



Proceeding Report 1st Pan African Seminar on  
Partnering with Boys and Young men to Address  
Gender Based Violence and HIV/AIDS



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Her Excellency Edith Grace Ssempala,  
Ambassador of Uganda to the African Union

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*Etsub Berhaneselassie and Grainne Stevenson*  
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# 1. Introduction

The 1st Pan African Seminar on Partnering with Boys and Young Men to Address Gender Based Violence and HIV/AIDS was initially conceived as an internal Save the Children Sweden regional training for Eastern and Central Africa. When we realized how many organizations in Africa are working from this perspective, we decided to make it external and Pan African.

The fact that 147 people from eight African, one Latin American and three European countries, representing a wide variety of national and international NGOs, UN agencies and government institutions, chose to participate, proves that the interest in exploring this relatively new approach to gender, violence and HIV/AIDS is considerable. We hope that this seminar will spark off new initiatives, and we aim, through e-mail contacts, to foster a forum for discussion, and possible collaboration, on methods, experiences and research which will be sustained after the seminar.



Participants of the Seminar

## *An alternative to only partnering with women and girls*

‘Women are the ones feeling responsible for their families. Men consider themselves first.’

How often have we not come across this argument in programme and policy documents, legitimating a focus on women as primary vehicles and targets for development initiatives? Women, and girls, are considered to be the most disadvantaged and disempowered, and, simultaneously, the ones who think in terms of social and economic development and not primarily personal gains.

There is no doubt that women and girls are most commonly more disadvantaged than men and boys, and that men and boys in most situations have more decision-making power than women and girls do. There is also substantial evidence to prove that many women feel a stronger responsibility towards the well-being of the family, not least their children, than many men do.

On the other hand, accepting that men cannot handle the responsibility of looking out for the well-being of their families not only discriminates against the men who do care, who do wish to participate, and who may be disadvantaged themselves, it also prevents the questioning of the power relations which make it possible for men to prioritise their own well-being over that of their families. When women are primary stakeholders and rights-holders and men are excluded, women’s involvement in development activities easily causes resentment from men and widens the gender gap, rather than improving gender relations. Because men most often hold more decision-making power than women, there is an imminent risk that this resentment becomes an obstacle to development processes, and the sole focus on women easily becomes counterproductive.

An approach which addresses both women’s empowerment and involves men would thus seem ideal. The question is how men can be involved in ways which do not lose perspective on women’s empowerment. This seminar has sought to provide some answers to this question by providing analyses and methods of partnering with boys and men, as an addition to partnering with girls and women, specifically in relation to addressing gender based violence and HIV/AIDS.

## 2. Concept paper

### **‘Engaging Boys and Young Men in Promoting Gender Equality: Reflections on Masculinities in Sub-Saharan Africa and Programme Responses<sup>1</sup>.’**

By Gary Barker, Executive Director, Promundo, Brazil

Interviewer: Have you gotten to the point where you thought you might use violence against your wife?

Charles (a young father and husband from Northern Uganda): Actually, I plan to inherit my father’s experience, actually, my father’s behaviour. He didn’t beat my mother. And I do not want even to beat my wife. We can settle the differences between us, within the two of us. And that’s the way my father was handling my mom. If they quarrelled, he would keep quiet, wait, and... they would settle their difference. He has really been a role model for me as far as relationship is concerned. And he had only one wife. For me, I will not have more than one wife.

Interviewer (to a group of out-of-school young men in Northern Nigeria): When is that a young men gets married?

Ali: I have proposed to a girl. The problem is there is traditionally a lot involved to get married. It all depends on what I can buy or pay for my wife.

Adeniyi: I can’t get married now because I can only get married when I have money. The moment I get money, I will get married. I have a girlfriend and I share money with her. Something might come of it, since I have some money. We might have sex, since I have some money and she loves me. But I do not have enough money to get married.

Ahbed: I don’t think of marriage now, because when I get some money, I want to go back to school. I do have a girlfriend.

Mohamed: I don’t get married because I don’t have any work. I have a girlfriend but no work to do.

### **2.1 Overview**

The gender-related disadvantages faced by women and girls in sub-Saharan Africa (as in much of the world) are well-known but still unresolved. In spite of major gains in educational enrolment, health care access, and in policy and legal frameworks at the national and international level to promote and protect the rights of women and girls, the goal of achieving gender equality is far from realized. Where do boys and young men fit into this equation? What can be done to engage boys and young men in this global goal of gender equality? And how can we also address the gender-related vulnerabilities that boys and young men face?

In most gender analyses in Africa, the full dimensions of gender, including gender hierarchies that subjugate some groups of men, particularly young men, are seldom discussed. This paper argues for applying a more sophisticated gender analysis related to issues of gender-based violence (and other forms of violence between young men) and HIV/AIDS that requires us to understand how men and women, and boys and girls, are made vulnerable by rigid notions of manhood and gender hierarchies. Specifically, this paper seeks to answer two key questions: What does a gender perspective mean when applied to young men in sub-Saharan Africa? Looking specifically at the issues of gender-based violence and HIV/AIDS, what are the programme, policy and research implications of looking at the gender-specific realities and vulnerabilities of young men?

A growing number of researchers, programme staff, international development organizations and government officials are coming to see boys and men as complex gendered subjects, who are part of constructing and reconstructing both rigid and changing views about manhood.<sup>2</sup> These accounts confirm that

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<sup>1</sup> This document is taken from Barker, G. & Ricardo, C. (2005). *Young Men and the Construction of Masculinity in sub-Saharan Africa: Implications for HIV/AIDS, Conflict and Violence*. Social Development Papers, Conflict Prevention and Reconstruction, Paper No. 26, June 2005. Washington: World Bank.

<sup>2</sup> In recent years, there has been increasing attention to how boys are socialized and to the specific needs and risks to health and development that boys and young men face, as well as to the need to engage boys and men in promoting gender equality. The 1994 International Conference on Population and Development and the 1995 Fourth World Conference on Women in Beijing provided a foundation for engaging men—including young men—in efforts to improve the status of women. Similarly, UNAIDS focused its 2000–01 World AIDS Campaign on men and boys, recognizing that

men and boys are simultaneously made vulnerable by rigid social norms of masculinity, while also making women and girls vulnerable.

We also start with an affirmation of the plurality of boys and young men and their realities in the region. Too many policy pronouncements and statements oversimplify the behavior and attitudes of African men and boys, or assume that there is some homogenous category of African men and boys, or manhood for that matter. Discussions of boys and young men must include an understanding of the diversity of boys and men in the region. These are just some examples of the range of realities of boys and young men in the region:

In rural Botswana, young men have been historically responsible for herding cattle, and more likely to drop out of school than their sisters, and may have to wait many years before they can marry.

In northern Nigeria, many young men are out of school and report that they are unable to marry because they are out of work. Some of these young men participate in ethnic-related violence, but many seek to stay out. Some report using violence against female partners, while others question the violence that other men use against women.

In the townships in newly democratic South Africa some young men report frustration over being excluded from the job market (and frustration that the post-apartheid era would bring more opportunities for them). Some of these young men become involved in violent gangs. Some use violence against women and girls, perhaps as a way to compensate for their loss of a sense of manhood. Still others have become involved in social movements, some related to HIV prevention and ending gender violence.



**Eyob: "Before joining the group I was not thinking that men and women are equal. Because of the messages and discussions I got convinced. It also helped to see friends who were convinced. So now I also convince others about equality for women and men."**

In Uganda, boys and young men were and still are abducted to serve as combatants by the Lord's Resistance Army (LRA) in northern Uganda, or are living in camps for internally displaced persons.

This list could go on for pages. Discussions must include those boys and young men who are part of cultural groups that have rites of passage to manhood—often accompanied by male circumcision—as well as young men who have migrated to cities and may have less contact with their villages of origin. The range of cultural and local contextual realities – and the even greater range of attitudes and behaviors -- implies that generalizations about young men and about masculinities in Africa should be made with caution.

African boys and young men are often stigmatized, and seen as criminals, delinquents or potential or actual troublemakers or predators. The language used to refer to young men—particularly low income, urban-based young men—in the African context is often pejorative. In Sierra Leone, they are called “rarray boys” (footloose youth), a pejorative term for low income youth, or a rebellious youth culture. In Nigeria, they may be referred to as jaguda (crook) boys, or more recently as “area boys.” In East Africa, they may be called bayaye (rogue people) (Abdullah 1998). Less pejorative is the term “young lions” used in South Africa to refer to those young men in the ANC who were eager to use violence to overthrow the apartheid regime; these young men are simultaneously revered for their role in overthrowing apartheid, while also seen as being out of control and quick to use violence (Marks 1992).

