"Envisioning a Regional Curriculum: Working with Boys and Men for Gender-based Violence Prevention"

East, Southeast Asia and the Pacific Regional Meeting

Phnom Penh, Cambodia
12-14 May 2010

Meeting Report

partners for prevention

Objective of consultation

The overall objective of this meeting was to discuss a coordinated regional approach to capacity development for East, Southeast Asia and the Pacific and outline next steps for a regional group of practitioners.

The goals of the meeting were to:

- Explore the body of knowledge and training materials on masculinity, gender and violence prevention
- Discuss an outline of an adaptable training curriculum to be used for subsequent capacity development activities in the region
- Define a regional approach to training /capacity development and outline next steps

All consultation PowerPoint presentations and other resources are available from www.partners4Prevention.org

Executive Summary

The consultation meeting "Envisioning a Regional Curriculum: Working with Boys and Men for Gender-based Violence Prevention" brought together 21 participants from 11 countries in East and Southeast Asia and the Pacific. The participants were mainly members of civil society with specific expertise in working with boys and men for gender equality and gender-based violence (GBV) prevention.

The meeting offered an opportunity for participants to share and learn in new ways by providing a space for exploring the elements of a regional curriculum relevant to trainers working with boys and men for gender equality and GBV prevention.

The first day of the workshop focused on knowledge and context, with participants reflecting on the content of training materials and the theories and concepts that underpin them. On the second day, skills and methods of participants' capacity development approaches were explored, and demonstrations of exercises from core training materials were given. As a result of the first two days, participants agreed that a regional curriculum should be created to include sections on knowledge, skills and tools - aimed at evolving into curricula for adaptation to the specific contexts of interventions in the region.

On the third and last day of the workshop, participants discussed the biggest challenges in their work with boys and men, and the areas that need strengthening in terms of both knowledge and skills, then focused on exploring and shaping next steps for a regional process to continue sharing.

The next steps were outlined, including the designation of a smaller working group of workshop participants who will draft an outline for the content of a regional curriculum, plan a regional symposium (to serve in part as a training of trainers on the curriculum) and explore a regional grouping of NGOs that would work together for collective action related to boys, men, violence prevention and gender justice.

The consultation sessions outlined in this report are:

- Understanding the theories behind our work
- Reflections on training materials
- Contextualizing working with boys and men on GBV
- Demonstrations of methods for different audiences
- Essentials for training with boys and men
- Challenges and areas to be strengthened as trainers
- Developing a model for regional capacity development and next steps

Background

The "Envisioning a Regional Curriculum: Working with Boys and Men for Gender-based Violence Prevention" workshop was a follow-up to the East and Southeast Asia regional consultation "Learning Together Regionally," held in Phnom Penh, Cambodia, September 28-30, 2009, where "connecting, sharing and collective learning" emerged as common themes. In terms of collective actions for capacity development, the consultation participants highlighted the need for more trainers skilled at working with different groups of boys and men, as well as context-specific training materials geared toward working with boys and men to prevent gender-based violence.

The suggested next steps discussed in 2009 were:

- To develop a platform to share resources
- To explore a regional grouping of trainers

As a response, Partners for Prevention organised the May 2010 consultation to further explore and outline a set of activities for capacity development in the region.

- *Click here for "Learning Together Regionally" 2009 workshop report.*

In addition, a similar reflective process in South Asia has resulted in a collective project proposal for implementing a regional capacity development process that includes the development of a generic curriculum, an academic reader and accompanying study guide and mentoring/training process for putting the curriculum into practice.

A session on the South Asia curricula development project took place on the first day and was facilitated by Rahul Roy (AAKAR) and Maria Rashid (Rozan). Further explorations of linking the capacity development processes taking shape in the sub regions of Asia and the Pacific are needed. Partners for Prevention will continue to facilitate cross regional exchanges and help to identify areas of overlap between the different ideas that are starting to emerge.

- *Click here for Curricula Development in South Asia PowerPoint*

Key Outcomes from Sessions

Day 1

Introduction

The meeting began with a discussion on what is meant by a "common curriculum" for the region. A definition for this was given as:

"a fluid and interactive compilation of knowledge, skills and practice, to be adapted for different groups and contexts."

