

DRAFT



POSITIVE MASCULINITY COMMUNITY CONVERSATION FOR ADULT
MEN
A PSYCHOSOCIAL SUPPORT PERSPECTIVE

FACILITATION GUIDE

Introduction (to be read to the participants)

Masculinity means “maleness”. There are many ways of being a man - all of which we learn or choose - and that are shaped by society, class and culture. These ways of being a man can change over time and from place to place. Some of these ways of being a man are positive – hence the term positive masculinity – in which men give psychosocial support to others and where this contributes to the richness and serenity of their own lives and the lives of others. A man with positive masculinity is more of a protector of women and children than a perpetrator of abuse (a man who abuses others). Many of men’s ways of being result in men becoming abusive and violent. This not only affects how they feel about themselves but also directly affects the wellbeing of others. If you want to become a certain kind of man – what we call a man with a positive masculinity – these conversations will help you a lot. We all learned how to be the kind of men we are. There is a lot more to learn but there is also a lot to unlearn. The process of becoming a positive man is both a great challenge and an interesting journey. Welcome to travelling part of this journey with us. This resource does not seek to impose one path achieving positive masculinity. It simply facilitates a dialogue and self-introspection asking men to ask themselves – “what kind of man am I and how might I want to change?” It also enables men to identify the positive things they want to see in their family life, how they can contribute to these wishes, and what kind of men they have to become to achieve the same. The conversations that follow are designed to get you to think about years of socialisation that shape and push men and boys towards negative masculinity (see definition below). It is therefore, normal to experience confusion and doubt which is all part of the process of working towards being the man that thrives and supports those around him to thrive.

Negative masculinities refers to a spectrum (range) of men’s negative and harmful ways of being which can be said to be socially-constructed (shaped by society). On the one extreme of the spectrum is **toxic masculinity** whereby men are violent and abusive towards women. The term toxic which means poisonous is used because it highlights that this form of masculinity impacts significantly on the lives and human rights of others in a significantly negative or harmful way. Further along the spectrum we might find a man who while never violent, is disrespectful, dominating and sexist towards women and girls. We refer to this as flawed (imperfect) masculinity. A man who displays negative masculinity may also be unemotional and homophobic.

The spectrum of negative masculinities however extends into **positive masculinity**. Men with positive masculinities provide love, care and protection for women and children. They promote gender equality at home, in the community and in society, creating spaces for girls and women to thrive, supporting girl’s and women’s independence and empowerment, and sharing power with women and girls in order to promote a healthy, happy and dignified life for all.

Conversation Summary

These conversation will comprise of 4 x 1 hour sessions

Session	Topic	Exercises	Time needed
1	Gendered roles and key terms	S1E1: Warm up - Gendered roles	30 minutes
		S1E2: Key terms	30 minutes
2	GBV	S2E1: GBV picture codes	60 minutes
3	Negative Masculinity and Positive Masculinity	S3E1: Negative Masculinity	60 minutes
		S3E2: Positive Masculinity including picture codes	30 minutes
4	My Journey to Positive Masculinity, My Positive Masculinity Pledge and Closure of Positive Masculinity Conversation	S4E1: My journey to Positive Masculinity Map	60 minutes
		S4E2: Positive Masculinity Pledge	20 minutes
		S4E3: Recap and closing remarks	10 minutes

A note on facilitation methods

- *This community conversation has been designed for “men only groups” however significant women can be invited to hear the Positive Masculinity Pledge towards the end. This will help to make the men more accountable.*

- *In general – divide community members into small groups making sure there is someone who can read in each group, distribute handouts or picture codes, ask literate person to read and group to engage.*
- *All handouts are in “boxes” in the manual. Cut these out so you can hand them out to participants and groups.*

Referral and Protection

- *If during the process of these community conversations you (the facilitator) become aware of men who are serious perpetrators of gender based violence or abuse towards children, you are obliged by law to report these cases to either a social worker or to the police. All gender based violence is serious but assaulting and seriously injuring a woman or child is more serious than a man refusing to do any cleaning or cooking and expecting women and girls to do these tasks for him.*

SESSION 1 – WARM UP – GENDER ROLES AND KEY TERMS

Time: 30 minutes for whole session

Materials:

- HANDOUT 1 with definition of Positive Masculinity on it (one handout per group)

Introduction

Time: 15 minutes

This session will orientate you to the whole series of community conversations and provide you with the language to have a deep and meaningful conversation about positive masculinities. The most important key term in these conversations is **Positive Masculinity**.