The long-standing use of these pejorative terms points to the historical existence of a group of marginalized boys and young men, often urban-based and mostly out-of-school, who are seen as potentially dangerous. Politicians and employers use them as hired thugs and menial labor. They are, for example, the young men bused in and paid to participate in clashes between Muslims and Christians in Nigeria, or recruited by the Revolutionary United Front (RUF) in Sierra Leone. But it is important to affirm that most low income boys and young men in sub-Saharan Africa are not involved in conflicts or armed violence—they are instead often presumed guilty simply by being young, unemployed, out-of-school, poor and male.

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their behavior puts themselves and their partners at risk of HIV infection. In addition, in 1998, the World Health Organization's Adolescent and Child Health and Development division began a multi-year research and training initiative on the health and psychosocial needs of adolescent boys, carrying out a survey of programs and a literature review on health and development of adolescent boys. UNFPA has also examined the connection between masculinities and sexual and reproductive health outcomes, and UNESCO has looked at the association between masculinities and violence.

Numerous recent articles have in effect blamed the large cohort of young men as being one of the main factors associated with conflict. Young men are, to be sure, on the front line of nearly every major conflict in the region, but this is nearly always a minority of young men. These sweeping generalizations that young men and the “youth bulge” are the cause of conflict create self-fulfilling prophecies and strip young men of their individuality and subjectivity, and fail to explore the plurality of young men’s experiences.

On balance, many of the problematic behaviors of boys and young men—for example, the use of sexual coercion and violence against women, unsafe sexual behavior and participation in violence or local insurgencies—are often efforts by young men to publicly define or affirm themselves as men. The cultural imperatives of achieving manhood in sub-Saharan Africa (and much of the world) include getting married or forming a family (or being sexually active), and becoming a provider or working. In some cultural groups in the region, other tasks or mandates are added, including cattle-herding, defending the village or clan (and thus learning to be warriors) or contributing to public works projects. Many of the negative or harmful behaviors of young men—whether related to gender-based violence or HIV/AIDS—are frequently part of public affirmations of male identity. This is not to excuse these behaviors, but rather to understand where they come from so that we may design appropriate programme and policy responses to engage more gender-equitable and non-violent views about manhood.

With this introduction, the following reflections and affirmations are based on a literature review, formative research and programme visits carried out in 2004-2005 for the World Bank, with the assistance of local NGOs and consultants. The overview will discuss: (1) the socialization of boys and men in sub-Saharan Africa; (2) gender-based violence and boys and young men; (3) young men and conflict; (4) young men and HIV/AIDS; and (5) programme experiences and recommendations.

## *2.2 Socialization of Boys and Men in Sub-Saharan Africa*

A gender analysis of young men must take into account the plurality of masculinities in sub-Saharan Africa. Versions of manhood in Africa are: (i) socially constructed; (ii) fluid over time and in different settings; and (iii) plural. There is no typical young man in sub-Saharan Africa and no single African version of manhood. There are numerous African masculinities, urban and rural and changing historically, including versions of manhood associated with war, or being warriors and others associated with farming or cattle-herding. There are indigenous definitions and versions of manhood, defined by tribal and ethnic group practices, and newer versions of manhood shaped by Islam and Christianity, and by Western influences, including the global media.

The chief mandate or social requirement for achieving manhood in Africa is achieving some level of financial independence, employment or income, and subsequently starting a family. In much of Africa—where bride-price is commonplace—marriage and family formation are directly tied to having income and/or property. Literature reviewed and formative research carried out by the authors confirm that men’s social recognition, and their sense of manhood, suffers when they lack work. Young men who do not achieve a sense of socially respected manhood may be more likely to engage in violence, whether in ethnic clashes in Nigeria, in conflicts in Liberia and Sierra Leone, or in gang-related activity in townships in South Africa.

Achieving manhood in the African context often depends on an older man—one who holds more power—deciding when a young man is able to achieve socially recognized manhood. This issue of the “big man” and of older men in general holding power over younger men is a widespread and defining aspect of manhood in Africa. It manifests itself in numerous contexts in contemporary Africa and is a recurring point of discussion throughout the report, particularly in relation to conflict settings in the region, as well as HIV/AIDS vulnerability.

Initiation practices, or rites of passage, some of which include male circumcision, are important factors in the socialization of boys and men throughout the region. While it is difficult to make overall generalizations about the various rites of passage in Africa, it is clear that they may simultaneously reinforce strict sex segregation and gender inequalities, while also serving as a form of positive social control in some settings. There are a few examples of programme interventions working with rites of passage programmes to incorporate messages related to safer sex, violence prevention and gender equality.

For young men in sub-Saharan Africa, as for many young men worldwide, sexual experience is frequently associated with initiation into manhood and achieving a socially recognized manhood. Prevailing norms about sexuality and manhood suggest that young men should be knowledgeable, aggressive, and experienced regarding sexuality and reproductive health issues. Young men often have a disproportionate share of the power and voice in sexual and intimate relationships with women.

Throughout Africa, there continues to be widespread denial, stigmatization and condemnation of homosexuality. Nonetheless, male-to-male sex is more common than assumed and some young men may have sexual experiences with other men, while not considering themselves to be homosexual.



Selamawit: "By joining the boys' discussions I now accept my brother to help me in the kitchen. Before I did not accept that, so the discussions helped me to change too. In my house I'm not allowed to discuss about gender and equality so the boys' group helps me to express myself. These discussions strengthen my and my friends but also to talk here and tell my story helps. Now I realise that there are caring men and boys and not only violent boys."

### ***2.3 Young Men and Gender-Based Violence***

Violence and coercion, including verbal threats and forced sex, are common features of young people's sexual relationships in sub-Saharan Africa. There is a range of perceptions and definitions among young men of what qualifies as violence against women and many young men may view violence against women as a socially sanctioned extension of male authority to the private realm. This internalization of violence against women as a norm also occurs among young women, who sometimes interpret violence as an indicator that a man is emotionally invested in a relationship.

The socialization of young men in Africa must be studied within the context of social change, urbanization and political upheaval, including civil unrest and in some countries, the lack of functioning national-level social institutions. Urbanization and the expansion of formal education, and the increased enrollment of girls in public education, are leading to changes in gender roles. Various studies and research carried out for this report confirm that many young men simultaneously hold traditional and rigid views about gender alongside newer ideas about women's equality, including young men and boys who are beginning to question the use of violence against women. Numerous studies have also helped identify the extent of violence against women and girls in schools in the region, violence that sometimes involves collusion of school authorities and teachers. Much of this research confirms the complexity of the issue – and confirms that while many young men and boys (and adult men in the roles of teachers or headmasters) may condone and/or participate in this violence, there are also dissenting voices among young men (that is young men and boys who question this violence).

### ***2.4 Young Men, Conflict and Violence in sub-Saharan Africa***

Young men historically have been combatants in armed conflicts in the region—in many gender analyses of conflict, the fact that the vast majority of child soldiers are boys is seen as so commonplace that it needs no comment. Nonetheless, a growing number of accounts of young men's participation in conflict settings have made an association between masculinities, or the socialization of boys into rigid gender norms, and violence and conflict. Various accounts, and research carried out for this study, affirmed that the lack of employment which provides both income and social recognition is linked to young men's participation in armed conflicts.

In some settings, young men's participation in conflict and use of violence become ways to obtain empowerment, or essentially a means to achieving and wielding power, for young men who perceive no other way to achieve it. Young men may also find camaraderie with male peers in some armed insurgency groups, and in some cases, male role models or surrogate fathers, and substitute families.

The extreme examples of violence and brutality in some conflict areas in the region must be understood as learned behaviors. This violent behavior is reinforced by social structures at the community level, and sometimes at the family level and is learned by modeling, reinforcement, shame, overt threats and coercion. Insurgency groups often choose the youngest sons and boys, who are more likely to feel a sense of powerlessness and to be the most susceptible, malleable and traumatized by these experiences. Drugs and alcohol are often used in this indoctrination, as a way to "lose control" and to carry out acts of brutality, mirroring in some ways traditional gendered rites of passage.