It was discussed that such a curriculum could contain several components, including: analytical frameworks, lesson plans, open source training materials, facilitation notes, adaptations and reflections on exercises, thematic modules, and more. Putting together this curriculum would require the collective knowledge and collective action of all the meeting participants and allied organizations – who together are the primary resource for the region.

It was acknowledged that participants come from – and work in – very different environments and have different understandings of gender, violence, justice, etc. However, there are common elements of effective interventions with men and boys for GBV prevention, and thus justification for a common curriculum.

The introductory session also presented common elements of effective interventions discussed at the 2009 consultation, and asked participants if these held true for their work. The elements of effective interventions are highlighted again here:

Interventions that:

- Provide information about GBV laws and women's rights
- Promote a critical reflection about masculinity and gender norms that reinforce men's power
- Provide opportunities for rehearsing positive roles and non-violent forms of conflict resolution in intimate relationships
- Create a safe space where men and boys can express their views without being criticized but are encouraged to question GBV
- Are sustained and connected to the larger environment

➢ *Click here for workshop introductory PowerPoint*

Understanding the theories behind our work

In this session, participants began to look at core concepts and theories that lie beneath different training approaches. Participants worked in randomly selected groups to discuss a guiding set of questions to explore the theories behind their work. Following are the questions and some key points discussed:

- Why is it important to work with boys and men?
  - Gender is relational, and this necessitates working with women and men for gender equality and violence prevention.
  - Boys and men can positively influence other boys and men to reduce resistance of men to gender equality.

- What would be the goals of working with boys and men on a personal and organizational level?
  - Personal – To create space for self reflection and dialogue to reduce GBV, promote positive ways of being men and being women and improve partnerships. To transform attitudes and aim to achieve gender equality.
  - Organizational - To challenge institutional patriarchal constructions and create gender responsive institutions, e.g., family friendly workplaces/spaces.

- What are the factors that make boys and men what they are?
  - Socialization: The influence of family, culture, religion, peer pressure, and institutional policies. Such social constructs reinforce stereotypes – which do not or may not work in the interest of men or women.

- How are masculinities perpetuated and sustained through institutions/relations/culture?
  - Institutions - Representation of men is much higher in decision-making and power wielding bodies, e.g., political institutions, police, army etc.
  - Relations - Patriarchal relationships are perpetuated by male privilege – some women also perpetuate them.
  - Culture - Culture creates and frequently prescribes norms in beliefs, values, and roles. Culture prescribes what "moral" behavior is – e.g., type of clothing women should wear, how women should behave, etc.
  - In general, institutions, relations, culture and religion reinforce/support the structures of male power/masculinities, constrain women, limit men, and discriminate by maintaining power imbalances.

- What frameworks and concepts would you use to transform men and boys?
  - Patriarchy sets up expectations for men and women – also limits and constrains.
  - "Inviting, not indicting," or engaging boys and men as complex human beings, not simply as "oppositional" figures when it comes to gender equality
  - The incentive approach – helping men understand the benefits to them

- What has been your role in maintaining/challenging/transforming masculinities?
  - Model the "ideal" man - speak up and comment on gender-based violence
  - Not expecting that "burdens" will be shared, e.g., childcare, etc.
  - Support and mentor male advocates, e.g., seek resources to support their work, create spaces for dialogue

Reflections on training materials

Participants continued to work in groups to review training materials that they are currently using in terms of:

- Do the materials mention/address: Patriarchy, class, sexuality, religion, or ethnicity?
- Do the materials mention masculinities?
- What type of changes do the materials aim to make: Knowledge change, behavioral change, and/or institutional and systems change?
- Is critical self-reflection (on gender and power relations) a component of the training?
- Are the position, power, and responsibility of the facilitator addressed?
- Do the materials take into account the specific social and cultural context of the audiences?

The groups responded positively to many of the areas reviewed, citing that the materials reviewed in general met the criteria listed. One exception was the "addressing the position, power, and responsibility of the facilitator". Also, some groups noted that in terms of critical self-reflection, the facilitator played the key role, in other words, this was included in their training processes as part of facilitation rather than being explicit in training materials or exercises.

The reflections on materials and tools currently in use continued throughout the workshop. Later discussions found that the mention of concepts such as masculinities is often insufficient, and that new approaches are needed for the diverse communities.