Facilitation steps:

- In small groups try and define **Positive Masculinity** and write it down
- Groups to elect a spokesperson and share your definitions in plenary
- Handout piece of paper with this definition on it (see HANDOUT 1)

HANDOUT 1 Definition Positive Masculinity

The term Positive Masculinity refers to men who are protectors of women and children rather than perpetrators of violence and abuse towards women. Men with positive masculinities are aware of the power and privilege they have just as result of being male (as opposed to being female) in a society that favours men. Men with positive masculinities provide love, care and protection for women and children. They promote gender equality at home, in the community and in society, creating spaces for girls and women to thrive, supporting girl's and women's independence and empowerment, and sharing power with women and girls in order to promote a healthy, happy and dignified life for all.

- Allow for further discussion

What is Psychosocial Support

Facilitation steps

- Divide into small groups and discuss what is meant by the term psychosocial support
- Ask spokesperson for each group to share the group's definition of psychosocial support
- Handout slip of paper with definition of psychosocial support on it
- Ask groups to compare their definitions with the handed out one

HANDOUT 1A

Psychosocial support

Psychosocial support is the different ways people express love, care and protection that results in the receiver of this support feeling better cognitively (to do with thinking), emotionally (to do with feelings) and spiritually. Psychosocial support also strengthens a person's social and cultural connectedness (their sense of feeling connected to others and to their own community or culture).

Good practice in psychosocial support is gender sensitive (equally fair to both males and females) and draws on the strengths of the child, youth, family, and community to strengthen their resilience (ability to absorb and recover from shocks in life) which leads to thriving.

- Ask groups to discuss – What does the psychosocial support I give to others look like?

S1E1: Warm up - Gender roles

Time: 30 minutes

Materials:

- HANDOUT 2 - Gendered roles (1 worksheet per group)

Introduction: This exercise will help you “get into the right space” for this workshop

Facilitation steps

- Divide into small groups of 3-5 people in group.
- Number groups 1 and 2
- Ask all the number 1 groups to make a list of roles in the household and in society that belong to men (write on a flipchart)
- Ask all the number 2 groups to make a list of roles in the household and in society that belong to women (write on a flipchart)
- Ask a spokesperson from each group to share with the larger group
- Handout worksheet of gendered roles (1 worksheet per group)
- In groups to fill in which belong roles to men or women

Groups to discuss as they fill in the worksheet – discussion should include:

- how these stereotypes are formed
- if they agree with any of these stereotypes
- if they disagree with any of these stereotypes
- Only after groups have filled in the worksheet share the main messages:
 - All these roles can belong to both men and women
 - Society and culture shape the expected roles of men and women

HANDOUT 2 - Gendered roles

Tick the boxes so that the table shows which roles belong to men and which roles belong to women.

Role	Men	Women
Care for other people (children, sick people, old people)		
Producing food for the family		
Producing income for the family		
Being physically strong		
Expressing love		
Being eligible for village chairperson, parliamentarian, local councilor		
Has a profession		
Being friendly		
Being supportive when somebody is in difficulties		
Managing the household (cooking, washing, etc.)		
Being honest		
Defending his or her opinion with force		
Keeping cattle, goats		
Being smart		
Being intelligent and having education		
Caring for children		
Reacting violently when provoked		
Show their sexual desire as well as prove their sexual 'successes'		
Express emotions		
Cry		
Brave and strong		
Sew		
Work with cement		
Are heroes if they have sex with more than partner		
Are stigmatized if they have sex with more than partner		
Should receive tertiary education		
Play soccer		
Wear blue		
Wear pink		

S1E2: Key terms

Time: 20 minutes

Materials:

- HANDOUT 3 - Slips of paper with name of key term on each slip to 10 different people
- Slips of paper with definition of key term on each slip to different set of 10 different people

Introduction

In order to have this community conversation it is important that we “all speak the same language” and have the correct vocabulary. This exercise will help us achieve this.