There has been relatively little attention to young men recruited into rural militias and conventional armies in the region, through coercion or voluntarily. While the degree of trauma and coercion involved in young men's participation in militias and conventional armies may be far less than that found in some insurgency groups in the region, these young men may require as much assistance to reintegrate into civilian life as those involved in insurgency groups.

There has also been little attention and research on young men who live in areas where rebel groups have recruited, but who find ways out or are able to stay out. There has been significant discussion of the means that armed groups use to recruit and coerce young men, but nearly absent is any reflection about indigenous sources of strength which keep young men out of conflict. Examples from Mozambique and Sierra Leone suggest that some families and communities have been able to mobilize or organize themselves in ways that reduce young men's involvement in conflict.

Young men are affected by and react in gender-specific ways to conflict, such as in their increased likelihood for migration (in comparison to women and older men) and in returning to civilian life. Although there has been a wide range of programme responses for former combatants in much of the region, many of these are exclusively for ex-combatants. Male and female youth who were affected by violence but not directly involved as combatants, are sometimes excluded.

Other forms of violence are prevalent in Africa, and also clearly linked to masculinities; these include gang activity, vigilante groups and ethnic-based conflicts as in the case of Nigeria. Interviews and analyses of young men involved in criminal activities in South Africa find that an array of factors are associated with their participation in violence, including family conflict and violence, the inability of families to provide social control and constructive guidance, and socialization into violent versions of manhood associated with attaining quick financial rewards. Analysis of ethnic-related violence in the region finds that young men's involvement in such conflicts interacts with salient versions of manhood, easy access to arms, historical ethnic rivalries, brutal police response and lack of access to employment.

Several analyses have sought to make an association between the large population of young men relative to the overall population and conflict. The links between a large youth cohort and conflict are too complex to be generalized, and in any conflict setting in the region, it is only a minority of young men who are involved. Various issues clearly interact to produce violence, including socially relevant versions of manhood and the inability of national governments and societies to provide opportunities for young people. Applying a demographic determinism to young men is an oversimplification that is not supported by the body of research in the region, and ultimately stigmatizes African young men.

## *2.5 Young Men and HIV/AIDS in Sub-Saharan Africa*

In sub-Saharan Africa, there are nearly 10 million young men and women, ages 15-24, living with HIV/AIDS, of which more than 75 percent are women, reflecting a worldwide feminization of the epidemic. The unequal balance of social power between young men and women, combined with the patterns of risk behaviors among young men, suggests a responsibility and potential for young men to play a key role in shaping the future of the epidemic. While there are still gaps in research, there is a growing literature on male sexuality throughout the region.

Various studies have affirmed that gender role norms are among the strongest underlying social factors that influence sexual behaviors. Norms related to masculinity and sexuality, such as those which espouse male sexual needs as uncontrollable, multiple partners as evidence of sexual prowess, and dominance over women (physical and sexual), can place young men and young women at high risk of HIV infection.

On average, young women in Africa form partnerships with men five to ten years older whereas young men have relationships with women of similar age or slightly younger. This pattern means that women are likely to be infected by HIV at younger ages than men, and that young men's risk of HIV increases as they get older and have more partners. Young men in Africa have an average five-year window between their sexual debut and marriage. This window is usually linked to a higher number of partners than young women, which when combined with inconsistent condom use means that both men and their female partners are made more vulnerable.

Despite relatively high levels of awareness in most parts of the region there continues to be low levels of safer sex, particularly for girls, and misconceptions about preventive behaviors, including condom use, and the disease itself. In some cases, young men report the conflicting pressures they experience, between their knowledge (about HIV/AIDS and safer sex behavior) and their behavior, or between what they say they should do and what they actually do.

Young men's use of condoms is still always or frequently much lower than desired and lower than reported knowledge about condoms and HIV/AIDS would suggest; it often varies according to the reported nature of the partner or relationship (e.g., occasional partner, regular partner, or sex worker). Outreach and educational efforts need to take into account the multiple and complex perspectives on condom use as well as an analysis of how situational realities determine knowledge, understanding and practice of various prevention methods.

Throughout the region, only a small number of young men seek HIV testing and various studies, including this one, confirm that women are more likely than men to seek testing and to disclose their HIV status. This is

likely due to limited access to health services as well the common perceptions among young men that clinics are “female” spaces, and that “real men” do not get sick. While there is little research on young men living with HIV in the region, some reports suggest that there are few sources of support for these young men and that both adult and young men are less likely than women to care for their health in general and are reluctant to reveal their HIV status.

## ***2.6 Programme Approaches Applying a Gender-Perspective to Working with Young Men***

While relatively small in number, there are a handful of important programme examples that explicitly include discussions of gender socialization in their work with young men and boys. Promising examples of programmes taking an approach of gender and masculinities include the Men As Partners Programme in South Africa, Stepping Stones in Uganda and South Africa, and Conscientizing Male Adolescents in Nigeria, and Young Men as Equal Partners in Tanzania, Uganda and Kenya. Numerous other youth-serving organizations are beginning to discuss ways of incorporating a discussion about gender and masculinities in their work, including the Scouts in various parts of the continent, and the “Be a Man” campaign being carried out in Uganda by YEAH (Youth Empowered and Healthy), among others. Most of these programmes are reaching adolescents; few programmes are yet working with younger boys on such issues (either in Africa or much of the rest of the world). The box below presents brief descriptions of some of these and other programmes.

Some Programme Examples of Organizations Engaging Boys and Men in Gender Equality in the Region

Climbing into Manhood Programme (Kenya) is a pilot health education initiative for young men, incorporated into the traditional male circumcision ritual.

Conscientizing Male Adolescents (Nigeria) engages young men on issues related to gender-based oppression through a long-term group education and reflection process.

The Fatherhood Project (South Africa) promotes positive images and expectations of men as fathers and works to create a programmatic and policy environment to support men’s greater involvement with children.

Men as Partners (South Africa) engage young and adult men and women in the promotion of gender-equity through small group educational workshops, community-level mobilization and national advocacy.

Men Sector (Botswana) is a national alliance of governmental and NGOs that seeks to reduce HIV/AIDS by engaging men in prevention and care-giving.

Soul City (South Africa) uses diverse media strategies, including television, radio and newspapers, to disseminate information and promote reflection on pressing health and social issues.

Stepping Stones (Regional) engages entire communities, young and adult men and women, in workshops and critical reflections on gender roles, communication and relationships.

Targeted AIDS Intervention (South Africa) uses peer education and football to engage young men in discussions about women’s rights, sexuality, HIV/AIDS and care-giving.

Positive Men’s Union (TASO-Uganda) encourages HIV-positive men to be involved in prevention efforts and in providing care, for themselves, their families and communities.

Some key operating principles emerge from the various experiences in working with young men in a gender-specific context, including: (i) explicit discussions of manhood/masculinities in educational activities; (ii) creation of enabling environments in which individual and group-level changes are supported by changes in social norms and in institutions; (iii) broader alliance-building; and (iv) the incorporation of the multiple needs of young men and boys.

At various points in this document, we have made reference to the existence of alternative voices – young men and boys who question some of the more rigid or violent versions of manhood that they may perceive around them. In a formative study carried out for the World Bank with young men in Nigeria, South Africa and Botswana, we identified the following factors that seem to promote gender equality, health-seeking or health-protective behaviours and non-violence among young men: (i) a high degree of self-reflection and space to rehearse new behaviours; (ii) having witnessed the impact of violence on their own families and constructed a positive lesson out of these experiences; (iii) tapping into men’s sense of responsibility and positive engagement as fathers; (iv) rites of passage and traditions that have served as positive forms of social control, and which have incorporated new information and ideals; (v) family members that model more equitable or non-violent behaviours; (vi) employment and school enrolment in the case of some forms of violence and conflict; and (vii) community mobilization around the vulnerabilities of young men.

Changing gender norms is slow, and it is made even slower by the fact that those who make programme and policy decisions often have their own deep-seated biases about gender and are frequently resistant to question those. Efforts to question the sexual behavior of boys and men in the African context, for example, have

sometimes run into resistance by national level leaders who perceive that African men themselves are being “bashed” or maligned. The challenge to promote changes in gender norms is to tap into voices of change and pathways to change that exist in the context of Africa. Ultimately it will be the voices of these boys, young men and adult men – and girls and women -- who will promote the necessary individual, community and social changes.



