentation format to be used. Stress that their presentation should also include the progress they made in the project as well as the barriers and obstacles they have encountered during its implementation.
3. Give the group 20 minutes to choose representatives to present each part, and assign responsibilities for other tasks.
4. Announce date and time for facilitating this activity and ask them to complete their presentation for this date. If possible, offer them the workshop space for this after the end of the session.

PART TWO

1. Introduce the two experts. Explain to the participants that the aim of the session is to hear different experiences working on gender equality and to identify shared spaces and interests. Also, so that they can have a real experience of dialogue with women who are committed to gender equality.
2. Present the first expert and explain to the group that she will be sharing both her personal experience as a woman committed to gender equality as well as the experience of the organisation she represents. After her presentation, allow the young men to interact with her.
3. Present the second expert (Plan's gender advisor) and explain to the group that she will share her personal experience of working for gender quality as well as a brief presentation about the main milestones achieved by women in their country in the area of equality and empowerment. After her presentation, allow the young men to ask questions and give feedback.
4. After a short break, ask the representatives of the Agents of Change' groups to present Champion of Change and their ideas for the Day on Gender Equality, emphasising that they should make the most of the opportunity to discuss their doubts and fears about its progress with the two experts.
5. After their presentation, facilitate a group discussion between them and the two experts.
6. At the end, thank the guest for their participation and close the activity, stressing the importance of just spaces of reflection on gender equality.



ACTIVITY E6: THE RIGHT TO NON-DISCRIMINATION

In this activity the participants reflect on rights, based on popular songs that promote respect and value for human rights as well as international treaties and agreements that contain them. The activity also identifies the rights guarantor institutions.



Links to KAP:

- Is familiar with the role of families and communities in guaranteeing human rights.
- Knows the significance and importance of a dialogue between the genders.
- Values the empowerment of girls and women.
- Participates in spaces for reflection among peers on gender equality.



Recommended time: 1 hour



Materials and Equipment:

- 1 audio recorder and equipment
- A CD or USB with songs about human rights
- Paper strips one quarter of letter sized bond paper
- Marker pens
- Brown paper
- Summary or popular version of the CRC, CEDAW, Universal Declaration of Human Rights (3 printed copies each)
- Small balloons and a giant balloon

KEY MESSAGES

- » As duty bearers, institutions at all levels are responsible of guaranteeing people's rights. They also play an important role in socialisation processes and the imposition of hegemonic models of behaviour.
- » The human rights violations of certain groups of people who suffer discrimination or have limited decision-making power have been so serious that the international system has had to create special treaties to guarantee their rights to equality and non-discrimination.
- » Non-discrimination is a fundamental principle in every human rights system. Thus when our countries agree to international treaties, they commit to protect the rights of all their citizens to equality and non-discrimination.
- » The main duty bearers are the national governments, as they sign the international human right conventions and treaties. These treaties then bind all state actors from schools and clinics to the national and local state institutions.
- » Other people and institutions also responsible in terms of assuring young people's rights, without signing these conventions, are known as secondary or moral duty bearers. They include: parents, carers, families, communities, local, national and international organisations and civil society.

FACILITATION ADVICE

- » The facilitator should take at least five songs on the theme of Human Rights (you can find examples on <http://mic.com/articles/55683/8-songs-for-everyone-who-cares-about-equal-rights>) and photocopy the song lyrics to hand out to each participant.
- » Prepare for this exercise by rereading the conceptual summary on the right to non-discrimination in section 5.1.4.

- » Make a copy of each of the conventions and treaties: CRC, CEDAW and the Universal Declaration of Human Rights.
- » Find out the dates when your country ratified the international human rights instruments like CRC, CEDAW and the Universal Human Rights Declaration and any other local information related to their fulfillment in your country. Also find out about national legislation on the right to non-discrimination. You can then add this information to the general explanation provided in this manual.
- » Do some research on the national frameworks as well as the situation of young people's rights in your country.