Facilitation steps

- Cut up HANDOUT 3 – key terms and key definitions – DO NOT CUT OUT KEY TERM AND KEY DEFINITION AS ONE SLIP BUT ALL THE KEY TERMS AND ALL THE DEFINITIONS AS SEPARATE SLIPS – 44 SLIPS IN TOTAL
- Hand out slips of paper with name of key term on each slip to half the people
- Hand out slips of paper with definition of key term on each slip to different the other half of the people
- If there are less than 44 people handout more than one slip per person
- Ask the groups to mingle so that slips get jumbled up. Once a term and definition have been paired up just put that pair in your pocket and continue with other slips)
- Ask people with key terms (just one or two words) to find someone with a definition (sentences) and have mini meetings with each other – in each meeting they are to read what is on their slip and try match key term with correct definition
- If there is no match they must move on and try match term and definition with another person
- Once they feel that they have correctly matched term with definition they must go stand on side of the room as a pair
- After everyone has paired ask the pair to read out loud the term and definition
- Facilitator to check if the “answers” are correct from the table below
- Facilitator hands out (one per group) the list bel

HANDOUT 3 – TO BE CUT UP SO THAT EACH “SQUARE” IN THE TABLE EG “Abuse” and “To treat another person in a harmful, offensive or injurious way” are separate slips. You should have a total of 44 slips. DO NOT HANDOUT COMPLETE UNCUT TABLE!

Abuse	To treat another person in a harmful or offensive way. Abuse can take the form of physical abuse, sexual abuse or verbal abuse.
Alcohol abuse	Over use of alcohol so that it results in either damage to one’s health or impacts negatively on the wellbeing of others. Alcohol abuse contributes significantly to gender based violence.
Child sexual abuse	Child sexual abuse is defined as any form of sexual activity with a child by an adult or by another child who has power over them.
Culture	The beliefs, customs and practices of society or of a sub- group within society and the learned behaviour of a society.
Emotional abuse	Any behaviour that attempts to control a person by causing them emotional harm; this can include threats, intimidation, humiliation, coercion or bullying.
Gender	Gender is the state of being male or female in <u>relation</u> to the <u>social</u> and <u>cultural</u> roles that are <u>considered</u> to belong to either men and women.
Gender equality	When rights, responsibilities and opportunities do not depend on whether individuals are born male or female. Gender equality means that the interests, needs and priorities (order of things held to be important) of both women and men are taken into consideration and are equally valued.
Gender inequality	When one sex is not treated equally to the other, for example, if women within the home and in society are treated as inferior to men and as second–class citizens, and their skills, experiences and lives are undervalued.
Gender-based violence	Refers to a wide range of human rights violations, including the sexual abuse of children, rape, domestic violence/intimate partner violence, sexual assault and harassment, trafficking of women and girls, and forced marriage. Gender-based violence affects females more than males.
Gender socialisation	The process by which people learn and internalise cultural ideas about how males and females should behave, what kinds of jobs they should hold, and how they are perceived and treated by others.
Human rights	The basic freedoms and protections to which all humans are entitled, whatever their nationality, place of residence, sex, national or ethnic origin, colour, religion, language or other status. We are all equally entitled to our human rights, without discrimination.
Intimate partner violence	Refers to actions by an intimate partner or ex-partner that cause physical, sexual or psychological harm, including physical aggression, sexual coercion, psychological abuse and controlling behaviours. Intimate partner violence is a type of domestic violence.
Masculinities	This term conveys the fact that there are many socially constructed <i>ways of being a man</i> and that these can change over

	time and from place to place. ‘Masculinities’ refers to ideas about how men should or are expected to behave in a given setting. These ideas are shaped by class, ethnicity, race, culture and sexual orientation.
Patriarchal society	In a patriarchal society, men are considered the primary authority figures. They have the dominant role in the home, community and formal institutions, and the power to make and implement decisions.
Perpetrator	A person who directly causes violence or abuse of another against his/her will.
Physical abuse	Any action that causes physical harm to another person; this can include slapping, punching, shoving, kicking, threatening, attacking someone with a weapon, or refusing to help someone when he or she is injured or sick.
Positive masculinities	This term refers to masculine identities, knowledge, attitudes and practices that are not harmful to oneself and others. Men exhibiting positive masculinities are aware of the power and privilege awarded to men by a patriarchal society, and therefore they are accountable to themselves and others as to how this power and privilege impacts others negatively. They promote gender equality at home, in the community and in society, creating spaces for women to thrive and to become independent and empowered.
Negative masculinities	Refers to the socially-constructed attitudes that describe the masculine gender role as violent, unemotional, sexually aggressive, disrespectful, dominating, homophobic and sexist.
Power	The ability to exert oneself in the world and/or control or influence other people and/or resources.
Rape	Any act of non-consensual sexual intercourse. Any degree of non-consensual oral, anal or vaginal penetration is considered to be rape. Note that rape is a legal term, and the definition varies somewhat between countries.
Sexual harassment	Any unwanted sexual behaviour that embarrasses, humiliates or intimidates an individual on the basis of sex or sexual orientation. This may be verbal, such as sexualised remarks or propositions, or may include pornographic visual displays or physical gestures.
Social norms	The informal rules that guide groups’ values, beliefs, attitudes and behaviours. Social norms are expectations about (a) how others in a reference group behave, and (b) how others in the reference group think individuals ought to behave.