Rohda: "I didn't know my rights. I just went to school and did domestic work, fetching water and went to church. That was my life and I found it boring. My parents didn't allow me to go, to play with the boys and discuss things, especially not my father. After a while I talked to him again and he heard good things of the boys' groups so that helped me to convince him. So finally I went to the boys group and I enjoyed it. I like discussing things and I'm glad that this possibility is there. Thanks for that, now I know my rights!"

### 3. Presentations

This section contains brief summaries of the presentations made, with references to the corresponding resource materials on the resource CD, when applicable. Please also scan the resource bibliography for additional articles by some of the presenters.

#### Conceptualizing and contextualizing partnering with boys and young men

The importance on partnering with boys and young men, from a global perspective.  
Presented by: Gary Barker, Executive Director, Promundo, Brazil.



Gary Barker took as his point of departure the stand that we should partner with boys and young men in addressing sexual and reproductive health issues, because there is considerable need to change the disadvantaged positions of women and girls, and boys and young men can play an active and positive role in doing so. In order to involve boys and men, the negative discourse about masculinity, i.e. men's and boys' inherent aggression, non-commitment to family and feeling of superiority, must be questioned, and their heterogeneity and different roles as perpetrators, but also victims and problem-solvers, brought into light.

Speaking from his experience from working with young men and women in Brazil, Gary Barker promoted the silent majority of non-violent and non-oppressive men and boys, who express a different version of masculinity, as the entry point to partnering with boys and men. He suggested a life-cycle approach, whereby boys from an early age and until grand fatherhood are sought engaged in thinking critically about traditional gender roles, fatherhood, relationships and sexual and reproductive health, in close collaboration with women and girls. Gary Barker emphasized the need to work on policy level, too, in order to promote public discussions on harmful aspects of traditional perceptions of masculinity and their consequences, and the relation between perceptions of masculinity and HIV/AIDS.

Resource CD:

Presentation: 'The importance on partnering with boys and young men, from a global perspective' (PowerPoint)

Article: 'Engaging Boys and Young Men in Promoting Gender Equality: Reflections on Masculinities in Sub-Saharan Africa and Programme Response'. (Concept paper)

Manual: 'Programme H: Working with Young Men Series.' (Training manual)

Film: Once Upon A Boy

Presented by: Gary Barker, Executive Director, Promundo, Brazil.

'Once Upon A Boy' presents the story of a young man and the challenges he faces in growing up. During the video, the young man encounters machismo, family violence, homophobia, doubts regarding his sexuality, his first sexual experience, pregnancy, a sexually transmitted disease and fatherhood. 'Once Upon A Boy' is a cartoon without words, which means that it can be used in any language setting.

CD 1:

Film: 'Once Upon A Boy'.

Resource CD:

Presentation: 'Discussion manual for 'Once Upon A Boy''.

## Working with men and boys from a child rights perspective

Presented by: Lena Karlsson, Global Advisor on Violence Against Children, Save the Children Sweden

Prepared by: Lena Karlsson, in collaboration with Ravi Karkara, Regional Programme Manager for South Asia, Save the Children Sweden.

Lena Karlsson explained how a child rights perspective to working with boys and men puts girls and boys at the centre and recognizes them as right holders and social actors. This implies that girls and boys have the right to family, community and legal support and protection from violence and discrimination, but are also capable themselves of contributing positively to non-violence and non-discrimination. A child rights perspective looks into immediate and root causes of discrimination and violence, and recognizes the government and family as primary duty bearers.

Addressing gender discrimination and violence and promoting caring fathering are fundamental features of a child rights based approach. Boys and men can play an important role in pursuing this, by developing close relationships with their families, promoting children's and women's rights, sharing household responsibilities, practicing responsible sexual behaviour and advocating against violence. The on-going process of contesting perceptions of masculinity offers plenty of gaps for developing new positive role models. Lena Karlsson concluded that it is important to start the gender work at an early age, even before girls and boys have internalized societies' gender based expectations and to continue this work from a life cycle approach.

Resource CD:

Presentation: 'Working with men and boys from a child rights perspective' (PowerPoint)

Linking masculinity, gender based violence and HIV/AIDS in Africa.

## Learning sex and gender in Zambia: Masculinities and HIV/AIDS Risks

Presented by: Anthony Simpson, researcher and lecturer, University of Manchester, UK



Anthony Simpson argued that in order for men in Southern Africa to play an effective role in efforts to combat HIV/AIDS, more needs to be learnt about men's perceptions of themselves as engendered sexual beings. He described how a group of Zambian men learnt sex and gender in childhood and adolescence and highlighted the anxieties these men experienced in their early performance of manliness, especially with regard to sexual activity. He argued that many expressions of masculinity are best understood as fragile entities and that this fragility, internalized in childhood and adolescence, explains, in part, the risks men may take in their sexual conduct.

**Resources:**

**Article:** Anthony Simpson (forthcoming): 'Learning Sex and Gender in Zambia', *Sexualities*, Forthcoming in Special Issue 2007. (Given as a hand-out at the seminar, but due to copyright issues, we cannot reproduce it here.)

## Linking masculinity, gender based violence and HIV/AIDS in an Ethiopian town

Presented by: Getnet Tadele, researcher and lecturer, University of Addis Ababa, Ethiopia

Getnet Tadele described his research among male youth (school pupils and street children and youth) aged 15-24 in Dessie, a provincial town in Ethiopia. He has studied HIV/AIDS in relation to the broader issue of sexuality, and has explored beliefs, perceptions, norms, values, morals, manners and taboos, as well as practices and risk behaviours surrounding sexuality. Using different ethnographic methods and surveys, the study explores the broader socioeconomic contexts of sexuality and addresses relationships between love and money, single and multiple sexual relationships, marriage and premarital sex. Getnet Tadele argued that no study has previously been carried out on perceptions of different sexual practices, e.g., erotic approaches and techniques, masturbation, and homosexuality, in an Ethiopian context, and he, consequently, wishes to fill this gap.

**Resource CD:**

**Presentation:** 'Linking masculinity, gender based violence and HIV/AIDS in an Ethiopian town' (PowerPoint)

## Panel presentation: Partnering with boys and young men to address gender discrimination and gender based violence.

### *Experiences from boys' and girls' groups*

Presented by: Rohda Kuich, Abdella Burus, Peter Omot and Reshad Peter, members of Save the Children Sweden's boys' and girls' groups in Bonga and Punido Refugee Camps, Ethiopia



Boys' groups from Addis Ababa and Refugee camps

The presenters explained how the boys and girls groups were formed in the camps, the activities the groups carried out, the challenges they encountered and the achievements they made. The main activities they are carrying out are meetings and discussions; they have a girl initiating group and they are looking for more support within the community.

The biggest challenge they are facing is that parents do not allow their children to participate in the boys' groups, because they want them to mind their jobs, which consist of boys looking after cattle and girls doing housework.

**Resource CD:**

**Presentation:** 'Experiences from boys' and girls' groups.'

Manual: 'Amharic training manual on forming boys' groups.'

## *Justifications for targeting young men in addressing gender based violence, and lessons learned from Tanzania.*

Presented by: Stefan Laack, Coordinator for Training and Education, RFSU, Sweden

Prepared by: Cuthbert Maendaenda, Director, Young Men As Equal Partners, Tanzania



Stefan Laack elaborated on the activities and results of Young Men As Equal Partners in Tanzania and Zambia. Their project goal is to establish and promote involvement of young men in sexual and reproductive health rights issues, leading to responsible sexual behaviour and to mutual understanding in relationships between men and women, in order to prevent sexually transmitted infections, including HIV/AIDS, unwanted pregnancies and sexual abuse. Several conclusions were made on the basis of a YMEP study. One was that women's sexual and reproductive health often depends on their male partners' knowledge, behaviour and decisions. A second conclusion was that men have unmet needs for sexual and reproductive health information, education and services. A final point was that there are always men who want to change if they have the knowledge and means.

Resource CD:

Presentation: 'Justifications for targeting young men in addressing gender based violence, and lessons learned from Tanzania' (PowerPoint)

Manual: 'Young Men As Equal Partners.' (Training manual)

## *Working with men and boys to address gender based violence*

Presented by: Lena Karlsson, Global Advisor on Violence against Children, Save the Children Sweden

Lena Karlsson shared key learnings and recommendations from South Asian experiences in addressing gender based violence. She argued that one important entry point for working with men and boys is that there are many dimensions of being a man/boy, and that a current change in traditional notions of masculinities provides new spaces and opportunities for bringing in changes. Furthermore, it is important to bring forward boys and men who think critically about stereotypical gender roles, because they can be positive role models and can challenge and mobilize other boys and men.