Day 2

Contextualizing working with boys and men on GBV

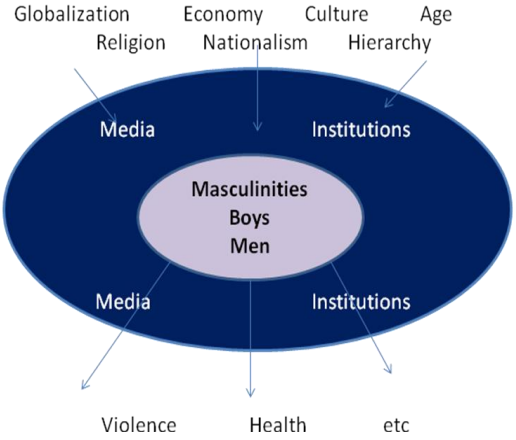
Facilitators: *Undarya Tumursukh, National Coordinator, Mongolia Fem Net and Rahul Roy, Director, AAKAR*

Day two started with a deeper reflection on the knowledge and conceptual frameworks that are vital building blocks of a curriculum. Two challenges were mentioned: for trainers to continue to build their knowledge base on gender, masculinities and power; and, to have the skills to transfer their knowledge and concepts in ways that are appropriate for various groups (e.g., primary school children).

One approach for exploring gender with men is to introduce gender issues through discussions around topics that are easier for men to talk about and relevant in their lives (e.g., work, family and/or religion).

Undarya Tumursukh shared a few examples of conceptual frameworks that are helpful for trainers to clarify concepts for themselves before facilitating discussions with different groups:

Shaping of masculinities and the consequences for health and violence



Structures of power/factors that inform the making of masculinities include: globalization and development; customs and religion; media; and institutionalized masculinities – the State, army, police, schools, etc.

Socio-economic position and patriarchies

Upper Classes	Man	Woman
	Son	Daughter
Lower Classes	Man	Woman
	Son	Daughter

When it comes to patriarchies, most of the thinking is "men over women in upper classes." But it is more complex. E.g., an upper class woman has power over her son and daughter, and over men and women of lower class. It is crucial to take into account class differences. The concept of "men over women" does not exist in a vacuum. Context is very important, including a person's position in the socio-economic scale

Demonstrations of methods for different audiences

Participants working in groups reviewed how to connect training materials with methods – and thus how to talk about gender and violence with different audiences (e.g., police, communities, etc.). Each group focused on a particular audience:

- Youth
- Men in communities
- Men in positions of authority (government, leadership, men in uniform)

The groups shared amongst themselves their various approaches and materials for various audiences and learning goals. This was followed by a demonstration by each group of one approach or exercise for three different audiences: youth, men in communities, and men in authority positions. Following are key points from each demonstration:

Youth

The group demonstrated an exercise from *Stepping Stones* (2008) entitled "Hope & Fears – the Young Men" (p145). The demonstration included participatory group work in peer groups. Participatory methods were chosen as they are empowering and encourage adult learning. The exercise also creates spaces for community conversations, self reflection, and critical analysis.

The demonstration was divided into three groups:

- Young men discussing young men (under 30)
- Older men discussing young men
- Women discussing young men

According to the training material, each of the three groups discussed four questions:

- Discuss the three main hopes & fears of young men in your community
- In what ways is the situation of these young men relevant to their sexual health?
- In what ways do you think the main hopes & fears of young men in a village are similar/different from young men in towns/cities?
- What could be done in your own community to improve the future of young men?

- *Click here for detailed group discussions on the youth audiences and types of resources already being used*
- *Click here for detailed points discussed in the demonstration*
- *Click here for the exercise from Stepping Stones*

Men in communities

The demonstration included participatory group work (mixed men and women), in which the group discussed three main topics:

- What are the roles and responsibilities of men/women?
- What can men/women become?
- What can men/women do?

Following the group exercise, the facilitator discussed that the aim of the training was to show that roles/responsibilities imposed on us contribute to GBV, and that the goal of gender equality is not to necessarily share tasks, but to be equal in choice.