Steps to follow:

1. Give a brief explanation of the topic based on the conceptual summary and the key messages of the exercise. Highlight the identification of the primary and secondary duty bearers and their responsibility for guaranteeing the right to non-discrimination.
2. Ask the participants to listen closely to the songs and write down all the Human Rights they recognise in the songs on a slip of paper. Then, they should tell the plenary which rights they have identified and why they think they are Human Rights.
3. Ask the participants to review the copies of the international treaties to identify a Human Right with which they identify most closely, or that they consider the most important. Ask them to copy this right on a slip of paper.
4. Hand out different coloured balloons to the participants, and ask them to insert their "favourite" right inside the balloon, inflate it and knot it.
5. Ask the participants to play by throwing their balloons in the air and trying to stop any of them from touching the floor. Explain that each balloon that falls on the floor represents a violated right. If a balloon touches the floor, the game stops to find out which right has been violated, based on the following questions:
 - Which treaty or convention does this right correspond to?
 - Who are the primary and secondary duty bearers of this right?
 - To what extent is this right respected or violated in our environment?
6. Repeat this exercise until they have analysed a reasonable number of rights. The exercise helps them to reflect on the fragility of Human Rights, on our role as protectors, promoters or defenders of Human Rights, on Human Rights violations, on their characteristics and the values that sustain them.
7. End the activity with a final reflection about the role of the state as well as that of other duty bearers (family, community, school, etc.) in working specifically on non-discrimination. Ask them to point out some ideas and proposals. What do they think these institutions could do/stop doing to be more effective in this role? Highlight that the institutions, while playing an important role in socialisation processes and the imposition of the hegemonic model, also have a much more positive role to fulfil: as duty bearers of people's rights.



ACTIVITY E7: KEY ADVOCACY POINTS

In this activity the Agents of Change will analyse the main characteristics of advocacy and reflect on the principal problems around which they would like to conduct their advocacy work in the future.



Links to KAP:

- Can explain the role of advocacy in promoting gender equality in his surrounding area.
- Is familiar with the main features of advocacy as a political process.
- Develops advocacy strategies promoting gender equality.



Recommended time: 2 hours



Materials and Equipment:

- Flipcharts with paper (1 per group)
- Thick marker pens
- **Handout E7: Key advocacy points** (one for each participant)

KEY MESSAGES

- » Political advocacy is “a deliberate and systematic **process** that involves carrying out a set of **actions** by the organised citizenry, aimed at influencing decision makers, through the **presentation of proposals** that offer solutions to problems affecting the citizenry with the aim of **achieving changes** that benefit broad-based sectors of the population, or the sectors involved in the process”.⁸
- » Ultimately, the main purpose of advocacy is to build people’s “power with” and strengthen their “power within”.
- » Political advocacy is one of the main strategies used by social organisations to promote their social transformation needs and interests. In the case of gender equality promotion, women’s organisations have carried out successful advocacy strategies that have resulted in the enactment of laws that protect e.g. against gender-based violence and workplace discrimination, while ensuring e.g. equality in civil rights as well as equal access to land ownership.

FACILITATION ADVICE

- » Prepare for facilitating this activity by rereading the conceptual summary of the corresponding session, and reviewing the advocacy training manuals for young people recommended in the conceptual summary.
- » Prepare a flipchart with the definition of the concept of advocacy from the conceptual summary.
- » Find out about advocacy strategies for gender equality that are underway in your country.
- » This activity is just an introduction to the subject of advocacy that could lead to different uncertainties among the young men. If necessary, try and organise a session inviting experts from organisations that have successfully advocated for gender equality and who want to share their experiences with the participants.

⁸ Plan Honduras. 2009. **Módulo 5: Organización Social, Liderazgo e Incidencia política**. [Social organisation, leadership and advocacy]



Steps to follow:

1. Start the activity by moderating a brainstorming session about what the Agents of Change understand by 'advocacy'. Present the 'formal' definition of this concept and discuss it with the group.
2. Remind the participants that the duty bearers are the ones who develop policies - therefore advocacy is about influencing them as principal decision makers. Confirm that they remember who the principal duty bearers are.
3. Ask the Agents of Change if any of them has taken part in advocacy work, or if they know of any strategies employed by organisations known to them.
4. Make a brief presentation of advocacy strategies to promote gender equality in your country, highlighting all the alliances and achievements to date.
5. Use a fun dynamic to form five working groups.
6. Hand out **Handout E7: Key advocacy points** and assign two key points to each group. Each group must discuss the significance of their characteristics, and prepare to present them to the rest of the participants.
7. Moderate a plenary session to review the 10 key points, making sure that the young men understand their importance in the success of an advocacy strategy.
8. Ask them to return to their groups to discuss the main problems around which they would like to do advocacy work in the future. Ask them to take 15 minutes to discuss the main obstacles to gender equality in their community, and the policies or laws that could be developed to address them. Ask them to identify the duty bearers that they would have to influence.
9. To finish, moderate a plenary session in which the Agents of Change present a summary of their group work, and answer questions from the rest of the participants.