Lena Karlsson emphasised that instead of focusing on individual males' acts of violence, we need to target the entire culture that creates violence and dominant forms of masculinities, combined with possibilities for individual men and boys to get help individually for their violent behaviour. Simultaneously, we should work with both men, boys, women and girls, who need space to discuss their feelings and experiences, both with each others and in separate groups. Small groups and the creation of an atmosphere of trust, respect and safety is important. Male trainers for men and boys and female trainers for women and girls, and youth trainers for youth, have proven most effective.

Work with men and boys must include a strategic dimension of addressing gender discrimination, otherwise there is a risk that we perpetuate and reinforce gender stereotypes and unequal gender relations.

Resource CD:

Presentation: 'Working with men and boys to address gender based violence' (PowerPoint)

## **Experiences on partnering with boys and young men**

Seminar participants visited Integrated Family Service Organization (IFSO) and HIWOT Ethiopia to attend boys' groups meetings and discuss with the members.



At IFSO, a discussion on gender and health issues took place, with the facilitator asking questions, and members replying:

“What if a young boy or man is involved in women’s issues?”

It is a cultural problem if men do housework stuff.

Men have an economic advantage; housework costs money, so he should help.

Young men don’t want to do those activities, they want to be a president, doctor etc.

Boys need to socialize and marry, not to cook. Nobody teaches them household activities.

Society makes a difference in gender.

“If gender roles are changed, what will that mean for the community?”

The families are mainly responsible. Even in buying toys, they shouldn’t buy a toy gun for example.

In this context at the moment it is ridiculous to see a man baking enjera [Staple food in Ethiopia].

Supporting in other activities, not in enjera baking, is also okay.

It is a process, and that takes a lot of effort and time.

“The place of boys in the gender structure has an influence on HIV/AIDS. How do we see that?”

Men have more liberty to go out and have a lot of sex contacts, so they have more chance of getting HIV/AIDS.

Men go out on fieldtrips. It is not appropriate for a woman, when he is back, to ask her husband to do an HIV/AIDS test.

“What is the role of men in violence and HIV/AIDS?”

Husband is head of the family, the economic status is important in marriage.

Even when a girl doesn’t want sex she can be raped, so it is difficult for a girl to prevent HIV/AIDS.

“What about the differences between girls and boys at school time?”

Girls have no time for school things unlike their brothers.

Give freedom for girls and not more to men. They will hang out and drink more alcohol or use drugs.

At the moment there is strict control over girls by parents and less on boys.

“What is the advantage of working with both boys and girls?”

We have to teach boys and girls about these issues. A girl alone can’t change her family.

If we educate and change boys we can protect girls and our sisters.

The advantage for girls is that when her brother also helps around in the house, she will have more time for reading and school things.

By providing education at school we can change attitudes.

In my village in Northern Ethiopia, Auramba, boys can share their workloads with mothers and sisters.

“What result do we want to achieve and how?”

We can’t make a change with only changing ourselves, we should also change the elderly people.

The problem starts from up-bringing, so we should target the family to change the future generation. Fathers should be role models, to be an example to their sons.'

A girl is more for focusing on boys, because parents get older, so first targeting boys so they can protect their sisters and in the future their family. Young men are the fruits for the future.

“Who should we target, young men or family?”

Family first so they can accept a changed son.

Do not target only the boy because he will be seen as a sissy-boy.

“How far is the family willing to go in changing gender issues?”

There is a saying: sisters are more easily changed than mothers, my mother is an old tree which you not easily bend or change.

There should be discussions together with boys, and family and community later on.



Abdella: "Before there were a lot of things affecting my family and I did not have any knowledge on equality. Now I'm helping my mother: I can fetch water, care for babies and help in the kitchen. Before I wanted only to work, and not in the house, only outside."

## Panel presentation: Partnering with boys and young men to address HIV/AIDS

### *Experiences on boys' groups and peer education*

Presented by: Eyob Wubneh, Selamawit Zelalem, Birhanu Melese and Girma Gebeyehu, members of the boys' groups at Integrated Family Service Organisation and HIWOT Ethiopia.

The presenters outlined their objectives, activities, experiences, and results, as well as the challenges they are facing. Challenges are many: some parents do not allow them to go to the discussion groups, and if a boy is helping in the kitchen some call the boy a female-boy. Furthermore, some fear rejection and stigmatizing by their close friends and family.

A strategy towards overcoming challenges is to involve parents and friends in the discussion programme. The presenters made the statement that, "We need to enhance the good things in this country to change things. We should not generalize that men are all the same." Their future plan will be to create partnership between boys and girls and to form groups all over Ethiopia and not only in Addis Ababa and its surroundings.

Resource CD:

Presentation: 'Experiences on boys' groups and peer education.'

Manual: 'Amharic training manual on forming boys' groups.'

### *Engaging men and boys in HIV prevention activities*

Presented by: Ofwono Opondo, Youth Programme Leader, Reach Out – Mbuya Parish HIV/AIDS Initiative, Uganda



Ofwono Opondo argued for the importance of creating programmes aimed at involving boys and girls to share experiences, knowledge, and responsibilities, with a focus on ability and not sexuality. He described two of Reach Out's community based programmes dealing with gender equity and non-violence in relation to HIV/AIDS.

'Together For Life' is a youth programme which targets boys and girls in and outside school, and which, through a participatory approach and building on existing knowledge, raises awareness about relationships, gender based violence and HIV/AIDS. Role-plays and live testimonies by young HIV positive women and men are used as backgrounds for discussion, and sports competitions and music, dance and drama festivals are held regularly to let young men and women meet in a healthy respectful environment. Consent and support from the community is ensured by also working with school authorities and local community leaders.

'Operation Gideon', a programme especially targeting men, uses local council meetings and drinking places as venues for the mobilisation of men to enter into dialogue with wives and girl-friends, on gender discrimination, violence and on preventing and living with HIV/AIDS. Awareness-raising and dialogue are the objectives of 'Operation Gideon', and video shows, music, dance and drama, role-plays and Bible texts are the tools used in workshops and seminars.

Resource CD:

Presentation: 'Engaging men and boys in HIV prevention activities' (PowerPoint)

## *Process drama: A way of changing attitudes*

Presented by: Anthony Simpson, researcher and lecturer, University of Manchester, UK

Anthony Simpson described the method of process drama and its uses in addressing gender issues, violence and HIV/AIDS. Process drama is a genre of theatre devised by the participants themselves, which has been developed for schools and other contexts where young people meet. It aims at establishing emotional investment on the part of the participants so that those involved take the message to heart, engage with it, reflect upon it and ideally use it to shape their own conduct.

Process drama is concerned with people and their lives and it is based on the principle that learning takes place most effectively when it is contextualized. It is created not for a watching audience but for the benefit of the participants themselves. Process drama has a special relevance for children and young people who are still dominated by adults and who are not given a platform to speak about and for them. Information, education and communication strategies can be enhanced by the use of process drama to enable boys, young men and others to address harmful ideologies of masculinity, gender based violence and HIV/AIDS.

Resource CD:

Presentation: 'Process drama: A way of changing attitudes.' (PowerPoint)

Article: 'When you have AIDS, people laugh at you'

## Panel presentation: Partnering with boys and young men to promote fathering

*Men in the lives of children: Global trends, local examples.* (PowerPoint presentation)

Presented by: Gary Barker, Executive Director, Promundo, Brazil

Gary Barker took as his point of departure the arguments that most fathers desire to do well by their children, and that a fathers' role as family provider and protector is perhaps the most highly valued role of men. On the other hand, many societies do not highly value or promote men's active involvement with young children. In a review of 156 cultures, only 20 per cent promoted men's close relationships with infants, and only 40 per cent with young children. Gary Barker argued that although father involvement is not inherently necessary for a healthy and positive child development, positive fathering is good for the children, the women and the men themselves. The positive engagement of fathers further contributes to gender-equitable attitudes for boys and girls.

The importance of addressing fatherhood issues has become more pertinent due to recent increases in girls' schooling, which draw attention to other forms of gender equality, in and women's employment, while men's participation in the workforce is generally equal or stagnating. Finally, a focus on the quality of children's lives and education rather than the quantity of children in many parts of the world, combined with increased means of fertility reduction, means that more families choose to have few children with closer relationships to their parents.