➢ *Click here for detailed group discussions*

Men in positions of authority

The demonstration consisted mainly of a lecture aimed at imparting knowledge to a particular audience (police officers). The presentation given was an actual training aimed at police officers to reduce domestic violence in the Pacific.

➢ *Click here for the presentation PowerPoint (PPT1, PPT2, PPT3, PPT4)*

Essentials for training with boys and men

Following the three demonstrations, a plenary discussion took place on the essential elements needed for training. Key points from the discussion are as follows:

Capacities of a facilitator

- Self awareness, sincerity, empathy
- Understanding of community of participants and embodying humility for working together
- Deep knowledge of gender, masculinities and violence
- Compassion, belief in what you are doing
- Skills to listen, inquire, probe, process, diffuse, connect, excite, and adapt
- Knowledge of methods (choosing methods for different learning objectives and groups)
- Time to learn and be trained as a facilitator
- Ability to manage time during trainings

Groups and methods

- Start with the experiences of the community (trainings are for them!)
- Do not underestimate your community
- When to use male and/or female facilitators for different groups - e.g., male and female facilitators working together can model gender equitable behaviors, or male facilitators working with male groups can be beneficial for some topics
- Reinforce men's accountability to women
- Self sharing of experiences (about gender and violence)
- Are you trying to change something…or start a process or awareness?
- A variety of methods can be used: case studies, performances, films, life stories, action research, modeling, experiential, using stats and facts, etc.

Different methods can be useful for different audiences, e.g.:

Method	**Desired Change**
Lecture	Knowledge
Self-reflection	Attitudes
Role Play	Behaviors

It was also concluded that a blending of different methods over time is a way to build more effective interventions with various groups.

Materials

- Ensure materials have specific learning objectives on masculinities, power relations and gender Justice

➢ *Click here for details of the group discussion*

Day3

Challenges and areas to be strengthened as trainers

To start the third day, participants worked in groups to discuss the biggest challenges in their work with boys and men, and also the areas that they would like to strengthen in terms of knowledge and skills. Key points from the plenary discussion are as follows:

Challenges

- Limited ability to impact the social environment
- Absence of laws, implementation and evidence on GBV in some contexts
- Inadequate approaches for helping men open up, understand benefits of gender equality
- Addressing/working with perpetrators
- Identifying the best starting points of awareness
- Developing approaches that are appropriate for boys, youth and other specific groups
- Ensuring community ownership of approaches
- Ability to contextualize approaches in diverse contexts and cultures
- Sustainability of approaches, long-term opportunities to stay connected to participants, networking, alumni assoc.
- Engaging men in authority, and overcoming their resistance
- Attrition and movement of skilled trainers
- Clarity in terminology (terminology means different things in different languages, and words for some concepts may not exist)

Areas to strengthen as trainers (knowledge and skills)

- Using and understanding conceptual and analytical frameworks
- Areas of knowledge (culture, religion, patriarchy, nationalism, power privilege, violence…etc.). Continued learning is needed even for experienced trainers.
- Skills to adapt and contextualize tools and methods
- Skills to manage difference, resistance and opposition within groups
- Skills for gathering needs assessments of participants
- Specialization skills - to be specialized in areas such as GBV or sexual reproductive health
- Monitoring and evaluation of personal facilitation skills and results of interventions (action reflection methods)
- Skills on how to translate/make accessible analytical frameworks for various groups

- Mentoring of trainers (continued support and learning for trainers themselves)

➢ *Click here for details of the group discussion.*

Developing a model for regional capacity development and next steps

Participants explored the potential elements of a regional curriculum, and what would be the process for taking such a regional curriculum forward. Participants discussed that the key components of a regional curriculum could include the following:

Knowledge

- Analytical frameworks
- Deepening areas of knowledge (masculinities and….culture, religion, patriarchy, nationalism, power privilege, violence, etc).

Skills

- Adaptation/contextualization skills (of existing training approaches)
- Skills to manage difference, resistance and opposition
- Skills gathering needs assessments
- Specialization skills to work with specific groups
- Monitoring and evaluation of personal facilitation skills and results of interventions (action reflection methods)
- Skills to translate and make accessible analytical frameworks

Tools

- Compilation of existing training/learning approaches and tools (on the community portal)

A small working group comprised of volunteers was nominated to take forward the following next steps*:

1) Draft an outline for the content of a **regional curriculum**. The curriculum outline will be based on the Phnom Penh discussions and can build on what is being shaped in South Asia.