SESSION 2: GENDER BASED VIOLENCE (GBV)

Time: 60 minutes for whole session

Introduction

Gender based violence sometimes called GBV is exactly what a man with positive masculinity should not do and does not “do”. In this exercise we will explore what GBV is.

S2E1: Gender Based Violence

Materials: HANDOUT 4 - Pictures from PiaD, series 1, A-N, pages 44-50, 1 set of pictures per group

Facilitation steps

- In groups to come up with a definition of GBV
- Sets of pictures handed out (1 set per group)
 - Discuss what you see in the picture
 - Discuss whether you think this is GBV
 - Give a reason for your answer
 - Make a list of behaviours and attitudes that make up GBV
- Elect a spokesperson for your group and share in plenary:
 - your group’s definition of GBV
 - what pictures your group believes is GBV
 - your list of behaviours and attitudes that make up GBV
- Compare generated definition of GBV to definition below (HANDOUT 5)
- Look at pics again and decide as a group which ones reflect GBV
- Think about your own life and reflect on ways in which you may be perpetuating GBV (no need to share but can if want to)

HANDOUT 5 – Definition of GBV

GBV refers to a wide range of human rights violations, including the sexual abuse of children, rape, domestic violence/intimate partner violence, sexual assault and harassment, trafficking of women and girls, and forced marriage. Gender-based violence mostly affects women and girls but is also experienced by men and boys to a lesser degree.

SESSION 3: NEGATIVE AND POSITIVE MASCULINITY

Time for whole session: 60 minutes

Introduction

Negative masculinity (sometimes also called flawed or toxic masculinity) refers to attitudes and behaviours that describe the **masculine** gender role as violent, unemotional, sexually aggressive, disrespectful, dominating, homophobic or sexist. In this session we will explore both negative and positive masculinity.

S3E1: Negative Masculinity

Time: 30 minutes

Materials: Handout 6 - 1 per group, definition of Negative/flawed/toxic **masculinity**

HANDOUT 6 – The Spectrum (range) of Negative masculinities

Negative masculinities refers to a spectrum (range of men's negative and harmful ways of being which can be said to be socially-constructed (shaped by society). On the one extreme of the spectrum is **toxic masculinity** whereby men are violent and abusive towards women. The term toxic which means poisonous is used because it highlights that this form of masculinity impacts significantly on the lives and human rights of others in a significantly negative or harmful way. Further along the spectrum we might find a man who while never violent, is disrespectful, dominating and sexist towards women and girls. We refer to this as flawed (imperfect) masculinity. A man who displays negative masculinity may also be unemotional and homophobic.

Facilitation steps

- Divide people into small groups of 3-6
- Tell them that a certain type of masculinity is sometimes called negative.
- Examples of negative masculinity are flawed and toxic masculinity. Flawed means broken, damaged or imperfect. Toxic means poisonous or harmful to others.
- Ask groups to define negative/flawed/toxic masculinity giving examples based on what they have learned/discussed so far
- Ask them to make a list of behaviours and attitudes that make up negative/flawed/toxic masculinity
- Ask them to share their definitions, examples and lists in plenary
- Ask them to compare their definitions to the one in HANDOUT 6

S3E2: Positive Masculinity

Time: 30 minutes

Materials:

- HANDOUT 7 - Picture codes from PiaD, series 5, A-N, pages 13-19
- HANDOUT 8 - List of qualities and behaviours of Positively Masculine Men

Facilitation steps

- Show them picture codes of men displaying positive masculinity (PiaD pg 13-19)
- Ask them to discuss in small groups why they think each of these men are displaying positive masculinity
- Ask groups to come up with a list of qualities and behaviours of a positively masculine man
- Handout list of qualities and behaviours of a positive man to be shared after groups generate their own lists
- Ask them to add to this list
- Allow time for further sharing and discussion

HANDOUT 7 - Qualities of men who embody positive masculinity

- Believe in conversation and negotiation instead of violence to resolve conflicts in their interpersonal relationships.
- Show respect toward persons from different backgrounds and styles of life, and who query those who do not show this respect.
- Show respect in their intimate relationships irrespective of race, gender and sexual orientation
- In the case of men who consider themselves as heterosexual, take part in decisions related to reproduction, discussing with their partners the question of reproductive health and safe sex, using or collaborating with them in the use of contraceptives or other methods when they do not want to have children.
- In the case of men who consider themselves as homosexual or bisexual, or who have sexual relations with other men, talk with their partner or partners about the practice of safe sex.
- Do not believe in or use violence against their intimate partners.
- Believe that taking care of other human beings is also a male attribute and are capable of taking care of someone, whether they are friends, relatives, partners or their own children

- Shared responsibility in joint parenthood including financial contributions for children's education

- Believe that men can also express other emotions besides anger and are able to express emotions and seek help—whether from friends or professionals.
- Believe in the importance and have the ability to take care of their bodies and their own health, including persons with AIDS or HIV positive.