Resource CD:

Presentation: 'Men in the lives of children: Global trends, local examples.'  
(PowerPoint)

## *Father and son relations*

Presented by: Anthony Simpson, researcher and lecturer, University of Manchester, UK

Based on his research, Anthony Simpson argued that the spread of HIV/AIDS in Africa is driven, at least in part, by particular expressions of heterosexual masculinities, especially those that entail aggressive sexuality.

Many studies have described women's vulnerability to HIV along a number of dimensions, among them biological, economic, social and cultural. However, he argued, what is perhaps less self-evident, in view of the real power exercised by many men, is the vulnerability of men because of the demands made upon them by particular constructions of masculinity.

Anthony Simpson related his observations to life-histories collected from men educated at a Zambian Catholic mission to explore their recollections of how they learnt to be men and their discovery of themselves as gendered sexual beings. He found that the roots of many understandings of masculinity are to be found in domestic and extra-domestic worlds where boys observed the ways in which men took precedence and exercised power over women and children. This was discussed in relation to the particular contributions of the father and the male peer group to the development of masculine identities.

#### Resources:

Article: 'Sons and Fathers/Boys to Men in the Time of AIDS: Learning Masculinity in Zambia.'

(Given as a hand-out at the seminar, but due to copyright issues, we cannot reproduce it here).

### *Promoting caring fatherhood in Sweden*

Presented by Lena Karlsson, Global Advisor on Violence Against Children, Save the Children Sweden

Lena Karlsson described how Swedish legislation promotes caring fatherhood in a number of ways,

Parents can share 12 months of parental leave after the birth of their child. Due to the fact that only 10 per cent of the 12 months are currently used by fathers, the government is contemplating fixed periods of 6 months for each parent.

95 per cent of fathers in Sweden are present during the birth of their children.

As part of the national school curriculum, all children in Sweden learn about caring for children from the age of 11, which they mainly practise with dolls.

The Swedish government has carried out an awareness campaign, with the message that a real man has a close relationship with his child.

Each employer has to make a gender quality plan if he or she has more than 10 employees.

## Participants' presentations

### *Child sexual abuse and HIV transmission in Africa: What are the risks?*

Presented by: Kevin Lalor, Head of the Department of Social Sciences,  
Dublin Institute of Technology

Kevin Lalor has studied the risks of HIV transmission to children through sexual abuse and exploitation in sub-Saharan Africa. He argues that child sexual abuse in this region must be defined broadly enough to encompass widespread coercion and violence in early sexual relations in some regions, the practice of 'transactional sex' and constructions of masculinity emphasising multiple sexual partners and power over women and girls.

Kevin Lalor's research highlights the potential for child sexual abuse, including sexual violence against teenagers, to transmit HIV. A number of studies have explored the relationship between sexual violence and HIV transmission, however, it is a topic where very little direct empirical work has been conducted, possibly due to the methodological and ethical difficulties encountered when carrying out such research.

#### Resource CD:

Presentation: 'Child sexual abuse and HIV transmission in Africa' (PowerPoint)

## ***South African men respond to gender based violence***

Presented by: Mokhethi Tshabalala and Dean Peacock, MAP, South Africa



Mokhethi Tshabalala highlighted some examples of gender based violence in South Africa, of which sexual violence is one of the major problems. He further described how the Men As Partners programme (MAP) strives to create a society in which men and women can enjoy equitable, healthy relationships that contribute to the development of a just and democratic society. This is sought done through advocacy and capacity-building

Concretely, MAP encourages young and adult men to take a stand against gender based violence and to promote gender equality in their personal lives and in their communities, through community mobilization, educating providers and promoting community education. Furthermore, MAP builds the capacity of government and civil society partners to advocate for policies that promote the active involvement of young and adult men in the prevention of violence against women, and to change their organisational practices and foster coalitions and networks, in order to promote gender equality and non-violence.

Dean Peacock presented a number of digital case stories produced by MAP, which consist of young men and women telling their stories of gender based violence.

Resource CD:

Presentation: 'South African men respond to gender based violence' (PowerPoint)

## ***Female Genital Mutilation***

Presented by Meheret Dawit, RISK, Sweden

The presenter argued that female genital mutilation (FGM) is just one manifestation of gender based human rights violations which aim to control women's sexuality and autonomy, and which are common in all cultures. Though striking because of its severity and scale, FGM cannot be viewed in isolation. Recognizing that FGM is one of many forms of social injustice which women suffer worldwide is the key to overcoming the perception that international interventions on FGM are neo-imperialist attacks on particular cultures.

Resource CD:

Presentation: 'Female Genital Mutilation' (PowerPoint)

## 4. Discussions

Many issues were brought up during the seminar, some of which would be relevant to explore further in future discussions, and possibly seminars. Some were female sexuality and relationships between poverty and violence, while others related to gender perspectives and methodologies.

Participants expressed divergent views on gender roles, masculinity and femininity which deserve more attention. Concerns were raised by several people that by questioning gender roles the way that they had been questioned during the seminar, African men were demonized. Some noted that also women, including mothers, can be violent. Further, some felt that by challenging men's and women's, boys' and girls' roles, presenters and other participants wished to make women and men the same. Other participants argued that the discussion was about the structures which create gender inequalities, rather than demonisation, and that the discussion was on males and females being equal, not the same. These fundamental discussions clearly deserve more attention in future discussions around the subject of partnering with boys and young men, in order to lend voice to the various perspectives on gender which we start off with.



Group Discussions

Simultaneously, discussions were going on on the topic of imposing culturally inappropriate gender perceptions on people by seeking to change perceptions of masculinity, gender based violence and their relationships to HIV/AIDS. The presentations at the seminar showed various entry points to involving boys and men in activities which they had no experience in, nor tradition for, getting involved in. The points of departure were existing cultural values, individuals and organizations who support the positive and non-violent involvement of men. Through peer mobilization, as positive role models, these people and organizations can appeal to positive cultural values and initiate activities.

Many participants noted the necessity of ensuring that stakeholders, families, schools and community leaders specifically mentioned, understand the relevance and attraction in supporting the development of alternative and non-violent gender perceptions and roles and give their consent. One participant from Young Men As Equal Partners explained how participation in their activities, which include football and theatre plays, has become a popular activity to do in rural settings in Tanzania, while a few participants from the Ethiopian boys' groups disclosed how they are facing resistance from fathers and friends towards their participation.

The question why some girls were members of boys' groups in the Sudanese refugee camps in Western Ethiopia and in the boys' groups in Addis Ababa, was brought up, and was answered by the girl members themselves. They argued that the boys needed to understand the perspectives of the girls directly from them, and the girls themselves were also challenged in their own gender perceptions by listening to the boys. The perspective that the role of girls and women in maintaining gender stereotypes must be addressed alongside that of boys and men, was again emphasized.



Boys' Groups

One participant remarked on the fact that the majority of HIV infections are transmitted through non-violent relationships. While there is a strong link between gender based violence and HIV/AIDS, it is important to note that the lack of trust and the fear of stigmatization create perhaps more dangerous links to the transmission of HIV between partners who may know of their positive sero-status, or who may not have the courage to be tested. Examples of this, and of efforts to create trust in relationships and fight stigmatization, were given from Reach Out in Uganda.



Group Discussions



Group Discussions

In the session on promoting positive fathering, the lack of direct involvement of fathers in the upbringing of their children and its consequent influence on children's perceptions of father's roles and masculine identities was brought up as a main issue. An interesting discussion evolved around the positive role which grandfathers can play. While parents, and particularly fathers, are often busy making a living and participating in community affairs, grandfathers have more time on their hands to develop close relationships with their grandchildren. Grandfathers may give children a different perception of masculinity, not only because of their involvement, but also because they may feel less need to impose their ambitions and values on their grandchildren and thus give them more space to develop according to their own desires. Simultaneously, grandfathers have high status in most African cultures and may consequently be able to actively support their grandchildren in their ideas.