2) Draft a plan for a regional "**Symposium on Masculinities and GBV Prevention**" - The symposium was discussed as following the framework of the curriculum, so as to "systematize" our understanding of masculinities and GBV and thus may serve as both a training of trainers (ToT) and a place to deepen knowledge on masculinities in this region. Tentative date is October.

3) Draft a concept note and mission statement for a **regional grouping of NGOs** coming together for collective action related to boys, men, violence prevention and gender justice. This can build from the national networking process of Indonesia, Cambodia, MOVE, MenEngage, etc.

4) Partners for Prevention will set up a capacity development workspace for this group on the **Community Portal** (www.engagingmen.net) and also help expand on the next **ToT/Mentorships** ideas to be discussed in relation to the Symposium and other training opportunities. The portal will be functional by the end of June 2010.

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Annex 1 – Detailed group presentations/discussions

Demonstrations of methods for different audiences: Group work discussions

Youth

Summary of group discussions on youth audiences and types of resources already being used

Country/Region	Audiences	Topic	Process
China/Asia	University Students Middle school	Domestic Violence – myths/reality DV – form, effects and nature Principles – non negotiable China Laws/regulations Referral – assistance available	Small booklets Content driven Discussions
Cambodia/Asia	University Students Entertainment members – female beer promoters	Gender and culture Being a man Sexuality Human Rights Understanding identify – MM Gender and power Root causes and consequences of violence Moving forward - change	Discussion and participation, dialogue (range of empowering methodologies)
Vietnam/Asia	Dialogue Groups 18-25 year youth Single men Union workers, university students as well as out of school – all types	Gender culture Domestic Violence Masculinities Actions for parenting	Dialogue Media and communication strategies
Mongolia/Asia	15-25 men and women Students Youth	Human Rights Patriarchy Gender equality Sexuality – identity Social change Leadership	Creativity Participatory (methods empowering) Communication and media strategies
Pacific Islands/Pacific	*Stepping Stones* (adapted from Alice	Gender – identify, (e.g. ideal and realty), gender	Behaviour Communication

	Welbourne, 1995) Set in communities, implemented by communities who commit to the programme – created space for community dialogue/conversations and commitments by community to healthy practice/behaviours and attitudes. Focus on four key peer groups – young men, older men, younger women, older women - community selected. Train facilitators – fours to each community (one from each peer group) Is now in Solomon Islands, Vanuatu, Kiribati, Fiji and going to Tonga and Tuvalu. Translated in PI languages	based violence (GBV) (e.g. rape , myth facts), gender equality, gender identities/power - support referral for assistance (GBV and health) Communications / relationship skills - (e.g. knowing yourself , saying what you mean, negotiating gender, negotiating sexual relations, effective use of condom, effective communication and assertiveness Sexual health - (e.g. sexuality, sexual identity and protection, knowledge of SReproductive health – aim to reduce STIs and HIV) Human rights - (e.g. inclusion and anti discrimination - human rights of women/people living with HIV) – culture and religion and relationships/gender Community commitments – change and future	Change. Participatory (methods empowering – adult learning) Creating spaces for community conversations and self reflection, learning, critical analysis. Within community reps, trained facilitators – fours to each community (one from each peer group). Role plays, playback theatre, tableaus, illustrating, mapping etc.
Choice of presentation	*Stepping Stones*	Hopes and Fears (difficulties) of Young Men	Set it in village community. Participatory group work in peer groups young men (on their aspirations and fears), older men and all the women (on the aspirations and fears for them) Comparative of

			the three groups similarities and differences Future – ideas for action

Another potential model

On *Power and Power relations* – masculinities – group adapted from a *Stepping Stones* session on power – feeling power over and disempowerment through acting out tableaus and sharing roles and then discussing the feeling of being powerful and disempowered.