- Takes responsibility for HIV prevention and sexually transmitted diseases and practices safe sex

SESSION 4 - MY JOURNEY TO POSITIVE MASCULINITY MAP, MY POSITIVE MASCULINITY PLEDGE, RECAP AND CLOSURE

Time: 60 minutes for whole session

Introduction:

Becoming a man with positive masculinity is a journey and a process. Sometimes we have a good start in this regard if we have good role models, if our parents or caregivers teach us these values, and if we begin this process or journey as early as possible because our first few years are the most important in our development and character formation. But remember that it is never too late to begin this journey.

S4E1: MY JOURNEY TO POSITIVE MASCULINITY MAP

Time: 30 minutes

Materials:

- Flip chart pages (1 per person)
- Marker pens (1 per person)

Introduction:

In this exercise you will begin to map out your journey to positive masculinity

Facilitation steps

- Each person is given one piece of flip chart paper and asked to:
 - 1) Turn the flip chart page on its side (landscape position)
 - 2) Draw a symbol of your ideal man with a positive masculinity in the top right hand corner of page
 - 3) Draw a symbol of self now in bottom left hand corner of page
 - 4) Draw journey line linking these 2 symbols – the line need not be straight because a curvy or snaking line has more space for the next step
 - 5) Draw more little symbols or key words of things you want to change and will do to become the man with a positive masculinity in the top right hand corner
 - 6) Discuss in small groups
 - 7) Add to own drawing if you want to based on what you heard from others
 - 8) Share drawings and discuss in small groups

Additional points for discussion

- Which steps will you find the easiest to achieve and which steps the most difficult?
- How we can support one another to change from where we are to where we think ideal men would be? Add these supportive behaviours to your map.
- How we can share this change in ourselves with others and encourage them to also change? Add these encouraging behaviours to your map.
- How can we as a group take this journey to positive masculinity forward?

S4E2: MY POSITIVE MASCULINITY PLEDGE

Time: 30 minutes

Materials:

- Sheets of A4 paper (3 per person)
- Pens (1 per person)
- Cell phones with recording function if they have them

Introduction

A pledge is a statement of intention expressing things you want to do or promising yourself and others to do certain things. A PM pledge is a pledge in which you express what you will do to become or to remain a man with PM.

Facilitation steps:

- Ask participants in groups to reflect on last 3 sessions and share what they have learned / discovered about themselves
- Ask them to look at their own Journey to Positive Masculinity Map and to focus on what they want to continue doing, or want to do more of to become a man with Positive Masculinity
- Hand out pages for them to write a pledge detailing the kind of man with a positive masculinity that they want to become. This pledge can be:
 - About half a page to 3 pages long
 - Can include illustrations
 - Can be a voice note on a cell phone (first they write it down, then they record it)
 - Can be anything you want it to be
- Invite participants to read out their PM pledges

S4E3: CLOSURE

Time: 15 minutes

- Divide community members into groups of 5-7 and ask them to end the series of conversations sharing in these small groups what they learned and how they benefitted from these conversations.
- Invite the men who live close to each other to form positive masculinity support groups who can meet regularly to support each other to be positive males.
- Invite the group to meet again in 3 months' time to report back to each other and to women in their lives whether they have honoured their pledges and what the journey to positive masculinity has been like so far.
- End this round of the conversations.

ACKNOWLEDGEMENTS

This facilitator's manual draws on the following publications

- Peace is a Decision, Learning to be a good man, Madoerin, REPSSI, 2016
- Transforming Masculinities, A training manual for gender champions, Tearfund, 2017
- Yaari Dosti: Young Men Redefine Masculinity A Training Manual, Population Council, New Delhi CORO for Literacy, Mumbai MAMTA, New Delhi Instituto Promundo, Rio de Janeiro, 2006
- A Training Manual on Masculinities to engage men to end Gender Based Violence, African Women's Development and Communication Network, 2013
- Thanks to the REPSSI team for internal peer review