Discussions

Group

## 5. Commitments and ways forward

The seminar ended with a session on participants' personal and organizational commitments to partnering with boys and men to address gender based violence and HIV/AIDS. Groups of participants each presented their organizational commitments, which focused on:

### 5.1 Methods

- The importance of reinforcing good models for partnering with boys and men
- The importance of delivering positive and creative messages
- The importance of making partnering with men personal, beginning at home, and not just theoretical
- The importance of us being pro-active role models for others in promoting gender equity and non-violence
- The importance of parents respecting children's rights
- The importance of listening to boys and young men, not just talking about them
- The importance of targeting boys and young men specifically
- The importance of involving men in programming
- The importance of involving fathers
- The importance of men using their respect and acceptance in their communities to promote gender equity
- The importance of boys and girls working together and communicating
- The importance of peer training
- The importance of empowering people and institutions
- The importance of enabling people to find non-violent solutions to their problems
- Acknowledging that both boys and girls are part of the solution

### 5.2 Gender perspectives

- The importance of looking into the structures of boys' and girls' socialization
- The importance of a life cycle approach to understanding gender socialization
- Acknowledging that boys and girls, men and women are different and should continue to be so
- Acknowledging that masculinity is constructed and changeable by men and women
- The importance of not demonizing men when discussing masculinity

### 5.3 Further research and follow-up

- The need to look into connections between poverty and violence
- The importance of documenting experiences

## 6. A final note

The seminar ended in an inspired atmosphere, with discussions and possibilities for collaboration in the air and on paper. We hope that the inspiration and networks acquired during the seminar will spark off more activities in this relatively new field which has already induced positive change in a number of places around the world. The e-mail list on the resource CD accompanying this report will hopefully serve to make networking and the sharing of experiences easier.

In order that you may make use of the inspiration while it is still fresh, we have produced this proceedings report and accompanying CDs, with a focus on knowledge-building and practical tools. On the CDs, you will find theoretical and practical research, manuals and resources for awareness-raising, in order to give you the means to start partnering with boys and men to address gender based violence and HIV/AIDS.

# Annex 1: Organisations partnering with boys and young men to address gender discrimination, gender based violence and HIV/AIDS

Engender Health, South Africa, whose 'Men As Equal Partners Programmeme', addresses men's roles in promoting gender equity, preventing violence, and fostering constructive involvement in reproductive health. They also produce information materials, including digital case stories.

[www.engenderhealth.org](http://www.engenderhealth.org)

[mtshabalala@engenderhealth.org](mailto:mtshabalala@engenderhealth.org)

The Fatherhood Project of the Human Sciences Research Council, South Africa, who promotes positive images and expectations of men as fathers and who works to create a programme and policy environment to support men's greater involvement with children.

[www.hsrc.ac.za/fatherhood/introduction/introduction.html](http://www.hsrc.ac.za/fatherhood/introduction/introduction.html)

[JMtimkulu@HSRC.ac.za](mailto:JMtimkulu@HSRC.ac.za)

HIWOT Ethiopia, who collaborates with Save the Children Sweden in Ethiopia on running boys' groups with the aim of promoting gender-equitable relationships through peer education.

[www.hiwot.org](http://www.hiwot.org)

[hiwotethiopia@ethionet.et](mailto:hiwotethiopia@ethionet.et), attn. Dagmawa Selamsa, Programme manager

Integrated Family Service Organisation (IFSO), Ethiopia, who collaborates with Save the Children Sweden in Ethiopia on running boys' groups with the aim of promoting gender-equitable relationships through peer education.

[IFSO@ethionet.et](mailto:IFSO@ethionet.et), attn. Mekdes Zelelew, Executive Director

Instituto Promundo, Brazil, who works with young men to address gender based violence and sexual and reproductive health issues. Promundo also implements pilot projects and produce publications as well as provides training and technical assistance. Some of Promundo's research and training manuals are included in the resource CD, and Promundo is also the producer of the film 'Once Upon a Boy', which is also attached.

[www.promundo.org.br](http://www.promundo.org.br)

[barkerpromundo@aol.com](mailto:barkerpromundo@aol.com)

Movement of Men Against AIDS in Kenya (MMAAK), Kenya, who targets men in HIV/AIDS prevention, care and support. Authors of 'Men Can Make A Difference', a training manual for men.

[www.mmaak.or.ke](http://www.mmaak.or.ke)

[mmaak@metro-hospital.com](mailto:mmaak@metro-hospital.com)

Reach Out, Mbuya Parish HIV/AIDS Initiative, Uganda, who has an innovative community-based holistic approach to addressing HIV/AIDS, including partnering with young and older men to prevent, and to live positively with, HIV/AIDS.

[www.reachoutmbuya.org](http://www.reachoutmbuya.org)

[reachout@infocom.co.ug](mailto:reachout@infocom.co.ug)

Save the Children Sweden, Ethiopia, who works with partners on establishing and running boys' and girls' groups in Addis Ababa and in Sudanese refugee camps in Western Ethiopia, with the aim of promoting gender-equitable relationships and addressing gender based violence and HIV/AIDS.

[www.rb.se](http://www.rb.se)

[derejesem@operamail.com](mailto:derejesem@operamail.com) (Dereje Wubishet, in Sudanese refugee camps)

[etsub.bselassie@swedsave-et.org](mailto:etsub.bselassie@swedsave-et.org) (Etsub Berhaneselassie, at Save the Children Sweden in Addis Ababa)

Save the Children Sweden Regional Office for South and Central Asia, Nepal, who has extensive experience in working with partner organizations on engaging boys and young men to address gender based violence and HIV/AIDS. They also carry out courses on partnering with boys and young men.

[www.rb.se](http://www.rb.se)

[ravikarkara@savethechildren.org.np](mailto:ravikarkara@savethechildren.org.np) and [ravikarkara@yahoo.com](mailto:ravikarkara@yahoo.com)

Young Men As Equal Partners (YMEP), Tanzania, who establishes and promotes involvement of young men in sexual and reproductive health. Producer of the manual 'Young Men As Equal Partners', on partnering with boys and young men in the field of sexual and reproductive health. YMEP is coordinated by the Swedish agency RFSU.

[www.rfsu.org](http://www.rfsu.org)

[cuthbert.maendaenda@rfsu.se](mailto:cuthbert.maendaenda@rfsu.se)

## Annex 2: Resource bibliography

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Michael Flood's bibliography of documents on men, masculinities, gender, and sexualities, includes extensive list of organizations working with men to end violence in the USA, Europe and Australia. <http://mensbiblio.xyonline.net/> (accessed 22nd May 2006)

# Annex 3: Contents of the CDs

## CD 1: Film

### *'Once Upon A Boy'*

Produced by Instituto Promundo, Brazil.

## CD 2: Resource CD

### *Presentations*

'The importance of partnering with boys and young men from a global perspective'. (PowerPoint presentation) By Gary Barker, Executive Director, Instituto Promundo, Brazil.

'Discussion manual for 'Once Upon A Boy''. Produced by Instituto Promundo, Brazil.

'Working with men and boys from a child rights perspective.' (PowerPoint presentation)

By Lena Karlsson, Global Advisor on Violence Against Children, and Ravi Karkara, Regional Programme Manager for South Asia, both Save the Children Sweden.

'Linking masculinity, gender based violence and HIV/AIDS in an Ethiopian town.' (PowerPoint presentation) By Getnet Tadele, researcher and lecturer, University of Addis Ababa, Ethiopia.

'Experiences from boys' and girls' groups.' (Presentation) By Rohda Kuich, Abdella Burus, Peter Omot and Reshad Peter, members of Save the Children Sweden's boys' and girls' groups in Bongo and Punido refugee camps, Ethiopia.

'Justifications for targeting young men in addressing gender based violence, and lessons learned from Tanzania.' (PowerPoint presentation) By Cuthbert Maendaenda, Director, Young Men As Equal Partners, Tanzania

'Working with men and boys to address gender based violence.' (PowerPoint presentation) By Lena Karlsson, Global Advisor on Violence Against Children, Save the Children Sweden.

'Experiences on boys' groups and peer education.' (Presentation) By Eyob Wubneh, Selamawit Zelalem, Birhanu Melese and Girma Gebeyehu, HIWOT Ethiopia and Integrated Family Service Organisation, Ethiopia.

'Engaging men and boys in HIV prevention activities.' (Power Point presentation) By Ofwono Opondo, Youth Programme Leader, Reach Out – Mbuya Parish HIV/AIDS Initiative, Uganda.

'Process drama: A way of changing attitudes.' (PowerPoint presentation) By Anthony Simpson, researcher and lecturer, University of Manchester, UK.

'Men in the lives of children: Global trends, local examples.' (PowerPoint presentation) By Gary Barker, Executive Director, Promundo, Brazil.