POWER	OLDER MEN WTH YOUNG MEN	YOUNG MEN WITH OLDER WOMEN
	YOUGER MEN WITH YOUNG MEN	YOUNG MEN WITH YOUNG WOMEN
POWERLESS	OLDER MEN WTH YOUNG MEN	YOUNG MEN WITH OLDER WOMEN
	YOUGER MEN WITH YOUNG MEN	YOUNG MEN WITH YOUNG WOMEN

Summary of the main points discussed in the demonstration

Question	**Younger Men on young men**	**Older men for young men**	**Women for young men**
Q1: Discuss the three main hopes ad difficulties/ fears of young men in your community	Hopes: YM have opportunities (better life, education and money) YM as future leaders (have a good wife and family) Fears: YM fear conscription YM fear violence (as potential victims, and/or perpetuators of violence)	Hopes: Have a good life Be successful role models Be problem solvers Fears: Drug addiction Risky behavior – alcohol abuse Become a father to earl Ricks of HIV and STIs	Hopes: Safety health and jobs Self esteem and confidence Be responsible Be kind Fears: They may suffer emotionally hurt (e.g. rejection and need to be resilient) Become violent as a response to stress etc Become victims of violence They may not find a place for themselves

Q2: In what ways are the situations of these young men relevant to their sexual health?	Education on sexual health Have a healthy wife and create a family Not have sexual abuse.	Urban and rural communities risk of inadequate sex education Need more simple information to ensure sexual health is maintained and reduce risks.	To be sexually responsible Protect themselves (condoms, informed). To not take risks (alcohol, drugs, not use protection etc). To learn to say 'no' to things which are not appropriate.
Q3: In what ways do you think the hopes and fears of young men in a village are similar to or different from those of the young men in a town/city. Are there similarities / differences rural and urban young men?	Rural and urban men face similarities: Conscription Militarism No choice Force and violence Seek good family and healthy lifestyles Differences: Ideas of success differ: In urban life the aspirations differ (obtain a luxury car), have more options and opportunities. Rural men dreams, are of a simpler life. Limited options and compromise their expectations.	Rural men: Have a simpler life, but less opportunities or choice Urban young men : They have more access to information e.g. Internet than do rural men.	Rural men: May be more vulnerable as less education Urban men: If moving from rural area and adapt to difficult situations e.g. risks that confront them
Q4: Can you suggest what could be done in your own community to improve the future for young men?	Listen to young men. Create spaces - options and opportunities for sexual health discussions and services (discuss risks and responsibilities)	Increase their future u for young men to determine their lives and fulfill their aspirations. More dialogue on sexual health and safety and sexual education. More access to education.	Increase the opportunities for open communication. Create more opportunities for education employment and skills

Men in communities

Summary of group discussions

	Men	**Women**
Roles & responsibilities	father strong confident	mother cooks all food
What can they become	leader get respect powerful	doing housework
What can they do?		

Differing schedules of men and women to highlight inequalities

Women	**Men**
4am light fire sweep attends children prepares food takes food to field collects firewood etc	5am smoke work eat

Detailed key points from the plenary discussion on demonstrations of methods for different audiences

Audiences

- For certain audiences – e.g., policymakers, media – it is not called “training”, and experiment with how to name the event they are invited to. What works with policymakers is data and statistics.
- For some audiences, instead of using the term ”gender inequality” – it is better to use “unfairness” and talk about how being human is the right to choose.
- There is a lot of misunderstanding about the terminology “gender” – must implicitly introduce what gender is to avoid misunderstanding. Many think gender is “women”. Also discuss other terminology - what is patriarchy, masculinities, etc.
- Case studies are selected for specific audiences and the audiences analyze the cases.
- When using participatory methodology – it’s important to process/analyze the outputs. This takes a lot of skill. The facilitator should be very skillful in being able to probe further.
- Expectation of participants is important, and that approaches fit the audiences.
- Must understand the lives of the people you want to effect, and know the behavior you want them to practice. We need to understand how participants see and understand things. Interactive learning needs to start with experiences.