HANDOUT E7: Key advocacy points⁹

1. IT IS A PROCESS, NOT AN ISOLATED ACTION

Advocacy involves a road. It is not an isolated action: a march, a document, a meeting. It is a set of actions that cover a range of aspects and steps aimed at a shared objective. This is why we say that advocacy requires a strategy. In fact, 'strategy' and 'advocacy' are two inseparable words.

2. IT IS INTENTIONAL, NOT INCIDENTAL

Sometimes we do things that don't turn out well, but we don't know why. In order to change policies or laws, we can't trust in the goodwill of duty bearers, people's capacity or luck alone. Advocacy involves an intentional, consensual plan.

3. IT IS SYSTEMATIC, NOT IRREGULAR

Advocacy work requires a constant commitment, special dedication and follow-up that enables us to carry out what has been planned.

4. IT IS A PLAN, NOT A LOOSE IDEA

It entails a precise strategy agreed on by everyone, which guides actions based on clear political objectives, results and activities. It is essential to discuss, create and put the advocacy plan into writing.

5. IT IS ACHIEVABLE, NOT IMPOSSIBLE

The advocacy plans must be achievable and possible in order to build on the existing strengths of the organisations and reduce the obstacles that could present themselves as much as possible. It is about dreaming, hoping to achieve the impossible but it is also about honestly assessing our own and other people's strengths and weaknesses.

6. IT IS ABOUT ACTIONS, NOT INTENTIONS

We have to take into account the fact that our intentions must be expressed in concrete actions in the hands of responsible people set in a concrete timeframe.

7. IT IS AIMED AT INFLUENCING, NOT SPREADING THE MESSAGE

We sometimes confuse a communications plan or a public dissemination campaign with a political advocacy strategy. The latter includes strategic communication in many ways, but it goes beyond that: it is not about communicating a message in the hope that it is heard, but to carry out actions that do not just raise awareness or inform, but that also influence decision makers and transform politics. That is, to open new possibilities.

8. IT HAS POLITICAL OBJECTIVES

To prevent being manipulated, co-opted or neutralised, we need to visualise the political dimension of our actions and take ownership of their potentially transformational role. In this context, all advocacy is political advocacy to the extent that it is a process that recognises how decision-making is also about power relations and how strategic advocacy can activate and link with 'the power within' and 'the power with'.

9. INFLUENCE SPECIFIC, NOT GENERAL POLICIES

An advocacy strategy is successful when it is able to modify specific policies, laws, programmes or budgets according to the goals one is following. It is about translating these general goals into concrete demands or changes that we want to achieve. It does not mean abandoning our wishes and bids for more structural change, but it is about translating them into a concrete change process.

10. INVOLVES COORDINATING/ LINKING WITH OTHER PEOPLE AND ORGANISATIONS

Advocacy is successful when we succeed in bringing about a situation where our interests are shared with the interests of other people and organisations. When we succeed in sharing a set of ideas, proposals and definitions that link to a set of people, groups and organisations that are stronger when united.

⁹ Adapted from the Unicef (2006). **Actuar para cambiar**. [Act for change] http://www.unicef.org/argentina/spanish/cartilla_5.pdf

ACTIVITY E8: LET'S CELEBRATE!

This is a purely play-based activity in which the Agents of Change will celebrate the road they have travelled and the friendships they have built along the way.



Links to KAP:

- Celebrates his commitment to gender equality.



Recommended time: 2 hours, minimum.

KEY MESSAGE

- » The commitment to gender equality is a reason for celebration for those of us who share it. There is always time to celebrate!

FACILITATION ADVICE

- » Speak to the participants in advance about how they would like to celebrate this stage in their journey towards gender equality. Make sure you organise a celebration that will be enjoyed by them all.

Steps to follow:

1. Depending on participants' preferred activity (a party, a concert or recital, a sports event, a meal, etc.) make sure you set aside several moments for them to express their feelings or reflections about their journey to gender equality.
2. Make sure that you also celebrate each participant's achievements, whether with a video, with photos, with a poem that mentions them all, or any other expression that does not exclude any of them.
3. Make sure especially to dedicate enough time to enjoy the team's achievements as a group.