'Child sexual abuse and HIV transmission in Africa: What are the risks?' (Participant's presentation) By Kevin Lalor, Head of Department of Social Sciences, Dublin Institute of Technology, Ireland.

'South African men respond to gender based violence.' (Participant's presentation) By Mokhethi Tshabalala Dean Peacock, Men As Partners, South Africa

'Female Genital Mutilation.' (Participant's presentation) By Meheret Dawit, RISK, Sweden

## *Additional Articles*

### ***‘Engaging Boys and Young Men in Promoting Gender Equality: Reflections on Masculinities in Sub-Saharan Africa and Programme Response’. (Concept paper)***

By Gary Barker, Executive Director, Instituto Promundo, Brazil

In most gender analyses in Africa, the full dimensions of gender, including gender hierarchies that subjugate some groups of men, particularly young men, are seldom discussed. This paper argues for applying a more sophisticated gender analysis related to issues of gender-based violence (and other forms of violence between young men) and HIV/AIDS that requires us to understand how men and women, and boys and girls, are made vulnerable by rigid notions of manhood and gender hierarchies. Specifically, this paper seeks to answer two key questions: What does a gender perspective mean when applied to young men in sub-Saharan Africa? Looking specifically at the issues of gender-based violence and HIV/AIDS, what are the programme, policy and research implications of looking at the gender-specific realities and vulnerabilities of young men?

The overview discusses: (1) the socialization of boys and men in sub-Saharan Africa; (2) gender-based violence and boys and young men; (3) young men and conflict; (4) young men and HIV/AIDS; and (5) programme experiences and recommendations.

### ***‘When you have AIDS, people laugh at you.’ (Article)***

By Anthony Simpson, researcher and lecturer, University of Manchester, UK.

This article describes the methodology of process drama, as used in the context of Zambian school students reflecting on HIV/AIDS stigmatization. It demonstrates how students through this methodology are able to devise responses which challenge stigma and discrimination for themselves. When sensitively conducted, process drama can create a safe space within which children, who are otherwise often ignored, and others may explore the root causes of stigma which constrain compassionate responses.

### ***‘The role of men in combating violence against women.’ (Article)***

By Jørgen Lorentzen, researcher, University of Oslo, Norway

This paper presents an overview of different approaches to involving men in combating violence against women, in developing as well as developed countries. It touches upon the following strategies for preventing men’s violence against women: (1) general prevention strategies, (2) treatment programmes, (3) youth and schools and (4) fatherhood.

## *Training manuals and exercises*

### **'Programme H: Working with Young Men Series.' (Training manual)**

By Instituto Promundo, Brazil

The Working with Young Men Series is designed for health educators, teachers and/or other professionals or volunteers who work with young men (15-24 years) on themes related to gender-equity and health promotion. Composed of five workbooks and a video, *Once Upon a Boy*, the series includes background information and group educational activities for working with groups of young men on five major themes:

- Sexual and Reproductive Health
- Fatherhood and Care giving
- Violence, including Gender-Based Violence
- Reasons and Emotions
- Preventing and Living with HIV/AIDS

### **'Young Men As Equal Partners.' (Training manual)**

By Stefan Laack and Erik Centerwell, RFSU, Sweden.

This manual was created within the Young Men as Equal Partners-project (YMEP), collaboration between the Tanzanian, Zambian and Swedish Family Planning Associations. It contains facts and methods to be used as suggestions on how to work. But most important for anyone who wants to use the book is to make up his own mind on how to work. The writers of this book believe that learning on issues around sexuality, relationships, and STI is best done in discussion groups or in lectures that take into account the reflections of young men and boys. Behavioural changes must come from inner convictions rooted in an understanding of who you are and how you react in a relationship.

### **'Amharic training manual on forming boys' groups.'**

This training manual in Amharic describes how boys' groups can be formed and gives concrete ideas for facilitating discussion sessions. It is used by HIWOT Ethiopia, Integrated Family Service Organisation (IFSO), and Save the Children Sweden's boys' groups in the refugee camps in Gambella, all in Ethiopia.

### **'Men can make a difference.' (Training Manual)**

By Movement of Men Against AIDS in Kenya (MMAAK)

The Movement of Men Against AIDS in Kenya (MMAAK) has concentrated on supporting and equipping men, especially men living with and affected by HIV and AIDS to play a major role. MMAAK has devised this training manual to help organisations, training facilitators and men in general to start men's HIV and AIDS support groups of their own.

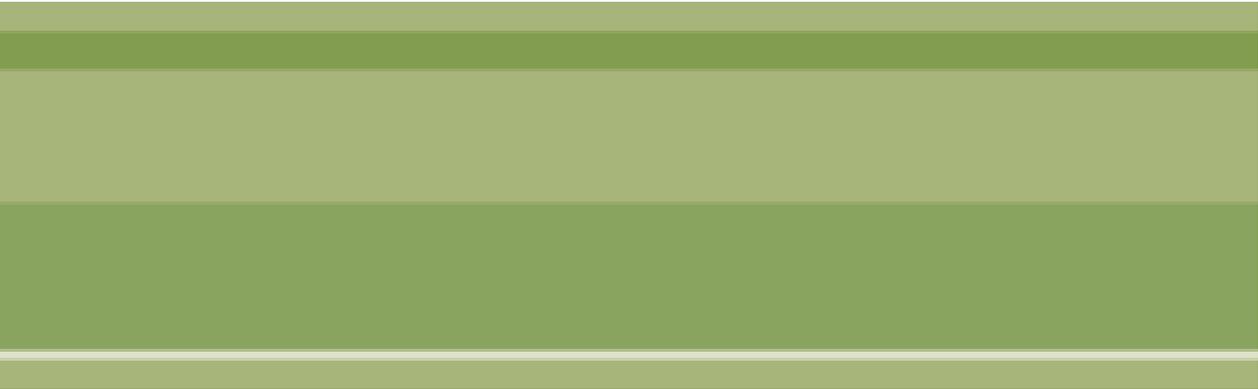
### **'Snakes and Ladders' (Game)**

#### **'Snakes and Ladders game instructions.' (Manual)**

By Kriti Resource Centre, Uttar Pradesh, India

This game relates to gender-based violence, and is a tool in awareness-raising. It has been developed in South Asia, but can be adapted to any context.

## *Participants list*



## Save the Children Sweden in Eastern and Central Africa

Save the Children Sweden started working in Eastern and Central Africa in 1965. It has offices in Addis Ababa, Ethiopia; Nairobi, Kenya; and Khartoum, Sudan. Save the Children Sweden has long-term child-rights based development programmes in Ethiopia and Sudan, and it supports local partners in Kenya, Eritrea, Somaliland and Uganda.

The organisation focuses on building the capacity of local people, community-based structures and organisations. In Eastern and Central Africa, it works with more than forty different non-governmental organisations and government bodies. In addition, it has adopted a direct implementation approach in southern Sudan and the refugee camps of western Ethiopia.

All of the work in the region focuses on children's rights, and tackles issues that affect marginalised children. The core

of the work focuses on children affected by conflict, discrimination, abuse, exploitation, and HIV/AIDS. Save the Children Sweden's focus also includes education, child participation and good governance in the best interest of the child.

The major task facing child rights advocates today is making the UN Convention on the Rights of the Child a reality for all children. The Exchange of experience and Know-how are proactive ways to work towards this goal, which is why Save the Children Sweden makes its books and reports available for the world. Welcome to visit our child rights bookshop on the internet, [www.rb.se/bookshop](http://www.rb.se/bookshop)

You can also obtain a regional publication list from our Kenya office, mail [office@swedsave-ke.org](mailto:office@swedsave-ke.org), where all our reports, situation analysis etc. are listed. If you are interested in regular updates from us, you can subscribe to our regional

newsletter, the Bulletin, which is published quarterly. Send an e-mail to [bulletin@swedsave-ke.org](mailto:bulletin@swedsave-ke.org)

Save the Children Sweden is a non-governmental organisation. It is an active member of the International Save the Children Alliance – a global movement for children's rights. Through 18 offices around the world, the organisation contributes ideas, experience and funds to 500 projects in more than 60 countries.

Save the Children fights for children's rights. We deliver immediate and lasting improvements to children's lives worldwide.

Save the Children works for a world:

- which respects and values each child,
- which listens to children and learns,
- where all children have hope and opportunity.

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