- The terminology of what we use – it means different things to different people, and must have an understanding of what that means in the context of the culture.
- Best to use the terms that audiences use themselves, e.g., for "commercial sex workers," they call themselves "entertainers."
- Some people think gender is teaching women to disobey their husbands, or 'climb and tree'. So we need to teach them.
- Groups that are resistant to gender issues are resistant because they don't have the right information. It's important to know the source of the resistance. Then an appropriate strategy to address the resistance can be used.
- Who decides what is the "right information"? In the demonstrations, it seems we are always portraying men in a negative way. This will cause rejection and resentment. This is not a war of the sexes. We just want men to realize that they are part of the solution. To be part of the solution, this is how you should see things. There are good aspects in men we should recognize and strengthen these. The more you discuss negative things, the more you perpetuate it.
- We need to present something that touches the soul to get the audience feel this change is necessary for them. We need to describe why we need to learn about gender.
- It's important to discuss whether we can bring too many differences in one forum. Not only take into account whether the audience is men & women, but also take into account class, different experiences, etc.

Methodologies

- Approaches used to reach men include: To help men understand sexism and macho-ism, and how these are expressed, trainings are done with men at cockfights. Inviting male youth to a cooking to cook together is another method. After the cooking is done, women are invited, along with media to report on how both women and men can cook. This is a way to explain stereotypes. Street theater in a market is another way to reach people (without having to invite them because they are already there) - we explain stereotypes, masculinity etc.
- The three demonstrations showed that certain methods are effective to address certain issues – knowledge, attitude or skill. E.g., the third presentation is good for knowledge. Self-reflection is good for attitude change. Demonstration is good for how to manage emotions. Trainer must identify whether they want to address knowledge, skills or attitude in order to identify the appropriate method to use.

Facilitators

- Capacity of the trainer is very important, especially their understanding theoretical concepts. What's important at the end of the process is how the facilitator can get lessons learned from each process.
- We need to be clear on "specific gendered learning outcomes" as well as methodology. Our group discussed what we want to tease out of this performance. Even though it was up to participants to analyze, the facilitator needs to ask the questions.
- Facilitators must be good at time management and focus on what they want to achieve.
- We should emphasize more on changing attitudes. In the demonstration aimed at "men in authority", we are heavy on the knowledge aspects, and dwell more on delivering

knowledge on gender subjects. But as facilitators, we need to focus more on changing attitudes. To do this, facilitators need some sort of transformation on attitudes themselves.

- Teachers as facilitators: Teachers are in a position of authority. Often youth have an anti-establishment attitude. This can cause audiences to be a blank wall. Must consider this when selecting facilitators. If topic is conflict management among men, perhaps a woman can better facilitate this. It depends on the topic.
- Should facilitators only be men? Does it have to be men to talk to boys and men? Also, how much does the facilitator share about their own life? I think this is also important.
    - Prefer women and men working together with boys and men, or mixed groups. But facilitators need to prepare very well, making sure men aren't "doing the driving." Audiences want to ask questions of men and women. If we are asking audiences to share their own lives, facilitators need to share their own lives as well. It should be weaved into the presentation.
    - How can we invite men to be open about their experiences? I think this happens when the facilitator discloses their own experiences. What is the violence we have experienced, and what have we done – and what did we feel?
    - This depends on the audiences. But I've seen that men "feel weak" when talking about their experiences. They use the third person.
    - When we bring men and women together, they start to attack each other. Time is needed to change this kind of process - step by step. It's not like we can conduct one training, and change the process. Sometimes we need to create space for men so they can self-reflect, and understand gender issues. It can be hard for men to listen to women on some points. Role play is good for this. E.g., let women speak for 20 min, and men only listen. The objective is that at the end of the day, men should be accountable. In Timor we need more space ("a safe space") for men to reflect (to talk about gendered experiences in their lives), so that when there is a joint training, men will feel comfortable. Facilitators need to learn about conflict management.
- Conflict within the group: it's important how the training is viewed. Ultimately, attitudes aren't going to change right away, but at least it can be viewed that you created a space for debate. You want conflict, if there is none, then you didn't reach them.
- Separate spaces can be beneficial, but actually working with young people, they would like to come together. Often using third person (through news articles or case studies), people start to talk about themselves. Facilitators need to do a lot work on themselves, and their own perceptions of men, women, etc. Beneficial to use humor and fun to deal with sensitive issues.
- It's important to create safe spaces, and a space for analysis that moves beyond the personal, to understand institutional structure.
- Never ignore resistance. Open it up to the group – put the question back to the group. Keep empowerment with the group.

Challenges and areas to be strengthened as trainers: Group work discussions

In your work with boys and men, what are your greatest challenges?

- Getting men to open up, overcome the barriers – the actual approach that would be effective to get men to participate, how to make the approach interesting.

- Helping men realize that gender equality can be beneficial to them.
- Accessing public health services for men (most are for women).
- Finding appropriate materials - materials used for men are often being used for boys.
- Language – working with ideas of gender, domestic violence, and feminism when those words don't exist in the working language – how to get descriptions to meet analytical frameworks
- As facilitators, how to deal with issues of VAW and domestic violence in the absence of specific laws or weak implementation.
- How to deal with (address or face) perpetrators
- Problems of working on issues where there is very low awareness, and lack of awareness in government mechanisms and within communities – awareness raising must be done on a large scale
- Bringing men in uniform into the discussion
- Dealing with norms perpetuated by culture, religion, nationalism, certain convictions, and values.
- Understanding the psychology of violence.
- Dealing with fear of men of loss of power, privileges.

What are the areas that you would like to strengthen in terms of knowledge and skills?

- Different methodologies, and how to effectively use them in different circumstances and different population groups of men.
- Designing effective communication materials.
- Understanding how effective our methods and strategies are - What tools we can use to find out how effective our capacity building trainings and communications are.
- How to evaluate whether what you are doing as a facilitator works. How to evaluate your own skills
- Creativity/creative resources
- How to use analytical frameworks in the local context – linkages
- Managing different dynamics
- Dealing with resistance and opposition
- Cannot become skilled to deal with all groups – need specific kinds of specialized facilitators such as for judges, police, educators.
- Skills to gather needs assessment of the participants.
- Skills to simplify and make analysis & theory adaptable to specific groups you are working with, to make them easily accessible.
- Helping participants process the training, especially silent participants and ones who talk but not listen

Annex 2 – Participants list

Name	Position	Organization	Country
1. Chhay Kim Sore	Outreach Coordinator	GAD/C	Cambodia
2. Kristin Buller	Consultant		
3. Alastair Hilton	Consultant		
4. Ou Ratanak	Executive Director	PHD (People Health Development Association)	
5. Cesar Robles	Communications Officer	PAZ Y Desarrollo	
6. Wang Yi	Senior Communication Officer	Anti-Domestic Violence Network, China Law Society	China
7. Margaret Leniston	Regional Health Programme Manager	Helti Pasifik Komuniti Program, 'Ting, ting Helti' Foundation of the Peoples of the South Pacific - International (FSPI) Pacific Prevention Domestic Violence Program, Int'l Service Group	Fiji
8. Soni Malaulau	Inspector		New Zealand
9. Ume Wainetti	Director	PNG Family and Sexual Violence Action Committee (FSVAC)	PNG
10. Farid Muttaqin	UNIFEM Aceh and Men's Forum	UNIFEM Aceh and Aceh Men's Forum	Indonesia

11. Nur Iman Subono		University of Indonesia	
12. Nur Hasyim	Coordinator of Men Program Unit of Rifka Annisa	Rifka Annisa	
13. Undarya Tumursukh	National Coordinator	Mongolia Fem Net	Mongolia
14. Donald Caballero	President MOVE Philippines, Inc	MOVE	Philippines
15. Gerard Ian V. Bernabe	Board of Trustee and convener of MOVE and the Vice Chair of Training and Education Committee of MOVE	MOVE	
16. Toti Uysingco	Executive Director	Tri Development	
17. Min Lwin	Senior GBV Program Officer	IRC (International Rescue Committee) Thailand	Thailand
18. Mericio Dos Reis	Association's Representative to the meeting	East Timorese Men Association against Violence (AMKV)	Timor Leste
19. Camilla Landini	Gender Programming Advisor	UNIFEM	Vietnam
20. Nguyen Duc Nam	Project Officer of the "Engaging men in domestic violence prevention" project	C- SAGA	

Resource persons and Partners for Prevention staff

Name	Title	Organization
1. James Lang	Programme Coordinator	P4P
2. Janet Wong	Programme Manager	P4P/UNIFEM
3. Caroline Liou	Communications Specialist	P4P
4. Raymond Brandes	Outreach Specialist	P4P

5. Rahul Roy	Director	AAKAR, India
6. Maria Rashid	Co-Director	Rozan, Pakistan